Hoosier College and Career Academy School Improvement Plan 2023-2024

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.

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 <u>required</u> to submit a <u>SIP?</u>** All public schools and state-accredited non-public schools.

- **Which schools are <u>required</u> to submit a comprehensive needs assessment (<u>CNA</u>)?** Schools that receive Title I funds <u>AND</u> schools classified as TSI, ATSI, and/or CSI.

- **Which schools are <u>required</u> to use IDOE's <u>CNA template,</u> 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 <u>required</u> to use IDOE's <u>SIP template,</u> Section B?** Schools classified as CSI, TSI, or ATSI and receive Title I funds must complete a CNA/SIP using this template.

SCHOOL INFORMATION

School Name	Hoosier College and Career Academy
School Number	2528
Street Address	5650 Caito Drive
City	Indianapolis
Zip Code	46226

SCHOOL and CONTACT INFORMATION

Principal	Melissa Smith
Phone number	463-259-0644 ext 4015
Email	mmedinger@k12.com

Superintendent	David Rarick
Phone number	(317) 495-6494
Email	drarick@k12.org

Grant contact	Penny Lee
Phone number	(317) 495-6494 ext. 5010
Email	plee@hoosieracademy.org

Other contact	Roxanne Kaminski
Position	School Improvement Coordinator
Phone number	463-242-1855
Email	rokaminski@hoosieracademy.org

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.	Yes ▾
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.	Yes ▾
This school is not identified as CSI, TSI, or ATSI.	No ▾

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

Free/Reduced Lunch ▾	White ▾

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
☑ Statewide Assessments	☑ Statewide Assessment Data	☑ English Language Learner (ELL) Assessment(s)	☑ Attendance*
☐ Federal (ESSA) Data	☐ Federal (ESSA) Data	☑ Individual Education Plans (IEPs)	☐ School Discipline Reports*
☑ District Assessments	☑ IAM Assessment	☑ Individual Learning Plans (ILPs)	☐ Bus Discipline Reports*
☑ Dyslexia Assessments	☑ Aptitude Assessment(s)	☑ Staff Training	☑ Surveys (parent, student, staff) *
☑ Common Formative Assessments	☑ Special Education Compliance Rpt	☐ Aptitude Assessment (e.g. CogAT)	☑ Daily Schedule Configuration
☑ PSAT/SAT/ACT	☑ Subgroup Assessment Data	☐ Current High Ability Grant	*Including student subgroups
List or Link Other Data Sources Below			
Link: NWEA Assessment		**Link:**	
Link: Hoosier College and Career Academy Website		**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	By October 2023, 60% of students identified as Cohort 2023 will successfully graduate from HCCA.	
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?	While we didn't achieve the specific target of a 60% graduation rate for the Cohort 2023, it's promising to see that we've made significant progress with a 40% growth in the graduation rate. This demonstrates that our efforts are paying off, and we are on the right track toward improving our graduation rates	
If the goal was not met and it will continue to be a goal, conduct a root cause analysis to determine why.		

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Previous Year Goal #2	Students will increase NWEA Math scores by 10% from Beginning of Year to End of Year.
If the goal was met, how will the school further improve or sustain this level of performance?	- Continue to analyze and leverage data to identify specific areas where students are excelling or struggling. - Ensure that our curriculum is aligned with the NWEA assessment, enabling students to build the skills and knowledge necessary for success on the test. - Ongoing professional development for teachers to enhance their instructional practices and strategies for improving math proficiency. - Implement targeted interventions for students who may still be falling behind or facing challenges in math. - Implement regular progress monitoring to track student growth throughout the year.
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?	
If the goal was not met and it will continue to be a goal, conduct a root cause analysis to determine why.	

Previous Year Goal #3	Students will increase NWEA ELA 10% scores from Beginning of Year to End of Year.	
If the goal was met, how will the school further improve or sustain this level of performance?	- Continue to analyze and leverage data to identify specific areas where students are excelling or struggling. - Ensure that our curriculum is aligned with the NWEA assessment, enabling students to build the skills and knowledge necessary for success on the test. - Ongoing professional development for teachers to enhance their instructional practices and strategies for improving math proficiency. - Implement targeted interventions for students who may still be falling behind or facing challenges in math. - Implement regular progress monitoring to track student growth throughout the year.	
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?		

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**
- Highly qualified staff - Student onboarding process - Improvements in withdrawals and graduation rates - Various schedules (Flex, ALT, SPED, MKV) and alternative service models (neurodivergent friendly) - Effective communication between the school and home - Resources that are easily accessible for families - Social-Emotional Learning (SEL) and executive functioning support for all students, not just a targeted population - Translation services and accessibility accommodations - Attendance intervention with back-on-track plans - Career readiness programs - Professional development opportunities for staff - Partnership with Eskenazi providing accessible therapy services outside of the school day	- ILEARN & SAT pass rate - Attendance - Engagement - Cultural competency - Staff morale - Parent/family engagement - Transitioning middle to high school-high school to post secondary
Opportunities	**Threats**
- Test preparation with a focus on clear understanding (Test Prep ClearSight) and the integration of the 6+1 Writing Traits - Student socialization initiatives, including the creation of K-12 zones and various clubs - Career exposure programs aimed at providing students with insights into various career paths - Identification and support for high-ability students, including opportunities for dual credits and dual enrollment in advanced courses - Organization of College and Career Fairs with a strong emphasis on promoting career readiness for post-secondary education - Cultivation of partnerships with the community to enhance educational opportunities and resources	- Staff turnover and retention - Student mental health and well-being - Facilities and resources for addressing behavioral and mental health needs, including barriers faced by neurodivergent students (MKV barriers) - Consideration of diverse communities and demographics within the school's population - Internet accessibility and the digital divide - Addressing transportation and work-related barriers that families may face in accessing testing and school events - Strategies for mitigating information fatigue - Providing clear and accessible contact information for families and learning coaches

FIVE WHYS WORKSHEET

Define the problem (precise problem statement):

Low State Standardized Test Pass Rates

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

1. Lack of adequate test preparation for students

☐ **Why?**
☐

2. The curriculum may lack the necessary rigor. The curriculum may not adequately prepare students for the level of difficulty they face in the standardized tests.

☐ **Why?**
☐

3. High student turnover rates within the school. Frequent student turnover can disrupt the continuity of instruction and make it challenging to ensure that all students receive a consistent and high-quality education.

☐ **Why?**
☐

4. Students face barriers such as student expectations, misconceptions of online learning, and differences between homeschooling and online public school. These barriers can hinder students from adapting to the online learning environment effectively, impacting their performance in standardized tests.

☐ **Why?**
☐

5. Parents play a crucial role in supporting students' education. A lack of involvement, particularly during the onboarding process, can result in students not receiving the necessary support and guidance, leading to poor test performance.

☐ **Why?**

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. Graduation Rate	Student Engagement, academic preparedness,access to resources, socioeconomic factors, social and emotional support	Interactive learning, regular communication, individualized learning plans, mental health services, peer mentoring,flexible scheduling
2.		
3.		
4.		
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7.		
8.		
9.		
10.		
Link additional information here (if necessary) ☐		

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)
David Rarick	Executive Director	SIP ▾	
Samantha Goldsmith	Academic Administrator	SIP ▾	
Melissa Medinger	Academic Administrator	SIP ▾	
Penny Lee	Grants Coordinator	SIP ▾	
Roxanne Kaminski	School Improvement Coord	SIP ▾	
Sabrina Scroggin	SEL Coordinator	SIP ▾	
Veronica Roberts	Family Resource Coordinator	SIP ▾	
Megan Mullins	Dropout Prevention Coordinator	SIP ▾	
Mallory Kindig	MTSS Coordinator	SIP ▾	
Susan Kuckie	CTE Teacher	SIP ▾	
Lindsey Free	ELA Teacher	SIP ▾	
Amanda Moor	Government and Econ Teacher	SIP ▾	

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Link additional information here (if necessary) ☐			

SCHOOL AND COMMUNITY NARRATIVE
[Optional for all schools]

A narrative description of the school, community, and educational programs.
Link additional information here (if necessary) ☐

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
Utilizing research-based virtual platforms, IDOE aligned academic standards, and meaningful partnerships, we will prepare today's learners for tomorrow's ever-changing career and academic opportunities.

School Vision
Utilizing research-based virtual platforms, IDOE aligned academic standards, and meaningful partnerships, we will prepare today's learners for tomorrow's ever-changing career and academic opportunities.

District Mission
To provide personalized, virtual learning opportunities to all Indiana students regardless of circumstances and abilities.

School Mission
To provide personalized, virtual learning opportunities to all Indiana students regardless of circumstances and abilities.

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

District Goal(s)
Improve NWEA scores by 10% from BOY to EOY. Improve graduation rate by 5% YOY Improve SAT scores by 5% YOY

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) ☐

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.
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.
Link additional information here (if necessary) ☐

STUDENT ACHIEVEMENT
[Optional for all schools]

Use the space below to add information about student achievement based on the ILEARN and other assessments used.
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.
NWEA BOY/MOY/EOY scores Credit deficient Senior count SAT scores Credits obtained per student Course alignment to standards Vertical alignment between MS and HS courses

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.
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
Sample: *Reading*	1-6	*ABC Reading is Fun*	Yes ▾	Choose ▾	*Textbooks and readers are core components of a reading program.*	Yes ▾	☐
All	All	Stride K12 Curriculum	Yes ▾	All Ti… ▾	Content has been vetted and created with intentionality. In addition, Stride is our EMO and our agreement with them states we will utilize their online curriculum.	Yes ▾	☐
Benchmark	All	NWEA	Yes ▾	All Ti… ▾	Assessment to be taken BOY, MOY, EOY to determine growth. Small groups as needed; 3 days per week MTSS intervention, 4 days per week MTSS intervention Teachers will know how to access support documents.	Yes ▾	☐
Universal Screeners-ELA	All	Mindplay	Yes ▾	All Ti… ▾	Students will use skills-based programs daily to fill instructional gaps. Gen. Ed courses; Small groups as needed	Yes ▾	☐
Universal Screeners-Math	All	Ascend	Yes ▾	All Ti… ▾	Students will use skills-based programs daily to fill instructional gaps Gen. Ed courses; Small groups needed.	Yes ▾	☐

Curriculum	7-12	MobyMax	Yes	Tier 3	Intervention instruction implemented in special education and Life Skills (Certificate of Completion) classes	Yes	☐
Curriculum	7-10	IXL	Yes	Tier 1…	Students will complete standards-based assessments weekly and bi-weekly to measure understanding of the standards the class has been focusing on in a two week window	Yes	
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 ▾	Stride Curriculum, curriculu[m] maps, Tier Intervention Curriculum
Pacing guides and/or curriculum maps are used to plan and teach a standards-based curriculum.	Yes ▾	Lesson plans (standards base[d] curriculum map (power standards identified)
Teachers and staff are engaged in cross grade-level articulation of standards.	Yes ▾	Team meetings (calendar invitations, agenda, meeting notes)
A culturally responsive curriculum is used to ensure all students' cultural differences are recognized and appreciated.	Yes ▾	Current: Stride course descriptions, lesson plans. Moving forward: develop lesson plans with cultural differences addressed, cultura[l] responsiveness, provide supplemental materials, experiences in the classroom[,] provide professional development to teachers on creating culturally aware less[on] plans.

The public may view the school's curriculum in the following location(s)
HCCA Website linked below

Link additional information here (if necessary) ☐	https://hcca.k12.com/academics.html

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 ▾	Current: Referral for high ability for grades 7-12: NWEA scores, above proficiency in ILEARN, 1 year ahead of grade level for Mindplay/Ascend, NWEA scores, GoBox(student engagement), Implementation of MTSS, PCG data warehouse (digital information) Referral for Risk of Failure: MTSS intervention, small group instruction
A process for coordinating instructional services (e.g. Head Start, adult education, etc.) is in place.	No ▾	N/A
A variety of instructional strategies are employed to meet the diverse learning needs of students.	Yes ▾	Current: Evaluate student centered learning, gradual release program Instructional strategies include: Instruction differentiated by gender, culture, subgroups provided content and assessment utilizing alternative rubrics or alternative means for students to demonstrate mastery. Professional development provided to teaching staff regarding differentiated instruction.
Teachers use strategies that monitor and adjust instruction during lessons (e.g. adjusted based on checks for understanding).	Yes ▾	Lesson plans, NIET observation rubric, administration classroom visits and feedback, exit tickets, checks for understanding throughout lessons
Teachers ensure students are engaged in cognitively complex tasks (including varying depth of knowledge) during instruction.	Yes ▾	NIET observation rubric, Essential Questioning PD, administration classroom visits and feedback, resources for depth of knowledge, monitoring and follow-up of classroom visit feedback, asynchronous walk through

Teachers use instructional strategies that ensure students have multiple means of accessing instructional content.	Yes ▾	Strategies: recordings of class; Stride K12 curriculum; customized quizzes. Resources in language, additional time, targeted small group instruction, scaffolded instruction in lesson plans.Implement multiple intelligences strategies, and training for onboarding teachers (specific PD)
Instructional strategies provide students with multiple options for illustrating their knowledge.	Yes ▾	Assessments, rubrics, student choice on demonstration of mastery, projects, data conference, multiple means of expression
Instructional strategies foster active participation by students during the instructional process	Yes ▾	Differentiated instruction in virtual break out rooms, small groups, IXL, Mindplay. Classroom expectations and culture, include participation expectations, NIET observation rubric provides feedback from classroom visits i.e. check for understanding, polling tools, timed responses. Data collected from Student Centered Learning Rubric
Teachers and staff promote authentic learning and student engagement across all content areas.	Yes ▾	Current: Lesson plans, rubrics, projects, weekly data dives, identify cross curriculum methods Moving Forward: PD for interdisciplinary planning, integrating/supplementing curriculum, increase use of common academic vocabulary, team meeting agendas, vertical alignment, project based learning
Strategies and instructional methods ensure equity of opportunity for all students during the learning process.	Yes ▾	Current: intentional breakout rooms, private student to teacher chat feature to ensure engagement, anonymous polling questions, ensuring access to the curriculum by providing technology to each student (laptop, printer), learning coach support in preferred language when needed. Content can be downloaded eliminating physical book fees. Accommodations for learning styles and level of disability included in lesson planning. Build in opportunities throughout the lessons for students to offer feedback regarding barriers encountered in completing assigned tasks. Develop and implement new strategies to increase engagement across content areas.

Instructional strategies assist with bridging the cultural differences in the learning environment.	Yes ▾	Current: SIOP, direct instruction for English Language Learners, Multi-Tiered System of Supports. Implement Multi-Tiered System of Supports, include culturally based professional development (gender, ethnicity, socio-economic considerations, sexual orientation, etc.) for instruction. Moving forward: implement buddy classrooms and peer mentoring.
Teachers and staff integrate evidence-based strategies during Tier II and Tier III instruction.	Yes ▾	Current: Students identified as Tier II and Tier III receive additional small group targeted instruction. Identify each tier criteria and strategies. Implement MTSS to identify supports for Tier II and Tier III from the beginning of school year, following benchmark assessments with targeted small group instruction.
Teachers work collaboratively to support and refine instructional effectiveness (e.g. with feedback, coaching, etc)	Yes ▾	Current: - Data meetings - Staff meetings - Grade team meetings - Department meetings Moving Forward: Vertical articulation between middle school and high school
High expectations for academic achievement are made clear to students and supported with adequate scaffolding and resources.	Yes ▾	Current: - Student goal setting, lesson plans, objectives shown/read at beginning of class - Going through the teacher syllabus - Recognizing honor roll students, attendance, most improved - Meeting with counselors to go over the quarterly progress meeting

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.

Students are identified using the MTSS (Multi-Tiered System of Supports) model, which involves a comprehensive approach. Identification is achieved through a combination of assessments, referral committee input, and evidence-based programming support, including resources like MindPlay, Ascend, and IXL. These resources are carefully chosen to provide tailored lessons aligned with each student's academic proficiency.

The students identified in this manner will be closely monitored and documented by our interventionist and MTSS Coordinator. Additionally, our dedicated Family Resource Coordinator will work alongside students and their families to develop and coordinate a set of wraparound services. These services aim to address not only academic challenges but also non-academic barriers that may affect a student's learning journey. Furthermore, the Family Resource Coordinator will organize parent sessions to facilitate discussions on how best to support students' academic needs.

In assessing academic progress, we utilize both Formative and Summative assessments to gauge students' learning and performance levels. Hoosier College and Career Academy places a strong emphasis on Formative Assessments, which serve several vital purposes. They help guide instruction, check for comprehension, enable us to respond effectively to students' needs, and aid in planning for their continued success. Examples of Formative Assessments integrated into our approach include writing samples, exit tickets, graphic organizers, collaborative activities like "think, pair, share," visual cues like green checkmarks, polling, exemplars, well-crafted questions based on gathered evidence, the "I Do, We Do, You Do" instructional model, and the development of differentiated lesson plans along with targeted small group instruction.

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

CORE ELEMENT 3: ASSESSMENT
[Required for all schools]

List the assessments used <u>in addition to</u> 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
WIDA Access	7-8	Summ… ▾	English language acquisition assessment required for identified ELL students	Yes ▾	☐
NWEA Map Growth	7-12	Forma… ▾	Interim assessment that measures student performance and growth; projects proficiency	Yes ▾	☐
Ascend Math	7-12	All of … ▾	Supplemental tool- students complete placement assessment to identify skills gaps	Yes ▾	☐
MindPlay Reading	7-12	Bench… ▾	Dyslexia Level 1 Screener, Supplemental tool for reading and grammar	Yes ▾	☐
Stride K12 Course Assessment	7-12	All of … ▾	Formative, interim, and summative assessments embedded within the curriculum to measure student mastery of content and state standards	Yes ▾	☐
Progress Learning	9-12	All of … ▾	Supplemental tool	Yes ▾	☐
IXL	7-12	Forma… ▾	Supplemental tool for math and english	No ▾	☐
		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 ▾	Academic trackers, using the NWEA learning continuum in

		conjunction with academic trackers
The school uses assessment data to identify students for Tier II and Tier III instruction.	Yes ˅	Multi-tiered Systems of Support model implemented
Locally created assessments are reviewed and revised regularly to ensure priority standards are being measured at the appropriate levels of depth and rigor.	Yes ˅	Lesson plans with teacher created assessments, curriculum maps, teacher manipulated assessments, teacher checks for understanding. Curriculum and assessments are modifiable to give further data on how students are mastering content.

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.

Teachers actively engage in professional development focused on various assessments specific to their grade and content area. This training equips them with the skills to proficiently analyze assessment data, which they are then tasked with using to tailor and guide their instruction. Additionally, they are expected to identify students who may require targeted support through tiered interventions. Continuously, teachers harness the insights gained from assessments such as Mindplay, Ascend, NWEA, and K12 course assessments to inform and enhance their small group instructional strategies.

Link additional information here (if necessary) ☐	

CORE ELEMENT 4: COORDINATION OF TECHNOLOGY INITIATIVES
[Required for all schools]

Briefly describe how technology is used by students to increase learning.
Hoosier College and Career Academy (HCCA) operates as a virtual school where technology integration is an integral part of our daily routine. Our students actively engage with various online tools, including NewRow, Online Middle and High School, and online platforms for instructional content. The online programming content we offer is provided by Stride/K12. Additionally, students are required to use web-based programs like MindPlay and Ascend to supplement their learning. Our dedicated teachers deliver instruction through both synchronous and asynchronous methods, catering to whole groups, small groups, and online sessions to best serve our students' needs. To support our students and staff in this virtual learning environment, we provide laptops and printers through Stride/K12 for use at home. We also offer an internet stipend reimbursement program for families who require financial assistance. For technical support, both students and staff have access to a helpdesk solution, ensuring prompt assistance for any technology-related issues they may encounter. Furthermore, HCCA benefits from a full-time Regional IT Administrator provided by Stride/K12, who works on-site to address technical challenges efficiently. We are committed to building a strong sense of community and family engagement throughout the school year. To foster student engagement and support social-emotional well-being, we organize a diverse range of online and face-to-face events. These events are open to staff, students, and community members, providing opportunities to connect, network, and build meaningful relationships. While we primarily use the platforms mentioned above for these events, we also harness the power of social media to facilitate and document these important gatherings.
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 ▾	Orientation courses for students and families, onboarding process for new and returning students, acceptable use policy contained in student handbook
A plan is in place to provide in-service training in the use of technology.	Yes ▾	Back to School PD, Stride/K12 training, onboarding, mentor teacher pairings

Protocols and criteria are used to review and select technology hardware, software, and instructional programs	Yes ⌄	Hardware and instructional programs are provided by Stride/K12. Administration team can evaluate and choose supplemental programs to aid in instructional delivery
There are established procedures for maintaining technology equipment.	Yes ⌄	This is provided by Stride/k12. Regional IT Administrator manages refresh cycle of hardware, age of devices and refresh rate
Sufficient infrastructure exists to support instructional, assessment, and operational needs.	Yes ⌄	Building has sufficient cabling, wi-fi and hardware. Every student receives necessary equipment and tech support. Learning coaches also receive tech support.Families are WiFi as needed. Teachers receive tech support and access to Regional IT Administrators for troubleshooting.

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?	No ▾	Career day/fair or community day	No ▾
Career simulation (JA/Biztown, etc.)	No ▾	Career-focused clubs (robotics, agricultural garden, STEM, etc.)	No ▾
Career-focused classroom lessons	No ▾	Guest speakers	No ▾
Not currently implementing career exploration activities		Choose ▾	
Other: N/A			

If "not currently implementing career exploration activities" was indicated above, explain why.
Hoosier College and Career Academy teaches grades 7-12.
Link additional information here (if necessary) ☐

Grades 6-8 only

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

If "not currently implementing career exploration activities" was indicated above, explain why.
Link additional information here (if necessary) ☐

(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	Choose ▾
Other:			

If "not currently implementing career exploration activities" was indicated above, explain why.
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 ▾	Positive Behavior Intervention Supports Rewards was implemented. Newsletters, Social and Emotional Learning support via designated staff. Monthly parent meetings, Parent/Teacher conferences. Student/Learning Coach onboarding, Student handbook
A multi-tiered system of support (MTSS) provides students with academic, behavioral, mental well-being, and early intervention.	Yes ▾	Protocols for Multi-tiered Systems of Supports and team development are implemented
Discipline rules are established, and copies of the rules are made available to students and their parents/guardians.	Yes ▾	Student code of conduct, including disciplinary consequences are included in the student handbook. The student handbook is provided to families at the beginning of the school year, upon enrollment, and is available on the schools website. Parents sign and acknowledge receipt. Handbook reviewed during parent/student onboarding.
Discipline rules to prevent bullying are in place and include education, parental involvement, and intervention.	Yes ▾	All staff and students are provided online training provided by Vector Solutions on identifying, reporting and stopping bullying behavior, including cyberbullying. Anti-bullying month (October) activities are held. Reporting procedures listed in the Student Handbook.
A suicide awareness and prevention policy is in place and staff have been appropriately trained.	Yes ▾	Staff participate in online training provided by Vector Solutions on suicide awareness and prevention. Student school wide assembly.
High expectations for behavior and attendance are communicated to families and consistently reinforced by all staff.	Yes ▾	Expectations for high expectations are communicated in the Student Handbook and during onboarding. Families receive communications from the school and the student support team regarding policies, procedures, and events, as well newsletter and email communications. Regular phone contacts are also made by staff. School mission and vision are on each landing page and class connect session. Multi-tiered systems of support and PBIS outline high expectations and attendance expectations.

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 ▾	Positive Behavior Intervention Supports Rewards was implemented. Newsletters, Social and Emotional Learning support via designated staff. Monthly parent meetings, Parent/Teacher conferences. Student/Learning Coach onboarding, Student handbook
A multi-tiered system of support (MTSS) provides students with academic, behavioral, mental well-being, and early intervention.	Yes ▾	Protocols for Multi-tiered Systems of Supports and team development are implemented
All staff express the belief that all children can learn and consistently encourage students to succeed.	Yes ▾	Enduring connection calls are made, newsletters and personalized communications are sent out, and use a formalized student engagement referral process. Teachers participate in professional development for pedagogy, use of trackers for engagement data and referral process and support. Regularly scheduled Positive Behavior Intervention Supports PLC for staff. NIET Classroom observations, teacher evaluations. Parent & Student surveys (Pulse Checks) administered throughout the year.
The school develops staff capacity to create positive classroom and school climates that are culturally responsive.	Yes ▾	The school holds quarterly award ceremonies, Positive Behavior Intervention Supports raffles and incentives. Weekly teacher shout-outs, teacher of the year award. Homerooms aligned to student identified needs designed by their teachers. Culturally responsive symposium for staff. Teachers provide choices of communication and engagement through multiple platforms such as a poll, survey, and privately emailing teacher.

Briefly answer the following:

What practices are in place to maintain a safe environment?

The referral team conducts a comprehensive review of points listed on the referral form, encompassing various circumstances, which include:
        Absenteeism
        Academic concerns
        Behavioral issues
        Engagement challenges
        Support needed from Learning Coaches
        Multi-Tiered System of Supports (MTSS) requirements
        Social-emotional concerns
        Special education considerations

In addition to these protocols, all students are expected to adhere to our robust Code of Conduct. Furthermore, as part of our commitment to safety, all staff members are mandated to complete Safe School Training. HCCA has a stringent bullying referral procedure in place that is followed by everyone within our community.

As part of our dedication to supporting the well-being of our students and families, HCCA has established a valuable partnership with a licensed mental health center. This partnership enables us to provide essential services and resources to our school community. Additionally, HCCA implements vital suicide prevention training for students and offers comprehensive bullying prevention training to ensure a safe and supportive learning environment for all.

Link additional information here (if necessary) ☐	

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	☑	English Language Learner	☑	Multiracial	☑
Asian	☑	Free/Reduced Lunch	☑	Native Hawaiian or Other Pacific Islander	☑
Black	☑	Hispanic Ethnicity	☑	White	☑

Describe how racial, ethnic, language-minority, and socio-economic groups are identified.
During the onboarding process, parents, learning coaches, and students have the opportunity to self-identify their racial, ethnic, language-minority, and socio-economic affiliations through a series of surveys and telephone interviews. Additionally, families are provided with an onboarding packet that includes the Free Reduced Lunch form Concerning language-minority identification, students participate in the WIDA screener based on the outcomes of the Home Language Survey and IDOE reporting. This screener helps determine if a student qualifies as an English Language Learner (ELL). The EL TOR can identify ELL students by reviewing their previous educational records and the EL administrator also uses Child Find to find previously identified ELL students.

ETHNICITY	NUMBER	PERCENTAGE
American Indian or Alaska Native	6	1%
Asian	7	1%
Black or African-American	154	19%
Hispanic	1	0%
Hispanic or Latino	61	7%
Native Hawaiian or Other Pacific Islander	3	0%
Undefined	31	4%
White or Caucasian	565	68%
Grand Total	828	

MKV Status by Ethnicity

ETHNICITY	NUMBER	PERCENTAGE
American Indian or Alaska Native	2	8%
Asian		0%
Black or African-American	9	36%
Hispanic		0%
Hispanic or Latino	1	4%
Native Hawaiian or Other Pacific Islander		0%
Undefined		0%
White or Caucasian	13	52%
Grand Total	25	

Free Lunch Eligible

FRL Status	NUMBER	PERCENTAGE
Free Lunch Eligible	336	41%
Not Eligible	297	36%
Reduced Lunch Eligible	100	12%
Unknown Eligibility	95	11%
Grand Total	828	

English Language Learners

EL Students	NUMBER	PERCENTAGE
Yes	12	1%
TOTAL POPULATION	828	

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

For students in the White and Free and Reduced Lunch subgroups: English and Math Interventionists to target our students in need, with a focus on our TSI-identified student group of white students, which supports our SIP goals of improving English and Math NWEA scores from BOY to EOY.

Supportive Learning Environments: We ensure that all classrooms are conducive to learning by safeguarding instructional time, using assessment data to inform instructional planning, and restructuring daily schedules to target literacy and math instruction effectively.

Family Engagement: We actively reach out to students' families through various communication methods, including email, text messages, and Smore newsletters. Additionally, we host monthly parent support meetings called "Eagle's Nest." We provide MiFi devices for qualifying families. Our school website maintains a Family Resource site to keep families informed.

Comprehensive Student Support: We offer a universal academic screener for all students and collaborate with medical, social services, and community agencies to meet individual student needs. Students receive support through mentors, tutors, and peer support groups. We provide needs-based homeroom assignments and offer student clubs to promote social outlets.

For the remaining minority subgroups, we have devised the following strategies to address their unique needs:

Cultural Competence: We are committed to increasing our staff's cultural competence through a cultural symposium to create a more inclusive learning environment.

Extended Learning Opportunities: We extend learning opportunities beyond regular school hours by offering before-school, after-school, and summer programs. Additionally, we provide tutoring services (Tutor Me) in multiple languages to ensure accessibility

College and Career Readiness:We enhance students' exposure to college and career-ready opportunities by introducing new pathways, certifications, and career inventories. We also provide English Language Learners Best Practice staff training to support English Language Learners. Furthermore, we conduct a beginning-of-the-year assessment (NWEA) to identify student needs and implement targeted interventions to foster their growth and success.

Link additional information here (if necessary) ☐	

What professional development might be necessary for staff to work effectively in cross-cultural situations?
Engaging Students and Families: ● Conduct staff training on "Identifying the Cultures We Serve" ● Minimize the use of acronyms, figurative language, and academic jargon in communication ● Address communication fatigue ● Acknowledge and leverage the cultural capital that our families bring to enhance classroom experiences ● Organize a Cultural Competency professional development plan
What curriculum materials are used to ensure all students' cultural differences are recognized and appreciated?
Our school operates in partnership with Stride/K12 Inc. While their curriculum is valuable, we recognize that some components may not fully embrace inclusivity. To address this, we have incorporated the 7 Mindsets Program into our curriculum, focusing on teaching various mindsets to support students' social and emotional well-being. In addition, we actively encourage our teachers to supplement the curriculum with their own culturally inclusive materials, enhancing the diversity and relevance of the educational content. To further support this effort, the school will establish a resource bank to store culturally inclusive curriculum materials for easy access. Furthermore, we are committed to fostering cultural responsiveness among our educators. To this end, we will provide professional development sessions aimed at equipping our teachers with the skills and knowledge needed to be culturally responsive in their teaching practices.

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.

What may be contributing to the attendance trend?	- Credit Deficiency: Some students are experiencing credit deficiencies and face challenges in catching up on their credits. - Limited Program Understanding: There is a need to improve understanding among students about our program. - Student Mental Health: The mental health and well-being of our students are areas of concern. - Truancy: We are addressing issues related to student truancy. - COVID-Related Trauma: Some students have experienced trauma due to disruptions caused by the pandemic in their previous schools. - Chronic Illness in Special Programs: Our special programs audience includes students with chronic illnesses, requiring specialized support and attention.
What procedures and practices are being implemented to address chronic absenteeism?	Communication Methods with Students: - Electronic messages such as emails, texts, or virtual communication. Contacting Families: - Reaching out to families through text messages, emails, or phone calls. Referral Process: - Utilizing a staff referral form when necessary. View Attendance and Engagement Policy Here
If procedures or practices to reduce chronic absenteeism are in place, how are the results monitored?	The school support team and instructional staff receive regular reports to monitor student attendance and engagement on a daily and weekly basis. These reports include: - Weekly Academic Data Tracker: This report is provided weekly and encompasses academic performance, engagement metrics, and communication data. - Connection Call Dashboard: Updated twice a week, this dashboard offers a comprehensive view of staff-initiated calls to students and their families. It also includes the most recent student Learning Management System (LMS) logins and identifies any failing grades.

| | ● Daily Attendance Report: This daily report furnishes administrative staff with a detailed summary of online activity, including time spent in the Learning Management Systems and live class connect sessions.

The Dropout Prevention Specialist plays a crucial role in monitoring and tracking daily attendance. This includes generating attendance notifications at specific intervals, such as three, five, and eight days of unexcused absences, which are then communicated to both students and their legal guardians. These actions are in accordance with the attendance policies and procedures outlined by the Indiana Department of Education. |
| **Number of students absent 10% or more of the school year:** | Please note that the total for the 2022-2023 school year was of students who completed the year with us, whereas the 2021-2022 school year was of all students who attended with us. |

| **Last Year:** | 78 students | **Two Years Ago:** | 368 students | **Three Years Ago:** | N/A |

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
[Required for all schools]

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

Stride/K12 offers the option for new students and their families to attend an orientation. Our counselors collaborate with parents and students through online meetings and, when applicable, face-to-face sessions to review and implement graduation plans. We also conduct small group and one-on-one counseling sessions with students and families to support emotional well-being. Families have the opportunity to meet with our Family Resource Coordinator.
 	
Parents are encouraged to participate in student orientations, which cover course enrollment and graduation plan reviews. Additionally, our Family Resource Coordinator hosts monthly parent meetings known as "Eagle's Nest," where topics related to student support are discussed. We also have a vibrant Learning Coach Community that provides resources and opportunities for learning coaches to engage with each other and interact with school personnel.
 	
Furthermore, we offer Parent-Teacher conferences each semester to foster communication and collaboration. Parents receive NWEA scores at the beginning, middle, and end of the year to track their child's academic growth.
 	
The responsibilities of learning coaches include:
    Regularly monitoring student progress.
    Understanding students' needs for accessing Tutor Me and knowing how to log into this platform.

In what ways are parents/families able to express ideas, concerns, and/or suggestions?
Stride/K12 automatically sends surveys to our families, generating data reports for the school's insights. These pulse checks occur seven times throughout the school year to gauge the school's performance from the perspective of our families. Each survey includes open-ended questions, allowing learning coaches to express concerns, offer feedback, and provide suggestions for improvement. It's important to note that historically, the response rate to these surveys has been low, and the respondents are not consistently the same families. In addition to surveys and pulse checks, each family is assigned a dedicated teacher who serves as their personal point of contact to address concerns.

Our commitment to open and regular communication means that families have continuous access to reach out to school leadership, teachers, and counselors. The Learning Coach Community forums and social media platforms facilitate connections among families. When the school receives feedback or reports, specific issues can be addressed, and this process includes an active parent advisory committee.

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

The school maintains daily email and phone communication with parents and learning coaches to address unexcused absences from school. We increase our communication efforts when students persistently miss school. To ensure families are aware of the situation and have opportunities for re-engagement, certified letters are sent at the five-day mark.

Moreover, parents are actively involved in initiatives aimed at promoting attendance. They receive emails related to "No Missing Days" and Positive Behavioral Interventions and Supports (PBIS) rewards. These communications are designed to support and reinforce positive behaviors in our students.

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

Staff at our school employ certified translators to facilitate real-time telephone conversations with families in their preferred language(s). As a best practice, we offer communications, such as Smore newsletters, emails, and texting, in families' preferred language(s) to ensure effective communication.

Recognizing that different cultures and generations of parents may have varying needs and preferences, we prioritize text messaging as a primary means of communication when requested. We also accommodate family preferences for telephone communications.

To bridge any communication gaps and reach a wide range of families, we utilize various channels, including social media, email, and phone communication, to convey important messages.

Our School Counselors, Family Resource Coordinator, and Dropout Prevention Coordinator have received diversity training and provide guidance to other staff members on effective communication in situations involving cultural differences. We are committed to ongoing culturally responsive training to remain sensitive to these differences.

While our English Language Learner (ELL) population is relatively small, we offer services based on identified proficiency levels through our English Language Learners program, ensuring support is available to those who need it.

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.
We maintain regular communication with our school community through various channels: ● Monthly School Wide Newsletters (Smore): These newsletters are sent to all families each month, ensuring everyone stays informed about school and district news. ● Monthly Connection Calls: Our dedicated teachers and staff members make ongoing connection calls every month. These calls are aimed at fostering lasting relationships and keeping communication channels open with families. ● Student and Family Pulse Checks: We regularly send out pulse checks to students and their families. These checks provide a platform for suggestions, questions, or concerns, allowing us to address their needs effectively. ● Community Events: We organize both regional and virtual community events. These events offer additional resources for families and create opportunities for interaction, networking, and building a sense of camaraderie within our school community.

How does the school provide individual academic assessment results to parents/guardians?
Access to student individual course assessment results is available through the learning coach accounts. For state assessments like ILEARN and NWEA, individual student reports are sent directly to families by the school and legal guardians. These reports also include guidance on how to access the information electronically through the Indiana Department of Education's platform. Additionally, legal guardians can access individual progress reports for the intervention programs utilized by HCCA. To support families in understanding high-stakes state assessments, all legal guardians are provided with an interpretive guide. The school's test coordinator and counselors are also available to assist parents in using this guide and reviewing assessment results. Parents of students identified for Multi-Tiered System of Supports (MTSS) will receive written communication outlining the additional services available to their students. In recognition of student achievement, HCCA distinguishes honor roll students and celebrates their successes. Parents are promptly notified of their child's achievement in this regard.

How does the school involve parents in the planning, review, and improvement of the schoolwide plan?
HCCA actively involves parents in the planning, review, and enhancement of our schoolwide plan through various means: ● Monthly Newsletter Reminders: We regularly remind parents of their role in the schoolwide plan through our monthly newsletters. ● Survey Participation: We request parent participation in surveys, seeking their valuable input on school matters. ● Monthly Parental Involvement Meetings: We host monthly parental involvement meetings where parents can actively participate in the review and provide feedback on the schoolwide plan. ● Parent Advisory Committee: We encourage parents to join our Parent Advisory Committee, offering them a dedicated platform to contribute to our school's improvement efforts.

Link additional information here (if necessary) ☐	

CORE ELEMENT 10: PROVISION FOR SECONDARY SCHOOLS
[Secondary schools only]

The following is specific to secondary schools.

How do course offerings allow all students to become eligible to receive an academic honors diploma?
Students have the opportunity to enroll in honors courses through Stride's IST program. This program enables them to engage with honors-level curriculum, complete advanced coursework, and qualify for an academic honors diploma.

How are all students encouraged to earn an Academic Honors Diploma or complete the Core 40 curriculum?
We encourage students to follow the Core 40 curriculum by utilizing our Grad Plan feature. Students gain access to their graduation plan starting at the end of their 8th-grade year. They have quarterly meetings with counselors to assess and modify their plans based on their academic progress. For those aiming to fulfill the requirements for an academic honors diploma, honors courses are available through the IST program.

How are advanced placement (AP), dual credit, international baccalaureate (IB), and career and technical education(CTE) opportunities promoted?
We motivate students to pursue the Core 40 curriculum with the assistance of our Grad Plan tool. Students gain access to their graduation plan starting in the latter part of their 8th-grade year and engage in quarterly meetings with counselors to assess and fine-tune their plans based on their academic advancement. Students with aspirations to fulfill the coursework criteria for an academic honors diploma are provided access to honors courses through the IST program.

Graduation rate last year:	58%	**Percent of students on track to graduate in each cohort:**	
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.
Hoosier College and Career Academy traditionally utilizes Title allocations to fund two interventionists. Title funds are also utilized for funding professional development opportunities, bolster special programs, and purchase educational technology tools for screening assessments and interventions for student support.
Provide a list of programs that will be consolidated under the schoolwide plan (if applicable).
Not applicable

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.
Not applicable
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.
The school offers diverse professional development and growth opportunities to its staff, which include: ● Professional Learning Communities: Teachers participate in professional learning communities to collaborate and enhance their professional development. ● Online Courses: Synchronous and asynchronous online courses are provided to facilitate ongoing learning. ● Workshops and Conferences: Content-specific workshops and conferences are offered in both in-person and virtual formats. ● Mentor Program: The school has established a mentor program to support the growth of new teachers. ● National and Regional Meetings: Teachers are encouraged to attend national and regional meetings, in addition to regular building-level staff meetings. ● Recruitment: Staff recruitment is managed through Insperity and Stride/K12. The school is also exploring participation in job fairs at local universities and events like the Indiana Black Expo. ● Alternative Pathways to Licensure: The school has fostered relationships to attract teachers from alternative pathways to licensure, including Teachers for Tomorrow. Highly effective teachers are rewarded with bonuses in alignment with the Teacher Appreciation Grant and the administration's evaluation procedures. Furthermore, teachers have the opportunity to be recognized as Teacher of the Year or be nominated for the honor.

Link additional information here (if necessary) ☐	

CORE ELEMENT 11: PROVISION FOR TITLE I SCHOOLS OPERATING A SCHOOLWIDE PROGRAM
(continued)
[Title I 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
See links below		
Link additional information here (if necessary) ☐	Teacher Licenses Staff Directory	

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. Identity 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	*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.*
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**
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*	*September 2021 - May 2022*
Link additional information here (if necessary) ☐			

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) ☐						

SCHOOL IMPROVEMENT PLAN GOAL AND STRATEGIES TEMPLATE

GOAL	
Goal	By October 2024, we aim to achieve a graduation rate of 60% for students identified as Cohort 2024 at HCCA.
Sub-group focus	White, Free/Reduced
The strategies we are going to implement are	HCCA will offer a robust credit recovery program to assist students who are identified as credit deficient. Utilize summer school for Sept 30 graduates Retain 5th year Seniors
To address the root cause	A significant number of students identified as credit deficient.
Which will help us meet this student outcome goal*	By allowing students to complete more than one credit per semester through our credit recovery program- it gives students the opportunity to earn a plethora of credits at their own pace.

How Will We Get There?			
Evidence Based Strategies to Address Problems	**Supporting Research for Strategy**	**Who is Accountable for Strategy?**	**Timeline**
HCCA will offer a robust credit recovery program to assist students who are identified as credit deficient. Viano, Samantha L., "An Evaluation of Credit Recovery as an Intervention for Students Who Fail Courses" (2016).	https://appam.confex.com/appam/2018/webprogram/Paper26158.html	Administration and teachers	August 2023-May 2024
Link additional information here (if necessary) ☐			

Strategy #1	Improving First Attempt Pass Rates

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 Review and Adaptation	- Conduct a thorough review of existing curriculum materials and assessment strategies. - Identify areas where curriculum adjustments can be made to enhance student understanding and mastery of content.	Samantha Goldsmith and Roxanne Kaminski	Review of assessments and assignments to ensure alignment with the curriculum.	OLS	Beginning of the 2023-2024 school year	Comp... ▾
Teacher-Student Engagement Enhancement	- Develop a comprehensive plan to increase teacher-student engagement during class. - Provide professional development opportunities for teachers to improve engagement strategies. - Encourage interactive learning methods such as discussions or group activities.	Roxanne Kaminski	Feedback from teachers and students regarding the effectiveness of engagement strategies	Engagement enhancement PD or materials. Professional Development	Develop of engagement plan Fall 2023 Implementation of engagement strategies are ongoing throughout the 2023-2024 school year.	In Pro... ▾
Attendance and Behavior monitoring	- Review attendance policies - Proactively monitor student attendance and behavior - Implement a comprehensive support plan for behavior and attendance. - Provide various resources and interventions for students facing behavioral or attendance challenges.	Megan Mullins Roxanne Kaminski	- Tracking and monitoring attendance. - Reduction in truancy rates	Attendance tracking systems Intervention resources Support services	Beginning of 2023-2024 school year	In Pro... ▾
To what extent has the strategy been implemented? What about the process went well, or not? What is the adult fidelity evidence of this?	Curriculum adaptation is in progress with materials being reviewed and adjusted as needed. Professional development opportunities for teachers are underway.					
How has student achievement been impacted? What is the evidence?	It is too early to determine the impact of student achievement as the strategies are still being implemented.					

How will implementation be adjusted and/or supported moving into next year?	● Continuous monitoring and evaluation of the strategies will guide adjustments for the following year. ● Additional professional development and resources will be provided based on the feedback and effectiveness of implemented strategies.
Link additional information here (if necessary) ☐	

Strategy #2	Strengthen Parent Engagement

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
Parent Workshops	Organize a series of workshops for parents and guardians to provide them with strategies to support their children's learning and well-being	Family Resource Coordinator	Attendance at parent meetings Increased parent involvement in school activities and meetings	Outreach and communication tools Bilingual supports for non-English-speaking families	Planning and scheduling September 2023-2024	In Progress ▾
						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?	Parent workshops are currently in the planning stage, with topics and schedules being developed.					

How has student achievement been impacted? What is the evidence?	The impact on student achievement will be assessed over time.
How will implementation be adjusted and/or supported moving into next year?	Continuous monitoring of the effectiveness of these strategies will inform adjustments and improvements for the following year.
Link additional information here (if necessary) ☐	

Strategy #3	

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
-						Choose ▾
-						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?						

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) ☐	

GOAL	
Goal	Achieve 5% increase on Indiana State Standardized test scores for the 2023-2024 school year
Sub-group focus	White, Free/Reduced
The strategies we are going to implement are	Data-driven instruction and targeted support
To address the root cause	Organize meetings with teachers, administrators, and relevant support staff to discuss the data and brainstorm ways to address various instruction practices and interventions.
Which will help us meet this student outcome goal*	Achieving higher test scores on Indiana State testing requires an approach that combines data-driven instruction, targeted interventions, aligned curriculum, professional development, engaging instruction, a supportive environment, parental involvement, formative assessment, and a commitment to continuous improvement.

How Will We Get There?			
Evidence Based <u>Strategies </u>to Address Problems	**Supporting Research for Strategy**	**Who is Accountable for Strategy?**	**Timeline**
Implement a comprehensive data-driven instructional model, including regular formative assessments, data analysis meetings, and targeted interventions for students requiring additional support.	Numerous studies emphasize the positive impact of data-driven instruction on student achievement, including research by Dufour, R., Dufour, R., Eaker, R., & Many, T. (2006), "Learning by Doing: A Handbook for Professional Learning Communities at Work."	Administration and teachers	Training on data-driven instruction and assessment tools starting August 2023 through May 2024
Provide ongoing professional development opportunities for teachers, focusing on research-based instructional strategies, differentiation, and formative assessment techniques.	Research by Hattie, J. (2009), "Visible Learning: A Synthesis of Over 800 Meta-Analyses Relating to Achievement," highlights the significant impact of effective professional development on student learning outcomes.	Administration and teachers	Ongoing through the 2023-2024 school year
Implement a multifaceted approach to enhance student and parent engagement, including student goal-setting conferences, parent-teacher workshops, and extracurricular activities.	Research by Epstein, J. L. (2011), "School, Family, and Community Partnerships: Preparing Educators and Improving Schools," underscores the positive impact of strong school-family-community partnerships on student success.	Administration and teachers	Planning and scheduling of parent engagement (parent advisory committee) implementing in November 2023-in planning phase
Link additional information here			

(if necessary) ☐	

Strategy #1	Data-Driven Instruction and Targeted Support

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
Data Analysis Training	● Conduct data analysis training sessions for all teachers. ● Training will cover data collection, interpretation, and application to instructional practices. ● Emphasize the use of formative assessment data to guide instruction.	Administration	● Teacher attendance at training sessions. ● Observation of data-driven instructional practices in classrooms.	● Training material ● Data Analysis tools and tips	Ongoing through the 2023-2024 school year	Completed ▾
						Choose ▾
						Choose ▾

66

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 participated in data analysis training.
How has student achievement been impacted? What is the evidence?	Data analysis is contributing to more targeted instruction, resulting in an increase in student engagement and performance, though the full impact will be assessed over the year.
How will implementation be adjusted and/or supported moving into next year?	- Continuous support and coaching for teachers will be provided to ensure sustained implementation. - Ongoing professional development on data-driven instruction will be offered.
Link additional information here (if necessary) ☐	

Strategy #2	Curriculum Alignment and Enhancement					
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 Review and Alignment	- Review existing curriculum materials and align them with Indiana State Standards. - Identify gaps and areas where curriculum enhancements are needed.	Administration and teachers	- Documentation of curriculum alignment and enhancements. - Comparison of curriculum materials to state standards. - Feedback from teachers regarding the effectiveness of the revised curriculum.	Alignment tools and resources	Implementation of aligned curriculum: Beginning of the 2023-2024 school year	Co… ▾

							Ch... ▾
							Ch... ▾

To what extent has the strategy been implemented? What about the process went well, or not? What is the adult fidelity evidence of this?	Curriculum alignment has been implemented.
How has student achievement been impacted? What is the evidence?	Enhanced curriculum alignment is expected to lead to improved student performance, with data tracking and analysis to measure the impact.
How will implementation be adjusted and/or supported moving into next year?	Continuous monitoring of curriculum alignment and teacher feedback will inform adjustments for future curriculum enhancements.
Link additional information here (if necessary) ▢	

Strategy #3	
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**
						Choose ▾
						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?						
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) ☐						

GOAL	
Goal	100% of staff will receive in depth professional development through two sessions; surrounding cultural competency, promoting inclusivity and diversity within our school community.
Sub-group focus	White, Free/Reduced
The strategies we are going to implement are	Professional Development and Training, Culturally Responsive Curriculum, Inclusive School Culture
To address the root cause	The school may not have established a fully inclusive culture

Which will help us meet this student outcome goal*	

How Will We Get There?			
Evidence Based <u>Strategies </u>to Address Problems	**Supporting Research for Strategy**	**Who is Accountable for Strategy?**	**Timeline**
Implement a comprehensive professional development program that includes diversity, equity, and inclusion training sessions for all staff.	Research by Lindsey, R. B., Robins, K. N., & Terrell, R. D. (2003) in "Culturally Proficient Instruction: A Guide for People Who Teach," highlights the positive impact of cultural competency training on fostering a more inclusive educational environment.	Administration to develop a committee	Needs assessment and program development during the 2023-2024 school year
Evaluate and enhance the curriculum to include diverse voices, authors, and perspectives. Ensure that materials are culturally sensitive and inclusive.	The American Educational Research Association (AERA) emphasizes the importance of culturally responsive curriculum materials in their report "Culturally Responsive Teaching: Theory, Research, and Practice."	Administration to develop a committee	Needs assessment and program development during the 2023-2024 school year
Foster an inclusive school culture through initiatives such the recognition of diverse cultures and perspectives.	Research by the National Education Association (NEA) highlights the benefits of creating an inclusive school culture in their publication "Creating an Inclusive School Environment."	Administration	Needs assessment and program development during the 2023-2024 school year
Link additional information here (if necessary) ☐			

Strategy #1	Cultural Competency Workshops					
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**
Cultural Competency Workshops	● Organize cultural competency workshops for all staff members. ● Workshops will cover topics such as cultural awareness, sensitivity, and effective communication in a diverse online learning environment.	External diversity trainers or facilitators	● Staff attendance at workshops ● Observations of staff and interactions in online classrooms. ● Surveys to assess changes in cultural awareness and competence	● Online workshops ● External trainers	Throughout the 2023-2024 school year	In P… ▾
						Cho… ▾
						Cho… ▾
To what extent has the strategy been implemented? What about the process went well, or not? What is the adult fidelity evidence of this?	Planning and scheduling PD is in progress.					
How has student achievement been impacted? What is the evidence?	The impact of student achievement will be assessed overtime as staff apply their cultural competency skills in their online classrooms.					
How will implementation be adjusted and/or supported moving into next year?	Continuous monitoring and evaluation of the PD effectiveness will inform adjustments for future PD sessions. Additional resources may be provided based on feedback.					
Link additional information here (if necessary) ☐						

Strategy #2	Culturally Inclusive Curriculum 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**	
Diverse Curriculum Review and Enhancement	Ensure that all course materials are culturally sensitive and inclusive	Administration	• Review of course materials to ensure diversity and cultural sensitivity • Student and teacher feedback regarding inclusiveness of curriculum materials	• Curriculum review team • Alignment tools and resources	Needs assessment and program development during the 2023-2024 school year	In Progress ▾	
▾						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?	Review teams must be formed.						
How has student achievement been impacted? What is the evidence?	Enhanced curriculum inclusiveness is expected to contribute to improved student engagement and performance, though the full impact will be assessed over the 2024-2025 school year.						
How will implementation be adjusted and/or supported moving into next year?	Continuous monitoring of curriculum inclusiveness and feedback from teachers and students will inform how adjustments need to be made for future enhancements.						

Link additional information here (if necessary) ☐	

Strategy #3	

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**
˙						Choose ˙
˙						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?	
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) ☐	

PROGRESS INDICATORS TEMPLATE
[Required for all schools]

PROGRESS INDICATORS				
Check-in Schedule	**Quarter 1**	**Quarter 2**	**Quarter 3**	**Quarter 4**
Key Performance Indicator (Assessment)	BOY (NWEA)	MOY(NWEA)		ILEARN EOY (NWEA) Graduation Rates
Results	NWEA Fall Data 23-24 compared to Fall 22-23	Not available		Not available
On Track to Meet Goals?	Math- Yes ELA- No	Not available		Not available
Strengths				
Areas for Growth	Grow 5% in Math & ELA from BOY to EOY NWEA	Grow 5% in Math & ELA from BOY to EOY NWEA		Grow 5% in Math & ELA from BOY to EOY NWEA 60% of students in the 2024 COHORT will successfully graduate. Students participating in ILEARN will demonstrate 5% growth in Math and ELA.
Next Steps				

Link additional information here (if necessary) ☐	

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.

Professional Development Goal(s)	Cultural Competency
Is professional development linked to SIP goals?	Yes ▾
Possible Funding Sources	● School budget allocation ● Title and ESSER funds ● Collaboration with local organizations or universities offering cultural competency training programs ● Partnerships with cultural competency experts or consultants
Plan for coaching and support during the learning process	● Provide ongoing training sessions and workshops led by cultural competency experts. ● Offer mentorship or coaching programs where experienced staff members can guide others. ● Encourage open dialogues and discussions among staff to share insights and challenges. ● Conduct regular check-ins and follow-ups to address questions and concerns.
Evidence of Impact	● Assessment of improved cultural awareness and understanding among staff ● Observations of culturally sensitive practices in the school environment ● Improved student engagement, academic performance, and overall well-being, especially among diverse student populations

How will effectiveness be sustained over time?	- Continuously assess the impact of cultural competency initiatives through feedback, surveys, and data analysis. - Integrate cultural competency into the school's mission, vision, and values to ensure it remains a priority. - Develop a culture of inclusivity and diversity where ongoing learning and awareness are encouraged. - Establish a committee or task force responsible for overseeing and advancing cultural competency efforts. - Seek opportunities for staff to engage in ongoing professional development and stay updated on best practices in cultural competency.
Link additional information here (if necessary) ☐	

Professional Development Goal(s)	Student Engagement
Is professional development linked to SIP goals?	Yes ⏷
Possible Funding Sources	● School Budget: Allocate funds from the school's annual budget specifically for professional development. ● Title and ESSER funds ● Foundation Grants: Explore grants from education-focused foundations and nonprofits dedicated to improving student outcomes. ● Professional Development Organizations: Collaborate with professional development organizations that offer funding or grants for educator training.
Plan for coaching and support during the learning process	● Training: Conduct regular training sessions led by experts in student engagement. ● Mentorship Programs: Pair educators with experienced mentors who can provide guidance and support in implementing effective engagement strategies. ● Resource Sharing: Establish a central repository of resources, lesson plans, and best practices for educators to access. ● Peer Collaboration: Encourage teachers to collaborate and share insights on successful engagement methods. ● Feedback Mechanisms: Implement a feedback system where educators can seek advice, share challenges, and receive constructive feedback.
Evidence of Impact	● Student Performance Data: Analyze academic performance data before and after the implementation of engagement strategies. ● Student Surveys: Collect feedback from students on their level of engagement and satisfaction with classroom experiences. ● Teacher and Administrator Surveys: Gather input from educators and administrators on the effectiveness of professional development. ● Attendance and Behavior Records: Monitor changes in student attendance and behavior as indicators of improved engagement.
How will effectiveness be sustained over time?	● Continuous Monitoring: Regularly assess the impact of student engagement strategies through data analysis and feedback collection. ● Integration into School Culture: Embed student engagement as a core value in the school's culture, policies, and practices.

	● Professional Learning Communities: Foster communities of practice where educators can continue to exchange ideas and innovations related to student engagement. ● Resource Updates: Keep training materials and resources up-to-date with the latest research and best practices. ● Recognition and Rewards: Recognize and celebrate educators who demonstrate exceptional commitment to improving student engagement.
Link additional information here (if necessary) ☐	

Professional Development Goal(s)	
Is professional development linked to SIP goals?	Choose ▾
Possible Funding Sources	
Plan for coaching and support during the learning process	
Evidence of Impact	
How will effectiveness be sustained over time?	
Link additional information here (if necessary) ☐	

Professional Development Goal(s)	
Is professional development linked to SIP goals?	Choose ▾
Possible Funding Sources	
Plan for coaching and support during the learning process	
Evidence of Impact	
How will effectiveness be sustained over time?	
Link additional information here (if necessary) ▢	