

EXECUTIVE SUMMARY

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

The Metropolitan School District of New Durham Township has a current enrollment of 908 students and is situated in a rural community in Northwest Indiana. According to the 2010 census, Westville has a population of 4,669. The community consists of professional and blue-collar workers. Many of the professionals' work in surrounding metropolitan areas. The blue-collar segment of the community is employed primarily in the construction trades and nearby steel mills. With the Purdue North Central University campus located in our community, we have both students and professors as residents. Within the past seven years there have been 325 new homes and 20 apartment complex buildings completed with 64 units each. There are two county parks, a state university, and the largest correctional facility in the state of Indiana located within the township. One unique challenge associated with the community we serve is the fact that some students have parents incarcerated in the local correctional facility. Another challenge we are working with is the rapid influx of students from outside communities into our school system.

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

Mission Statement: The mission of MSD of New Durham Township is to Inspire, Challenge, and Educate.

District Vision: The school community of Westville is a place where families choose to send their students. Staff members are empowered to teach and all students and staff are accepted and celebrated. Students are encouraged to become complex thinkers, caring individuals, and community contributors within a safe, well-maintained environment that is conducive to learning.

District Goals

- Staff members are empowered to teach
- Students are encouraged to become caring individuals (plus staff)
- Environment is safe

Belief Statements

New Durham Township Schools believes:

- Students achieve success in a variety of ways measured not only by their grades, but also their ability to merge into the world following graduation
- That supportive families have a positive impact on student achievement
- Children must be provided opportunities by the school and the community to reach their potential
- Student achievement is our top priority
- Student achievement increases when all stakeholders are invested in students' college and career readiness
- A successful organization has personnel with a common vision and set of beliefs
- Westville personnel must interact, teach, mentor, motivate, and help prepare students for their futures
- Budget and finances reflect the priorities set by the district and school leadership to responsibly provide the maximum opportunities for students
- A healthy school culture helps students develop skills to manage their emotions, resolve conflicts, and make responsible decisions

New Durham Township Schools value:

A curriculum that is relevant, developmentally appropriate, engaging, hands-on, rigorous, challenging, and cross-curricular

District cohesiveness

A student-first environment

A community that is engaged, supportive, and involved.

Student contributions to our community.

Community contributions to our school.

Positive, open, and honest communication between the school and community.

Facilities that are well-maintained, clean, safe, and conducive to learning.

Technology as a tool for enhancing learning, career readiness, communication, and organizational administration.

Diversity within students and staff

The school embodies its purpose through the following programs:

Junior Achievement

PATH program

Mentorship

National Junior Honor Society

National Honor Society

Ambassador program

Science Olympiad

Concurrent Enrollment program

Brain Bee Neuroscience competition

Econ Challenge Economics competition

Dig Pink, and other service learning programs

Kids Caring for the Community activities

Bullying prevention programs

K-12 assemblies/programs

Field trips

Champions Together Program

Reality Store

Community awareness and education programs (Hands off Heroin, LaPorte County

Drug-Free Organization)

Student Council community outreach projects

Newsletter to communicate home to parents and guardians

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

Recently, we have improved student involvement and school spirit through the creation of new student organizations such as Blackhawk Athletic Council, Science Olympiad, DECA and our student athletic training program. Additionally, we have joined the Porter County Athletic Conference (PCC) to expand our athletic competition. As part of joining the PCC, we have added a new track to our facility and encouraged student involvement by creating a student section in our gymnasium. We have also begun working with Special Olympics through the organization "Champions Together." In addition, as a K-12 school we have improved unity by including all students grades K-12 in school assemblies, fundraisers and "Blackhawk Pride" days. Recently through a grant, we have been able to purchase Maker Space for our library, and fund our Science Olympiad Program. In addition, our teachers union has supported both the school and community through fundraising. Likewise, a portion of our schools performance grant will be used to supplement school supplies. Finally, we are working towards identification as a "Family Friendly School" through the Indiana Department of Education.

Describe the process used to engage a variety of stakeholders in the development of the institution's improvement plan. Include information on how stakeholders were selected and informed of their roles, and how meetings were scheduled to accommodate them.

The administration used a variety of stakeholders to approve the school improvement plan by dividing the faculty into departments. These stakeholders were selected and assigned by their area of expertise. Information of our role and responsibilities for the school improvement plan were assigned from the administration via email, teacher meetings, and through department heads.

Describe the representations from stakeholder groups that participated in the development of the improvement plan and their responsibilities in this process.

The stakeholders of the school improvement plan were divided up by the administration by their level of expertise. Each of those groups was assigned a different section of the improvement plan. The instructions were to research the information needed, collaborate and discuss the information within the departments, and write a completed plan which would be approved by all the stakeholders.

Explain how the final improvement plan was communicated to all stakeholders, and the method and frequency in which stakeholders receive information on its progress.

A copy of the final AdvancED improvement plan will be given to all stakeholders prior to its submittal to the state. At that time the stakeholders will have the opportunity to read through all parts of the plan. Once implemented, actions will be taken at both the administrative and state

level to work towards all identified goals. Bi-monthly meetings will be held at the department and state level to communicate progress. Additionally, Westville staff will be broken up into groups throughout the year to analyze their progress on how their actions are aligning with the stated goals.

The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.

The process for review, revision, and communication of the school's purpose is clearly documented, and a record of the use and results of the process is maintained. The process is formalized and implemented with fidelity on a regular schedule. The process includes participation by representatives selected at random from all stakeholder groups. The purpose statement clearly focuses on student success.

The school's leadership and staff commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills.

Commitment to shared values and beliefs about teaching and learning is evident in documentation and decision making. This commitment is regularly reflected in communication among leaders and staff. Challenging educational programs and equitable learning experiences are implemented so that all students achieve learning, thinking, and life skills necessary for success. Evidence indicates a commitment to instructional practices that include active student engagement, a focus on depth of understanding, and the application of knowledge and skills. School leadership and staff share high expectations for professional practice.

The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning.

School leaders implement a documented, systematic continuous improvement process for improving student learning and the conditions that support learning. All stakeholder groups are engaged in the process. School personnel maintain a profile with current and comprehensive data on student and school performance. The profile contains analyses of data used to identify goals for the improvement of achievement and instruction that are aligned with the school's purpose. Improvement goals have measurable performance targets. The process includes action planning that identifies measurable objectives, strategies, activities, resources, and timelines for achieving improvement goals. School leaders hold all school personnel accountable for and evaluate the overall quality of the implementation of all interventions and strategies. The process is reviewed and evaluated. Documentation that the process yields improved student achievement and instruction is available and communicated to stakeholders.

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from

the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

The purpose and direction of the school ties to our new mission and vision statement that was re-written this year. This has helped give our school a more clear direction of where we are going and what our focus area is.

The governing body establishes policies and supports practices that ensure effective administration of the school.

Policies and practices support the school's purpose and direction and the effective operation of the school. Policies and practices promote effective instruction and assessment that produce equitable and challenging learning experiences for all students. There are policies and practices regarding professional growth of all staff. Policies and practices provide requirements, direction for, and oversight of fiscal management.

The governing body operates responsibly and functions effectively.

The governing body has a process to ensure that its decisions and actions are in accordance with defined roles and responsibilities, a code of ethics, and free of conflict of interest. Governing body members participate in a systematic, formal professional development process regarding the roles and responsibilities of the governing body and its individual members. The governing body complies with all policies, procedures, laws, and regulations and functions as a cohesive unit.

The governing body ensures that the school leadership has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively.

The governing body consistently protects, supports, and respects the autonomy of school leadership to accomplish goals for achievement and instruction and to manage day-to-day operations of the school. The governing body maintains a clear distinction between its roles and responsibilities and those of school leadership.

Leadership and staff foster a culture consistent with the school's purpose and direction.

Leaders and staff align their decisions and actions toward continuous improvement to achieve the school's purpose. They expect all students to be held to high standards in all courses of study. All leaders and staff are collectively accountable for student learning. School leaders support innovation, collaboration, shared leadership, and professional growth. The culture is characterized by collaboration and a sense of community.

Leadership engages stakeholders effectively in support of the school's purpose and direction.

Leaders communicate effectively with appropriate and varied representatives from stakeholder groups, provide opportunities for stakeholders to shape decisions, solicit feedback and respond to stakeholders, work collaboratively on school improvement efforts, and provide and support meaningful leadership roles for stakeholders. School leaders' efforts result in measurable, active stakeholder participation; engagement in the school; a sense of community; and ownership.

Leadership and staff supervision and evaluation processes result in improved professional practice and student success.

The focus of the criteria and processes of supervision and evaluation is improving professional practice and improving student success. Supervision and evaluation processes are regularly implemented. The results of the supervision and evaluation processes are used to monitor and effectively adjust professional practice and improve student learning.

The administration and staff work together to promote a positive school climate and encouraging learning environment for everyone. Weekly "Principal's Post" are sent out that includes important information for the week. Monthly newsletters are also sent out and the staff meets at least once a month.

The school's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level.

Curriculum and learning experiences in each course/class provide all students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills. There is some evidence to indicate curriculum and learning experiences prepare students for success at the next level. Like courses/classes have equivalent learning expectations. Some learning activities are individualized for each student in a way that supports achievement of expectations.

Curriculum, instruction, and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.

Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.

Teachers plan and use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills. Teachers personalize instructional strategies and interventions to address individual learning needs of students when necessary. Teachers use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines, and use technologies as instructional resources and learning tools.

School leaders monitor and support the improvement of instructional practices of teachers to ensure student success.

School leaders formally and consistently monitor instructional practices through supervision and evaluation procedures to ensure that they 1) are aligned with the school's values and beliefs about teaching and learning, 2) are teaching the approved curriculum, 3) are directly engaged with all students in the oversight of their learning, and 4) use content-specific standards of professional practice.

Teachers participate in collaborative learning communities to improve instruction and student learning.

All members of the school staff participate in collaborative learning communities that meet both informally and formally. Collaboration often occurs across grade levels and content areas. Staff members have been trained to implement a formal process that promotes discussion about student learning. Learning from, using, and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams, and peer coaching occur regularly among most school personnel. School personnel indicate that collaboration causes improvement results in instructional practice and student performance.

Teachers implement the school's instructional process in support of student learning.

All teachers use an instructional process that informs students of learning expectations and standards of performance. Exemplars are often provided to guide and inform students. The process includes multiple measures, including formative assessments, to inform the ongoing modification of instruction and provide data for possible curriculum revision. The process provides students with specific and timely feedback about their learning.

Mentoring, coaching, and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning.

Some school personnel are engaged in mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning. These programs set expectations for school personnel.

The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.

Programs that engage families in meaningful ways in their children's education are designed, implemented, and evaluated. Families have multiple ways of staying informed of their children's learning progress.

The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience.

School personnel participate in a structure that gives them long-term interaction with individual students, allowing them to build strong relationships over time with the student. All students may participate in the structure. The structure allows the school employee to gain insight into and serve as an advocate for the student's needs regarding learning skills, thinking skills, and life skills.

Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses.

Teachers use common grading and reporting policies, processes, and procedures based on clearly defined criteria that represent each student's attainment of content knowledge and skills. These policies, processes, and procedures are implemented consistently across grade levels and courses. Stakeholders are aware of the policies, processes, and procedures. The policies, processes, and procedures are regularly evaluated.

All staff members participate in a continuous program of professional learning.

All staff members participate in a continuous program of professional learning that is aligned with the school's purpose and direction. Professional development is based on an assessment of needs of the school. The program builds capacity among all professional and support staff. The program is systematically evaluated for effectiveness in improving instruction, student learning, and the conditions that support learning.

The school provides and coordinates learning support services to meet the unique learning needs of students.

School personnel use data to identify unique learning needs of all students at all levels of proficiency as well as other learning needs (such as second languages). School personnel stay current on research related to unique characteristics of learning (such as learning styles, multiple intelligences, personality type indicators) and provide or coordinate related learning support services to all students.

Overall, our school did well in the area of teaching and assessing for learning. We do have one standard grading scale 7-12 which is helpful to students as they transition grades. We only have new teachers set up on a mentor system and that is something we could improve.

Qualified professional and support staff are sufficient in number to fulfill their roles and responsibilities necessary to support the school's purpose, direction, and the educational program.

Policies, processes, and procedures describe how school leaders are to access, hire, place, and retain qualified professional and support staff. School leaders determine the number of personnel necessary to fill the roles and responsibilities necessary to support the school purpose, educational programs, and continuous improvement. Sustained fiscal resources are available to fund most positions critical to achieve the purpose and direction of the school.

Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the school.

Instructional time, material resources, and fiscal resources are sometimes focused on supporting the purpose and direction of the school. Instructional time is usually protected. School leaders attempt to secure material and fiscal resources to meet the needs of all students. School leaders express a desire to allocate instructional time, material resources, and fiscal resources so that all students have equitable opportunities to attain challenging learning expectations. Efforts toward the continuous improvement of instruction and operations sometimes include achieving the school's purpose and direction.

The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.

School leaders have adopted or collaboratively created clear definitions and expectations for maintaining safety, cleanliness, and a healthy environment and they have shared these definitions and expectations with all stakeholders. All school personnel and students are accountable for

maintaining these expectations. Valid measures are in place that allow for continuous tracking of these conditions. Improvement plans are developed and implemented by appropriate personnel to continuously improve these conditions. The results of improvement efforts are systematically evaluated regularly.

Students and school personnel use a range of media and information resources to support the school's educational programs.

Students and school personnel have access to media and information resources necessary to achieve the educational programs of the school. Qualified personnel are available to assist students and school personnel in learning about the tools and locations for finding and retrieving information.

The technology infrastructure supports the school's teaching, learning, and operational needs.

The technology infrastructure meets the teaching, learning, and operational needs of most stakeholders. School personnel have a technology plan to improve technology services and infrastructure.

The school provides support services to meet the physical, social, and emotional needs of the student population being served.

School personnel endeavor to determine the physical, social, and emotional needs of students in the school. School personnel provide or coordinate programs to meet the needs of students when possible. School personnel evaluate all programs. Improvement plans related to these programs are sometimes designed and implemented to meet the needs of students.

The school provides services that support the counseling, assessment, referral, educational, and career planning needs of all students.

School personnel implement a process to determine the counseling, assessment, referral, educational, and career planning needs of all students. School personnel provide or coordinate programs necessary to meet the needs of students whenever possible. Measures of program effectiveness are in place, and school personnel use the data from these measures to evaluate all programs. Improvement plans related to these programs are designed and implemented when needed to more effectively meet the needs of students.

Overall the school works hard to keep a clean and safe learning environment. With time and money, technology will be improved. We are working to get more Google Chrome computers for students and adding additional cameras for safety.

The school establishes and maintains a clearly defined and comprehensive student assessment system.

School personnel use an assessment system that produces data from multiple assessment measures about student learning and school performance. The system generally provides consistent measurement across classrooms and courses. Some assessments, especially those

related to student learning, are proven reliable and bias free. The system is evaluated for effectiveness in improving instruction, student learning, and the conditions that support learning.

Professional and support staff continuously collects, analyze, and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation, and organizational conditions.

Some processes and procedures for collecting, analyzing, and applying learning from data sources are used by professional and support staff. Data sources include limited comparison and trend data about student learning, instruction, the effectiveness of programs, and organizational conditions. School personnel use data to design, implement, and evaluate continuous improvement plans.

Professional and support staff is trained in the evaluation, interpretation, and use of data.

Few or no professional and support staff members are trained in the evaluation, interpretation, and use of data.

The school engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.

A process exists for analyzing data that determine improvement in student learning, including readiness for and success at the next level. Results indicate mixed levels of improvement, and school personnel sometimes use these results to design, implement, and evaluate the results of continuous improvement action plans related to student learning, including readiness for and success at the next level.

Leadership monitors and communicates comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals to stakeholders.

Leaders monitor information about student learning, conditions that support student learning, and the achievement of school improvement goals. Leaders communicate results to all stakeholder groups.

Analyzing school data is one of our main areas of focus. We have implemented several new tests this year including the NWEA test and PSAT. Both of these tests have provided us with additional data to understand our students' learning levels. We have also developed programs such as high school remediation labs and middle school ISTEP prep lessons to improve our scores and give us more data to analyze.

ADMINISTRATIVE SELF-ASSESSMENT

The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.

The process for review, revision, and communication of the school's purpose is clearly documented, and a record of the use and results of the process is maintained. The process is formalized and implemented with fidelity on a regular schedule. The process includes

participation by representatives selected at random from all stakeholder groups. The purpose statement clearly focuses on student success.

The school's leadership and staff commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills.

Commitment to shared values and beliefs about teaching and learning is evident in documentation and decision making. This commitment is regularly reflected in communication among leaders and staff. Challenging educational programs and equitable learning experiences are implemented so that all students achieve learning, thinking, and life skills necessary for success. Evidence indicates a commitment to instructional practices that include active student engagement, a focus on depth of understanding, and the application of knowledge and skills. School leadership and staff share high expectations for professional practice.

The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning.

School leaders implement a continuous improvement process for improving student learning and the conditions that support learning. Some stakeholder groups are engaged in the process. School personnel maintain a profile with data on student and school performance. The profile contains data used to identify goals for the improvement of achievement and instruction that are aligned with the school's purpose. The process includes action planning that identifies measurable objectives, strategies, activities, resources, and timelines for achieving improvement goals. Most interventions and strategies are implemented with fidelity. Some documentation that the process yields improved student achievement and instruction is available.

Just this past year our school created a new mission and vision statement. Through this process, the purpose and direction of the school are definitely in place and utilized. The school should continue to review and revise expectations as needed to make sure we are aligning with our mission and vision, as well as the Indiana Standards, and our student wants and needs. The school offers many challenging education programs. The school has dual credit classes, AP classes, and college classes. Possibly, as staff is available, additional challenging areas could be included. Finally, many new committees have been formed such as the instructional, environmental, and technology committees. We also have monthly department and building based meetings. The school is implementing improvements as needed to support student learning.

The governing body establishes policies and supports practices that ensure effective administration of the school.

Policies and practices support the school's purpose and direction and the effective operation of the school. Policies and practices promote effective instruction and assessment that produce equitable and challenging learning experiences for all students. There are policies and practices

regarding professional growth of all staff. Policies and practices provide requirements, direction for, and oversight of fiscal management.

The governing body operates responsibly and functions effectively.

The governing body has a process to ensure that its decisions and actions are in accordance with defined roles and responsibilities, a code of ethics, and free of conflict of interest. Governing body members participate in a systematic, formal professional development process regarding the roles and responsibilities of the governing body and its individual members. The governing body complies with all policies, procedures, laws, and regulations and functions as a cohesive unit.

The governing body ensures that the school leadership has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively.

The governing body protects, supports, and respects the autonomy of school leadership to accomplish goals for improvement in student learning and instruction and to manage day-to-day operations of the school. The governing body maintains a distinction between its roles and responsibilities and those of school leadership.

Leadership and staff foster a culture consistent with the school's purpose and direction.

Leaders and staff align their decisions and actions toward continuous improvement to achieve the school's purpose. They expect all students to be held to high standards in all courses of study. All leaders and staff are collectively accountable for student learning. School leaders support innovation, collaboration, shared leadership, and professional growth. The culture is characterized by collaboration and a sense of community.

Leadership engages stakeholders effectively in support of the school's purpose and direction.

Leaders communicate effectively with appropriate and varied representatives from stakeholder groups, provide opportunities for stakeholders to shape decisions, solicit feedback and respond to stakeholders, work collaboratively on school improvement efforts, and provide and support meaningful leadership roles for stakeholders. School leaders' efforts result in measurable, active stakeholder participation; engagement in the school; a sense of community; and ownership.

Leadership and staff supervision and evaluation processes result in improved professional practice and student success.

The focus of the criteria and processes of supervision and evaluation is improving professional practice and improving student success. Supervision and evaluation processes are regularly implemented. The results of the supervision and evaluation processes are used to monitor and effectively adjust professional practice and improve student learning.

The governing body supports the leadership through a variety of ways. Staff and administration often meet to discuss operations so things are run effectively. The school strives to create a culture that is welcoming to all. The purpose and direction guide the vision of the school. With

everyone working together, it helps improve professional practice and creates greater student success.

The school's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level.

Curriculum and learning experiences in each course/class provide all students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills. There is some evidence to indicate curriculum and learning experiences prepare students for success at the next level. Like courses/classes have equivalent learning expectations. Some learning activities are individualized for each student in a way that supports achievement of expectations.

Curriculum, instruction, and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.

Using data from student assessments and an examination of professional practice, school personnel monitor and adjust curriculum, instruction, and assessment to ensure vertical and horizontal alignment and alignment with the school's goals for achievement and instruction and statement of purpose. There is a process in place to ensure alignment each time curriculum, instruction, and/or assessments are reviewed or revised. The continuous improvement process ensures that vertical and horizontal alignment as well as alignment with the school's purpose are maintained and enhanced in curriculum, instruction, and assessment.

Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.

Teachers plan and use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills. Teachers personalize instructional strategies and interventions to address individual learning needs of students when necessary. Teachers use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines, and use technologies as instructional resources and learning tools.

School leaders monitor and support the improvement of instructional practices of teachers to ensure student success.

School leaders formally and consistently monitor instructional practices through supervision and evaluation procedures to ensure that they 1) are aligned with the school's values and beliefs about teaching and learning, 2) are teaching the approved curriculum, 3) are directly engaged with all students in the oversight of their learning, and 4) use content-specific standards of professional practice.

Teachers participate in collaborative learning communities to improve instruction and student learning.

All members of the school staff participate in collaborative learning communities that meet both informally and formally on a regular schedule. Frequent collaboration occurs across grade levels

and content areas. Staff members implement a formal process that promotes productive discussion about student learning. Learning from, using, and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams, and peer coaching are a part of the daily routine of school staff members. School personnel can clearly link collaboration to improvement results in instructional practice and student performance.

Teachers implement the school's instructional process in support of student learning.

All teachers use an instructional process that informs students of learning expectations and standards of performance. Exemplars are often provided to guide and inform students. The process includes multiple measures, including formative assessments, to inform the ongoing modification of instruction and provide data for possible curriculum revision. The process provides students with specific and timely feedback about their learning.

Mentoring, coaching, and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning.

Some school personnel are engaged in mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning. These programs set expectations for school personnel.

INTERNAL REVIEW

The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.

Programs that engage families in meaningful ways in their children's education are designed, implemented, and evaluated. Families have multiple ways of staying informed of their children's learning progress.

The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience.

School personnel participate in a structure that gives them long-term interaction with individual students, allowing them to build strong relationships over time with the student and related adults. All students participate in the structure. The structure allows the school employee to gain significant insight into and serve as an advocate for the student's needs regarding learning skills, thinking skills, and life skills.

Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses.

Teachers use common grading and reporting policies, processes, and procedures based on clearly defined criteria that represent each student's attainment of content knowledge and skills. These policies, processes, and procedures are implemented consistently across grade levels and courses.

Stakeholders are aware of the policies, processes, and procedures. The policies, processes, and procedures are regularly evaluated.

All staff members participate in a continuous program of professional learning.

Most staff members participate in a program of professional learning that is aligned with the school's purpose and direction. Professional development is based on the needs of the school. The program builds capacity among staff members who participate. The program is regularly evaluated for effectiveness.

The school provides and coordinates learning support services to meet the unique learning needs of students.

School personnel use data to identify unique learning needs of all students at all levels of proficiency as well as other learning needs (such as second languages). School personnel stay current on research related to unique characteristics of learning (such as learning styles, multiple intelligences, personality type indicators) and provide or coordinate related learning support services to all students.

During class students are involved in critical thinking skills and collaborative activities within their specific courses and aligned to state standards. Instruction and technology is altered and modified by the teachers to best fit the needs of each student. Parents and students are provided with tools such as a handbook/agenda book, class syllabus, emails, Facebook posts, conferences, etc. to insure maximum communication. Student grades are checked on a weekly basis by a mentor teacher and can be checked at all times by the parent and student. Students are given many different opportunities for remedial instruction, one-on-one support, advanced studies, tutoring, and cadet teaching. Teachers are observed and evaluated multiple times a year and are given individual conferences and group professional development to continue to improve their skill set.

Qualified professional and support staff are sufficient in number to fulfill their roles and responsibilities necessary to support the school's purpose, direction, and the educational program.

Policies, processes, and procedures describe how school leaders are to access, hire, place, and retain qualified professional and support staff. School leaders determine the number of personnel necessary to fill the roles and responsibilities necessary to support the school purpose, educational programs, and continuous improvement. Sustained fiscal resources are available to fund most positions critical to achieve the purpose and direction of the school.

Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the school.

Instructional time, material resources, and fiscal resources are sometimes focused on supporting the purpose and direction of the school. Instructional time is usually protected. School leaders attempt to secure material and fiscal resources to meet the needs of all students. School leaders express a desire to allocate instructional time, material resources, and fiscal resources so that all

students have equitable opportunities to attain challenging learning expectations. Efforts toward the continuous improvement of instruction and operations sometimes include achieving the school's purpose and direction.

The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.

School leaders have adopted or created clear expectations for maintaining safety, cleanliness, and a healthy environment and have shared these definitions and expectations with stakeholders. School personnel and students are accountable for maintaining these expectations. Measures are in place that allow for continuous tracking of these conditions. Improvement plans are developed and implemented by appropriate personnel as necessary to improve these conditions. Results of improvement efforts are evaluated.

Students and school personnel use a range of media and information resources to support the school's educational programs.

Students and school personnel have access to media and information resources necessary to achieve the educational programs of the school. Qualified personnel are available to assist students and school personnel in learning about the tools and locations for finding and retrieving information.

The technology infrastructure supports the school's teaching, learning, and operational needs.

The technology infrastructure meets the teaching, learning, and operational needs of most stakeholders. School personnel have a technology plan to improve technology services and infrastructure.

The school provides support services to meet the physical, social, and emotional needs of the student population being served.

School personnel implement a process to determine the physical, social, and emotional needs of each student in the school. School personnel provide or coordinate programs to meet the needs of students as necessary. Measures of program effectiveness are in place, and school personnel use the data from these measures to evaluate all programs. Improvement plans related to these programs are designed and implemented when needed to more effectively meet the needs of students.

The school provides services that support the counseling, assessment, referral, educational, and career planning needs of all students.

School personnel implement a process to determine the counseling, assessment, referral, educational, and career planning needs of all students. School personnel provide or coordinate programs necessary to meet the needs of students whenever possible. Measures of program effectiveness are in place, and school personnel use the data from these measures to evaluate all programs. Improvement plans related to these programs are designed and implemented when needed to more effectively meet the needs of students.

Our school is offering students and staff as much help as they possibly can. We have frustrations with our technology, either we don't have enough or have difficulty with certain programs; however our administration is working proactively with the staff to try to fix the problems that we have. Our school has been obtained several technology grants to assist with technology upgrades. Our school is well maintained and students and staff participate in regular drills in order to ensure school safety. We do have personnel in place to help students and staff when they are facing physical, social, and motional difficulties. We are working on preparing our students for future jobs or college; however many fell that more can be done.

The school establishes and maintains a clearly defined and comprehensive student assessment system.

School personnel maintain and use an assessment system that produces data from multiple assessment measures, including locally developed and standardized assessments about student learning and school performance. The system ensures consistent measurement across classrooms and courses. Most assessments, especially those related to student learning, are proven reliable and bias free. The system is regularly evaluated for reliability and effectiveness in improving instruction, student learning, and the conditions that support learning.

Professional and support staff continuously collects, analyze, and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation, and organizational conditions.

Some processes and procedures for collecting, analyzing, and applying learning from data sources are used by professional and support staff. Data sources include limited comparison and trend data about student learning, instruction, the effectiveness of programs, and organizational conditions. School personnel use data to design, implement, and evaluate continuous improvement plans.

Professional and support staff is trained in the evaluation, interpretation, and use of data.

Few or no professional and support staff members are trained in the evaluation, interpretation, and use of data.

The school engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.

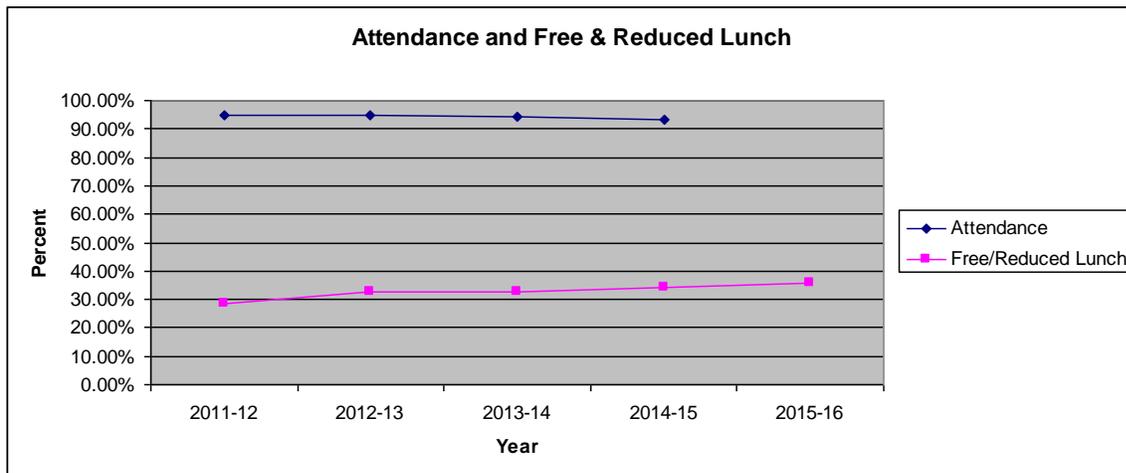
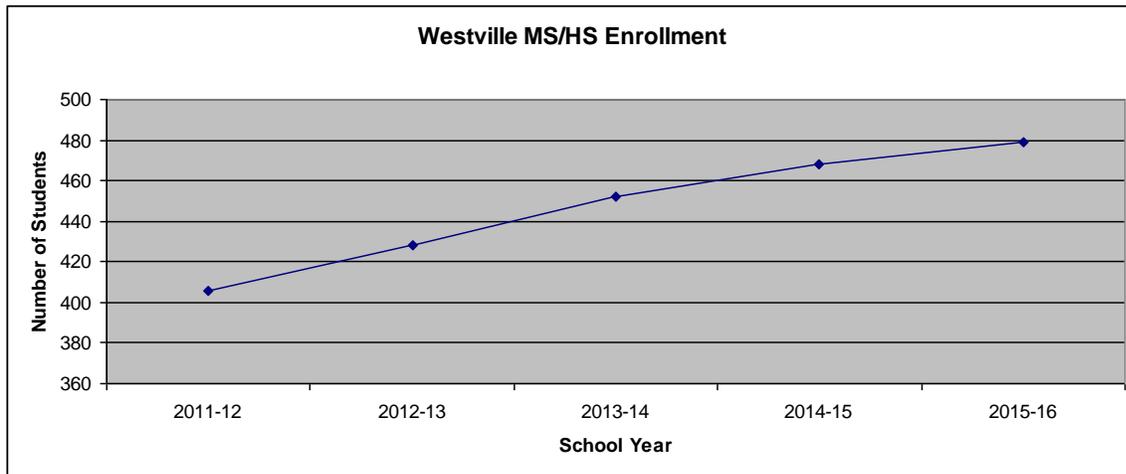
Policies and procedures describe a process for analyzing data that determine verifiable improvement in student learning, including readiness for and success at the next level. Results indicate improvement, and school personnel consistently use these results to design, implement, and evaluate the results of continuous improvement action plans related to student learning, including readiness for and success at the next level.

Leadership monitors and communicates comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals to stakeholders.

Leaders monitor information about student learning, conditions that support student learning, and the achievement of school improvement goals. Leaders communicate results to all stakeholder groups.

Data usage could be improved however it is starting to become more utilized most recently. In the middle school, data from ISTEP was used to determine student's growth and the focus area for ISTEP preparation and course work. The middle school also implemented the NWEA test this year which data is used as an ISTEP predictor score. In the high school, students were placed in remedial lab classes based on their ECA data. School wide teachers give have SLO tests they use for pre and post test. The data received on this test is part of the teacher evaluation process.

School Demographics



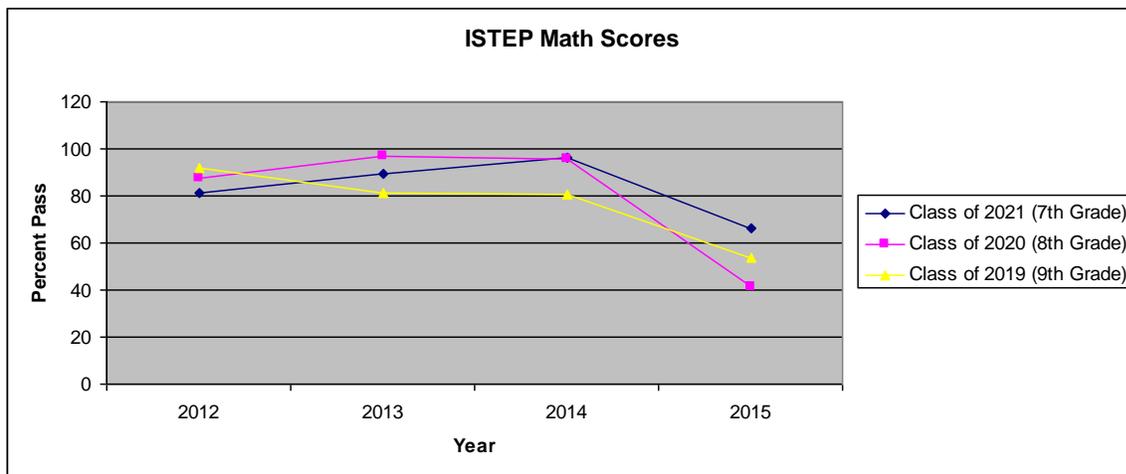
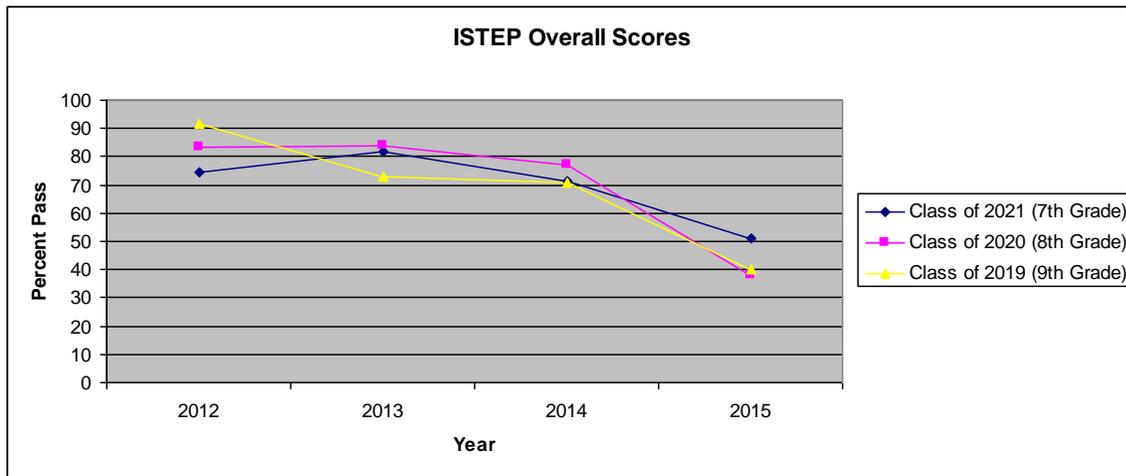
Westville Middle/High School has experienced explosive growth over the time frame shown above, a growth rate of nearly 18%. This is due in part to location in a growing community where land exists for the development of subdivisions. Westville is ranked eighth in the lists of fastest growing communities in Indiana.¹ The increased enrollment can also be attributed to open-enrollment laws which impact schools statewide and the availability of school transportation for some living out-of-district.

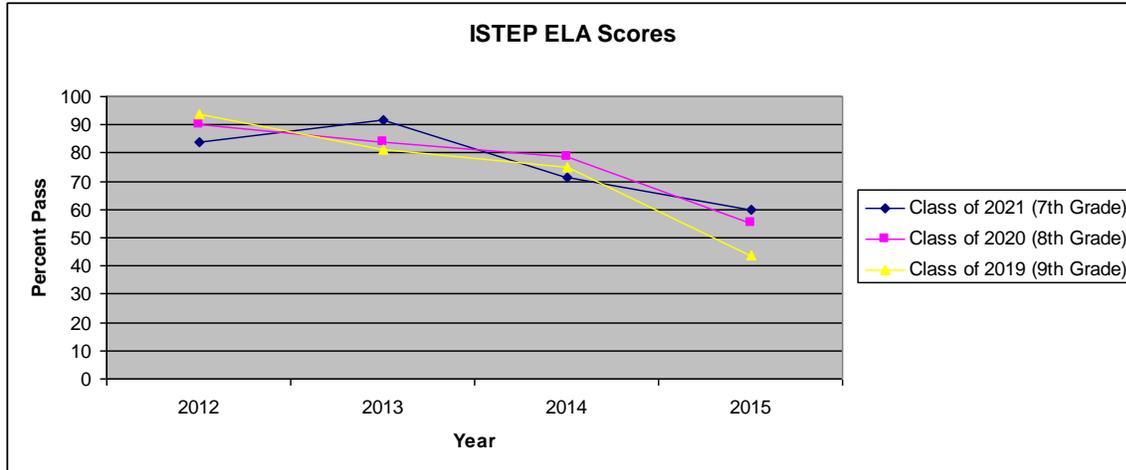
In looking at the attendance rate in comparison to the enrollment, we see an inverse relationship exists. However, the change in attendance rate is minimal over the time span shown above. While the decline is concerning, it should also be noted that the last two years have featured especially harsh winters, and having many residents in rural areas may have negatively impacted the attendance rate.

The Free and Reduced Lunch rate has also increased over the time-span looked at, by 7%, despite a change in state law that re-configured eligibility and was expected to cause a decline in the percentage.

¹ <http://www.usa.com/rank/indiana-state--population-growth-rate--city-rank.htm>

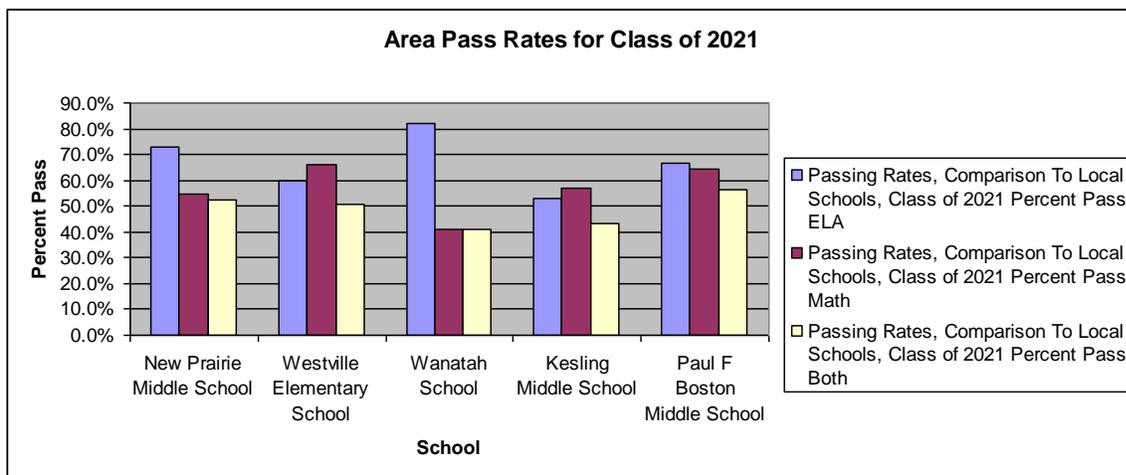
ISTEP and NWEA Scores



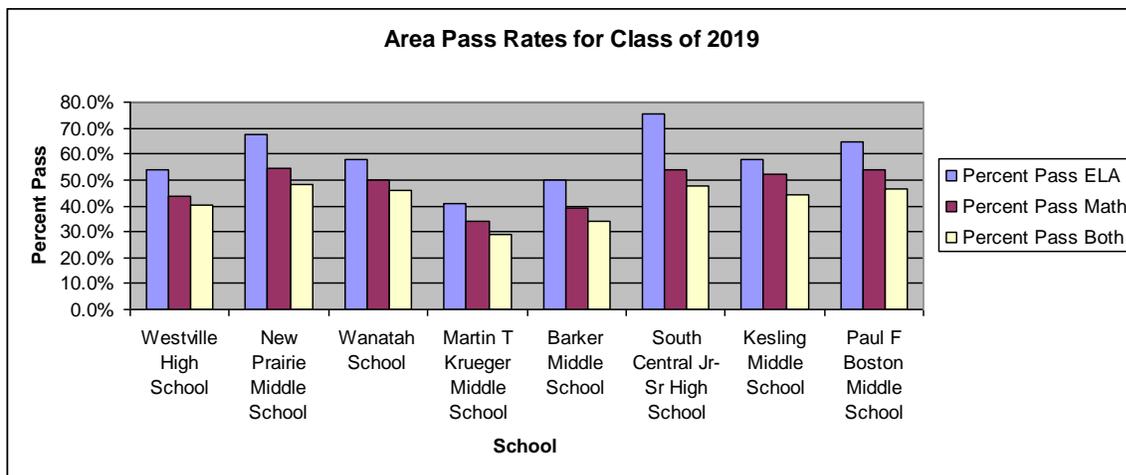
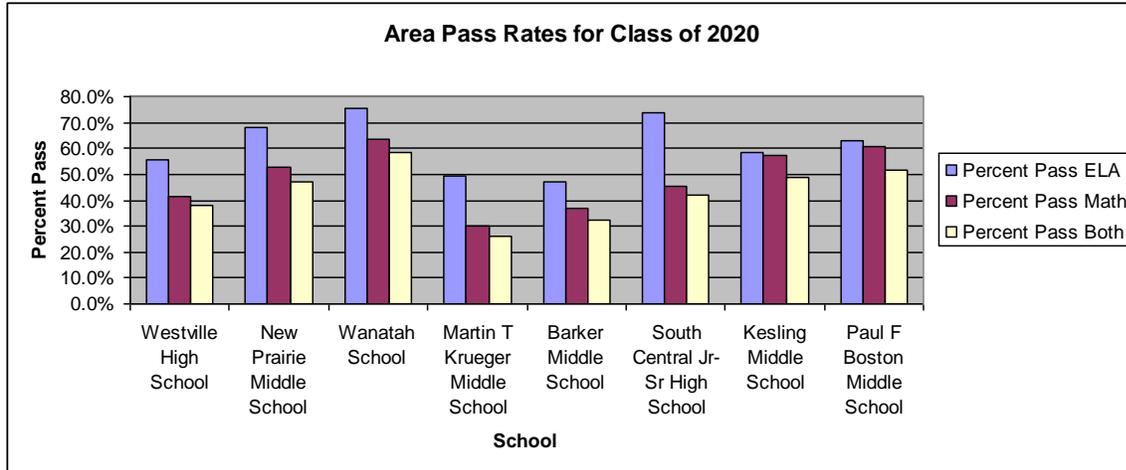


ISTEP is the state standardized assessment offered to seventh and eighth graders. Above are graphs depicting results of the current seventh grade class as well as last year's seventh and eighth grade classes by subject area and in terms of overall results. One is careful to note that similar shape of the graphs for each graduating class over time regardless of which graph is being looked at, even though the percentages represented are different. A decline at the end of all is a concern, but is partially attributed to a new version of the ISTEP test administered during the spring of 2015.

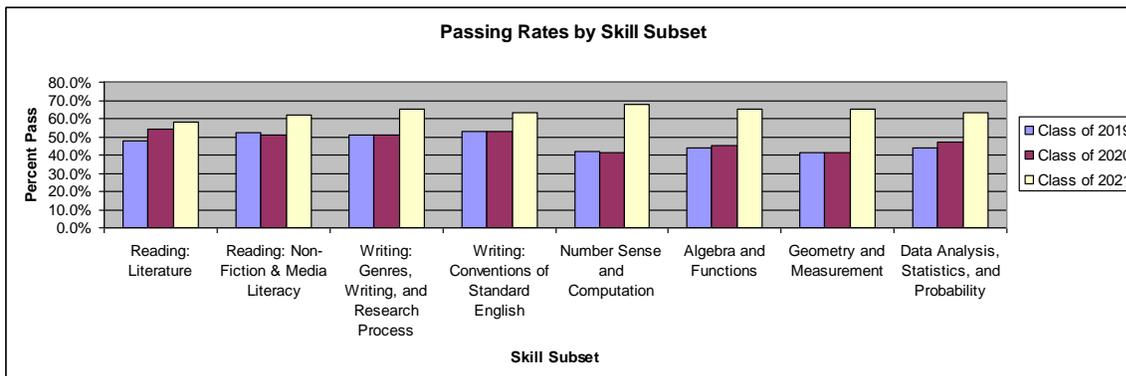
In analyzing the most recent data, given variations in the test year-over-year, it is worthwhile to look at other area schools for results, as depicted below.



Note that different schools appear on the graphs shown above and below. As not all area schools use a similar building structure to ours, it is nearly impossible to compare the same schools for the groups previously referenced.



There are several schools that score similarly to Westville, including Krueger and Barker, which will be good benchmarks moving forward for comparison. No area school has math scores exceeding their English/Language Arts scores, and scores are a concern for all area schools including Westville. Of particular concern are scores for last year's middle school students who performed at a lower level than this year's seventh graders as shown below. Efforts are being made to provide extra assistance to current eighth graders so as to increase scores and the current ninth grade class is receiving an extra year to develop as a result of the change from ECA testing to ISTEP 10 testing.



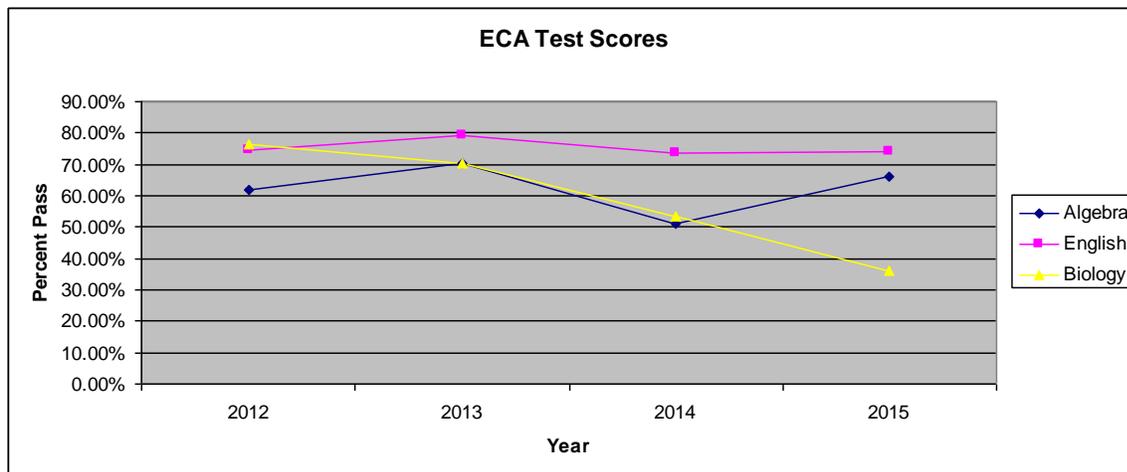
This year the middle school is also using NWEA to evaluate progress. NWEA is a tool that measures student growth throughout the year. Scores are shown below.

Students Showing Growth	8th Grade			7th Grade		
	Yes	No	% Pass	Yes	No	% Pass
Reading	39	31	55.71429	21	43	32.8125
Language Usage	37	33	52.85714	23	44	34.32836
Math	50	18	73.52941	17	53	24.28571

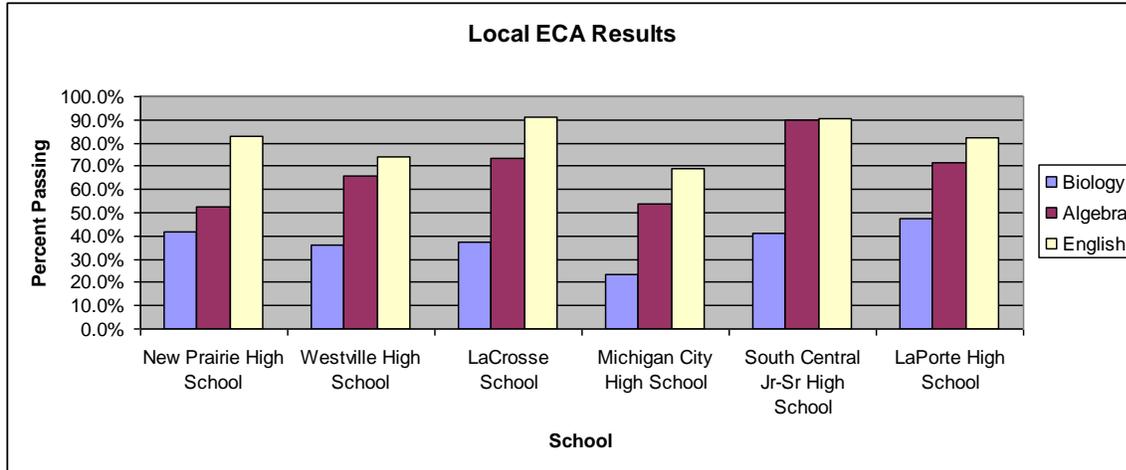
Scores are fairly consistent across curricular areas, by grade level, with the exception of eighth grade math which is showing quite a bit of strength. Additional testing to be offered this year will help indicate if these scores are indicative of true progress this year, or lack thereof.

ECA and PSAT Testing

ECA Testing is the standardized assessment offered to high schoolers by the state of Indiana. Results for the past several years of testing are shown below.



Note that there is very little consistency in results as the ECA test does not look at the same group of students yearly, only students participating in the class being tested, regardless of success. Results are very much scattered, even yearly, unlike ISTEP scores which tended to move in similar patterns across various subject areas.



When compared to local schools, again, there appear to be many similarities with Biology scores being the lowest and English scores the highest, across the board. Westville's scores are similar to most area schools, with the exception of South Central Jr-Sr High School which has the highest area Algebra scores.

PSAT scores truly tell the tale of the scores, as shown in the table below. Even though mean scores of reading and writing and mathematics tests have little difference, overall pass rates are dramatically different. This seems to indicate that there are math students scoring particularly high, but there are fewer of them causing this result. Due to the layout of curricular programs, this is not surprising and would suggest further math remediation and the need for honors or advanced English/reading program sooner than it is currently available.

PSAT

Grade 8				Grade 9			
Percent Pass	Percent Pass	Percent Pass	Percent Passing	Percent Pass	Percent Pass	Percent Pass	Percent Passing
<u>Reading and Writing</u>	<u>Math</u>	<u>Both</u>	<u>None</u>	<u>Reading and Writing</u>	<u>Math</u>	<u>Both</u>	<u>None</u>
Overall	Overall	Overall	Overall	Overall	Overall	Overall	Overall
94%	47%	47%	6%	82%	33%	33%	18%
Male	Male	Male	Male	Male	Male	Male	Male
95%	50%	50%	5%	74%	30%	30%	26%
Female	Female	Female	Female	Female	Female	Female	Female
93%	45%	45%	8%	94%	38%	38%	6%
Mean Score	Mean Score	Mean Score	Mean Score	Mean Score	Mean Score	Mean Score	Mean Score
<u>Reading and Writing</u>	<u>Math</u>	<u>Male</u>	<u>Female</u>	<u>Reading and Writing</u>	<u>Math</u>	<u>Male</u>	<u>Female</u>
405	414	824	815	422	416	817	876
Grade 10				Grade 11			
Percent Pass	Percent Pass	Percent Pass	Percent Passing	Percent Pass	Percent Pass	Percent Pass	Percent Passing
<u>Reading and Writing</u>	<u>Math</u>	<u>Both</u>	<u>None</u>	<u>Reading and Writing</u>	<u>Math</u>	<u>Both</u>	<u>None</u>
Overall	Overall	Overall	Overall	Overall	Overall	Overall	Overall
86%	39%	39%	14%	80%	28%	28%	20%
Male	Male	Male	Male	Male	Male	Male	Male
80%	33%	33%	20%	72%	28%	28%	28%
Female	Female	Female	Female	Female	Female	Female	Female
89%	41%	41%	11%	89%	29%	29%	11%
Mean Score	Mean Score	Mean Score	Mean Score	Mean Score	Mean Score	Mean Score	Mean Score
<u>Reading and Writing</u>	<u>Math</u>	<u>Male</u>	<u>Female</u>	<u>Reading and Writing</u>	<u>Math</u>	<u>Male</u>	<u>Female</u>
447	449	858	915	463	458	901	943

AdvancEd Site Analysis Surveys

During the fall of 2015, staff, students, and parents/community members participated in the AdvancEd survey process to identify critical issues in the building. The top five issues as identified by the survey are listed below...

1. The system operates as a collaborative learning organization through structures that support improved instruction and student learning at all levels.
2. Mentoring, coaching, and induction programs support instructional improvement consistent with the system's values and beliefs about teaching and learning.
3. All staff members participate in a continuous program of professional learning.
4. Throughout the system professional and support staff is trained in the interpretation and use of data.
5. Leadership at all levels of the system implement a continuous improvement process that provides clear direction for improving conditions that support student learning

All of the above indicate that a critical need is a cohesive professional development program that will improve learning and outcomes for students. The school has already planned for system-wide release time during the 2016-2017 school years to assist in this area.

Assessment Quality

The array of assessment devices used by the institution to determine students' performances is sufficiently aligned so that valid inferences can be reached regarding students' status with respect to the majority of those curricular aims regarded as high-priority instructional targets. The documentation provided in support of this alignment is relatively persuasive. Most of the assessments used are accompanied by evidence demonstrating that they satisfy accepted technical requirements.

Test Administration

All the assessments used by the institution to determine students' performances, whether externally acquired or internally developed, have been administered with complete fidelity to the administrative procedures appropriate for each assessment. In every instance, the students to whom these assessments were administered are accurately representative of the students served by the institution. Appropriate accommodations have been provided for all assessments so that valid inferences can be made about all students' status with respect to all of the institution's targeted curricular outcomes.

Quality of Learning

Evidence of student learning promoted by the institution is acceptably analyzed and presented with reasonable clarity. In comparison to institutions functioning in a similar educational context, students' status, improvement, and/or growth evidence indicates that the level of student learning is at or above what would otherwise be expected.

Equity of Learning

Evidence of student learning indicates achievement gaps exist among subpopulations of students, and these achievement gaps demonstrate a modest decline.

Which area(s) are above the expected levels of performance?

PSAT English scores grades 9-11

Describe the area(s) that show a positive trend in performance.

NWEA eighth grade math-73% pass

ECA Algebra

Which area(s) indicate the overall highest performance?

PSAT eighth grade English-94% pass

Which subgroup(s) show a trend toward increasing performance?

ECA Algebra

Between which subgroups is the achievement gap closing?

PSAT English grades nine and ten

Which of the above reported findings are consistent with findings from other data sources?

ISTEP: No area school has math scores exceeding ELA scores.

ECA: All area schools have the highest score in English and the lowest score in Biology.

Goals for 2015-2016 P.L. 221 Report

Goal 1: Students will demonstrate improved scores in standardized tests required by the State of Indiana.

- Objective: Tested students will demonstrate improvement in standardized test scores by the end of the 2016-17 school years as measured by the state Department of Education.
 - Strategies:
 1. Teachers will determine individual students' strengths and weaknesses through test results.
 - Activity: Teachers will use ongoing in-class assessments to evaluate students' needs and improve instruction. 8/11/16-5/26/17, \$0, All staff.
 2. Remediation and tutoring sessions will be offered to all students; priority will be focused on students who have previously failed any portion of any standardized test required by the State of Indiana.
 - Activity: Regular remediation and tutoring will be scheduled throughout the school year to prepare students for standardized testing. 8/11/16-5/26/17, \$0, English/Math staff.
 3. Professional development based on and selected from best practices will be provided to staff members to improve standardized test scores.
 - Activity: Professional development will be planned for one Tuesday each month when school is dismissed early. \$0, Administrators and selected staff.
 - Activity: Professional development activities will be focused on providing teachers with practices and strategies to improve standardized test scores. \$TBD, All staff.
 4. Implementation of a school-wide writing program will continue.
 - Activity: Simple Six or five paragraph composition essay

Goal 2: Teachers will participate in professional development focused on instructional improvement and the evaluation, interpretation and use of data.

- Objective: Teachers will participate in professional development to improve instruction and learn best practices for interpreting and using data.
 - Strategies:
 1. Teachers' current understanding of data interpretation and usage will be evaluated.
 - Activity: A survey will be given to all teaching staff to determine current knowledge of data interpretation and usage. 8/10/16, \$0, Administrators
 2. Survey results will be used to plan professional development opportunities throughout the school year.
 - Activity: Professional development will be planned for one Tuesday each month when school is dismissed early. \$0, Administrators and selected staff.
 3. Teachers' understanding of data interpretation and usage will be reevaluated at the end of the school year.
 - Activity: A survey will be given to all teaching staff to determine end-of-year knowledge of data interpretation and usage. 5/27/17, \$0, Administrators