

*Read through this section before beginning your work.*

**This template contains components that may or may not apply to all schools.**

## GENERAL INFORMATION

In order to be accorded full accreditation status, public schools and state-accredited non-public schools must develop a strategic and continuous school improvement plan. Principals are required to coordinate the development of an initial three year strategic and continuous school improvement and achievement plan and to annually review these plans. Whether developing a new plan or updating an existing plan, schools must assess their progress and make necessary changes to ensure continuous improvement. When completed, this document satisfies requirements in Indiana's Every Student Succeeds Act (ESSA) Plan, federal and state laws, and requirements for Title I Schoolwide Programs. A charter school may use the charter agreement entered into with its authorizer as its school improvement plan.

## DESCRIPTION OF THE STATE TEMPLATE

A School Improvement Plan (SIP) template was developed by the Indiana Department of Education (IDOE) in accord with requirements in Indiana's State Plan Under ESSA. This template was designed to ensure the process of identifying and addressing schools' needs is fluid and coherent. The SIP template fulfills all requirements under ESSA and Indiana law. Additionally, there are components in the SIP template that satisfy the requirement of schools with Title I Schoolwide Programs to develop a comprehensive plan. Although this template is required for Comprehensive Support and Improvement (CSI) schools, Targeted Support and Improvement (TSI) schools, and Additional Targeted Support and Improvement (ATSI) schools, any school may use the template in the school improvement planning process.

## COMMON ABBREVIATIONS USED IN THE PLAN

- **ESSA** - Every Student Succeeds Act – replaced No Child Left Behind in the reauthorization of federal education law.
- **TSI** - Targeted Support and Improvement – federal government school designation under ESSA.
- **ATSI** - Additional Targeted Support and Improvement – federal government school designation under ESSA.
- **CSI** - Comprehensive Support and Improvement – federal government designation under ESSA.
- **SIP** - School Improvement Plan
- **CNA** - Comprehensive Needs Assessment

## **BASIC REQUIREMENTS**

- **Which schools are required to submit a SIP?** All public schools and state-accredited non-public schools.
- **Which schools are required to submit a comprehensive needs assessment (CNA)?** Schools that receive Title I funds AND schools classified as TSI, ATSI, and/or CSI.
- **Which schools are required to use IDOE's CNA template, **Section A**?** Schools classified as CSI, schools classified as TSI, or schools classified as ATSI must attach evidence of their CNA to the template. For this reason, most TSI and ATSI schools complete **Section A**.
- **Which schools are required to use IDOE's SIP template, **Section B**?** Schools classified as CSI, TSI, or ATSI and receive Title I funds must complete a CNA/SIP using this template.

[If you are unsure of your school's identification as TSI, ATSI, and/or CSI, click Here for 2022-23 Federal school rating list](#)

**SCHOOL INFORMATION**  
***[Required for all schools]***

School Name	Madison Consolidated High School
School Number	3309
Street Address	743 Clifty Drive
City	Madison
Zip Code	47250

## SCHOOL and CONTACT INFORMATION

*[Required for all schools]*

Principal	Ronnie Lawhead
Phone number	812-274-8002
Email	rlawhead@madison.k12.in.us

Superintendent	Dr. Teresa Brown
Phone number	812-274-8001
Email	tbroen@madisonb.k12.in.us

Grant contact	Shaun Pennington
Phone number	812-274-8001
Email	spennington@madison.k12.in.us

Other contact	Tim Whitaker
Position	School Improvement Chair
Phone number	812-274-8002
Email	twhitaker@madison.k12.in.us

**SCHOOL IDENTIFICATION**  
***[Required for all schools]***

**Choose the appropriate response from the drop-down box.**

For implementation during the following years:	2025-28 ▾
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.	Choose ▾
This school is identified as Targeted Support & Intervention (TSI) by the federal government.	Yes ▾
This school is identified as Additional Targeted Support & Intervention (ATSI) by the federal government.	Choose ▾
This school is not identified as CSI, TSI, or ATSI.	Choose ▾

**(TSI and ATSI only)**

**Choose from the drop-down box, underperforming student groups identified by the federal government.**

Hispanic Ethnicity ▾	Choose ▾	Choose ▾	Choose ▾	Choose ▾
Multiracial ▾	Choose ▾	Choose ▾	Choose ▾	Choose ▾

## SECTION A

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

***[Required for CSI Schools]***

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 checked="" type="checkbox"/> Statewide Assessments	<input checked="" type="checkbox"/> Statewide Assessment Data	<input checked="" type="checkbox"/> English Language Learner (ELL) Assessment(s)	<input checked="" type="checkbox"/> Attendance*
<input checked="" type="checkbox"/> Federal (ESSA) Data	<input type="checkbox"/> Federal (ESSA) Data	<input checked="" type="checkbox"/> Individual Education Plans (IEPs)	<input checked="" type="checkbox"/> School Discipline Reports*
<input type="checkbox"/> District Assessments	<input checked="" type="checkbox"/> IAM Assessment	<input type="checkbox"/> Individual Learning Plans (ILPs)	<input type="checkbox"/> Bus Discipline Reports*
<input type="checkbox"/> Dyslexia Assessments	<input checked="" type="checkbox"/> Aptitude Assessment(s)	<input checked="" type="checkbox"/> Staff Training	<input checked="" type="checkbox"/> Surveys (parent, student, staff) *
<input checked="" type="checkbox"/> Common Formative Assessments	<input checked="" type="checkbox"/> Special Education Compliance Rpt	<input type="checkbox"/> Aptitude Assessment (e.g. CogAT)	<input checked="" type="checkbox"/> Daily Schedule Configuration
<input checked="" type="checkbox"/> PSAT/SAT/ACT	<input checked="" type="checkbox"/> Subgroup Assessment Data	<input checked="" type="checkbox"/> Current High Ability Grant	*Including student subgroups
<b>List or Link Other Data Sources Below</b>			
Link: <a href="https://inview.doe.in.gov/schools/1039953309/profile">https://inview.doe.in.gov/schools/1039953309/profile</a>		Link:	
Link: <a href="https://www.in.gov/doe/it/data-center-and-reports/">https://www.in.gov/doe/it/data-center-and-reports/</a>		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.**

Year Goal #1	Goal #1: Graduation Rate - Continuous improvement of graduation rate over the next 4 years.	Measurable Outcome Met?	Choose ▾
If the goal was met, how will the school further improve or sustain this level of performance?	New 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>			

<b>Previous Year Goal #2</b>	Identify students at-risk of becoming off-track through, academics, and provide support to those students to improve academics. 2023-2024 grades will establish a baseline of course failures An improvement of 10% decrease in course failures	<b>Measurable Outcome Met?</b>	Choose ▾
If the goal was met, how will the school further improve or sustain this level of performance?	<b>New Goal</b>		
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>			

<b>Year Goal #3</b>	<b>Goal #3:</b> Academic Performance - 2023-2024 SAT scores will establish a baseline for a 2024--2025 SAT goal An improvement of 3%+ on the cohort average score per year.	<b>Measurable Outcome Met?</b>	Choose ▾
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?			
<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
Double Block Program (Algebra) Developmental Reading Culture community generosity and family atmosphere AP Potential and AP results Capacity for academic rigor Communication (Parent Square)	Attendance Mobility Language barriers SLIFEs (Students with Limited or Interrupted Formal Education) Special Education multi disabilities
Opportunities	Threats
Diversity of curriculum Extracurricular opportunities Cell phone policy Professional Development - early release, PLCs	Mental health Economics - work, transportation, housing Drug and tobacco use

## FIVE WHYS WORKSHEET

**Define the problem (precise problem statement):**

Students are falling short of achieving a C average in pathway courses, and a significant number are not successfully passing core classes.

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

1. Attendance

☐ Why?

☐

2. Low Institutional buy-in

☐ Why?

☐

3. Lack of Engagement

☐ Why?

☐

4. Learned Helplessness

☐ Why?

☐

5. Lack of Accessibility

☐ 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. Course Failures	Attendance	Partnership with Probation, Attendance Policy, JCASP, Partnership with court, Attendance System
2. Attendance	Low Institutional Buy-In	Celebrations, Communications with community, Cub Pride with connections, MTSS
3. Low Institutional Buy-In	Lack of Engagement	Viable Curriculum, PLCs and Data, focus on instruction
4. Lack of Engagement	Learned Helplessness	Focus on Tier 1 instruction, Interventions & support ( MTSS), TBRI (relationships)
5. Learned Helplessness	Lack of Accessibility	Viable curriculum that is horizontally and vertically aligned, PLCs with SPED integration, ELL English class
6. Lack of Accessibility	Lack of systems and collaboration	PLCs
7.		
8.		
9.		
10.		
Link additional information here (if necessary) <input type="checkbox"/>	Attendance System (Link)	

## SECTION B

### SCHOOL IMPROVEMENT PLANNING

#### PLANNING COMMITTEE

***[Required for all schools]***

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)
<b>Sample:</b> <i>Alma Smith</i>	<i>Teacher</i>	SIP	<i>ELA, Wht, SpEd, Multiracial</i>
Ronnie Lawhead	Administrator	SIP ▾	
Dan Grill	Administrator	SIP ▾	
Tim Whitaker	Teacher	SIP ▾	
Angelia Upchurch	Administrator	SIP ▾	
Brandon Frye	Administrator	SIP ▾	
Amy Whitaker	Parent	SIP ▾	
Cara Fox	Community Member	SIP ▾	
Sonja Bowyer	Teacher - Program Leader	SIP ▾	
Courtney Arrowood	Teacher - Program Leader	SIP ▾	
Megan Sprong	Teacher - Program Leader	SIP ▾	
Amanda Briggs	Teacher - Program Leader	SIP ▾	



## SCHOOL AND COMMUNITY NARRATIVE *[Optional for all schools]*

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

#### **Description of Madison Consolidated High School**

Madison Consolidated High School, located in Jefferson County, Indiana, is the only high school in the Madison Consolidated School Corporation, which also includes a junior high school and four elementary schools. The corporation has a total enrollment of approximately 2,565 students; of that number, 745 students are enrolled in the high school for the 2023-2024 school year. Five Madison-area high schools consolidated into the present building in 1961.

The city of Madison, Indiana, with over twelve thousand residents, is the county seat of Jefferson County (population 32,000+.) It is the largest city within a 35-mile radius and a regional hub for commerce, industry, healthcare, and tourism, hosting such events as the Madison Regatta, Madison Chautauqua, Ribberfest, and the Ohio River Valley Folk Festival. Madison is home to Clifty Falls State Park, as well as several large manufacturing plants, locally-owned small businesses, a regional power plant, and the southeast campus of Ivy Tech Community College. The historic district of the city (133 blocks designated a National Historic Landmark District) is located on a crescent-shaped terrace along the Ohio River. From its beginning, the river has been an important transportation artery. Today it is a focus of recreational activity as well as a route for barge traffic. The Madison Consolidated School Corporation serves the city of Madison plus several outlying small towns, townships, and unincorporated towns. Outside of Madison, the demographics of the county is decidedly rural, with many families depending on agriculture as their primary or secondary source of income. It is not uncommon for families to have lived in this community for several generations. Madison's ties to her historic past are a source of pride for the residents of this county.

The predominant racial designation for Jefferson County is Caucasian, although recently the Hispanic population has been increasing, necessitating a reevaluation and refocusing of the EL services in our schools. The Underground Railroad had stations throughout the Madison and Jefferson County area; the Georgetown neighborhood became America's first Network to Freedom District in 2004. Consequently, Madison has a small but historically vibrant African- American community whose members are active in local churches and service organizations. Many families in the Madison area have been affected by the overall economic downturn, and we have seen the percentage of students qualifying for free and reduced lunches increase to a current rate of 46 percent. We have the active support of the local law enforcement agencies as well as the courts and the local Chamber of Commerce. We are also fortunate to have an actively involved Educational Foundation, which funds all of the high school's academic competitions through fundraising and donations and also makes grants available to classroom teachers throughout the Madison Consolidated Schools system. Madison Consolidated High School makes every effort to be a vital and contributing member of the community, dedicated to its role in preparing the youth of Madison and Jefferson County for a positive and productive future.

The faculty and staff consist of Fifty-four (54) teachers, Thirteen (13) instructional support personnel, eight (8) custodians, Seven (7) cafeteria personnel, four (4) professional school counselors, four (4) administrative clerks, a school nurse, a nursing assistant, an athletic director, an assistant athletic director, a school resource officer, a dean of students, two assistant principals, and a principal. We also have two JAG (Jobs for America's Graduates) program instructors, which encourages at-risk students to graduate and assists them in finding jobs and in pursuing postsecondary education.

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

[https://docs.google.com/document/d/1jiPxxL2lrFMXrR\\_aylxUgTvzKEpiLSGDHnpeCsF4aRg/edit](https://docs.google.com/document/d/1jiPxxL2lrFMXrR_aylxUgTvzKEpiLSGDHnpeCsF4aRg/edit)

**ALIGNMENT - STATEMENT OF MISSION, VISION, BELIEFS**  
***[Optional for all schools]***

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**

Student-centered, Achievement Focused, Everyone Valued

**School Vision**

Quality of life after the diploma, giving students the skills and competencies to choose their quality of life instead of letting life choose it.

**District Mission**

Making all decisions based on what is best for students by providing students with high quality teaching and learning opportunities while cultivating environments where every individual is valued and empowered to thrive.

**School Mission**

Our mission is to advocate an empowering culture of learning, providing students with knowledge, skills, and values needed to enhance and sustain a high quality of life beyond graduation.



**ALIGNMENT - STATEMENT OF MISSION, VISION, BELIEFS**  
**(continued)**  
***[Optional for all schools]***

District Goal(s)
Academic Growth and Achievement Safety and Well-being Recruitment and Retention

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 goals?	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) <input type="checkbox"/>	NA

## EDUCATIONAL PROGRAMMING AND THE LEARNING ENVIRONMENT

*[Optional for all schools]*

**Use the space below to add additional information about educational programming and the learning environment.**

MCHS is partnering with Ivy Tech Community College (ITCC) to offer students the Indiana College Core, this allows high school students to earn 30 general education credits that can be transferred as a block to any public college or university in Indiana, as well as some private institutions. In other words, students who earn the College Core in high school may already be finished with their first year of college at a fraction of the cost.

**Cub Manufacturing** -Cub Manufacturing is a work-based learning program at Madison Consolidated High School. As part of our PLTW curriculum and Advanced Manufacturing pathway, Cub Manufacturing offers students the opportunity to directly apply classroom learning in a hands-on production environment.

Established in August 2015, a number of community partners have made a significant investment in this project by donating equipment, time and expertise, and guidance through an ongoing advisory board which meets monthly to assess progress, process development, and projects. As partners in education, these area manufacturing leaders are faced with a pending retirement bubble of skilled laborers over the next 5 years or so and they see this model as a way to help students learn a trade and prepare them to enter the workforce all while completing their high school coursework.

Led by an Industrial Arts Teacher, Cub Manufacturing exposes students to all functional aspects of business as they tackle projects from conception to delivery. They learn about design, marketing, human resources, logistics, and finance. While the hallmark project - a portable chicken grill, is still in prototype phase; students have completed jobs for area businesses, community members, and various athletic teams and other schools within the district. Each job is unique and requires careful planning and thought to generate the computer design based on specs, determine material needs and cost, calculate the retail cost of each job, how to promote product and business, as well as, how to ensure payment is received and applied to the correct account.

From the classroom to the shop floor, the Cub Manufacturing model gives students a special perspective on learning applications where they can see the outcome in a tangible form. We are very thankful to our community partners who have helped make this project a reality for our students.

**Cub Engineering** - Our key partnerships within the Advanced Manufacturing pathway cross over into our Engineering pathway, giving Madison Consolidated Schools a strategic advantage when it comes to providing our students with a vast array of opportunities. We are fortunate to have a coalition of community leaders who represent a diverse group of manufacturing companies who serve as partners in education and mentors to our teachers, staff, and students. Our partners have, and continue, to invest a great deal of time, financial, equipment, and/or human resources to help Madison Consolidated High School expand and develop our pathway curriculum and work-based learning experience for our students.

**Cub Culinary** - Established in August of 2018 Cub Culinary includes the FACS classes: Principles of Culinary and Hospitality, Nutrition & Wellness, Culinary Arts & Hospitality, Culinary Arts, Capstone. Students learn kitchen skills, safety and sanitation, nutrition, and hospitality and business appropriate to both home and professional cooking and serving. Cub Culinary will provide students professional skills, emphasizing real-world experience in labs and internships, and provide dishes for events and staff.

**Career and Workforce Ready - From the Classroom to the Workplace** - Madison Consolidated High School took what Indiana's workforce and research were saying about the future of graduating students and decided to make a difference in the students' lives. MCHS wanted to play an important role in preparing students for their future, whether it be college or career. In 2014, the Indiana Career Council published statistics and a "call to action" about Indiana's skills gap. The data showed that unless urgent action was taken there would be a gap of 19 percent, which would equate to approximately 675,000 workers, between the education, skills, and knowledge demanded by Indiana's economy.

**JAG (Jobs for America's Graduates)** -JAG is a National and State school-to-career transition program for high school juniors and seniors. The primary mission of this classic JAG Model program is to keep young people in high school through graduation and to provide an array of counseling, employability skills development, career 30 association, job development, and job placement services that will result in either a quality job leading to a career after graduation and/or enrollment in a postsecondary education and training program.

**ITCC (Ivy Tech Community College) / MCHS Partnership** - ITCC/MCHS partnership allows qualified students to enroll part or full time in college courses for dual high school/college credit. These courses may be taken either at MCHS or on the college campus while the student is still in high school. Depending upon the course selected by the student and/or the college/university, the student may or may not be required to pay the tuition. Several dual credit specific programs are available to Madison students. Students are encouraged to use and select courses from the Core Transfer Library at [www.TransferIN.net](http://www.TransferIN.net) to ensure their college of choice will accept the dual credit. Juniors and seniors also have the opportunity to enroll in one of ITCC/MCHS Pathway Programs: Welding, Certified Nursing Assistant (CNA), Medical Assisting, Industrial Maintenance, and Information Technology (IT). A shuttle bus travels back and forth from the ITCC Campus to MCHS throughout the day to accommodate those students needing transportation.

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

## CURRICULUM AND INSTRUCTIONAL STRATEGIES

***[Optional for all schools]***

Use the space below to add information about how the school's curriculum and instructional strategies support the achievement of Indiana's Academic Standards.

- Focus on basic elements of effective instruction
- PLCs
- Close Reads
- Alignment of Curriculum horizontally and vertically
- Quarterly Assessments
- Inclusion Model
- ENL - English course for credit
- Credit recovery
  - Students take face to face course twice before online APEX (expansion)
- Developmental Reading
- Algebra Block

**STUDENT ACHIEVEMENT**  
***[Optional for all schools]***

Use the space below to add information about student achievement based on the ILEARN and other assessments used.

**SAT Data**

	State	Corporation
2022	28.8%	19.5%
2023	28.4%	23.3%
2024	23%	23%

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

**STUDENT DATA**  
***[Optional for all schools]***

Use the space below to add information about data, including graphs, from the annual performance indicators.

**2023 GPS School Data**

<b>Grad Path Completion</b>	<b>86.9%</b>
<b>College &amp; Career Credentials</b>	<b>43.1%</b>
<b>Attendance %</b>	<b>16.6%</b>
<b>SAT Average</b>	<b>928</b>
<b>% of Students who meet benchmark</b>	<b>23.3%</b>
<b>College / Career Coursework</b>	<b>72.3%</b>
<b>Grad % w/ Waiver</b>	<b>0%</b>
<b>Grad % w/out Waiver</b>	<b>100%</b>
<b>Diploma Strength</b>	<b>91.06%</b>
<b>Core 40%</b>	<b>45.81%</b>
<b>Tech Honors %</b>	<b>4.47%</b>
<b>Academic Honors %</b>	<b>27.93%</b>
<b>Academic &amp; Tech</b>	<b>12.85%</b>
<b>General</b>	<b>7.26%</b>
<b>Waivers</b>	<b>1.68%</b>
<b>Total Honors</b>	<b>45.25%</b>

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

## PROPOSED INTERVENTIONS

*[Optional for all schools]*

Use the space below to add information about proposed interventions based on the school improvement plan.

- Focusing on strengthening core instruction
- Highlighting checks for understanding within lessons
- Providing enrichment and intervention opportunities within tier one instruction

Link additional information here  
(if necessary) ☐

## ESSENTIAL INFORMATION & CORE ELEMENTS

***[Required for all schools]***

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

***[Required for all schools]***

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
All Subjects	9-12	APEX	Yes ▾	Tier 3 ▾	Credit recovery for students who have failed a course face-to-face twice.	Choose ▾	
Math	9-12	IXL	Yes ▾	Tier 1 ▾		Choose ▾	<input type="checkbox"/>
Math	9-12	McGraw Hill	Yes ▾	Tier 1 ▾	Digital textbook	Choose ▾	<input type="checkbox"/>
Math	9-12	Exact Path	Yes ▾	Tier 2 ▾	Algebra I block course; supplemental tool used for identifying learning gaps and progress monitoring.	Choose ▾	<input type="checkbox"/>
Reading	9-12	Actively Learn	Yes ▾	Tier 1 ▾		Choose ▾	<input type="checkbox"/>
Reading	9-12	Exact Path	Yes ▾	Tier 2 ▾	Developmental Reading course; supplemental tool used for identifying learning gaps and progress monitoring.	Choose ▾	<input type="checkbox"/>
Select Math	9-12	ALEKS	Yes ▾	Tier 2 ▾	A self-paced accredited math program used in our alternative setting	Choose ▾	<input type="checkbox"/>
Link additional information here							



(if necessary) ☐

**CORE ELEMENT 1: CURRICULUM**  
**(continued)**  
***[Required for all schools]***

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

The public may view the school's curriculum in the following location(s)	
<a href="#">MCHS Curriculum Guide 2024-2025</a>	
Link additional information here (if necessary) <input type="checkbox"/>	

## CORE ELEMENT 2: INSTRUCTIONAL PROGRAM

***[Required for all schools]***

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

***FOR TITLE I SCHOOLS WITH SCHOOLWIDE PROGRAMS ONLY***

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

NA

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

### CORE ELEMENT 3: ASSESSMENT

*[Required for all schools]*

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
Common Summative Assessments in all courses	9-12	Sum... ▾	Data collecting course alignment, and curriculum alignment to ensure instruction is resulting in proficiency	Choose ▾	<input type="checkbox"/>
Common Formatives assessments in all courses	9-12	Form... ▾	Data collection for PLCs, reteaching, and enrichment	Choose ▾	<input type="checkbox"/>
		Choose ▾		Choose ▾	<input type="checkbox"/>
		Choose ▾		Choose ▾	<input type="checkbox"/>
		Choose ▾		Choose ▾	<input type="checkbox"/>
		Choose ▾		Choose ▾	<input type="checkbox"/>
		Choose ▾		Choose ▾	<input type="checkbox"/>
		Choose ▾		Choose ▾	<input type="checkbox"/>
		Choose ▾		Choose ▾	<input type="checkbox"/>
		Choose ▾		Choose ▾	<input type="checkbox"/>

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

***FOR TITLE I SCHOOLS WITH SCHOOLWIDE PROGRAMS ONLY***

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

NA

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

## CORE ELEMENT 4: COORDINATION OF TECHNOLOGY INITIATIVES

*[Required for all schools]*

<b>Briefly describe how technology is used by students to increase learning.</b>	
<p><b>Actively Learn</b></p> <p><b>IXL</b></p> <p><b>Access to curriculum through Google Classroom for temporarily displaced students. i.e. suspension, Jefferson Country Alternative to Suspension Program (JCASP), ISS</b></p> <p><b>APEX for credit recovery after two attempts in the classroom</b></p> <p><b>Exact Path (Math and Reading)</b></p> <p><b>ALEKS - a self-paced accredited math program used in our alternative setting</b></p>	
<p><b>Link additional information here</b> (if necessary) <input type="checkbox"/></p>	

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

## CORE ELEMENT 5: CAREER AWARENESS AND DEVELOPMENT

*[Required for all schools]*

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?	Choose ▾	Career day/fair or community day	Choose ▾
Career simulation (JA/Biztown, etc.)	Choose ▾	Career-focused clubs (robotics, agricultural garden, STEM, etc.)	Choose ▾
Career-focused classroom lessons	Choose ▾	Guest speakers	Choose ▾
Not currently implementing career exploration activities		Choose ▾	
Other:			

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



**CORE ELEMENT 5: CAREER AWARENESS AND DEVELOPMENT**  
**(continued)**  
***[Required for all schools]***

**Grades 6-8 only**

What career awareness activities are provided for students?	Yes/No		Yes/No
Currently implementing career information activities?	Choose ▾	Career-related courses	Choose ▾
Career-focused classroom lessons	Choose ▾	Job-site tours	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 ▾
Not currently implementing career exploration activities		Choose ▾	
Other:			

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

**CORE ELEMENT 5: CAREER AWARENESS AND DEVELOPMENT**  
**(continued)**  
***[Required for all schools]***

**Grades 9-12 only**

What career awareness activities are provided for students?	Yes/No		Yes/No
Currently implementing career information activities?	Yes ▾	Job shadowing	Yes ▾
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	Yes ▾
Industry-related project-based learning	Yes ▾	Not currently implementing career exploration activities	No ▾
Other:			

If “not currently implementing career exploration activities” was indicated above, explain why.	
NA	
Link additional information here (if necessary) □	

## CORE ELEMENT 6: SAFE AND DISCIPLINED ENVIRONMENT

***[Required for all schools]***

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 ▾	<input type="checkbox"/>
A multi-tiered system of support (MTSS) provides students with academic, behavioral, mental well-being, and early intervention.	Yes ▾	<input type="checkbox"/>
Discipline rules are established, and copies of the rules are made available to students and their parents/guardians.	Yes ▾	<input type="checkbox"/>
Discipline rules to prevent bullying are in place and include education, parental involvement, and intervention.	Yes ▾	<input type="checkbox"/>
A suicide awareness and prevention policy is in place and staff have been appropriately trained.	Yes ▾	<input type="checkbox"/>
High expectations for behavior and attendance are communicated to families and consistently reinforced by all staff.	Yes ▾	<input type="checkbox"/>
All staff express the belief that all children can learn and consistently encourage students to succeed.	Yes ▾	<input type="checkbox"/>
The school develops staff capacity to create positive classroom and school climates that are culturally responsive.	Yes ▾	<input type="checkbox"/>

**Briefly answer the following:**

<b>What practices are in place to maintain a safe environment?</b>	
<b>TBRI</b> <b>MTSS</b> <b>Safety initiatives, "I Love You Guys" standard response protocols, regular schedules drills, go buckets, continual training of staff, Jefferson County Safety Commission</b>	
<b>Link additional information here</b> (if necessary) <input type="checkbox"/>	

## CORE ELEMENT 7: CULTURAL COMPETENCY

***[Required for all schools]***

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	<input type="checkbox"/>	English Language Learner	<input checked="" type="checkbox"/>	Multiracial	<input checked="" type="checkbox"/>
Asian	<input checked="" type="checkbox"/>	Free/Reduced Lunch	<input checked="" type="checkbox"/>	Native Hawaiian or Other Pacific Islander	<input checked="" type="checkbox"/>
Black	<input checked="" type="checkbox"/>	Hispanic Ethnicity	<input checked="" type="checkbox"/>	White	<input checked="" type="checkbox"/>

**Describe how racial, ethnic, language-minority, and socio-economic groups are identified.**

Student Information System marked during the registration process

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

ENL - English course for credit  
 AP Potential  
 Sources of Strength  
 Ripple Effects  
 Student Council  
 Student Athletic Council  
 Food Pantry

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

**CORE ELEMENT 7: CULTURAL COMPETENCY**  
(continued)  
***[Required for all Schools]***

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

Continued TBRI  
Continue effective customer service training  
Cultural focus mini-events

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

Ripple Effects and TBRI

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

## CORE ELEMENT 8: REVIEW OF ATTENDANCE

***[Required for all schools]***

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.

<b>What may be contributing to the attendance trend?</b>	Low institutional buy-in, lack of engagement, learned helplessness, lack of accessibility.				
<b>What procedures and practices are being implemented to address chronic absenteeism?</b>	Partnership with Probation, Attendance Policy, JCASP, Partnership with court, Attendance System, PLCs				
<b>If procedures or practices to reduce chronic absenteeism are in place, how are the results monitored?</b>	MTSS On Campus Probation Meetings Cohort Clean-up System Instructional Focus				
<b>Number of students absent 10% or more of the school year:</b>					
<b>Last Year:</b>	80	<b>Two Years Ago:</b>	41	<b>Three Years Ago:</b>	11

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
<b>Link additional information here</b> (if necessary) <input type="checkbox"/>	

## **CORE ELEMENT 9: PARENT AND FAMILY ENGAGEMENT**

***[Required for all schools]***

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

Parent square, weekly newsletter, Cub Fest, social media posts

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

Occasional parent surveys, ability to comment on parent square posts, open door policy.

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

Communication with clerks and administration throughout the attendance process.

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

Google translate and ENL coordinator. Cub Pride and building connections with the students.  
Student Ambassadors

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

## CORE ELEMENT 9: PARENT AND FAMILY ENGAGEMENT

*[Title I schoolwide only]*

The following is specific to Title I Schoolwide Programs.

Describe strategies used to increase parental involvement.	
NA	
How does the school provide individual academic assessment results to parents/guardians?	
NA	
How does the school involve parents in the planning, review, and improvement of the schoolwide plan?	
NA	
Link additional information here (if necessary) <input type="checkbox"/>	



## CORE ELEMENT 10: PROVISION FOR SECONDARY SCHOOLS

*[Secondary schools only]*

The following is specific to secondary schools.

<b>How do course offerings allow all students to become eligible to receive an academic honors diploma?</b>			
AP potential, 1:1 counselor conversations every year, counselor push-in during Cub Pride. Plethora of courses offered for a school our size.			
<b>How are all students encouraged to earn an Academic Honors Diploma or complete the Core 40 curriculum?</b>			
In lieu of, we put students in alternative education plans such as Select and virtual lab before considering the general diploma option.			
<b>How are advanced placement (AP), dual credit, international baccalaureate (IB), and career and technical education(CTE) opportunities promoted?</b>			
AP potential, 1:1 counselor conversations every year, counselor push-in during Cub Pride, Cub Fest and Crossing the Ditch			
<b>Graduation rate last year:</b>	92.27%	<b>Percent of students on track to graduate in each cohort:</b>	2028 -100%; 2027 - 75%; 2026 - 81%; 2025 - 85%
<b>Link additional information here</b> (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.**

NA

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

NA

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

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

(continued)

*[Title I schoolwide only]*

**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.**

NA

**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.**

NA

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

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

**(continued)**

**[Title / schoolwide only]**

**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
NA	NA	NA
Link additional information here (if necessary) <input type="checkbox"/>		

## **SCHOOL IMPROVEMENT PLAN**

***[Required for all schools]***

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)			
<b>Goal</b>	<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>		
<b>Sub-Group focus</b>	SpEd/ ELL		
<b>The Strategies we are going to implement are</b>	Gradual release, Data driven practices, and writing workshops		
<b>To address the Root Cause</b>	Learning loss following COVID-19 and a lack of specialized programs targeting reading comprehension and fluency.		
<b>Which will help us meet this student outcome Goal*</b>	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., &amp; 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>
<b>Link additional information here (if necessary)</b> <input type="checkbox"/>			

## STRATEGY TEMPLATE

<b>Strategy</b> <b>(EXAMPLE)</b>	<b>Gradual Release</b>					
<b>What actions will we take to implement the improvement strategy? (specific, actionable activities that lead to the completion of the strategy identified)</b>						
<b>Activity (Action Step)</b>	<b>Activity Description</b>	<b>Position Responsible</b>	<b>Measurement</b>	<b>Resources Needed</b>	<b>Timeline</b>	<b>Status</b>
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 ▾
<b>To what extent has the strategy been implemented? What about the process went well, or not? What is the adult fidelity evidence of this?</b>						
<b>How has student achievement been impacted? What is the evidence?</b>						
<b>How will implementation be adjusted and/or supported moving into next year?</b>						
<b>Link additional information here</b> (if necessary) <input type="checkbox"/>						

## SCHOOL IMPROVEMENT PLAN GOAL AND STRATEGIES TEMPLATE

GOAL			
<b>Goal</b>	Continues improvement of graduation rate over the next four years		
<b>Sub-group focus</b>	ELL, Multi-racial, socioeconomic		
<b>The strategies we are going to implement are</b>	ENL Course(s), Every Student Every Day (ESED) focus intervention. Select focus for credit deficient		
<b>To address the root cause</b>	Failure of classes and/or low academic performances in core subjects		
<b>Which will help us meet this student outcome goal*</b>	In improvement of the graduation rate.		
How Will We Get There?			
Evidence Based Strategies to Address Problems	Supporting Research for Strategy	Who is Accountable for Strategy?	Timeline
ENL Course(s)	Education Northwest, 2013; U.S. Department of Education, 2016; Stanford Graduate School of Education, 2024;	ELL Coordinator/Instructor	2024-2025
Every Student Every Day (ESED) focus intervention (MTSS)	Center on Multi-Tiered System of Supports at the American Institutes for Research. (n.d.). <i>Multi-tiered systems of support (MTSS)</i> . American Institutes for Research. Retrieved from <a href="https://mtss4success.org/">https://mtss4success.org/</a> ; National Center on Intensive Intervention. (n.d.). <i>MTSS/RTI resources</i> . National Center on Intensive Intervention. Retrieved from <a href="https://intensiveintervention.org/special-topics/mtss">https://intensiveintervention.org/special-topics/mtss</a> Office of Special Education Programs (OSEP). (n.d.). <i>Multi-tiered system of supports (MTSS)</i> . OSEP Technical Assistance Center. Retrieved from <a href="https://osepideasthatwork.org/mtss">https://osepideasthatwork.org/mtss</a> ; National Association of School Psychologists (NASP). (2013). <i>A framework for safe and successful schools</i> . NASP. Retrieved from <a href="https://www.nasponline.org/standards-and-certification/na">https://www.nasponline.org/standards-and-certification/na</a>	Administration and Counselors	2024-2025



	<a href="#">sp-practice-model</a>		
Select focus for credit deficient	<a href="https://ies.ed.gov/ncee/rel/regions/midwest/pdf/infographics/CBE-strategies-508.pdf">https://ies.ed.gov/ncee/rel/regions/midwest/pdf/infographics/CBE-strategies-508.pdf</a>	Select teachers and administration	2024-2025
Link additional information here (if necessary) <input type="checkbox"/>			

Strategy #1	ENL Course(s)					
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
Master Schedule adjusted to allow for ENL Courses for English Credit	space, time, and teacher were identified	Administration	Skyward course allocated	Course description	Summer 2024	Completed ▾
Student selection	WIDA scores were used to determine students for the course	Admin and ENL Teacher	WIDA Scores	Student list and WIDA Scores	Early fall 2024	Completed ▾
Curriculum design and implementation	ENL teacher will determine effective instructional practices for students and determine a scope and sequence with assessments outlined	ENL Teacher	Gradebook	TBD	Fall 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 course has been added to the curriculum guide; space (both physical and in the master schedule) have been determined; students have been identified. Teacher has ENL English classes daily with students and posts grades based upon instruction.				

<b>How has student achievement been impacted? What is the evidence?</b>	TBD; New goal
<b>How will implementation be adjusted and/or supported moving into next year?</b>	New students will be identified as needed; students who become more proficient in language, based upon WIDA scores and classroom based measures, will be moved to traditional English courses.
<b>Link additional information here</b> (if necessary) <input type="checkbox"/>	

Strategy #2	Every Student Every Day (ESED) focus intervention (MTSS)					
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
Determine Team and Roles	Oversight and fidelity of implementation with staff members assigned specific roles and backups	District and Administration	submitted to District Administration	Training completed in August	Fall 2024	Completed ▾
Data Points determined and collected	Weekly meetings with a focus on student behaviors, attendance, and academics	MTSS Team	Multiple discipline referrals, absences; course failures	Skyward training / support MCS Data warehouse	Fall 2024	In Progress ▾
Interventions Selected	Counselors and/or administrators investigate effective interventions based upon student	MTSS Team	TBD specific to interventions	TBRI specific strategies	During Term 2	In Progress ▾

	needs			(Nurture groups) Behavior Plans Study Tables		
<b>To what extent has the strategy been implemented? What about the process went well, or not? What is the adult fidelity evidence of this?</b>	The team has been established, meetings have been scheduled to access data points. Team meetings with minutes are held as assigned; student interventions are implemented and measured; data collection is kept up to date and shared with appropriate personnel.					
<b>How has student achievement been impacted? What is the evidence?</b>	TBD					
<b>How will implementation be adjusted and/or supported moving into next year?</b>	Additional team members will be added if necessary; frequency of meetings will be adjusted as needed; EOY review of the data for struggling students will determine the effectiveness of interventions. Interventions will be adjusted accordingly.					
<b>Link additional information here</b> (if necessary) <input type="checkbox"/>						

Strategy #3	Select focus for credit deficient					
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
Course Offerings adjusted	The course offerings will be narrowed down to ensure adequate teacher planning of curriculum	Administration and Teachers	Curriculum Guide	State Standards and course descriptions	2024/2025 SY	In Progress ▾

Curriculum competency based maps are designed with appropriate assessments	Each course will have a curriculum map / pacing guide with assessments aligned for student self-paced and teacher directed path	Administration and Teachers	Curriculum Map and Pacing guides Assessments designed	State standards and course descriptions weekly team meetings for collaboration	2024 /2025 SY	In Progress ▾
Student data points utilized for selection into program	Students who have failed a course face-to-face with a teacher twice; have less than 14 credits as a Junior; or have failed a credit for first semester may be moved into Select for credit recovery; Students may be moved into Select throughout the year if determined that Select would be better placement; Students also will be placed for any eligible criteria under the alternative education grant	Administration and Counselors	Credits earned in Select after students are placed	Interventions as needed for students (TBD by MTSS)	2024 / 2025 SY	In Progress ▾
<b>To what extent has the strategy been implemented? What about the process went well, or not? What is the adult fidelity evidence of this?</b>	Teachers have been working on their competency based units and assessments over the summer and placed these on Google Classroom and shared with administrator for feedback. A bi-weekly team meeting to discuss competency based measures has been determined for the remainder of the school; Teachers plan expeditions (teacher directed lessons) based upon topics and student needs.					
<b>How has student achievement been impacted? What is the evidence?</b>	Students are starting to make gains on courses that they have previously failed; Student grades					
<b>How will implementation be adjusted and/or supported moving into next year?</b>	Curriculum maps and assessments will be adjusted as needed for next school year; additional interventions and focus will be placed in areas of need based upon data					
<b>Link additional information here (if necessary)</b> □						

GOAL			
Goal	Identify students at-risk of becoming off-track through academics, and provide support to those students to improve academics. 2023-2024 grades will establish a baseline of course failures. An improvement of 10% decrease in course failures		
Sub-group focus	ELL, Multi-racial, socioeconomic, SPED		
The strategies we are going to implement are	Common Formative Assessments, ESED, weekly Cub Pride grade checks, developmental reading class, close reads		
To address the root cause	disengagement, low institutional buy-in, low academic skills (i.e. reading)		
Which will help us meet this student outcome goal*	to lower the failure rates of those students who are at-risk of becoming off-track through academics.		
How Will We Get There?			
Evidence Based Strategies to Address Problems	Supporting Research for Strategy	Who is Accountable for Strategy?	Timeline
Develop PLC	DuFour, R. (1997). <i>Professional learning communities: A path to change in the classroom</i> . Vescio, V., Ross, D., & Adams, A. (2008). <i>A review of research on the impact of professional learning communities on teaching practice and student learning</i> . Teaching and Teacher Education, Levine, T. H. (2019). <i>Overcome 5 PLC challenges</i> . Learning Forward, 40(3), 42-46. Shelley, A. (2020). <i>Fostering an effective PLC at your school</i> . Edutopia. Bolam, R., McMahon, A., Stoll, L., Thomas, S., & Wallace, M. (2005). <i>Creating and sustaining effective professional learning communities</i> . Rosebrock & Henry (2021) <i>Arrows: a system-based approach to school leadership</i> DuFour et al. (2010) in <i>Learning by Doing</i>	Administration and Teacher Leadership Cadre	Semester One 2024
Establish CFA horizontally by course	DuFour et al. (2010) in <i>Learning by Doing</i> ; Rosebrock & Henry (2021) <i>Arrows: a system-based approach to school leadership</i>	Administration and all teachers	SemesterTwo 2024

Cub Pride Grade Checks (MTSS)	<p>Hattie, J. (2009). <i>Visible Learning: A Synthesis of Over 800 Meta-Analyses Relating to Achievement</i>. Routledge.</p> <p>Pianta, R. C. (1999). <i>Enhancing Relationships Between Children and Teachers</i>. American Psychological Association.</p> <p>Wentzel, K. R. (1998). <i>Social Relationships and Motivation in Middle School: The Role of Parents, Teachers, and Peers</i>. Journal of Educational Psychology, 90(2), 202-209.</p> <p>Hamre, B. K., &amp; Pianta, R. C. (2006). <i>Student-Teacher Relationships. Children's Needs III: Development, Prevention, and Intervention</i>. National Association of School Psychologists.</p> <p>Lumpkin, A. (2007). <i>Caring Teachers: The Key to Student Learning</i>. Kappa Delta Pi Record, 43(4), 158-160.</p>	Administration and all teachers	Fall 2024
Implementation of Close Reads cross-curricular	Schmoker, M. (2018). <i>Focus: Elevating the essentials to radically improve student learning</i> (2nd ed.). ASCD.	Administration and Teachers	Semester two 2024
<a href="#">Link additional information here</a> (if necessary) <input type="checkbox"/>			

Strategy #1	Common Formative 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
Determine Curriculum Map and Pacing guides	Each Department / course will begin the process of creating their curriculum maps / pacing guides using the MCS district map	Administration, PLs, Teachers	Completed maps and pacing guides	IAStandards Course guides	2024	In Progress ▾
PLs have been determined and staff	Program Leaders have been involved in leadership roles to guide the work of outline a	Administration	Team has been identified	<u>Learning by Doing</u> , DuFour	2024	In Progress ▾

training for implementation of PLCs	viable and measurable curriculum for students		and meetings are happening monthly	<i>Arrows, Focus, Schmoker</i> Early Release Days to roll out to staff (Wednesday)		
Design of Common Assessments	Teachers will create common assessments to determine student proficiency and if instruction is increasing students' proficiency toward standards	Administration, PLs and teachers	Common Assessments created	Formative subscription	2024 / 2025	In Progress ▾
<b>To what extent has the strategy been implemented? What about the process went well, or not? What is the adult fidelity evidence of this?</b>		Current maps and pacing guides are in the process of being reviewed; new Indiana Standards have been implemented; Current assessments are being reviewed and transitioning from End of Semester Finals to Common Formative Assessments based upon maps and pacing guides; Teacher created maps and pacing guides along with lesson plans that follow these guides will be the evidence				
<b>How has student achievement been impacted? What is the evidence?</b>		Aligned viable curriculum with pacing guides will allow teachers to focus heavily on the “how to teach” the material instead of the “what to teach”; Incorporating more checks for understanding within a gradual release model will ensure more students reaching proficiency; student course passing and grade increases will be the evidence				
<b>How will implementation be adjusted and/or supported moving into next year?</b>		The curriculum maps / pacing guides are being rolled out gradually with the focus on 1 - 2 courses per year; Additional courses will be incorporated in future years; We are focusing on English and Math with possibly more course maps / pacing guides completed as they have a better starting place with previous maps. Alignment of assessments to maps will be reviewed; Maps and pacing guides will be reviewed along with student pass / fail data.				
<b>Link additional information here (if necessary)</b> <input type="checkbox"/>						

<b>Strategy #2</b>	<b>MTSS (Cub Pride Grade Checks)</b>
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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
Cub Pride classes determined by cohort	Students are put into a Cub Pride class based on cohort; students will remain in the same CPT class for the duration of their high school careers	Administration	Classes are kept at the minimal number of students possible	List of cohorts	Fall 2024	Completed ▾
Cub Pride daily lessons / focus designed and delivered with fidelity	Specific and targeted lessons will be implemented during this 30 minute daily time slot	Administration and teachers	Daily lesson schedule		2024 / 2025	In Progress ▾
Increased touch points and accountability conversations for students daily	Students are assigned to teachers who loop with students from year to year to build strong relationships and touch points to increase engagement of students	Administration and all teachers	Failing grades and attendance report	SIS student grades and attendance	2024 / 2025	In Progress ▾
<b>To what extent has the strategy been implemented? What about the process went well, or not? What is the adult fidelity evidence of this?</b>	Cub Pride classes have been established and are now in place. Teachers have actively engaged in making connections with students during Connection Days and have started tracking course failures and attendance. Administration is preparing to review these metrics through the MTSS (Multi-Tiered System of Supports) process. This review will be conducted at the end of each week, based on the recorded course failures.					
<b>How has student achievement been impacted? What is the evidence?</b>	This will be determined based on course failures at the end of each week.					
<b>How will implementation be adjusted and/or supported moving into next year?</b>	The goal is to adjust the daily Pride schedule according to teacher feedback and evidence of success or areas needing improvement. While the timing of CUB Pride and teacher assignments to classes are intended to remain consistent, the daily schedule may be altered as needed to better support student outcomes.					
<b>Link additional information here (if necessary)</b> <input type="checkbox"/>						



Strategy #3		Developmental Reading Course				
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
Identify students	Determine which incoming freshman are the most at-risk to fail because of lack of reading skills	Administration	In-house assessment; iLearn ELA scores for 6th, 7th, 8th grades, 8th grade PSAT; teacher recommendation; Orthographic (Words Their Way) reading screeners	Data from IDOE; in-house assessment data	April / Summer 2024	Completed ▾
Determine student academic placement	determine the learning gaps of students to determine scope and sequence	Administration and Dev Reading teachers	Core Phonics screener	Core Phonics screener	Fall 2024	Completed ▾
Develop curriculum targeted for reading improvement and progress monitoring assessments	Based upon students needs, curriculum / lessons and progress monitoring points will be determined	Administration and Developmental Reading Teachers	Lesson plans and assessments; progress monitoring to be determined	UFLI, Words Their Way Word Study, SOR resources / Training	Fall of 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?		Students have been selected and placed into developmental reading course; Core phonics screener has been completed and 1st data meeting took place to look at the array of skill gaps students have; Discussions regarding curriculum and flexing based upon student focus areas are ongoing; students will receive target instruction based upon gaps				

<b>How has student achievement been impacted? What is the evidence?</b>	By addressing targeted skill gaps, students should increase in their reading and writing proficiencies as will be indicated on classroom grades and demonstrate growth on appropriate progress monitoring tools (TBD).
<b>How will implementation be adjusted and/or supported moving into next year?</b>	Each year, screeners will be utilized to determine the needs for students and specific interventions will be utilized and measured.
<b>Link additional information here</b> (if necessary) <input type="checkbox"/>	

GOAL			
Goal	Academic Performance - 2023-2024 SAT scores will establish a baseline for a 2024-2025 SAT goal. An improvement of 3%+ on the cohort average score per year.		
Sub-group focus	ELL, Multi-racial, socioeconomic, SPED		
The strategies we are going to implement are	Data-Driven Instruction; Targeted Interventions; Curriculum Alignment; Critical Reading		
To address the root cause	Lack of student proficiency		
Which will help us meet this student outcome goal*	to increase the fundamental abilities of all students in order to increase SAT scores		
How Will We Get There?			
Evidence Based Strategies to Address	Supporting Research for Strategy	Who is Accountable for Strategy?	Timeline

Problems			
Develop PLC	<p>DuFour, R. (1997). <i>Professional learning communities: A path to change in the classroom</i>.</p> <p>Vescio, V., Ross, D., &amp; Adams, A. (2008). <i>A review of research on the impact of professional learning communities on teaching practice and student learning</i>. Teaching and Teacher Education, Levine, T. H. (2019). <i>Overcome 5 PLC challenges</i>. Learning Forward, 40(3), 42-46.</p> <p>Shelley, A. (2020). <i>Fostering an effective PLC at your school</i>. Edutopia. Bolam, R., McMahon, A., Stoll, L., Thomas, S., &amp; Wallace, M. (2005). <i>Creating and sustaining effective professional learning communities</i>. Rosebrock &amp; Henry (2021) <i>Arrows: a system-based approach to school leadership</i></p> <p>DuFour et al. (2010) in <i>Learning by Doing</i></p>	Administration and Teacher Leadership Cadre	Semester One 2024
Establish CFA horizontally by course	<p>DuFour et al. (2010) in <i>Learning by Doing</i>;</p> <p>Rosebrock &amp; Henry (2021) <i>Arrows: a system-based approach to school leadership</i></p>	Administration and all teachers	SemesterTwo 2024
Cub Pride Grade Checks (MTSS)	<p>Hattie, J. (2009). <i>Visible Learning: A Synthesis of Over 800 Meta-Analyses Relating to Achievement</i>. Routledge.</p> <p>Pianta, R. C. (1999). <i>Enhancing Relationships Between Children and Teachers</i>. American Psychological Association.</p> <p>Wentzel, K. R. (1998). <i>Social Relationships and Motivation in Middle School: The Role of Parents, Teachers, and Peers</i>. Journal of Educational Psychology, 90(2), 202-209.</p> <p>Hamre, B. K., &amp; Pianta, R. C. (2006). <i>Student-Teacher Relationships. Children's Needs III: Development, Prevention, and Intervention</i>. National Association of School Psychologists.</p> <p>Lumpkin, A. (2007). <i>Caring Teachers: The Key to Student Learning</i>. Kappa Delta Pi Record, 43(4), 158-160.</p>	Administration and all teachers	Fall 2024
Implementation of Close Reads cross-curricular	Schmoker, M. (2018). <i>Focus: Elevating the essentials to radically improve student learning</i> (2nd ed.). ASCD.	Administration and all teachers	Semester two 2024
<b>Link additional information here</b> (if necessary) <input type="checkbox"/>			

Strategy #1	Develop PLC					
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
PD on PLCs and how they function	Book study of <i>Arrows</i> and weekly PD on the essential elements of a PLC designed by the district administration team	Administration	Monthly staff meeting conversations; Teacher Leadership Cadre discussions; exit tickets from weekly PD	Book <i>Arrows</i> ; lesson plans for each element to be introduced	Semester one 2024	In Progress ▾
Development of Teacher leadership Cadre	A group of teachers who excel in the classroom, possess influence among their peers, and embrace a growth mindset with a vision focused on continuous improvement in learning.	Administration	Voluntary basis	Teacher evaluations	Spring 2023	Completed ▾
Development of CFA	This will generate the student data necessary for PLC conversations and direction	Administration and all teachers	Assessments are developed in the Formative computer application accessible to administration	Formative computer application; curriculum maps & pacing guides for courses	Semester one 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?		Extensive time has been invested in researching the key elements of a Professional Learning Community (PLC). The professional development (PD) program has been developed and is now being implemented weekly throughout the first semester.				
How has student achievement been impacted? What is the evidence?		TBD - new goal				

<b>How will implementation be adjusted and/or supported moving into next year?</b>	The format of the PLCs should remain consistent; however, the Teacher Leadership Cadre will be an integral part of when and how we adjust the PLCs. The district and the board have given us an early release day to accomplish this.
<b>Link additional information here</b> (if necessary) <input type="checkbox"/>	

Strategy #2	Curriculum Alignment					
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
Curriculum Maps & Pacing Guides	Alignment with standards, identify key learning objectives, and sequence the material logically to support student learning with a timeline for when specific content, skills, and assessments should be taught within a given period.	Administration and all teachers	Submission of a district curriculum map template	Time to collaborate and develop	Semester one 2024	In Progress ▾
Vertical alignment of curriculum	Alignment of standard of courses with prerequisite courses.	Administration and all teachers	Submission of a district curriculum map template	Time to collaborate and develop	Semester one 2025	Not Started ▾
						Choose ▾

<b>To what extent has the strategy been implemented? What about the process went well, or not? What is the adult fidelity evidence of this?</b>	Curriculum maps have been initiated by all departments for most courses, starting with core and foundational CTE courses. These maps need to be transferred to the district-approved template, and eventually, all other courses will need to follow this process.
<b>How has student achievement been impacted? What is the evidence?</b>	TBD - new goal
<b>How will implementation be adjusted and/or supported moving into next year?</b>	The intention is to find time for departments to meet (outside of PLC times) to collaborate and develop these.
<b>Link additional information here</b> (if necessary) <input type="checkbox"/>	

Strategy #3	Critical Reading					
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
Create habits of mind for students future success whether in employment, enlistment, or enrollment	Students will read and write across all content areas	Administration and teachers	lesson plans	short texts	2024 / 2025	Completed ▾
Outline for expectations of a	PLs and Administration will outline specific expectations for critical reading within content	Administration and PLs	Document with expectations	Focus, Schmoker PD on Critical	2024 / 2025	In Progress ▾

Critical Read	areas based upon the simplified literacy standards of: Read to infer / interpret/draw conclusions Support arguments with evidence Resolve conflicting views encountered in source documents solve complex problems with no obvious answer ( <i>Focus</i> , Schmoker, p. 39)		shared with staff	Readings and Text types (ELA PL to do in staff meeting)		
Increase access to “authentic literacy”	Creating purposeful literary opportunities for student through expository, argumentative, and interpretative reading to increase critical thinking skills	teachers	assessments	review of common formative assessment task with higher Depth of Knowledge requirements	PD on Depth of Knowledge and creation of assessment items	Not Started ▾
<b>To what extent has the strategy been implemented? What about the process went well, or not? What is the adult fidelity evidence of this?</b>	Just at the beginning stages of implementation with conversations; Teachers that are not reading teachers are struggling with how this looks in their content areas and need additional supports; Originally this was introduced as a focus for Semester 1 but this has been pushed back for more professional development to happen for roll out in semester 2.					
<b>How has student achievement been impacted? What is the evidence?</b>	With students participating in more authentic literacy opportunities, their habits of mind will become more ingrained in their reading processes to increase their acuity for higher order assessment types (Depth of Knowledge tasks). This should increase students' assessment on PSAT, SAT, and higher level course work.					
<b>How will implementation be adjusted and/or supported moving into next year?</b>	Next year, during PLCs, we will add in critical readings into curriculum maps and pacing guides. Additional trainings and supports will be outlined.					
<b>Link additional information here (if necessary)</b> □						

## PROGRESS INDICATORS TEMPLATE

**[Required for all schools]**

PROGRESS INDICATORS				
Check-in Schedule	Quarter 1 (Oct. 4)	Quarter 2 (Dec. 20)	Quarter 3 (Mar. 14)	Quarter 4 (May 28)
<b>Key Performance Indicator (Assessment)</b>	<b>SPED &amp; ELL Subgroup Specific Data</b> Attendance Rate Course Failures Quarterly Pass Rates	<b>SPED &amp; ELL Subgroup Specific Data</b> Attendance Rate Course Failures Quarterly Pass Rates PSAT Results (10,11)	<b>SPED &amp; ELL Subgroup Specific Data</b> Attendance Rate Course Failures Quarterly Pass Rates WIDA Scores	<b>SPED &amp; ELL Subgroup Specific Data</b> Attendance Rate Course Failures Quarterly Pass Rates PSAT Results (9) SAT Results (11)
<b>Results</b>	<i>Review at the end of the quarter 1.</i>	<i>Review at the end of the quarter 2.</i>	<i>Review at the end of the quarter 3.</i>	<i>Review at the end of the quarter 4.</i>
<b>On Track to Meet Goals?</b>	<i>Review at the end of the quarter 1.</i>	<i>Review at the end of the quarter 2.</i>	<i>Review at the end of the quarter 3.</i>	<i>Review at the end of the quarter 4.</i>
<b>Strengths</b>	<i>Review at the end of the quarter 1.</i>	<i>Review at the end of the quarter 2.</i>	<i>Review at the end of the quarter 3.</i>	<i>Review at the end of the quarter 4.</i>
<b>Areas for Growth</b>	<i>Review at the end of the quarter 1.</i>	<i>Review at the end of the quarter 2.</i>	<i>Review at the end of the quarter 3.</i>	<i>Review at the end of the quarter 4.</i>
<b>Next Steps</b>	<i>Review at the end of the quarter 1.</i>	<i>Review at the end of the quarter 2.</i>	<i>Review at the end of the quarter 3.</i>	<i>Review at the end of the quarter 4.</i>
<b>Link additional information here</b> (if necessary) <input type="checkbox"/>				



## PROFESSIONAL DEVELOPMENT PLAN

***[Required for all schools]***

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.**

<b>Professional Development Goal(s)</b>	Critical Reading Strategies based upon <i>Focus</i> , Schmoker
<b>Is professional development linked to SIP goals?</b>	Yes ▾
<b>Possible Funding Sources</b>	In-house PD through administration and veteran teachers who have done critical reading in the past.
<b>Plan for coaching and support during the learning process</b>	We plan to offer support to any teacher who would like assistance. We can discuss and help plan the critical reading lesson and/or visit the classroom to observe and provide feedback during the lesson's implementation.
<b>Evidence of Impact</b>	TBD
<b>How will effectiveness be sustained over time?</b>	Specific and intentional classroom visits on critical reading days. Review of the processes with the Teacher Leadership Cadre.
<b>Link additional information here (if necessary)</b> □	

<b>Professional Development Goal(s)</b>	Teachers will understand and implement Depth of Knowledge (DOK) when designing lessons, checks for understandings, and summative assessments. Teachers will increase their use of checks for understanding at appropriate DOK levels within a gradual release model.
<b>Is professional development linked to SIP goals?</b>	Yes ▾
<b>Possible Funding Sources</b>	TBD
<b>Plan for coaching and support during the learning process</b>	PLs will be instrumental in growth within their departments In house coaching using Karen Hess Rubrics Formative license has been purchased for teachers to create quick checks for understanding and other forms of assessment.
<b>Evidence of Impact</b>	Teachers using a variety of DOK assessments in their courses
<b>How will effectiveness be sustained over time?</b>	Ongoing review of assessments and question types
<b>Link additional information here</b> (if necessary) □	

<b>Professional Development Goal(s)</b>	Digital PSAT/SAT Assessment Training
<b>Is professional development linked to SIP goals?</b>	Yes ▾
<b>Possible Funding Sources</b>	Title II
<b>Plan for coaching and support during the learning process</b>	School testing coordinator attend workshop with district assessment team. School testing coordinator then will plan an in-house professional development plan for high school staff specific to the digital PSAT/SAT assessment.
<b>Evidence of Impact</b>	PSAT and SAT results
<b>How will effectiveness be sustained over time?</b>	Monthly staff meeting updates. In-house professional development plan for high school staff. Quarterly training for test proctors.
<b>Link additional information here</b> (if necessary) □	