

School Name: Jennings County High School

School Number: 3345

Street Address: 800 West Walnut St

City: North Vernon

Zip Code: 47265

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 -----

Principal: Dustin Roller

Telephone: (812)346-5588

Email: droller@jcsc.org

Superintendent: Teresa Brown

Telephone: (812)346-4483

Email: tbrown@jcsc.org

Contact for Grants: Nicole Johnson

Telephone: (812)346-4483

Email: njohnson@jcsc.org

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 required to submit a school improvement plan (SIP)? **All public schools and state-accredited nonpublic schools**

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

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

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

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 [HERE](#). **Highlight answer choices below.)**

This is an initial three (3) year plan. **Yes** **No**

This is a review/update of a plan currently in use. **Yes** **No**

This school is identified as the following by the federal government: **Highlight** all that apply) **TSI, ATSI, CSI**

(TSI/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 **Schoolwide** or **Targeted Assistance**? **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: <i>Alma Smith</i>	<i>Teacher</i>	<i>CNA, SIP, BOTH</i>	<i>ELA, Black, Spec. Ed.</i>
Stephanie Ebbing	Assistant Principal	CNA, SIP, Both	
Taryn Kent	Assistant Principal	CNA, SIP, Both	
Joe Hartwell	Assistant Principal	CNA, SIP, Both	
Ed Ertel	Director of Guidance	CNA, SIP, Both	
Barry Hovious	Teacher	CNA, SIP, Both	
Cheryl Ward	Secretary	CNA, SIP, Both	
Jeff Green	Teacher	CNA, SIP, Both	
Molly Vaughan	Teacher/Union President	CNA, SIP, Both	
Neil Snyder	Teacher	CNA, SIP, Both	

Teresa Helton	Teacher	CNA, SIP, Both	
		CNA, SIP, Both	
		CNA, SIP, Both	
		CNA, SIP, Both	
		CNA, SIP, Both	
		CNA, SIP, Both	
		CNA, SIP, Both	
		CNA, SIP, Both	
		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: [JCSC Strategic Plan Link](#)

School Vision: “The vision of Jennings County High School is to achieve academic and personal excellence achieved by a collaborative effort of the staff, students, and community.”

District Mission: “Inspire and empower our students to reach their full potential as lifelong learners and productive members of a global community.”

School Mission: “Each day, each student will be provided with engaging schoolwork that brings him/her into significant contact with rich and important content and intellectual processes.

District Goals: The three goals outlined in our district strategic plan are as follows: Keeping Kids in School, Improving Academic Achievement and Growth, and Educating the Whole Child

Does the school’s vision support the district’s vision? (<i>highlight response</i>)	Yes	No	NA
Does the school’s mission support the district’s mission? (<i>highlight response</i>)	Yes	No	
Do the school’s mission and vision support district goals? (<i>highlight response</i>)	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? The overall missions are aligned, however, we continue to work towards each of these through specific goals created and implemented through the district's strategic planning committees.

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 ✓)

[LINK TO JCHS CURRICULUM RESOURCES](#)

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	✓
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	<input type="checkbox"/>

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

Jennings County High School Main Office
800 West Walnut Street
North Vernon, IN 47265
(812)346-5588

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	<input type="checkbox"/>
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	<input type="checkbox"/>
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	<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	✓

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	✓

For Title I schools with Schoolwide Programs only:

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

Core Element 3: Assessment [Required for all]

List the assessments used in addition to the following statewide assessments: ILEARN, IREAD, I AM, ISPROUT, and PSAT. Include type of assessment (benchmark, common formative, or summative) 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
PIVOT	9-10	Benchmark, Com. Form., Summative, Other	Pivot has been used to benchmark students in the areas of Math and English. This information has helped placed students in Tier groups for remediation.	Yes No	✓
ASVAB	11-12	Benchmark, Com. Form., Summative, Other	ASVAB has been given to students for information on careers in military service along with a way to check boxes for graduation pathways.	Yes No	<input type="checkbox"/>

COMMON SEMESTER FINAL EXAMS	9-12	Benchmark, Com. Form., Summative, Other	Common Semester Exams have been given to assess student knowledge at the semester of a course.	Yes	No	✓
		Benchmark, Com. Form., Summative, Other		Yes	No	<input type="checkbox"/>
		Benchmark, Com. Form., Summative, Other		Yes	No	<input type="checkbox"/>
		Benchmark, Com. Form., Summative, Other		Yes	No	<input type="checkbox"/>
		Benchmark, Com. Form., Summative, Other		Yes	No	<input type="checkbox"/>
		Benchmark, Com. Form., Summative, Other		Yes	No	<input type="checkbox"/>
		Benchmark, Com. Form., Summative, Other		Yes	No	<input type="checkbox"/>
		Benchmark, Com. Form., Summative, Other		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
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 improved student achievement.

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

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

Best Practice/Requirements Self-Check	Yes/No	X
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 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
Other	

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 (Will resume after COVID)	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- Work Based Learning/Internship Program
Online career navigation program	Other- Alumni Mentor Program

Job shadowing

Other- Governors Work Ethic Certificate Program

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 checked="" type="checkbox"/>
Discipline rules are established, and copies of the rules are made available to students and their parents/guardians.	Yes No	<input checked="" 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 checked="" 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"/>

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 our annual enrollment, each family fills out demographic information that identifies racial, ethnic and socio-economics of our students.

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

- Our corporation follows the elements that contribute to a system's ability to become more culturally competent.
- A leadership team is in place and implemented awareness training.
- Our school is implementing Trust Based Relationship Interventions to become sensitive to everyone's needs.
- One week during May is devoted to multicultural awareness in all schools.
- Our counselors provide monthly guidance lessons on acceptance, empathy, bullying, and friendship.

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

JCSC continues to revisit TBRI (Trust Based Relationship Intervention).

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

Our counselors share information that includes acceptance, empathy, bullying, diversity, and friendships.

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: 19.8%

What may be contributing to the attendance trend?

COVID – 19 has led to an increase in the number of students who are absent on a typical day. Last year, several students who were absent did not participate in online learning which resulted in being marked absent.

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

We have split our student population up between the four high school administrators to take a more hands on approach with absenteeism. We also have a district wide Attendance Committee who reviews chronic absenteeism.

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

Weekly Data checks on current attendance and students approaching thresholds of days missed.

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?

Jennings County High School encourages family engagement in academics through multiple sources. These include frequent updates to JCHS social media platforms, school website, monthly school newsletter, and frequent messages through our student management system, Skyward. Specifically, classroom teachers, guidance counselors, administration, and other staff members make frequent contacts, including home visits, with parents regarding individual students. This provides for a more personal experience in engaging families with their student's academic achievement.

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

Parents and families are able to express concerns by contacting the school through our website, email, phone, in person, and/or social media. We strive to promote a welcoming atmosphere in which all stakeholders can express concerns and/or suggestions freely.

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

In addition to constantly promoting the importance of regular attendance, attendance concerns are addressed through phone calls and letters. If this is not successful, an Attendance Committee is held by the school district to address students who are showing a decline in regular attendance. This Attendance Committee includes school staff, student resource officers, our juvenile probation officer, and others who have been identified as potential support to the student/family. Students with exemplary attendance are also rewarded at the end of each school year.

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

Teachers and staff use various types of technology, as well as interpreters within our building, to bridge any type of communication barriers. In terms of additional cultural differences, our teachers and staff continually engage in development opportunities and work with families directly to understand their needs.

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

The following is specific to Title I Schoolwide Programs.

Describe strategies used to increase parental involvement.

N/A

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

N/A

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

N/A

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

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

All students are presented the academic honors or technical honors diploma as an option for graduation from JCHS. Students are only directed away from this option if/when their academic performance dictates the move.

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

All students are encouraged to create a four-year plan based on their post-secondary goals. All students are encouraged to earn an academic honors or technical honors diploma first. If a student's plans or academic circumstances change, the diploma track would then be adjusted.

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

Course opportunities are promoted to students through grade-level specific digital presentations. These presentations are shared with students by our staff, through email, and social media. Within these presentations, multiple links to the JCHS Curriculum Guide are shared. The curriculum guide contains descriptions of all advanced placement courses as well as a complete list of dual credit courses offered in our building. CTE is promoted in the curriculum guide through pathway explanations, video clips, course sequences, and descriptions. Additionally, all of these opportunities are promoted to students during individual meetings with their school counselor when finalizing course selections.

Graduation rate last year: 90.4%

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

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

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

N/A

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

N/A

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

N/A

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

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
X	Federal (ESSA) Data	X	Federal (ESSA) Data	X	Individual Education Plans (IEPs)	X	Discipline/Behavior
X	Districtwide Assessments	X	IAM Assessment	X	Individual Learning Plans (ILPs)	X	Parent/Student Surveys
	Dyslexia Assessment(s)		Aptitude Assessment(s)		Staff Training	X	Staff Attendance
X	Common Formative Assessments		Special Education Compliance Rpt				
X	PSAT/SAT/ACT						
List Other Data Sources Below							
Link Data Here ---->							
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

Measurable outcome met? Yes **No**

Chronic Absenteeism will be below the state average by 2023.

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

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

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

Jennings County High School will raise the strength of their diplomas awarded from 76.5% to above 80% by 2023.

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

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

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

JCHS will have 90% of students on track to graduate based on grade level by 2023.

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

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).

SECTION C: Analysis

Step 1: Conduct a Gap Analysis

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

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

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

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

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

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

1	2	3	4	5	6
Desired Performance Indicators Based on Prioritized Goals/Characteristics	Current Goal	Actual Performance Based on School Data	Brief Description Comparing Current Performance to Desired Performance	Gap	Priority
<i>A safe and disciplined school environment provides an educational atmosphere conducive to learning and personal well-being.</i>	<i>No</i>	<i>In-school suspensions increased 15% over the last 2 years. Suspensions & expulsions increased 8% & 4% respectively. Survey: 45% of students do not feel safe at school.</i>	<i>We are committed to a learning environment that ensures safety and well-being for all. Data indicates that students do not feel safe and that suspensions and expulsions have increased.</i>	X	1

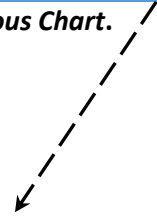
There is no requirement for the number of performance indicators you investigate. **Schools with identified underperforming student groups must include a desired performance indicator relevant to each of these groups.**

GAP ANALYSIS TEMPLATE

Desired Performance 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
Chronic Absenteeism will be below the state average by 2023.	Yes No	Our Chronic Absenteeism Rate was at 19.8% while the state average was 11.4%	While COVID had a major impact on attendance we also realize this is an on going problem in our community. We must work to ensure students are in class to be on track for graduation.	x	1
Jennings County High School will raise the strength of their diplomas awarded from 76.5% to above 80% by 2023.	Yes No	Our Strength of Diploma was at a 76.5% during the 2019-2020 school year. We want to raise that percentage to above 80%	We must educate our students on diploma opportunities and keep them on track to graduate and not dropping diploma types simply to finish. This goal partners with the need to lower our chronic absenteeism as well.	x	3
JCHS will have 90% of students on track to graduate based on grade level by 2023.	Yes No	We lose many students due to falling behind on the number of credits and not being on track to graduate.	We must remediate students during their time in class with a robust remediation and support program. We are working to implement MTSS to best support our students' needs.	x	2
	Yes No				
	Yes No				

	Yes No				
--	--------	--	--	--	--

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



Step 2: Conduct Root Cause Analyses

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

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

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

Identified Priorities from Previous Chart	List Root Cause(s)
Improve School Attendance	<i>Dedicated approach to connecting with students and removing barriers to school attendance</i>
<i>Improve Diploma Strength</i>	<i>Unknown diploma options, Technical Honors, and students being off track for graduation and dropping to a general diploma.</i>
<i>Get Students On-Track for Graduation</i>	<i>Students come into high school skill deficient and fall behind on credits.</i>



Write your Goal(s) from these.



Develop strategies from these.

SECTION D: School Improvement Plan and Professional Development Plan

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

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

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

GOAL 1	By Spring 2022, 70% of students in grades 6-8 who are identified as in need of special education services in mathematics, will demonstrate mathematical proficiency as measured by the ILEARN assessment.			
Data Checkpoints (dates)	November 1	February 15	May 25	
Evidence at Checkpoints	Math scores on interim test	Math scores on interim test	Math scores on interim test	
Evidence-Based Strategy 1	Implemented blended instructional models in mathematics classes in grades 5-8. Bottge, Brian A., et al. “Effects of Blended Instructional Models on Math Performance.” <i>Exceptional Children</i> , vol. 8, no. 4, June 2014, pp. 423-437., doi: 10.1177/0014402914527240.		PD Needed: Yes No <i>(Highlight)</i>	
Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success

Action Step 1	Conduct on-going, job-embedded training for teachers and instructional support staff.	August 2021- May 2020	Leadership Team, Math Department Chairs	85% of teachers implemented blended instructional model lessons as determined by information from observations by coaches and the administrator.
Yr. 2 Measurable Objective	By Spring 2023, 74% of students in grades 6-8 who are identified as in need of special education services in mathematics, will demonstrate mathematical proficiency as measured by the ILEARN assessment.			
Yr. 3 Measurable Objective	By Spring 2024, 79% of students in grades 6-8 who are identified as in need of special education services in mathematics, will demonstrate mathematical proficiency as measured by the ILEARN assessment.			

CURRENT YEAR GOAL 1	<i>Chronic absenteeism will be below the state average by 2023.</i>			
Data Checkpoints (dates)	October 8	December 17	March 11	May 25
Evidence at Checkpoints	Attendance Rates	Attendance Rates	Attendance Rates	Attendance Rates
Evidence- Based Strategy 1	<u>Utilizing Alternative Education Options to Keep Kids In School</u>			PD Needed: Yes No
Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
Action Step 1	Increasing contact with students at high risk for chronic absenteeism to help remove barriers to school attendance.	8/9/2021-5/26/22	Assistant Principals/Guidance Counselors/Behavior Support Specialists	Continued Lowering of Chronically Absent Students
This Goal for Year 2	Continue to drop the chronic absenteeism rate by 3% each year			

This Goal for Year 3

Continue to drop the chronic absenteeism rate by 3% each year

CURRENT YEAR GOAL 2	Jennings County High School will raise the strength of their diplomas awarded from 76.5% to above 80% by 2023.			
Data Checkpoints (dates)	December 2021		May 2022	
Evidence at Checkpoints	Diploma strength data for midterm graduates		Diploma strength data for May graduates	
Evidence- Based Strategy 1	Facilitating Long-Term In Graduation and Higher Education For Tomorrow			PD Needed: Yes No
Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
Action Step 1	Continuing Education of Diploma Options	Expanding Pathway options to increase Technical Honors Diplomas	Assistant Principals/Counselors	Increase in the strength of diplomas
This Goal for Year 2	Increase the strength of diplomas 3% each year			
This Goal for Year 3	Increase the strength of diplomas 3% each year			

CURRENT YEAR GOAL 3	JCHS will have 90% of students on track to graduate based on grade level by 2023.			
Data Checkpoints (dates)	December 2021		May 2021	
Evidence at Checkpoints	Data regarding student credits earned		Data regarding student credits earned	
Evidence- Based Strategy 1	Promoting School Completion			PD Needed: Yes No
Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
Action Step 1	Regular Meetings with at risk students by multiple staff members	8/9/21-5/24/21	Alternative Education/Behavior Support Specialist/Counselors/Administration	Improvement in the number of students on track for graduation.
This Goal for Year 2	Continuing to improve by 3% each year			
This Goal for Year 3	Continuing to improve by 3% each year			

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	JCHS will expand on the district's goals of social-emotional learning, educating the whole child, and keeping kids in school.	Linked SIP Goals Yes No
Possible Funding Source(s)	CARES money, ESSER money	
Evidence of Impact	By utilizing the three district programs, as well as the Behavior Intervention Specialist, we will be able to keep kids in school. Evidence will be shown in increasing both the attendance and graduation rates.	
Plan for coaching and support during the learning process: We will move toward bridging the gaps between the three programs currently being used in Jennings County Schools: TBRI (Trust-Based Relational Intervention), CPI (Crisis Prevention Intervention), and Time to Teach. Our Behavior Intervention Specialist will train JCHS staff on intervention strategies that will help students self-regulate and cope to remove barriers to coming to school.		
How will effectiveness be sustained over time? We will train new staff, so they are familiar with relationship building and educating the whole child. We will continue to train staff through professional development and other supports to ensure they are able to help students remove barriers and overcome obstacles that could prevent them from coming to school and graduating. We have positions and people in place that will continue to provide support in social-emotional learning.		

Professional Development Goal 2	JCHS will begin training staff on best practices with Universal Design.	Linked SIP Goals Yes No
Possible Funding Source(s)	Indiana Center for Teacher Quality Rural Implementation Grant	
Evidence of Impact	<p>By utilizing UDL, teachers will be able to engage all students in the learning process. Students that were previously left behind may be able to achieve and learn in a UDL classroom.</p> <p>Evidence would be shown in the increase of graduation rate, as well as an increase in the strength of diploma for JCHS.</p> <p>Initial surveys will be conducted in order to evaluate teacher efficacy, and additional surveys will be given in order to re-evaluate the professional development's impact.</p>	
<p>Plan for coaching and support during the learning process: JCHS will have two instructors that will be trained by Indiana University consultants in Universal Design in the first year. This first phase will then lead to these two instructors beginning to train staff. The program will continue to be supported by Indiana University consultants.</p>		
<p>How will effectiveness be sustained over time? Professional development will eventually be provided to all staff. By having staff in the building with the ability to train new staff, the program will be able to maintain effectiveness and longevity. Staff will be trained and able to collaborate in order to evaluate effectiveness, make adjustments, and provide support to teachers that need additional help.</p>		

Professional Development Goal 3	JCHS will promote and expand graduation pathway opportunities to students, staff, parents, and all stakeholders in order to create personalized graduation plans for students beginning in grade 8. We will use resources from IDOE in order to develop our staff about graduation options for students.	Linked SIP Goals Yes No
Possible Funding Source(s)	N/A	
Evidence of Impact	Students will have personalized graduation plans based on interests, aptitudes, and postsecondary goals. These plans will be reviewed 1-2 times per school year and adjusted accordingly, allowing students more options and relevance in working towards obtaining their high school diploma.	
<p>Plan for coaching and support during the learning process: Administration and guidance staff will create promotional materials and processes that will be presented to all stakeholders. In addition to this, all school staff will learn about graduation pathway options through a combination of IDOE resources and in-house materials packaged through Canvas.</p>		
<p>How will effectiveness be sustained over time? Goal #3 (JCHS will have 90% of students on track to graduate based on grade level by 2023.) will be met and continue to improve. By creating personalized graduation plans based on pathways, students will meet checkpoints for staying on track for graduation. Additionally, graduation pathway materials will be continually updated in accordance with IDOE.</p>		