

School Name: Centerville High School

School Number: 8981

Street Address: 507 Willow Grove Road

City: Centerville, IN

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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--- 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 IV-A 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)
Tim Hollendonner	Building Principal	CNA, SIP, BOTH	School Change Committee, English & Math Vertical Teams
Shelley Newman	Teacher (NCA Chair)	CNA, SIP, Both	School Change Committee, English Vertical Team
Amy Lair	Teacher (NCA Chair)	CNA, SIP, Both	School Change Committee, Math Vertical Team
Tiffani Thornburg	Instructional Coach	CNA, SIP, Both	School Change Committee, English & Math Vertical Teams
Dr. Vicki DeMao	Educational Consultant	CNA, SIP, Both	
Jason Talbot	HS Assistant Principal	CNA, SIP, Both	
Penny Ausmus	Parent	CNA, SIP, Both	
Tony Drook	Parent	CNA, SIP, Both	
Cynthia Lanman	Parent	CNA, SIP, Both	
Aaron Roberts	Community Member	CNA, SIP, Both	
Andy Wandersee	Board Member	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 Senior High School, in partnership with parents and the community, prepares students to analyze information, apply technology, and communicate effectively as responsible citizens.
District Goals:	Goal #1 Exemplary student achievement Goal #2 Responsible Citizens 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?

The vision, mission and goals are the same throughout the school district.

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
Business Technology Education - Computer Science, Accounting I & II, Digital Apps, Business Management	9/12	Adobe CS 6 Premium, Introduction to Business (textbook)	Yes No	Tier 1, 2, 3	Adobe is essentially to Business curriculum and textbook supports IAS	Yes No	<input checked="" type="checkbox"/>
Family & Consumer Science - Human & Social Services, Nutrition & Wellness, Child Development	9-12	Principles of Human Services, 2nd Edition	Yes No	Tier 1, 2, 3	Supportive resources are taken from this textbook for the HSS curriculum. Textbook adoption will be considered for the 2022-23 school year.	Yes No	<input checked="" type="checkbox"/>
World Languages - Spanish (Levels I - IV & AP), French I - III	9-12	EntreCulturas (Spanish Levels I - IV), EntreCulturas (French Levels I - III) Textbook + Digital Resources, Tamas (AP Spanish)	Yes No	Tier 1, 2, 3	New textbooks for the 2021-22 school year that are aligned with IAS.	Yes No	<input checked="" type="checkbox"/>

		Textbook + Digital Resources					
English - Eng 9 (Regular and Honors), Eng 10 (Regular & Honors), AP Literature, AP Language & Composition, Eng 11, English 12, English (Dual Credit)	9-12	AP English Bound for Skills for AP Literature and Language, Rhetorical Devices (Prestwick House Publisher), Patterns for College Writing, British Literature, Scholastic Reader, assorted novels	Yes No	Tier 1, 2, 3	All supplemental resources are aligned with IAS. No textbook is used. Will be looking at new textbooks for the 2022-23 school year for all subjects. Several teachers have implemented whole class novels and/or small group book clubs	Yes No	<input checked="" type="checkbox"/>
Mathematics - Algebra I, Algebra II (Regular & Honors), Geometry (Regular and Honors), Finite, Pre-Calculus (Dual Credit), Calculus (Dual Credit)	9-12	McGraw-Hill textbooks - Algebra I, Algebra II (Regular & Honors), Geometry (Regular and Honors), Finite, Pre-Calculus (Dual Credit), Calculus (Dual Credit), ALEKS - McGraw-Hill	Yes No	Tier 1, 2, 3	2nd year of new textbooks. New curriculum aligns with IAS. Curriculum supported by ALEKS remediation/intervention platform	Yes No	<input checked="" type="checkbox"/>
Fine Arts - Concert Band, Beg/Inter Chorus, Vocal Jazz, Piano, Jazz Ensemble, Beg/Inter Concert Band	9-12	SmartMusic Software (annual subscription), Piano 101 (Lancaster & Renfrow)	Yes No	Tier 1, 2, 3	No textbook; curriculum and supplemental resources aligned to IAS	Yes No	<input checked="" type="checkbox"/>
Health & Wellness	9-12	No textbook; supplemental resources	Yes No	Tier 1, 2, 3	No textbook; curriculum and supplemental resources aligned to IAS	Yes No	<input checked="" type="checkbox"/>
Multi-Disciplinary - Career Exploration, Peer Tutoring, Cadet Teaching, Community Service, Service Learning Internship	11-12	No textbook; supplemental resources	Yes No	Tier 1, 2, 3	No textbook; curriculum and supplemental resources aligned to IAS	Yes No	<input checked="" type="checkbox"/>
Science - Earth Space, Biology (General & AP), Integrated Chemistry & Physics, Chemistry (General	9-12	Textbooks and supplemental resources - various publishers (Glencoe, Prentice Hall,	Yes No	Tier 1, 2, 3	All textbooks align to IAS. Looking at new textbooks for the 2022-23 school year in all subjects.	Yes No	<input checked="" type="checkbox"/>

& AP), Anatomy & Physiology, Environmental Science, Physics		Pearson, Holt, & McGraw-Hill)					
Visual Arts - Intro to 2D art, Intro to 3D Art, Advanced 2D Art, Advanced 3D Art, Visual Communications, Photography I & II, Digital Design, Studio Art AP (2D & 3D Art)	9-12	No textbook; supplemental resources, Adobe CS 6 Premium	Yes No	Tier 1, 2, 3	Adobe is essential to Visual Arts curriculum; aligned to IAS	Yes No	<input checked="" type="checkbox"/>
Social Studies - Economics, US history (General and Honors), Government, Geography & History of the World, World History (General & Honors),	9-12	Textbook for each class (various publishers)	Yes No	Tier 1, 2, 3	All textbooks are aligned to IAS. Looking to add new textbooks and update the curriculum for the 2022-23 school year	Yes No	
Physical Education - PE I & II, Elective PE (Team Sports) and Elective PE (Weight Lifting)	9-12	No textbook; supplemental resources	Yes No	Tier 1, 2, 3	Curriculum and supplemental resources are aligned to IAS	Yes No	
Place link here (if necessary) ->	http://chs.centerville.k12.in.us/index.php/curriculum						

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://chs.centerville.k12.in.us/index.php/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	Interim Assessment Fall and Spring locally required for school improvement planning and NCA accreditation as well as teacher evaluation.	Yes No	<input type="checkbox"/>
PSAT		Benchmark, Com. Form., Summative, Other	State Required Assessment	Yes No	<input type="checkbox"/>
SAT		Benchmark, Com. Form., Summative, Other	State Required Assessment	Yes No	<input type="checkbox"/>
ISTEP (retakes)		Benchmark, Com. Form., Summative, Other	State Required Assessment	Yes No	<input type="checkbox"/>
ILEARN (Biology)		Benchmark, Com. Form., Summative, Other	State Required Assessment	Yes No	<input type="checkbox"/>
Advanced Placement Exams		Benchmark, Com. Form., Summative, Other	Required for course completion and credit	Yes No	<input type="checkbox"/>
Vocabulary Assessments		Benchmark, Com. Form., Summative, Other	Locally developed assessments used each semester to improve reading comprehension.	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"/>
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Core Element 4: Coordination of Technology Initiatives [Required for all]

Briefly describe how technology is used by students to increase learning. The 2021-22 school year will be the ninth year that Centerville HS is 1:1. Therefore, every enrolled student has been issued a laptop (electronic device). Currently, we are using the Schoology platform to access curriculum materials digitally. Schoology allows teachers to post assignments and supplemental resources as well as create assessments. Students are able to access these materials remotely and submit them online. Additionally, Schoology allows a teacher to post links to additional resources that students can reference. ALEKS is a digital remediation platform our mathematics department is using in order to address deficiencies in math. The teachers are currently using this as an intervention that takes place during daily homeroom sessions. Students can access the platform using their laptops and complete the various modules assigned to them based on their identified deficiencies.

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 9-12 only (add others in blanks as necessary)

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

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) (RtI for Centerville-Abington Schools) provides students with academic, behavioral, and social-emotional care and early intervention.(EWIMS)	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. (School is Cool.)	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?

Through the Indiana Department of Homeland Security (IDHS) School safety Grant, Centerville High School was able to implement a number of safety initiatives that assist in the safety and security of our corporation buildings. Through this grant, we were able to finance a full-time School Resource Officer (SRO). Additionally, various forms of equipment have been installed in order to enhance the overall security of each building. Protective window film has been added on the interior sides of windows located at each entry point of the building. This protective film does not allow the window to shatter upon impact, thus preventing immediate entry into the building. We have installed the Raptor Identification System where visitors must provide identification and state their purpose for entry. The provided identification is cross-referenced with an online sex-offender database. Visitors that are granted entry must wear an identification badge displaying their name, purpose, and entity they represent (i.e. Centerstone, Meridian, etc.) Numerous cameras have been installed in each of the buildings in the corporation. This allows administrators and the SRO to properly identify potential threats or incidents in a timely manner at both interior and exterior points.

Teachers are required to complete a checklist with their students at the beginning of each semester. This checklist highlights key areas that students need to know and follow in the event of an emergency (i.e. fire drills, evacuations routes, severe weather procedures, contamination protocol, procedures for identifying bullying behavior, etc.) These checklists are kept on file for (1) school year and are required to be renewed annually. Teachers and students are required to complete mandated training through our SafeSchools program. This training includes bullying recognition and response, homelessness identification and reporting, bloodborne pathogens exposure, FERPA, child abuse reporting, cyberbullying, restraint and seclusion, and gang awareness.

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.

Home Survey completed in the first year a student enrolls in our district.

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

Scaffolding Individual Learning Plan for students who need services as measured by WIDA

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

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 a culturally responsive curriculum.

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

English/Language Arts, Health, Science, Social Studies, Humanities, and Fine Arts curriculum provides opportunities for learning about cultural differences. Students are exposed to different groups and cultures through the curriculum. 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: 10.6%** **Two Years Ago: N/A** **Three Years Ago: N/A**

What may be contributing to the attendance trend?

COVID interruption with quarantined students and school closures have been a factor in attendance at CHS.

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

Early Warning Intervention Monitoring System (EWIMS) program includes initial identification of students who need interventions to improve attendance. An EWIMS committee meets at least quarterly to determine interventions customized per student.

Discipline Policies (Student Hand Book)

Partnership with Wayne County Prosecutor's Office

Wayne County Probation Department (JDAI program) Juvenile Detention Alternatives Initiative

Communities in School Site Coordinator mentors students and monitors attendance for students identified with EWIMS software program.

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

CHS uses PowerSchool with EWIMS software to identify students who need interventions (see above)

Best Practice/Requirements Self-Check	Yes/No	X
The school has and follows a chronic absence reduction plan.	Yes No	<input checked="" 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. Communities In Schools Site Coordinator works with chronic absenteeism.	Yes No	<input checked="" 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 plans 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, guidance counselors, parents, and members of the community. There is an opportunity for incoming freshmen to participate in a high school orientation through our Bulldog Bash event. This event specifically includes a building tour, graduation requirements, high school course selection, scholarship opportunities, and curriculum information. Families can also stay engaged through the use of PowerSchool, Schoology, School Messenger, and email announcements. Social media sites, such as Facebook and Twitter communicate high school information to families on a daily basis. 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 having an attendance issue, there are 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, specifically through the Wayne County Chamber of Commerce who has an incentive-based program in place, called School IS Cool.

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?

Both high school guidance counselors and the Centerville Junior High School social worker coordinate a College for a Day experience in which 8th-grade students visit local universities and colleges. As a follow-up to this experience, the guidance counselors visit 8th grade classrooms to discuss graduation requirements/pathways, four-year academic plans, and selecting classes for high school based on an academic honors diploma track.

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

During the second semester, both high school guidance counselors prepare and deliver presentations to all high school students in their English classes. These presentations include information regarding students' transcript information, graduation requirements, and all course offerings for the upcoming school year. As a follow-up to these presentations, the guidance counselors meet with students on an individual basis to review students' course selections.

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

Sophomores make a site visit to Whitewater Career Center to explore vocational programs and opportunities prior to scheduling their Junior courses. All students are encouraged to take rigorous courses during scheduling, and students identified through College Board as having AP Potential receive letters that detail the AP courses in which these students may flourish. These students also receive information regarding the weighting of AP courses and their impact on GPA. All students take the PSAT and are encouraged to take dual credit courses. During scheduling of courses, the guidance counselors inform students who have qualifying PSAT scores that they are automatically eligible for dual credit courses. During scheduling of courses, a college connection coach is on-site at Centerville High School to also inform students of dual credit information.

Graduation rate last year: 88%

Percent of students on track to graduate in each cohort: 100%

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
<input checked="" type="checkbox"/>	Federal (ESSA) Data		Federal (ESSA) Data	X	Individual Education Plans (IEPs)	X	Discipline/Behavior
<input checked="" type="checkbox"/>	Districtwide Assessments		IAM Assessment		Individual Learning Plans (ILPs)	X	Parent/Student Surveys
<input type="checkbox"/>	Dyslexia Assessment(s)	X	Aptitude Assessment(s)	X	Staff Training	X	Staff Attendance
<input checked="" type="checkbox"/>	Common Formative Assessments	X	Special Education Compliance Rpt				
<input checked="" type="checkbox"/>	PSAT/SAT/ACT						
List Other Data Sources Below							
Link Data Here ---->		https://drive.google.com/file/d/1EdUsilkKYZbtFj3r8G04_BLszq032yQI/view?usp=sharing					
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 the data referenced above. Current goals may need to be modified based on your findings. This is done in the Goals section.

Goal 1 Students will improve comprehension and solutions of appropriate grade-level mathematical applications as measured by the spring NWEA assessment.

Measurable outcome met? Yes **No**

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

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

The 2021-22 school year is the first school year for this particular goal in math. We will track the data for a three-year period to monitor progress.

Goal 2 Students will improve their reading comprehension of informational text as measured by subtests of the spring NWEA assessment.

Measurable outcome met? **Yes** No

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

This will continue to be a goal for the 2021-22 school year to maintain gains in the past 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.

Goal 3 There were only two goals in the 2020-21 school year.

Measurable outcome met? **Yes** No **N/A**



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.

CURRENT YEAR GOAL 1	Students will improve comprehension and solutions of appropriate grade level mathematical applications as measured by 80% of grade 9-12 students scoring at or above the norm grade level RIT as determined by the spring 2022 NWEA assessment.			
Data Checkpoints (dates)	August 16, 2021- Sep 16, 2021	Nov 29, 2021 - Dec 10, 2021 (optional)	March 14, 2022- April 8, 2022	
Evidence at Checkpoints	NWEA Math RIT scores at or above grade level norms for fall .	NWEA Math RIT scores at or above grade level norms for winter	NWEA Math RIT scores at or above grade level norms for spring	

Evidence- Based Strategy 1 (must cite study)	Extended time for students to work on mathematics interventions will be provided during homeroom twice per week. Adesope, O., Ma, W., Nesbit, J & Liu, Q (2014) Intelligent Tutoring Systems and Learning Outcomes: A Meta-Analysis. <i>Journal of Educational Psychology</i> 2014 Vol 106, No 4, 901-918			PD Needed: Yes No
Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
Action Step 1	Math department teachers will set up accounts for each student to work on the ITS (Intelligent Tutoring System) provided with our new mathematics curriculum for individualized intervention and improvement of skills.	August 2021- May 2022	Math department teachers and Database administrator	All students are registered for a corresponding ALEKS (Assessment and Learning in Knowledge Spaces) math course or an SAT (Scholastic Aptitude Test) Preparation course.
Action Step 2	All homeroom teachers will monitor students completing mathematics topics during homeroom on the ALEKS Program.	August 2021-May 2022	All homeroom teachers will supervise twice weekly sessions.	Data of weekly progress of a minimum of 10 topics per student will be recorded by math teachers.
Action Step 3	Periodic “Knowledge Checks” will be completed by students and reviewed by math teachers to monitor progress.	August 2021-May 2022	Math department teachers	Math teachers will collect data on Individual student improvement of the percentage of the course mastered.
Strategy 2 (must reference source)	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			PD Needed: Yes No
Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
Action Step 1	Schedule quarterly PLC meetings.	Schedule quarterly PLC meetings.	September 2021-May 2022	Administrators, Instructional Coach and Department Chairperson for each subject.

Action Step 2	Agendas/minutes from PLC meetings will be shared with principal and teachers	September 2021 - May 2022	Each department chairperson with assistance from teachers in the department	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 82% of grade 9-12 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 84% of grade 9-12 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 80% of grade 9-12 students being proficient on subtests of the spring 2022 NWEA reading assessment.			
Data Checkpoints (dates)	Aug 16, 2021 - Sept 16, 2021	Nov. 29, 2021 - Dec 10, 2021 (optional)	March 14, 2022 - April 8, 2022	
Evidence at Checkpoints	Informational Text NWEA Subtest RIT Scores			
Evidence- Based Strategy 1 (must cite study)	<p>All teachers will teach content-specific vocabulary words for each discipline as a best practice for improving reading comprehension with informational text. Teachers will administer a pretest to students at the beginning of each semester and a post-test at the end of each semester to measure mastery of vocabulary terms.</p> <p>Marzano, R. J., & Pickering, D. J. (2005). <i>Building academic vocabulary</i>.</p>			PD Needed: Yes No
Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
Action Step 1	Teachers will follow Marzano's six-step process for teaching academic vocabulary.	Aug. 2021/ Dec. 2021 Jan. 2022/May 2022	Classroom Teachers and Paraprofessionals	Administrators will observe teachers using the six-step process; pretest and post-test data

<p align="center">Strategy 2 (must reference source)</p>	<p>Teachers will use CLOSE reading strategies and Depth of Knowledge Questions to increase reading comprehension.</p> <p>Boyles, N. N. (2018). <i>Reading, writing, and rigor: Helping students achieve greater depth of knowledge in literacy</i>. ASCD.</p>			<p>PD Needed: Yes No</p>
<p align="center">Strategy Action Steps</p>	<p align="center">Required Activity</p>	<p align="center">Start/End Dates</p>	<p align="center">Person(s) Responsible</p>	<p align="center">Evidence of Success</p>
<p align="center">Action Step 1</p>	<p>The instructional coach will be trained and provide professional development for CLOSE Reading strategies and Depth of Knowledge Questions.</p>	<p align="center">September 15, 2021</p>	<p align="center">Administrators and Instructional Coach</p>	<p>Staff surveys of professional development</p>
<p align="center">Action Step 2</p>	<p>Implementation of CLOSE Reading strategies and Depth of Knowledge questions in the classroom.</p>	<p align="center">Oct. 2021/May 2022</p>	<p align="center">Teachers and Instructional Coach</p>	<p>Instructional coach will observe teachers during CLOSE reading lessons to provide non-evaluative feedback. Administrators will observe teachers using CLOSE Reading strategies and Depth of Knowledge Questions.</p>
<p align="center">Action Step 3</p>	<p>A report on non-fiction subtest scores from NWEA will be created.</p>	<p align="center">September 30, 2021/ May 1, 2022</p>	<p align="center">Principal and Instructional Coach</p>	<p>Results will be presented to the superintendent and school board.</p>
<p align="center">Strategy 3 (must reference source)</p>	<p>Students will participate in remediation using a research-based program determined by the principal, instructional coach, and English teachers. NWEA data and a diagnostic assessment embedded in the program will be used to identify students' personalized instructional needs. Teachers will participate in Professional Learning Community (PLC) meetings to network with colleagues, review data, and plan for students' personalized instruction.</p> <p>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</p>			<p>PD Needed: Yes No</p>

Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
Action Step 1	Students will be identified for reading interventions.	Aug. 2021; Oct. 2021; Jan. 2022; Mar. 2022	Principal and Instructional Coach	Program Data Reports
Action Step 2	Students will spend 30 minutes during homeroom working on personalized instruction using a research-based program.	Aug. 2021/May 2022	Principal, Instructional Coach, and English Department Teachers	Program Data Reports
Action Step 3	Collect and analyze student data in PLC meetings.	Aug. 2021; Oct. 2021; Jan. 2022; Mar. 2022	Instructional coach and English Department Teachers	NWEA data and Program Data Reports; PLC Meeting Minutes
This Goal for Year 2	Students will improve their reading comprehension of informational text as measured by 82% of grade 9-12 students being proficient on subtests of the spring 2022 NWEA reading assessment.			
This Goal for Year 3	Students will improve their reading comprehension of informational text as measured by 84% of grade 9-12 students being proficient on subtests of the spring 2022 NWEA reading assessment.			

CURRENT YEAR GOAL 3	Based on the data collected from the 2019-20 school year involving safety and discipline incidents, Centerville High School will support programs that help students develop into responsible citizens in order to decrease the number of incidents by 20%.			
Data Checkpoints (dates)	December 31, 2021	May 31, 2022		
Evidence at Checkpoints	# of discipline referrals	# of discipline referrals		
Evidence- Based Strategy 1 (must cite study)	Appropriate character education and social-emotional curriculum and activities will be provided to facilitate student learning and decrease corporation incidents involving discipline and safety by 20%. Curriculum and activities will align with the 11 Principles of Effective Character Education (Character.org.) The goals and strategies in Goal #3 match with the American School Counselors Association's Standards (SchoolCounselor.org), and the Search Institute's 40 Developmental Assets (Search.Institute.org.)			PD Needed: Yes No

Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
Action Step 1	CharacterStrong	August 2021/May 2022	Principal and classroom teachers	CharacterStrong Survey
Action Step 2	Early Warning Intervention and Monitoring (EWIMS)	Oct 15 2021, Jan. 7 2022 & Mar 18, 2022	EWIMS Strategy Team	Multi-Tiered System Reports
Action Step 2	Governor's Work Ethic	Dec 2021/May 2022	Counselors/Director of Vocational Program	Course Credits Earned
Action Step 3	Principal's Leadership Team	Monthly Committee Meeting	Principal/Asst. Principal	Survey Results
Action Step 4	Nine Character Traits	August 2021 - May 2022	CHS Staff	Survey Results
Action Step 5	PBIS/PBIS Rewards	August 2021 - May 2022	CHS Staff and Administration	Incentives Earned
This Goal for Year 2	Based on the programs in place, Centerville 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 High School will support programs that involve strategies that assist in decreasing the number of incidents involving safety and discipline by an additional 10%.			

Professional Development Plan

Professional development and training are not the same. Training involves a short-term goal that has an immediate impact on some aspect of a job, such as learning to use an online grade book 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 and the instructional coach will participate in ALEKS (McGraw-Hill) webinars and live training sessions.	Linked SIP Goals Yes No
Possible Funding Source(s)	Centerville High School Professional Development Budget	
Evidence of Impact	ALEKS data reports will be analyzed during PLC meetings to determine appropriate interventions for students' personalized instruction during homeroom sessions.	
<p>Plan for coaching and support during the learning process: The instructional coach will provide the mathematics department with updated NWEA and ALEKS data reports along with resources needed to improve student achievement.</p>		
<p>How will effectiveness be sustained over time? The instructional coach and administrator will monitor student achievement over the next three years to ensure continued growth. Math Vertical Teams will meet twice a school year to assess NWEA data (Fall & Spring) and decide on appropriate interventions.</p>		

Professional Development Goal 2	The professional development committee and the instructional coach will monitor data and provide professional development as needed for the Marzano 6-Step Process Teaching Academic Vocabulary as well as CLOSE reading.	Linked SIP Goals Yes No
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Possible Funding Source(s)	Centerville High School Professional Development Budget
Evidence of Impact	Professional development surveys from teachers and implementation in the classroom during classroom observations.
<p>Plan for coaching and support during the learning process: The instructional coach will provide resources to ensure all teachers have access to materials needed to achieve the vocabulary goals. Additionally, the instructional coach will provide professional development for teachers on CLOSE Reading and Depth of Knowledge and help facilitate CLOSE Reading lessons in the classroom.</p>	
<p>How will effectiveness be sustained over time? The instructional coach and administrator will monitor student achievement over the next three years to ensure continued growth. English Vertical Teams will meet twice a school year to assess NWEA data (Fall & Spring) and decide on appropriate interventions.</p>	

Professional Development Goal 3	Provide training for Trust Based Relationship Interventions (TBRI) including follow up professional development to assist teachers in understanding social emotional development of at-risk students and resiliency strategies for teachers to use with identified students.	Linked SIP Goals Yes No
Possible Funding Source(s)	Fully funded.	
Evidence of Impact	Data collection of discipline referrals, suspensions, and expulsions.	
<p>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.</p>		
<p>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.</p>		

Dates to Review Progress on School Goals: ___12/13/2021_____ (end of fall semester) ___5/9/2022_____ (end of spring semester)