School Name: Westchester Intermediate School

School Number: 6927

Street Address: 1050 South 5th Street

City: Chesterton

Zip Code: 46304

# COMPREHENSIVE NEEDS ASSESSMENT/SCHOOL IMPROVEMENT PLAN

For implementation during the following years: <mark>2021-2024</mark>(Highlight implementation years)

---------------------- **CONTACT INFORMATION** ----------------------

Principal:   Shawn Longacre
Telephone:     219-983-3710                              Email: slongacre@duneland.k12.in.us

Superintendent:   Dr. Chip Pettit
Telephone:     219-983-3600                              Email:   cpettit@duneland.k12.in.us

Contact for Grants:   Kevin Zeck
Telephone:     219-983-3600                              Email: kzeck@duneland.k12.in.us

*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.

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**

| | |
|---|---|
| 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)  **(N/A)** | |
| (TSI only) Underperforming student groups identified by the federal government: (highlight all that apply)  **(N/A)** | |
| This school receives Title IA funding.  **Yes**               Is the school's Title I program **S**chool**w**ide or **T**argeted **A**ssistance?  **SW**  *If you are unsure about Title IA funding and/or the type of program, contact your federal programs specialist.* | |

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

Schools that are required to conduct comprehensive needs assessments (CNA) and/or school improvement plan (SIP) must assess the school's needs using a committee 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) | CNA/SIP Sub-committee(s) |
|---|---|---|---|
| Shawn Longacre | Principal | **CNA, SIP, Both** | |
| Joy Ramian | Dean of Students | **CNA, SIP, Both** | |
| Paul Napier | Media Specialist | **CNA, SIP, Both** | |
| Dalila Reeder | Reading Specialist | **CNA, SIP, Both** | |
| Bobbi Hall | Teacher/School Improvement Co-Chair | **CNA, SIP, Both** | Math Sub-committee |
| Martha Hiestand | Teacher/School Improvement Co-Chair | **CNA, SIP, Both** | Language Arts Sub-committee |
| Nicole Wilson | Teacher | **CNA, SIP, Both** | Related Arts Sub-committee |
| Diana Schmiegel | Teacher | **CNA, SIP, Both** | Math Sub-committee |
| Lindsey Darnell | Teacher | **CNA, SIP, Both** | Language Arts Sub-committee Special Ed. Sub-committee |
| Susan Calvert | Teacher | **CNA, SIP, Both** | Social Studies Sub-committee |
| Kristina Buhring | Teacher | **CNA, SIP, Both** | Science Sub-committee |
| Jason Conway | Teacher | **CNA, SIP, Both** | Math Sub-committee |
| Lisa Filipek | Teacher | **CNA, SIP, Both** | Science Sub-committee |
| Kyle Hernandez | Teacher | **CNA, SIP, Both** | Social Studies Sub-committee |
| Cara Ellerthorpe | Teacher/Parent | **CNA, SIP, Both** | Language Arts Sub-committee Special Ed. Sub-committee |
| Brian Doolin | Special Ed Teacher | **CNA, SIP, Both** | Special Ed. Sub-committee |
| Ann Kelly | Reading Specialist | **CNA, SIP, Both** | Language Arts Sub-committee |

| Megan Sutton | Instructional Coach | **CNA, SIP, Both** | Language Arts Sub-committee |
|---|---|---|---|
| | | **CNA, SIP, Both** | |

## - 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:**

Duneland is committed to inspiring excellence, igniting curiosity and unlocking potential for all.

**School Vision:**

Duneland Intermediate Schools are committed to the development of the whole child. Realizing that its students have various development levels of abilities and needs, Duneland aims to meet individual student differences.

**District Mission**:

Duneland provides a safe and engaging environment where students are empowered to explore their talents, build on their curiosity, embrace high expectations, and become responsible, caring citizens.

**School Mission:**

Westchester Intermediate School is dedicated to being the keystone to developing successful students

District Goals: link to strategic plan While there are more goals, the area listed below focuses on student success.
**Goal Area: Student Success**
*Goal 1:* Duneland School Corporation will maintain our current academic excellence in all programs while supporting the social and emotional well-being of students.
*Goal 2:* Duneland School Corporation will consider additional academic programs for students.

Does the school's vision support the district's vision?          Yes
Does the school's mission support the district's mission?          Yes
Do the school's mission and vision support district goals?          Yes

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?  N/A

# 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.--EACH SCHOOL

# 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.          **SCHOOLS TO COMPLETE** ⇓

| Subject/Course | Grades | Resource Name | Aligned to IAS | Tier (highlight all that apply) | Rationale for Resource Use | Continue Use? | X |
|---|---|---|---|---|---|---|---|
| English/Language Arts | 5th-6th | Fountas & Pinnell Classroom | Yes | Tier 1 | Core component of the literacy program | Yes | x |
| English/Language Arts | 6th | Amplify ELA | Yes | Tier 1 | Core component of the literacy program | Yes | x |
| Math | 5th | Reveal Math, McGraw Hill | Yes | Tier 1 | Core component of the math program | Yes | x |
| Math | 6th | Reveal Math, McGraw Hill | Yes | Tier 1 | Core component of the math program | Yes | x |
| Science | 5th-6th | Science Infusion, PLTW | Yes | Tier 1 | Core component of the science program     (PLTW is supplemental) | Yes | x |
| Social Studies | 5th-6th | TCI | Yes | Tier 1 | Core component of the social studies curriculum | Yes | x |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| English/Language Arts | 5th - 6th | LLI | Yes | Tier 2 & 3 Rdg | LLI is the core component of RtI/ Title I reading interventions; connects with Fountas & Pinnell | *Yes* | *x* |
| Health | 5th - 6th | State Standards developed curriculum | Yes | Tier 1 | Core component of the health program | *Yes* | *x* |
| General Music | 5th - 6th | State Standards developed curriculum | Yes | Tier 1 | Core component of the music program | *Yes* | *x* |
| Orchestra | 5th - 6th | State Standards developed curriculum | Yes | Tier 1 | Core component of the orchestra program | *Yes* | *x* |
| Band | 5th - 6th | State Standards developed curriculum | Yes | Tier 1 | Core component of the band  program | *Yes* | *x* |

## Core Element 1:  Curriculum  [Required for all]                    *continued*

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

The public may view the school's curriculum in the following location(s):   In Student Learning Management System, at school sites District Teaching and Learning Office

# 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. | Yes | |
| A variety of instructional strategies are employed to meet the diverse learning needs of students. | Yes | x |
| 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 | x |
| Teachers use instructional strategies that ensure students have multiple means of accessing instructional content. | Yes | x |
| 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 | x |
| Instructional strategies assist with bridging the cultural differences in the learning environment. | Yes | x |
| Teachers and staff integrate evidence-based strategies during Tier II and Tier III instruction. | Yes | x |
| 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 | |

x=The process of building a guaranteed and viable curriculum will include providing equity in curriculum and time plus best practices in instructional strategies for teachers and students.  During the 2023-2024 school year, WIS will continue to use LLI for its Tier 2 & 3 reading interventions; they continue to investigate research- based best practices/tools for Math interventions.

**(N/A)** **For Title I schools with Schoolwide Programs only:  BAILLY, LES, AND YOST**

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 |
|---|---|---|---|---|---|
| mClass: MAZE | K-6 | Three Times a Year | mClass is utilized to assess students beginning of the year to end of the year growth in reading; it is utilized to assist teachers in determining starting points for students' academic needs in reading. There is also a middle of the year checkpoint and progress monitoring available when applicable | Yes | |
| NWEA | K-8 | Three Times a Year | NWEA is utilized to assess students beginning the year to end of the year growth in reading, language arts, and math. When applicable social studies and science portions of NWEA are also administered.it is utilized to assist teachers in determining starting points for students' academic needs in reading. There is also a middle of the year checkpoint. | Yes | |
| Common Classroom Assessments | K-12 | Common Formative | CFA are used during and at the end of units of study; these are used to identify mastery of a skill, subject. x=in the process of creating and building a common guaranteed and viable curriculum which will include common assessments across the varying schools | Yes | *x* |

x=While assessments are used, professional development in interpreting the results would be beneficial. In addition, the school corporation will embark on a three-year journey in establishing and understanding the benefits of professional learning communities. The PLCs will provide an avenue to analyze, discuss and act on the results to impact student learning.

| 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 | |
| The school uses assessment data to identify students for Tier II and Tier III instruction. | Yes | |
| Locally created assessments are reviewed and revised regularly to ensure priority standards are being measured at the appropriate levels of depth and rigor. | Yes | |

x=While assessments are used, professional development in interpreting the results would be beneficial. In addition, the school corporation will embark on a three-year journey in establishing and understanding the benefits of professional learning communities. The PLCs will provide an avenue to analyze, discuss and act on the results to impact student learning. Locally created assessments will be reviewed and revised as the guaranteed and viable curriculum is developed and built.

**For Title I schools with Schoolwide Programs only: BAILLY, LES, AND YOST**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. (PLCs, Data Meetings, related professional development, curriculum, etc.)

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

The Duneland School Corporation is committed to preparing all students for college, careers, and lifelong learning in ways that support the Duneland School Corporation mission. Duneland Schools will continue its growth and development of differentiated instruction in a blended environment to include all students kindergarten through twelfth grade in a 1:1 environment. Duneland focuses on the following critical points:
- ■        Utilize the International Society for Technology in Education (ISTE) Student standards to guide our instruction both online and offline.
- ■        Standards for Students | ISTE
- ■        Empowered Learner: Students take an active role in their learning goals.
- ■        Digital Citizen: Students are safe, legal, and ethical in a digital world.
- ■        Knowledge Constructor: Students use research skills to curate information and build knowledge.
- ■        Innovative Designer: Students use a design process to identify and solve problems in creative ways.
- ■        Computational Thinker: Students collect and analyze data and develop and test solutions.
- ■        Creative Communicator: Students communicate clearly and choose methods appropriate for the purpose.
- ■        Global Collaborator: Students collaborate with others and work in teams.
- ■        Use technology to promote the use of the 4Cs that are essential in the 21st Century classroom.
- ■        Communication: Sharing thoughts, questions, ideas, and solutions.
- ■        Collaboration: Working together to reach a goal.
- ■        Critical Thinking: Looking at problems in a new way, linking learning across subjects/disciplines.
- ■        Creativity: Trying new approaches to get things done equals innovation & invention.
- ■        Address student challenges, including skill deficiencies, retention, enrichment, and opportunities for accelerating student learning through differentiated instruction.
- ■        Expand course offerings to include more options for students.
- ■        Create flexible scheduling opportunities for students and teachers by removing traditional barriers.

# 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 -delete those that do not apply) | |
|---|---|
| | Career Day/Fair or Community Day |
| | Career-focused clubs (Robotics, agricultural garden, STEM, etc.) |
| Career-focused classroom lessons | Guest speakers |
| | |

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 -delete those that do not apply) | |
|---|---|
| | |
| Career-focused classroom lessons | |
| Guest speakers | Career Day/Fair or Community Day |
| Career-focused clubs (i.e., Robotics, Agriculture Garden, STEM, etc.) | |
| | |

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

**(N/A)** **Grades 9-12 only** (add others in blanks as necessary)

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# 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 support (MTSS) provides students with academic, behavioral, and social-emotional care and early intervention. | Yes | x |
| 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 | |

x=School needs to establish a system for students new to the corporation and to the school with a focus on students new to the United States and non-English speaking; A strategic goal for the corporation is to develop a MTSS intentional system of supports

# 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.**
During registration and enrollment, families are required to complete a Home Language Survey, Migrant Worker Survey and Ethnicity report. In addition, families are given the opportunity to complete a free/reduced application to identify socio-economic status. Students

\*\*Describe strategies for increasing educational opportunities and performance for students in groups identified for the school.
- WIS has implemented RtI, tutoring, SAVE Promise Club, co-taught math, English, social studies, and science and Fountes and Pinnell LLI intervention.
- Parent meetings with teachers, school counselors, etc. and involvement to discuss strategies that could help the child be successful in class. With strong communication, all families can provide unique insight to teachers, help students set and work toward goals, and support ongoing learning and exploration at home.

\*\*What professional development might be necessary for staff to work effectively in cross-cultural situations?
- Staff receive general training throughout the school year. Staff members who have students identified in the table above groups should receive additional training and support.

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

- Supplemental curriculum materials are represented through the availability of various media genres in the areas of fiction, non-fiction, and biography. Additionally, media discussions, presentations, and web links reflecting timely cultural topics (e.g. MLK Day, bullying, disabilities, etc.) are utilized to bring awareness to ideas introduced through curriculum.

# 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.       2022-2023: 8        2021-2022: 5        2020-2021: 13

 What may be contributing to the attendance trend?

- Our number of students who have been chronically absent has been trending in the right direction. We have started to incorporate SEL lessons into the school day and SRT. We have been working to make all students have the sense that they belong and this is a safe space to be themselves. We will continue to update and modify our SEL curriculum and begin to implement an advisory period each week to establish deeper connections with all of our students.

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

We use a several step approach to dealing with chronic absenteeism/habitual truancy.  These include:

1.     5 day Absence Letter
2.     10 day Absence Letter
3.     Emails, Telephone Calls to parents
4.     Parent Conference
5.     Referral to Juvenile Probation/Project Attend

If procedures or practices to reduce chronic absenteeism are in place, how are the results monitored?
- Results are monitored by running weekly attendance reports to see what the weekly/monthly attendance rate looks like.  For individual students, periodic reports are run to see what their attendance looks after each of the above steps are taken, to see if the next step in the process needs to be taken.

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

x=School needs to establish a system for students with chronic absences to meet their needs to be successful in school.

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

- How does the school maximize family engagement to improve academic achievement?
  - We have an online gradebook that is updated weekly. We send out calls every two weeks to students who have been identified as having an F in any class.
- In what ways are parents/families able to express ideas, concerns, and/or suggestions?
  - Parents receive a weekly message via Smore. Parents are encouraged to respond to the message with any feedback. Multiple times a year we will solicit parent feedback on issues that affect the school. We welcome engagement with parents/families to help best support our students.
- In what ways does the school involve parents/families to maintain or increase high levels of student attendance?
  - Parents are notified daily if they have an absent student. We also send home 5 day and 10 day letters when a student reaches those number of absences. We also work with our Director of Attendance to visit homes of chronically absent students.
- How do teachers and staff bridge cultural differences through effective communication?
  - This is an area of improvement not only for WIS, but also the district.  The corporation added a translation and interpretation service during the 2020-2021 school year.  (Luna); a variety of apps are utilized to assist with multiple languages; (Brain Pop, Talking Points, etc.)  The corporation's Student Information System (SIS) offers families to change the language, if needed.

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

**The following is specific to Title I Schoolwide Programs**.

- WIS holds the annual Title I meeting with parents.  We share with families the goals of Title I.  Our school and district has a family involvement plan.  At this meeting, we invite parents to provide feedback regarding resources they would like to have access to throughout the year.  In addition, we have a family/school compact that discusses the partnership the school will have with families.  Westchester Intermediate also holds literacy and/or math family nights.  The purposes of these family nights are to involve families with their child's/children's interests and/or needs and strategies or resources that will contribute to engagement and improvement.
- We also contact families whose children receive direct services from Title I personnel using the LLI system.  Families will get communication regarding progress in this program, too, quarterly, at minimum.

## (N/A) Core Element 10:  Provision for Secondary Schools

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

**Provide a list of all instructional staff. Include licensure/certification and current class/subject areas being taught.** To provide this information, you may include a link, attach the information to this document, or list the information in the table below

| Staff Name | Licensure/Certification | Assigned Class/Subject |
|---|---|---|
| ARIZZI, VINCENT | Music: Choral, General, and Instrumental K-12 | 6th Grade Band |
| BALON, KARI A | Elementary Generalist K-6 | 6th Grade Math; 6th Grade Science |
| BUHRING, KRISTINA M | Elementary/Primary<br>Elementary/Intermediate<br>Mild Intervention | 5th Grade Science/Math |
| CALVERT, SUSAN | General Elementary 1-6<br>Health and Safety Professionalize 1-6 | 5th Grade Social Studies |
| CLEARY, MICHAEL | Mild Intervention | 5th and 6th Grade Special Education |
| CONWAY, JASON | Elementary/Primary Generalist<br>Elementary/Intermediate Generalist | 5th Grade Math |
| DARNELL, LINDSEY A | Psychology<br>Historical Perspectives<br>Government and Citizenship<br>Elementary Generalist K-6 | 5th Grade Language Arts |

| | | |
|---|---|---|
| DOOLIN, BRIAN | World Civilization 5-12<br>United States History 5-12<br>Seriously Emotionally Handicapped K-12<br>Mild Disabilities K-12<br>Government 5-12 | 5th and 6th Grade Special Education |
| ELLERTHORPE, CARA | Elementary/Primary Generalist<br>Elementary/Intermediate Generalist | 6th Grade Language Arts |
| FILIPEK, LISA A | General Science 5-12<br>Chemistry 5-12<br>Biology 5-12<br>General Science 5-12<br>Biology 5-12<br>Health 5-12 | 6th Grade Science |
| FOLLIARD, RYAN | Elementary Generalist K-6 | 5th Grade Language Arts |
| GREINER, BRIAN | Music:  Choral, General and Instrumental<br>All Grades | Orchestra |
| GUESS, KAITLYN A | Elementary Generalist K-6<br>Mathematics 5-9 | 5th Grade Math |
| HALL, BOBBI SUE | General Elementary 1-6 7/8<br>Mathematics 1-9 | 6th Grade Math |
| HART, PAIGE | Visual Arts | 5th-6th Grade Art |
| HERNANDEZ, KYLE JOSEPH | Elementary Generalists K-6<br>Building Level Administration K-12 | 6th Grade Language Arts<br>6th Grade Social Studies |

| | | |
|---|---|---|
| HIESTAND, MARTHA | General Elementary 1-6 7/8 | 6th Grade Language Arts |
| HURST, MAUREEN T | School Counselor- All Schools | School Counselor |
| ICHIYAMA-RAMIAN, JOYLYN A. | Life Sciences 5-12<br>Physical Education 6-12<br>Building Level Administration K-12 | Dean of Students |
| KAUTZ, CANDACE | General Elementary 1-6 7/8<br>Mathematics 1-6 7/8 | 6th Grade Math |
| KELLY, ANN | General Elementary 1-6 7/8<br>Kindergarten<br>Language Arts 1-9<br>Social Studies 1-9 | Reading Specialist |
| KEY-TATUM, KEISHANA L. | Mild Interventions P-12 | 5th Grade Special Education |
| LEVAN, RYAN M | General Elementary 1-6 7/8<br>Reading 1-6 7/8 | 6th Grade Social Studies |
| LONGACRE, SHAWN | Building Level Administrator-All Schools | Principal |
| MALOTT, RACHEL | Elementary Generalists K-6 | 5th & 6th Grade Music |
| MASI, KATIE J | General Elementary 1- 6 7/8 | 6th Grade Language Arts |
| MITCHELL, SHERRI DAWN | General Elementary 1-6 7/8<br>Reading 1-6 7/8 | 5th Grade Language Arts; 5th Grade Social Studies |

| | | |
|---|---|---|
| MORROW, HANNAH | Elementary/Intermediate Generalist<br>Reading<br>Intense Intervention<br>Elementary/Primary Generalist | 5th Grade Language Arts |
| NAPIER, PAUL EDMOND | Seriously Emotionally Handicapped K-12<br>English 5-12<br>English 9-12<br>Library Services K-12 | Media Specialist |
| REEDER, DALILA | Elementary/Primary Generalist | Mathematics Specialists |
| SCHMIEGEL, DIANE | General Elementary 1-6 7/8 | 5th Grade Math |
| SCROGGINS, JEFFREY W | Elementary Intermediate<br>Elementary Primary<br>Reading Primary<br>Reading Intermediate | 6th Grade Math |
| STEINBECK, CYNTHIA D | General Elementary 1-6 7/8 | 5th Grade Science/Health |
| SULLIVAN, KAYLA MARIE | Mild Interventions P-12<br>Elementary Generalists K-6 | 5th Grade Special Education |
| SUTTON, MEGAN MARIE | Elementary Primary<br>Elementary Intermediate | Instructional Coach |
| TREZAK, JAKE | Emergency Permit | Special Education<br>Applied Skills |
| WILSON, NICOLE MARIE | Health and Safety 5-12<br>Physical Education K-12 | 5th & 6th Grade Physical Education/Health |

# 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 (inview) |
| 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 |
| X | Common Formative Assessments | | Service Delivery Model | X | Special Education Training for Staff | X | High Ability Training for Staff |
| | 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 | | |
| X | Common Summative Assessments | | 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?**

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

Duneland School Corporation is in a transformative stage where all curriculum is being evaluated for viability.  Part of this process is creating a guaranteed and viable curriculum which is an area that has been lacking in the corporation for over ten years.  The lack of this GVC creates a disparity in a consistent curriculum being offered/delivered to the students.  High ability program offerings are a strength for WIS.  Most of the teachers that teach an advanced course have attended intentional training and workshops on the high ability learner.  Teachers are adapting their curriculum to meet the academic needs of students exceeding 'core curriculum.' Due to the lack of a GVC, problems include exposure to a core grade level curriculum for  all students.  With the addition of Title I for the 2021-2022 SY, gaps in skills for reading have been identified and deliberately targeted in intervention (Tier 2, 3) or in specialized classes (SE).

## 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: Students will improve reading comprehension across the curriculum as evidenced by EOY NWEA scores. | Measurable outcome met?           Yes   <mark>No</mark> |
|---|---|
| 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. <br> We have not taken our EOY NWEA assessment. We will revisit this goal upon receiving our school scores. | |
| If the goal was not met, should the school continue to work toward this goal?  <mark>Yes</mark>   No | |

| Goal 2: Through the use of Advisory time, students will maintain and continue to grow in Social Emotional Learning. | Measurable outcome met? <mark>Yes</mark> No |
|---|---|
| If the goal was met, how will the school further improve or sustain this level of performance?<br>Promoting a positive and safe school environment has been shown to increase student engagement and performance. We have yet to have full year scores to show student growth demonstrating the impact of our advisory period on student achievement. | |
| 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** | |

| Goal 3: Improve stakeholder involvement opportunities | Measurable outcome met? <mark>Yes</mark> No |
|---|---|
| If the goal was met, how will the school further improve or sustain this level of performance?<br>We have continued to enhance the way in which our faculty and the building administrators interact with families and community members. We have been working to improve opportunities for families to be more involved in our PTO. We will continue our outreach and will add parent nights for families to come in and learn about the resources we are using and how they can help at home. | |
| 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 findings 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 education-al atmosphere conducive to learning and personal well-being.* | *No* | *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.* | *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.* | *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 Current Goal? | Actual Performance Based on School Data | Brief Description Comparing Current Performance to Desired Performance | Gap | Priority |
|---|---|---|---|---|---|
| Develop a whole student approach to learning. Meeting both the academic needs and the emotional needs of the student. | Yes | Planning was done to implement an advisory period for students to help reach the SEL needs of our students. We are currently monitoring the impact that is having on student attendance and achievement. We do not have data from the previous year due to the COVID-19 shortened school day. | We are planning to implement our advisory period for the 2021-2022 school year. Mentors will be given time to meet weekly to establish a curriculum that will best serve the needs of the students we have. | Y | 2 |
| Have 60% of our targeted Title I in reading achieve a passing score on the ELA portion of ILEARN. | No | We will not know the effect of this until our ILEARN scores come back. | When using our metrics for identifying our Title I students for reading, we have become more aware of this subgroup and their low ability level. We have purchased a few intervention programs and we have trained our Title I staff on best practices in using the intervention programs. | Y | 3 |
| Implement and  strengthen school culture of collaboration through the PLC process | No | We currently have common plan time for our teachers in the same departments. We have also provided 30 minutes each morning of protected time for our teachers to collaborate on best practices for their students. | We will train and monitor our teachers in the 4 questions of a PLC. This will be ongoing throughout the 2021-2022 school year. | Y | 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) |
|---|---|
| Implement and  strengthen school culture of collaboration through the PLC  process | Focus teacher collaboration time; focus on student achievement; interventions and stretch opportunities for our students to close gaps in student achievement |
| Develop a whole student approach to learning. Meeting both the academic needs and the emotional needs of the student. | Advisory periods will ensure that at least one adult at WIS  is getting to know each student well, making sure their learning needs **are** being met, and encouraging them to make good academic choices and plan for their future. |
| Have 60% of our targeted Title I in reading achieve a passing score on the ELA portion of ILEARN. | Reasons for our struggling students will vary by individual. Some may struggle with one or a variety of the following factors; fluency, comprehension, phonics, or motivation.  Early identification of the root cause is a priority so we may help the student where they are at. Curtailing the intervention to the individual needs of the student will help create more confident readers who will be more successful in class and on standardized tests. |

*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.      Identity and note possible funding sources from local, state, and federal resources that may support the plan(s).

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

# 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 | WIS will function as a systemic professional learning community promoting a culture of continuous improvement focused on learning, collaboration, and results.   Professional Learning Communities will meet weekly with 100% staff participation. | | | |
|---|---|---|---|---|
| **Data Checkpoints (dates)** | October 21, 2022 | December 16, 2022 | March 14, 2023 | May 24, 2023 |
| **Evidence at Checkpoints** | PLC Forms | PLC Forms | PLC Forms | PLC Forms |
| **Evidence-Based Strategy 1** | The PLC model gives schools a framework to form high- performing, collaborative teams of teachers that are all united toward the improvement of student learning. During collaborative team meetings, teachers share their concerns, reflect on their teaching strategies, and make decisions based on data. | | **PD Needed:**  <mark>Yes</mark>   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 2022-May 2023 | Building leadership team | 100% of teachers indicate they are utilizing the benefits of PLCs for their teaching and their students success |
| **Yr. 2 Measurable Objective** | By the end of the 2023-2024 school year, we will  continue to Implement and strengthen the school culture of collaboration through the PLC process. | | | |
| **Yr. 3 Measurable Objective** | By the end of the 2024-2025 school year, we will have Implemented and strengthened the school culture of collaboration through the PLC process. | | | |

| GOAL 2 | WIS will ensure the success for all students by providing a safe, healthy, engaging and inclusive learning environment recognizing every member of the learning community as a valued individual. Trojan Time (advisory) will meet daily for 30 minutes. | | | |
|---|---|---|---|---|
| **Data Checkpoints (dates)** | October 21, 2022 | December 16, 2022 | March 14, 2023 | May 24, 2023 |
| **Evidence at Checkpoints** | Survey data | Survey data | Survey data | Survey data |
| **Evidence-Based Strategy 1** | A strong advisory program helps students get connected to one another in meaningful ways. Through class discussions, democratic classroom decision-making, Socratic seminars, and other activities, students can form bonds with one another and also learn more about themselves in relation to others. | | | **PD Needed:** <mark>Yes</mark>  No |
| **Strategy Action Steps** | **Required Activity** | **Start/End Dates** | **Person(s) Responsible** | **Evidence of Success** |
| Action Step 1 | Survey data | August 2022 - May 2023 | WIS Advisory Committee | Survey data |
| **Yr. 2 Measurable Objective** | By the start of the 2022-2023 school year we will continue to Implement a weekly Trojan Time (advisory period) to meet the academic needs and the emotional needs of the student. | | | |
| **Yr. 3 Measurable Objective** | By the start of the 2023-2024 school year we will have Implemented a weekly Trojan Time (advisory period) to meet the academic needs and the emotional needs of the student. | | | |

| | WIS will implement a guaranteed and viable curriculum supported by impactful interventions that ensure high levels of learning and achievement for all students. |
|---|---|
| **GOAL 3** | - *5th ELA ILEARN 53% pass rate*<br>- *5th MATH ILEARN 61% pass rate*<br>- *6th ELA ILEARN 53% pass rate*<br>- *6th MATH ILEARN 65% pass rate*<br>- *5th grade social studies 73% pass rate*<br>- *6th grade science 63% pass rate*<br>- *80% of students will meet their growth goal in reading and math NWEA/MAPS from BOY to EOY* |

| **Data Checkpoints (dates)** | Fall 2022 | Winter 2022 | Spring 2023 | |
|---|---|---|---|---|
| **Evidence at Checkpoints** | BOY NWEA | MOY NWEA | EOY NWEA and ILEARN | |
| **Evidence- Based Strategies** | - Literacy skills allow students to seek out information, explore subjects in-depth and gain a deeper understanding of the world around them.<br>- Small group interventions will occur during Trojan Time and SRT. | | | **PD Needed:** <mark>Yes</mark>  No |

| **Strategy Action Steps** | **Required Activity** | **Start/End Dates** | **Person(s) Responsible** | **Evidence of Success** |
|---|---|---|---|---|
| Action Steps | - NWEA<br>- common formative assessments<br>- common summative assessments | August 2022 - June 2023 | Principal and Dean<br>WIS Guiding Coalition | Student scores from NWEA assessment as a predictor of ILEARN achievement. |

| **Yr. 2 Measurable Objective** | For the 2023-2024 school year we will have 55% of our students in reading achieve a passing score on the ELA portion of ILEARN. |
|---|---|
| **Yr. 3 Measurable Objective** | For the 2024-2025 school year we will have 60% of our students in reading achieve a passing score on the ELA portion of ILEARN. |

# 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** | PLC: DATA analysis and team collaboration time | **Linked SIP Goals**<br>==Yes==    No |
| **Possible Funding Source(s)** | Title I, Title II, Title IV, HIgh Ability | |
| **Evidence of Impact** | Utilizing local district and state summative assessments as well as summative DSC assessments.  Looking for data supporting student increases of achievement. | |

| |
|---|
| **Plan for coaching and support during the learning process:**<br><br>The school district has partnered with Solution Tree to give building leaders and teachers professional development and coaching sessions throughout the 2022-2023 school year. |
| **How will effectiveness be sustained over time?**<br>We will sustain PLCs by providing time for: collaboration, supportive conditions, supportive leadership, relationships, and a focus on student learning |

| Professional Development Goal 2 | SEL   INTENTIONAL ADVISORY Period/Trojan Time and SRT (Student Resource Time) | **Linked SIP Goals**<br>==Yes==     No |
|---|---|---|
| **Possible Funding Source(s)** | Title I, Title II, Title IV, HIgh Ability | |
| **Evidence of Impact** | ● Reduction in the number of discipline referrals year over year.<br>● Survey data<br>● Walkthroughs | |

**Plan for coaching and support during the learning process:**
Through an advisory period, each student has a staff who knows them and helps them.   We will work with our district's SEL Coordinator to have quarterly meetings with staff for PD and reflection on our advisory period.

**How will effectiveness be sustained over time?**
It's critical that students have a relationship with at least one staff member who knows and cares about them and has a positive mentoring relationship with them.   Once the advisory period is established, staff, students, and parents will see the value of this period and the importance of it being sustained for the years to come.  Students will receive SEL instruction over their two years at WIS.

| | LITERACY DEVELOPMENT | |
|---|---|---|
| **Professional Development Goal 3** | | **Linked SIP Goals**<br>==Yes==　　No |
| **Possible Funding Source(s)** | Title I, Title II, Title IV, HIgh Ability | |
| **Evidence of Impact** | Utilizing local district and state summative assessments. Looking for data supporting student increases of achievement in reading/Language Arts. | |

**Plan for coaching and support during the learning process:**
Having ongoing professional development on Literacy instruction across all areas of instruction. Bringing in outside coaches to help our teachers in the area of Literacy in their classroom. Building leaders playing an active role in PLCs establishing a common theme of best practices of literacy instruction and providing timely feedback to teachers.

**How will effectiveness be sustained over time?**
By having an established culture of collaboration and support amongst teachers and building leaders, we will continue to monitor and work together to keep literacy at the forefront of our school goals. We will continue to use best practices and follow current trends in literacy instruction until we are able to have all students proficient in reading.