INDIANA DEPARTMENT *of* EDUCATION

School Name: West Washington Jr./Sr. High School

School Number: 8869

Street Address: 8028 West Batt Road

City: Campbellsburg

Zip Code: 47108

COMPREHENSIVE NEEDS ASSESSMENT/SCHOOL IMPROVEMENT PLAN

For implementation during the following years: 2020-2023, 2021-2024, <mark>2022-2025</mark>, 2023-2026 (<mark>Highlight</mark> implementation years)

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

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Superintendent: Mr. Keith Nance

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Read 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 school designation under ESSA

Who is <u>required to submit</u> a school improvement plan (<u>SIP</u>)? **All public schools and state-accredited nonpublic schools**
Who is <u>required to submit</u> a comprehensive needs assessment (<u>CNA</u>)? **Schools that receive Title I funds <u>AND</u> schools classified as TSI, ATSI, and/or CSI**
Who is <u>required to use</u> the Indiana Department of Education's <u>SIP template</u>? **Schools classified as TSI, ATSI and/or CSI**
Who is <u>required to use</u> the Indiana Department of Education's <u>CNA template</u>? **Schools classified as CSI**
 Charter schools, classified as CSI and that receive Title I funds, must complete a CNA/SIP using this template.

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

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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/ATSI only) Underperforming student groups identified by the federal government: (highlight all that apply) **SpEd, ELL, F/R, Hisp, Wht, Blk, Multiracial, Asian, AI/AN, NHPI**

This school receives Title IA funding. **Yes** No   Is the school's Title I program **S**chool**w**ide or **T**argeted **A**ssistance? **SW TA**
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 a 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 Subcommittee(s)" column below. To be sure the needs of each underperforming student group are addressed, **schools classified as TSI or ATSI must have a subcommittee 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 Subcommittee(s)
Sample: *Alma Smith*	*Teacher*	*CNA,SIP, BOTH*	*ELA, Black, Spec. Ed.*
John L Harkness	Teacher	SIP	
Penny Harkness	Teacher	SIP	
Justin Lee	Teacher	SIP	
Dawn Dooley	Teacher	SIP	
Jessica Nance	Teacher	SIP	
Kristin Messmore	Teacher	SIP	
Angela Girgis	Principal	**SIP**	
Nathan Lewis	Teacher	**SIP**	
Logan Tincher	Teacher	**SIP**	
Jeremy Lowery	Teacher	**SIP**	

Link additional committee information here (if necessary):			

--- 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 Mission: West Washington School Corporation is committed to equipping our students with the tools they need for academic, personal, and social achievement.

We enable every student to reach his or her highest potential by establishing a curriculum that meets or exceeds government standards for education; providing extracurricular programs that develop children's mental, physical, and social skills; and partnering with parents and the community to create an environment geared to the success of our students.

School Mission: In an effort to make all students college or career-ready, the faculty and staff of West Washington Jr./Sr. High expect and instruct students to think critically, collaborate effectively, and communicate meaningfully through reading, writing, and speaking.

Does the school's vision support the district's vision? *(highlight response)*   <mark>Yes</mark>   No

Does the school's mission support the district's mission? *(highlight response)*   <mark>Yes</mark>   No

Do the school's mission and vision support district goals? *(highlight response)*   <mark>Yes</mark>   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? N/A

Link additional information here (if necessary):

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 <u>essential</u> 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. (<u>For 'X' column, right click and</u> ✔)

Subject/Course	Grades	Resource Name	Aligned to IAS	Tier (highlight all that apply)	Rationale for Resource Use	Continue Use?	X
Sample: *Reading*	*1-6*	*ABC Reading is Fun*	*Yes*	<mark>*Tier 1*</mark>*, 2, 3*	*Textbook and readers are core components of the reading program.*	*Yes No*	❏
Math	7-12	IReady Indiana Reveal (McGraw Hill)	<mark>Yes</mark> No	<mark>Tier 1, 2, 3</mark>	All text are aligned to IAS and SAT preparation	<mark>Yes</mark> No	❏
Language Arts	7-12	McGraw Hill Study Synch Activelylearn	<mark>Yes</mark> No	<mark>Tier 1, 2, 3</mark>	All text are aligned to IAS and SAT preparation	<mark>Yes</mark> No	❏

Subject	Grade	Publisher	Yes/No	Tier	Notes	Yes/No	X
Social Studies	7-12	McGraw Hill	**Yes** No	Tier 1, 2, 3	All text are aligned to IAS and SAT preparation	*Yes* No	❏
Science	7-12	Savvas	**Yes** No	Tier 1, 2, 3	All text are aligned to IAS and SAT preparation	*Yes* No	❏
Visual Arts	7-12	Davis	**Yes** No	Tier 1, 2, 3	All text are aligned to IAS and SAT preparation	*Yes* No	❏
Music	7-12	John Thompson's Piano Methods Hal Leonard Guitar Methods Intro to Theater Arts by Zimmerman	**Yes** No	Tier 1, 2, 3	All text are aligned to IAS and SAT preparation	*Yes* No	❏
Health	7-12	Glencoe	**Yes** No	Tier 1, 2, 3	All text are aligned to IAS and SAT preparation	*Yes* No	❏
PE	7-12	Self-Curated	**Yes** No	Tier 1, 2, 3	All text are aligned to IAS and SAT preparation	*Yes* No	❏
CTE Programs	7-12	Cengage Pearson PLTW Gateway Engineering	**Yes** No	Tier 1, 2, 3	All text are aligned to IAS and SAT preparation	*Yes* No	❏
Agriculture	7-12	MyCaert ICEV	**Yes** No	Tier 1, 2, 3	All text are aligned to IAS and SAT preparation	*Yes* No	❏
Place link here (if necessary) ->							

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	❏
Teachers and staff are engaged in cross-grade-level articulation of standards.	**Yes**	No	❏
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): Google Classroom of each course. Each teacher and department head have copies of curriculum maps of each course.

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. **Assess your practices using the chart below.**

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

Core Element 3: Assessment [Required for all]

List the assessments used in addition to the following statewide assessments: ILEARN, IREAD, I AM, ISPROUT, and PSAT. Include type of assessment (benchmark, common formative, or summative) and a brief rationale for their use. 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)	Use	Type and Rationale for Use	Continue Use		X
ILEARN	7, 8, 9, 10	Summative	Indiana Learning Evaluation Assessment Readiness Network (ILEARN) is the summative accountability assessment for Indiana students in grades 3 through 8 and high school biology. ILEARN measures student achievement and growth according to Indiana Academic Standards for English/Language Arts (grades 3 through 8) and Mathematics (grades 3 through 8). Students are required to participate in the ILEARN Biology End-of-Course Assessment (ECA) upon completion of the high school biology course to fulfill federal participation requirements.	Yes	No	❏
SAT	11	Summative	The SAT Reasoning Test (formerly Scholastic Aptitude Test and Scholastic Assessment Test) is a standardized test for college admissions in the United States. The SAT is owned, published, and developed by the College Board, a non-profit organization in the United States. It was formerly developed, published, and scored by the Educational Testing Service which still administers the exam. The College Board claims the test can assess a student's readiness for college. The test was first introduced in 1901, and its name and scoring have changed several times.	Yes	No	❏

ACT	11, 12	Summative	The ACT is a standardized test for high school achievement and college admissions in the United States produced by ACT, Inc. It was first administered in November 1959 by Everett Franklin Lindquist as a competitor to the College Board's Scholastic Aptitude Test, now the SAT Reasoning Test. The ACT test has historically consisted of four tests: English, Math, Reading, and Science Reasoning. In February 2005, an optional writing test was added to the ACT, mirroring changes to the SAT that took place later in March of the same year. All four-year colleges and universities in the U.S. accept the ACT, but different institutions place different emphases on standardized tests such as the ACT, compared to other factors of evaluation such as class rank, G.P.A., and extracurricular activities.	<mark>Yes</mark> No	❏
Woodcock-Johnson III	9-12	Formative	Provides a comprehensive system for measuring general intellectual ability, specific cognitive abilities, scholastic aptitude, oral language, and academic achievement.	<mark>Yes</mark> No	❏
i-Ready	7, 8	Formative	The rich data from i-Ready Assessments empowers teachers with a deeper knowledge of their students' needs. Based on industry-leading research into assessment design and backed by extensive validity evidence, sophisticated data is transformed into meaningful, actionable insights that make differentiating instruction a reality for teachers. A suite of intuitive reports provides a common language through which both teachers and administrators can work towards the shared goal of student achievement. The i-Ready Assessments suite: ● Pinpoints students' strengths and knowledge gaps at the sub-skill level ● Delivers personalized learning paths in i-Ready Instruction ● Saves time by automatically grouping students and offering targeted instructional recommendations	<mark>Yes</mark> No	❏

				Yes/No		X
			● Helps educators spot trends across student groups ● Predicts performance on specific standards by school/class			
ASVAB	11	Summative	The ASVAB is a timed multi-aptitude test, which is given at over 14,000 schools and Military Entrance Processing Stations (MEPS) nationwide and is developed and maintained by the Department of Defense.	Yes	No	❏
PSAT	8, 9, 10	Formative	The preliminary SAT®, or PSAT®, is a test offered to 8th-grade and high school freshmen, sophomores, and juniors in the United States. It functions as a practice test for future college admissions exams and provides students with the opportunity to qualify for scholarships provided by the National Merit Scholarship Corporation (NMSC). The College Board, a nationally recognized educational organization, creates, administers, and scores the PSAT® exam.	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	❏
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	❏

Continued from Core Element 3: Assessment

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 to improve student achievement.

After analyzing the 2023 high-stakes testing data, it is evident that there is room for growth. We are committed to continuous improvement.

● Teachers are attending SIEC workshops to address evidence-based practices and strategies and peer mentoring their findings.
● Teachers are attending weekly PD sessions with Principal Girgis addressing topics such as Visible Thinking Routines, Evidence-based instructional practices, DOK review, brain-based learning, and social and emotional learning practices.

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

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

Technology in the classroom and use is an important learning tool at West Washington.
Full-time technology staff is available to assist students and teachers. Equipment is constantly
updated to meet the needs of the modern-day technological world. Through the funding of grant
monies, each student has been issued a Chromebook to foster a 1:1 learning environment.
Students are encouraged to use technology as a communication tool between collaborative
student groups and teachers. WWHS is a Google Workspace school that is continuously looking
for ways to improve and prepare students for the ever-changing technological world.

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

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 indicated 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/Jr High Robotics
College Visits	

If "Not currently implementing career exploration activities" was indicated 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	Other (list)
Online career navigation program	Other (list)
Job shadowing	Other (list)
College Visits	

If "Not currently implementing career exploration activities" was indicated 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	No	❏
A Multi-tiered System of Support (MTSS) provides students with academic, behavioral, and social-emotional care and early intervention.	Yes	No	❏
Discipline rules are established, and copies of the rules are made available to students and their parents/guardians.	Yes	No	❏
Discipline rules to prevent bullying are in place and include education, parental involvement, and intervention.	Yes	No	❏
A suicide awareness and prevention policy is in place and staff have been appropriately trained.	Yes	No	❏
High expectations for behavior and attendance are communicated to families and consistently reinforced by all staff.	Yes	No	❏
All staff express the belief that all children can learn and consistently encourage students to succeed.	Yes	No	❏
The school develops staff capacity to create positive classrooms and school climates that are culturally responsive.	Yes	No	❏

Briefly answer the following:

West Washington Jr-Sr High School is committed to the education of our students. It is our belief that it begins with keeping our students safe and maintaining strong classroom and school discipline. Classroom teachers utilize individual classroom management techniques, inclusive of, but not limited to token economy systems, celebration systems, and behavior contracts. The school has an in-school suspension area for any disruptions during the school day that hinder the learning of others but also allows for online Google Classroom instruction for these students. The student handbook is available online and outlines the expectations of students who attend West Washington Jr-Sr High School.

The school is secured throughout the day and all visitors must be identified through the front office. Visitors must be let through two locked doors before entering the school. The corporation has two school safety specialists and two school resource officers on staff daily who attend annual training and the school safety plan is updated annually. In the 2021-2022 school year, a second assistant principal was added to assist with behavior management and attendance. We have also worked with outside agencies to gather materials for new classroom safety bags to be distributed across the school.

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 socioeconomic groups are identified.

West Washington uses the information provided at enrollment to keep accurate records of each student. Along with this, other information is collected through forms that parents/guardians provide to the school, such as free and reduced status and migrant worker classification.

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

West Washington is committed to improving our cultural competency. Even though our diversity is not great, we want to ensure our corporation is addressing our ever-changing world. Intentional conversations and programs are being instituted to value diversity and respect for all people and

cultures. We are emphasizing self-awareness as we work to recognize personal biases and respect differences that are demonstrated within our own learning institution. We are a work in progress, but knowledge is power and through recognizing this area of improvement we are confident we will successfully improve our cultural competency of teachers, students, administrators, staff, and parents.

What professional development might be necessary for staff to work effectively in cross-cultural situations?

West Washington strives to best meet the needs of all students in our building. To that end, we utilize informal and formal professional development to help train staff on the diverse needs of our student population. This includes, but is not limited to Social-Emotional Learning, brain research and metacognition, book studies, article reviews, and professional learning communities.

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

Throughout the school, the West Washington staff has worked hard to recognize those who stand out in a number of ways. Our elementary counseling department has developed a curriculum that is used to help students understand and respect each other, regardless of background or culture. Our junior and senior high school has begun an Equity and Inclusion Club to allow students to recognize other students based on their cultural backgrounds and diverse experiences.

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.
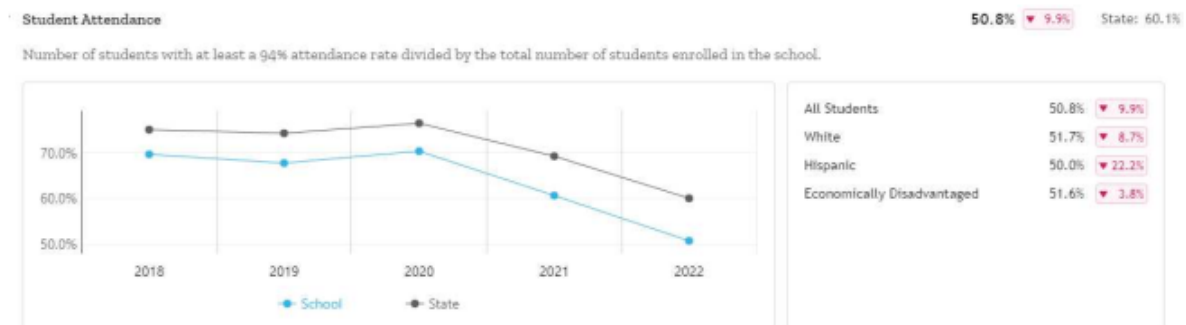
Data Per IDOE GPS

What may be contributing to the attendance trend?

We believe that there are three factors at play for why our chronic absenteeism has gotten worse over the last three years. The first reason is that the last few years have shown the effects of post-COVID mental fatigue on students and the difficulties of trying to get students back into a routine. Relating to that is our second reason for students now believing that they can do all work virtually since they did a lot of virtual learning in the past and that there is no need to attend in-person learning. Finally, we have noticed a trend in students using "school choice" to mull over their enrollment options where they can sit out of school while they try to enroll at another school and then come back when they are not allowed to enroll at another area school.

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

Days Missed	Action
4	Call Home
6	Letter Sent
8	SRO Visit/School will contact Probation
10	Probation and CPS notified

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

Results are monitored through our student management system, Alma. Our attendance clerk will notify the assistant principal when a student begins showing a trend toward chronic absenteeism. The assistant principal then contacts parents and speaks individually with each student.

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

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

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

The open house night at the beginning of the school year is highly attended by our parents and family members. This is an opportunity for parents to tour the school and meet the staff and prepare for the upcoming school year. There are also specific meetings for the 12th-grade students and parents to keep on track for graduation and post-graduation decisions. These meetings are an opportunity to discuss the strengths and possible solutions to some areas of concern. It is established that this is not a time for parents to raise concerns about individual teachers or events that have occurred in the student's life but to offer suggestions for improvements.

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

In the past, parents contributed to the revision of the student handbook, student expectations during athletic events, school website information, etc. The work of teachers during professional development or school-wide curricular concerns is addressed also. The school has hosted a Spring Carnival in the past that has been very successful in involving the parents and community. This level of success has led us to add a Fall Festival for the 2022-2023 school year. The school also advertises communication methods with administration and teachers as an open network for parents to express ideas or concerns.

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

Classroom attendance is taken every period all day long by the classroom teacher and entered into the common database (ALMA). After the first-period attendance is taken and entered, the daily attendance is reviewed and the Attendance Director of the school calls the home of each absent student. A parent conference is scheduled after the third unexcused absence with increasingly severe consequences being served thereafter for each unexcused absence, culminating with a home visit and referral to Washington County probation. With the tightening of the absence policy, it is logical that an increase in attendance will follow.

Our school counselor meets one-on-one with high school students who are veering from their graduation pathway designation to provide support and guidance to ensure graduation success. The graduation rate has been trending higher than the state average. It is our goal to continue this trend and maintain a rate above 90%. The ultimate goal is 100%, but circumstances beyond our control know that is unlikely.

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

At West Washington, we get to know our students by name. We work to maintain relationships with consistent communication. Our counseling department does an excellent job of promoting the idea that everyone is important at West Washington and deserves respect. A Kindness Club was created during the 2021-22 school year that appreciates students of all cultures and persuasions. Everyone deserves kindness and we work to promote unity and appreciate all diversity both inside and outside of our school setting.

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?

Students may be recommended or self opt-in higher level math or English courses to fulfill Academic Honors diploma requirements. If they do not meet the dual credit pre-requisite requirements, they are able to complete learning modules and a Knowledge Assessment to meet the requirements. Fine arts and world language classes are open to all students.

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

All students create a 4-year graduation plan during 8th grade, including selecting a diploma designation. This plan is reviewed and updated each year through consultation with school counselors. Students are counseled each year on their diploma requirements and go through two-course audits each year to determine that they are on track for graduation.

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

All available courses are listed in a course catalog that is published to parents and students annually. These courses are reviewed annually with each student during schedule selections. Parent/Student Info nights are held once per year to review available opportunities.

Graduation rate last year: 86%   **Percent of students on track to graduate in each cohort:** 100%

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 are 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, are 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 Program	

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 2024, 60% of students in grades 6-8 who are identified as in need of special education services in mathematics, will demonstrate mathematical growth as measured by the ILEARN assessment.			
Data Checkpoints (dates)	**November 1**	**February 15**	**May 25**	
Evidence at Checkpoints	Math scores BOY assessments	Math scores on MOY assessments	Math scores on EOY assessments	
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." *Exceptional Children,* vol. 8, no. 4, June 2014, pp. 423-437., doi: 10,1177/0014402914527240.			**PD Needed:** <mark>Yes</mark> No *(Highlight)*
Strategy Action Steps	**Required Activity**	**Start/End Dates**	**Person(s) Responsible**	**Evidence of Success**
Action Step 1	Conduct ongoing, job-embedded training for teachers and instructional support staff.	August 2022- May 2024	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 2024, 65% of students in grades 6-8 who are identified as in need of special education services in mathematics, will demonstrate mathematical growth as measured by the ILEARN assessment.			
Yr. 3 Measurable Objective	By Spring 2025, 70% of students in grades 6-8 who are identified as in need of special education services in mathematics, will demonstrate mathematical growth as measured by the ILEARN assessment.			

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 online 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	All teachers and staff will be well-versed in the Indiana Standards that directly impact PSAT and SAT questions. In turn, all teachers will be able to prioritize their standards as they apply to PSAT, SAT, and other high-stakes testing that students may encounter. There will be evidence of math growth and proficiency of students who are identified as in need of special education services in mathematics and will demonstrate mathematical growth as measured by the PSAT assessment.	**Linked SIP Goals** ==Yes== No
Possible Funding Source(s)	PD is funded through education funds and grants.	
Evidence of Impact	Evidence of impact will be observed through increased growth and proficiency scores from the SAT and PSAT scores from 2022-2023 to 2023-24.	

Plan for coaching and support during the learning process:
Coaching and support are being provided monthly at Staff Meetings. PD is provided by staff members who have attended IDOE SAT meetings and who have served on these committees. Staff is collaborating during weekly PLC times and reviewing assessments for SAT rigor and vocabulary. A daily SAT vocabulary is relayed school-wide.

How will effectiveness be sustained over time?

Effectiveness will be sustained over time by explicit and systematic implementation of PD for staff. Data will be analyzed from year to year to distinguish strengths and areas of improvement. Assessments and classroom instruction will continually be addressed and monitored for SAT rigor and implementation. The SAT committee will review and adjust PD according to their data analysis.