



Metropolitan School District of North Posey County
NORTH ELEMENTARY SCHOOL

63 West Fletchall Avenue - Poseyville, IN 47633

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MICHAEL GALVIN
Superintendent of Education

MEGAN BUTTO
Principal

SCHOOL INFORMATION

School Name	North Elementary School
School Number	6985
Street Address	63 W Fletchall
City	Poseyville
Zip Code	47633

SCHOOL and CONTACT INFORMATION

Principal	Megan Butto
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SCHOOL IDENTIFICATION

Choose the appropriate response from the drop down box.

For implementation during the following years:	2022-25
This is an initial three year plan.	No
This is a review/update of a plan currently in use.	Yes

This school is identified as Comprehensive Support & Intervention (CSI) by the federal government.	No
This school is identified as Targeted Support & Intervention (TSI) by the federal government.	No
This school is identified as Additional Targeted Support & Intervention (ATSI) by the federal government.	No
This school is not identified as CSI, TSI, or ATSI.	Yes

SECTION A

NEEDS ASSESSMENT and Strength-Improvement-Opportunity-Threats (SIOT) ANALYSIS

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 SIOT Analysis and Root Cause Analysis.

Check the box next to each source of data used in the following steps and add or link the data reviewed for this plan.

General Academic	Specific Student Groups		General School Data
<input type="checkbox"/> Statewide Assessments	<input type="checkbox"/> Statewide Assessment Data	<input type="checkbox"/> English Language Learner (ELL) Assessment(s)	<input type="checkbox"/> Attendance*
<input type="checkbox"/> Federal (ESSA) Data	<input type="checkbox"/> Federal (ESSA) Data	<input type="checkbox"/> Individual Education Plans (IEPs)	<input type="checkbox"/> School Discipline Reports*
<input type="checkbox"/> District Assessments	<input type="checkbox"/> IAM Assessment	<input type="checkbox"/> Individual Learning Plans (ILPs)	<input type="checkbox"/> Bus Discipline Reports*
<input type="checkbox"/> Dyslexia Assessments	<input type="checkbox"/> Aptitude Assessment(s)	<input type="checkbox"/> Staff Training	<input type="checkbox"/> Surveys (parent, student, staff) *
<input type="checkbox"/> Common Formative Assessments	<input type="checkbox"/> Special Education Compliance Rpt	<input type="checkbox"/> Aptitude Assessment (e.g. CogAT)	<input type="checkbox"/> Daily Schedule Configuration
<input type="checkbox"/> PSAT/SAT/ACT	<input type="checkbox"/> Subgroup Assessment Data	<input type="checkbox"/> Current High Ability Grant	<input type="checkbox"/> *Including student subgroups
List or Link Other Data Sources Below			
Link:		Link:	
Link:		Link:	

Reminder - Under the Family Educational Rights and Privacy Act (FERPA), no personally identifiable information (PII) can be included in any linked or uploaded student data.

Step 1: Review Potential Issues from the Core Elements

When completing this section, the committee should begin reviewing the information from the core elements in Section A of the SIP. Look back at the information in section A. If there were items checked (✓) for further discussion, note them below and discuss 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 SIOT 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. There is not a requirement as to the number of goals. Goals should be derived from prioritizing areas where improvement is needed immediately.

Previous Year Goal #1	If we implement school wide constructed response writing protocols, then writing to show text evidence performance will improve.	Measurable Outcome Met?	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?		<ul style="list-style-type: none">• New staff will be trained (K-2 RACE, 3-6 YES MA'AM)• Walkthrough to look for anchor charts/implementation• Specific grade level rubrics	
If the goal was not met, and you choose to continue to work toward this goal, what will you change?		Adding more tools to measure progress *Change the wording to "improve reading performance" and we will combine Goals 1-3 as action steps	
<i>If the goal was not met and it will continue to be a goal, conduct a root cause analysis to determine why.</i>			

Previous Year Goal #2	If we increase text feature implementation, then nonfiction comprehension will increase.	Measurable Outcome Met?	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?		If we focus on Goal 1, students will be exposed to citing text evidence which will increase performance. Choose	
If the goal was not met, and you choose to continue to work toward this goal, what will you change?		We will combine this with Goal 1 as an action step.	
<u>If the goal was not met and it will continue to be a goal, conduct a root cause analysis to determine why.</u>			

Previous Year Goal #3	If we base reading instruction on a balanced reading model, then overall reading performance will increase.	Measurable Outcome Met?	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?	If we focus on Goal 1, students will be exposed to citing text evidence which will increase performance.		
If the goal was not met, and you choose to continue to work toward this goal, what will you change?	We will combine this with Goal 1 as an action step.		
<u>If the goal was not met and it will continue to be a goal, conduct a root cause analysis to determine why.</u>			

Previous Year Goal #4	If we increase authentic number sense instruction, then overall math performance will increase.	Measurable Outcome Met?	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, if we increase number sense overall performance will improve. Choose		

If the goal was not met, and you choose to continue to work toward this goal, what will you change?

- Walkthroughs to check for implementation of number sense routines
- Spiral Review/Check for Understanding
- Mastery Checks/Continuum
- Compare iReady data

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

SIOT ANALYSIS

Now the committee will conduct a SIOT analysis to identify the most significant barriers to the school's success. Here's an **example** of how a committee member might explain the SIOT analysis process:

What is a SIOT Analysis?

SIOT analysis using SIOT diagrams or matrices is a key part of any planning or analysis. SIOT stands for **strengths, improvement, opportunities, and threats**. Strengths and improvements are internal factors, and opportunities and threats are external factors. A SIOT diagram analyzes by focusing on each of these factors. SIOT diagrams can be especially useful when trying to decide whether or not to embark on a certain venture or strategy by visualizing the pros and cons. By clearly outlining all positives and negatives of a project, SIOT analysis makes it easier to decide whether or not to move forward.

Instructions: SIOT activity. (Strengths, Improvement, Opportunities, Threats)

1. Determine the objective.
2. Add factors that affect the SIG to the applicable boxes using the grid below. Factors are typically listed in a bullet form.
3. Decide on a key project or strategy to analyze and place it at the top of the page. List school's primary strengths and weaknesses for the 2022-2023 school year (SY): forces or barriers working for and against implementation of school's improvement action plan or school's mission.
4. List school's key opportunities and threats from 2022-2023 SY - political, economical, social, technological, demographic, or legal trends that are impacting or may impact school's ability to achieve SIG or school's mission.
5. Draw conclusions. Analyze the finished SIOT diagram. Be sure to note if the positive outcomes outweigh the negative. If they do, it may be a good decision to carry out the objective. If they do not, adjustments may need to be made, or the plan should simply be abandoned.
6. Questions to ask may include:
 - a. Are our current goals still areas where improvement is needed immediately?
 - b. What concerns did we find when studying the core elements that might be serious enough to warrant improvement immediately?

SIOT ANALYSIS TEMPLATE

SIOT Analysis	
Strengths	Areas of Improvement
<ul style="list-style-type: none"> • Small supportive community • PTO • Consistent staff • Community engagement • Motivated/dedicated staff • Extra curricular activities (sports, Robotics, Spell Bowl, Student council) • Attendance 	<ul style="list-style-type: none"> • Not as many resources • Limited supported staff • Curriculum inconsistencies among grade levels • Limited materials • Attendance
Opportunities	Threats
<ul style="list-style-type: none"> • Consistent resources • Maximize support staff (push in during small group time, interventions) • Consistent curriculum across grade levels 	<ul style="list-style-type: none"> • Schedule (part time related arts leads to inconsistent schedules) • Lack of PLC's/common plan • Lack of student motivation • Change in leadership

FIVE WHYS WORKSHEET

Define the problem (precise problem statement):

What does number sense look like at each grade level?

Why is it happening? (Reasons must be conditions that the school can control)

1. Number sense looks different at each grade level.

☐ Why?

☐

2. We have not clearly defined number sense at each grade level.

☐ Why?

☐

3. Are students given the opportunity to master skills that they are lacking?

☐ Why?

☐

4. Are teachers providing number sense routines daily?

☐ Why?

☐

5. What resources provided consistent instruction?

☐ Why?

☐

Continue beyond a fifth reason if necessary.

Strategies are intended to address root causes. If a root cause stems from a problem that is present, strategies should eliminate or significantly reduce the problem, resulting in marked improvement. If the root cause stems from something that is not present (e.g. lack of a coordinated Multi-Tiered Systems of Support), strategies should lead to the addition of that which is necessary to eliminate or significantly reduce the problem.

What possible strategies might address this root cause?

Strategies		
Problem	Root Cause	Strategy to Address Problem
1. Number sense looks different at each grade level.	Students are not provided daily opportunities to review/practice number sense.	Each grade level will define number sense and determine number sense alignment across grade levels.
2. We have not clearly defined number sense at each grade level	We have not clearly defined number sense at each grade level	Each grade level will define number sense and determine number sense alignment across grade levels.
3. Are students given the opportunity to master skills that they are lacking?	Lack of resources and time to provide number sense opportunities.	Plan for daily review of number sense.
4. Are teachers providing number sense routines daily?	Lack of resources and time to provide number sense opportunities.	Using 5-10 minutes of daily review.
5. What resources provided consistent instruction?	Inconsistent resources	Provide staff with appropriate resources to use
6.		
7.		
8.		
9.		
10.		
Link additional information here (if necessary) <input type="checkbox"/>		

SECTION B

SCHOOL IMPROVEMENT PLANNING

PLANNING COMMITTEE

Schools that are required to conduct a CNA and/or 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 ensure the needs of each underperforming student group is addressed, schools classified as TSI or ATSI must have a sub-committee for each underperforming group.**

List members of the committee below. 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>	SIP	<i>ELA, Wht, SpEd, Multiracial</i>
Megan Butto	Principal	SIP	
Kristina Griffin	Teacher	SIP	3rd grade - All Subjects
Kaitlyn Lee	Teacher	SIP	5th grade - All Subjects
Jenna Deer	Teacher	SIP	4th grade - All Subjects
Danielle Tepool	Title I	SIP	ELA Interventions
		Choose	

SCHOOL AND COMMUNITY NARRATIVE

A narrative description of the school, community, and educational programs.

North Elementary School is an above average, public school located in POSEYVILLE, IN. Located in a distant rural setting, it has 413 students in grades PK, K-6 with a student-teacher ratio of 16 to 1. According to state test scores, 61% of students are at least proficient in math and 56% in reading.

The student population is made up of 51% female students and 49% male students. The school enrolls 36% economically disadvantaged students. There are 25 equivalent full-time teachers.

North Elementary is a STEM Certified elementary school as of 2022 and offers the Project Lead the Way for hands-on project based learning in science. It offers ELA, Math, Science, Social Studies, and related arts education.

Link additional information here
(if necessary) ☐

<https://www.northposey.k12.in.us/nes-home>

ALIGNMENT - STATEMENT OF MISSION, VISION, BELIEFS

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.

District Vision

We inspire all students to achieve their potential for learning and life in a safe and supportive environment.

School Vision

We empower every student to reach their fullest potential in both learning and life within a secure and nurturing setting.

District Mission

We partner with our community to create a dynamic and innovative educational experience, empowering students to become educated, productive, and responsible citizens.

School Mission

We collaborate with our community to craft an ever-evolving and creative educational journey, equipping students to grow into knowledgeable, contributing, and accountable members of society.

ALIGNMENT - STATEMENT OF MISSION, VISION, BELIEFS (continued)

District Core Beliefs and High Priorities

We believe:

- Our community is vital to our educational success.
- Everyone is valued and treated with respect.
- In always telling the truth.
- In educational opportunity for all.
- Student-centered programs challenge and inspiring learning.
- In the pursuit of excellence through a strong sense of pride.

Our High Priorities are:

- Enhancing the student experience
- Investing in teachers and administrators
- Fostering strong relationships among all
- Maximizing resources

Does the school's vision support the district's vision?	Yes
Does the school's mission support the district's mission?	Yes
Does the school's vision and mission support the district's core beliefs and high priorities?	Yes

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

Yes

Link additional information here
(if necessary) ☐

ESSENTIAL INFORMATION & CORE ELEMENTS

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 will not be used 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

List primary curriculum resources (i.e. adopted materials) and supplementary materials such as online subscriptions or other such materials used by most 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 (IAS). 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

Subject/Course	Grades	Resource Name	Aligned to IAS	Tier(s)	Rationale for Resource Use	Continue Use?	X
Sample: Reading	1-6	ABC Reading is Fun	Yes	Choose	Textbooks and readers are core components of a reading program.	Yes	
Reading	K-5	McGraw Hill Wonders	Yes	Tier 1, 2, 3	Reading series adopted by district. Components of the series are used in all areas of reading block and interventions	Yes	
Reading	6	McGraw Hill Study Sync	Yes	Tier 1, 2, 3	Reading series adopted by district. Components of the series are used in all areas of reading block and interventions.	Yes	
Math	K-5	Savaas Envision	Yes	Tier 1, 2, 3	Textbook and resources adopted by district	Yes	
Math	6	Savvas Envision	Yes	Tier 1, 2, 3	Textbook and resources adopted by district.	Yes	
Reading	K-6	IReady	Yes	Tier 1, 2, 3	Formative Assessments and instructional resources used with all students.	Yes	
IReady	K-6	IReady	Yes	Tier 1, 2, 3	Formative Assessments and instructional resources used with all students.	Yes	

Reading	K-3	Wilson Reading Foundations	No	Tier 2	Evidence Based Reading Interventions	Yes	
Reading	4-6	Wilson Reading Just Words	No	Tier 2	Evidence Based Reading Interventions	Yes	
Reading	K-6	Wilson Reading System	No	Tier 3	Evidence Based Reading Interventions	Yes	
Science	3-6	Savvas	Yes	Tier 1	Textbook and resources adopted by the district.	Yes	
Social Studies	4	McGraw Hill Indiana History	Yes	Tier 1	Textbook and resources adopted by the district.	Yes	
Social Studies	5	McGraw Hill US History	Yes	Tier 1	Textbook and resources adopted by the district.	Yes	
Social Studies	6	Savaas	Yes	Tier 1	Textbook and resources adopted by the district.	Yes	
Music	K-6	Savaas Realize Music Digital	Yes	Tier 1	Textbook and resources adopted by the district.	Yes	
Reading	K-2	From Sounds to Spelling Phonics	No	Tier 1	Textbook and resources adopted by the district.	Yes	
Link additional information here (if necessary) <input type="checkbox"/>							

CORE ELEMENT 1: CURRICULUM
(continued)

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

The public may view the school's curriculum in the following location(s)	
Curriculum can be found online at the district office.	
Link additional information here (if necessary) <input type="checkbox"/>	https://www.northposey.k12.in.us/

CORE ELEMENT 2: INSTRUCTIONAL PROGRAM

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	
A process for coordinating instructional services (e.g. Head Start, adult education, etc.) is in place.	Yes	
A variety of instructional strategies are employed to meet the diverse learning needs of students.	Yes	
Teachers use strategies that monitor and adjust instruction during lessons (e.g. adjusted based on checks for understanding).	Yes	
Teachers ensure students are engaged in cognitively complex tasks (including varying depth of knowledge) during instruction.	Yes	
Teachers use instructional strategies that ensure students have multiple means of accessing instructional content.	Yes	
Instructional strategies provide students with multiple options for illustrating their knowledge.	Yes	
Instructional strategies foster active participation by students during the instructional process	Yes	
Teachers and staff promote authentic learning and student engagement across all content areas.	Yes	
Strategies and instructional methods ensure equity of opportunity for all students during the learning process.	Yes	
Instructional strategies assist with bridging the cultural differences in the learning environment.	Yes	
Teachers and staff integrate evidence-based strategies during Tier II and Tier III instruction.	Yes	
Teachers work collaboratively to support and refine instructional effectiveness (e.g. with feedback, coaching, etc)	Yes	
High expectations for academic achievement are made clear to students and supported with adequate scaffolding and resources.	Yes	

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.

Teachers at North Elementary use district approved curriculum for both reading and math. Student needs are identified through iReady, iRead, iReady and common assessments. Students who are below grade level are provided with 30 minutes of daily intervention with Mrs. Tepool. Those targeted students are then progress monitored monthly to track progress. If students are not making adequate progress, the team then discusses if there is a further need for evaluation.

Link additional information here
(if necessary) ☐

CORE ELEMENT 3: ASSESSMENT

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 [CFA], 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
Checks for Understanding	K-6	Formative	Teachers use checks for understanding daily. These quick checks are used to drive instruction and monitor progress.	Yes	
iReady Growth Checks	K-6	Formative	iReady Growth Checks are used for progress monitoring and change the course of student online instruction	Yes	
Curriculum Assessments	K-6	Formative	Teacher created unit assessments measure student performance on particular skills. These assessments are used to determine mastery and drive intervention instruction.	Yes	
iReady	K-6	Benchmark	Data from benchmark is used to build instructional groups and to determine need for interventions	Yes	
Cogat	K, 2, and 5	Choose	Used to identify high ability students	Yes	
Kingore	K-6	Choose	Used to identify high ability students	Yes	
Curriculum Continuum Unit Assessments	K-6	Summative	Common unit assessments created by grade levels used to identify standards.	Yes	
		Choose		Choose	
		Choose		Choose	
		Choose		Choose	

Best Practice/Requirements Self-Check	Yes/No	X
A system is in place to use assessment data to make decisions about programs, practices, and instruction.	Yes	
The school uses assessment data to identify students for Tier II and Tier III instruction.	Yes	

Locally created assessments are reviewed and revised regularly to ensure priority standards are being measured at the appropriate levels of depth and rigor.	Yes	
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Describe opportunities and expectations for teachers to be included in decision-making related to the use of academic assessment results, where the intent is to improve student achievement.	
<p>All teachers have the opportunity to be part of the Leadership Team. The Leadership Team analyzes data each grading period and then collaboratively makes decisions based on the data. The school psychologist, Title I teacher and principal meet monthly to look at iReady scores to identify and discuss student needs.</p> <p>All teachers meet with the administration monthly. These grade level meetings consist of reviewing data, determining student intervention groups, collaboration between teachers, and reviewing curriculum pacing. Teachers refer students to the RTI committee through a Google Form if they have concerns of a student. Teachers are required to include assessment data in this referral process. The RTI committee then uses the data along with teacher reports to properly place the student in an intervention group.</p>	
Link additional information here (if necessary) <input type="checkbox"/>	

CORE ELEMENT 4: COORDINATION OF TECHNOLOGY INITIATIVES

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

North Elementary is 1:1 with a chromebook as a device. These are used daily as an instructional tool. Students receive instruction in digital literacy and computer science standards weekly. Every classroom has a Newline Interactive Board. MSD of North Posey has adopted Canvas and Google Education Suite as our learning management system for every student. Technology is also used to create a strong communication tool between families and teachers.

Link additional information here
(if necessary) ☐

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

CORE ELEMENT 5: CAREER AWARENESS AND DEVELOPMENT

Answer the questions for the grade levels in your school.

Grades K-5 only

What career awareness activities are provided for students?	Yes/No		Yes/No
Currently implementing career awareness activities?	Yes	Career day/fair or community day	No
Career simulation (JA/Biztown, etc.)	Yes	Career-focused clubs (robotics, agricultural garden, STEM, etc.)	Yes
Career-focused classroom lessons	Yes	Guest speakers	Yes
Not currently implementing career exploration activities		No	
Other:			

If “not currently implementing career exploration activities” was indicated above, explain why.	
<p>Our counselor provides College and Career Readiness lessons for individual grade levels. Students at all grade levels are exposed to diverse career opportunities through integrated math and ELA lessons. Career day opportunities are provided at the Jr. High level.</p>	
Link additional information here (if necessary) <input type="checkbox"/>	

CORE ELEMENT 5: CAREER AWARENESS AND DEVELOPMENT
(continued)

Grades 6-8 only

What career awareness activities are provided for students?	Yes/No		Yes/No
Currently implementing career information activities?	Yes	Career-related courses	Yes
Career-focused classroom lessons	Yes	Job-site tours	Yes
Guest speakers	Yes	Career day/fair or community day	No
Career-focused clubs (i.e., robotics, agriculture garden, STEM, etc.)	Yes	Online career navigation program	Yes
Not currently implementing career exploration activities		Choose	
Other:			

If “not currently implementing career exploration activities” was indicated above, explain why.	
The counselor will do grade level college and career readiness lessons. Career day is a focus during junior high.	
Link additional information here (if necessary) <input type="checkbox"/>	

CORE ELEMENT 6: SAFE AND DISCIPLINED ENVIRONMENT

All schools are required to develop a school safety plan. That plan is not part of this document. Since student safety and well-being are crucial factors in learning, the questions below are intended to promote conversation about how the school's environment adds to or takes away from student learning.

Best Practice/Requirements Self-Check	Yes/No	X
Practices are in place to develop and maintain a positive school climate between staff, students, and families	Yes	•
A multi-tiered system of support (MTSS) provides students with academic, behavioral, mental well-being, and early intervention.	Yes	•
Discipline rules are established, and copies of the rules are made available to students and their parents/guardians.	Yes	•
Discipline rules to prevent bullying are in place and include education, parental involvement, and intervention.	Yes	•
A suicide awareness and prevention policy is in place and staff have been appropriately trained.	Yes	•
High expectations for behavior and attendance are communicated to families and consistently reinforced by all staff.	Yes	•
All staff express the belief that all children can learn and consistently encourage students to succeed.	Yes	•
The school develops staff capacity to create positive classroom and school climates that are culturally responsive.	Yes	•

Briefly answer the following:

What practices are in place to maintain a safe environment?	
We have a youth first social worker, a counselor, and a behavior interventionist. Providing resources for all homeroom teachers for de-escalating children; calm down corner, etc.	
Link additional information here (if necessary) <input type="checkbox"/>	

CORE ELEMENT 7: CULTURAL COMPETENCY

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 using the dropdowns below.**

Group	X	Group	X	Group	X
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.

North Elementary requires all new enrollments to complete a Race and Ethnicity Form and the IDOE Home Language Survey. This data is then entered into our SMS. English Language Learners are then screened and assessed appropriately to monitor language proficiency.

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

North Elementary provides equal opportunities for academic success for all students regardless of cultural or socioeconomic background. English Language Learners are provided with small group instruction and other accommodations to meet their needs. North Elementary provides a robust intervention program that services all students. Students that qualify for state assistance often benefit from these services.

Link additional information here
(if necessary) ☐

CORE ELEMENT 7: CULTURAL COMPETENCY
(continued)

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

Professional development for teaching English Language Learners would be beneficial for North Elementary. Trauma informed professional would help teachers provide a safe environment for all students.

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

Our reading series offers passages in multiple languages. All of our curriculum includes cultural diversity in its lessons.

Link additional information here
(if necessary) ☐

CORE ELEMENT 8: REVIEW OF ATTENDANCE

Reduction of absenteeism is a top priority for Indiana schools. Students are considered chronically absent when they are not in attendance for 10% of the school year. This equates to approximately 18 days of school.

What may be contributing to the attendance trend?		Lack of parent involvement and supervision is a key factor in the attendance trend at North Elementary.			
What procedures and practices are being implemented to address chronic absenteeism?		Parent/Guardians are sent a letter at 10 days to bring their attention to the absenteeism concern. A doctor's note is required for any absence after 10 days the absence is considered unexcused. Another letter is sent at 15 days if necessary. The student is also referred to our district attendance officer. Parent contact is made to discuss the absenteeism and a plan is developed to address the issue.			
If procedures or practices to reduce chronic absenteeism are in place, how are the results monitored?		Building administrator monitors absences closely and makes follow up contact with the district attendance officer.			
Number of students absent 10% or more of the school year:					
Last Year:	5	Two Years Ago:	5	Three Years Ago:	4

Best Practice/Requirements Self-Check		Yes/No
The school has and follows a chronic absence reduction plan.		Yes
An MTSS is in place to identify and help the academic, behavioral, and/or wellness needs of chronically absent students		Yes
Link additional information here (if necessary) <input type="checkbox"/>		

CORE ELEMENT 9: PARENT AND FAMILY ENGAGEMENT

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

Frequent parent communication occurs in all classrooms. Student assessment results are shared with families after each benchmark. These results are paired with an explanation of student strengths and weaknesses. All parents are encouraged to make contact with teachers or the principal with concerns. Many teachers host parent/teacher conferences to share academic and behavioral progress.

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

Parents are encouraged to make contact by phone or through email to teachers or the principal with concerns or suggestions. Surveys are also sent to parents annually.

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

North Elementary requires parents to call to report student absences. If a parent does not report the absence, staff makes contact to determine the reason for the absence. A letter is sent home at 10 days absent and then in 5 day increments. Administration makes contact with parents if chronic absenteeism is a concern.

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

Teachers offer multiple means of communication to ensure that all parent communication needs are met. If there is a language barrier, an interpreter is included in the communication.

Link additional information here
(if necessary) ☐

CORE ELEMENT 9: PARENT AND FAMILY ENGAGEMENT

Describe strategies used to increase parental involvement.

North Elementary teachers and staff invite all parents to our annual open house where classrooms are showcased and the Title I grant and parent policy is explained to parents. Parents receive the Parent's Right to Know letter and Parent Compact through the mail. Student agendas are purchased for every student. Parent communication is facilitated through this agenda that goes home daily. Teachers create weekly newsletters for their classrooms and the principal sends home a quarterly newsletter. MSD of North Posey adopted Harmony as our student data software. Parents can access this software from any mobile device. This software houses student grades, attendance, discipline, and balances. North Elementary holds several extra curricular activities and events. Parents are encouraged to attend and participate in 6th grade Science Fair, Veterans Day Program, Grandparents/Book Fair, Music programs, PTO meetings, sports events, Art Show, School Improvement Committee, and May Day. The North Elementary PTO includes every parent as a member. The organization acts as an ongoing support group serving as sponsor of events in and outside the school. Parents are invited to participate in School wide planning through our PTO and at School Improvement Committee meetings. North Elementary will participate in Family Night through Strengthening Families. It is a 10 week program for students and parents in grades 1 through 3.

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

Aside from frequent teacher contact with parents/guardians regarding student performance, benchmark results are sent home at the end of each quarter. Each report explains the student's performance and what their strengths and weaknesses are.

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

A parent is a part of our school improvement committee to offer feedback on the plans from a parent perspective. Quarterly surveys are sent to families collecting feedback on each grading period. That data is then shared with the leadership team to help revise the SIP.

Link additional information here
(if necessary) ☐

CORE ELEMENT 11: PROVISION FOR TITLE I SCHOOLS OPERATING A SCHOOLWIDE PROGRAM

[Title I schoolwide only]

This section applies only to schools that receive Title I funds 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.

All schools within the MSD of North Posey County use a comprehensive funding strategy, identifying needs and priorities each year and projecting abnormal or large-item needs for the future. Federal, state, and local funds and resources are utilized to ensure the schools have the resources necessary to meet student achievement targets. Sustainability is considered all one-time or short-term grant funding. When available, in-kind services through local businesses or community groups are also used to enhance the learning experience. Formal partnerships are established through the use of Memorandums of Understanding (MOUs) to ensure clarity and accountability. Regular monitoring and assessment of the use of the funds is completed in an effort to maximize the use of resources. Finally, the district maintains open and transparent communication with all stakeholders, including parents, teachers, administrators, and the community. Sources of funding, how resources are being utilized, and the impact on student success is shared openly.

Link additional information here
(if necessary) ☐

CORE ELEMENT 11: PROVISION FOR TITLE I SCHOOLS OPERATING A SCHOOLWIDE PROGRAM
(continued)

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.

North Elementary has preschool and pre-K classrooms that align with the Kindergarten readiness. We meet all students individually from all agencies prior to the start of the new enrollment to build a plan for the student that best fits their needs.

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 teachers leaders.

All teachers at North Elementary are exposed to highly qualified criteria. North Elementary administration offers support and leadership to teachers to retain these highly qualified teachers. Any time a position is filled, a committee composed of administrators and teachers interview and recruit additional highly qualified teachers. MSD of North Posey has made it a priority to increase starting salaries for teachers to recruit and retain highly qualified teachers.

Link additional information here
(if necessary) ☐

CORE ELEMENT 11: PROVISION FOR TITLE I SCHOOLS OPERATING A SCHOOLWIDE PROGRAM (continued)

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

Staff Name	Licensure/Certification	Assigned Class/Subject
Carrie Farrar	General Elementary 46/47	Pre-K
Courtney Bittner	Elementary Generalist Repa/Mild Intervention Repa	Kindergarten
Rochelle Belt	Elementary Generalist Repa 3	Kindergarten
Lyndsey Schneider	Elementary/Primary Generalist 2002	Kindergarten
Amber Oakley	General Elementary 46/47	First
Robyn Wells	Elementary Intermediate/Primary, Mild Intervention 2002	First
Jessica Moll	Elementary Generalist Repa	Second
Karen Bippus	General Elementary 46/47	Second
Jennifer Werry	General Elementary 46/47	Second
Kristina Griffin	Elementary/Primary Generalist 2002	Third
Leah Weber	Elementary/Primary Generalist 2002	Third
Rachel Brooks	Elementary Generalist Repa	Third
Traci Newcomer	General Elementary 46/47	Fourth
Jenna Deer	Elementary Generalist Repa	Fourth
Stephanie Rhodes	Elementary/Primary Generalist 2002	Fourth
Kaitlyn Lee	Elementary Generalist Repa 3	Fifth
Abigail Compton	Elementary Generalist Repa 3	Fifth
Lisa Brandenstein	General Elementary 46/47	Fifth

Jordan Dietz	General Elementary Emergency Permit	Sixth
Varbi Galvin	General Elementary 46/47	Sixth
Kali Raymond	Elementary Generalist Repa 3	Sixth
Colleen Sellers	Elementary Generalist Repa 3	Special Education
Mallory Lowe	Elementary Generalist Repa, Mild Intervention Repa	Special Education
Mackenzie Ruder	Elementary	Special Education
Braxton Lee	Physical Education Repa 3	Physical Education
Melissa Mahrenholz	Visual Arts 46/47, Mild Intervention 2002	Art
Emily Musgrave	Instrumental and General Music Repa 3 Emergency Permit	Music
Cheven May	General Elementary 46/47	Innovate
Link additional information here (if necessary) <input type="checkbox"/>		

SCHOOL IMPROVEMENT 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	General funds Head Start

Using the Goal Template

Goals

Are a result of identified priorities (where improvement is needed immediately)

Are based on a three-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

GOAL TEMPLATE

GOAL (EXAMPLE)			
Goal	<i>Example: By the end of the 2021-2022 school year, the ILEARN ELA proficiency rate will be 26%, which reflects a 7.5% annual increase.</i>		
Sub-Group focus	SpEd/ ELL		
The Strategies we are going to implement are	Gradual release, Data driven practices, and writing workshops		
To address the Root Cause	Learning loss following COVID-19 and a lack of specialized programs targeting reading comprehension and fluency.		
Which will help us meet this student outcome Goal*	By encouraging data proven practices in ELA and reading to help us reach our ILEARN ELA Goal of 26% proficiency rate.		
How Will We Get There?			
Evidence Based Strategies to Address Problems	Supporting Research for Strategy	Who is Accountable for Strategy?	Timeline
<i>Gradual Release</i>	<i>McVee, M.B., Ortlieb, E., Sharpies Reichenger, J., & Pearson, P.D. (August 2019). The Gradual Release of Responsibility in Literacy Research and Practice. Emerald Publishing Limited. DOI: 10.1108/S2048-0458201910.</i>	<i>Administration and teachers</i>	<i>September 2021 - May 2022</i>
Link additional information here (if necessary) <input type="checkbox"/>			

STRATEGY TEMPLATE

Strategy (EXAMPLE)	Gradual Release					
What actions will we take to implement the improvement strategy? (specific, actionable activities that lead to the completion of the strategy identified)						
Activity (Action Step)	Activity Description	Position Responsible	Measurement	Resources Needed	Timeline	Status
Model GRR	Admin has been modeling during meetings how to use Gradual Release Responsibility during the presentation. Modeling the I do, We do, They do, and You do during the presentation.	Admin	Lesson Plans	PowerPoint	5.24.2024	In Progress
Mini-lesson focus with GRR	Teachers were given a new lesson plan template and asked to focus on the comprehension section in ELA and mini-lesson in Eureka and complete the gradual release of responsibility	Teachers	Lesson Plans	GRR template	5.24.2024	In Progress
Lesson Plan template with GRR	Teachers were given a new lesson plan template based on their grade level bands that includes the gradual release responsibility	Admin and teachers	Lesson Plans	GRR LP template	5.24.2024	Completed
To what extent has the strategy been implemented? What about the process went well, or not? What is the adult fidelity evidence of this?						
How has student achievement been impacted? What is the evidence?						
How will implementation be adjusted and/or supported moving into next year?						
Link additional information here (if necessary) <input type="checkbox"/>						

SCHOOL IMPROVEMENT PLAN GOAL AND STRATEGIES TEMPLATE

GOAL			
Goal	We will increase the percentage of students at or above grade level on iLearn Reading by 4% (Goal 52%)		
Sub-group focus	Students approaching or below grade level		
The strategies we are going to implement are	*RACE K-1 and YES MA'AM 2-6 *Increase text feature implementation to increase non-fiction comprehension *K-2 will focus on verbally answering comprehension questions using evidence from the text		
To address the root cause	Inconsistencies between grade levels in resources used.		
Which will help us meet this student outcome goal*	*To progress monitor we will Implement growth checks once each semester and continue to use benchmark iReady assessments.		
How Will We Get There?			
Evidence Based Strategies to Address Problems	Supporting Research for Strategy	Who is Accountable for Strategy?	Timeline/Incln
Constructed response organizer (RACE/YES MA'AM)		Homeroom teachers will implement it in the classroom. Principal will conduct classroom visits to check for implementation.	Dec - Every 2-6 classroom has been introduced to RACE/YES MA'AM Feb - Students will be able to utilize the tool independently
K-1 Students will orally answer comprehension questions using evidence from the text		Homeroom teachers will implement it in the classroom. Principal will conduct classroom visits to check for implementation.	Oct - Modeling answering questions from a text using evidence Dec - Everyone is pulling small groups and conferencing with students individually
Increase text feature implementation to increase		RTI teacher will assign growth checks twice a year to see progress.	Oct - Assign growth check

non-fiction comprehension			March - Assign growth check
Link additional information here (if necessary) <input type="checkbox"/>			

Strategy #1	Constructed response organizer (RACE/YES MA'AM)					
What actions will we take to implement the improvement strategy? (specific, actionable activities that lead to the completion of the strategy identified)						
Activity (Action Step)	Activity Description	Position Responsible	Measurement	Resources Needed	Timeline	Status
Model	Introduce constructed response sheets to students and model how to use them.	Teacher	Lesson Plans	Anchor Charts	10/1/2023	In Progress
Mini Lessons	Give mini lessons throughout the week to work up to students completing independently.	Teacher	Lesson Plans	Anchor Charts Graphic organizers	10/1/2023	In Progress
						Choose
To what extent has the strategy been implemented? What about the process went well, or not? What is the adult fidelity evidence of this?		All grade levels have already been implementing RACE/YES MA'AM. Anchor charts are visible and students are able to communicate the purpose for the graphic organizer.				
How has student achievement been impacted? What is the evidence?		Teachers are seeing vertical alignment and kids are moving to the next grade level prepared. 6th grade teachers have been communicating with the Jr. High to see how students are transitioning to 7th grade with the skills needed to complete a constructed response.				
How will implementation be adjusted and/or supported moving into next year?		Grade levels will meet to discuss progress and determine common language.				

Link additional information here
(if necessary) ☐

Strategy #2	K-1 Students will orally answer comprehension questions using evidence from the text					
What actions will we take to implement the improvement strategy? (specific, actionable activities that lead to the completion of the strategy identified)						
Activity (Action Step)	Activity Description	Position Responsible	Measurement	Resources Needed	Timeline	Status
Select age appropriate texts	Choose texts that are suitable for the grade level and reading abilities of the students. These texts should be engaging and relevant to their interests.	Homeroom teachers		texts	Oct - Modeling answering questions from a text using evidence Dec - Everyone is pulling small groups and conferencing with students individually	In Progress
Introduce Comprehension Strategies	Begin by introducing comprehension strategies such as making predictions, asking questions, making connections, and summarizing. Use simple language and examples that are relatable to young students.	Homeroom teachers		texts, anchor charts	Oct - Modeling strategies Dec - Students practicing strategies	In Progress

Read Aloud and Model	Read a selected text aloud to the students, pausing at strategic points to model thinking aloud. Show them how to ask questions about the text and make connections to their own experiences.	Homeroom teachers		texts, anchor charts	Oct - Modeling answering questions from a text using evidence Dec - Students applying strategies	In Progress
To what extent has the strategy been implemented? What about the process went well, or not? What is the adult fidelity evidence of this?		Texts are provided by our reading curriculum. Grade level assessments have been created to evaluate students' progress.				
How has student achievement been impacted? What is the evidence?		iReady and iLearn scores have continued to grow. Teachers are using iReady data to drive instruction for small groups.				
How will implementation be adjusted and/or supported moving into next year?		Implementation will be evaluated and adjusted as needed.				
Link additional information here (if necessary) <input type="checkbox"/>						

Strategy #3	Increase text feature implementation to increase non-fiction comprehension					
What actions will we take to implement the improvement strategy? (specific, actionable activities that lead to the completion of the strategy identified)						
Activity (Action Step)	Activity Description	Position Responsible	Measurement	Resources Needed	Timeline	Status
Introduce and model	Use nonfiction texts to model where text features are located and what their purpose is in order to increase comprehension.	Teacher - responsible for teaching Principal - responsible for checking in	RTI teacher will implement growth checks	iReady Growth checks	Oct - assign growth check March - assign	In Progress

					growth check	
						Choose
						Choose
To what extent has the strategy been implemented? What about the process went well, or not? What is the adult fidelity evidence of this?	This strategy has been implemented in the homeroom classes and is being adjusted as we go in order to make sure students are improving.					
How has student achievement been impacted? What is the evidence?	No evidence yet - it is still in progress					
How will implementation be adjusted and/or supported moving into next year?	The goal will be focused on and implemented within the classroom. Principal will be conducting classroom visits in order to check on teacher/student progress.					
Link additional information here (if necessary) <input type="checkbox"/>						

GOAL	
Goal	We will increase authentic number sense instruction to improve overall math performance on iLearn by 4% (Goal: 62%).
Sub-group focus	*Students approaching or below grade level
The strategies we are going to implement are	Fact fluency, grade level goal planning, spiral review
To address the root cause	
Which will help us meet this student outcome goal*	

How Will We Get There?			
Evidence Based Strategies to Address Problems	Supporting Research for Strategy	Who is Accountable for Strategy?	Timeline
		Homeroom teachers Principal (evidence based walk throughs)	October: Review goals with staff and allow staff time to define number sense goals November:
Link additional information here (if necessary) <input type="checkbox"/>			

Strategy #1	Fact Fluency					
What actions will we take to implement the improvement strategy? (specific, actionable activities that lead to the completion of the strategy identified)						
Activity (Action Step)	Activity Description	Position Responsible	Measurement	Resources Needed	Timeline	Status
Fact Practice	Determine which specific math facts your students need to work on based on their grade level and individual needs. Focus on one fact family at a time, starting with addition and subtraction before moving on to multiplication and division.	Homeroom Teachers	Data trackers	Flash cards, Rocket Math, timers, fluency games		In Progress
Fact Mastery	Set clear and achievable objectives for fact fluency for your grade level. For example, the objective might be for students to answer a set of addition facts within a specific time frame with 95% accuracy.	Homeroom Teachers	Data trackers	Flash cards, Rocket Math, timers, fluency games		In Progress

Daily Practice	Incorporate daily practice sessions into your math instruction. Use flashcards, worksheets, online games, or dedicated fact fluency apps to provide opportunities for students to practice facts regularly.	Homeroom Teachers	Data trackers	Flash cards, Rocket Math, timers, fluency games		In Progress
To what extent has the strategy been implemented? What about the process went well, or not? What is the adult fidelity evidence of this?	Teachers are implementing fluency practice into their daily math lessons. As a whole, we are working on aligning the spiral math review with the curriculum maps.					
How has student achievement been impacted? What is the evidence?	No evidence yet since we have a change in leadership.					
How will implementation be adjusted and/or supported moving into next year?	Teachers will be encouraged to implement math small groups. During this time they will implement fact fluency practice. They will collect data to be able to drive instruction and meet student needs.					
Link additional information here (if necessary) <input type="checkbox"/>						

Strategy #2	Spiral Review					
What actions will we take to implement the improvement strategy? (specific, actionable activities that lead to the completion of the strategy identified)						
Activity (Action Step)	Activity Description	Position Responsible	Measurement	Resources Needed	Timeline	Status
Spiral Review	Daily spiral review (standards based)	Homeroom teachers	Classroom visits to check for implementation	Curriculum Maps/Continuum	Monthly check ins with grade level teams	In Progress
To what extent has the strategy been implemented? What about the process went well, or not? What is the adult fidelity evidence of this?		As a whole, we are working on aligning the spiral math review with the curriculum maps. Teams are defining what the expectation is for spiral review and how the it will look in their classrooms.				

How has student achievement been impacted? What is the evidence?	No evidence yet since we have a change in leadership.
How will implementation be adjusted and/or supported moving into next year?	Standards based spiral reviews will be created this year and added to the curriculum maps.
Link additional information here (if necessary) <input type="checkbox"/>	

Strategy #3	Grade Level Goal Planning					
What actions will we take to implement the improvement strategy? (specific, actionable activities that lead to the completion of the strategy identified)						
Activity (Action Step)	Activity Description	Position Responsible	Measurement	Resources Needed	Timeline	Status
Common Assessments	Teams will create and assign common assessments	Homeroom teachers	Curriculum Maps/Continuum	Curriculum Maps/Continuum Common Plan time	Monthly grade level check ins	In Progress
Vertical Alignment	Teams will work with other grade levels to define common language	Homeroom Teachers	Curriculum Maps/Continuum	Curriculum Maps/Continuum Common Plan time	Monthly grade level check ins	Choose

To what extent has the strategy been implemented? What about the process went well, or not? What is the adult fidelity evidence of this?	Mrs. Butto is our new principal. Due to change in leadership she is still collecting data and analyzing the work that has been previously done. Through classroom visits and data trackers she is creating timelines for SIP goals and aligning curriculum across all grade levels.
How has student achievement been impacted? What is the evidence?	Currently collecting data and analyzing iReady scores
How will implementation be adjusted and/or supported moving into next year?	Continuously reviewing curriculum maps and finding common plan time for teachers to align standards and common assessments.
Link additional information here (if necessary) <input type="checkbox"/>	

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(s)	Continuous improvement focused on curriculum map maintenance and development. We will begin looking at the science of reading and how it aligns to our curriculum maps. This will also help us develop a framework for improvements. Self directed learning on our PD days to focus on reading, number sense and STEM. Trauma informed PD will also lead to safe and comfortable classrooms.
Is professional development linked to SIP goals?	Yes
Possible Funding Sources	All PD can be provided by building leader or Central Office staff.

Plan for coaching and support during the learning process	Mrs. Butto will meet with teams monthly to check progress of SIP goal timelines. We will also review SIP goals and timelines during all faculty meetings.
Evidence of Impact	
How will effectiveness be sustained over time?	Continuous classroom visits and grade level team meetings to hold all staff accountable.
Link additional information here (if necessary) <input type="checkbox"/>	



North Posey Junior High School
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(812) 673-4244 Fax (812) 673-6626
www.northposey.k12.in.us



Mr. Michael Galvin, Superintendent • Steve Kavanaugh, Principal
Amanda Reynolds, School Counselor • Kim Wassmer, Secretary
Chris Barker, Athletic/Activities Director

SCHOOL INFORMATION

School Name	North Posey Junior High School
School Number	6973
Street Address	5800 High School Rd
City	Poseyville
Zip Code	47633

SCHOOL and CONTACT INFORMATION

Principal	Steve Kavanaugh
Phone number	812-673-4244
Email	skavanaugh@northposey.k12.in.us

Superintendent	Steve Kavanaugh, Interim Superintendent
Phone number	812-874-2243
Email	skavanaugh@northposey.k12.in.us

Grant contact	Michelle Walden
Phone number	812-874-2243
Email	mwalden@northposey.k12.in.us

SCHOOL IDENTIFICATION

Choose the appropriate response from the drop down box.

For implementation during the following years:	2022-25
This is an initial three year plan.	No
This is a review/update of a plan currently in use.	Yes

This school is identified as Comprehensive Support & Intervention (CSI) by the federal government.	No
This school is identified as Targeted Support & Intervention (TSI) by the federal government.	No
This school is identified as Additional Targeted Support & Intervention (ATSI) by the federal government.	No
This school is not identified as CSI, TSI, or ATSI.	Yes

SECTION A

NEEDS ASSESSMENT and Strength-Improvement-Opportunity-Threats (SIOT) ANALYSIS

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 SIOT Analysis and Root Cause Analysis.

Check the box next to each source of data used in the following steps and add or link the data reviewed for this plan.

General Academic	Specific Student Groups		General School Data
<input type="checkbox"/> Statewide Assessments	<input type="checkbox"/> Statewide Assessment Data	<input type="checkbox"/> English Language Learner (ELL) Assessment(s)	<input type="checkbox"/> Attendance*
<input type="checkbox"/> Federal (ESSA) Data	<input type="checkbox"/> Federal (ESSA) Data	<input type="checkbox"/> Individual Education Plans (IEPs)	<input type="checkbox"/> School Discipline Reports*
<input type="checkbox"/> District Assessments	<input type="checkbox"/> IAM Assessment	<input type="checkbox"/> Individual Learning Plans (ILPs)	<input type="checkbox"/> Bus Discipline Reports*
<input type="checkbox"/> Dyslexia Assessments	<input type="checkbox"/> Aptitude Assessment(s)	<input type="checkbox"/> Staff Training	<input type="checkbox"/> Surveys (parent, student, staff) *
<input type="checkbox"/> Common Formative Assessments	<input type="checkbox"/> Special Education Compliance Rpt	<input type="checkbox"/> Aptitude Assessment (e.g. CogAT)	<input type="checkbox"/> Daily Schedule Configuration
<input type="checkbox"/> PSAT/SAT/ACT	<input type="checkbox"/> Subgroup Assessment Data	<input type="checkbox"/> Current High Ability Grant	<input type="checkbox"/> *Including student subgroups
List or Link Other Data Sources Below			
Link:		Link:	
Link:		Link:	

Reminder - Under the Family Educational Rights and Privacy Act (FERPA), no personally identifiable information (PII) can be included in any linked or uploaded student data.

Step 1: Review Potential Issues from the Core Elements

When completing this section, the committee should begin reviewing the information from the core elements in Section A of the SIP. Look back at the information in section A. If there were items checked (✓) for further discussion, note them below and discuss 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 SIOT 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. There is not a requirement as to the number of goals. Goals should be derived from prioritizing areas where improvement is needed immediately.

Previous Year Goal #1	If we invest in learning, understanding and applying Social Emotional Learning (SEL), then our school culture will improve.	Measurable Outcome Met?	Yes
If the goal was met, how will the school further improve or sustain this level of performance?	We will continue to implement the SEL curriculum, including One Trusted Adult.		
If the goal was not met, should the school continue to work toward this goal?	Choose		
If the goal was not met, and you choose to continue to work toward this goal, what will you change?			
<i>If the goal was not met and it will continue to be a goal, conduct a root cause analysis to determine why.</i>			

Previous Year Goal #2	If teachers incorporate cumulative review then retention of knowledge will improve.	Measurable Outcome Met?	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	
If the goal was not met, and you choose to continue to work toward this goal, what will you change?		We adjusted the goal to better define what the goal is. We have shifted it to include reading comprehension.	
<i>If the goal was not met and it will continue to be a goal, conduct a root cause analysis to determine why.</i>			

Previous Year Goal #3	If we create more opportunities for our students to experience productive struggle, then they will become better problem solvers evidenced by an increase in overall student achievement.	Measurable Outcome Met?	Yes
If the goal was met, how will the school further improve or sustain this level of performance?		As a STEM certified school, we will continue to offer students the opportunities for productive struggle through STEM challenges and project-based learning opportunities.	
If the goal was not met, should the school continue to work toward this goal?		Choose	
If the goal was not met, and you choose to continue to work toward this goal, what will you change?			
<u>If the goal was not met and it will continue to be a goal, conduct a root cause analysis to determine why.</u>			

SIOT ANALYSIS

Now the committee will conduct a SIOT analysis to identify the most significant barriers to the school's success. Here's an **example** of how a committee member might explain the SIOT analysis process:

What is a SIOT Analysis?

SIOT analysis using SIOT diagrams or matrices is a key part of any planning or analysis. SIOT stands for **strengths, improvement, opportunities, and threats**. Strengths and improvements are internal factors, and opportunities and threats are external factors. A SIOT diagram analyzes by focusing on each of these factors. SIOT diagrams can be especially useful when trying to decide whether or not to embark on a certain venture or strategy by visualizing the pros and cons. By clearly outlining all positives and negatives of a project, SIOT analysis makes it easier to decide whether or not to move forward.

Instructions: SIOT activity. (Strengths, Improvement, Opportunities, Threats)

1. Determine the objective.
2. Add factors that affect the SIG to the applicable boxes using the grid below. Factors are typically listed in a bullet form.
3. Decide on a key project or strategy to analyze and place it at the top of the page. List school's primary strengths and weaknesses for the 2022-2023 school year (SY): forces or barriers working for and against implementation of school's improvement action plan or school's mission.
4. List school's key opportunities and threats from 2022-2023 SY - political, economical, social, technological, demographic, or legal trends that are impacting or may impact school's ability to achieve SIG or school's mission.
5. Draw conclusions. Analyze the finished SIOT diagram. Be sure to note if the positive outcomes outweigh the negative. If they do, it may be a good decision to carry out the objective. If they do not, adjustments may need to be made, or the plan should simply be abandoned.
6. Questions to ask may include:
 - a. Are our current goals still areas where improvement is needed immediately?
 - b. What concerns did we find when studying the core elements that might be serious enough to warrant improvement immediately?

SIOT ANALYSIS TEMPLATE

SIOT Analysis	
Strengths	Areas of Improvement
<ul style="list-style-type: none">● Our staff is invested in our students and our school goals.● Our staff implements tasks and initiatives with fidelity.● Our students and staff have strong, respectful relationships within the school environment.● Our students have strong buy-in and participation in school activities and goals.	<ul style="list-style-type: none">● Students do not read outside of required reading.● Students struggle to retain information.● Students struggle to accomplish things independently outside of the classroom.● Time for teacher collaboration is limited, especially across the curriculum groups.
Opportunities	Threats
<ul style="list-style-type: none">● We are able to implement the "One Trusted Adult" curriculum this coming year.● We are planning to re-implement the Accelerated Reading Program	<ul style="list-style-type: none">● Funding may not be available to help us implement our goals to their full potential.● Students' outside influences and circumstances impact their ability to learn.

FIVE WHYS WORKSHEET

Define the problem (precise problem statement):

Through teacher observation and testing, we have noticed a decline in student comprehension.

Why is it happening? (Reasons must be conditions that the school can control)

1. Students are not able to comprehend texts and participate in meaningful class discussion.

☐ **Why?**

☐

2. Students are not actively engaged in the reading process often enough.

☐ **Why?**

☐

3. Students are not reading outside of required reading.

☐ **Why?**

☐

4. Reading is not being reinforced outside of assignments.

☐ **Why?**

☐

5. There are too many
other options to choose
from to fill their time.

☐ **Why?**

☐

Continue beyond a fifth reason if necessary.

Strategies are intended to address root causes. If a root cause stems from a problem that is present, strategies should eliminate or significantly reduce the problem, resulting in marked improvement. If the root cause stems from something that is not present (e.g. lack of a coordinated Multi-Tiered Systems of Support), strategies should lead to the addition of that which is necessary to eliminate or significantly reduce the problem.

What possible strategies might address this root cause?

Strategies		
Problem	Root Cause	Strategy to Address Problem
1. Funding	Lack of public funds	Grants and outside sources
2. Collaboration Time	Small school and limited flexibility of the master schedule. Also limited subs available	Work on improving the master schedule to assist with collaboration opportunities.
3. Student Apathy	Students are not used to working to achieve things.	Continue to search for incentives to help improve motivation.
Link additional information here (if necessary) <input type="checkbox"/>		

SECTION B

SCHOOL IMPROVEMENT PLANNING

PLANNING COMMITTEE

Schools that are required to conduct a CNA and/or 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 ensure the needs of each underperforming student group is addressed, schools classified as TSI or ATSI must have a sub-committee for each underperforming group.**

List members of the committee below. 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>	SIP	<i>ELA, Wht, SpEd, Multiracial</i>
Steven Kavanaugh	Principal	SIP	Principal
Amanda Reynolds	Counselor	SIP	Counselor
Shanna Kelly	Teacher	SIP	Technology
Kelly Lashley	Teacher	SIP	Curriculum
Staci Voegel	Teacher	SIP	Climate and Safety
Dustin May	Teacher	SIP	At-Risk

SCHOOL AND COMMUNITY NARRATIVE

A narrative description of the school, community, and educational programs.

North Posey Junior High School is located near the small rural city of Poseyville, IN. Other cities the school services include Wadesville, New Harmony, Blairsville, Stewartsville, Griffin, and Cynthiana. Since we are a junior high school, the school consists of 7th and 8th grades. For the current 2023-2024 school year, the total enrollment is 224 students. For the 2023-2024 school year, 35% of our students qualify for free and reduced lunch, 19% of students are enrolled in special education, and 96% of students are Caucasian. We use an inclusion model for our mathematics and English classes where those classes are team taught with a general education teacher and a special education teacher. We also use instructional assistance in other subject area classes to assist general education teachers. We offer different honors classes to students who are advanced in that subject area. In 7th grade, students have the opportunity to be in English and/or mathematics honors classes. In 8th grade, students have the opportunity to be in English, science, and/or social studies honors classes as well as Algebra I.

North Posey Junior High has a strong sense of community with many businesses, people, and families who show support in various ways. The school offers many opportunities for its students in regards to curriculum and extra-curricular activities. Two years ago, the school STEM committee took data from surveys and developed new courses to offer students based on student and parent interest. The following courses were added based on the data we received: Exploring Agriculture, Introduction to Construction, Project Lead the Way: Energy and Environment, and Modern American History. Other elective courses the school offers includes: We the People, Project Lead the Way: Medical Detectives, Broadcasting, Student Media-Yearbook, Vocal Music, Instrumental Music, and Visual Arts II. Many extra-curricular activities include athletics, spell bowl, academic teams, robotics, National Junior Honors Society, and student council.

Link additional information here
(if necessary) ☐

<https://www.northposey.k12.in.us/npjhs-home>

ALIGNMENT - STATEMENT OF MISSION, VISION, BELIEFS

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.

District Vision

We inspire all students to achieve their potential for learning and life in a safe and supportive environment.

School Vision

We will provide a fun, engaging atmosphere in which all students are motivated learners and prepared to be functional citizens in a modern workforce.

District Mission

We partner with our community to create a dynamic and innovative educational experience, empowering students to become educated, productive, and responsible citizens.

School Mission

At North Posey Junior High, learning comes first. We believe everyone in our school- students, teachers, and staff- have a right to learn and can learn at different levels and rates. Learning is the responsibility of the total school community. Our school promotes a caring, cooperative, and challenging environment conducive to learning for each individual.

ALIGNMENT - STATEMENT OF MISSION, VISION, BELIEFS (continued)

District Core Beliefs and High Priorities

We believe:

- Our community is vital to our educational success.
- Everyone is valued and treated with respect.
- In always telling the truth.
- In educational opportunity for all.
- Student-centered programs challenge and inspiring learning.
- In the pursuit of excellence through a strong sense of pride.

Our High Priorities are:

- Enhancing the student experience
- Investing in teachers and administrators
- Fostering strong relationships among all
- Maximizing resources

Does the school's vision support the district's vision?	Yes
Does the school's mission support the district's mission?	Yes
Does the school's vision and mission support the district's core beliefs and high priorities?	Yes

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

Link additional information here
(if necessary) ☐

ESSENTIAL INFORMATION & CORE ELEMENTS

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 will not be used 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

List primary curriculum resources (i.e. adopted materials) and supplementary materials such as online subscriptions or other such materials used by most 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 (IAS). 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

Subject/Course	Grades	Resource Name	Aligned to IAS	Tier(s)	Rationale for Resource Use	Continue Use?	X
Sample: <i>Reading</i>	1-6	<i>ABC Reading is Fun</i>	Yes	Choose	<i>Textbooks and readers are core components of a reading program.</i>	Yes	
English	7-8	McGraw Hill Study Sync	Yes	Tier 1	Textbooks are a core component for the English Language Arts program.	Yes	
Health	7-8	Goodheart-Willcox	Yes	Tier 1	Textbooks are a core component for the health program.	Yes	
Math	7-8	SAVVAS, Course II, Accelerated; McGraw Hill	Yes	Tier 1	Textbooks are a core component for the mathematics program.	Yes	
World Geography	7	McGraw Hill History, Places, and Cultures	Yes	Tier 1	Textbooks are a core component for the World Geography program.	Yes	
US History	8	HMH United States History Beginnings to 1877	Yes	Tier 1	Textbooks are a core component for the US History program.	Yes	

Science	7-8	SAVVAS Introduction to Chemistry, Ecology, Water, and Atmosphere, the Diversity of Life and Cells, Heredity, and the Environment	Yes	Tier 1	Textbooks are a core component for the science program.	Yes	
Engineering and Technology	7-8	PLTW Curriculum	Yes	Tier 1	<ul style="list-style-type: none"> Textbooks are a core component for the engineering program. 	Yes	
Music	8	N/A	No	Choose	N/A	No	
Visual Arts	7	Exploring Visual Design	Yes	Tier 1	Textbooks are a core component for the visual art program.	Yes	
Link additional information here (if necessary) <input type="checkbox"/>							

CORE ELEMENT 1: CURRICULUM
(continued)

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

The public may view the school's curriculum in the following location(s)	
<p>The public may view the schools curriculum upon request to the school or district office.</p>	
Link additional information here (if necessary) <input type="checkbox"/>	

CORE ELEMENT 2: INSTRUCTIONAL PROGRAM

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	
A process for coordinating instructional services (e.g. Head Start, adult education, etc.) is in place.	Yes	
A variety of instructional strategies are employed to meet the diverse learning needs of students.	Yes	
Teachers use strategies that monitor and adjust instruction during lessons (e.g. adjusted based on checks for understanding).	Yes	
Teachers ensure students are engaged in cognitively complex tasks (including varying depth of knowledge) during instruction.	Yes	
Teachers use instructional strategies that ensure students have multiple means of accessing instructional content.	Yes	
Instructional strategies provide students with multiple options for illustrating their knowledge.	Yes	
Instructional strategies foster active participation by students during the instructional process	Yes	
Teachers and staff promote authentic learning and student engagement across all content areas.	Yes	
Strategies and instructional methods ensure equity of opportunity for all students during the learning process.	Yes	
Instructional strategies assist with bridging the cultural differences in the learning environment.	Yes	
Teachers and staff integrate evidence-based strategies during Tier II and Tier III instruction.	Yes	
Teachers work collaboratively to support and refine instructional effectiveness (e.g. with feedback, coaching, etc)	Yes	
High expectations for academic achievement are made clear to students and supported with adequate scaffolding and resources.	Yes	

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.

- Small group testing
- Resource classes
- Tests read aloud
- Aides used to help struggling students
- Team taught inclusion classes
- Teacher led individualized student meetings during homeroom to monitor student progress
- Tiered classes depending upon the ability of the individual student
- iReady formative assessment and individualized resources for every student
- Delta Math, IXL as needed for extra support

Link additional information here
(if necessary) ☐

CORE ELEMENT 3: ASSESSMENT

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 [CFA], 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
iReady		Benchmark	We use the data to improve student learning.	Yes	
Curriculum Assessments		Formative	These assessments that are created by the teachers measure the student mastery of certain skills.	Yes	

Best Practice/Requirements Self-Check	Yes/No	X
A system is in place to use assessment data to make decisions about programs, practices, and instruction.	Yes	
The school uses assessment data to identify students for Tier II and Tier III instruction.	Yes	
Locally created assessments are reviewed and revised regularly to ensure priority standards are being measured at the appropriate levels of depth and rigor.	Yes	

Describe opportunities and expectations for teachers to be included in decision-making related to the use of academic assessment results, where the intent is to improve student achievement.

- PL221 Leadership Committee- The staff is divided into four different committees (Technology, Climate and Safety, At-Risk, Instruction) where they discuss ways to improve student achievement and ways to better the school community as a whole.
- Faculty Meetings
- STEM Committee Meetings
- Professional Development Days via the corporation- Time is given for development of the school as a whole. Currently, all departments have been undergoing curriculum mapping.

Link additional information here
(if necessary) ☐

CORE ELEMENT 4: COORDINATION OF TECHNOLOGY INITIATIVES

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

Students use a variety of technologies to enhance their learning at least 50% of the time in all of their classes at North Posey Junior High School. These technologies specifically aid students in investigations and problem solving. We are a 1:1 school, so every student has a Chromebook that they use daily in every class. On their Chromebooks, they have been taught daily how to use many different programs and websites. All teachers have a Newline Interactive Board, have been trained on how to use it, and use it daily in their classrooms.

All students are offered time daily to complete the course that builds skills in designing code as well as virtual simulations. All 7th grade students take a one semester Engineering and Technology course, which is a Project Lead the Way course where students design, create, and research topics such as orthotics for disabled children, rockets, and miniature race cars, among many others. Students use many different computer programs, technological instruments, Silhouette, and 3-D printers throughout this course. All students are enrolled in a careers class where students research various careers, become familiar with employability skills, and learn to use appropriate communication skills such as emailing, resume writing, and interview skills.

All students are offered elective classes on creation and design as 8th graders. One of these classes is yearbook where students design and create the yearbook publication on Layout Pro software. Another option for 8th graders is Tech II, which is a Project Lead the Way course that is an extension of the course they took as 7th graders. Students advance their previously learned skills and dive deeper into software and program understandings. A third option for 8th grade students is a broadcasting class where students design, create, and communicate with the school through the production of The Viking News Network, which is shown twice a week in homeroom classes. 7th graders are also able to take this elective course. There are multiple technologies that have to be learned to operate all of the machinery required to create the polished broadcasts.

All disciplines participate in research and use a variety of technology on a regular basis. Research is conducted in all English classes over topics like rare diseases, renewable resources, how reality TV impacts young adults, and risk taking. All health classes research different types of drugs, vaccines, and many other health topics. Health classes frequently use technology to aid them in debates, presentations, and informational resources. Science classes research types of cancer and

exotic animals. Many scientific instruments are introduced and used throughout 7th and 8th grade to facilitate data collection, analysis, and experiments. Social Studies courses use map and data software frequently to enhance lessons and projects.

Data collection and analysis also occur often in all disciplines. Math, science, and technology are all classes that are deeply rooted in data collection and analysis and provide these types of activities for students almost daily. Our health teachers have also made this a priority in their classrooms.

Link additional information here
(if necessary) ☐

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

CORE ELEMENT 5: CAREER AWARENESS AND DEVELOPMENT

Grades 6-8 only

What career awareness activities are provided for students?	Yes/No		Yes/No
Currently implementing career information activities?	Yes	Career-related courses	Yes
Career-focused classroom lessons	Yes	Job-site tours	Yes
Guest speakers	Yes	Career day/fair or community day	Yes
Career-focused clubs (i.e., robotics, agriculture garden, STEM, etc.)	Yes	Online career navigation program	Yes
Not currently implementing career exploration activities		No	
Other:			

If “not currently implementing career exploration activities” was indicated above, explain why.	
N/A	
Link additional information here (if necessary) <input type="checkbox"/>	

CORE ELEMENT 6: SAFE AND DISCIPLINED ENVIRONMENT

All schools are required to develop a school safety plan. That plan is not part of this document. Since student safety and well-being are crucial factors in learning, the questions below are intended to promote conversation about how the school's environment adds to or takes away from student learning.

Best Practice/Requirements Self-Check	Yes/No	X
Practices are in place to develop and maintain a positive school climate between staff, students, and families	Yes	•
A multi-tiered system of support (MTSS) provides students with academic, behavioral, mental well-being, and early intervention.	Yes	•
Discipline rules are established, and copies of the rules are made available to students and their parents/guardians.	Yes	•
Discipline rules to prevent bullying are in place and include education, parental involvement, and intervention.	Yes	•
A suicide awareness and prevention policy is in place and staff have been appropriately trained.	Yes	•
High expectations for behavior and attendance are communicated to families and consistently reinforced by all staff.	Yes	•
All staff express the belief that all children can learn and consistently encourage students to succeed.	Yes	•
The school develops staff capacity to create positive classroom and school climates that are culturally responsive.	Yes	•

Briefly answer the following:

What practices are in place to maintain a safe environment?
<ul style="list-style-type: none"> • Classroom doors are locked and closed throughout the day. • All outside doors remain locked throughout the day, and visitors must enter through the office. • We practice fire, tornado, earthquake, lock-in, lock-out, and evacuation drills regularly. • Teachers and staff have participated in active shooter trainings. • We have a trained CPI team. • We have a corporation bullying policy, as well as a curriculum to prevent bullying. • Classroom windows have protective film and either netting or wood block to prevent entry. • Outside doors have one way window film.

- The corporation has implemented the Raptor system to run instant background checks for visitors to ensure student safety.

Link additional information here
(if necessary) ☐

CORE ELEMENT 7: CULTURAL COMPETENCY

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 using the dropdowns below.**

Group	X	Group	X	Group	X
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.

- Each parent/ guardian completes a race ethnicity and home language forms when they enroll.
- Parents/guardians complete the free/reduced lunch form every year.

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

All students, regardless of gender, race, disability, or poverty level, deserve equal opportunity to meaningful instruction. We make sure that the schedule allows for all students to elect to take courses, regardless of whether or not the student is in special education classes. We also ensure that opportunities for instruction and activities are not limited to students who can afford it. In order to accomplish these goals, we are committed to providing many opportunities/modes to inspire and inform underrepresented students about opportunities. These are described below.

We believe that each student deserves to feel represented in instruction and careers. Several of our programs bring in guest speakers (such as Junior Achievement) who are successful in their fields and who possess strong backgrounds. We are cognizant of bringing in a variety of guest speakers with whom all students can identify - especially with regards to gender, race, disability, and economic status. We encourage outside opportunities and groups (UE Engineering Camp) who work to provide young women with experiences and opportunities to explore STEM careers.

Our equity goals are also accomplished through all 8th grade students attending the JobSpark field trip every year where they get to participate in different technologies for careers such as becoming a NICU nurse, a meteorologist, or an automobile maker, among others. This organization is very purposeful about making sure all genders and races are represented from the volunteers that are exemplifying the different careers.

Link additional information here
(if necessary) ☐

CORE ELEMENT 7: CULTURAL COMPETENCY
(continued)

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

The district will encourage and support teachers, counselors, and administrators in all buildings to attend conferences, webinars, and graduate coursework that enhances their knowledge of best practices with cultural competency. Necessary supplies and resources to implement concepts learned from these professional development experiences will also be supported from the highest level of administration.

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

At all levels, the curriculum focuses on the areas that MSD of North Posey County's faculty and staff will be trained on through professional development to recognize the characteristics of diverse learners, and new teachers will be guided with our district's plan to service these students.

Link additional information here
(if necessary) ☐

CORE ELEMENT 8: REVIEW OF ATTENDANCE

Reduction of absenteeism is a top priority for Indiana schools. Students are considered chronically absent when they are not in attendance for 10% of the school year. This equates to approximately 18 days of school.

What may be contributing to the attendance trend?		Lack of parent involvement and supervision is a key factor in our attendance rates. The pandemic might also have an effect on the last three years.			
What procedures and practices are being implemented to address chronic absenteeism?		Phone calls are made daily to check on all absences. Parents/Guardians are sent a letter at 10 days to bring their attention to the absenteeism concern. Emails are sent from the classroom teachers to the parents with concerns regarding attendance. Phone calls are also made by the principal or school counselor. Home visits are made as needed.			
If procedures or practices to reduce chronic absenteeism are in place, how are the results monitored?		The principal and truancy officer monitor the results.			
Number of students absent 10% or more of the school year:					
Last Year:	4	Two Years Ago:	6	Three Years Ago:	4

Best Practice/Requirements Self-Check	Yes/No
The school has and follows a chronic absence reduction plan.	Yes
An MTSS is in place to identify and help the academic, behavioral, and/or wellness needs of chronically absent students	Yes

Link additional information here
(if necessary) ☐

CORE ELEMENT 9: PARENT AND FAMILY ENGAGEMENT

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

- Students and Parents are included in discussion with our full PL221 committee.
- Surveys
- Community Partners
- JumpStart for 7th graders
- 7th Grade Orientation
- Harmony Parent Access
- Canvas Parent Access
- School Facebook Posts
- Emails

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

- Students and Parents are included in discussion with our full PL221 committee.
- Surveys
- Community Partners
- Parents are able to email staff through either the school website or Harmony
- Parents are able to comment on Facebook posts with ideas, concerns and suggestions
- Parents can call the office
- Active PTO

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

- Call home when students are not present.
- Send letters for too many absences
- PTO
- Teachers email or call parents regarding concerns with absences
- Teachers discuss concerns regarding attendance with principal or school counselor
- Principal or counselor make contact with parent/guardian regarding chronic absences

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

- Call home when students are not achieving up to potential
- Emails
- Webpage
- School Reach System
- Facebook

Link additional information here
(if necessary) ☐

CORE ELEMENT 9: PARENT AND FAMILY ENGAGEMENT

Describe strategies used to increase parental involvement.

- Weekly newsletter emailed
- 7th grade Orientation
- Jump Start
- STEM fair
- STEM bi-yearly surveys

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

- Harmony Parent Access
- Progress reports emailed at midterm of each nine-weeks
- Report cards emailed every nine-weeks
- Test scores are emailed home to parent
- Conferences when needed

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

- Parents are included in discussion with our full PL221 committee.

Link additional information here
(if necessary) ☐

CORE ELEMENT 10: PROVISION FOR SECONDARY SCHOOLS

The following is specific to secondary schools.

How do course offerings allow all students to become eligible to receive an academic honors diploma?			
N/A			
How are all students encouraged to earn an Academic Honors Diploma or complete the Core 40 curriculum?			
N/A			
How are advanced placement (AP), dual credit, international baccalaureate (IB), and career and technical education(CTE) opportunities promoted?			
N/A			
Graduation rate last year:	N/A	Percent of students on track to graduate in each cohort:	N/A
Link additional information here (if necessary) <input type="checkbox"/>			

CORE ELEMENT 11: PROVISION FOR TITLE I SCHOOLS OPERATING A SCHOOLWIDE PROGRAM

[Title I schoolwide only]

This section applies only to schools that receive Title I funds 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.

All schools within the MSD of North Posey County use a comprehensive funding strategy, identifying needs and priorities each year and projecting abnormal or large-item needs for the future. Federal, state, and local funds and resources are utilized to ensure the schools have the resources necessary to meet student achievement targets. Sustainability is considered with all one-time or short-term grant funding. When available, in-kind services through local businesses or community groups are also used to enhance the learning experience. Formal partnerships are established through the use of Memorandums of Understanding (MOUs) to ensure clarity and accountability. Regular monitoring and assessment of the use of the funds is completed in an effort to maximize the use of resources. Finally, the district maintains open and transparent communication with all stakeholders, including parents, teachers, administrators, and the community. Sources of funding, how resources are being utilized, and the impact on student success is shared openly.

Link additional information here
(if necessary) ☐

CORE ELEMENT 11: PROVISION FOR TITLE I SCHOOLS OPERATING A SCHOOLWIDE PROGRAM **(continued)**

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 teachers leaders.

Our school and community culture is by and large our number 1 attraction for professionals to come to North Posey and teach. Although we sometimes fall short, overall, our community and student understanding of the importance of quality work conditions for teachers allows us to attract and retain teaching talent.

Link additional information here
(if necessary) ☐

CORE ELEMENT 11: PROVISION FOR TITLE I SCHOOLS OPERATING A SCHOOLWIDE PROGRAM (continued)

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

Staff Name	Licensure/Certification	Assigned Class/Subject
Christopher Barker	Historical Perspective, Language Arts, Mild Disability 5-9	7th Grade Geography
Brandon Barrett	World Civilization, US History, Government, Psychology, Sociology, Computer Education	8th Grade US History
Jeffrey Duvall	Mathematics 1-9 General Elementary	8th Grade Mathematics
Arrica Farrar	Science 5-9	8th Grade Science, PLTW
Gary Gentil	Physical Education K-12	PE and Health
Laura Hall	Mathematics 5-9	7th and 8th Grade Mathematics
Andrea Harp	Emergency Permit (Language Arts) 5-9	7th and 8th Grade English, Digital Media-Broadcasting
Shanna Kelly	Language Arts Middle School/Junior High 5-12	7th Grade English, Student Media - Yearbook

Kelly Lashley	Elementary Education, Language Arts 5-9 , Mathematics Middle School/Jr High, Career and Technical Education: Agriculture 5-12	7th and 8th Grade English and Math, Exploring Agriculture
Dustin May	Emergency Permit (Mild Disability and Math) Language Arts 5-9, Social Studies 5-9, Elementary K-8	Special Education Mathematics, 7th and 8th Grade Inclusion Mathematics
Kathy Petrig	Mild Disability, Language Arts 5-9	Special Education English, 7th and 8th grade English Inclusion
Clayton Ragan	Life Science 5-12	7th Grade Science
Victoria Schaefer	Instrumental and General Music	Vocal Music and 8th Grade Music
Staci Voegel	Health 5-12, Physical Education P-12	PE and Health
Benjamin Walden	Instrumental and General Music	Instrumental Music
Harold Welch	Industrial Technology Education, Computer K-12	Technology, PLTW
Charlene Wiethop	Visual Arts	Visual Arts
Matthew Winegar	Business, Career Specialists Initial Practitioners License	Preparing for College and Careers

SCHOOL IMPROVEMENT 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	General funds Head Start

Using the Goal Template

Goals

Are a result of identified priorities (where improvement is needed immediately)

Are based on a three-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

SCHOOL IMPROVEMENT PLAN GOAL AND STRATEGIES TEMPLATE

GOAL			
Goal	If we invest in learning, understanding, and applying Social Emotional Learning (SEL), then our school culture will improve.		
Sub-group focus	All teachers and students are included in our target group.		
The strategies we are going to implement are	1. Training for staff with One Trusted Adult program 2. Train student leaders with One Trusted Adult program 3. Roll out One Trusted Adult program		
To address the root cause	Students not feeling connected to our school community.		
Which will help us meet this student outcome goal*	Students will have one trusted adult in which they can connect and build a relationship with.		
How Will We Get There?			
Evidence Based Strategies to Address Problems	Supporting Research for Strategy	Who is Accountable for Strategy?	Timeline
Gradual Release	McVee, M.B., Ortlieb, E., Sharpies Reichenger, J., & Pearson, P.D. (August 2019). The Gradual Release of Responsibility in Literacy Research and Practice. Emerald Publishing Limited. DOI: 10.1108/S2048-0458201910.	Administration and teachers	2024-2027
Link additional information here (if necessary) <input type="checkbox"/>			

Strategy #1	Training for staff with One Trusted Adult program
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What actions will we take to implement the improvement strategy? (specific, actionable activities that lead to the completion of the strategy identified)						
Activity (Action Step)	Activity Description	Position Responsible	Measurement	Resources Needed	Timeline	Status
Staff training	Brooklyn Raney, founder of the One Trusted Adult, will present and train staff during a PD day.	Steve Kavanaugh, principal	Exit survey	Funding, Access to auditorium	Feb. 2024	In Progress
To what extent has the strategy been implemented? What about the process went well, or not? What is the adult fidelity evidence of this?		The speaker/trainer has been booked and confirmed for the Feb. PD day.				
How has student achievement been impacted? What is the evidence?		Because we are in the beginning stages of this program, we do not have any data at this time.				
How will implementation be adjusted and/or supported moving into next year?		Full implementation of the program will begin in Aug. 2024 involving both staff and students.				
Link additional information here (if necessary) <input type="checkbox"/>		https://www.onetrustedadult.com/products/one-trusted-adult-how-to-build-strong-connections-healthy-boundaries-with-young-people-by-brooklyn-raney-paperback				

Strategy #2	Train student leaders with One Trusted Adult program
What actions will we take to implement the improvement strategy? (specific, actionable activities that lead to the completion of the strategy identified)	

Activity (Action Step)	Activity Description	Position Responsible	Measurement	Resources Needed	Timeline	Status
Train student leaders	Brooklyn Raney, founder of the One Trusted Adult, will present and train student leaders during a school day.	Steve Kavanaugh, principal	Exit survey	Funding, Access to the MLC	Feb. 2024	In Progress
To what extent has the strategy been implemented? What about the process went well, or not? What is the adult fidelity evidence of this?		The trainer has been booked and confirmed for February.				
How has student achievement been impacted? What is the evidence?		Because we are in the beginning stages of this program, we do not have any data at this time.				
How will implementation be adjusted and/or supported moving into next year?		Full implementation of the program will begin in Aug. 2024 involving both staff and students.				
Link additional information here (if necessary) <input type="checkbox"/>		https://www.onetrustedadult.com/products/one-trusted-adult-how-to-build-strong-connections-healthy-boundaries-with-young-people-by-brooklyn-raney-paperback				

Strategy #3	Roll out One Trusted Adult program					
What actions will we take to implement the improvement strategy? (specific, actionable activities that lead to the completion of the strategy identified)						
Activity (Action Step)	Activity Description	Position Responsible	Measurement	Resources Needed	Timeline	Status

7th and 8th grade combined homeroom	Homeroom students will be intentionally placed in his/her homeroom instead of random placement.	Amanda Reynolds, School Counselor	Trial and error, Climate	Time	Aug. 2024	Not Started
To what extent has the strategy been implemented? What about the process went well, or not? What is the adult fidelity evidence of this?		The program hasn't been implemented yet. We are still in the planning stage.				
How has student achievement been impacted? What is the evidence?		Because we are in the beginning stages of this program, we do not have any data at this time.				
How will implementation be adjusted and/or supported moving into next year?		Full implementation of the program will begin in Aug. 2024 involving both staff and students.				
Link additional information here (if necessary) <input type="checkbox"/>		https://www.onetrustedadult.com/products/one-trusted-adult-how-to-build-strong-connections-healthy-boundaries-with-young-people-by-brooklyn-raney-paperback				

GOAL	
Goal	If we incorporate more opportunities for sustained reading, then comprehension of knowledge will improve.
Sub-group focus	All students and teachers are part of our target group.
The strategies we are going to implement are	<ol style="list-style-type: none"> 1. Enforce reading during down time by making level appropriate books available in every classroom. 2. Teacher education for all teachers across subject areas for consistent student expectations in all areas of literacy. 3. Incorporation of AR program for all students.

To address the root cause	of low student comprehension.		
Which will help us meet this student outcome goal*	That scores in comprehension on the state exam will improve, as well as comprehension across all curricular areas.		
How Will We Get There?			
Evidence Based Strategies to Address Problems	Supporting Research for Strategy	Who is Accountable for Strategy?	Timeline
Providing Reading Interventions for Students in Grades 4–9 Practice Guide	What Works ClearingHouse	Administrators and Teachers	2024/2025 school year - 2027/2028 school year
Link additional information here (if necessary) <input type="checkbox"/>		https://ies.ed.gov/ncee/wwc/practiceguide/29	

Strategy #1	Enforce reading during downtime by making level appropriate books available in every classroom.					
What actions will we take to implement the improvement strategy? (specific, actionable activities that lead to the completion of the strategy identified)						
Activity (Action Step)	Activity Description	Position Responsible	Measurement	Resources Needed	Timeline	Status
Discuss with staff	At a faculty meeting, discuss the importance of offering reading and not allowing games during downtime.	Classroom teachers	Principal walkthrough and teacher survey	Age appropriate novels and funding	Spring 2024	Not Started
Research Funding	Research funding sources and reach out to our librarian for guidance on purchasing books.	Administration and English Department	Meetings with updates on progress	Time	Spring 2025	Not Started

						Choose
To what extent has the strategy been implemented? What about the process went well, or not? What is the adult fidelity evidence of this?	This is at the beginning stages of implementation, so we are in the discussion and brainstorming phase of development.					
How has student achievement been impacted? What is the evidence?	Since we are in the planning stages, no impact has been seen yet.					
How will implementation be adjusted and/or supported moving into next year?	We hope to begin implementation by the 2024-2025 school year.					
Link additional information here (if necessary) <input type="checkbox"/>						

Strategy #2	Teacher education for all teachers across subject areas for consistent student expectations in all areas of literacy.					
What actions will we take to implement the improvement strategy? (specific, actionable activities that lead to the completion of the strategy identified)						
Activity (Action Step)	Activity Description	Position Responsible	Measurement	Resources Needed	Timeline	Status
Faculty Meeting	Continuous professional development provided by English teachers to discuss consistent student expectations in all areas of literacy.	English teachers	student work, meeting discussions	Time	Start Fall 2024	Not Started

To what extent has the strategy been implemented? What about the process went well, or not? What is the adult fidelity evidence of this?	This is at the beginning stages of implementation, so we are in the discussion and brainstorming phase of development.
How has student achievement been impacted? What is the evidence?	Since we are in the planning stages, no impact has been seen yet.
How will implementation be adjusted and/or supported moving into next year?	We hope to begin implementation by the 2024-2025 school year.
Link additional information here (if necessary) <input type="checkbox"/>	

Strategy #3	Incorporation of AR program for all students.					
What actions will we take to implement the improvement strategy? (specific, actionable activities that lead to the completion of the strategy identified)						
Activity (Action Step)	Activity Description	Position Responsible	Measurement	Resources Needed	Timeline	Status
AR	Accelerated Reader will be used in the English classroom.	English teachers	AR tests individualized for students	Funding, AR program	2025-2026 school year	Not Started
						Choose

						Choose
To what extent has the strategy been implemented? What about the process went well, or not? What is the adult fidelity evidence of this?	This is at the beginning stages of implementation, so we are in the discussion and brainstorming phase of development.					
How has student achievement been impacted? What is the evidence?	Since we are in the planning stages, no impact has been seen yet.					
How will implementation be adjusted and/or supported moving into next year?	We hope to begin implementation by the 2025-2026 school year.					
Link additional information here (if necessary) <input type="checkbox"/>						

GOAL	
Goal	If we create more opportunities for our students to experience productive struggle, then they will become better problem solvers evidenced by an increase in overall student achievement.
Sub-group focus	All students are included in our target group.
The strategies we are going to implement are	More Project Based Learning and STEM projects/lessons schoolwide and in the classrooms Monitor student achievement via iReady, iLearn, and other local assessments Monitor student confidence in problem solving

To address the root cause	Students struggle with problem solving skills when answers do not come easily.		
Which will help us meet this student outcome goal*	We will create students who are more confident in problem solving and higher level thinking.		
How Will We Get There?			
Evidence Based Strategies to Address Problems	Supporting Research for Strategy	Who is Accountable for Strategy?	Timeline
Project Based Learning (PBL)	Buck Institute for Education	Administration	Fall 2024
Link additional information here (if necessary) <input type="checkbox"/>		https://www.pblworks.org/what-is-pbl	

Strategy #1	More Project Based Learning and STEM projects/lessons schoolwide and in the classrooms.					
What actions will we take to implement the improvement strategy? (specific, actionable activities that lead to the completion of the strategy identified)						
Activity (Action Step)	Activity Description	Position Responsible	Measurement	Resources Needed	Timeline	Status

PBL training/ retraining	PBL training for staff since we have new staff members. Past staff members were trained, but could use retraining.	Steve Kavanaugh, principal	Certificate of completion	Trainer	24/25 school year	In Progress
STEM recertification	Discuss STEM recertification requirements at a future staff meeting.	Kelly Lashley, STEM chair	Attendance	STEM recertification rubric	23/24 school year	In Progress
						Choose
To what extent has the strategy been implemented? What about the process went well, or not? What is the adult fidelity evidence of this?		We received our STEM certification in 2021. We are up for recertification in 2025. The STEM committee meets regularly to evaluate and update the STEM process. The staff is encouraged to submit artifacts for STEM recertification regularly.				
How has student achievement been impacted? What is the evidence?		We have been able to offer multiple electives to students based on their interests and needs. We collected this and other data through bi-yearly surveys.				
How will implementation be adjusted and/or supported moving into next year?		We will continue to use our survey data to guide our curricular decisions.				
Link additional information here (if necessary) <input type="checkbox"/>						

Strategy #2	Monitor student achievement via iReady, iLearn, and other local assessments.
What actions will we take to implement the improvement strategy? (specific, actionable activities that lead to the completion of the strategy identified)	

Activity (Action Step)	Activity Description	Position Responsible	Measurement	Resources Needed	Timeline	Status
iReady Diagnostic	The iReady Diagnostic test is given 3 times a year in math and English.	English and math teachers	Diagnostic results	iReady program	23/24 school year	In Progress
iLearn	Monitor results to help make placement decisions.	Amanda Reynolds, School Counselor Steve Kavanaugh, principal	iLearn test results	iLearn test	spring 2024	In Progress
						Choose
To what extent has the strategy been implemented? What about the process went well, or not? What is the adult fidelity evidence of this?		iReady Diagnostic tests and iLearn tests are given yearly.				
How has student achievement been impacted? What is the evidence?		These measures are how we measure student achievement.				
How will implementation be adjusted and/or supported moving into next year?		Status quo.				
Link additional information here (if necessary) <input type="checkbox"/>						

Strategy #3	Monitor student confidence in problem solving					
What actions will we take to implement the improvement strategy? (specific, actionable activities that lead to the completion of the strategy identified)						
Activity (Action Step)	Activity Description	Position Responsible	Measurement	Resources Needed	Timeline	Status
Quarterly STEM challenges	Each quarter, the school has STEM challenges.	STEM committee	Discussion following the challenges	Funding, various materials, time	23/24 school year	In Progress
Classroom STEM projects	Classroom observation by teacher.	Classroom teacher(s)	Rubric and observation	Funding, various materials, time	23/24 school year	In Progress
						Choose
To what extent has the strategy been implemented? What about the process went well, or not? What is the adult fidelity evidence of this?	Our STEM curriculum has been fully implemented, but we continue to seek ongoing improvement. Students enjoy the various STEM challenges and engage in meaningful discussions during and after that promote productive struggle.					
How has student achievement been impacted? What is the evidence?	Student buy-in with the STEM activities has caused students to be more willing to engage with productive struggles. This has also caused more interest in STEM elective classes and after school clubs. Evidence can be shown through surveys, increase in number of students in elective classes, and an increase in students in afterschool clubs.					
How will implementation be adjusted and/or supported moving into next year?	Continue and adjust activities as needed.					
Link additional information here (if necessary) <input type="checkbox"/>						

PROGRESS INDICATORS TEMPLATE

PROGRESS INDICATORS				
Check-in Schedule	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Key Performance Indicator (Assessment)	We had a leadership team meeting to discuss and brainstorm.			
Results	We created and adjusted goals.			
On Track to Meet Goals?	yes			
Strengths	Working together as a team and communication.			
Areas for Growth	Finding time and resources for implementation.			
Next Steps	Continue meeting and delegating research and implementation.			
Link additional information here (if necessary) <input type="checkbox"/>				

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(s)	One trusted adult
Is professional development linked to SIP goals?	<input checked="" type="checkbox"/> Yes
Possible Funding Sources	Grant received for the corporation
Plan for coaching and support during the learning process	Staff will receive coaching and support during PD days throughout the school year as outlined in Goal 1 strategies
Evidence of Impact	Exit surveys, school climate, trial and error
How will effectiveness be sustained over time?	Continued meetings and check ins. New homeroom structures as detailed in goal 1 will help sustainability.
Link additional information here (if necessary) <input type="checkbox"/>	https://www.onetrustedadult.com/products/one-trusted-adult-how-to-build-strong-connections-healthy-boundaries-with-young-people-by-brooklyn-raney-paperback

Professional Development Goal(s)	Project Based Learning (PBL)
Is professional development linked to SIP goals?	Yes
Possible Funding Sources	Education Fund
Plan for coaching and support during the learning process	Staff will receive support during PD days throughout the school year as outlined in Goal 3 strategies.
Evidence of Impact	STEM elective enrollment, STEM project buyin.
How will effectiveness be sustained over time?	The school will continue to keep all staff certified in PBL including new hires each year.
Link additional information here (if necessary) <input type="checkbox"/>	Staff will receive coaching and support during PD days throughout the school year as outlined in Goal 1 strategies



South Terrace Elementary School

School Number - #6989

8427 Haines Road

Wadesville, IN 47638

SCHOOL INFORMATION

School Name	South Terrace
School Number	#6989
Street Address	8427 Haines Road
City	Wadesville
Zip Code	47638

SCHOOL and CONTACT INFORMATION

Principal	Erin Koester
Phone number	812-985-3180
Email	ekoester@northposey.k12.in.is

Superintendent	Mr. Steve Kavanaugh (interim)
Phone number	812-874-2243
Email	skavanaugh@northposey.k12.in.us

Grant contact	Michelle Walden
Phone number	812-874-2243
Email	mwalden@northposey.k12.in.us

SCHOOL IDENTIFICATION

Choose the appropriate response from the drop down box.

For implementation during the following years:	2022-25
This is an initial three year plan.	No
This is a review/update of a plan currently in use.	Yes

This school is identified as Comprehensive Support & Intervention (CSI) by the federal government.	No
This school is identified as Targeted Support & Intervention (TSI) by the federal government.	No
This school is identified as Additional Targeted Support & Intervention (ATSI) by the federal government.	No
This school is not identified as CSI, TSI, or ATSI.	No

SECTION A

NEEDS ASSESSMENT and Strength-Improvement-Opportunity-Threats (SIOT) ANALYSIS

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 SIOT Analysis and Root Cause Analysis.

Check the box next to each source of data used in the following steps and add or link the data reviewed for this plan.

General Academic	Specific Student Groups		General School Data
<input type="checkbox"/> Statewide Assessments	<input type="checkbox"/> Statewide Assessment Data	<input type="checkbox"/> English Language Learner (ELL) Assessment(s)	<input type="checkbox"/> Attendance*
<input type="checkbox"/> Federal (ESSA) Data	<input type="checkbox"/> Federal (ESSA) Data	<input type="checkbox"/> Individual Education Plans (IEPs)	<input type="checkbox"/> School Discipline Reports*
<input type="checkbox"/> District Assessments	<input type="checkbox"/> IAM Assessment	<input type="checkbox"/> Individual Learning Plans (ILPs)	<input type="checkbox"/> Bus Discipline Reports*
<input type="checkbox"/> Dyslexia Assessments	<input type="checkbox"/> Aptitude Assessment(s)	<input type="checkbox"/> Staff Training	<input type="checkbox"/> Surveys (parent, student, staff) *
<input type="checkbox"/> Common Formative Assessments	<input type="checkbox"/> Special Education Compliance Rpt	<input type="checkbox"/> Aptitude Assessment (e.g. CogAT)	<input type="checkbox"/> Daily Schedule Configuration
<input type="checkbox"/> PSAT/SAT/ACT	<input type="checkbox"/> Subgroup Assessment Data	<input type="checkbox"/> Current High Ability Grant	<input type="checkbox"/> *Including student subgroups
List or Link Other Data Sources Below			
Link:		Link:	
Link:		Link:	

Reminder - Under the Family Educational Rights and Privacy Act (FERPA), no personally identifiable information (PII) can be included in any linked or uploaded student data.

Step 1: Review Potential Issues from the Core Elements

When completing this section, the committee should begin reviewing the information from the core elements in Section A of the SIP. Look back at the information in section A. If there were items checked (✓) for further discussion, note them below and discuss 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 SIOT 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. There is not a requirement as to the number of goals. Goals should be derived from prioritizing areas where improvement is needed immediately.

Previous Year Goal #1	If the principal sets expectations for writing across the curriculum, then the teachers will be able to provide repeated opportunities for students to apply writing skills previously learned and iLearn scores/performance will improve.	Measurable Outcome Met?	No
If the goal was met, how will the school further improve or sustain this level of performance?	n/a		
If the goal was not met, should the school continue to work toward this goal?	Yes		
If the goal was not met, and you choose to continue to work toward this goal, what will you change?	We saw improvements but not to the extent that was favorable. We will continue to work toward this goal but with more targeted intent.		
<i>If the goal was not met and it will continue to be a goal, conduct a root cause analysis to determine why.</i>			

Previous Year Goal #2	If the reading focus in the primary grades is phonics-centered, then students will perform better on ELA assessments.	Measurable Outcome Met?	Yes
If the goal was met, how will the school further improve or sustain this level of performance?	Our school will begin to shift our focus to the Science of Reading implementation introduced by the Indiana Department of Education.		
If the goal was not met, should the school continue to work toward this goal?	Choose		
If the goal was not met, and you choose to continue to work toward this goal, what will you change?			

Previous Year Goal #3	If we provide student-led learning opportunities, students will employ problem-solving skills and persevere in finding solutions.	Measurable Outcome Met?	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		
If the goal was not met, and you choose to continue to work toward this goal, what will you change?	This goal will continue to be a focus. Gains were made towards the achievement of this goal; however, our students should continuously aim to strive in this target area.		
<i>If the goal was not met and it will continue to be a goal, conduct a root cause analysis to determine why.</i>			

SIOT ANALYSIS TEMPLATE

SIOT Analysis	
Strengths	Areas of Needed Improvement
<ul style="list-style-type: none">● Family Support & Involvement● Licensed and Highly-Qualified Staff● Student Socio-economic Status● School Culture● School Climate● School Leader● Time Management	<ul style="list-style-type: none">● Attendance● Understanding of Science of Reading● Writing skills● Problem-solving skills
Opportunities	Threats
<ul style="list-style-type: none">● Pay increases for advanced degrees● Increased attendance for at-risk students● Community resources● Learning lab	<ul style="list-style-type: none">● Finances● Lack of time within instructional minutes● Substitutes● Schedules● Teacher buy-in● Subjectivity● Student interpretation of feelings

FIVE WHYS WORKSHEET

Define the problem (precise problem statement):

Goal 1: If the principal sets expectations for writing across the curriculum, then the teachers will be able to provide repeated opportunities for students to apply writing skills previously learned and iLearn scores/performance will improve.

Students are not making significant gains in writing across curriculum school-wide.

Why is it happening? (Reasons must be conditions that the school can control)

1. No comprehensive school-wide writing curriculum

☐ Why?

☐

2. Focus on instruction in other areas

☐ Why?

☐

3. Previous data reflected need in that area

☐ Why?

☐

4.

☐ Why?

☐

5.

☐ Why?

☐

Continue beyond a fifth reason if necessary.

FIVE WHYS WORKSHEET

Define the problem (precise problem statement):

Goal 3: *If we provide student-led learning opportunities, students will employ problem-solving skills and persevere in finding solutions.*

Students give up.

Why is it happening? (Reasons must be conditions that the school can control)

1. Lack of time implemented
in school day to provide
opportunities

☐ **Why?**
☐

2. Need in other
instructional area based
on data

☐ **Why?**
☐

3.

☐ **Why?**
☐

4.

☐ **Why?**
☐

5.

☐ **Why?**
☐

Continue beyond a fifth reason if necessary.

SECTION B

SCHOOL IMPROVEMENT PLANNING

PLANNING COMMITTEE

Schools that are required to conduct a CNA and/or 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 ensure the needs of each underperforming student group is addressed, schools classified as TSI or ATSI must have a sub-committee for each underperforming group.**

List members of the committee below. 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)
Shalane Cates	Teacher	Both	
Drew Duckworth	Teacher	Both	
Donna McGinness	Teacher	Both	
Toni Wilson	Teacher	Both	
Erin Wilson-Stump	Teacher	Both	
Krisit Reynolds	Teacher	Both	
Erin Koester	Principal	Both	
Lindsey Orem	Parent/Paraprofessional	Both	

SCHOOL AND COMMUNITY NARRATIVE

A narrative description of the school, community, and educational programs.

South Terrace Elementary School is in the northern part of Robinson Township located in northeastern Posey County. The school district contains traditional and single family homes, apartment complexes, small businesses, and farmland.

The Metropolitan School District of North Posey County was established in November of 1956 as a result of a county-wide school reorganization election. The total land area of the district is approximately 150 square miles. South Terrace Elementary was completed in 1959. In September of 1984, the recommendation was made to construct six new classrooms at South Terrace to accommodate increased student enrollment and special education needs. A second addition added four more classrooms in 1986. Air conditioning was added in 1996.

Two phases of remodeling began in the summer of 2006 and were completed in December of 2007. The first phase of construction entailed remodeling the office area, foyer, teacher workroom, and gymnasium at a cost of \$600,000.

During the second phase, thirteen classrooms and the library were completely redone. Plus, restrooms were remodeled and two new ones were added. The total cost of the second phase was \$1.4 million. Construction on a new gymnasium began in June 2015 and was completed in April 2016. Recently, over \$1.5 million was allotted to improve parking accommodations at the school and remodel the playground area.

South Terrace Elementary is a rural school which serves the majority of a white population currently at a 26.37 Free/Reduced Lunch/Breakfast assistance program. The building houses preschool through sixth grade which includes any students with learning difficulties for which South Terrace is their home school. In August 2011, our school started an early learning initiative. We offer a pre-kindergarten program for 4-year-old children and a full-day kindergarten. South Terrace also houses a Developmental Delay Preschool for the school district. The student population also consists of students identified with cognitive delays, learning disabilities, emotional handicaps, autism, and students with other health impairments. Additional special services provided to our students include speech therapy, physical therapy, and occupational therapy. There are a total of 50 certified and non-certified staff members. These consist of teachers, instructional assistants, a nurse, a principal, custodians, cafeteria workers, a school resource

officer, a guidance counselor, and office staff. We also have a social worker contracted through Youth First.

The school benefits from educational community programs such as Purdue Extension Enrichment activities, Junior Achievement, various guest speakers, Holly's House, Sabic, and representatives from the Veterans Foreign Wars and Flag.

Several community organizations utilize South Terrace facilities outside the school day. These include the Boy Scouts, Girl Scouts, 4-H, and youth sports leagues. South Terrace also has the YMCA before and after-school day care program.

ALIGNMENT - STATEMENT OF MISSION, VISION, BELIEFS

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.

District Vision

We inspire all students to achieve their potential for learning and life in a safe and supportive environment.

School Vision

We inspire all students to achieve their potential for learning and life in a safe and supportive environment.

District Mission

We partner with our community to create a dynamic and innovative educational experience, empowering students to become educated, productive, and responsible citizens.

School Mission

The mission statement of South Terrace Elementary is to provide a safe environment where children have the opportunity and right to learn and to achieve their full academic, emotional, and social potential. With community involvement, parental and faculty support, and the student's willingness to learn, there is a school atmosphere that encourages good citizenship and responsibility in today's changing society.

ALIGNMENT - STATEMENT OF MISSION, VISION, BELIEFS (continued)

District Core Beliefs and High Priorities

We believe:

- Our community is vital to our educational success.
- Everyone is valued and treated with respect.
- In always telling the truth.
- In educational opportunity for all.
- Student-centered programs challenge and inspire learning.
- In the pursuit of excellence through a strong sense of pride.

Our High Priorities are:

- Enhancing the student experience
- Investing in teachers and administrators
- Fostering strong relationships among all
- Maximizing resources

Does the school's vision support the district's vision?	Yes
Does the school's mission support the district's mission?	Yes
Does the school's vision and mission support the district's core beliefs and high priorities?	Yes

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

N/A

Link additional information here
(if necessary) ☐

[South Terrace Strategic Plan 2022-2026.docx](#)

ESSENTIAL INFORMATION & CORE ELEMENTS

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 will not be used 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

List primary curriculum resources (i.e. adopted materials) and supplementary materials such as online subscriptions or other such materials used by most 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 (IAS). 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

Subject/ Course	Grades	Resource Name	Aligned to IAS	Tier(s)	Rationale for Resource Use	Continue Use?	X
Reading	K-5	McGraw Hill-Wonders	Yes	Tier 1, 2, 3	Reading series adopted by the district. Components of the series are used in all areas of reading block and interventions.	Yes	
Reading	6	McGraw-Hill Study Sync	Yes	Tier 1, 2, 3	Reading series adopted by the district. Components of the series are used in all areas of reading block and interventions.	Yes	
Reading	K-6	iReady	Yes	Tier 1, 2, 3	Formative Assessment and instructional resources used with all students.	Yes	
Reading	K-3	Wilson Reading Foundations	No	Tier 2	Evidence-Based Reading Intervention	Yes	
Reading	K-3	Heggerty Phonemic Awareness	No	Tier 1 & 2	The Heggerty Phonemic Awareness curriculum provides students with consistent and repeated instruction, and this transfers to developing a student's decoding and encoding skills.	Yes	
Math	K-6	Savaas Envision Mathematics	Yes	Tier 1, 2, 3	Textbook and resources adopted by the district.	Yes	
Math	K-6	iReady	Yes	Tier 1, 2, 3	Formative Assessment and instructional resources used with all students.	Yes	

Handwriting	K-2	Zaner-Bloser	Yes	Tier 1	Textbook and resources adopted by the district.	Yes	
Social Studies	4	McGraw Hill <i>Indiana History</i>	Yes	Tier 1	Textbook and resources adopted by the district.	Yes	
Social Studies	5	McGraw Hill <i>US History</i>	Yes	Tier 1	Textbook and resources adopted by the district.	Yes	
Social Studies	6	McGraw Hill <i>History, Places, and Cultures in Europe & the Americas</i>	Yes	Tier 1	Textbook and resources adopted by the district.	Yes	
Science	3-6	Savvas Elevate Science	Yes	Tier 1	Textbook and resources adopted by the district.	Yes	
Music	K-6	Pearson <i>Realize Music Digital</i>	No	Tier 1	Textbook and resources adopted by the district.	Yes	
Link additional information here (if necessary) <input type="checkbox"/>							

CORE ELEMENT 1: CURRICULUM
(continued)

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

The public may view the school's curriculum in the following location(s)	
<ul style="list-style-type: none"> • On-site • District Office • School website 	
Link additional information here (if necessary) <input type="checkbox"/>	https://www.northposey.k12.in.us/ https://www.northposey.k12.in.us/stes-home

CORE ELEMENT 2: INSTRUCTIONAL PROGRAM

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

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.

- Use differentiated instruction and learning centers within the content area.
- Provide higher level instruction and material within the classroom setting.
- Provide a pull-out setting for identified HA students with curriculum aligned to standards.
- Address the needs of the higher ability students during a daily intervention time.

Link additional information here
(if necessary) ☐

[2023-24 Master Schedule](#)

CORE ELEMENT 3: ASSESSMENT

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 [CFA], 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
iReady Diagnostic	K-6	Benchmark	Data from benchmark is used to build instructional groups and to determine need for interventions.	Yes	
iReady Growth Checks	K-6	Formative	iReady Growth Checks are used for progress monitoring and change the course of student online instruction	Yes	
Checks for Understanding	K-6	Formative	Teachers use checks for understanding daily. These quick checks are used to drive instruction and monitor progress.	Yes	
Curriculum Assessments	K-6	Formative	Teacher created unit assessments measure student performance on particular skills. These assessments are used to determine mastery and drive intervention instruction.	Yes	
Cogat	K,2,5	Other	Used to identify high ability students.	Yes	
Kingore	K-6	Other	Used to identify high ability students.	Yes	
ELA District Grade-level Assessments	K-6	Summative	Data from benchmark is used to build instructional groups and to determine need for interventions.	Yes	
iReady Universal Screener	K-2	Other	Used to screen students for dyslexia.	Yes	

Best Practice/Requirements Self-Check	Yes/No	X
A system is in place to use assessment data to make decisions about programs, practices, and instruction.	Yes	
The school uses assessment data to identify students for Tier II and Tier III instruction.	Yes	
Locally created assessments are reviewed and revised regularly to ensure priority standards are being measured at the appropriate levels of depth and rigor.	Yes	

Describe opportunities and expectations for teachers to be included in decision-making related to the use of academic assessment results, where the intent is to improve student achievement.

Throughout the school year, the school has committees with representation from primary and intermediate grade level (as well as association representation) that reviews and analyzes data from the previous year to make future decisions about ways to improve student achievement based on academic assessment. Specifically, reviewing data from benchmark assessment in grade level meetings throughout the school year so the impact can occur directly with the students in the academic year is a priority for the staff. This is done with the building principal. The district has also recently aligned and mapped curriculum for ELA/Math/Science/Social Studies and created common district assessments.

Link additional information here
(if necessary) ☐

CORE ELEMENT 4: COORDINATION OF TECHNOLOGY INITIATIVES

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

- Students have the opportunity to participate in the school's Sling program. This program allows students to create and execute a news station to keep the school up to date on current events. Students take on active roles in all aspects of creating a "news channel."
- Students also participate in a bi-weekly Innovate class to integrate and incorporate technology for the real world and strengthen digital literacy skills and computer science standards.
- South Terrace Elementary School will continue to implement the 1:1 initiative for this current school year. Each student has been issued a chromebook which will be used daily as an instructional tool. Every general education classroom has a Newline Interactive Board.
- MSD of North Posey utilizes the Learning Management System, Canvas, as our learning management system for every student, which includes a parent access feature. The school district also has an eLearning Instructional Coach that focuses on assisting teachers with incorporating technology into their lessons.

Link additional information here
(if necessary) ☐

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

CORE ELEMENT 5: CAREER AWARENESS AND DEVELOPMENT

Answer the questions for the grade levels in your school.

Grades K-5 only

What career awareness activities are provided for students?	Yes/No		Yes/No
Currently implementing career awareness activities?	Yes	Career day/fair or community day	No
Career simulation (JA/Biztown, etc.)	Yes	Career-focused clubs (robotics, agricultural garden, STEM, etc.)	Yes
Career-focused classroom lessons	Yes	Guest speakers	Yes
Not currently implementing career exploration activities		Choose	
Other:			

If “not currently implementing career exploration activities” was indicated above, explain why.	
Link additional information here (if necessary) <input type="checkbox"/>	

CORE ELEMENT 5: CAREER AWARENESS AND DEVELOPMENT (continued)

Grades 6-8 only

What career awareness activities are provided for students?	Yes/No		Yes/No
Currently implementing career information activities?	Yes	Career-related courses	No
Career-focused classroom lessons	Yes	Job-site tours	Choose
Guest speakers	Yes	Career day/fair or community day	No
Career-focused clubs (i.e., robotics, agriculture garden, STEM, etc.)	Yes	Online career navigation program	No
Not currently implementing career exploration activities		Choose	
Other:			

If “not currently implementing career exploration activities” was indicated above, explain why.	
Link additional information here (if necessary) <input type="checkbox"/>	

CORE ELEMENT 5: CAREER AWARENESS AND DEVELOPMENT (continued)

Grades 9-12 only

What career awareness activities are provided for students?	Yes/No		Yes/No
Currently implementing career information activities?	Choose	Job shadowing	Choose
Job-site tours	Choose	Career-related courses	Choose
Guest speakers	Choose	Career day/fair or community day	Choose
Career-focused clubs (i.e., robotics, agriculture garden, STEM, etc.)	Choose	Online career navigation program	Choose
Industry-related project-based learning	Choose	Not currently implementing career exploration activities	Choose
Other:			

If “not currently implementing career exploration activities” was indicated above, explain why.	
Link additional information here (if necessary) <input type="checkbox"/>	

CORE ELEMENT 6: SAFE AND DISCIPLINED ENVIRONMENT

All schools are required to develop a school safety plan. That plan is not part of this document. Since student safety and well-being are crucial factors in learning, the questions below are intended to promote conversation about how the school's environment adds to or takes away from student learning.

Best Practice/Requirements Self-Check	Yes/No	X
Practices are in place to develop and maintain a positive school climate between staff, students, and families	Yes	•
A multi-tiered system of support (MTSS) provides students with academic, behavioral, mental well-being, and early intervention.	Yes	•
Discipline rules are established, and copies of the rules are made available to students and their parents/guardians.	Yes	•
Discipline rules to prevent bullying are in place and include education, parental involvement, and intervention.	Yes	•
A suicide awareness and prevention policy is in place and staff have been appropriately trained.	Yes	•
High expectations for behavior and attendance are communicated to families and consistently reinforced by all staff.	Yes	•
All staff express the belief that all children can learn and consistently encourage students to succeed.	Yes	•
The school develops staff capacity to create positive classroom and school climates that are culturally responsive.	Yes	•

Briefly answer the following:

What practices are in place to maintain a safe environment?	
<p>Drills and procedures are practiced regularly, as well as training throughout the district. At staff meetings we discuss relevant issues. We have a threat assessment protocol that we follow consistently throughout the district and stay transparent and keep open lines of communication with our families. Our school guidance counselor and social worker play a large role in making connections with our students and families.</p>	
Link additional information here (if necessary) <input type="checkbox"/>	

CORE ELEMENT 7: CULTURAL COMPETENCY

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 using the dropdowns below.

Group	X	Group	X	Group	X
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.

South Terrace Elementary School requires all new enrollees to complete a Race and Ethnicity Form and the IDOE Home Language Survey. This data is then entered into our SMS. English Language Learners are then screened and assessed appropriately to monitor language proficiency.

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

South Terrace Elementary School provides equal opportunities for academic success for all students regardless of cultural or socio-economic background. English Language Learners are provided with small group instruction and other accommodations to meet their needs. Our school provides a robust intervention program that services all students. Students that qualify for state assistance often benefit from these services.

Link additional information here
(if necessary) ☐

CORE ELEMENT 7: CULTURAL COMPETENCY **(continued)**

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

Professional development for teaching English Language Learners would be beneficial for South Terrace Elementary School staff in the event an ELL student enrolls in our school. Trauma-informed professional development would help teachers provide a safe environment for all students.

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

Our reading series offers passages in multiple languages. All of our curriculum includes cultural diversity in its lessons as well. Teachers and staff also pull resources to provide differentiated and diverse opportunities for all learners in all subjects on a daily basis that extend beyond the textbooks.

Link additional information here
(if necessary) ☐

CORE ELEMENT 8: REVIEW OF ATTENDANCE

Reduction of absenteeism is a top priority for Indiana schools. Students are considered chronically absent when they are not in attendance for 10% of the school year. This equates to approximately 18 days of school.

What may be contributing to the attendance trend?		Increase in F/R Lunch Population Increase in overall enrollment			
What procedures and practices are being implemented to address chronic absenteeism?		Addition of part-time school guidance counselor Increase of home visits Enhanced relationship with location Division of Child and Family Services			
If procedures or practices to reduce chronic absenteeism are in place, how are the results monitored?		Absentee Rates decrease Increase in academic growth			
Number of students absent 10% or more of the school year:					
Last Year:	2	Two Years Ago:	3	Three Years Ago:	2

Best Practice/Requirements Self-Check		Yes/No
The school has and follows a chronic absence reduction plan.		YES
An MTSS is in place to identify and help the academic, behavioral, and/or wellness needs of chronically absent students		NO
Link additional information here (if necessary) <input type="checkbox"/>		

CORE ELEMENT 9: PARENT AND FAMILY ENGAGEMENT

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

Frequent parent communication occurs in all classrooms. Student assessment results are shared with families after each benchmark. These results are paired with an explanation of student strengths and weaknesses. All parents are encouraged to make contact with teachers or the principal with concerns. Both school and classroom newsletters are distributed to all families on a weekly basis to maintain engagement. Social media and a website are also used to make connections for parents and families.

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

Parents are encouraged to make contact by phone or through email to teachers or the principal with concerns or suggestions. Surveys are also sent to parents annually.

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

South Terrace Elementary School requires parents to call to report student absences. If a parent does not report the absence, staff makes contact to determine the reason for the absence daily. A letter is sent home at 8 days absent and then in 2 day increments. Administration makes contact with parents if chronic absenteeism is a concern. Education about the importance of school attendance is frequently communicated through school and classroom newsletters.

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

Teachers offer multiple means of communication to ensure that all parent communication needs are met. If there is a language barrier, an interpreter is included in the communication.

Link additional information here
(if necessary) ☐

CORE ELEMENT 9: PARENT AND FAMILY ENGAGEMENT

Describe strategies used to increase parental involvement.

- *PTO Family sponsored events
- *School sponsored events
- *Weekly newsletters (School/Guidance/Classroom)
- *Open Lunches

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

- *Digital copies w/guidance in newsletters
- *Printed copies
- *Grade level conferences

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

- *Plan is posted online for review
- *Parent committee representation
- *Feedback included in decision-making process plays key role

Link additional information here
(if necessary) ☐

CORE ELEMENT 10: PROVISION FOR SECONDARY SCHOOLS

The following is specific to secondary schools.

How do course offerings allow all students to become eligible to receive an academic honors diploma?			
How are all students encouraged to earn an Academic Honors Diploma or complete the Core 40 curriculum?			
How are advanced placement (AP), dual credit, international baccalaureate (IB), and career and technical education(CTE) opportunities promoted?			
Graduation rate last year:		Percent of students on track to graduate in each cohort:	
Link additional information here (if necessary) <input type="checkbox"/>			

CORE ELEMENT 11: PROVISION FOR TITLE I SCHOOLS OPERATING A SCHOOLWIDE PROGRAM

[Title I schoolwide only]

This section applies only to schools that receive Title I funds 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.

All schools within the MSD of North Posey County use a comprehensive funding strategy, identifying needs and priorities each year and projecting abnormal or large-item needs for the future. Federal, state, and local funds and resources are utilized to ensure the schools have the resources necessary to meet student achievement targets. Sustainability is considered all one-time or short-term grant funding. When available, in-kind services through local businesses or community groups are also used to enhance the learning experience. Formal partnerships are established through the use of Memorandums of Understanding (MOUs) to ensure clarity and accountability. Regular monitoring and assessment of the use of the funds is completed in an effort to maximize the use of resources. Finally, the district maintains open and transparent communication with all stakeholders, including parents, teachers, administrators, and the community. Sources of funding, how resources are being utilized, and the impact on student success is shared openly.

Link additional information here
(if necessary) ☐

CORE ELEMENT 11: PROVISION FOR TITLE I SCHOOLS OPERATING A SCHOOLWIDE PROGRAM

(continued)

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.

Our school district offers a developmental delay preschool program for students who qualify, as well as a general education preschool and pre-kindergarten program that is full-time as child care is limited in our rural area. We also have paraprofessionals who service students in the above-mentioned programs in our area to help ease the transition. Our special services department also offers free screenings multiple times throughout the school year to help identify students who may need support prior to formal educational years of school.

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 teachers leaders.

Our district has recently created an Onboarding program that focuses on Mentors for new teachers in their first year. Our high school has also just developed a course of study/pathway for students to explore education working in conjunction with elementary teachers while in high school, learning about career exploration in becoming an educator. We work closely with the local universities and attend teacher recruitment fairs, as well as house many teacher candidates for student teaching.

Link additional information here
(if necessary) ☐

CORE ELEMENT 11: PROVISION FOR TITLE I SCHOOLS OPERATING A SCHOOLWIDE PROGRAM (continued)

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

Staff Name	Licensure/Certification	Assigned Class/Subject
Kuester, Katie	Preschool Generalist Renewal/Elementary/Primary Generalist Renewal	Pre-School
Cates, Shalane	Elementary/Primary Generalist Renewal/Elementary/Primary Generalist Renewal	Kindergarten
Morrow, Cathy	General Elementary Renewal/Kindergarten Renewal	Kindergarten
Voelker, Megan	Elementary Generalist Renewal/Mild Intervention Renewal	Kindergarten
Bailey, Heather	Reading Renewal/Elementary / Intermediate Generalist Renewal/Elementary/Primary Generalist Renewal	1st Grade
Stump, Erin	Reading Renewal/General Elementary Renewal	1st Grade
Coleman, Rebecca	Kindergarten Renewal/General Elementary Renewal	2nd Grade
Duckworth, Drew	Elementary/Primary Generalist Professionalize/Elementary / Intermediate Generalist Professionalize	2nd Grade
Wilson, Pamela	General Elementary Renewal	2nd Grade
Brandle, Heather	Mild Intervention Professionalize/Elementary/Primary Generalist Professionalize/Elementary / Intermediate	3rd Grade

	Generalist Professionalize	
Daugherty, Sara	Elementary Generalist Conversion/Mathematics Conversion	3rd Grade
Wilson, Toni	General Elementary Professionalize/Kindergarten Professionalize	3rd Grade
Almon, Courtney	Elementary Generalist Professionalize/Mild Intervention Professionalize	4th Grade
Scherzinger, Wesley	Mild Intervention Renewal/Elementary Generalist Renewal	4th Grade
Wade, Allison	Elementary Generalist Conversion	4th Grade
Grimes, Ashley	Elementary / Intermediate Generalist Renewal/Elementary/Primary Generalist Renewal	5th Grade
Thomas, Casey	Elementary/Primary Generalist Professionalize/Elementary / Intermediate Generalist Professionalize/Physical Education Professionalize	5th Grade
Reynolds, Kristi	Kindergarten Renewal/General Elementary Renewal	5th Grade
McGinness, Donna	General Elementary Renewal/Physical Education Renewal	6th Grade
Patton, Taylor	Elementary Generalist Renewal/Mild Intervention Renewal	6th Grade
Smiljanich, Abigail	Elementary Generalist Original	6th Grade
Boots, Jaylyn	Elementary Generalist	Special Education (K-6)

	Original/Mild Intervention Original	
Gauer, Chandra		Special Education (K-6)
Hallam, Amy	Early Childhood Special Education Professionalize/Early Childhood Professionalize/Mild Intervention Professionalize	Special Education (PK-6)
Sailer, Julie	Elementary Generalist Renewal/Emergency Permit	Innovate (PK-6)
Lee, Braxton	Business Original/Physical Education Original	PE (PK - 6)
Musgrave, Emily	Vocal and General Music Original	Music (PK-6)
Mahrenholz, Melissa	Mild Intervention Professionalize/Visual Arts Professionalize	Art (PK-6)
Link additional information here (if necessary) <input type="checkbox"/>		

SCHOOL IMPROVEMENT 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	General funds Head Start

Using the Goal Template

Goals

Are a result of identified priorities (where improvement is needed immediately)

Are based on a three-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

SCHOOL IMPROVEMENT PLAN GOAL AND STRATEGIES TEMPLATE

GOAL			
Goal	If the principal provides professional development for adopted writing curriculum in grades K-6, student writing will improve.		
Sub-group focus	Staff		
The strategies we are going to implement are	Professional development, research & pilot writing curriculum, data driven practices, writing workshops		
To address the root cause	Research, adopt, and implement writing curriculum		
Which will help us meet this student outcome goal	By implementing the writing curriculum, scores will increase an average of 3% in ELA for grades 3-6		
How Will We Get There?			
Evidence Based <u>Strategies</u> to Address Problems	Supporting Research for Strategy	Who is Accountable for Strategy?	Timeline
Provide staff PD for grades 3-6 through INcompassing Education		Administration INcompassing Education	1 year
Writing Committee		Administration	1 year
Writing Curriculum		Administration Writing Committee	1 year
Link additional information here (if necessary) <input type="checkbox"/>			

Strategy #1	Professional Development					
What actions will we take to implement the improvement strategy? (specific, actionable activities that lead to the completion of the strategy identified)						
Activity (Action Step)	Activity Description	Position Responsible	Measurement	Resources Needed	Timeline	Status
Writing PD	Provide staff with professional development training for writing implementation across grade levels.	Adaministration		PD facilitator	1 year	In Progress
To what extent has the strategy been implemented? What about the process went well, or not? What is the adult fidelity evidence of this?		This is an on-going process for this strategy.				
How has student achievement been impacted? What is the evidence?		This is an on-going process for this strategy.				
How will implementation be adjusted and/or supported moving into next year?		Professional development will be provided to staff to help support teachers.				
Link additional information here (if necessary) <input type="checkbox"/>						

Strategy #2	Writing Committee					
What actions will we take to implement the improvement strategy? (specific, actionable activities that lead to the completion of the strategy identified)						
Activity (Action Step)	Activity Description	Position Responsible	Measurement	Resources Needed	Timeline	Status
Form a writing committee	Staff will form a writing committee to research, vet, and pilot for curriculum adoption	-Principal	Adoption of curriculum	Financial	1 year	In Progress
To what extent has the strategy been implemented? What about the process went well, or not? What is the adult fidelity evidence of this?	This is an on-going process for this strategy. The goal for this year is to form a writing committee to research potential writing curriculums.					
How has student achievement been impacted? What is the evidence?	This is an on-going process for this strategy.					
How will implementation be adjusted and/or supported moving into next year?	The implementation of a writing curriculum will aid in increasing our student's writing scores.					
Link additional information here (if necessary) <input type="checkbox"/>						

Strategy #3	Writing Curriculum					
What actions will we take to implement the improvement strategy? (specific, actionable activities that lead to the completion of the strategy identified)						
Activity (Action Step)	Activity Description	Position Responsible	Measurement	Resources Needed	Timeline	Status
Writing Curriculum	Adopt writing curriculum across grade levels	-Administration -Writing Committee	The curriculum	-Funding(maybe)	1-2 years	In Progress
To what extent has the strategy been implemented? What about the process went well, or not? What is the adult fidelity evidence of this?		This is an on-going action for this strategy.				
How has student achievement been impacted? What is the evidence?		The implementation of a writing curriculum will aid in increasing our student’s writing scores.				
How will implementation be adjusted and/or supported moving into next year?		Administration will arrange professional development to address the implementation of a writing curriculum				
Link additional information here (if necessary) □						

GOAL			
Goal	If the school develops math fluency alignment across all grade-levels, then student math performance will increase.		
Sub-group focus	KG - 6 Students		
The strategies we are going to implement are	Professional development, research & pilot math program		
To address the root cause	Implement a research based math program		
Which will help us meet this student outcome goal*	By developing the math fluency alignment, student scores in Reflex will increase.		
How Will We Get There?			
Evidence Based Strategies to Address Problems	Supporting Research for Strategy	Who is Accountable for Strategy?	Timeline
Provide staff PD for Reflex		Administration	6 months
Math Alignment Committee		Administration	1 year
Link additional information here (if necessary) <input type="checkbox"/>			

Strategy #1	Reflex Professional Development					
What actions will we take to implement the improvement strategy? (specific, actionable activities that lead to the completion of the strategy identified)						
Activity (Action Step)	Activity Description	Position Responsible	Measurement	Resources Needed	Timeline	Status
Professional Development	Staff will receive professional development for Reflex math	Administration	Participation Meeting Agenda	Financial	6 months	In Progress
To what extent has the strategy been implemented? What about the process went well, or not? What is the adult fidelity evidence of this?		Reflex math has been purchased by administration. Teachers and students have been piloting the program in previous years.				
How has student achievement been impacted? What is the evidence?		In a pilot group of students there has been evidence of student growth using the program.				
How will implementation be adjusted and/or supported moving into next year?		All students will utilize this program to increase their mathematical fluency.				
Link additional information here (if necessary) <input type="checkbox"/>		www.reflexmath.com				

Strategy #2	Math Alignment Committee					
What actions will we take to implement the improvement strategy? (specific, actionable activities that lead to the completion of the strategy identified)						
Activity (Action Step)	Activity Description	Position Responsible	Measurement	Resources Needed	Timeline	Status
Form a committee	Administration will form a math alignment committee to align standards throughout grade levels	Administration	Participation	None	1 year	In Progress
To what extent has the strategy been implemented? What about the process went well, or not? What is the adult fidelity evidence of this?		This is an on-going action for this strategy.				
How has student achievement been impacted? What is the evidence?		This is an on-going action for this strategy.				
How will implementation be adjusted and/or supported moving into next year?		This will be a fluid document that will be monitored and modified throughout the year to meet students' needs.				
Link additional information here (if necessary) <input type="checkbox"/>						

GOAL			
Goal	If the school provides student-led learning opportunities within the curriculum, then students will develop independent problem-solving skills.		
Sub-group focus	Students		
The strategies we are going to implement are	Student-led learning using data driven practices.		
To address the root cause	Provide opportunities for practice by implementing activities that instill a growth mindset.		
Which will help us meet this student outcome goal*	Pre and Post surveys/questionnaires		
How Will We Get There?			
Evidence Based Strategies to Address Problems	Supporting Research for Strategy	Who is Accountable for Strategy?	Timeline
PLTW and STEM Curriculum Implementation		Principal and Teachers	Current and ongoing
Provide professional development on inquiry based learning		Principal	1 year
Link additional information here (if necessary) <input type="checkbox"/>			

Strategy #1	PLTW & Stem Implementation					
What actions will we take to implement the improvement strategy? (specific, actionable activities that lead to the completion of the strategy identified)						
Activity (Action Step)	Activity Description	Position Responsible	Measurement	Resources Needed	Timeline	Status
Recertify school staff in DOE STEM certified	Staff will recertify their training for STEM based learning	Administration STEM Committee	Participation	PD days	2 year	In Progress
To what extent has the strategy been implemented? What about the process went well, or not? What is the adult fidelity evidence of this?		Our school is currently STEM certified by the DOE. It has been fully implemented for the last three years.				
How has student achievement been impacted? What is the evidence?		Students are taking a more active role in their learning.				
How will implementation be adjusted and/or supported moving into next year?		Teachers will continue to facilitate and guide students in their learning. We will structure our program to fit the needs of the kids. Once the certification is up for renewal, we will begin the process to get recertified.				
Link additional information here (if necessary) <input type="checkbox"/>		https://drive.google.com/drive/folders/1gXJ3xPYo7GAHersQVUB2_lxXNOraVNUJ?usp=drive_link				

Strategy #2	Professional Development and Inquiry Based Learning					
What actions will we take to implement the improvement strategy? (specific, actionable activities that lead to the completion of the strategy identified)						
Activity (Action Step)	Activity Description	Position Responsible	Measurement	Resources Needed	Timeline	Status
Provide professional development on inquiry based learning	Staff will receive professional development for inquiry based learning.	Administration	Participation	Financial for staff PD	1 year	In Progress
To what extent has the strategy been implemented? What about the process went well, or not? What is the adult fidelity evidence of this?	This is an on-going action for this strategy.					
How has student achievement been impacted? What is the evidence?	This is an on-going action for this strategy.					
How will implementation be adjusted and/or supported moving into next year?	This is an on-going action for this strategy.					
Link additional information here (if necessary) <input type="checkbox"/>						

PROGRESS INDICATORS TEMPLATE

PROGRESS INDICATORS				
Check-in Schedule	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Key Performance Indicator (Assessment)	Focus on PD in areas of SIP Goals	Feedback on progress towards SIP goals	Implementation of progress towards SIP Goals	Next Steps/Revisions moving forward
Results				
On Track to Meet Goals?				
Strengths				
Areas for Growth				
Next Steps				
Link additional information here (if necessary) <input type="checkbox"/>				

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(s)	Professional development opportunities will be provided in writing across the curriculum.
Is professional development linked to SIP goals?	Yes
Possible Funding Sources	General fund/District teacher-led/Grant Opportunities
Plan for coaching and support during the learning process	Monthly grade level meetings with building principal Staff Meetings Teacher Observations
Evidence of Impact	Student performance in the area of writing will increase on the state's ILEARN assessment.
How will effectiveness be sustained over time?	Adopt/implement a common writing program.
Link additional information here (if necessary) □	

Professional Development Goal(s)	Professional development opportunities will be provided in Reflex mathematics programs.
Is professional development linked to SIP goals?	Yes
Possible Funding Sources	General fund/District teacher-led/Grant Opportunities
Plan for coaching and support during the learning process	Monthly grade level meetings with building principal Staff Meetings Teacher Observations
Evidence of Impact	Student performance in the area of math fluency will increase
How will effectiveness be sustained over time?	Adopt/implement a math reflex fluency program.
Link additional information here (if necessary) □	www.reflexmath.com

Professional Development Goal(s)	Professional development opportunities will be provided for STEM and inquiry-based learning.
Is professional development linked to SIP goals?	Yes
Possible Funding Sources	General fund/District teacher-led/Grant Opportunities
Plan for coaching and support during the learning process	Monthly grade level meetings with building principal Staff Meetings Teacher Observations
Evidence of Impact	Student performance in the area of process standards will increase on the state's ILEARN assessment.
How will effectiveness be sustained over time?	Inquiry-based learning opportunities will be incorporated in lesson plans in every classroom.
Link additional information here (if necessary) <input type="checkbox"/>	

Metropolitan School District of North Posey County

North Posey High School

5900 HIGH SCHOOL ROAD
POSEYVILLE, INDIANA 47633

HOME PAGE: www.northposey.k12.in.us
E-MAIL: highschool@northposey.k12.in.us

TELEPHONE: (812) 673-4242
FAX: (812) 673-6616

SCHOOL INFORMATION

School Name	North Posey High School
School Number	6975
Street Address	5900 High School Rd
City	Poseyville
Zip Code	47633

SCHOOL and CONTACT INFORMATION

Principal	Sean Fisher
Phone number	812-673-4242
Email	sfisher@northposey.k12.in.us

Superintendent	Steve Kavanaugh, Interim Superintendent
Phone number	812-874-2243
Email	skavanaugh@northposey.k12.in.us

Grant contact	Michelle Walden
Phone number	812-874-2243
Email	mwalden@northposey.k12.in.us

SCHOOL IDENTIFICATION

Choose the appropriate response from the drop down box.

For implementation during the following years:	2023-26
This is an initial three year plan.	Yes
This is a review/update of a plan currently in use.	No

This school is identified as Comprehensive Support & Intervention (CSI) by the federal government.	No
This school is identified as Targeted Support & Intervention (TSI) by the federal government.	No
This school is identified as Additional Targeted Support & Intervention (ATSI) by the federal government.	No
This school is not identified as CSI, TSI, or ATSI.	No

SECTION A

NEEDS ASSESSMENT and Strength-Improvement-Opportunity-Threats (SIOT) ANALYSIS

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 SIOT Analysis and Root Cause Analysis.

Check the box next to each source of data used in the following steps and add or link the data reviewed for this plan.

General Academic	Specific Student Groups		General School Data
<input type="checkbox"/> Statewide Assessments	<input type="checkbox"/> Statewide Assessment Data	<input type="checkbox"/> English Language Learner (ELL) Assessment(s)	<input type="checkbox"/> Attendance*
<input type="checkbox"/> Federal (ESSA) Data	<input type="checkbox"/> Federal (ESSA) Data	<input type="checkbox"/> Individual Education Plans (IEPs)	<input type="checkbox"/> School Discipline Reports*
<input type="checkbox"/> District Assessments	<input type="checkbox"/> IAM Assessment	<input type="checkbox"/> Individual Learning Plans (ILPs)	<input type="checkbox"/> Bus Discipline Reports*
<input type="checkbox"/> Dyslexia Assessments	<input type="checkbox"/> Aptitude Assessment(s)	<input type="checkbox"/> Staff Training	<input type="checkbox"/> Surveys (parent, student, staff) *
<input type="checkbox"/> Common Formative Assessments	<input type="checkbox"/> Special Education Compliance Rpt	<input type="checkbox"/> Aptitude Assessment (e.g. CogAT)	<input type="checkbox"/> Daily Schedule Configuration
<input type="checkbox"/> PSAT/SAT/ACT	<input type="checkbox"/> Subgroup Assessment Data	<input type="checkbox"/> Current High Ability Grant	<input type="checkbox"/> *Including student subgroups
List or Link Other Data Sources Below			
Link:		Link:	
Link:		Link:	

Reminder - Under the Family Educational Rights and Privacy Act (FERPA), no personally identifiable information (PII) can be included in any linked or uploaded student data.

Step 1: Review Potential Issues from the Core Elements

When completing this section, the committee should begin reviewing the information from the core elements in Section A of the SIP. Look back at the information in section A. If there were items checked (✓) for further discussion, note them below and discuss 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 SIOT 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. There is not a requirement as to the number of goals. Goals should be derived from prioritizing areas where improvement is needed immediately.

Previous Year Goal #1	Diversification of Instructional Experience: If we develop excellent teachers and diversify student exposure to the instructional team, then student performance on assessments will improve.	Measurable Outcome Met?	No
If the goal was met, how will the school further improve or sustain this level of performance?	n/a		
If the goal was not met, should the school continue to work toward this goal?	Yes		
If the goal was not met, and you choose to continue to work toward this goal, what will you change?	Added a formative assessment tool to the content area for teachers to use as a resource (IXL). Evaluate the structure of the math department and consider self-contained courses for some students who qualify based on need.		
<i>If the goal was not met and it will continue to be a goal, conduct a root cause analysis to determine why.</i>			

Previous Year Goal #2	Student apathy and non-submission of work: If we provide engagement in the school / community culture, provide targeted support, all students will graduate ready for their post-secondary pursuits.	Measurable Outcome Met?	No
If the goal was met, how will the school further improve or sustain this level of performance?	n/a		
If the goal was not met, should the school continue to work toward this goal?	No		
If the goal was not met, and you choose to continue to work toward this goal, what will you change?	Temporary pause. Beginning 2024-2025, implementation of a teacher/peer mentoring program designed to support all students through enhanced relationships with one another and teacher mentors.		
<i>If the goal was not met and it will continue to be a goal, conduct a root cause analysis to determine why.</i>			

Previous Year Goal #3	If we create a more inclusive experience for all students, regardless of ability, with respect to assessment and instruction, then we improve the integrity and value of a NPHS high school diploma.	Measurable Outcome Met?	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?	No		
If the goal was not met, and you choose to continue to work toward this goal, what will you change?	Will not continue.		
<i>If the goal was not met and it will continue to be a goal, conduct a root cause analysis to determine why.</i>			

Previous Year Goal #4	If we provide additional accountability and incentives for student attendance, attendance rates will improve.	Measurable Outcome Met?	Yes
If the goal was met, how will the school further improve or sustain this level of performance?	Although the attendance rate dropped by approximately 6% from 2021-2022 to 2022-2023, we believe attendance, our attendance culture, and our student expectations for attendance have improved due to initiatives we have implemented as a result of this goal.		

If the goal was not met, should the school continue to work toward this goal?	Choose
If the goal was not met, and you choose to continue to work toward this goal, what will you change?	
<i>If the goal was not met and it will continue to be a goal, conduct a root cause analysis to determine why.</i>	

SIOT ANALYSIS

Now the committee will conduct a SIOT analysis to identify the most significant barriers to the school's success. Here's an **example** of how a committee member might explain the SIOT analysis process:

What is a SIOT Analysis?

SIOT analysis using SIOT diagrams or matrices is a key part of any planning or analysis. SIOT stands for **strengths, improvement, opportunities, and threats**. Strengths and improvements are internal factors, and opportunities and threats are external factors. A SIOT diagram analyzes by focusing on each of these factors. SIOT diagrams can be especially useful when trying to decide whether or not to embark on a certain venture or strategy by visualizing the pros and cons. By clearly outlining all positives and negatives of a project, SIOT analysis makes it easier to decide whether or not to move forward.

Instructions: SIOT activity. (Strengths, Improvement, Opportunities, Threats)

1. Determine the objective.
2. Add factors that affect the SIG to the applicable boxes using the grid below. Factors are typically listed in a bullet form.
3. Decide on a key project or strategy to analyze and place it at the top of the page. List school's primary strengths and weaknesses for the 2022-2023 school year (SY): forces or barriers working for and against implementation of school's improvement action plan or school's mission.
4. List school's key opportunities and threats from 2022-2023 SY - political, economical, social, technological, demographic, or legal trends that are impacting or may impact school's ability to achieve SIG or school's mission.
5. Draw conclusions. Analyze the finished SIOT diagram. Be sure to note if the positive outcomes outweigh the negative. If they do, it may be a good decision to carry out the objective. If they do not, adjustments may need to be made, or the plan should simply be abandoned.
6. Questions to ask may include:
 - a. Are our current goals still areas where improvement is needed immediately?
 - b. What concerns did we find when studying the core elements that might be serious enough to warrant improvement immediately?

SIOT ANALYSIS TEMPLATE

SIOT Analysis	
Strengths	Areas of Improvement
<ul style="list-style-type: none"> • Strength of Diploma (IN GPS) • Reputation • Community standards and expectations (IN GPS) • Graduation Pathway Completion Rate (IN GPS) • STEM Certification • College and Career Readiness (measured by college/career courses offered (IN GPS) • FAFSA completion (IN GPS) • Presence of a College Connection Coach (Ivy Tech Primary Dual Credit Partner) 	<ul style="list-style-type: none"> • Test scores (always area of improvement) • Attendance • Student submission of work (reduce incidences of non-submission)
Opportunities	Threats
<ul style="list-style-type: none"> • Introduction of alternative program (Norsemen Academy) and opportunities to serve more students in the future through alternative programming • Expansion of CTE offerings • Facilities improvements in the CTE area of the high school • Dual credit opportunities • Early College endorsement potential • Utilization of recently acquired IXL formative assessment tool 	<ul style="list-style-type: none"> • Expansion of CTE opportunities pulling teachers from core content areas • Loss of certified teachers • Loss of dual credit credentialed teachers • Competition (school choice) • Competition from area career center • Competition from online academies / homeschool programs • Complacency • Cell phone etiquette / social media culture and its potential impacts on academic dishonesty, cultural erosion

FIVE WHYS WORKSHEET

Define the problem (precise problem statement):

Attendance rate dropped 6% from 2021-2022 to 2022-2023, yet the team believes that our attendance culture has improved and more students and parents are prioritizing school attendance as a result of strategies implemented in the past year.

Why is it happening? (Reasons must be conditions that the school can control)

1. Attendance rate has dropped, yet priority on better student attendance has improved in students, parents, and the school team.

☐ Why?

☐

2. IDOE attendance reporting guidelines have changed, making more student absences reportable to the state.

☐ Why?

☐

3. The IDOE wanted to create a more consistent process across all districts with respect to student attendance.

☐ Why?

☐

4. The IDOE was receiving attendance data from districts that varied significantly due to local policies on attendance reporting.

☐ Why?

☐

5. There was an absence of consistent guidelines from the IDOE on attendance reporting.

☐ Why?

☐

Continue beyond a fifth reason if necessary.

Strategies are intended to address root causes. If a root cause stems from a problem that is present, strategies should eliminate or significantly reduce the problem, resulting in marked improvement. If the root cause stems from something that is not present (e.g. lack of a coordinated Multi-Tiered Systems of Support), strategies should lead to the addition of that which is necessary to eliminate or significantly reduce the problem.

What possible strategies might address this root cause?

Strategies		
Problem	Root Cause	Strategy to Address Problem
1. The root cause (lack of consistent attendance reporting guidelines from the IDOE) was solved by the IDOE.	No consistent guideline from IDOE on attendance.	Ensure that school teams, students, parents, and the community understand attendance guidelines, impact on students, and impact on the school.
2.		Introduce policies and enforcement of policies that incentivizes student attendance beyond past expectations.
3.		Introduce incentives that are not exclusively punitive.
4.		
5.		
6.		
7.		
8.		
9.		
10.		
Link additional information here (if necessary) <input type="checkbox"/>		

SECTION B

SCHOOL IMPROVEMENT PLANNING

PLANNING COMMITTEE

Schools that are required to conduct a CNA and/or 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 ensure the needs of each underperforming student group is addressed, schools classified as TSI or ATSI must have a sub-committee for each underperforming group.**

List members of the committee below. 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>	SIP	<i>ELA, Wht, SpEd, Multiracial</i>
Sean Fisher	Principal	SIP	
Amy Duvall	Assistant Principal	SIP	
Ben Kahle	Teacher	SIP	
Kelly Thompson	Teacher	SIP	
Michele Parrish	Guidance Counselor	SIP	
		Choose	
Link additional information here (if necessary) <input type="checkbox"/>			

SCHOOL AND COMMUNITY NARRATIVE

A narrative description of the school, community, and educational programs.

North Posey High School faculty and administration welcome parental involvement and participation in school-related activities and events. All students and parents receive a copy of the curriculum at Freshman Orientation with Core 40 and Academic Honors graduation requirements included. The high school routinely distributes copies of the state standards to parents of students enrolled in Core 40 courses. A link to our guidance department on our school web page has been constructed so the community has access to course offerings, scholarship information, and additional information deemed appropriate. When students know their parents support the school and its activities, they are more likely to increase their efforts to achieve high educational goals.

Because student involvement increases when parental involvement increases, the faculty believes parental involvement plays a key role in the educational success or failure of its students. This focus has encouraged our entire school district to provide parents with an on-line system for monitoring grades, discipline, accounts, and assignments for every student. This service also allows parents to directly e-mail teachers or administrators when they have concerns or questions about their student. The faculty continues to explore strategies to get parents involved in positive ways.

In addition to communicating attendance policies with parent(s) / guardian(s) at the start of each year, and confirming parent sign-off on handbook review, North Posey High School utilizes our Harmony student information system to communicate attendance status with students and parents. Students who meet certain thresholds with respect to absenteeism are sent letters / emails through the Harmony system. Administration maintains a close relationship with the county prosecutor's office and probation office who used to assist with parent contact in the event it is necessary.

Link additional information here
(if necessary) ☐

<https://www.northposey.k12.in.us/nphs-home>

ALIGNMENT - STATEMENT OF MISSION, VISION, BELIEFS

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.

District Vision

We inspire all students to achieve their potential for learning and life in a safe and supportive environment.

School Vision

We provide an environment conducive for teaching and learning through a consistent effort of taking care of people at all levels in the organization.

District Mission

We partner with our community to create a dynamic and innovative educational experience, empowering students to become educated, productive, and responsible citizens.

School Mission

We, the staff of North Posey High School, accept the responsibility of providing to our students the educational background and basic skills necessary to achieve their potential. Our intent is to foster in each student positive emotional development, effective social interaction, and responsible citizenship, as well as a desire to learn and to succeed. We encourage the participation of students, parents, and school personnel in a cooperative effort to provide a productive learning environment.

ALIGNMENT - STATEMENT OF MISSION, VISION, BELIEFS (continued)

District Core Beliefs and High Priorities

We believe:

- Our community is vital to our educational success.
- Everyone is valued and treated with respect.
- In always telling the truth.
- In educational opportunity for all.
- Student-centered programs challenge and inspiring learning.
- In the pursuit of excellence through a strong sense of pride.

Our High Priorities are:

- Enhancing the student experience
- Investing in teachers and administrators
- Fostering strong relationships among all
- Maximizing resources

Does the school's vision support the district's vision?	Yes
Does the school's mission support the district's mission?	Yes
Does the school's vision and mission support the district's core beliefs and high priorities?	Yes

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

n/a

Link additional information here
(if necessary) ☐

n/a

ESSENTIAL INFORMATION & CORE ELEMENTS

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 will not be used 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

List primary curriculum resources (i.e. adopted materials) and supplementary materials such as online subscriptions or other such materials used by most 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 (IAS). 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

Subject/Course	Grades	Resource Name	Aligned to IAS	Tier(s)	Rationale for Resource Use	Continue Use?	X
Sample: <i>Reading</i>	1-6	<i>ABC Reading is Fun</i>	Yes	Choose	<i>Textbooks and readers are core components of a reading program.</i>	Yes	
ELA/English	9-12	Study Sync	Yes	Tier 1	Textbook for grades 9-12	Yes	
ELA/English 9D	9	Vocabulary Power Plus Level 5	Yes	Tier 1	Vocabulary Supplement Level D	Yes	
ELA/English 10D	10	Vocabulary Power Plus Level 6	Yes	Tier 1	Vocabulary Supplement Level D	Yes	
ELA/English 11D	11	Vocabulary Power Plus 7	Yes	Tier 1	Vocabulary Supplement Level D	Yes	
ELA/English 12D	12	Vocabulary Power Plus Level 8	Yes	Tier 1	Vocabulary Supplement Level D	Yes	
ELA/English AP	12	The Language of Composition 3rd Ed.	Yes	Tier 1	Textbook	Yes	

ELA/English AP	11	The Norton Introduction to Literature 13th Ed.	Yes	Tier 1	Textbook	Yes	
Social Studies/Economics	11/12	Economics	Yes	Tier 1	Textbook	Yes	
Social Studies/Psychology	11/12	Psychology	Yes	Tier 1	Textbook	Yes	
Social Studies/Sociology	11/12	Sociology	Yes	Tier 1	Textbook	Yes	
Social Studies/US History and US History Honors	11/12	American History	Yes	Tier 1	Textbook	Yes	
Social Studies/World History	9-12	World History	Yes	Tier 1	Textbook	Yes	
Social Studies/Geography	9-12	Global Geography	Yes	Tier 1	Textbook	Yes	
Social Studies/Govt.	11/12	United State Government	Yes	Tier 1	Textbook	Yes	
World Language German 1	9-12	Mosaik 1	Yes	Tier 1	Textbook	Yes	
World Language German 2	10-12	Mosaik 2	Yes	Tier 1	Textbook	Yes	
World Language German 3	11-12	Netzwerk A2	Yes	Tier 1	Textbook	Yes	
World Language German 4	12	Netzwerk A2	Yes	Tier 1	Textbook	Yes	
World Language Spanish 1	9-12	Descubre 1	Yes	Tier 1	Textbook	Yes	
World Language Spanish 2	10/11/12	Descubre 2	Yes	Tier 1	Textbook	Yes	

World Language Spanish 3	11/12	Descubre 3	Yes	Tier 1	Textbook	Yes	
Math/Algebra 1	9-12	Reveal 1	Yes	Tier 1	Textbook	Yes	
Math/Algebra 2	10/11/12	Reveal 2	Yes	Tier 1	Textbook	Yes	
Math/Geometry	9-12	Geometry IN Edition	Yes	Tier 1	Textbook	Yes	
Math/Quantitative Reasoning	11/12	Using and Understanding Math: A Quantitative Reasoning Approach	Yes	Tier 1	Textbook	Yes	
Math/AP Calculus AB	12	Calculus 11th Ed.	Yes	Tier 1	Textbook	Yes	
Math/Pre-Calculus	11/12	Precalculus with Limits 5th	Yes	Tier 1	Textbook	Yes	
Science/Integrated Chemistry & Physics	10/11/12	Inspire Physical Science	Yes	Tier 2	Textbook	Yes	
Science/Chemistry 1	10/11/12	Inspire Chemistry	Yes	Tier 1	Textbook	Yes	
Science/Environmental Sciences	10/11	Principles of Environmental Science: Inquiry & Application	Yes	Tier 1	Textbook	Yes	
Science/AP Physics	11/12	College Physics	Yes	Tier 1	Textbook	Yes	
Science/Anatomy & Physiology	11/12	Human Anatomy & Physiology	Yes	Tier 1	Textbook	Yes	
Science/Biology	9-12	Inspire Biology	Yes	Tier 1	Textbook	Yes	
Health/Health & Wellness	9-12	Essential Health Skills for HS	Yes	Tier 1	Textbook	Yes	

Music/Intermediate Chorus	9-12	Sight Reading Factory	Yes	Tier 1	Software	Yes	
Music/Music Appreciation	9-12	Music! Its Role and Importance in Our Lives	Yes	Tier 1	Textbook	Yes	
Music/Music Theory	9-12	Tonal Harmony	Yes	Tier 1	Textbook	Yes	
Music/Music Theory	9-12	Hook Theory	Yes	Tier 1	Software	Yes	
Link additional information here (if necessary) <input type="checkbox"/>							

CORE ELEMENT 1: CURRICULUM (continued)

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

<p>The public may view the school's curriculum in the following location(s)</p>	
<p>Course Descriptions can be accessed via the guidance department webpage. A link to the specific course descriptions information is shown below.</p>	
<p>Link additional information here (if necessary) <input type="checkbox"/></p>	<p>https://www.northposey.k12.in.us/np-news-info/website-documents/north-posey-hs-documents/guidance-department/215-course-descriptions/file</p>

CORE ELEMENT 2: INSTRUCTIONAL PROGRAM

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	
A process for coordinating instructional services (e.g. Head Start, adult education, etc.) is in place.	Yes	
A variety of instructional strategies are employed to meet the diverse learning needs of students.	Yes	
Teachers use strategies that monitor and adjust instruction during lessons (e.g. adjusted based on checks for understanding).	Yes	
Teachers ensure students are engaged in cognitively complex tasks (including varying depth of knowledge) during instruction.	Yes	
Teachers use instructional strategies that ensure students have multiple means of accessing instructional content.	Yes	
Instructional strategies provide students with multiple options for illustrating their knowledge.	Yes	
Instructional strategies foster active participation by students during the instructional process	Yes	
Teachers and staff promote authentic learning and student engagement across all content areas.	Yes	
Strategies and instructional methods ensure equity of opportunity for all students during the learning process.	Yes	
Instructional strategies assist with bridging the cultural differences in the learning environment.	Yes	
Teachers and staff integrate evidence-based strategies during Tier II and Tier III instruction.	Yes	
Teachers work collaboratively to support and refine instructional effectiveness (e.g. with feedback, coaching, etc)	Yes	
High expectations for academic achievement are made clear to students and supported with adequate scaffolding and resources.	Yes	

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.

- Flex period options (availability for students to consult with teachers during a specific part of the day)
- IXL (formative assessment tool) used in ELA and mathematics classrooms to enhance student understanding of content at their level (adaptive program)
- Resource classroom sections every period of the day for students with IEPs
- Inclusion teaching environments for students in mathematics (team teaching)

Link additional information here
(if necessary) ☐

CORE ELEMENT 3: ASSESSMENT

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 [CFA], 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
PSAT 8/9	9	Benchmark	Formative assessment for CollegeBoard SAT assessment in grade 11 and beyond	Yes	
PSAT NMSQT	10-11	Benchmark	Formative assessment for CollegeBoard SAT assessment in grade 11 and beyond	Yes	
SAT	11	Summative	Summative assessment used by IDOE for school accountability	Yes	
iLearn Biology	9-12	Summative	Summative assessment used at the end of course for Biology I students	Yes	
I AM	9-12	Benchmark	Benchmark assessment used for students with moderate to severe disabilities	Yes	
WIDA	9-12	Benchmark	Assessment of English language proficiency for English language learners	Yes	
AP	10-12	Summative	CollegeBoard end of course assessment in various content areas where AP curriculum is delivered	Yes	
		Choose		Choose	
		Choose		Choose	
		Choose		Choose	

Best Practice/Requirements Self-Check	Yes/No	X
A system is in place to use assessment data to make decisions about programs, practices, and instruction.	Yes	
The school uses assessment data to identify students for Tier II and Tier III instruction.	Yes	

Locally created assessments are reviewed and revised regularly to ensure priority standards are being measured at the appropriate levels of depth and rigor.

Yes

Describe opportunities and expectations for teachers to be included in decision-making related to the use of academic assessment results, where the intent is to improve student achievement.

- PL221 staff retreat (end of year review of academic year with team of professionals)
- Principal's advisory committee (advising committee to principal with monthly meetings conducted during the academic year)
- School improvement committee (advising committee that collaborates quarterly to establish, review, and monitor the SIP plan, goals, and progress)

Link additional information here
(if necessary) ☐

CORE ELEMENT 4: COORDINATION OF TECHNOLOGY INITIATIVES

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

North Posey High School is a 1:1 school. Students utilize chromebooks and teachers use the devices to deliver instruction. Our primary learning management system is Canvas LMS. Although Canvas is our primary LMS, there is extensive use of other software and tools that are utilized by North Posey High School teachers for instructional delivery. North Posey High School also has three computer labs (2 mobile and 1 PC workstation) that are used for Microsoft, Adobe, and CAD software. All labs are updated with current software and are networked; the labs are on a rotating schedule for more updates on a continuous basis. Our technology director is based on-site at North Posey High School along with 1 additional technology coordinators and our e-learning coach.

Link additional information here
(if necessary) ☐

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

CORE ELEMENT 5: CAREER AWARENESS AND DEVELOPMENT (continued)

Grades 9-12 only

What career awareness activities are provided for students?	Yes/No		Yes/No
Currently implementing career information activities?	Yes	Job shadowing	No
Job-site tours	Yes	Career-related courses	Yes
Guest speakers	Yes	Career day/fair or community day	Yes
Career-focused clubs (i.e., robotics, agriculture garden, STEM, etc.)	Yes	Online career navigation program	No
Industry-related project-based learning	No	Not currently implementing career exploration activities	No
Other:			

If “not currently implementing career exploration activities” was indicated above, explain why.	
n/a	
Link additional information here (if necessary) <input type="checkbox"/>	n/a

CORE ELEMENT 6: SAFE AND DISCIPLINED ENVIRONMENT

All schools are required to develop a school safety plan. That plan is not part of this document. Since student safety and well-being are crucial factors in learning, the questions below are intended to promote conversation about how the school's environment adds to or takes away from student learning.

Best Practice/Requirements Self-Check	Yes/No	X
Practices are in place to develop and maintain a positive school climate between staff, students, and families	Yes	•
A multi-tiered system of support (MTSS) provides students with academic, behavioral, mental well-being, and early intervention.	No	•
Discipline rules are established, and copies of the rules are made available to students and their parents/guardians.	Yes	•
Discipline rules to prevent bullying are in place and include education, parental involvement, and intervention.	Yes	•
A suicide awareness and prevention policy is in place and staff have been appropriately trained.	Yes	•
High expectations for behavior and attendance are communicated to families and consistently reinforced by all staff.	Yes	•
All staff express the belief that all children can learn and consistently encourage students to succeed.	Yes	•
The school develops staff capacity to create positive classroom and school climates that are culturally responsive.	Yes	•

Briefly answer the following:

What practices are in place to maintain a safe environment?	
<p>Above practices indicated with "yes."</p> <p>We employ a school SRO</p> <p>Recent implementation of Raptor, a visitor screening system designed to alert the administration and office staff of possible threats</p> <p>Recent implementation of a threat assessment protocol, independent of the discipline tracking system</p>	
<p>Link additional information here (if necessary) <input type="checkbox"/></p>	

CORE ELEMENT 7: CULTURAL COMPETENCY

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 using the dropdowns below.

Group	X	Group	X	Group	X
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.

The above groups are identified through our school enrollment processes that require parent(s)/guardian(s) submit information about their enrollee on required forms.

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

The school has various tools available and strategies utilized:

- Alternative school (Norsemen Academy)
- Inclusive curriculum provided to all students in our small rural setting
- iCap opportunities for students when applicable
- Dual credit opportunities for all students

Link additional information here
(if necessary) ☐

CORE ELEMENT 7: CULTURAL COMPETENCY

(continued)

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

- ELL professional development to equip the teaching staff with the tools and skills to effectively work with ELL students
- SEL professional development to equip the teaching staff with the tools and skills to effectively identify students with SEL needs and adapt instruction and interaction to meet these at their need level

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

- Culturally diverse curriculum materials (all texts) that include culturally diverse themes
- World History and World Geography texts and curricular materials designed to educate students about all cultures through Indiana Academic Standards
- Translators available to students of need
- Spanish and German curricula available to all students

Link additional information here
(if necessary) ☐

CORE ELEMENT 8: REVIEW OF ATTENDANCE

Reduction of absenteeism is a top priority for Indiana schools. Students are considered chronically absent when they are not in attendance for 10% of the school year. This equates to approximately 18 days of school.

What may be contributing to the attendance trend?		<p>IDOE attendance reporting requirements have changed the way that districts report attendance to the state through data exchange.</p> <p>Additionally, as we are now >2 years removed from the pandemic, attendance policies and procedures have now started to return to pre-pandemic enforcement levels.</p>			
What procedures and practices are being implemented to address chronic absenteeism?		We have a citizenship policy and final exam exemption policy, school policies involving loss of credit for excessive absences, and we also collaborate with the county prosecutor on certain attendance issues of a specified severity.			
If procedures or practices to reduce chronic absenteeism are in place, how are the results monitored?		We monitor attendance hourly by period of the day. Attendance reports are run weekly and submitted to the attendance officer for the school. Our SMS is configured to auto-generate letters and sent to parents when students meet or exceed certain attendance thresholds. The school attendance officer meets with students when certain thresholds are met and/or exceeded.			
Number of students absent 10% or more of the school year:		See data below			
Last Year:	9%	Two Years Ago:	5%	Three Years Ago:	n/a (COVID)

Best Practice/Requirements Self-Check		Yes/No
The school has and follows a chronic absence reduction plan.		Y
An MTSS is in place to identify and help the academic, behavioral, and/or wellness needs of chronically absent students		Y
Link additional information here (if necessary) <input type="checkbox"/>	Our MTSS that is designed to assist students is informal. There are a variety of levels of support we employ to assist the chronically absent student including individual support, parent conferencing, involvement of third-party entities, alternative programs, etc.	

CORE ELEMENT 9: PARENT AND FAMILY ENGAGEMENT

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

North Posey High School faculty and administration welcome parental involvement and participation in school-related activities and events. All students and parents receive a copy of the curriculum at Freshman Orientation with Core 40 and Academic Honors graduation requirements included. The high school routinely distributes copies of the state standards to parents of students enrolled in Core 40 courses. A link to our guidance department on our school web page has been constructed so the community has access to course offerings, scholarship information, and additional information deemed appropriate. When students know their parents support the school and its activities, they are more likely to increase their efforts to achieve high educational goals.

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

Because student involvement increases when parental involvement increases, the faculty believes parental involvement plays a key role in the educational success or failure of its students. This focus has encouraged our entire school district to provide parents with an on-line system for monitoring grades, discipline, accounts, and assignments for every student. This service also allows parents to directly e-mail teachers or administrators when they have concerns or questions about their student. The faculty continues to explore strategies to get parents involved in positive ways.

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

In addition to communicating attendance policies with parent(s) / guardian(s) at the start of each year, and confirming parent sign-off on handbook review, North Posey High School utilizes our Harmony student information system to communicate attendance status with students and parents. Students who meet certain thresholds with respect to absenteeism are sent letters / emails through the Harmony system. Administration maintains a close relationship with the county prosecutor's office and probation office who used to assist with parent contact in the event it is necessary.

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

At North Posey High School, we are fortunate to be able to have close relationships with our students and parents. This includes all members of our faculty and staff. When routine methods of communication break down, we commit time to personally reach out to parents and students to clarify issues, seek understanding, and most importantly find strategies to assist students to achieve their potential.

**Link additional information here
(if necessary) □**

[North Posey Career Brochure no spread.pdf](#)

CORE ELEMENT 9: PARENT AND FAMILY ENGAGEMENT

Describe strategies used to increase parental involvement.

North Posey High School faculty and administration welcome parental involvement and participation in school-related activities and events. All students and parents receive a copy of the curriculum at Freshman Orientation with Core 40 and Academic Honors graduation requirements included. The high school routinely distributes copies of the state standards to parents of students enrolled in Core 40 courses. A link to our guidance department on our school web page has been constructed so the community has access to course offerings, scholarship information, and additional information deemed appropriate. When students know their parents support the school and its activities, they are more likely to increase their efforts to achieve high educational goals.

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

All students are led through the process of registering for CollegeBoard. Student individual academic assessment results are released to students on this portal.

Other non-CollegeBoard assessment results are released to parents/students upon their release.

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

We host the following:

- 1. Parent Information Night at the beginning of the school year**
- 2. Graduation Pathways and Course Scheduling Information Night (before course scheduling begins)**

Link additional information here
(if necessary) ☐

CORE ELEMENT 10: PROVISION FOR SECONDARY SCHOOLS

The following is specific to secondary schools.

How do course offerings allow all students to become eligible to receive an academic honors diploma?			
<p>Course offerings at North Posey High School offer not only the requirements, but also the variety within each requirement, to make possible the earning of an Indiana Academic Honors Diploma.</p>			
How are all students encouraged to earn an Academic Honors Diploma or complete the Core 40 curriculum?			
<p>The administration, guidance department, and teachers prioritize the Core 40 curriculum when advising all students. Through communication, during parent meetings (i.e. orientation), and through student advisement, the Indiana Core 40 curriculum is the minimum level entry point for all students, with few exceptions. All students are presented with the opportunity to understand and pursue an Indiana Academic Honors Diploma.</p>			
How are advanced placement (AP), dual credit, international baccalaureate (IB), and career and technical education(CTE) opportunities promoted?			
<p>We promote AP, dual credit, and CTE opportunities through our guidance process and parent interaction (orientations, etc). Indiana Graduation Pathways compliance is a key focus, where students are encouraged to pursue pathways to graduate that involve the exploration of AP, Dual Credit, and CTE course offerings. We have a collaborative arrangement with Ivy Tech Community College who provides an Ivy Tech career coach who serves as a liaison between the school, staff, and students and Ivy Tech Community College.</p>			
Graduation rate last year:	94.4	Percent of students on track to graduate in each cohort:	2024 COHORT: 95.2% 2025 COHORT: 92.7% 2026 COHORT: 94.1% 2027 COHORT: 100%
Link additional information here (if necessary) <input type="checkbox"/>			

CORE ELEMENT 11: PROVISION FOR TITLE I SCHOOLS OPERATING A SCHOOLWIDE PROGRAM

[Title I schoolwide only]

This section applies only to schools that receive Title I funds 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.

All schools within the MSD of North Posey County use a comprehensive funding strategy, identifying needs and priorities each year and projecting abnormal or large-item needs for the future. Federal, state, and local funds and resources are utilized to ensure the schools have the resources necessary to meet student achievement targets. Sustainability is considered with all one-time or short-term grant funding. When available, in-kind services through local businesses or community groups are also used to enhance the learning experience. Formal partnerships are established through the use of Memorandums of Understanding (MOUs) to ensure clarity and accountability. Regular monitoring and assessment of the use of the funds is completed in an effort to maximize the use of resources. Finally, the district maintains open and transparent communication with all stakeholders, including parents, teachers, administrators, and the community. Sources of funding, how resources are being utilized, and the impact on student success is shared openly.

**Link additional information here
(if necessary) ☐**

CORE ELEMENT 11: PROVISION FOR TITLE I SCHOOLS OPERATING A SCHOOLWIDE PROGRAM
(continued)

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 teachers leaders.

Our school and community culture is by and large our number 1 attraction for professionals to come to North Posey and teach. Although we sometimes fall short, overall, our community and student understanding of the importance of quality work conditions for teachers allows us to attract and retain teaching talent.

**Link additional information here
(if necessary) ☐**

CORE ELEMENT 11: PROVISION FOR TITLE I SCHOOLS OPERATING A SCHOOLWIDE PROGRAM (continued)

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

Staff Name	Licensure/Certification	Assigned Class/Subject
Angel, Ginger	Mathematics 5-9 ELA 5-9 Mild Intervention k-6 Mild Intervention 6-12	Special Education / English
Bender, Robyn	CTE: Agriculture 5-12	Agriculture CTE
Brandle, Nathan	Industrial Technology - All Schools	Manufacturing CTE
Cox, Matthew	Mathematics 5-12	Mathematics
Cox, Stephanie	ELA 5-12	ELA
Daly, Morgan	Chemistry 5-12 Life Science 5-12 Science - 5-9	Science
Epperson, Jennifer Jo	Spanish - All Schools	Spanish
Gries, Julie	Mild Intervention - Elem/Intermediate Mild Intervention - Elem/Primary	Special Education
Huey, Jared	Elementary General 1-6, ⅔ non dept. Social Studies - 1-9 Mild Intervention P-12	Special Education
Johnston, Andrew	Physical Education - P-12	Physical Education
Kahle, Benjamin	Historical Perspectives 6-12 Government and Citizenship 6-12 Economics 6-12 Bldg Level Admin P-12	Social Studies
Kirkman, Mark	Geographical Perspectives - Middle / Jr High Government and Citizenship - Middle / Jr. High	Social Studies

	Historical Perspectives - Middle / Jr. High Historical Perspectives - High School Government and Citizenship - High School	
Macaulay, Natalie	Life Science - Middle / Jr. High Life Science - High School	Science
MacMunn, Michael	Physical Science - Middle / Jr. High Earth / Space Science - High School Earth / Space Science - Middle / Jr. High Physical Science - High School	Science / Engineering
McCutchan, Beth	Speech Communication and Theatre - Senior High / Junior / Middle School English - Senior / Junior / Middle School	ELA / Broadcasting
McManus, Whitney	Intense Intervention - All schools Mild Intervention - All Schools	Life Skills
Nance, Sean	Mathematics - Middle / Jr High Mathematics - High School	Mathematics
Rohrer, Paige	Mathematics - Middle / Jr High Mathematics - High School	Mathematics
Schaefer, Victoria	Instrumental and General Music - P-12	Choral Music
Schenk, Jessica	Physical Education - P-12 Health - P-12 Elem/Intermediate - Elem/Prim	Physical Education / Health
Schenk, Waylon	Physical Education - All grade General Science - 5-12 Health - 5-12	Physical Education
Schickel, Shannon	Business Education - K-12 Vocational Business - K-12	Business CTE
Schmitt, Carrie	German - Middle / Jr High German - High School Language Arts - Middle / Jr. High Language Arts - High School	German / Ed Pathway

Schmitt, Shelley	Language Arts - 5-12	ELA
Stone, Nathan	Business - 5-12	Alternative Programming
Thompson, Kelly	Language Arts - 5-12 Economics - High Schol Physical Education - P-12 Government and Citizenship - High School Historical Perspectives - Middle / Jr. High Government and Citizenship - Middle / Jr. High Historical Perspectives - High School Economics - Middle / Jr. High	Social Studies
Walden, Benjamin	Instrumental and General Music - P-12	Instrumental Music
Wallace, Brad	German - 9-12 Business Education - K-12 Technology Education - 5-12 CTE: T&I Construction Addition - 5-12	Construction Trades CTE
Weatherholt, Gregory	Earth/Space Science - 5-12 Life Science - 5-12 Physical Science - 5-12	Science
White, James	Life Science - 5-12	Science
White, Lauren	Mathematics - 5-12	Mathematics
Wiethop, Nolan	Language Arts - 5-12	ELA / Student Media
Wilson, Julie	Visual Arts - All Schools Mathematics - High School High Ability Education - P-12	Visual Arts
Link additional information here (if necessary) <input type="checkbox"/>		

SCHOOL IMPROVEMENT 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	General funds Head Start

Using the Goal Template

Goals

Are a result of identified priorities (where improvement is needed immediately)

Are based on a three-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

GOAL TEMPLATE

GOAL (EXAMPLE)			
Goal	<i>Example: By the end of the 2021-2022 school year, the ILEARN ELA proficiency rate will be 26%, which reflects a 7.5% annual increase.</i>		
Sub-Group focus	SpEd/ ELL		
The Strategies we are going to implement are	Gradual release, Data driven practices, and writing workshops		
To address the Root Cause	Learning loss following COVID-19 and a lack of specialized programs targeting reading comprehension and fluency.		
Which will help us meet this student outcome Goal*	By encouraging data proven practices in ELA and reading to help us reach our ILEARN ELA Goal of 26% proficiency rate.		
How Will We Get There?			
Evidence Based Strategies to Address Problems	Supporting Research for Strategy	Who is Accountable for Strategy?	Timeline
<i>Gradual Release</i>	<i>McVee, M.B., Ortlieb, E., Sharpies Reichenger, J., & Pearson, P.D. (August 2019). The Gradual Release of Responsibility in Literacy Research and Practice. Emerald Publishing Limited. DOI: 10.1108/S2048-0458201910.</i>	<i>Administration and teachers</i>	<i>September 2021 - May 2022</i>
Link additional information here (if necessary) <input type="checkbox"/>			

STRATEGY TEMPLATE

Strategy (EXAMPLE)	Gradual Release					
What actions will we take to implement the improvement strategy? (specific, actionable activities that lead to the completion of the strategy identified)						
Activity (Action Step)	Activity Description	Position Responsible	Measurement	Resources Needed	Timeline	Status
Model GRR	Admin has been modeling during meetings how to use Gradual Release Responsibility during the presentation. Modeling the I do, We do, They do, and You do during the presentation.	Admin	Lesson Plans	PowerPoint	5.24.2024	In Progress
Mini-lesson focus with GRR	Teachers were given a new lesson plan template and asked to focus on the comprehension section in ELA and mini-lesson in Eureka and complete the gradual release of responsibility	Teachers	Lesson Plans	GRR template	5.24.2024	In Progress
Lesson Plan template with GRR	Teachers were given a new lesson plan template based on their grade level bands that includes the gradual release responsibility	Admin and teachers	Lesson Plans	GRR LP template	5.24.2024	Completed
To what extent has the strategy been implemented? What about the process went well, or not? What is the adult fidelity evidence of this?						
How has student achievement been impacted? What is the evidence?						
How will implementation be adjusted and/or supported moving into next year?						
Link additional information here (if necessary) <input type="checkbox"/>						

SCHOOL IMPROVEMENT PLAN GOAL AND STRATEGIES TEMPLATE

GOAL #1			
Goal	Diversification of Instructional Experience: If we develop excellent teachers and diversify student exposure to the instructional team, then student performance on assessments will improve.		
Sub-group focus	All students		
The strategies we are going to implement are	Implement the utilization of the IXL formative assessment tool to remediate and re-teach students at their level.		
To address the root cause	Students lack opportunities to practice ELA and mathematics skills at their own level and teachers lack data on specific students and their mastery levels.		
Which will help us meet this student outcome goal*	Improvement of student ELA and mathematics proficiency.		
How Will We Get There?			
Evidence Based Strategies to Address Problems	Supporting Research for Strategy	Who is Accountable for Strategy?	Timeline
Link additional information here (if necessary) <input type="checkbox"/>			

Strategy #1						
What actions will we take to implement the improvement strategy? (specific, actionable activities that lead to the completion of the strategy identified)						
Activity (Action Step)	Activity Description	Position Responsible	Measurement	Resources Needed	Timeline	Status
Purchase IXL platform	Collaborate with district leadership to secure subscription to IXL for high school students.	Principal	Yes or No	Funding	Now	Completed
						Choose
To what extent has the strategy been implemented? What about the process went well, or not? What is the adult fidelity evidence of this?		Currently implemented for 2023-2024.				
How has student achievement been impacted? What is the evidence?		TBD. -- First year of implementation				
How will implementation be adjusted and/or supported moving into next year?		TBD based on results of initiative.				
Link additional information here (if necessary) <input type="checkbox"/>						

Strategy #2						
What actions will we take to implement the improvement strategy? (specific, actionable activities that lead to the completion of the strategy identified)						
Activity (Action Step)	Activity Description	Position Responsible	Measurement	Resources Needed	Timeline	Status
Implement the utilization of IXL in ELA and mathematics curriculums	Ensure that the IXL tool is utilized at a level suitable to impact student learning	Principal	IXL utilization reports generated from the platform	IXL admin access	Now	In Progress
						Choose
To what extent has the strategy been implemented? What about the process went well, or not? What is the adult fidelity evidence of this?		Strategy is currently being implemented.				
How has student achievement been impacted? What is the evidence?		TBD				
How will implementation be adjusted and/or supported moving into next year?		Dependent upon impact of the strategy.				
Link additional information here (if necessary) <input type="checkbox"/>						

GOAL #2		
Goal	If we provide additional accountability and incentives for student attendance, attendance rates will improve.	
Sub-group focus	All students	
The strategies we are going to implement are	Continue to enforce our citizenship policy (connected with our attendance policy) in a consistent manner to incentivize improved student attendance. Improve communication about attendance initiatives with parent(s) and guardian(s).	

To address the root cause	Improve attendance using the new reporting requirements mandated by the IDOE.		
Which will help us meet this student outcome goal*	Reduce the number of students with chronic absenteeism by 10% of the prior year's measurement. (i.e. lower the chronic absenteeism rate by .9%)		
How Will We Get There?			
Evidence Based Strategies to Address Problems	Supporting Research for Strategy	Who is Accountable for Strategy?	Timeline
Link additional information here (if necessary) <input type="checkbox"/>			

Strategy #1						
What actions will we take to implement the improvement strategy? (specific, actionable activities that lead to the completion of the strategy identified)						
Activity (Action Step)	Activity Description	Position Responsible	Measurement	Resources Needed	Timeline	Status
Citizenship policy	Improve enforcement of field trips and special event access for students with loss of citizenship due to ≥ 5 absences per semester.	Attendance officer (building level)	Attendance reports	SMS	Now	In Progress
Citizenship restoration initiatives	Provide restoration of citizenship options for students at the discretion of administration	Attendance officer	Attendance reports	SMS	Now	In Progress
						Choose
To what extent has the strategy been implemented? What about the process went well, or not? What is the adult fidelity evidence of this?		The policy was updated ahead of the 2022-2023 school year. The process went well based on increased feedback from students and parents regarding attendance and absences. Office staff and the attendance officer monitors and handles student/parent communications on this issue.				
How has student achievement been impacted? What is the evidence?		TBD. Last school year (2022-2023) the attendance rate dropped approximately 6%, but feedback to school personnel indicates that parent(s)/guardian(s) and the community have increased awareness of the policy.				
How will implementation be adjusted and/or supported moving into next year?		TBD.				
Link additional information here (if necessary) <input type="checkbox"/>						

Strategy #2						
What actions will we take to implement the improvement strategy? (specific, actionable activities that lead to the completion of the strategy identified)						
Activity (Action Step)	Activity Description	Position Responsible	Measurement	Resources Needed	Timeline	Status
Improved Communication to parents and community	Evening of information presented by school administration for interested parents.	Administration	Attendance by parent(s)/guardian(s)/community	Presentation, auditorium, AV equipment	Now	In Progress
						Choose
To what extent has the strategy been implemented? What about the process went well, or not? What is the adult fidelity evidence of this?		2023-2024 Parent Information Night hosted at the school during the same week as freshmen orientation to provide additional detail on school policies and procedures beyond the scope of freshmen orientation. Also invite all parents to this event to open lines of communication to all parent(s)/guardian(s).				
How has student achievement been impacted? What is the evidence?		TBD				
How will implementation be adjusted and/or supported moving into next year?		TBD				
Link additional information here (if necessary) <input type="checkbox"/>						

PROGRESS INDICATORS TEMPLATE

PROGRESS INDICATORS - GOAL 1				
Check-in Schedule	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Key Performance Indicator (Assessment)	IXL Diagnostic Report	IXL Diagnostic Report	IXL Diagnostic Report	IXL Diagnostic Report
Results	TBD	TBD	TBD	TBD
On Track to Meet Goals?	TBD	TBD	TBD	TBD
Strengths				
Areas for Growth				
Next Steps	Will be determined after evaluating first IXL Diagnostic Report	Will be determined after evaluating first IXL Diagnostic Report	Will be determined after evaluating first IXL Diagnostic Report	Will be determined after evaluating first IXL Diagnostic Report
Link additional information here (if necessary) <input type="checkbox"/>				

PROGRESS INDICATORS - GOAL 2				
Check-in Schedule	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Key Performance Indicator (Assessment)	Attendance Reports	Attendance Reports	Attendance Reports	Attendance Reports
Results	TBD in comparison to the 2022-2023 trend	TBD in comparison to the 2022-2023 trend and previous quarter data	TBD in comparison to the 2022-2023 trend and previous quarter data	TBD in comparison to the 2022-2023 trend and previous quarter data
On Track to Meet Goals?	TBD	TBD	TBD	TBD
Strengths				
Areas for Growth				
Next Steps	Will be determined by evaluation of data from prior year and subsequent quarters	Will be determined by evaluation of data from prior year, prior quarter, and subsequent quarters	Will be determined by evaluation of data from prior year, prior quarter, and subsequent quarters	Will be determined by evaluation of data from prior year, prior quarter, and subsequent quarters
Link additional information here (if necessary) <input type="checkbox"/>				

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(s)	Complete curriculum mapping with the remainder of the high school teaching staff. ELA, mathematics, and science have completed mapping. All other subject areas and completing mapping processes this year.
Is professional development linked to SIP goals?	Yes
Possible Funding Sources	Grant funding is supporting curriculum mapping consultant fees, stipends for current employee leaders, and IXL programming.
Plan for coaching and support during the learning process	Consultant services and teacher-leaders from within the organization.
Evidence of Impact	Successful completion of curriculum maps for all content areas aligned with IDOE state standards and consistent across all content areas in the school.
How will effectiveness be sustained over time?	A district and building level commitment to maintenance of curriculum maps and adherence to the maps as a tool to inform planning and instruction.
Link additional information here (if necessary) <input type="checkbox"/>	

Professional Development Goal(s)	One Trusted Adult training for the district with consultant Brooklyn Raney. Ms. Raney will also be working with Jr. High and High School students on peer mentorship, which is a key component of effective execution of the One Trusted Adult mentoring model.
Is professional development linked to SIP goals?	No
Possible Funding Sources	Grant funded
Plan for coaching and support during the learning process	Consultant services purchased through the grant and organized through a strategic planning committee.
Evidence of Impact	TBD
How will effectiveness be sustained over time?	Intentional efforts to continue the program, provide PD from teacher/admin-leaders from within the organization.
Link additional information here (if necessary) <input type="checkbox"/>	