

School Name: Centerville-Abington Junior High School

School Number: 8982

Street Address: 509 Willow Grove Road

City: Centerville

Zip Code: 47330

COMPREHENSIVE NEEDS ASSESSMENT/SCHOOL IMPROVEMENT PLAN

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

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

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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

Who is required to submit a school improvement plan (SIP)? **All public schools and state-accredited nonpublic 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 three year plan is an initial plan with this template. The school has submitted a three year SIP every year, but in a different format.	
This plan includes all of the state and federal requirements for School Improvement planning for Centerville-Abington Schools.	
This school receives Title IA funding. Yes No	A behavior specialist is supported by Title IA funds and works with all four schools in the district.

--- 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)
Brian Bellew	Principal	CNA, SIP, Both	
Tracey Crull	Change Committee Chair	CNA, SIP, Both	
Mike Day	Change Committee Chair	CNA, SIP, Both	
Todd Duke	School Board Member	CNA, SIP, Both	
Aaron Jarvis	Parent	CNA, SIP, Both	
Beth Straszheim	Parent	CNA, SIP, Both	
Rebecca Alford	School Counselor	CNA, SIP, Both	
Tiffani Thornburg	Instructional Coach	CNA, SIP, Both	
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 Vision:	Educated for Success	School Vision:	Educated for Success
District Mission:	Centerville-Abington Community Schools, in partnership with families and the community, educates all students to be lifelong learners and responsible citizens.	School Mission:	Centerville-Abington Junior High School in partnership with families and community prepare students to develop appropriate skills necessary for transition to high school, lifelong learning, and responsible citizenship.
District Goals:			
Goal #1 – Exemplary Student Achievement Goal #2 – Responsible Citizenship Goal #3 – Safe, Secure, and Healthy Environments			

- Does the school’s vision support the district’s vision? (*highlight response*) **Yes** No
- Does the school’s mission support the district’s mission? (*highlight response*) **Yes** No
- Do the school’s mission and vision support district goals? (*highlight response*) **Yes** No

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

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 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. (For 'X' column, right click and ✓)

Subject/Course	Grades	Resource Name	Aligned to IAS	Tier (highlight all that apply)	Rationale for Resource Use	Continue Use?	X
Math	7-8	Reveal Math	Yes No	Tier 1, 2, 3	Textbooks/programs are component of Mathematics Curriculum.	Yes No	<input type="checkbox"/>
Math Intervention	7-8	ALEKS	Yes No	Tier 1, 2, 3	Intervention Program	Yes No	<input type="checkbox"/>
Language Arts	7-8	StudySync (8 th grade pilot); GrammarFlip; Scholastic Scope; Assorted Novels; Reading Counts	Yes No	Tier 1, 2, 3	Textbooks/programs are component of Language Arts Curriculum.	Yes No	<input type="checkbox"/>
Language Intervention	7-8	IXL	Yes No	Tier 1, 2, 3	Intervention Program	Yes No	<input type="checkbox"/>
Science	7-8	McGraw-Hill; BrainPop	Yes No	Tier 1, 2, 3	Textbooks/programs are component of Science Curriculum.	Yes No	<input type="checkbox"/>
Health	7-8	Indiana Academic Standards	Yes No	Tier 1, 2, 3	Indiana Academic Standards are component of Health Curriculum.	Yes No	<input type="checkbox"/>
PE	7-8	PE Central & OPEN	Yes No	Tier 1, 2, 3	Programs are component of PE Curriculum.	Yes No	<input type="checkbox"/>
Geography	7	Pearson	Yes No	Tier 1, 2, 3	Textbook is component of Geography Curriculum.	Yes No	<input type="checkbox"/>
U.S. History	8	Pearson	Yes No	Tier 1, 2, 3	Textbook is component of USH Curriculum.	Yes No	<input type="checkbox"/>

Character Education	7-8	CharacterStrong	Yes No	Tier 1, 2, 3	Character Education program aligned to goal #3	Yes No	<input type="checkbox"/>
Digital Applications		Typing Master	Yes No	Tier 1, 2, 3	Programs are component of Digital Applications Curriculum.	Yes No	<input type="checkbox"/>
Computer Science		code.org	Yes No	Tier 1, 2, 3	Programs are component of Computer Science Curriculum.	Yes No	<input type="checkbox"/>
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	<input type="checkbox"/>
Pacing guides and/or curriculum maps are used to plan and teach a standards-based curriculum.	Yes No	<input type="checkbox"/>
Teachers and staff are engaged in cross grade-level articulation of standards.	Yes No	<input type="checkbox"/>
A culturally responsive curriculum is used to ensure all students' cultural differences are recognized and appreciated.	Yes No	<input type="checkbox"/>

The public may view the school's curriculum in the following location(s): <http://cjhs.centerville.k12.in.us/about-us/curriculum>

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	<input type="checkbox"/>
A process for coordinating instructional services (e.g. Head Start, adult education, etc.) is in place.	Yes	No	<input type="checkbox"/>
A variety of instructional strategies are employed to meet the diverse learning needs of students.	Yes	No	<input type="checkbox"/>
Teachers use strategies that monitor and adjust instruction during lessons (e.g. adjusted based on checks for understanding).	Yes	No	<input type="checkbox"/>
Teachers ensure students are engaged in cognitively complex tasks (including varying depth of knowledge) during instruction.	Yes	No	<input type="checkbox"/>
Teachers use instructional strategies that ensure students have multiple means of accessing instructional content.	Yes	No	<input type="checkbox"/>
Instructional strategies provide students with multiple options for demonstrating their knowledge.	Yes	No	<input type="checkbox"/>
Instructional strategies foster active participation by students during the instructional process.	Yes	No	<input type="checkbox"/>
Teachers and staff promote authentic learning and student engagement across all content areas.	Yes	No	<input type="checkbox"/>
Strategies and instructional methods ensure equity of opportunity for all students during the learning process.	Yes	No	<input type="checkbox"/>
Instructional strategies assist with bridging the cultural differences in the learning environment.	Yes	No	<input type="checkbox"/>
Teachers and staff integrate evidence-based strategies during Tier II and Tier III instruction.	Yes	No	<input type="checkbox"/>
Teachers work collaboratively to support and refine instructional effectiveness (e.g. with feedback, coaching, etc).	Yes	No	<input type="checkbox"/>
High expectations for academic achievement are made clear to students and supported with adequate scaffolding and resources.(Learning Targets are posted in all classrooms.)	Yes	No	<input type="checkbox"/>

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
NWEA		Benchmark, Com. Form., Summative, Other	Bi-annual assessment	Yes No	<input type="checkbox"/>
ILEARN		Benchmark, Com. Form., Summative, Other	Annual state assessment	Yes No	<input type="checkbox"/>
ALEKS Diagnostic		Benchmark, Com. Form., Summative, Other	Diagnostic to provide individualized math instruction and lessons	Yes No	<input type="checkbox"/>
IXL Diagnostic		Benchmark, Com. Form., Summative, Other	Diagnostic to provide individualized Language Arts instruction and lessons	Yes No	<input type="checkbox"/>
Vocabulary		Benchmark, Com. Form., Summative, Other	Vocabulary is one of the school goals. Students are given a pre-test at the beginning of the semester and a post-test at the end of the semester.	Yes No	<input type="checkbox"/>
Semester Final Exams		Benchmark, Com. Form., Summative, Other	Students are tested at the end of each semester (cumulative final).	Yes No	<input type="checkbox"/>
Unit Tests		Benchmark, Com. Form., Summative, Other	Students are tested at the end of units.	Yes No	<input type="checkbox"/>
Exit Tickets		Benchmark, Com. Form., Summative, Other	Teachers check for understanding at the end of a lesson.	Yes No	<input type="checkbox"/>
Informal Assessments		Benchmark, Com. Form., Summative, Other	Teachers check for understanding at the end of a lesson.	Yes No	<input type="checkbox"/>
Classwork & Homework		Benchmark, Com. Form., Summative, Other	Teachers check for understanding at the end of a lesson.	Yes No	<input type="checkbox"/>
Projects		Benchmark, Com. Form., Summative, Other	Students are prove their mastery of a unit through a project.	Yes No	<input type="checkbox"/>

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	<input type="checkbox"/>
The school uses assessment data to identify students for Tier II and Tier III instruction.	Yes No	<input type="checkbox"/>
Locally created assessments are reviewed and revised regularly to ensure priority standards are being measured at the appropriate levels of depth and rigor. (Locally developed vocabulary pre-post assessments for all grade levels and content areas.)	Yes No	<input type="checkbox"/>

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

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

Technology plays a large role in student learning at CJHS. We are a 1:1 school which means every student has their own laptop to take home and between classes. Students are able to complete homework assignments, complete projects, research topics, etc. using their laptops. A learning management system called Schoology is used by staff to distribute materials to students. Textbooks are available online. Students participate in instruction and remediation online through the use of ALEKS and IXL. Technology is an everyday component of allowing students to develop the appropriate skills necessary for transition to high school, lifelong learning, and responsible citizenship.

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	<input type="checkbox"/>
A plan is in place to provide in-service training in the use of technology.	Yes No	<input type="checkbox"/>
Protocols and criteria are used to review and select technology hardware, software, and instructional programs.	Yes No	<input type="checkbox"/>
There are established procedures for maintaining technology equipment.	Yes No	<input type="checkbox"/>
Sufficient infrastructure exists to support instructional, assessment, and operational needs.	Yes No	<input type="checkbox"/>

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

Answer the questions for the grade levels in your school.

Grades 6-8 only

What career awareness activities are provided for students? (Highlight all that apply)	
Not currently implementing career information activities.	Career-related courses
Career-focused classroom lessons	Job-site tours
Guest speakers	Career Day/Fair or Community Day
Career-focused clubs (i.e., Robotics, Agriculture Garden, STEM, etc.)	Online career navigation program
Other	

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

Briefly answer the following:

What practices are in place to maintain a safe environment?

All Centerville Junior High School staff will be completing Trust Based Relationships Intervention (TBRI) training during the 2021-22 school year. Staff complete school safety training videos yearly. Several members of the staff also receive CPI training annually. The Boys and Girls Club, along with the Wayne County Sheriff’s Department will be providing instruction to students using the curriculum “Too Good for Drugs.” As a school, we keep all classroom doors shut and locked at all times, we conduct regular safety emergency drills, and conduct monthly school safety committee meetings. Students complete a school safety survey twice a year and the data is analyzed. Students are given mental health screeners.

Over the course of the last few years, the corporation as a whole has implemented new measures with the intent of creating and maintaining a safe environment. Towards the latter half of the 2018-2019 school year, several Centerville Schools administrators have established a professional rapport with the Wayne County Juvenile Probation Department in order to address juvenile offenses committed across the county as well create initiatives in order to curtail recidivism. Within this relationship, the concept of Juvenile Detention Alternatives Initiative has been established to address this very need. This particular panel compares the data consisting of juvenile offenses across several years to that of other Indiana counties with similar demographics. Further, the panel establishes ways in which to address juvenile offenses, why they are committed, and what alternatives to detention they will have available to them if certain criteria are met. For instance, one particular area all schools face is curtailing the issue of chronic absenteeism. Students who find themselves facing possible charges, arrest and/or probation, could have resources available to them if they fulfill the parameters established by the school system with the Wayne County Probation Department overseeing implementation of those resources. The parameters are incentive-based, where a student can be rewarded for improved behavior.

In regards to school safety, Centerville Schools created a needs assessment in order to address issues in each of the corporation's five buildings. This needs assessment is research-based and was created using a best practices approach. On a monthly basis, building administrators create an agenda for their staff school safety meetings. These meetings center on concepts directly affecting the students of Centerville-Abington Community Schools. Further, meeting agendas focus on emergency procedures, safety protocols, staff safety training, growing trends among youth, as well as best practices involving building security and safety. In addition, several Centerville Schools administrators are active participants of the Wayne County School Safety Commission. This commission meets on a monthly basis in order to discuss safety initiatives, growing trends in school safety, as well as addressing the various Indiana laws associated with school safety protocol.

- Prior to the 2019-2020 school year, Centerville Schools was completely reliant on Centerville Police Department, the local law enforcement agency, to address issues resulting in arrest. Centerville Schools in cooperation with the Centerville Police Department and the Town of Centerville, created a School Resource Officer position in order to appropriately address legal issues involving student and/or parents in a timely manner. Additionally, having a School Resource Officer available during the school day and during extracurricular events provides added security as well as fostering a safer school climate.
- The needs assessment also looked at enhancing the exterior of the buildings within the corporation. During the last school year, our community was directly impacted by an active shooter gaining entry into a building of a neighboring school district. This intruder used a firearm to break the glass of an exterior door in order to gain entry. After visiting several schools and learning what safety initiatives they have put in place, it was decided to invest in a 3M security film product placed on the windows of each exterior door throughout the corporation. Once installed, the security film will act as a deterrent in the event of an active shooter or armed intruder. If the glass is hit with a blunt object, the glass will shatter. However, it will remain intact.
- Centerville Schools installed a new camera system in order to replace the failing camera system no longer in use. Administrators in each of the buildings were tasked with developing a camera assessment based on the layout of their individual buildings. These needs were then explained to an independent contractor and finalized over the summer of 2019. In all, the corporation installed 104 separate cameras covering the interior and exterior areas of each of the five buildings within the corporation. Additionally, the administrators and the SRO will have mobile access to the system 24 hours a day, 7 days a week.
- The needs assessment also addressed the lack of security within our buildings after a visitor is given access. Centerville Schools implement a visitor management system called Raptor. This technology allows a user to properly identify a visitor wanting access to the school. Visitors would need to provide a valid driver's license or state-issued identification. This information is then cross-referenced with the data from an online sexual offender database. If the visitor is in good standing and/or no pending issues, they will be allowed access to the academic areas of the buildings.

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.

At the time of registration and enrollment, families complete the Home Language Survey and the Free and Reduced Lunch form.

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

CJHS has an on-site CIS coordinator that provides academic and organizational support, basic resources, and attendance support. There is an ESL coordinator for the school corporation that works with educators and provides materials and other resources to meet students' needs.

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

Multicultural lessons; developing culturally responsive curriculum

Possible professional development that might be necessary for staff to work effectively in cross-cultural situations would be professional development on multicultural lessons or developing culturally responsive curriculum.

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

English/Language Arts, Health, Science, and Social Studies curriculum provides opportunities for learning about cultural differences. Students are exposed to different groups and cultures through the curriculum. Scholastic Scope magazines are a large part of this. Students are also provided with leveled texts so that students can be met at the individual level. Lastly, through the reading of novels and book clubs, students are exposed to characters from a variety of different cultures.

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 above 10% or more of the school year. **Last year: 8.2%** **Two Years Ago: ____** **Three Years Ago: ____**

What may be contributing to the attendance trend?

Centerville Junior High School is below the state average of 11.4%. Much of the chronic absenteeism can be attributed to circumstances related to the COVID-19 pandemic, along with virtual and quarantined students.

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

CJHS conducts regular meetings with health staff, CIS, counselors, and mental health providers to monitor student attendance. Through the use of frequent attendance audits, attendance letters are sent home to parents, phone calls are made to parents, and sometimes even home visits are made if necessary. There is a collaboration with both the prosecutor's office and the probation department to improve attendance. EWIMS is also used to identify chronically absent students. Lastly, students are rewarded and recognized for exemplary attendance by teachers and the community, specifically through the "School Is Cool" program.

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

This is done through frequent attendance audits, CIS data, and the use of EWIMS.

Best Practice/Requirements Self-Check	Yes/No	X
The school has and follows a chronic absence reduction plan.	Yes No	<input type="checkbox"/>
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	<input type="checkbox"/>

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

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

There are a variety of ways the school looks to maximize family engagement to improve academic achievement. Through the use of the School Improvement Committee, parents are able to contribute valuable ideas or concerns about a variety of subjects, including curriculum. The purpose of the committee is to gather information and data necessary for school improvement planning. The committee includes the principal, NCA chairs, a school board member, the school social worker, parents, and members of the community. Families can also stay engaged through the use of PowerSchool, Schoology, School Messenger, Facebook, Twitter, and email/phone contact. Every year before school begins, Back to School Night is hosted for students and family to come in to tour the building. There are parent involvement nights such as the RIMS race. Parents are able to attend athletic and other extracurricular activities. Lastly, there are volunteer opportunities available.

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

Parents/families are able to express ideas, concerns, and/or suggestions formally through the School Improvement Committee. However, there are also other informal ways. Families/parents can communicate with both administration and teachers/staff via email and phone at their own convenience. Staff members will also follow up quickly to ensure effective communication.

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

If students are flagged as being an attendance issue, there a variety of strategies used. First, immediate contact is made with parents about the student who has been chronically absent. This is done through a formal letter but also through phone contact. If no contact can be made, then a home visit is made. If attendance does not improve, reports can be made to CPS along with the probation department and prosecutor's office of Wayne County. Students who consistently exhibit good attendance are rewarded at school and in the community.

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

Teachers and staff bridge cultural differences through effective communication by openly listening and communicating with all students and family members. If necessary, other resources will be used to facilitate effective communication.

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?

Centerville Junior High School provides a variety of higher level courses to allow students to begin becoming eligible to receive an academic honors diploma. Students can receive high school credit in the following classes: Digital Applications, Computer Science, Algebra I, and Biology. There are also honors classes in Math and English/Language Arts better preparing students for the transition to high school.

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

Teachers encourage students to strive to do their best at all times. Counselors meet with students to discuss the requirements of the Academic Honors Diploma and the Core 40 diploma. Students take field trips to local universities and colleges where academic requirements are discussed. The school participates in College GO Week. Lastly, employability lessons are delivered regularly to students.

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

CTE opportunities are promoted yearly to our 8th grade students when they take a field trip to Whitewater Career Center so that they can see the course offerings that they have. Advanced level students are able to participate in honors classes as well as classes where they can receive high school credit.

Graduation rate last year: N/A

Percent of students on track to graduate in each cohort: N/A

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		Specific Student Groups		General School Data			
X	Statewide Assessments	X	Statewide Assessment Data	X	ELL Assessment(s)	X	Student Attendance
	Federal (ESSA) Data		Federal (ESSA) Data	X	Individual Education Plans (IEPs)	X	Discipline/Behavior
X	Districtwide Assessments	X	IAM Assessment	X	Individual Learning Plans (ILPs)		Parent/Student Surveys
	Dyslexia Assessment(s)	X	Aptitude Assessment(s)	X	Staff Training		Staff Attendance
X	Common Formative Assessments	X	Special Education Compliance Rpt				
	PSAT/SAT/ACT						

List Other Data Sources Below

Link Data Here ---->	http://cjhs.centerville.k12.in.us/images/pdf/resources/CJHS_School_Improvement_Plan_Data_2021-2022.pdf		
Link Data Here --->			

Be sure no personally identifiable student information is included in any/all linked or uploaded data.

Step 1: Review Potential Issues from the Core Elements

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

Do these issues significantly impact our current school goals as strengths or problems?

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

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

Step 2: Evaluate Progress on Current School Goals

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

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

Goal 1 All students will improve comprehension and solutions of appropriate grade level mathematical applications in grades 7-8.

Measurable outcome met? Yes **No**

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

See the current school goals for the 2021-22 school year below.

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

If the goal was not met and it will continue to be a goal, conduct a root cause analysis to determine why (see Section C).

Goal 2 All students will improve their reading comprehension of informational text as measured by subtests for current standardized assessments.

Measurable outcome met? **Yes** No

If the goal was met, how will the school further improve or sustain this level of performance?
The goal will continue to be a school goal for the 2021-22 school year.

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

If the goal was not met and it will continue to be a goal, conduct a root cause analysis to determine why (see Section C).

Goal 3 All students will demonstrate the Life Skills for Building Character measured at the junior high level.

Measurable outcome met? **Yes** No

If the goal was met, how will the school further improve or sustain this level of performance?
See the current school goals for the 2021-22 school year below.

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

If the goal was not met and it will continue to be a goal, conduct a root cause analysis to determine why (see Section C).

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.

CURRENT YEAR GOAL 1	Students will improve comprehension and solutions of appropriate grade level mathematical applications as measured by 70% of grade 7-8 students scoring at or above the norm grade level RIT as determined by the spring 2022 NWEA assessment.			
Data Checkpoints (dates)	September 30, 2021	April 30, 2022	June, 2022	
Evidence at Checkpoints	Math RIT scores on NWEA	Math RIT scores on NWEA	Math scores on ILEARN	
Evidence- Based Strategy 1 (must cite study)	Appropriate curriculum materials and online resources will be provided to facilitate student learning and teacher management of classroom lessons in order to align instruction with state standards. The Reveal Math curriculum has been adopted and ALEKS will be implemented. https://www.aleks.com/about_aleks/research_behind			PD Needed: Yes No
Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
Action Step 1	Increase math instruction time. Students will receive more instructional time with the implementation of homeroom. Students will work on ALEKS Thursdays and Fridays during homeroom from 8:00-8:30.	August 2021/May 2022	Principal and classroom teachers	Administration district math chart
Action Step 2	Increase in math remediation time. Students who are below proficiency on the ILEARN Mathematics assessment will participate in remediation in the Bulldog Connections Lab using ALEKS.	August 2021/May 2022	Bulldog Connections Lab Instructor and Instructional Coach	ALEKS Data Reports
Action Step 3	Curriculum maps and pacing guides will be	August 2021/May 2022	Classroom teachers	Teacher evaluation and lesson plans

	created and used by teachers			
Action Step 4	A report on math subtest scores from NWEA and ILEARN will be created.	September 30, 2021/June 30,2022	Principal and Instructional Coach	Results will be presented to the superintendent and school board.
Action Step 5	Teachers will participate in math department Professional Learning Community (PLC) meetings to network with colleagues, review data, plan for instruction, and share information.	August 2021/May 2022	Principal, math teachers, and instructional coach	Documentation through agendas and minutes.
This Goal for Year 2	Students will improve comprehension and solutions of appropriate grade level mathematical applications as measured by 72% of grade 7-8 students scoring at or above the norm grade level RIT as determined by the spring 2022 NWEA assessment.			
This Goal for Year 3	Students will improve comprehension and solutions of appropriate grade level mathematical applications as measured by 74% of grade 7-8 students scoring at or above the norm grade level RIT as determined by the spring 2022 NWEA assessment.			

CURRENT YEAR GOAL 2	Students will improve their reading comprehension of informational text as measured by 75% of grade 7-8 students being proficient on subtests of the spring 2022 NWEA reading assessment.			
Data Checkpoints (dates)	August 2021; January 2022	December 2021; May 2022	September 30, 2021	April 30, 2022
Evidence at Checkpoints	Locally developed vocabulary assessments	Locally developed vocabulary assessments	Non-fiction subtest scores on NWEA	Non-fiction subtest scores on NWEA

Evidence- Based Strategy 1 (must cite study)	All teachers in each class will teach common vocabulary words for each content area as a best practice in increasing reading comprehension with informational text. Students will be given a pre-test at the beginning of each semester and a post-test at the end of each semesters. <i>Marzano, Robert & Pickering, Debra "Building Academic Vocabulary" 2005</i>			PD Needed: Yes No
Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
Action Step 1	Follow Marzon's six-step process for teaching academic vocabulary	August 2021; January 2022/December 2021; May 2022	Classroom teachers and teaching assistants	Administrator will observe teachers using the six-step process and track data.
Strategy 2 (must reference source)	Teachers will use CLOSE reading strategies to increase reading comprehension. <i>Smekens, Education Solutions, Inc. "Planning and Facilitating a CLOSE Reading"</i>			PD Needed: Yes No
Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
Action Step 1	The instructional coach will be trained and provide professional development for CLOSE Reading strategies.	September 2021	Principal and Instructional Coach	Staff surveys of professional development
Action Step 2	Teacher implementation in classroom of CLOSE Reading strategies.	October 2021/May 2022	Classroom teachers	Instructional coach will observe in order to provide non-evaluative feedback. Administrator will observe teachers using Close Reading Strategies.
Action Step 3	A report on non-fiction subtest scores from NWEA will be created.	September 30, 2021/April 30,2021	Principal and Instructional Coach	Results will be presented to the superintendent and school board.
Strategy 3 (must reference source)	Students who are below proficiency on the ILEARN Language Arts assessment will participate in remediation in the Bulldog Connections Lab. Students will take a diagnostic using the program IXL and then receive individualized instruction. https://www.ixl.com/research/Impact-of-IXL-in-Indiana.pdf			PD Needed: Yes No

Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
Action Step 1	Students will be identified for Bulldog Connections Lab.	August 2021	Principal and Instructional Coach	N/A
Action Step 2	Students will spend 30 minutes during their SRT working on the IXL program.	August 2021/May 2022	Bulldog Connections Lab Instructor and Instructional Coach	IXL Data Reports
Action Step 3	Collect and analyze data and prepare a report of students who showed growth on ILEARN scores from 2021-2022.	August 2021/June 2022	Principal and Instructional Coach	Results will be presented to the superintendent and school board.
This Goal for Year 2	Students will improve their reading comprehension of informational text as measured by 78% of grade 7-8 students being proficient on subtests of the spring 2023 NWEA reading assessment.			
This Goal for Year 3	Students will improve their reading comprehension of informational text as measured by 80% of grade 7-8 students being proficient on subtests of the spring 2024 NWEA reading assessment.			

CURRENT YEAR GOAL 3	Based on the data collected from the 2020-21 school year involving safety and discipline related incidents, Centerville Junior High School will support programs that help students develop into responsible citizens in order to decrease the number of incidents by 15%.			
Data Checkpoints (dates)	December 2021	May 2022		
Evidence at Checkpoints	Number of discipline referrals	Number of discipline referrals.		
Evidence- Based Strategy 1 (must cite study)	The program Character Strong has been identified to implement and promote character education. https://characterstrong.com/bundles/et/cs/pdf/Overview%20of%20the%20Evidence%			PD Needed: Yes No

	20Supporting%20CharacterStrong.pdf			
Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
Action Step 1	Character Strong Curriculum	August 2021/May 2022	Classroom teachers	Data from School Safety Survey
Action Step 2	Students of the Month	August 2021/May 2022	Principal and Classroom teachers	# of students selected
Action Step 3	Random Acts of Kindness	August 2021/May 2022	Principal and Classroom teachers	# of students nominated
Action Step 4	Academic Incentives	August 2021/May 2022	Principal and Classroom teachers	# of students recognized
Action Step 5	Trust Based Relationship Interventions (TBRI) Training	January 2022/May 2022	All staff	Surveys
Action Step 5	Challenge Day for 8th Grade	TBA	TBA	TBA
Action Step 6	Governor's Work Ethic Certificate	December 2021/May 2022	Principal and Classroom teachers	Number of students awarded
Action Step 7	Early Warning Intervention and Monitoring (EWIMS)	October 2021/May2022	EWIMS Team	Multi-Tiered System Reports
This Goal for Year 2	Based on the programs in place, Centerville Junior High School will support programs that involve strategies that assist in decreasing the number of incidents involving safety and discipline by an additional 5%.			
This Goal for Year 3	Based on the programs in place, Centerville Junior High School will support programs that involve strategies that assist in decreasing the number of incidents involving safety and discipline by an additional 5%.			

Professional Development Plan

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

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

Professional Development Goal 1	Teachers will participate in departmental Professional Learning Community (PLC) meetings to network with colleagues, review data, plan for instruction and share information. Brown, B., Horn, R., & King, G. The Effective Implementation of Professional Learning Communities. <i>Alabama Journal of Educational Leadership</i> V5,p 53-59, Aug 2018	Linked SIP Goals Yes No
Possible Funding Source(s)	Fully funded.	
Evidence of Impact	Documentation through agendas and minutes.	
Plan for coaching and support during the learning process: The principal and instructional coach will be members of each team.		
How will effectiveness be sustained over time? Student NWEA and ILEARN data, along with classroom data, will continued to be monitored for growth.		

Professional Development Goal 2	Instructional coach will provide CLOSE Reading professional development to staff.	Linked SIP Goals <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Possible Funding Source(s)	Centerville Junior High Professional Development Budget.	
Evidence of Impact	Professional development surveys from teachers and implementation in the classroom during classroom observations.	
Plan for coaching and support during the learning process: Instructional coach will participate in a workshop, provide professional development to staff, and help teachers facilitate CLOSE Reading lessons in the classroom.		
How will effectiveness be sustained over time? This will increase students' capacity for sustained reading of longer texts over extended periods of time.		

Professional Development Goal 3	Trust Based Relationship Interventions (TBRI) professional development, along with follow up professional development.	Linked SIP Goals Yes No
Possible Funding Source(s)	Fully funded.	
Evidence of Impact	Data collection of discipline referrals, suspensions, and expulsions.	
Plan for coaching and support during the learning process: All staff will receive initial training. The instructional coach will follow up with materials and lessons teachers can use in the classroom.		
How will effectiveness be sustained over time? Teachers will learn and use a “culture of language” to use with students. Through empowerment, connection, and correction, both school personnel and students can learn healthy ways of interacting so both are able to play a role in the trauma healing process.		

Dates to Review Progress on School Goals: December 22, 2021 (end of fall semester) May 24, 2022 (end of spring semester)