GENERAL INFORMATION

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

DESCRIPTION OF THE STATE TEMPLATE

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

COMMON ABBREVIATIONS USED IN THE PLAN

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

BASIC REQUIREMENTS

- **Which schools are <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
[Required for all schools]

School Name	Crawford County High School
School Number	1059
Street Address	1130 S. SR 66
City	Marengo
Zip Code	47140

SCHOOL and CONTACT INFORMATION
[Required for all schools]

Principal	Brandy Stroud
Phone number	812-365-2125
Email	bstroud@cccs.k12.in.us

Superintendent	Brandon Johnson
Phone number	812-365-2135
Email	bjohnson@cccs.k12.in.us

Grant contact	Amy Belcher
Phone number	812-365-2135
Email	abelcher@cccs.k12.in.us

Other contact	Heather Minton
Position	P.L. 221/School Improvement
Phone number	812-365-2125
Email	hminton@cccs.k12.in.us

SCHOOL IDENTIFICATION
[Required for all schools]

Choose the appropriate response from the drop down box.

For implementation during the following years:	2024-27 ⏷
This is an initial three year plan.	Yes ⏷
This is a review/update of a plan currently in use.	No ⏷

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

(TSI and ATSI only)

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

Choose ⏷	Choose ⏷	Choose ⏷	Choose ⏷	Choose ⏷
Choose ⏷	Choose ⏷	Choose ⏷	Choose ⏷	Choose ⏷

SECTION A
NEEDS ASSESSMENT and Strength-Improvement-Opportunity-Threats (SIOT) ANALYSIS
[Required for CSI Schools]

Every school is required to address the learning needs of all students, including programs and services for exceptional learners (special education and high ability). Below is a list of possible sources of data to help evaluate your school's current performance in the steps below. Schools are not required to use each of these, but data must be used in determining where improvement is needed immediately. This information is necessary when performing the SIOT Analysis and Root Cause Analysis.

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

General Academic	Specific Student Groups		General School Data
☑ 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:		**Link:**	
Link:		**Link:**	

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

Step 1: Review Potential Issues from the Core Elements

When completing this section, the committee should begin reviewing the information from the core elements in Section A of the SIP. Look back at the information in section A. If there were items checked (✔) for further discussion, note them below and discuss considering the following two questions:

- Do these issues significantly impact our current school goals as strengths or problems?
- Do these issues present significant strengths or problems not already addressed by goals in our current school improvement plan?

If there is an issue that fits one of the above, note the issue and consider it when determining whether to conduct a SIOT analysis.

Step 2: Evaluate Progress on Current School Goals

If there is evidence that current school goals are priorities where improvement is needed immediately, schools should continue working toward meeting these goals. The section below is a brief review of current goals. This is intended to help you decide if these goals should continue to be the focus of improvement efforts. To analyze the progress of current goals and look for any gaps in performance, the committee should use a variety of data. **Schools with identified underperforming student groups must analyze data about these groups, including but not limited to: assessment, attendance, and behavior. All schools are required to consider the needs of exceptional learners (special education and high ability) using data to assess their progress.**

Review current goals using data referenced above. Current goals may need to be modified based on your findings. This is done in the Goals section. There is not a requirement as to the number of goals. Goals should be derived from prioritizing areas where improvement is needed immediately.

Previous Year Goal #1		**Measurable Outcome Met?**	Choose ▾
If the goal was met, how will the school further improve or sustain this level of performance?			
If the goal was not met, should the school continue to work toward this goal?		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 #2		Measurable Outcome Met?	Choose ▾
If the goal was met, how will the school further improve or sustain this level of performance?			
If the goal was not met, should the school continue to work toward this goal?	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		Measurable Outcome Met?	Choose ▾
If the goal was met, how will the school further improve or sustain this level of performance?			
If the goal was not met, should the school continue to work toward this goal?	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**
Opportunities	**Threats**

FIVE WHYS WORKSHEET

Define the problem (precise problem statement):

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

1. ☐ **Why?**
    ☐

2. ☐ **Why?**
    ☐

3. ☐ **Why?**
    ☐

4. ☐ **Why?**
    ☐

5. ☐ **Why?**
    ☐

Continue beyond a fifth reason if necessary.

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

What possible strategies might address this root cause?

Strategies		
Problem	**Root Cause**	**Strategy to Address Problem**
1.		
2.		
3.		
4.		
5.		
6.		
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)
Sample: *Alma Smith*	*Teacher*	*SIP*	*ELA, Wht, SpEd, Multiracial*
Robyn Nordoff	Teacher	CNA ▾	Math
Krisanne Roll	Teacher	CNA ▾	ELA
Jennifer Carrico	Teacher	CNA ▾	Arts
Lavada Brooks	Teacher	CNA ▾	Science
Leah Lahue	Teacher	CNA ▾	Science
Heather Minton	Teacher	Both ▾	ELA / High Ability
Steve Hilgartner	Teacher	CNA ▾	CTE / Business
Brandy Stroud	Principal	Both ▾	
Teri Hosier	Ready Schools Admin/Parent	CNA ▾	Ready Schools
Justin Lutz	SRO	Both ▾	Sheriff Dept
Trish Carmickle	Teacher	CNA ▾	SpEd

Jenna Fessel	Teacher	CNA ▾	CTE / Foreign Language
Tanya Roser	Teacher / Parent	CNA ▾	ELA
Terry Hollis	Dean of Students	Both ▾	Discipline / Attendance
Cindi Roberts	Counselor	CNA ▾	Guidance
Amanda Boehman	Assistant Principal	Both ▾	discipline
		Choose ▾	
		Choose ▾	
		Choose ▾	
		Choose ▾	
		Choose ▾	
		Choose ▾	
		Choose ▾	
		Choose ▾	
		Choose ▾	
		Choose ▾	
		Choose ▾	
		Choose ▾	
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
Crawford County Community School Corporation and its local community work together to create a safe learning environment which encourages achievement at all levels through a rigorous curriculum that prepares and empowers students to be successful as positive members of society in an ever-changing world.

School Vision
Growing Toward Greatness

District Mission

School Mission

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

District Goal(s)

Does the school's vision support the district's vision?	Choose ⌄
Does the school's mission support the district's mission?	Choose ⌄
Does the school's vision and mission support the district's goals?	Choose ⌄

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.
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 ▾	☐
English	9-12	Carnegie-Mirrors and Windows	Yes ▾	Tier 1 ▾	Textbook and supplemental material align to the Indiana State standards	Yes ▾	☐
Math	9-12	McGraw-Hill	Yes ▾	Tier 1 ▾	Textbook and supplemental material align to the Indiana State standards	Yes ▾	☐
Social Studies	9-12	McGraw-Hill	Yes ▾	Tier 1 ▾	Textbook and supplemental material align to the Indiana State standards	Yes ▾	☐
Science	9-12	Various-Miller-Levine, Savaas	No ▾	Tier 1 ▾	Textbook and supplemental material align to the Indiana State standards	Yes ▾	☐
All subjects-College-career Readiness	9-12	Beable	Yes ▾	Tier 2 ▾	College/Career based literacy program used to increase fluency in reading	Yes ▾	☐

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 ▾	☐
Pacing guides and/or curriculum maps are used to plan and teach a standards-based curriculum.	Yes ▾	☐
Teachers and staff are engaged in cross grade-level articulation of standards.	Yes ▾	☑
A culturally responsive curriculum is used to ensure all students' cultural differences are recognized and appreciated.	Yes ▾	☐

The public may view the school's curriculum in the following location(s)
Core Curricula have been developed at the district level and is based on Indiana Academic Standards. Grade level teams have identified Priority, Supporting, and Additional Standards from a thorough deconstruction of the Indiana Academic Standards. Grade level teams share pacing guides for the scope and sequence of standards. The curriculum and pacing guides are available at the school office during the school year between 9am and 2:30pm.

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

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

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.

Crawford County High School will support the learning needs of all students, specifically,

1. All students are provided high quality educators who are focused on standards driven instruction and data analysis to drive instruction. Formative assessments guide remediation and intervention beyond core classroom instruction in ELA and/or Math, as needed.

2. The LEA provides remediation support through our Title I instructional assistants and remediation aides who provide opportunities for reteach and skills practice to students who are at risk.

3. ELL students are given the WIDA screener to best provide appropriate support and services during Tier 1 instruction. Additional services such as pull out, co teaching, and a scheduled class/lab is provided by staff members who have received training including SIOP and WIDA standards from and are under the direct supervision of the certified and trained ELL Teacher of Record. The ELL Teacher of Record meets with parents of ELL students to review scores and placement and discuss services to be included in the ILP

4. Provide equitable access to ensure that students with disabilities are provided the necessary and individualized supplementary aids and services, accommodations, modifications, or supports to meaningfully participate in the general education curriculum. This includes the Individualized Education Plan (IEP), case conferences, and TORS.

5. Provide professional development opportunities for high ability coordinators and contacts in each building. A high ability contact at each building oversees enrichment opportunities that challenge high ability learners and provide a differentiated curriculum.

6. Provide services and support to help migratory children overcome educational disruption, cultural and language barriers, social isolation, various health-related problems, and other factors that inhibit the ability of such children to do well in school, and to prepare such children to make a successful transition to post-secondary education or employment. Our data specialist receives notification from the annual work survey and refers migrant families to our regional migrant education center.

7. Provide services and support to help homeless children overcome educational disruption, cultural and language barriers, social isolation, various health-related problems, and other factors that inhibit the ability of such children to do well in school, and to prepare such children to make a successful transition to post-secondary education or employment. The homeless liaison receives notification from the annual residency information form and referrals through the year from staff members. The Liaison follows up with the referrals to support students experiencing homelessness and notifies the food service director.

8. Provide services and support to help foster children overcome educational disruption, cultural and language barriers, social isolation, various health-related problems, and other factors that inhibit the ability of such children to do well in school, and to prepare such children to make a successful transition to postsecondary education or employment. The stakeholders included when making decisions regarding foster students include the building administrator, social worker, school counselor, nurse, local DCS office, teacher, superintendent, and foster parents.

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
PSAT 9	9	Sum… ▾	PSAT 9 provides an opportunity for students to see what to expect on the PSAT-NMSQT	Yes ▾	☐
SAT	11	Sum… ▾	Provides the opportunity for college-bound students to take the SAT at school during the school day	Yes ▾	☐
Locally developed standards-based assessments	9-12	Sum… ▾	Used to determined students mastery of the curriculum set forth by the state	Yes ▾	☐
Beable	9-12	Benc… ▾	Used to determine student likes, values, and passions as well as a literacy program	Yes ▾	☐
		Choose ▾		Choose ▾	☐
		Choose ▾		Choose ▾	☐
		Choose ▾		Choose ▾	☐
		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.	Choose ▾	☐
The school uses assessment data to identify students for Tier II and Tier III instruction.	Choose ▾	☐

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

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.

School Curriculum Meetings
School MTSS Meetings
District Grade Level Meetings
School Data Meetings
School Department Meetings
School Improvement Committee Meetings
Broad Based Planning Committee Meetings for High Ability Learners

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.
Students are 1:1 at the high school. Teachers have worked to create engaging activities and formative assessments to address academic standards using platforms like Google Classroom and Canvas. Teachers use assessment data from technology based programs to drive decisions in their classrooms. They also utilize ViewSonic and laptop computers in order to provide differentiated types of instruction. Many disciples have online educational curricula that allows interactions with student laptops.

Link additional information here (if necessary) ☐	

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

CORE ELEMENT 5: CAREER AWARENESS AND DEVELOPMENT
[Required for all schools]

Answer the questions for the grade levels in your school.

Grades K-5 only

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

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

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

Grades 6-8 only

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

If "not currently implementing career exploration activities" was indicated above, explain why.

Link additional information here (if necessary) ☐	

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

Grades 9-12 only

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

If "not currently implementing career exploration activities" was indicated above, explain why.
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 ▾	☐
A multi-tiered system of support (MTSS) provides students with academic, behavioral, mental well-being, and early intervention.	Yes ▾	☐
Discipline rules are established, and copies of the rules are made available to students and their parents/guardians.	Yes ▾	☐
Discipline rules to prevent bullying are in place and include education, parental involvement, and intervention.	Yes ▾	☐
A suicide awareness and prevention policy is in place and staff have been appropriately trained.	Yes ▾	☐
High expectations for behavior and attendance are communicated to families and consistently reinforced by all staff.	Yes ▾	☐
All staff express the belief that all children can learn and consistently encourage students to succeed.	Yes ▾	☐
The school develops staff capacity to create positive classroom and school climates that are culturally responsive.	Yes ▾	☐

Briefly answer the following:

What practices are in place to maintain a safe environment?
We have performed a safety audit by the Department of Education. SROs have completed the Sight Assessment for our building. WE share a full-time SRO with the attached middle school. SROs attend all school extracurricular events. We have a Safe Schools subscription. Drills are conducted routinely.

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.
Parents complete a Race Ethnicity form and a Home Language survey upon initial enrollment. Parents complete a Free/Reduced book application once a year.
Describe strategies for increasing educational opportunities and performance for students in groups identified for the school.
Childhood hunger is a leading cause of low performance by students in school. Our entire school population, regardless of lunch status, now benefits from the Community Eligibility Provision program providing free breakfasts and lunches to every student. The school has partnered with a local bank to provide no-cost dual credit tuition to all juniors and seniors. The Ready Schools program will provide students with more workforce opportunities.

Link additional information here (if necessary) ☐	

What professional development might be necessary for staff to work effectively in cross-cultural situations?
Staff training has been done in Beable. Staff has also had continued training in classroom management focusing on helping students regulate. Staff could continue to have professional development on trauma-informed care and how to address the needs of students.
What curriculum materials are used to ensure all students' cultural differences are recognized and appreciated?
Beable will be used to for career exploration and literacy activities.

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?	COVID virtual learning developed student apathy concerning attendance. Even when in-person learning restarted students were instructed to stay home if feeling slightly sick. None of this was avoidable at the time, but students and families have continued in this mindset allowing students to take multiple days not just for minor illness but for "mental health" days. While a few days are understandable, students are missing consecutive days intermittently. When students were surveyed they feel there is no problem missing and think that it does not hurt their learning. Additionally, they do not find school "fun" or engaging.
What procedures and practices are being implemented to address chronic absenteeism?	We have created a Culture Team of teachers and staff to implement MTTS and make the school culture more engaging. An SSS will be designated to monitor student attendance who will coordinate direct interventions with the principal, CPS, SRO, and the probation department. Intentional communications are being made to educated students and families about the importance of good attendance.
If procedures or practices to reduce chronic absenteeism are in place, how are the results monitored?	Data is collected through Harmony charting student attendance by cohort. Additionally, at-rick students are identified and are monitored individually.
Number of students absent 10% or more of the school year:	

Last Year:	11.89%	**Two Years Ago:**	33.5%	**Three Years Ago:**	45%

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?
CCCSC provides several methods of ongoing communication with families such as our corporation website and individual school pages. Each school actively posts communications via social media platforms. Emails, all calls, and text alerts are also used to send out notifications and reminders to parents and guardians. All schools host parent involvement events such as Literacy Night, College and Career Expo, Scheduling Day, Orientations, Open House, and Parent/Teacher conferences.

In what ways are parents/families able to express ideas, concerns, and/or suggestions?
Families are welcome to contact school staff, including the principal to express ideas, concerns, and/or suggestions. The High Ability program is advised by a Broad-Based Planning committee composed of parents, community stakeholders, and high ability coordinators. The Title I program hosts an annual review of policies and procedures that includes parent input. Parent evaluation forms are included following all events sponsored by Title I. The School Improvement Committee includes parents as well.

In what ways does the school involve parents/families to maintain or increase high levels of student attendance?
The school will use all-call, school Facebook page, corporation website, pamphlets or school announcements. We provide each family with an online or hard copy of the handbook at the beginning of the year outlining attendance policies.

How do teachers and staff bridge cultural differences through effective communication?
Materials are translated in order to communicate with ELL families.

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.
CCCSC provides several methods of ongoing communication with families such as our corporation website and individual school pages. Each school actively posts communications via social media platforms. Emails, all calls, and text alerts are also used to send out notifications and reminders to parents and guardians. All schools host parent involvement events such as Literacy Night, College and Career Expo, Scheduling Day, Orientations, Open House, and Parent/Teacher conferences.

How does the school provide individual academic assessment results to parents/guardians?
Beginning in the 2021-2022 school year, the LEA will ensure the Parents' Additional Information (State Assessments) letter along with academic assessment results (ISRs) are provided to each parent by mail and that the school keeps documentation (mailing records) that this did occur.

How does the school involve parents in the planning, review, and improvement of the schoolwide plan?
Each school conducts at a minimum two school improvement team meetings per school year. The school improvement teams are composed of members from all stakeholder groups. The superintendent facilitates discussion with the school board members and community members annually. Representatives from each school team come together at a minimum of one time per year to form the district school improvement team to analyze data, plan, and discuss district goals and initiatives based on school and district data and needs assessments.

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 begin their 8th grade year with classes that set them up for the Academic Honors diploma. Students have a variety of courses they can choose to reach an academic honors diploma in math and ELA, foreign language, social studies and science. Students receive a checksheet identifying courses needed for each type of diploma and counselors work to ensure all students are on the track they need.

How are all students encouraged to earn an Academic Honors Diploma or complete the Core 40 curriculum?
All students are placed on the AHD track or the Core 40 diploma track. Counselors work with students to make sure goals are being met and pathways are complete.

How are advanced placement (AP), dual credit, international baccalaureate (IB), and career and technical education(CTE) opportunities promoted?
AP and dual credit courses are promoted by teachers and counselors when looking at future schedules. Our dual credit coordinator works with students to attain dual credit throughout the year. The Indiana College Core is used as a track for our academic honors students.

Graduation rate last year:	79.25	Percent of students on track to graduate in each cohort:	89.29
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.
CCCSC ensures the respective grants are coordinated with other grants by prioritizing needs and identifying requirements of each funding source to determine best utilization of all funds based on needs assessments. Examples include overall remediation efforts are funded through title I and local funds, professional development is funded through Title I, II, III and IV, student support services are funded through Title I and Title IV, and the program administrator is funded through ESSER and Title I.
Provide a list of programs that will be consolidated under the schoolwide plan (if applicable).

Link additional information here (if necessary) ☐	

Describe the school's plan for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a state-run preschool program.
n the spring, the 5th graders visit the Middle School to tour the building and address any concerns they may have. An open house also takes place before school starts. This allows the incoming 6th graders to meet their teachers and do a walk through of their schedule. High School hosts a visit of 8th graders to the high school in the spring of their 8th grade year. Students tour the building, led by current 9th graders. A panel discussion with current 9th graders is held for incoming students to ask questions of and hear from the 9th graders as to what worries they had coming into 9th grade and how they were addressed. The school also hosts an orientation for incoming freshmen, led by teachers, that covers what students need to know for their freshman year. There is a parent scheduling night where parents come in and see their student's course requests and ask questions to make changes.
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.
CCCSC has implemented and maintained a 1-year mentor/mentee program that allows teachers both new to the profession and/or the district to work with and be supported by a mentor. This program serves to assist new educators with the evaluation system and building procedures, protocols, and policies. New teachers are also provided the opportunity to join the New Teacher Cohort through the Southern Indiana Education Center. Non-licensed new hires are required to attend a weeklong new teacher training hosted by SIEC. Recruitment includes social media posts, a direct link on every page of our website to employment opportunities, the use of NIMBLE, and attending job fairs when held. CCCSC has been approved for four professional development days this year and our efforts will be geared toward curriculum work in grade bans across the district as well as vertical alignment. Staff retention efforts include supporting the needs of all teachers and making sure they are provided the resources needed to best instruct our students. Our district also participates in Cohort 2 of the Indiana Literacy Cadre promoting Science of Reading for all elementary teachers. Our district plans to continue to share with all staff the professional development opportunities provided through IDOE by promoting the Indiana Learning Lab.

Link additional information here (if necessary) ☐	

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 <u>Strategies </u>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 the end of the 24-25 school year, the number of students attaining a 94% or better attendance rate will increase by 15%.
Sub-group focus	
The strategies we are going to implement are	engaging in the Tiered Intervention Plan for Attendance set forth by the corporation
To address the root cause	to address student and parent apathy post-COVID virtual learning and the prevailing socioeconomic status of the county
Which will help us meet this student outcome goal*	by creating a culture in our school in which students want to attend and participate in their learning.

How Will We Get There?			
Evidence Based Strategies to Address Problems	**Supporting Research for Strategy**	**Who is Accountable for Strategy?**	**Timeline**
Reward met attendance goals	Van Eck, Kathryn et al.How school climate relates to chronic absence: A multi–level latent profile analysis. *Journal of School Psychology.* 2016.	Office staff- principal, MTSS coordinator	Four times per semester
Student Support Specialist	Johnston, Paulina N.Absent parents absent kids: Increasing attendance in high school students identified as school refusing. *Texas Wesleyan University ProQuest Dissertations & Theses,* 2018. https://doi.org/10974338	Principal will identify and train person	Beginning the 24-25 school year
Intentional communication with all stakeholders	Gee, Kevin et al. Multi-tiered system of support to address childhood trauma: Evidence and implications. *Policy Analysis for California Education,* August 2020	Office staff, MTSS coordinator	School registration throughout the year
Student-specific interventions	Johnston, Paulina N.Absent parents absent kids: Increasing attendance in high school students identified as school refusing. *Texas Wesleyan University ProQuest Dissertations & Theses,* 2018. https://doi.org/10974338.	SRO, school staff (counselor, principal, SSS)	Beginning the 24-25 school year

Culture geared toward student attendance and success	Van Eck, Kathryn et al.How school climate relates to chronic absence: A multi–level latent profile analysis. *Journal of School Psychology.* 2016.	All school staff	Summer 24-always
Link additional information here (if necessary) ☐			

Strategy #1	**Reward met attendance goals**						
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**	
Incentive at midterm and end of quarter for meeting 94% attendance	Students who have achieved 94% attendance will receive some sort of reward for meeting the goal	MTSS coordinator, counselor, SSS	Harmony review of attendance	rewards, ideas, data	Beginning 24-25 school year	Not Started ⁃	
To what extent has the strategy been implemented? What about the process went well, or not? What is the adult fidelity evidence of this?	In progress						
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) ☐							

Strategy #2	Student support specialist					
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**
Daily review of attendance	Review attendance from Harmony and meet with students who have missed school, identify root causes, and create a plan for student success	SSS	Spreadsheet of documentation	Harmony access	starting 24-25 school year	In Progress ⌄
Work with SRO on home visits or individualized plans	Home visits for students missing 8 or more days in a school year	SSS	Spreadsheet of documentation	Harmony access	starting 24-25 school year	In Progress ⌄
Student/Parent meetings	Facilitate meetings with students, parents, counselor, teachers Facilitate individual or family support interventions for chronically absent students	SSS	Log meetings and monitor post-meeting attendance and intervention success	Harmony access	starting 24-25 school year	In Progress ⌄
SSS works with probation and outside agencies	Oversee referral process to probation and communicate with probation officer needs of individual students	SSS	Spreadsheet of documentation	Harmony access	starting 24-25 school year	In Progress ⌄
To what extent has the strategy been implemented? What about the process went well, or not? What is the adult fidelity evidence of this?	In progress					

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) ☐	

Strategy #3	**Intentional communications**					
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**
Pamphlets/Table at registration	Table with parent and student information regarding attendance policies and state law.	Principal for the documents/ Title I staff for the table	Pamphlets of info/Parent sign-in	pamphlets to hand out, info on attendance	starting 24-25 school year	In Progress ▾
Beginning of school presentations to students	Explain importance of attendance Outline expectations and rewards for 94% attendance	Principal		viewboard, presentation	starting 24-25 school year	In Progress ▾
Multi-media communications to students and families	Constant communication with parents and students regarding attendance policies via social media, text, or mailing campaigns	All school staff	products of campaign	emails, calls, social media, signage,	starting 24-25 school	In Progress ▾

				announcement	year	
To what extent has the strategy been implemented? What about the process went well, or not? What is the adult fidelity evidence of this?	In progress					
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) ☐						

Strategy #3	**Specific student interventions**					
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**
Check-In/Check outs	At-risk students will check-in and check-out with an adult who will set the student for success.	School staff	Log sheet		starting 24-25 school year	In Progress ▾
Individualized schedules	At-risk students would possibly work with he counselor on a creative schedule that would set them for success	counselor/principal/leadership team	conference notes		starting 24-25 school	In Progress ▾

					year	
Individualized Incentives	At-risk students would have check-ins and rewards for increased attendance	SSS, MTSS coordinator, counselors	contract	incentives	starting 24-25 school year	In Progress ▾

To what extent has the strategy been implemented? What about the process went well, or not? What is the adult fidelity evidence of this?	
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) ☐	

Strategy #4	Culture geared toward student attendance and success					
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**

Incentive at midterm and end of quarter for meeting 94% attendance	Students who have achieved 94% attendance will receive some sort of reward for meeting the goal	Culture Team	Harmony review of attendance	Harmony access and incentives	starting 24-25 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?	
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)	Increased student attendance	Increased student attendance	Increased student attendance	Increased student attendance

Results				
On Track to Meet Goals?				
Strengths				
Areas for Growth				
Next Steps				
Link additional information here (if necessary) ☐				

GOAL	
Goal	Seventy-five percent of students will show growth in math skills as evidenced by SAT.
Sub-group focus	Students in the 370-460 range on the PSAT
The strategies we are going to implement are	implementing a new supplemental curriculum to address needs, motivate students through connection to future plans, time to unpack and align standards with a focus on SAT success

To address the root cause	curriculum alignment and student apathy
Which will help us meet this student outcome goal*	by allowing time for professional development and collaboration among math teachers

How Will We Get There?			
Evidence Based <u>Strategies </u>to Address Problems	**Supporting Research for Strategy**	**Who is Accountable for Strategy?**	**Timeline**
Implement supplemental curriculum to address needs whole school	Act, I., Moore, R., Sanchez, E., & San Pedro, S. (2019). College Entrance Exams: How Does Test Preparation Affect Retest Scores? Research Report 2019-2. In *ACT, Inc*.	Title I	24-25 school year
Proper placement of students in appropriate math classes	Stanford University, J. W. G. C. for Y. and T. C. (JGC), Biag, M., & Williams, I. (2014). Examining Students' Math Course-Taking and Educational Outcomes in the Garden Grove Unified School District (Year 1). Issue Brief. In *John W. Gardner Center for Youth and Their Communities*.	Counselor, math teachers	24-25 school year
PD time for math teachers	Branko Bognar, Ljerka Jukic Matic, & Marija Sablic. (2024). Professional Development Interventions for Mathematics Teachers: A Systematic Review. *Mathematics Teaching Research Journal,* 15(6), 39–58.	Math department	24-25 school year
Build understanding of importance of test	Carlton J. Fong. (2023). Five ways to boost student motivation A framework for creating motivationally supportive learning environments. *American Psychological Association*.	Counselor, Culture Team	24-25 school year
Link additional information here (if necessary) ☐			

Strategy #1	Implement supplemental curriculum to address needs whole school					
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**
remediation using math strategies	Math teachers can work on specific skills utilizing IXL	math teachers	assessments	computer-based programming	all 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?						
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) ☐						

Strategy #2	Proper placement of students in appropriate math classes

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
Addition of new courses to support student learning	Differentiated Algebra 2 classes, Basic Skills Math, and College and Career Ready math will be implemented to meet students where they are	counselors, principal, teachers	assessments	curriculum for new courses	all 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?	
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) ☐	

Strategy #3	PD time for math teachers

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
HB1003 days to support specifically math teachers	Professional development brought in to help with PSAT and SAT math	teachers/principal	assessments	PD	all year	Not Started ▾
·						Choose ▾
·						Choose ▾

To what extent has the strategy been implemented? What about the process went well, or not? What is the adult fidelity evidence of this?	
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) ☐	

Strategy #4	Build understanding of importance of test

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**	
Big Future App	Students will use Big Future app to explore career, colleges, and scholarships	College Corp Adviser, Counselor, Teachers		Device (phone/Chromebook), College Board Login and password	Start August 1, 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?	
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)	**Benchmark testing in math classes**	**Benchmark testing in math classes**	**Benchmark testing in math classes**	**Benchmark testing in math classes**
Results				
On Track to Meet Goals?				
Strengths				
Areas for Growth				
Next Steps				
Link additional information here (if necessary) ☐				

GOAL	
Goal	Increase graduation rate by 5% by 2027
Sub-group focus	chronic absentee student population
The strategies we are going to implement are	address absenteeism, create a culture team for our school, and foster the understanding of the importance of a high school diploma
To address the root cause	apathy of students and socioeconomic status of families
Which will help us meet this student outcome goal*	by creating an environment which encourages post secondary success
How Will We Get There?			

Evidence Based <u>Strategies</u> to Address Problems	Supporting Research for Strategy	Who is Accountable for Strategy?	Timeline
job shadow/college visits	Carlton J. Fong. Five ways to boost student motivation A framework for creating motivationally supportive learning environments. *American Psychological Association*, 2023 Pinskey, Megan. How to motivate high school students - get them excited about career pathways and special interests. *Sunshine Method*, 2022		
career fairs/exploration	Carlton J. Fong. Five ways to boost student motivation A framework for creating motivationally supportive learning environments. *American Psychological Association*, 2023 Pinskey, Megan. How to motivate high school students - get them excited about career pathways and special interests. *Sunshine Method*, 2022		

guest speakers	Carlton J. Fong. Five ways to boost student motivation A framework for creating motivationally supportive learning environments. *American Psychological Association*, 2023 Pinskey, Megan. How to motivate high school students - get them excited about career pathways and special interests. *Sunshine Method*, 2022		
mock interviews	Trull, Samuel G. Strategies of effective interviewing. *Harvard Business Review*,		
career coaching	Carlton J. Fong. Five ways to boost student motivation A framework for creating motivationally supportive learning environments. American Psychological Association, 2023 Pinskey, Megan. How to motivate high school students - get them excited about career pathways and special interests. *Sunshine Method*, 2022		
Link additional information here (if necessary) ☐			

Strategy #1	**Implement JAG for our most at-risk students for graduation**					
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**

Hire a JAG teacher	The new JAG teacher will work to help our most vulnerable juniors and seniors	principal	student graduation	JAG teacher	all year	Completed ▾
						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) ☐	

Strategy #2	Provide more opportunities for student exploration of careers					
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**	**Measurement**	**Resources**	**Timeline**	**Status**

		Responsible		Needed		
Implement Beable	Beable will be used to establish student career goals and start moving them in the right direction	principal/teachers	graduation rate	Beable program	all 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?	
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) ☐	

Strategy #3	**Provide more college and job-site visits**
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
Utilize counselor and college advisor for job and college events	More college and job-site visits for our students	counselor/pricipal/college advisor	graduation	opportunities	all 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?	
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)	Check student check sheets to make sure students are on track to graduate	Check PLATO course completion to determine where students are/revisit checksheets	Meetings with each student to start pushing toward the end- making sure every student knows where they are academically	Graduation completion by May.
Results				
On Track to Meet Goals?				
Strengths				
Areas for Growth				
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)	Teachers and instructional staff will participate in training(s) centered around trauma-informed care and classroom management strategies to make kids WANT to come to school. Teachers will also be trained on the class offerings and how to help students reach their goals.	
Is professional development linked to SIP goals?	Yes ⌄	
Possible Funding Sources	Title I, Part A; Title IV, part A; state/local funds	
Plan for coaching and support during the learning process	We have hired an instructional coach to assist in teacher training and retention. **Plan for coaching and support during the learning process:** ● Grade-level and department meetings to identify needs ● District admin will locate evidence-based presenters and schedule a training (possibly our May PD date) ● PD on data review of SAT and PSAT scores ● HB1008 days for staff PD to focus on curriculum and pacing guides	
Evidence of Impact	● increased attendance ● increased graduation rate ● well-managed, productive classrooms ● nurturing student-teacher relationships promoting attendance	
How will effectiveness be sustained over time?	Continued practice of strategies over time.	

Link additional information here (if necessary) ☐	

Professional Development Goal(s)	Teachers and instructional staff will participate in training(s) centered around best practice in math strategies.
Is professional development linked to SIP goals?	Yes ⌄
Possible Funding Sources	Title I, Part A; Title IV, part A; state/local funds
Plan for coaching and support during the learning process	We have hired an instructional coach to assist in teacher training and retention. **Plan for coaching and support during the learning process:** ● Grade-level and department meetings to identify needs ● District admin will locate evidence-based presenters and schedule a training (possibly our May PD date) ● PD on data review of SAT and PSAT scores ● HB1008 days for staff PD to focus on curriculum and pacing
Evidence of Impact	Improvement on standardized tests
How will effectiveness be sustained over time?	Continued practice of best practice strategies 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) ☐	

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) ☐	