



SCHOOLS TO WATCH SOUTH RIPLEY JUNIOR HIGH SCHOOL



South Ripley Junior High School



Designated in 2016

South Ripley Junior High School • South Ripley
Community School Corporation • Ripley County •
Versailles, Indiana
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2017-2018 School Statistics

(Source: Indiana Department of Education)

Community: Rural
Enrollment: 200
Grade Levels: 7-8
School Schedule: Traditional

Student Demographics

1.0% Hispanic
95.9 % White
1.0% American Indian
2.1% Multi-racial
0 % Filipino
0 % Asian or Pacific Islander

60.3% Free/Reduced Lunch
0 % English Learners

2010, 2011, 2012, 2013, 2014 Four Star School

"A" Rating from IDOE:

2011-12, 2012-13, 2013-14, 2014-15, 2016-17

2016 School To Watch Designation

2017 Gold Star Counseling Program

National Blue Ribbon School 2016

School Characteristics and Replicable Practices

Academic Excellence

- South Ripley Junior High School has earned an "A" rating from the Indiana Department of Education the last four years. (2011-2012, 2012-2013, 2013-2014, 2014-2015, 2016-17)
- South Ripley Junior High School has been named a Four Star School by the Indiana Department of Education the last three years. (2011-2012, 2012 - 2013, 2013- 2014, 2014-2015)
- 2017 Gold Star Counseling Program
- Advisory program was chosen as a 2016-2017 Promising Practice by the Indiana Department of Education.
- Teaming utilized to allow collaboration between staff
- Staff utilize data walls based on NWEA and ISTEP+ data to chart student progress
- Students track their own data in google documents along with PIVOT. Students began student led conferences in 2016-2017 school year.
- Standards are posted on the website, in classrooms, and written in journals or logs in each core area
- Rubrics are discussed with a model of each level showing highly effective to unsatisfactory work
- All students are provided with personal Chromebooks for the entire school year. This allows for group and teacher collaboration through Google Docs and other shareable sites

- Curriculum is aligned with state standards and assessed at different times throughout the year based on ISTEP+, Acuity, and other common assessments. (drives instruction)
- Nonfiction readings are incorporated in all core classes
- Teachers incorporate the use of Study Island, Accelerated Math, and Accelerated Reader into their classroom instruction. Several projects are completed throughout the year in different classes, including both group and individual projects. Google Classroom, Drive and other Google-based apps are used in each classroom as a way to provide common strategies
- Differentiated instruction for each lesson based on content
- All classrooms are equipped with technology, i.e. projectors, teacher computer, sound system
- Classes create cross-curricular projects (Social Studies and English)
- All teachers drive their curriculum based on data received from Acuity, Accelerated Reader, Accelerated Math, and ISTEP+. These progress monitoring systems allow teachers to immediately see deficits to guide their instruction
- Students track their individual and class data to show growth and understanding of the concepts presented
- Students are provided with exemplar models of academic work and continually assess their own work against these models
- Students are provided with a rubric before class projects and writing assignments that allows them to know what they are being evaluated on. Classes have the students do peer editing based on these rubrics
- Advisory classes meet with students daily
- Project based learning projects and collaborative work with peers/staff on activities
- If students are unable to master a content, they can be put into a tier 3 remediation courses
- If students are doing poorly in a class, they can be pulled by the teacher to work on that concept individually. This is done during the teacher's prep and the students' elective class periods
- Special education students are provided a resource room during elective classes to work on material that is not mastered with an aide or the special education teacher. SRJHS also utilizes inclusion to give students the opportunity to learn with his/her peers
- Students are provided after school tutoring twice a week throughout the school year and four days a week for the months of March and April.
- Team/data meetings are held twice a month to discuss student needs and data
- Six built-in late arrival days for students so teachers can have time for professional development and various trainings
- After-school technology trainings are offered through the Five-Star E-Learning coach

Developmental Responsiveness

- Counselors from JH and HS work together on transition and teaming with students
- Suicide training on PD day, additional training on handle student problems might be needed, List of outside resources available, food pantry, nurse, counselor
- Parent training -- orientation nights, parent/teacher conference nights, registration training with open labs , high school transition night, job coach for special education
- Christmas purchased by staff and fund from local churches, food pantry available at school, service learning projects to assist students
- Anonymous tip line for bullying and county line for drug reporting
- Lunch recovery so students given opportunity to get credit for their work
- Teachers attend PD workshops on team-teaching, Smekens writing workshops, PD days on strategies incorporating technology
- Math topics, Study Skills classes, Advisory classes

Schools to Watch - INDIANA SCHOOLS TO WATCH South Ripley Junior High

- PD on 1:1 Devices, Incorporating engaging activities using technology, labs with hands-on activities, Interactive notebooks in Math classes, Learning Centers in E/LA classes
- Advisory program, Service Learning projects, Life/Careers class, Health classes

- Teachers meet in data meetings, team meetings, and staff meetings, PD - This year we will be implementing in PD Days vertical articulation across content areas and grade levels. Science teachers incorporate math into lessons. Science teachers do a math warm-up each day. SS teachers incorporate non-fiction reading activities and strategies into the classroom. Reading classes incorporate all content areas
- Teachers co-teach to plan cross-curricular lessons that build on each other in classes, and study skills class allow for students to have extra assistance from teachers and work on other content
- Goal setting done with all students, personal goals set for each student, data goals set with students, reality check, career center tour, college tour
- Life/career class has students research future careers, write papers
- Career interest inventories at grades 6-8, learning styles inventories
- Students have access to MMS Student Portal to check grades and PIVOT data warehouse
- Student Council, NJHS, Builder's Club, Academic Team, Principal Advisory Committee
- Menu on website result of student input
- Parent teacher conferences, positive calls, homework recovery calls, monthly newsletter, website, calls from guidance, letters home, One Call Now system - constant communication
- Students participate in various contests (DAR essay contest, calendar for drug awareness, poem contest), guest speakers, advisory activities on diversity
- Gold Star counseling committee
- Homework assignments posted by the team weekly that parents can access from home
- Service learning through Advisory, athletic teams, National Junior Honor Society, Builders' Club, Student Council, SADD, flags/majorettes, choir/band, Academic Teams
- Opportunities to explore a variety of topics and interests that appeal to strengths and may aide in planning for the future: Reality Check, Southeastern Career Center tour, College tour

Social Equity

- College Career Activities
- Individualized instruction tools--Study Island, STAR reading, Acuity
- Accelerated Math program, STAR Math Testing, Accelerated Reading Program, STAR Reading Testing
- 5 star online curriculum mapping in PIVOT
- Flexible scheduling for core and elective classes
- Math Topics and Study Skills classes individualized in afternoon classes
- Cultural awareness service project
- Different cultural references in our curriculum as appropriate
- Inclusion Classes for students and all students included on field trips, Raider time, presentations
- Data meetings at each grade level monthly and shared spreadsheets via google docs to track student performance on assessments
- Shared assignment documents via google for increased communication between teams
- Positive Phone calls to parents weekly by teachers
- MMS student/parent staff portal for grades in real time
- School website, Yearbook
- School Twitter account/page
- Monthly newsletter from principal
- JR High Awards at end of school year
- Attendance and Honor Roll rewards/certificates for each 9 weeks-given by principal & counselor
- ISTEP+ Pass Guarantee Club inductions (Rewards - Shirts, Medals)
- Character Education Program and awards
- Positive office referrals-Principal contacts family & student for recognition
- BEACH locker rewards for each student, all students recognized for achievements during school year
- Send photos/info to local newspaper to highlight classrooms & student work
- Staff volunteers to take tutoring students home via tutoring bus
- Staff attendance of extracurricular activities
- Staff sponsors student/families at Christmas
- Chromebook rollout/Parent meeting to provide computer access to all families
- Staff volunteer for the SR Food Pantry
- School resource officer provides transportation as needed

- Office contact for anyone absent (attendance)
- Principal conducts beginning of the year handbook meetings with all students so expectations are clear

Organizational Support

- School-Improvement Plan, PL 221 Meetings
- After-school tutoring & mini-bus--coordination of teachers for tutoring and driving
- Accountability by principal includes turning in lesson plans, phone calls, office referrals, grades updated, data/staff/team/ PL 221 meetings
- Partners with businesses for Character Ed & various fundraisers/sponsors
- Late Arrival Days for PD
- Out-of-school trainings--various trainings across state--AdvancED, Safety training, E/LA conferences, Math conferences
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- AdvancED accreditation--K-12 improvements
- K-12 Reading Plan
- PLTW Classes
- SRRaider Philosophy
- Algebra I students earn HS credit as 7th/8th graders
- Data Rooms for data driven instruction
- Meet Your Teacher Night-Orientation & Parent-Teacher Conferences
- PL 221 Goals are posted in classrooms
- Parent-Teacher Conferences & parent volunteers for field trips
- 6th to 7th Grade Transition Visit
- District Vision Statement, Mission Statement, Beliefs posted
- 8th Grade to Freshman Orientation
- PLC Communities on Google/Learning Connection via DOE
- Twitter, Podcasts
- NWEA, ISTEP, STAR Data collection:
 - Data Wall, spreadsheets, PIVOT warehouse, meetings
- Student Teaching/Interning--have had student teachers from nearby colleges:
 - School Counseling intern (3 days a week)
 - Work with local colleges to mentor student with observation hours
 - College-Go Week contest and prizes
- New teachers are assigned a mentor teacher:
 - 1st year teachers-IMAP and mentor
 - 2nd year teachers-IMAP and mentor in order to get professional license
 - Transition to SR/Junior High teachers-team leaders are assigned as mentors
- Positions posted on DOE for colleges/universities
- Application process is electronic/Internet-based
- Positive Phone Calls & Positive Office Referrals
- Newsletter, One-Call Now, Team Agendas
- End of the Year Awards Program

- AdvancED Surveys (All Stakeholders Included), AdvancED Accredited
- Board Meetings Minutes-posted on website
- My Big Campus Parent Night