

School Name: Westville Middle/High School

School Number: 4701

Street Address: 207 East Valparaiso Street

City: Westville, IN

Zip Code: 46391

COMPREHENSIVE NEEDS ASSESSMENT/SCHOOL IMPROVEMENT PLAN

For implementation during the following years: 2019-2022, 2020-2023, 2021-2024,
2022-2025 (Highlight implementation years)

----- CONTACT INFORMATION -----

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--- BASIC REQUIREMENTS ---

Principals are required to coordinate the development of an initial three (3) year strategic and continuous school improvement and achievement plan and to annually review these plans. Whether developing a new plan or updating an existing plan, schools must assess their progress and make necessary changes to ensure continuous improvement.

When completed, this document satisfies requirements in Indiana's Every Student Succeeds Act (ESSA) Plan, federal and state laws, and requirements for Title I Schoolwide Programs. This template contains components that may or may not apply to all schools at all times. **Indication as to who is required to complete a section is noted at the beginning of each Core Element area.**

Common abbreviations used in the plan are:

ESSA	Every Student Succeeds Act – replaced No Child Left Behind in the reauthorization of federal education law
TSI	Targeted Support and Improvement – federal government school designation under ESSA
ATSI	Additional Targeted Support and Improvement – federal government school designation under ESSA
CSI	Comprehensive Support and Improvement – federal government designation under ESSA

Who is required to submit a school improvement plan (SIP)? **All public and private schools**

Who is required to submit a comprehensive needs assessment (CNA)? **Schools that receive Title I funds AND schools classified as TSI, ATSI, and/or CSI**

Who is required to use the Indiana Department of Education's SIP template? **Schools classified as TSI, ATSI and/or CSI**

Who is required to use the Indiana Department of Education's CNA template? **Schools classified as CSI**

If you are unsure of your school's identification as TSI, ATSI, and/or CSI, you can find out [HERE](#). (Highlight answer choices below.)

This is an initial three (3) year plan. Yes No	This is a review/update of a plan currently in use. Yes No
This school is identified as the following by the federal government: (Highlight all that apply) TSI, ATSI, CSI	
(TSI only) Underperforming student groups identified by the federal government: (highlight all that apply) ELA, Math, Attend., Grad., Spec. Ed., ELL, Free/Red., Hisp., Black, White, Multi-Racial, Asian, Am. Indian/AK Nat., Native HI/Other Pac. Is.	
This school receives Title IA funding. Yes No Is the school's Title I program Schoolwide or Targeted Assistance? SW TA <i>*If you are unsure about Title IA funding and/or the type of program, contact your federal programs specialist.</i>	

--- PLANNING COMMITTEE [Required for all] ---

Schools that are required to conduct a comprehensive needs assessments (CNA) and/or school improvement plan (SIP) must assess the school's needs using a committee comprised of stakeholders, including, but not limited to teachers, administrators, parents, and community and business leaders. Some schools may opt to have separate committees for conducting the needs assessment and developing the school improvement plan, while others may not. Simply indicate if a member serves on either or both in the "Committee(s)" column. Many schools may have subcommittees to focus on prioritized areas such as language arts, math, attendance, etc. Indicate this in the "CNA/SIP Sub-committee(s) column below. To be sure the needs of each underperforming student group are addressed, **schools classified as TSI or ATSI must have a sub-committee for each underperforming group.**

List members of the committee below and highlight the committee(s) on which they serve. If a member serves on more than one subcommittee, list all those on which the member serves.

Member Name	Title	Committee(s)
Alissa Schnick	Principal	SIP
Allyson Kaegi	Assistant Principal	SIP
Kim Wilkinson	Guidance Counselor	SIP
Toni Biancardi	CTE Coordinator	SIP
Samantha Joll	High Ability Coordinator	SIP
Pamela Schnabel	Social Studies Department Chair	SIP
Michelle Lancaster	Parent	SIP
Scott Garrison	Parent	SIP
Emily Wagner	English Department Chair	SIP

--- ALIGNMENT [optional] ---

A systems-based approach to continuous school improvement involves alignment across the district. While still being attentive to their unique needs, schools should align curricular, instructional, and assessment programs with the district's vision, mission, and goals.

Assess the school's alignment with the district using this page. If necessary, work with district personnel to make necessary changes before moving forward with the needs assessment. If there is not enough room to type or cut-and-paste the information below, attach appropriate documents.

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 Mission:

Inspire, Challenge, and Educate.

District Goals:

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

Does the school's vision support the district's vision? **Yes** No

Does the school's mission support the district's mission? **Yes** No

Do the school's mission and vision support district goals? **Yes** No

SECTION A: Review Essential Information

All schools are required to provide basic information about the following **core elements**: curriculum; assessment; safe and disciplined learning environment; technology; cultural competency; parental involvement; secondary offerings; and, career awareness and development. Information requested in the following sections is intended to promote discussion about how the core element might be aiding or inhibiting continuous school improvement efforts. Responses are NOT to monitor compliance. After discussion, place an 'x' in the last column if the items should be considered by the school's planning team when reviewing data and/or developing school goals. Do this for all tables where the 'x' column exists.

Core Element 1: Curriculum [Required for all]

List primary curriculum resources (i.e. adopted materials) and supplementary materials such as online subscriptions or other such materials used by the majority of teachers. Subject/Courses should include: English/language arts, math, social studies, science, visual arts, music, health, and physical education. Assess the degree to which these resources are aligned with the Indiana Academic Standards. Consider the need to keep, replace, or discontinue use of materials that are not essential for instruction. If room does not allow for all resources to be listed below, continue the list on a separate page and attach it to this document. Secondary schools may attach or link course descriptions.

Subject/Course	Grades	Resource Name	Aligned to IAS	Tier (highlight all that apply)	Rationale for Resource Use	Continue Use?
Sample: Reading	1-6	ABC Reading is Fun	Yes	Tier 1, 2, 3	Textbook and readers are core component of reading program.	Yes
CTE	7-12	Varies/project based/supplies and online resources	Yes No	Tier 1, 2, 3	Online program, textbook, and corresponding materials are core components of Westville MS/HS curriculum.	Yes
Math	7-12	McGraw Hill Reveal Math Series, McGraw Hill ALEKS, Delta Math, KUTA software, Desmos	Yes No	Tier 1, 2, 3	Textbooks are aligned with Indiana state standards. Supplemental materials are used to reinforce content taught in class	Yes
English	7-12	Mirrors and Windows Novels McGraw Hill Houghton-Mifflin Harcourt Language Networks	Yes No	Tier 1, 2, 3	Online program, textbook, and corresponding materials are core components of Westville MS/HS curriculum.	Yes
Science	7-12	McGraw- Hill, Saavas	Yes No	Tier 1, 2, 3	Online program, textbook, and corresponding materials are core components of Westville MS/HS curriculum.	Yes

Fine Arts	7-12	Varies/project based/supplies	Yes No	Tier 1, 2, 3	Online program, textbook, and corresponding materials are core components of Westville MS/HS	Yes
Social Studies	7-12	McGraw Hill	Yes No	Tier 1, 2, 3	Online program, textbook, and corresponding materials are core components of Westville MS/HS curriculum.	Yes

Core Element 1: Curriculum [Required for all]

continued

Pacing guides and/or curriculum maps are used to plan and teach a standards-based curriculum.	Yes No	We do have some; although we are in the process of revamping ALL curriculum maps once the state has finalized standards.
Teachers and staff are engaged in cross grade-level articulation of standards.	Yes No	As a staff, we meet as a department once a month to discuss curriculum. The middle school team also meets once a week to discuss curriculum as well.
A culturally responsive curriculum is used to ensure all students' cultural differences are recognized and appreciated.	Yes No	Use students' customs, characteristics, experiences, and perspectives as tools in

		classroom instruction
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The public may view the school's curriculum in the following location(s):

Courses are currently available online and as we begin to rewrite our curriculum maps this year we will upload those to the school website so they are accessible online. We also have hard copies of textbooks and other materials parents can request access to at any time. All teachers use Google Classroom as their platform to upload curriculum. This year all teachers were given an interactive whiteboard that is used daily for instruction.

Westville Middle/High School curriculum is aligned with the Indiana Department of Education's College and Career Readiness Standards. All grade level curriculum is aligned within our building and teachers have created curriculum maps which reflect grade level expectations. The Learning Connection houses information and access to the CCRS.

https://cdn5-ss10.sharpschool.com/UserFiles/Servers/Server_20573371/Image/2021-2022%20Course%20Guide.pdf

Core Element 2: Instructional Program [Required for all]

Schools are required to address the learning needs of all students and develop strategies, programs, and services to address such needs. Sound instructional practices are essential for students to reach the highest levels of academic achievement.

Best Practice/Requirements Self-Check	Yes/No		X
The school has a process for identifying the exceptional learning needs of students who are highly proficient and at risk of failure.	Yes	No	
A process for coordinating instructional services (e.g. Head Start, adult education, etc.) is in place.	Yes	No	
A variety of instructional strategies are employed to meet the diverse learning needs of students.	Yes	No	
Teachers use strategies that monitor and adjust instruction during lessons (e.g. adjusted based on checks for understanding).	Yes	No	
Teachers ensure students are engaged in cognitively complex tasks (including varying depth of knowledge) during instruction.	Yes	No	
Teachers use instructional strategies that ensure students have multiple means of accessing instructional content.	Yes	No	
Instructional strategies provide students with multiple options for illustrating their knowledge.	Yes	No	
Instructional strategies foster active participation by students during the instructional process.	Yes	No	
Teachers and staff promote authentic learning and student engagement across all content areas.	Yes	No	
Strategies and instructional methods ensure equity of opportunity for all students during the learning process.	Yes	No	
Instructional strategies assist with bridging the cultural differences in the learning environment.	Yes	No	
Teachers and staff integrate evidence-based strategies during Tier II and Tier III instruction.	Yes	No	
Teachers work collaboratively to support and refine instructional effectiveness (e.g. with feedback, coaching, etc).	Yes	No	
High expectations for academic achievement are made clear to students and supported with adequate scaffolding and resources.	Yes	No	

Core Element 3: Assessment [Required for all]

List the assessments used **in addition to** the following statewide assessments: ILEARN, IREAD, I AM, ISPROUT, and PSAT. Include type of assessment (benchmark, common formative, or summative), the frequency with which these are administered, and a brief rationale for their use. To find out more about formative, interim, and summative assessments, click [HERE](#). Consider the need to keep, replace, or discontinue use of each assessment based on the value and use of the data it provides.

Westville Middle/High School assesses students in a variety of ways throughout the year in order to assess student growth. Individualized student intervention effectiveness is assessed through the RTI process, following Response to Instruction guidelines. Additional teacher created written assessments and observations are used to identify students' strengths and needs as well.

Assessment Name	Grade(s)	Frequency	Type and Rationale for Use	Continue Use	X
SLO Pre test	7-12	Benchmark, Com. Form., Summative, Other	Students are given a pretest at the beginning of the year, followed by a post test at the end of the course to measure their growth.	Yes No	
SLO Post test	7-12	Benchmark, Com. Form., Summative, Other	Students are given a pretest at the beginning of the year, followed by a post test at the end of the course to measure their growth.	Yes No	
NWEA	7-8	Benchmark, Com. Form., Summative, Other	<ul style="list-style-type: none"> NWEA is an assessment that precisely measures growth and proficiency and provides insights to help tailor instruction for students. Students in grades 7-8 test NWEA Students are tested three times throughout the year 	Yes No	
ASVAB	10-12	Benchmark, Com. Form., Summative, Other	<ul style="list-style-type: none"> ASVAB is a multiple choice test, administered by the US Military Entrance Processing Command, used to determine qualification for enlistment in the US Armed Forces or score is used for graduation pathway. This test is given to selected 10th, 11th, and 12th graders. 	Yes No	
SAT	11-12	Benchmark, Com. Form., Summative, Other	Most colleges and universities use this test to make admissions decisions. The purpose of the SAT is to measure a high school student's readiness for college, and provide colleges with one common data point that can be used to compare all applicants.	Yes No	
WIDA	7-12	Benchmark, Com. Form., Summative, Other	ELL students are required to participate in WIDA testing on an annual basis until their proficiency level reaches a 5.	Yes No	

PSAT	9-11	Benchmark, Com. Form., Summative, Other	<ul style="list-style-type: none"> PSAT/NMSQT is the preliminary SAT/National Merit Scholarship qualifying test. The PSAT is a primer for the SAT and ACT. PSAT scores are used to identify National Merit Scholars and award merit scholarships. The test is given once a year to 9 and 10th graders. 	Yes No	
Advanced Placement Test		Benchmark, Com. Form., Summative, Other	<ul style="list-style-type: none"> Students take an advanced placement test at the end of the course We offering testing in Biology, Government, Calculus, and English Students receive AP credit if they score a three or above 	Yes No	
ILEARN	7-9	Benchmark, Com. Form., Summative, Other	<ul style="list-style-type: none"> ILEARN measures student achievement and growth according to the Indiana Academic Standards. ILEARN is the summative accountability assessment for Indiana students. Students in grades 7-8 test in English/Language Arts and math Students in Biology 	Yes No	
<ul style="list-style-type: none"> Link to Indiana Assessment Windows: https://www.in.gov/doe/files/2022-2023-Assessment-Windows-3-14-22.pdf 					

Best Practice/Requirements Self-Check	Yes/No	X
A system is in place to use assessment data to make decisions about programs, practices, and instruction.	Yes No	
The school uses assessment data to identify students for Tier II and Tier III instruction.	Yes No	
Locally created assessments are reviewed and revised regularly to ensure priority standards are being measured at the appropriate levels of depth and rigor.	Yes No	

Core Element 4: Coordination of Technology Initiatives [Required for all]

Briefly describe how technology is used by students to increase learning.

Best Practice/Requirements Self-Check	Yes/No	X
<p>The school has a process for integrating technology into the instructional program to promote learning.</p> <ul style="list-style-type: none"> School is one-to-one, students and staff have Chromebooks All staff have interactive View Boards and document readers Learning Management System is Google Classroom School system will take an inventory of applications that staff use to learn what types of technology integration work School system will target training for the high impact applications for the entire staff School system may consider buying school licenses for high impact applications 	Yes No	
<p>A plan is in place to provide in-service training in the use of technology.</p> <ul style="list-style-type: none"> Provide learning opportunities for various high impact applications that integrate technology into learning. i.e. Google Classroom, EdPuzzle, Peardeck, Canva, Kahoot/Blooket/GimKit/Quizlet/Quizizz Use a portion of time during Early Release Days and/or afterschool for “drop-in” sessions Sessions can be led by a staff person who is familiar with the application or outside expert 	Yes No	
<p>Protocols and criteria are used to review and select technology hardware, software, and instructional programs.</p> <ul style="list-style-type: none"> The technology committee meets regularly to review needs, asks for staff input through surveys, and works to provide the necessary tools for everyone to be able to do their jobs efficiently and effectively. 	Yes No	
<p>There are established procedures for maintaining technology equipment.</p> <ul style="list-style-type: none"> Teachers were provided a “How to” for troubleshooting Chromebook issues in the classroom Students are able to go to IT for support when needed SY23-24. Last year, after collecting chromebooks and reviewing data about damaged and repaired chromebooks, administration and IT collectively decided that we are going to do a school wide chromebook check every quarter. This will help to ensure that chromebooks are being well taken care of and are in full working condition. Our overall goal is to have less students with computer issues and therefore students are in class learning more as they should be. Because of this, the following schedule will take place to do a “Chromebook Check.” IT will be coming into each of the following classrooms on the following date. IT will instruct students what to do and will perform the checks. The teacher’s only responsibility will be to help maintain a quiet and efficient process so IT can quickly and quietly perform a thorough check on each computer. When staff experiences technology issues they can email the ithelpdesk@westville.k12.in.us for assistance 	Yes No	
<p>Sufficient infrastructure exists to support instructional, assessment, and operational needs.</p> <ul style="list-style-type: none"> Occasional spotty internet connection prohibits students from being able to access resources. 	Yes No	

- Future improvements: Connection points added for outside learning

Core Element 5: Career Awareness and Development [Required for all]

Grades 6-8 only

What career awareness activities are provided for students? (Highlight all that apply)	
Not currently implementing career information activities.	Career-related courses
Career-focused classroom lessons <ul style="list-style-type: none"> • Career Investigation - FACS • Goal Planning and Setting - Health 	Job-site tours (if available, affordable, and has student interest)
Guest speakers	Career Day/Fair or Community Day (have in the past, not sure with COVID this year. May explore virtual fair)
Career-focused clubs (i.e., Robotics, Agriculture Garden, STEM, etc.)	Online career navigation program <ul style="list-style-type: none"> • https://everfi.com/k-12/stem-and-career-readiness/
Other	

Grades 9-12 only (add others in blanks as necessary)

What career awareness activities are provided for students? (Highlight all that apply)	
Not currently implementing career information activities.	Career-related courses <ul style="list-style-type: none"> • Graduation Pathways
Job-site tours <ul style="list-style-type: none"> • Northwest Health LaPorte SY22-23, SY23-24 • Kankakee Valley REMC trades Camp 	Career Day/Fair or Community Day
Guest speakers <ul style="list-style-type: none"> • Numerous in medical, career trades, business, and finance 	Online career navigation program <ul style="list-style-type: none"> • https://agexplorer.ffa.org/ • https://www.mynextmove.org/ • Digital Career Journals
Career-focused clubs (i.e., Robotics, Agriculture Garden, STEM, etc.) <ul style="list-style-type: none"> • DECA • FFA • Ready Workshops: resumes, job search, interview skills, college visits, college applications and scholarships and financial aid 	Work Based Learning Program
Industry-related Project-Based Learning	
Job shadowing	

Core Element 6: Safe and Disciplined Environment [Required for all]

All schools are required to develop a school safety plan. That plan is not part of this document. Since student safety and social-emotional well-being are crucial factors in learning, the questions below are intended to promote conversation about how the school's environment adds to or takes away from student learning.

Best Practice/Requirements Self-Check	Yes/No	X
Practices are in place to develop and maintain a positive school climate between staff, students, and families.	Yes No	
A multi-tiered system of support (MTSS) provides students with academic, behavioral, and social-emotional care and early intervention.	Yes No	
Discipline rules are established, and copies of the rules are made available to students and their parents/guardians.	Yes No	
Discipline rules to prevent bullying are in place and include education, parental involvement, and intervention.	Yes No	
A suicide awareness and prevention policy is in place and staff have been appropriately trained.	Yes No	
High expectations for behavior and attendance are communicated to families and consistently reinforced by all staff.	Yes No	
All staff express the belief that all children can learn and consistently encourage students to succeed.	Yes No	
The school develops staff capacity to create positive classroom and school climates that are culturally responsive.	Yes No	

Briefly answer the following:

What practices are in place to maintain a safe environment?

Westville Schools operates under a School Safety Plan approved by the state. We also have a corporation-wide safety committee that meets once a month to discuss school safety. Some of the safety measures Westville Schools utilize are as follows:

- Double entry locking doors to all outside visitors. All classroom doors are locked during class times.
- A criminal history background is completed on all coaching staff, as well as volunteers.
- All visitors must be entered into the Raptor safety system.
- A TV monitor and doorbell system is employed to permit entrance to the locked front door during school hours.
- Visitors must sign in and sign out and display a time sensitive badge while in the building.
- The student management system, PowerSchool, provides safety alerts concerning student health information and custodial guardian information.
- Teachers and lunchroom staff are provided with a confidential medical list and appropriate staff are trained in administering medicine.
- Teachers at Westville are prepared to deal with discipline problems using a positive discipline approach.
- A team has been trained in Crisis Prevention Intervention for students at risk of harm to themselves or others.
- Training in seclusion and restraint best practices have been provided to staff members.
- Administrative personnel are available through multiple means, including in-person and electronically.
- Drills to prepare for emergencies like fire, severe weather, and lockdown are periodically practiced.
- Plans for evacuation of the building have been coordinated and practiced with staff, first responders, and local community institutions.

- The building has a committee member that attends quarterly safety meetings and shares information with the school safety team.
- Staff members are CPR certified in accordance with licensing procedures.
- Defibrillators are available throughout the campus; staff receive periodic training on their use.
- All extracurricular sports coaches are CPR certified and required to take Heart Illness Prevention, Concussion in Sport, and Sudden Cardiac Arrest classes.
- The school parking lot restricts the merging of car and bus traffic.
- A Student Resource Officer (SRO) is in the building or on call.
- All events with a large population require security.
- Westville Schools have received handheld metal detectors from the state.
- Westville Schools have security cameras, including on all school buses.
- Administration and certain staff members have radios as a form of communication.

Core Element 7: Cultural Competency [Required for all]

List the racial, ethnic, language-minority, and socio-economic groups in your school's population. Provide strategies and indicate whether or not professional development is needed to successfully implement these strategies. Any such professional development should be detailed in the professional development plan portion of this document. Cultural competency considerations are embedded throughout this document

Identify the racial, ethnic, language-minority, and socio-economic groups in your school by **highlighting** groups below.

American Indian/Alaskan Native	English Language Learner	Multiracial
Asian	Free/Reduced Lunch	Native Hawaiian or Other Pacific Islander
Black	Hispanic Ethnicity	White

Describe how racial, ethnic, language-minority, and socio-economic groups are identified.
It is part of our enrollment process for students to identify their socio-economic status.

Describe strategies for increasing educational opportunities and performance for students in groups identified for the school.
We offer a wide variety of activities for all students. This includes an After School Assistance Program (ASAP), mentoring, clubs, teacher 1:1 tutoring, athletics, and many more.

What professional development might be necessary for staff to work effectively in cross-cultural situations?
As part of our Britt training required for all staff to complete at the beginning of the year, many topics related to working in cross cultural situations are covered. Additionally, some teachers and administration attend PD sessions such as CPI training, the IASP conference, and more to understand how to work with a wide variety of students, staff, and family.

What curriculum materials are used to ensure all students' cultural differences are recognized and appreciated?

We use a wide variety of curriculum to teach students about differences. While the topic is discussed in almost all classes, government, US History, health, social studies, economics, and more explore it more deeply. We also recognize and celebrate many holidays such as Cinco de Mayo in Spanish class. We attempt to expose the students to as many cultural learning opportunities as possible.

Core Element 8: Review Attendance [Required for all]

Reduction of absenteeism is a top priority for Indiana schools. Students are considered chronically absent when they are not in attendance for ten percent of the school year. This equates to approximately 11 days of school.

Number of students absent 6% or more of the school year. Last year: 37.5% Two Years Ago: 30.7% Three Years ago: 39.1%

What may be contributing to the attendance trend?

COVID

We have met with local law enforcement to help with attendance as well as our part-time SRO. The LaPorte Juvenile Referral Program is also attempting to work with schools and we will slowly transition into using their program again as needed.

Families have become comfortable with virtual and/or homeschooling since COVID.

So many schools and curriculum is available online, students are choosing to do that instead.

If students have any type of "sick" symptom, parents are keeping them home without a MD note until they feel better due to COVID.

What procedures and practices are being implemented to address chronic absenteeism?

Strict attendance policy

Home visits

Parent contact

Student Attendance Contracts

Virtual programming

If procedures or practices to reduce chronic absenteeism are in place, how are the results monitored?

Data through PowerSchool

Edmentum for virtual students

Parent contact

Student Attendance Contract

Best Practice/Requirements Self-Check	Yes/No	X
The school has and follows a chronic absence reduction plan.	Yes No	
A multi-tiered system of supports (MTSS) is in place to identify and help the academic, behavioral, and/or social emotional needs of chronically absent students.	Yes No	

Core Element 9: Parent and Family Engagement [Required for all]

In what ways are parents/families able to express ideas, concerns, and/or suggestions?

In person
School website submission
School board meetings
Email
Phone call
Monthly newsletter
Parent teacher conferences
Volunteering in the Classroom
Field Trips
Electronic grades on PowerSchool
High ability parent meetings
Case conferences
Walk-a-thon
End of year Activities
Book Fair
Mentor Program
Social Media
Open House
Music Programs
Surveys

In what ways does the school involve parents/families to maintain or increase high levels of student attendance?

Call home
Email home
Letter home
Certified letter home
Home visit
Mentor Program
Social Media
Open House
Music Programs (attendance part of performance grade)
Surveys
Newsletters

How do teachers and staff bridge cultural differences through effective communication?

Purchasing books in various languages to meet students needs

Using a translator on the chromebook

Students who speak language assist/tutor

Work and/or newsletter can be translated into Spanish if needed

Use the online version of the textbook offered in Spanish

Utilizes online platforms to provide classroom activities/resources in Spanish

IIEP will translate the entire IEP document into Spanish for Spanish speaking households

Core Element 10: Provision for Secondary Schools [Secondary schools only]

How do course offerings allow all students to become eligible to receive an academic honors diploma?

All students have the opportunity to earn an honors diploma. As they begin their freshmen year, they meet with the guidance counselor to determine what type of diploma they are hoping to achieve. Students are pushed to receive an academic honors diploma, however the classes and their GPA determine the type of diploma a student will eventually receive.

How are all students encouraged to earn an Academic Honors Diploma or complete the Core 40 curriculum?

Students meet with the counselor and listen to both formal and informal presentations from middle school on. Students attend presentations and fairs to become more knowledgeable about the various graduation pathways, classes, and the types of diplomas. With having several AP and DC teachers, we are lucky to be able to offer so many opportunities to our students.

How are advanced placement, dual credit, international baccalaureate, and CTE opportunities promoted?

Students meet with the counselor and listen to both formal and informal presentations from middle school on. Students attend presentations and fairs to become more knowledgeable about the various graduation pathways, classes, and the types of diplomas. With having several AP and DC teachers, we are lucky to be able to offer so many opportunities to our students. We have local colleges come in. We also have colleges come in and help the students register for DC classes.

Graduation rate last year: 93.06%

Percent of students on track to graduate in each cohort: Approximately 98% per guidance counselor based on current student status

SECTION B: Needs Assessment

Every school is required to address the learning needs of all students, including programs and services for exceptional learners (special education and high ability). Below is a list of possible sources of data to help evaluate your school's current performance in the steps below. Schools are not required to use each of these, but data must be used in determining where improvement is needed immediately. This information is necessary when performing the Gap Analysis and Root Cause Analysis. Mark "X" next to each source of data used in the following steps and attach or link the data reviewed for this plan.

General Academic and Schoolwide			WIDA		Special Education		High Ability	
X	Statewide Assessments	X	Individual Learning Plans (ILPs)	x	IAM Assessment	x	Aptitude Assessment (e.g. CogAT)	
X	Districtwide Assessments		Performance Gap Data	x	Individual Education Plans (IEPs)	x	Current High Ability Grant	
	Assessment by Student Group	X	ESL Staff Training		Performance Gap Data		Performance Gap Data	
	Common Formative Assessments		Service Delivery Model	x	Special Education Training for Staff	x	High Ability Training for Staff	
X	PSAT/SAT/ACT Assessments		Federal (ESSA) Grade for Group	x	Approved Testing Accommodations		Service Delivery Model	
	Dyslexia Screening Data		Current Title III Grant		Federal (ESSA) Grade for Group			
	Common Formative Assessments	X	Parental Involvement		IEP Compliance Report			
X	Attendance Reports – general and by student groups	X	WIDA	x	Special Education Staff Assignments			
X	Survey of Students, Staff, Parents, and/or Community	Be sure there is no personally identifiable information for students in any/all linked/uploaded data.						
X	Staff Attendance							

Step 1: Review Potential Issues from the Core Elements

In this section, the committee should begin reviewing the information from the core elements in Section A. Look back at the information in Section A. If there were items checked (X) for further discussion, note them below and discuss them considering the following two questions:

Do these issues significantly impact our current school goals as strengths or problems? The issues identified as "no" or with an "X" are a work in progress. We have partnered with EES this year to create curriculum maps for both math and ELA. This will change Core Element 1: Curriculum next year once we have set pacing guides and curriculum maps for two content areas and continue to write them in other subjects. We are also revamping our Technology Committee so that it is more academic-focused to help integrate it into the classroom rather than more inventory based which is what it used to be.

Do these issues present significant strengths or problems not already addressed by goals in our current school improvement plan? No

If there is an issue that fits one of the above, note the issue and consider it when determining whether to conduct a Gap Analysis.

Step 2: Evaluate Progress on Current School Goals

If there is evidence that current school goals are priorities where improvement is needed immediately, schools should continue working toward meeting these goals. The section below is a brief review of current goals. This is intended to help you decide if these goals should continue to be the focus of improvement efforts. To analyze the progress of current goals and look for any gaps in performance, the committee should use a variety of data. **Schools with identified underperforming student groups must analyze data about these groups, including but not limited to: assessment, attendance, and behavior. All schools are required to consider the needs of exceptional learners (special education and high ability) using data to assess their progress.**

Review current goals using data referenced above. Current goals may need to be modified based on your findings. This is done in the Goals section.

Goal 1

Measurable outcome met? **Yes** **No**

If the goal was met, how will the school further improve or sustain this level of performance?

If the goal was not met, explain why. Students will show growth and/or improvement on state assessments in math. Our data shows a strong need to address math skills and concepts district wide. We will do this by the implementation of problem solving and data analysis across the curriculum. We did have an 11% increase in math in the seventh grade, but overall we need to show growth significantly more than that in order to be at the state level. That cohort has continuously been low in math, so it was a positive to see them grow, however it, along with other grade levels are still an area of improvement.

If the goal was not met, should the school continue to work toward this goal? **Yes** **No**

Goal 2

Measurable outcome met? **Yes** **No**

If the goal was met, how will the school further improve or sustain this level of performance?

If the goal was not met, explain why. Students will show growth and/or improvement on state assessments in ELA. Changes to national exams and the need to be as successful as possible on ILEARN, PSAT, SAT, etc. will require all content areas to become proficient in teaching students *how to better comprehend what is read* through the use of annotation. Annotation is regularly present in the units taught at the secondary level. Plus, our data shows improvement needed in ELA as well. While we did show some growth in ELA, we see a need for writing to be a goal. We will incorporate more writing this year and make that one of our goals alongside annotating text.

If the goal was not met, should the school continue to work toward this goal? **Yes** **No**

Goal 3

Measurable outcome met? **Yes** No

If the goal was met, how will the school further improve or sustain this level of performance? We lessened the amount of days this year that students can miss from 10 days down to nine days. We are hoping this helps our attendance rate even more!

SECTION C: Analysis

Step 1: Conduct a Gap Analysis

A Gap Analysis is a procedure for determining needs by highlighting differences between a school's desired performance and its actual performance. Data about the school's current performance should drive discussions about these differences.

In Sections A and B, the committee analyzed the school's performance in a number of areas. This included core elements of the school and current school goals. For the first column the committee should consider two questions:

- 1) Are our current goals still areas where improvement is needed immediately?
- 2) What concerns did we find when studying the core elements that might be serious enough to need improvement immediately?

Now the committee will conduct a Gap Analysis to identify the most significant barriers to the school's success.

Here's an **example** of how a committee member might explain the gap analysis process:

During our discussion about the core elements we felt student misbehavior has gotten worse. If that's the case, it is counter to what we believe. We are committed to providing all students with a safe and disciplined learning environment. We want to find out if discipline is a real problem based on data. We'll state our commitment about a safe environment in the 1st column. It is not a current goal, so we'll put "No" in the 2nd column. We'll collect discipline data and summarize our findings in the 3rd column. We'll compare what we're committed to regarding student safety with what the data shows. We'll state our finding in the 4th column. If there is a significant difference between what we are committed to and what is actually happening, we'll consider this a gap and put a check in the 5th column. Lastly, we'll compare this with other gaps we found on this chart. We'll prioritize these in the final (6th) column (rank your priorities).

1	2	3	4	5	6
Desired Performance Indicators Based on Prioritized Goals/Characteristics	Current Goal	Actual Performance Based on School Data	Brief Description Comparing Current Performance to Desired Performance	Gap	Priority
A safe and disciplined school environment provides an educational atmosphere conducive to	No	In-school suspensions increased 15% over the last 2 years. Suspensions & expulsions increased 8% & 4% re-	We are committed to a learning environment that ensures safety and well-being for all. Data indicates that students do not feel safe and that misbehavior resulting in	X	1

learning and personal well-being.

respectively. Survey: 45% of students
do not feel safe at school.

suspensions and expulsions has increased.

There is no requirement for the number of performance indicators you investigate. **Schools with identified underperforming student groups must include a desired performance indicator relevant to each of these groups.**

GAP ANALYSIS TEMPLATE

Desired Performance Indicators Based on Prioritized Goals/Characteristics	Part of Current Goal?	Actual Performance Based on School Data	Brief Description Comparing Current Performance to Desired Performance	Gap	Priority
Teacher Retention	Yes No	Data on how long teachers have been here, why they leave	This past year we retained all teachers at the secondary level.	X	2
Increasing rigor (AP and DC classes, increase scores on AP tests)	Yes No	Increasing performance on all AP tests Teacher Evaluations-increased % on instruction	AP teachers attending AP PD sessions Teachers becoming familiar and comfortable with school goals and assessments	X	1

List the top 3 or 4 on the next page in the column, *Identified Priorities from Previous Chart*.

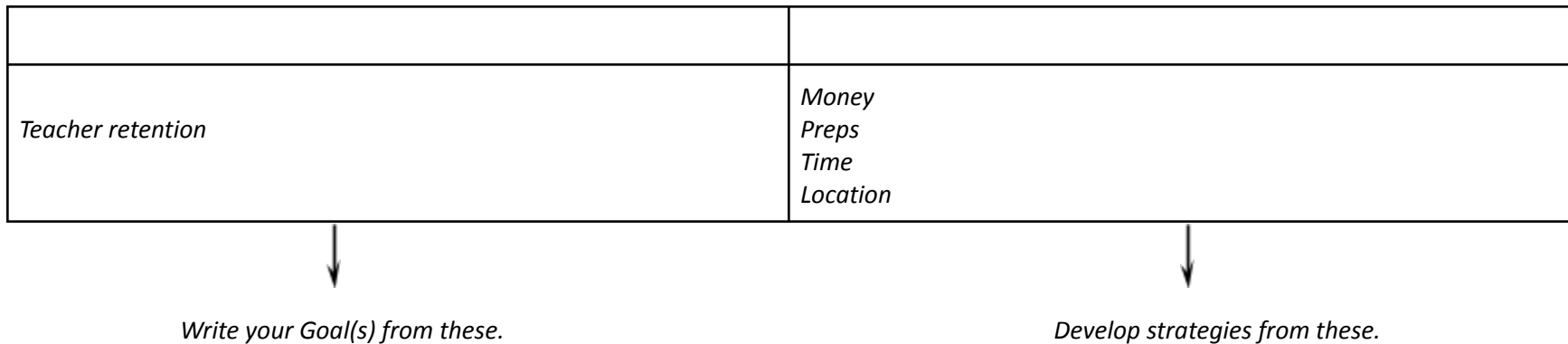
Step 2: Conduct Root Cause Analyses

Based on review of data from the Gap Analysis, list at least 3 priorities where improvement is needed immediately in the chart below. Schools classified at TSI/ATSI should consider priorities pertaining to the underperforming groups for which they have been identified.

Determine the root cause(s), or underlying cause(s), for the gaps in the prioritized areas.

A Root Cause Analysis is a process for determining underlying causes for problems. The recommended tool for this is 5-Whys. An illustration of this process is found [HERE](#). Although conducting a root cause analysis is required, schools may use any recognized method/tool of their choice. CSI and TSI/ATSI schools must attach documentation of their root cause analysis (e.g. Word/Google document, pdf, photo of wall chart, etc.).

Identified Priorities from Previous Chart	List Root Cause(s)
Increasing rigor	<i>Getting teacher buy-in to WANT to teach these classes</i> <i>Having enough students to offer these classes</i> <i>Holding all students to the same standard who take these courses</i>



SECTION D: School Improvement Plan and Professional Development Plan

The school improvement and professional development plans are developed once immediate needs are identified. The plans are developed from these needs and are the filter through which most decisions are made. The school improvement plan and professional development plan drive all aspects of continuous improvement efforts for the school.

1. Develop school improvement plan goals from the identified priorities. Based on your review of data, goals may be:
 - a. A continuation of existing goals and/or
 - b. New goals, based on areas where improvement is needed immediately.
2. Develop a professional development plan, basing professional development goals on:
 - a. Strategies in the school improvement plan;
 - b. Other areas, apart from the improvement plan, where professional development is a priority.
3. Identify and note possible funding sources from local, state, and federal resources that may support the plan(s).

Possible Funding Sources		
Title IA Title II Title III Title IV School Improvement (SIG)	McKinney-Vento High Ability Early Literacy Twenty-first Century After School Program Rural and Low Income Schools	General funds Head Start

School Improvement Plan

GOAL 1	Students will show growth and/or improvement on state assessments in math. Our data shows a strong need to address math skills and concepts district wide. We will do this by the implementation of problem solving and data analysis across the curriculum.			
Data Checkpoints (dates)	Fall NWEA Fall PSAT for freshman and sophomores	Winter NWEA	Spring NWEA Spring SAT for juniors	Spring ILEARN
Evidence at Checkpoints	Math score on test.	Improved math score on test.	Improved math score on test.	Math score on test.
Evidence- Based Strategy 1	New math curriculum adopted Fall of 2022. Math goal continuously implemented into all classes. Math department meets regularly. Added additional math classes to the math program.			PD Needed: Yes No
Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
Action Step 1	Attended ongoing training sessions with new math material. Ongoing training sessions with book reps as well as frequent pop-in observations and monthly department meetings.	2022-2024	Math team, admin, teachers, paras	All math teachers will use the newly adopted math curriculum to teach students along with writing new curriculum maps with EES.
Action Step 2	By Spring 2023, students in grades 7-8 will show a 10% increase in mathematical proficiency as measured by the ILEARN assessment. With high school students, we will be analyzing PSAT/SAT data annually.			
Action Step 3	By Spring 2024, students in grades 7-8 will score at or above the state level in mathematical proficiency as measured by the ILEARN assessment. With high school students, we will be analyzing PSAT/SAT data annually.			

GOAL 2	Students will show growth and/or improvement on state assessments in ELA. Changes to national exams and the need to be as successful as possible on ILEARN, PSAT, SAT, etc. will require all content areas to become proficient in teaching students <i>how to better comprehend what is read</i> through the use of annotation. Plus, the data shows improvement needed in ELA as well.
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Data Checkpoints (dates)	Fall NWEA Fall PSAT for freshman and sophomores	Winter NWEA	Spring NWEA Spring SAT for juniors	Spring ILEARN
Evidence at Checkpoints	ELA score on test.	Improved ELA score on test.	Improved ELA score on test.	ELA score on test.
Evidence- Based Strategy 1	ELA goal is continuously implemented into every class (data analysis and writing). ELA teachers will be writing new curriculum maps with EES this year to align curriculum and ensure standards are being taught.			PD Needed: Yes No
Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
Action Step 1	New ELA goals presented New ELA goal implemented into classes Meet with EES and write new ELA curriculum map	2021-2024	ELA team, admin, teachers, paras	All ELA teachers will implement daily goals and rewrite curriculum maps in accordance with EES.
Action Step 2	By Spring 2023, students in grades 7-8 will show a 10% increase in ELA proficiency as measured by the ILEARN assessment. With high school students, we will be analyzing PSAT/SAT data annually.			
Action Step 3	By Spring 2024, students in grades 7-8 will score at or above the state level in ELA proficiency as measured by the ILEARN assessment. With high school students, we will be analyzing PSAT/SAT data annually.			

GOAL 3	The attendance rate at Westville Middle/High School will be at or above the state average.			
Data Checkpoints (dates)	Quarter I Attendance Check	Quarter II Attendance Check	Quarter III Attendance Check	Quarter IV Attendance Check
Evidence at Checkpoints	Any student who was placed on an attendance contract last year is to be notified by October 7 if they were already beyond their missed number of days.	Student and parent/guardian will be informed should lack of attendance begin to increase.	Student and parent/guardian will be informed should lack of attendance begin to increase.	Student and parent/guardian will be informed should lack of attendance begin to increase.

Evidence- Based Strategy 1	All attendance is documented in PowerSchool.			PD Needed: Yes No
Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
Action Step 1	Student will be given letter and informed of missed days. Parent/guardian contacted.	Day of missed days becomes an issue and/or tardies through nine day allowance period.	Student, parent/guardian, teacher, administration	We will have 10 or less students exceed our attendance policy semester one.
Action Step 2	Student will be given letter and informed of missed days. Parent/guardian contacted. Student also informed of any discipline required, potential loss of credit, potential moving to virtual, potential implementation of attendance contract, and/or removal from district.	Day of missed days becomes an issue and/or tardies through nine day allowance period.	Student, parent/guardian, teacher, administration	We will have 10 or less students exceed our attendance policy semester two.

Professional Development Plan

Professional development and training are not the same. Training involves a short-term goal that has an immediate impact on some aspect of a job, such as learning to use an on-line gradebook or attendance program. Professional development is career focused, and impacts a worker's effectiveness in performance. Development occurs over time and requires job-embedded coaching and collaboration.

Write professional development goals below. These should connect with and support the school improvement plan.

Professional Development Goal 1	Math and ELA teachers will write new curriculum maps.	Linked SIP Goals Yes No
Possible Funding Source(s)	ESSER funding	

Evidence of Impact	Align curriculum across the board for math department, English department, and grade levels. Make sure we are starting with the standards, best practice, then the materials to implement instruction.
Plan for coaching and support during the learning process: EES and admin will work alongside teaching staff through this process.	
How will effectiveness be sustained over time? Frequent meetings, check-ins, documentation, etc.	

Professional Development Goal 2	High Ability Coordinator will host a training session for staff to gain a better understanding of how to identify HA students, how to work with HA students, etc.	Linked SIP Goals Yes No
Possible Funding Source(s)	High Ability Grant N/A teacher in the building is trained in HA	
Evidence of Impact	Teachers will have a better understanding of how to identify HA students, how to work with HA students, etc.	
Plan for coaching and support during the learning process: Train the trainer, helps enhance everyone’s knowledge about HA, helps AP and DC teachers.		

How will effectiveness be sustained over time? Will do additional training (HA Bootcamp for example) and send out information or PD opportunities available throughout the year to staff.

Professional Development Goal 3	All teachers will implement a school goal of reading, writing, or math into their evaluation.	Linked SIP Goals Yes No
Possible Funding Source(s)	N/A	
Evidence of Impact	Practice of goals in the area of math, reading, and writing will help increase scores on assessments.	
Plan for coaching and support during the learning process: Admin evaluations. Teacher and admin debriefings. Teacher reflection/follow up observations.		
How will effectiveness be sustained over time? Follow up meetings and evaluations to reassess.		