

School Name: Winamac Community High School

School Number: 6997

Street Address: 715 School Drive

City: Winamac

Zip Code: 46996

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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Read all the way through this document before beginning your work.

--- 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] ---

--- 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: This school community is committed to providing a positive learning environment, with a variety of educational opportunities for each student

District Mission: The mission of the Eastern Pulaski Community School Corporation is to create a safe, compassionate, and nurturing learning environment where students are given individual attention in their pursuit of knowledge, self-discipline, understanding, and self-confidence and are inspired to become their best version of themselves.

School Vision: We share with our community the responsibility of creating a safe and supportive learning environment. We strive to provide opportunities to challenge and motivate students to reach their highest potential. We are committed to teaching skills so that each student will have the opportunity to become a respectable, responsible, and successful member of society.

School Mission: This school community is committed to providing a positive learning environment, with a variety of educational opportunities for each student. Our mission is to produce citizens who will experience success by exhibiting basic skills, developing positive character traits, and pursuing lifelong learning.

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

If the school's mission, vision, and/or goals are not aligned with those of the district, what steps will the school take to do so?

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?	X
Sample: <i>Reading</i>	1-6	<i>ABC Reading is Fun</i>	Yes	Tier 1, 2, 3	<i>Textbook and readers are core component of reading program.</i>	Yes	
Algebra 1	8-10	Larson Algebra1 textbook	Yes No	Tier 1, 2, 3	This book gives great examples to practice, and formulas and explanations of how to use them.	Yes No	
Honors Physics	12	Holt Physics	Yes No	Tier 1, 2, 3	This book gives great examples to practice, and formulas and explanations of how to use them. infinite algebra 1 by Kuta Software infinite calculus	Yes No	
AP Calculus	11-12	Larson Calculus 9th ed	Yes No	Tier 1, 2, 3	This book gives great examples to practice, and formulas and explanations of how to use them.	Yes No	
Algebra 2	10-11	Larson Algebra 2 textbook	Yes No	Tier 1, 2, 3	This book gives great examples to practice, and formulas and explanations of how to use them.	Yes No	

Pre_Calculus	11-12	Larson PreCalculus with Limits (A Graphing Approach)textbook	Yes No	Tier 1, 2, 3	This book gives great examples to practice, and formulas and explanations of how to use them.	Yes No	
Geometry	9-10	Larson Geometry	Yes No	Tier 1, 2, 3	This book gives great examples to practice, and formulas and explanations of how to use them.	Yes No	
Algebra 1	9-10	infinite algebra 1 by Kuta Software	Yes No	Tier 1, 2, 3	This software provides an infinite number of practice questions over the topics that are in the Indiana Standards for Algebra 1. It is a great supplement to our textbook	Yes No	
Math Lab for Algebra 2	11-12	Larson Algebra 2 textbook	Yes No	Tier 1, 2, 3	This class uses the same textbook as Algebra 2, but more time is spent understanding how to read and interpret this resource for each individual learner or in small groups	Yes No	
Algebra 1 Enrichment	9	Larson Algebra 1 textbook	Yes No	Tier 1, 2, 3	This class uses the same textbook as Algebra 1, but more time is spent understanding how to read and interpret this resource for each individual learner, or in small groups	Yes No	
Credit Recovery/Virtual Learning	6-12	Edmentum Courseware	Yes No	Tier 1, 2, 3	All courses offered through Edmentum are directly aligned with classroom curriculum and Indiana State Standards. Users/software are components of this program.	Yes No	
			Yes No	Tier 1, 2, 3		Yes No	

Core Element 1: Curriculum [Required for all]

continued

Best Practice/Requirements Self-Check	Yes/No	X
The school uses district-established curriculum that is aligned to the Indiana Academic Standards.	Yes No	
Pacing guides and/or curriculum maps are used to plan and teach a standards-based curriculum.	Yes No	x
Teachers and staff are engaged in cross grade-level articulation of standards.	Yes No	x
A culturally responsive curriculum is used to ensure all students' cultural differences are recognized and appreciated.	Yes No	

The public may view the school's curriculum in the following location(s): www.epulaski.k12.in.us

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	
A process for coordinating instructional services (e.g. Head Start, adult education, etc.) is in place.	No	
A variety of instructional strategies are employed to meet the diverse learning needs of students.	Yes	
Teachers use strategies that monitor and adjust instruction during lessons (e.g. adjusted based on checks for understanding).	Yes	

Teachers ensure students are engaged in cognitively complex tasks (including varying depth of knowledge) during instruction.	Yes	
Teachers use instructional strategies that ensure students have multiple means of accessing instructional content.	Yes	
Instructional strategies provide students with multiple options for illustrating their knowledge.	Yes	
Instructional strategies foster active participation by students during the instructional process.	Yes	
Teachers and staff promote authentic learning and student engagement across all content areas.	Yes	
Strategies and instructional methods ensure equity of opportunity for all students during the learning process.	Yes	
Instructional strategies assist with bridging the cultural differences in the learning environment.	Yes	
Teachers and staff integrate evidence-based strategies during Tier II and Tier III instruction.	Yes	
Teachers work collaboratively to support and refine instructional effectiveness (e.g. with feedback, coaching, etc).	Yes	
High expectations for academic achievement are made clear to students and supported with adequate scaffolding and resources.	Yes	

For Title I schools with Schoolwide Programs only:

Describe activities and programs implemented at the school to ensure that students who have difficulty mastering proficient and advanced levels of academic achievement are provided with effective and timely additional assistance.

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.

Assessment Name	Grade(s)	Frequency	Type and Rationale for Use	Continue Use	X
ILEARN Biology	9	Benchmark, Com. Form., Summative, Other	Summative-- Evaluation of Teaching and Learning	Yes No	
ISTEP	11	Benchmark, Com. Form., Summative, Other	Summative-- Evaluation of Teaching and Learning	Yes No	

PSAT	10, 11	Benchmark, Com. Form., Summative, Other	Summative-- Evaluation of Teaching and Learning	Yes	No	
SAT	11,12	Benchmark, Com. Form., Summative, Other	Summative-- Evaluation of Teaching and Learning	Yes	No	
		Benchmark, Com. Form., Summative, Other		Yes	No	
		Benchmark, Com. Form., Summative, Other		Yes	No	
		Benchmark, Com. Form., Summative, Other		Yes	No	
		Benchmark, Com. Form., Summative, Other		Yes	No	
		Benchmark, Com. Form., Summative, Other		Yes	No	
		Benchmark, Com. Form., Summative, Other		Yes	No	

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	x
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	

For Title I schools with Schoolwide Programs only:

Describe opportunities and expectations for teachers to be included in decision-making related to the use of academic assessment results, where the intent is improved student achievement.

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

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

Winamac Community High School provides Chromebooks for grades 9-12. Teachers utilize these devices on a regular basis to enhance their instruction. In addition, our school utilizes Google Classroom as our primary learning platform. Our school has also subscribed to Edmentum for several years as a credit revival opportunity for students. Recently, Edmentum has been adopted as our primary way of providing instruction to our "Virtual due to Covid" students.

Additional Technology Resources:

- All teachers have a desktop computer and overhead projector
- Document Cameras located in several
- Three active computer labs (25-30 computers each)
- 3D printer in Industrial Technology Lab
- Skyward School Management System

Best Practice/Requirements Self-Check	Yes/No	X
The school has a process for integrating technology into the instructional program to promote learning.	Yes	
A plan is in place to provide in-service training in the use of technology.	Yes	
Protocols and criteria are used to review and select technology hardware, software, and instructional programs.	Yes	
There are established procedures for maintaining technology equipment.	Yes	
Sufficient infrastructure exists to support instructional, assessment, and operational needs.	Yes	

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

Answer the questions for the grade levels in your school.

Grades K-5 only

What career awareness activities are provided for students? (Highlight all that apply)	
Not currently implementing career awareness activities	Career Day/Fair or Community Day
Career Simulation (JA/Biztown, etc.)	Career-focused clubs (Robotics, agricultural garden, STEM, etc.)
Career-focused classroom lessons	Guest speakers
Other	

If “Not currently implementing career exploration activities” was checked above, explain why.

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	Job-site tours
Guest speakers	Career Day/Fair or Community Day
Career-focused clubs (i.e., Robotics, Agriculture Garden, STEM, etc.)	Online career navigation program
Other	

If “Not currently implementing career exploration activities” was checked above, explain why.

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
Job-site tours	Job-site tours
Guest speakers	Career Day/Fair or Community Day
Career-focused clubs (i.e., Robotics, Agriculture Garden, STEM, etc.)	Online career navigation program
Industry-related Project-Based Learning	Internship/Coop
Online career navigation program	
Job shadowing	

If “Not currently implementing career exploration activities” was checked above, explain why.

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	
A multi-tiered system of supports (MTSS) provides students with academic, behavioral, and social-emotional care and early intervention.	No	

Discipline rules are established, and copies of the rules are made available to students and their parents/guardians.	Yes	
Discipline rules to prevent bullying are in place and include education, parental involvement, and intervention.	Yes	
A suicide awareness and prevention policy is in place and staff have been appropriately trained.	Yes	
High expectations for behavior and attendance are communicated to families and consistently reinforced by all staff.	Yes	
All staff express belief that all children can learn and consistently encourage students to succeed.	Yes	
The school develops staff capacity to create positive classroom and school climates that are culturally responsive.	Yes	

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.

Students are identified using the Indiana Department of Education form during registration or enrollment if coming from out of state.

Describe strategies for increasing educational opportunities and performance for students in groups identified for the school.

Utilizing our school cultural data and benchmark assessments, we ensure that ALL students are provided with the tiered supports necessary to achieve personal growth targets.

What professional development might be necessary for staff to work effectively in cross-cultural situations? WCHS continues to provide on-going professional development to our staff through weekly PD. We will continue to offer high quality information to our staff concerning cultural competency to ensure that we meet the needs of all learners.

What curriculum materials are used to ensure all students' cultural differences are recognized and appreciated? Our staff consistently incorporates cultural acceptance and empathy into their lessons. Specifically, our Social Studies Department consistently promotes social justice and social awareness within their lesson.

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 18 days of school.

Number of students absent 10% or more of the school year. Last year: 68 Two Years Ago: 33 Three Years Ago: 19

What may be contributing to the attendance trend?

1. Last year's increase could be contributed to the Covid crisis and the uncertainty and confusion regarding attendance submission.
2. Inconsistent and poorly advertised school attendance policy
3. Lastly, we the school needs to do a better job to promote relationships with families and help them recognize the correlation between attendance and academic success

What procedures and practices are being implemented to address chronic absenteeism? WCHS has partnered with a community health agency called Keys Counseling which provides our MS and HS with support on addressing chronic absenteeism. This organization provides a variety of counseling, tutoring, and support to students and families to help get students in school. When a student begins to accumulate absences, a referral is made to Keys Counseling, at that point this agency reaches out to the family to provide a variety of support, in efforts to reduce absenteeism.

If procedures or practices to reduce chronic absenteeism are in place, how are the results monitored? Utilizing our school data system, Skyward, reports are run daily and weekly to ensure attendance concerns are identified quickly. Attendance outreach letters are sent according to school corporation policy to document concerns.

Best Practice/Requirements Self-Check	Yes/No	X
The school has and follows a chronic absence reduction plan.	Yes	
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	

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

How does the school maximize family engagement to improve academic achievement?

1. Monthly newsletters
2. Social Media Posts with pertinent information
3. Parent-Teacher Conferences
4. Meet the Teacher Night
5. Consistent emails to parents/guardians through Skyward (student management system)

In what ways are parents/families able to express ideas, concerns, and/or suggestions? We have an open-door policy regarding parents. Our principal will readily meet with or talk with any parent regarding ideas, concerns, or suggestions. Our teachers also make themselves available to answer parent phone call or emails.

In what ways does the school involve parents/families to maintain or increase high levels of student attendance? We utilize teachers, social workers, building level administration, and local agencies including probation and mental health to outreach to families who are demonstrating challenges with maintaining good attendance. We utilize attendance contracts to help build accountability.

How do teachers and staff bridge cultural differences through effective communication? We utilize a monthly school wide newsletter in addition to correspondence sent at the individual teacher level to ensure that parents are well informed of school offerings and events. In addition we utilize social media and school technology to communicate via text/phone to help ensure that parents are well informed.

Core Element 9: Parent and Family Engagement [Title I Schoolwide only]

The following is specific to Title I Schoolwide Programs.

Describe strategies used to increase parental involvement.

How does the school provide individual academic assessment results to parents/guardians?

How does the school involve parents in the planning, review, and improvement of the schoolwide plan?

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?

Along with offering the course and credit requirements necessary to obtain an Academic Honors Diploma, WCHS offers a wide variety of options through our Warrior Academy, which expands our offerings of electives through Edmentum. This allows students to take more directed electives, such as a variety of world languages, and rigorous classes that are more specialized than we could otherwise offer. We also have been in a partnership with IVY Tech since 2013 to offer several dual credit courses, which can help fulfill a requirement of the Academic Honors Diploma. These dual credit courses currently include college level courses in the following areas: math, science, agriculture, social studies, and English. This year, we have also expanded our options of AP courses to five different courses.

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

All students enter 9th grade with a plan for graduation with a Core 40, Academic Honors, or Technical Honors Diploma. Student progress within these plans is monitored by the guidance counselor and students meet individually each year to revise and update this plan.

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

Every student in grades 11 and 12 are enrolled in at least one dual credit class. All students are emailed the direct link to apply for dual credit if they are enrolled in a dual credit class and teachers encourage them to apply. Multiple avenues for qualification for acceptance into the program are examined, such as standardized test scores, GPA, completion of prerequisite courses, and further testing. Advanced Placement alternatives are available for completion of both English 11 and English 12 graduation requirements. CTE options are well utilized at WCHS, including our most popular electives. Having multiple staff members able to teach CTE classes helps to expand the number of courses we offer on our campus and we have several students who continue on to more specialized classes through our partnership with the Century Career Center. We don't offer IB courses.

Graduation rate last year: 89.8%

Percent of students on track to graduate in each cohort: 2021 = 95.5, 2022 = 96.2, 2023 = 94.2, 2024 = 100

Core Element 11: Provision for Title I Schools Operating a Schoolwide Program

This section applies only to schools that receive Title I funding and operate a Schoolwide Program

Describe how your school coordinates and integrates Federal, State, and local funds and resources, such as in-kind services and program components.

Provide a list of programs that will be consolidated under the schoolwide plan (if applicable).

Describe the school's plan for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a state-run preschool program.

Describe strategies used to attract high-quality teachers to your school and/or district. Examples could include: Mentoring and induction programs; recruitment incentives; high-quality professional development; partnerships with teacher preparation programs; and, career pathways for teachers leaders.

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		Individual Learning Plans (ILPs)		IAM Assessment	X	Aptitude Assessment (e.g. CogAT)
X	Districtwide Assessments		Performance Gap Data	X	Individual Education Plans (IEPs)	X	Current High Ability Grant
X	Assessment by Student Group		ESL Staff Training		Performance Gap Data		Performance Gap Data
X	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	X	Service Delivery Model
	Dyslexia Screening Data		Current Title III Grant		Federal (ESSA) Grade for Group		
X	Common Formative Assessments		Parental Involvement	X	IEP Compliance Report		
X	Attendance Reports – general and by student groups		WIDA	X	Special Education Staff Assignments		
	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?

Do these issues present significant strengths or problems not already addressed by goals in our current school improvement plan?

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 During the 2019-2020 school year, the average attendance rate of students in grades 9-12 will increase by .5%. **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. As a result of COVID our attendance rate during the Spring was negatively impacted.

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

Goal 2 During the 2019-2020 school year, the percentage of senior students graduating will increase by .5%.

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. This goal was emphasized. We also unfortunately had several students from this cohort drop out prior to graduation.

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

Goal 3: During the 2019-2020 school year, the percentage of students demonstrating mastery of Indiana Academic Standards in Math will increase by .5%. (Shown on the iLearn exam results)

Measurable outcome met? Yes **No**

If the goal was met, how will the school further improve or sustain this level of performance? Spring 2020 ILEARN was cancelled due to Covid-19.

If the goal was not met, explain why.

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

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	
<i>A safe and disciplined school environment provides an educational atmosphere conducive to learning and personal well-being.</i>	<i>No</i>	<i>In-school suspensions increased 15% over the last 2 years. Suspensions & expulsions increased 8% & 4% respectively. Survey: 45% of students do not feel safe at school.</i>	<i>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 suspensions and expulsions has increased.</i>	X	1	

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 The Current Goal?	Actual Performance Based on School Data	Brief Description Comparing Current Performance to Desired Performance	Gap	Priority
WCHS is committed to continue to strive to improve our student’s attendance. We recognize the positive correlation between good attendance and student achievement.	<u>Yes</u> No	We had 68 students who missed 10%+ of the school year.	We will continue to strive to improve student attendance. We believe a more consistent corporation-wide attendance policy and improved parent relations will increase this rate.	Yes	1
WCHS is committed to make certain everyone of our students graduate with a diploma. Our goal every year is to 100% of students graduate.	<u>Yes</u> No	Our graduation rate was 89.8%	We will continue to strive to get every student in the cohort to graduate with a diploma.	Yes	2
WCHS is committed to improving our students achievement scores in the core areas (Math & E/LA). We recognize these areas are the foundation of a well-rounded and educated student.	<u>Yes</u> <u>No</u>	iLearn data not available due to Covid.	iLearn data not available due to Covid.	Yes	
	<u>Yes</u> No				
	<u>Yes</u> No				
	<u>Yes</u> No				

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)
Improve student attendance rate.	<ul style="list-style-type: none"> ● Inconsistent enforcement of attendance policy ● Poor family/parental relations between school and home ● Poor/inconsistent tracking of attendance records
Increase student graduation rate.	<ul style="list-style-type: none"> ● Poor family/parental relations between school and home ● Students were not receiving adequate support during difficult and trying times.
Decrease student discipline referrals	<ul style="list-style-type: none"> ● Inconsistent enforcement of rules ● Poor tracking of discipline date ● Poor family/parental relations between school and home ● Poor rapport between administration and students

↓
Write your Goal(s) from these.

↓
Develop strategies from these.

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

School Improvement Plan

Using the Goal Template

Goals

Are a result of identified priorities (where improvement is needed immediately)

Are based on a 3-year plan, starting with the current year (Goal 1) and followed by succeeding years (“Yr 2” and “Yr 3”).

Evidence-Based Strategy

A strategy is a specific plan of action to accomplish a goal. Strategies must be supported by evidence considered to be strong or moderate. Find out about evidence-based interventions [HERE](#). In the school improvement plan, check if professional development is needed to successfully implement the strategy. These activities may be replicated and expanded on in the professional development plan.

Strategy Action Steps

Action steps are specific actions necessary to implement a strategy. In the template, schools may have more or less than four (4) action steps. Space is provided for four. Add additional steps if needed.

GOAL 1	By Spring 2022, 70% of students in grades 6-8 who are identified as in need of special education services in mathematics, will demonstrate mathematical proficiency as measured by the ILEARN assessment.			
Data Checkpoints (dates)	November 1	February 15	May 25	
Evidence at Checkpoints	Math scores on interim test	Math scores on interim test	Math scores on interim test	
Evidence-Based Strategy 1	Implemented blended instructional models in mathematics classes in grades 5-8. Bottge, Brian A., et al. “Effects of Blended Instructional Models on Math Performance.” <i>Exceptional Children</i> , vol. 8, no. 4, June 2014, pp. 423-437., doi: 10.1177/0014402914527240.			PD Needed: Yes No
Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
Action Step 1	Conduct on-going, job-embedded training for teachers and instructional support staff.	August 2021- May 2020	Leadership Team, Math Department Chairs	85% of teachers implemented blended instructional model lessons as determined by information from observations by coaches and the administrator.
Yr. 2 Measurable Objective	By Spring 2022, 74% of students in grades 6-8 who are identified as in need of special education services in mathematics, will demonstrate mathematical proficiency as measured by the ILEARN assessment.			

Yr. 3 Measurable Objective	By Spring 2022, 79% of students in grades 6-8 who are identified as in need of special education services in mathematics, will demonstrate mathematical proficiency as measured by the ILEARN assessment.
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GOAL 1	By Spring of 2022, the percentage of students missing 10% of school or more will be decreased by 50%.			
Data Checkpoints (dates)	October 9th	December 18th	March 12	May 28th
Evidence at Checkpoints	Attendance Reports	Attendance Reports	Attendance Reports	Attendance Reports
Evidence- Based Strategy 1	Referred at-risk students to Keys Counseling to provide attendance support.			PD Needed: No
Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
Action Step 1	Consistent and repeated tracking of attendance reports. Staying in constant contact with students who are at-risk of truancy and providing support through Keys counseling, SRO, and Dean of Students.	August 2020-May 2021	HS Principal Dean of Students	Percentage of students missing 10% or more of the school year decreased by 50%.

GOAL 2	Improve graduation rate by 5% within the 2021 cohort.			
Data Checkpoints (dates)	October 9th	December 18th	March 12th	May 28th
Evidence at Checkpoints	(%) of students on track to graduate	(%) of students on track to graduate	(%) of students on track to graduate	(%) of students on track to graduate
Evidence- Based Strategy 1	In a collaborative effort, our guidance counselor and the administrative team will work with students diligently to ensure they are put in a position that			PD Needed: No
Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
Action Step 1	Consistent and repeated tracking of attendance reports. Staying in constant contact with students who are at-risk of truancy and providing support through Keys counseling, SRO, and Dean of Students.	August 2020-May 2021	HS Principal School Counselor Dean of Students	Graduation rate increases from 89% to 94%+

GOAL 3	Decrease the number of discipline referrals in Skyward by 15%.			
Data Checkpoints (dates)	October 9th	December 18th	March 12th	May 28th
Evidence at Checkpoints	# of documented referrals	# of documented referrals	# of documented referrals	# of documented referrals
Evidence- Based Strategy 1	<ul style="list-style-type: none"> ● Standard and systematic approach on discipline documentation ● Establishing and enforcing school-wide behavior and policy expectations ● Early intervention with at-risk students (behaviorally) ● Behavior Contracts 			PD Needed: Yes
Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
Action Step 1	Establish school-wide expectations regarding discipline and procedures	August 2020	Principal Dean of Students	Documentation/Artifacts of policies and procedures
Action Step 2	Communicate expectations with students clearly	September 2020	Principal Dean of Students Staff	All students are knowledgeable of school-wide rules and procedures
Action Step 3	Monitor and enforce discipline expectations	Augusts 2020-	Principal Dean of Students Staff	N/A
Action Step 4	Assess effectiveness of discipline philosophy	May 2021	Principal Dean of Students Staff	Decrease in discipline referrals

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	Teachers will become effective and proficient in providing remote and/or hybrid instruction via Google Classroom platform.	Linked SIP Goals No
Possible Funding Source(s)	Funding sources are already available.	
Evidence of Impact	<ul style="list-style-type: none"> ● Parent and student surveys (if we go remote/hybrid) ● Staff surveys documenting their comfortability. ● Feedback from Integration Technology Specialist 	
Plan for coaching and support during the learning process:		
<ul style="list-style-type: none"> ● Continued workshops provided to staff ● Frequent resources made available to staff throughout the year regarding remote/hybrid instruction 		
How will effectiveness be sustained over time?		
<ul style="list-style-type: none"> ● Continued monthly professional development opportunities administered by the technology department and our corporation's Technology Integration Specialist. 		

Professional Development Goal 2	Staff will receive continued training and professional development on Socioemotional Learning needs of our students.	Linked SIP Goals Yes
Possible Funding Source(s)	Local Grants and funding through local judicial entities.	
Evidence of Impact	<ul style="list-style-type: none"> ● Number Discipline referrals ● Student attendance ● Parent/Student surveys ● Feedback from corporation school psychologist. 	
<p>Plan for coaching and support during the learning process: Provide training via our school psychologist and our local regional mental health care providers to teachers every quarter.</p>		
<p>How will effectiveness be sustained over time? Our school is committed to continue to provide staff development for SEL. This will be a point of emphasis moving forward. We will consistently designate our weekly PD time for this objective.</p>		