School Name New Washington Middle/High School

School Number 809

Street Address 226 Highway 62 North

City New Washington   Zip Code 47162

COMPREHENSIVE NEEDS ASSESSMENT/SCHOOL IMPROVEMENT PLAN

For implementation during the following years: Select plan period

---------------------- CONTACT INFORMATION ----------------------

Principal: Ginger Whitis

Telephone: 812-293-3368   Email: gwhitis@gccschools.com

Superintendent: Mark Laughner

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Contact for Grants: Kimberly Hartlage

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Read through this document before beginning your work.

--- BASIC REQUIREMENTS ---

Principals are required to coordinate the development of an initial three (3) year strategic and continuous school improvement and achievement plan and to annually review these plans. Whether developing a new plan or updating an existing plan, schools must assess their progress and make necessary changes to ensure continuous improvement.

When completed, this document satisfies requirements in Indiana's Every Student Succeeds Act (ESSA) Plan, federal and state laws, and requirements for Title I Schoolwide Programs. This template contains components that may or may not apply to all schools at all times. **Indication as to who is required to complete a section is noted at the beginning of each Core Element area.**

Common abbreviations used in the plan are:

ESSA   Every Student Succeeds Act – replaced No Child Left Behind in the reauthorization of federal education law

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

Who is <u>required to submit</u> a school improvement plan (<u>SIP</u>)? **All public and state-accredited nonpublic schools**

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

Who is <u>required to use</u> the Indiana Department of Education's <u>SIP template</u>? **Schools classified as TSI, ATSI and/or CSI**

Who is <u>required to use</u> the Indiana Department of Education's <u>CNA template</u>? **Schools classified as CSI**

 Charter schools, classified as CSI and that receive Title I funds, must complete a CNA/SIP using this template.

If you are unsure of your school's identification as TSI, ATSI, and/or CSI, you can find out <u>HERE</u>.

This is an initial three (3) year plan. ☐	This is a review/update of a plan currently in use. ☒
This school is identified as the following by the federal government: Choose	
(TSI only) Underperforming student groups identified by the federal government: Choose , Choose , Choose , Choose , Choose , Choose	
This school receives Title IA funding. Choose an item. Is the school's Title I program **S**chool**w**ide or **T**argeted **A**ssistance? * Choose an item. *If you are unsure about Title IA funding and/or the type of program, contact your federal programs specialist.*	

--- PLANNING COMMITTEE [Required for all] ---

Schools that are required to conduct a comprehensive needs assessments (CNA) and/or school improvement plan (SIP) must assess the school's needs using a committee comprised of stakeholders, including, but not limited to teachers, administrators, parents, and community and business leaders. Some schools may opt to have separate committees for conducting the needs assessment and developing the school improvement plan, while others may not. Simply indicate if a member serves on either or both in the "Committee(s)" column. Many schools may have subcommittees to focus on prioritized areas such as language arts, math, attendance, etc. Indicate this in the "CNA/SIP Subcommittee(s) column below. To be sure the needs of each underperforming student group are addressed, **schools classified as TSI or ATSI must have a 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*	*Both*	*ELA, Wht, SpEd, Multiracial*
Cara Bulington	Teacher	Both	Choose an item. , Choose an item., Choose an item.,
Heather Daily	Teacher	Both	Choose an item., Choose an item., Choose an item.,
Dustin Martin	Counselor	Both	Choose an item., Choose an item., Choose an item.,
Jonathan May	Athletic Director/Dean	Both	Choose an item., Choose an item., Choose an item.,
Sydney Morgan	Teacher	Both	Choose an item., Choose an item., Choose an item.,
Jill Sceifers	Academy Coach	Both	Choose an item., Choose an item., Choose an item.,
Ginger Whitis	Principal	Both	Choose an item., Choose an item., Choose an item.,
Stephanie Chapman	Academic Improvement Coach	Both	Choose, Choose, Choose, Choose
		Choose	Choose, Choose, Choose, Choose
		Choose	Choose, Choose, Choose, Choose
		Choose	Choose, Choose, Choose, Choose
		Choose	Choose, Choose, Choose, Choose
		Choose	Choose, Choose, Choose, Choose
		Choose	Choose, Choose, Choose, Choose
		Choose	Choose, Choose, Choose , Choose
		Choose	Choose, Choose, Choose, Choose
		Choose	Choose, Choose, Choose, Choose
		Choose	Choose, Choose, Choose , Choose
		Choose	Choose, Choose, Choose, Choose
Link additional committee information here (if necessary) →			

--- ALIGNMENT [optional] ---

A systems-based approach to continuous school improvement involve alignment across the district. While still being attentive to their unique needs, schools should align curricular, instructional, and assessment programs with the district's vision, mission, and goals.

Assess the school's alignment with the district using this page. If necessary, work with district personnel to make necessary changes before moving forward with the needs assessment. If there is not enough room to type or cut-and-paste the information below, attach appropriate documents.

District Vision

Our vision is to become nationally recognized as a premiere provider of education by serving as the bridge connecting stakeholders to ensure all students are college and career ready.

School Vision

New Washington Middle/High School will be the premier provider of education in a small school setting.

District Mission

Greater Clark County Schools will prepare students for lifelong success.

School Mission

New Washington Middle /High School is committed to student learning, creativity, and individual achievement in a safe, responsible, and challenging environment through dedicated school and community cooperation.

District Goals

GCCS will increase the % of students reading at or above grade level to 75%.
GCCS will increase the % of students performing in math at or above grade level to 75%.
GCCS will increase the % of students with zero office referrals by 2%.
GCCS will increase student attendance to 96%.

Does the school's vision support the district's vision?	Yes
Does the school's mission support the district's mission?	Yes
Do the school's mission and vision support district 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 do so?

SECTION A: Review Essential Information

All schools are required to provide basic information about the following **core elements**: curriculum; assessment; safe and disciplined learning environment; technology; cultural competency; parental involvement; secondary offerings; and, career awareness and development. <u>Information requested in the following sections is intended to promote discussion about how the core element might be aiding or inhibiting continuous school improvement efforts. Responses are NOT to monitor compliance.</u> After discussion, place an 'x' in the last column if the items should be considered by the school's planning team when reviewing data and/or developing school goals. Do this for all tables where the 'x' column exists.

Core Element 1: Curriculum [Required for all]

List primary curriculum resources (i.e. adopted materials) and supplementary materials such as online subscriptions or other such materials used by 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. Consider the need to keep, replace, or discontinue use of materials that are not <u>essential</u> 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	Rationale for Resource Use	Continue Use?	X
Sample: *Reading*	*1-6*	*ABC Reading is Fun*	*Yes*	*1,2,3*	*Textbook and readers are core component of reading program.*	*Yes*	☒
Reading	k - 6	McGraw - Hill	Yes	1	Textbook and resources are the core reading program.	Yes	☐
English /Language	7 - 12	Pearson	Yes	1	Textbook and resources are the core reading program.	Yes	☐
Math	k - 6	McGraw - Hill	Yes	1	Textbook and resources are the core math program.	Yes	☐
Social Studies	k - 8	Houghton Mifflin	Yes	1	Textbook and resources are the core social studies program.	Yes	☐
Science		Scott Foresman	No	1	Textbook and resources are the core science program.	Yes	☐
Sequencing Guide	k - 12	GCCS Sequencing Guides	Yes	1	Sequencing guides provide a map to teach the IAS.	Yes	☒
Math	k - 12	Balanced Math	Yes	1	Framework for culturally responsive teaching	Yes	☐
Reading	k - 8	Guided Reading	Yes	1,2	Differentiated instruction to develop proficiency	Yes	☐
Writing	k - 12	Guided Writing	Yes	1,2	Differentiated instruction to develop proficiency	Yes	☐
			Choose	Tier		Choose	☐
HIgh School			Choose	Tier	Secondary Course Description Guides	Yes	☒
Place link here (if necessary) ->							

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Core Element 1: Curriculum [Required for all]   *continued*

Best Practice/Requirements Self-Check	Yes/No	X
The school uses district-established curriculum that is aligned to the Indiana Academic Standards.	Yes	☒
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):
GCCS curriculum is aligned with state standards. Curriculum information is located in the main office as well as on the schools Learning Management System pages. The INSIP plans will also be posted on the district's website and the school's website.

Core Element 2: Instructional Program [Required for all]

Schools are required to address the learning needs of all students and develop strategies, programs, and services to address such needs. Sound instructional practices are essential for students to reach the highest levels of academic achievement. **Assess your practices using the chart below.**

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

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.

Core Element 3: Assessment [Required for all]

List the assessments used in addition to the following statewide assessments: ILEARN, IREAD, I AM, ISPROUT, and PSAT. Include type of assessment (benchmark, common formative [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
NWEA	k - 2	Other	Dyslexia Screeening process	Yes	☐
NWEA	k - 8	Benchmk	Used to determine students instructional needs to accelerate performance	Yes	☒
Running Records	k - 5	Other	Used to monitor progress and to determine guided reading levels	Yes	☐
District Mastery	1 - 8	CFA	Used to measure power standards mastery in reading writing and math	Yes	☒
Mastery Checks	1 - 8	CFA	Used frequently to determine remediation needs and allow for retakes	Yes	☒
Checklists	k - 1	Benchmk	used to assess total mastery of foundational skills in reading and math	Yes	☐
ACT Aspire	Gear Up	Summative	Used to assess Gear up cohort	Yes	☒
PSAT/SAT	10 - 11	Summative	Will be used in 2023 as part of state and federal accountability	Yes	☒
ASVAB	11 - 12	Other	Aptitude test for potential for success in the military	Yes	☒
Daily Math Review	k - 12	CFA	assessment system based upon student data	Yes	☒

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

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 improved student achievement.

Core Element 4: Coordination of Technology Initiatives [Required for all]

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

Greater Clark is a 1:1 district and all students k – 12 will have access to a Chromebook device. GCCS uses technology to create authentic learning experiences and to empower all learners to take ownership of his/her own learning. Teachers and students leverage tools like interactive whiteboards, Activinspire, Chromebooks, Google Classroom, Google Apps for Education, online textbook resources, Symbaloo, EasyTech, Remind, Class Dojo, Exact Path, and more in partnership with our sequencing maps to support student learning and teacher clarity. All technology integration and professional development is incorporated inside of our Numeracy, Literacy, Computer Science, College and Career Readiness frameworks.

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

Core Element 5: Career Awareness and Development [Required for all]

Answer the questions for the grade levels in your school.

Grades K-5 only

What career awareness activities are provided for students?		
☐ Not currently implementing career awareness activities	☐	Career Day/Fair or Community Day
☐ Career Simulation (JA/Biztown, etc.)	☐	Career-focused clubs (Robotics, agricultural garden, STEM, etc.)
☐ Career-focused classroom lessons	☐	Guest speakers
☐ Other		

If "Not currently implementing career exploration activities" was checked above, explain why.

Grades 6-8 only

What career awareness activities are provided for students?		
☐ Not currently implementing career information activities.	☒	Career-related courses
☒ Career-focused classroom lessons	☐	Job-site tours
☒ Guest speakers	☐	Career Day/Fair or Community Day
☒ Career-focused clubs (i.e., Robotics, Agriculture Garden, STEM, etc.)	☒	Online career navigation program
☐ Other		

If "Not currently implementing career exploration activities" was checked above, explain why.

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

What career awareness activities are provided for students?		
☒ Not currently implementing career information activities.	☒	Career-related courses
☒ Job-site tours	☒	Career Day/Fair or Community Day
☒ Guest speakers	☒	Internships
☒ Career-focused clubs (i.e., Robotics, Agriculture Garden, STEM, etc.)	☒	JA Inspire
☒ Industry-related Project-Based Learning	☒	Academy Advisories
☒ Online career navigation program	☐	
☒ Job shadowing	☐	

If "Not currently implementing career exploration activities" was checked above, explain why.

Core Element 6: Safe and Disciplined Environment [Required for all]

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

Best Practice/Requirements Self-Check	Yes/No	X
Practices are in place to develop and maintain a positive school climate between staff, students, and families.	Yes	⊠
A multi-tiered system of supports (MTSS) provides students with academic, behavioral, and social-emotional care 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 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?

- Media Statements and inquires need to be made to the principal.
- All entrances are locked and monitored with an A – phone system during the school day.
- Visitors should report to the office. Staff report to the office if they see someone without a badge.
- Visitors are all scanned through Raptor system.
- All classes should use caution when exiting/entering the building to and from recess or any other outdoor activity.
- Students should not be in the hallway without appropriate pass.
- All staff members wear a badge daily. If a visitor is seen in the building without a visitor's badge, they are directed to the office to sign in.
- Personnel are assigned to designated areas in the AM to supervise students entry into the building and to class.
- In the case of a fire, tornado drill, or school evacuation, staff members take an attendance roster and emergency cards to ensure you know where all of your students are located.
- Classroom Doors remained locked during the school day and doors are not to be propped open.

REPORTING PROCEDURES
1. Bullying report to the office.
2. Child Abuse or Neglect staff report to hotline immediately 1 (800) 800-5556
   o Inform administrator and request case # from the hotline and give to administrator before you leave for the day
3. Staff are trained to immediately call the office and report manmade occurrence: A student needs shelter, Threat by Student, Possible Weapon on School Grounds, Possible Bomb Threat, Drugs Usage or Drugs on School Grounds, Gang Activity Power Outage, Water Advisory or Outage.

4. Safe Crisis Teams are in place in all schools.

Core Element 7: Cultural Competency [Required for all]

List the racial, ethnic, language-minority, and socio-economic groups in your school's population. Provide strategies and indicate whether or not professional development is needed to successfully implement these strategies. Any such professional development should be detailed in the professional development plan portion of this document. Cultural competency considerations are embedded throughout this document

Identify the racial, ethnic, language-minority, and socio-economic groups in your school using the check boxes below.

☐	American Indiana/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.
Our district and school strives to create a culturally sensitive environment where all students can succeed. Our mission, vision, and belief statements support a nurturing environment where all students feel safe and respected, and provide all children a challenging curriculum in both academic and social skills. Specific subgroup challenges for our school are addressed through content benchmark goals, which are implemented through IMPACT intervention and individualized instruction on a daily basis. Our district is part of a Universal Design for Learning grant through Indiana University. Teachers are being trained and cultural diversity strategy training is included as a component of this work. We have a few pilot schools in the district and our hope is to continue to expand this work and strengthen the capacity of all staff.

Describe strategies for increasing educational opportunities and performance for students in groups identified for the school.
   We will provide equitable access to strong, challenging school experiences. This will start by assessing our school culture and climate and building a culture of high expectations and achievement for all staff and students.

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

We work on a regular basis to provide resources and trainings on Culturally Responsive teaching. The focus emphasizes cultural ways of learning and cognition. Affirmation of students' cultural roots comes through incorporating deep cultural values and cultural ways of learning (using memory systems of the brain, organizing around social interaction (collectivism), and combining oratory skills with academic talk. We will work with district resources to train teachers in Culturally Responsive teaching strategies by defining what culture is and understanding the myths surrounding Culturally Responsive teaching as well as the proven strategies that provide cultural representation in relevant ways with the curriculum. We will also train teachers in unconscious bias protocols that will enable teachers to become aware of and recognize their own biases when interpreting behavior in the classroom so they can be more culturally responsive.

What curriculum materials are used to ensure all students' cultural differences are recognized and appreciated?
We strive to follow guidelines for Improving English Language Arts and mathematics materials for English Learners by selecting and utilizing materials which provide specific guidance to enhance language development with content embedded across a curricula, in units, and in lessons so that English learner students can access and engage in grade-level content.

Core Element 8: Review Attendance [Required for all]

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

Number of students absent 10% or more of the school year.   **Last year:** 93   **Two years ago:** 18   **Three years ago:** 29

What may be contributing to the attendance trend?
Building PRIDE rewards and incentives made a positive impact on our attendance.
COVID and eLearning made a signinficant impact on our attendace rates for last year.

What procedures and practices are being implemented to address chronic absenteeism?
   We believe that student achievement improves with regular attendance and parent involvement. The school principal and leadership team have established attendance goals that include strategies and schedules to maximize attendance and instructional minutes within the student day. We are striving to reach our attendance goal through the following steps and support:
- Average daily attendance data are monitored and discussed with teacher teams each quarter.
- We utilize the parent attendance legal notice and Truancy advocates assigned to our school to address habitual attendance concerns.
- Announcements and recognitions are made regularly to emphasize the importance of punctuality and attendance.
- Home visits are made by the administrative team to students with chronis absenteeism.
- Parent meetings are required for all students with chronic absenteeism.

If procedures or practices to reduce chronic absenteeism are in place, how are the results monitored?
   Attendance data is reviewed regularly by the PRIDE and Building Leadership Teams with administration to recognize trends and plans are implemented to address families who may need support.

Best Practice/Requirements Self-Check	Yes/No	X
The school has and follows a chronic absence reduction plan.	Yes	☒
A multi-tiered system of supports (MTSS) is in place to identify and help the academic, behavioral, and/or social emotional needs of chronically absent students.	Yes	☒

Core Element 9: Parent and Family Engagement [Required for all]

How does the school maximize family engagement to improve academic achievement?
The school has an active parent organization, which sponsors several family events throughout the year. They meet on a regular basis to develop supports for students and staff. The parent organization serves as a conduit for improvement of the schoolwide plan to support academics. Other activities offered for parents to become involved are: orientation, field trips, family nights, Camp Kindergarten and various sports and extracurricular activities including academic teams and robotics events. Parents are given the option to participate in school events and offered opportunities to volunteer.

In what ways are parents/families able to express ideas, concerns, and/or suggestions?
Family surveys are utilized to determine how to provide more opportunities for parents to contribute to their child's learning. The district website and social media platforms provide a means for parents to express ideas, concerns, or suggestions.

In what ways does the school involve parents/families to maintain or increase high levels of student attendance?
Positive peer and parent relationships can promote healthy attendance. Using structures like student government and morning meetings, we empower students to have an active presence and helping them develop a collective identity. We are also working on implementing restorative justice practices. Regular parent contacts include early phone calls and email messages pertaining to attendance and student work completion. Parents will be invited to visit with the students as they work before, during, or after school to finish homework, improve grades, and master key concepts. An electronic parent newsletter will provide more information about tutoring and other opportunities for students to access more assistance and support. The Unified Classroom allows parents the ability to see their child's attendance daily.

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

The GCCS district promotes equity by striving to make all students, staff, and parents feel welcome, accepted, and protected against discrimination. We continue to learn, work, and grow in how to eliminate bias in our systems and interactions through continued professional development, trainings, book studies, and community resources to build our knowledge base and practices.

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.

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

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

Core Element 10: Provision for Secondary Schools [Secondary schools only]

How do course offerings allow all students to become eligible to receive an academic honors diploma?

We strive to provide all students with a diverse education in a safe, supportive environment that promotes self – discipline, motivation, and excellence in learning. Our high school meets the needs of all students by providing them with a diverse curriculum that allows students' to earn an Academic Honors Diploma, Associates Degree, Technical Honors Diploma or the Core 40 Diploma.

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

We offer three diploma tracks; Academic Honors Diploma, Technical Honors Diploma and Core 40. Greater Clark County schools, in partnership with Ford Next Generation Learning, implemented wall-to-wall Career Academies during the 2018-2019 school year, which offers a focused curriculum plan related to four areas: Public Service, Business and Entrepreneurship, Engineering and Advanced Manufacturing, and Health Services. These academies serve to create Small Learning Communities within the larger school which, coupled with the Freshman Academy, provide teams of teachers and staff dedicated to ensuring students are supported, affirmed, guided and directed through a pathway that leads to College and Career Readiness. Through this initiative, students directly benefit from a transformation of teaching and learning, a transformation of the secondary school experience, and a transformation of business and civic engagement, which forges a strong partnership with community stakeholders.

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

All students are enrolled in the Preparation for College & Careers course during their 9th grade year. This class focuses on introducing and promoting each of the High School's academic opportunities and advises students on the best fit for them based on interest and ability inventories.

Graduation rate last year: 97.8%   **Percent of students on track to graduate in each cohort:** 100%

Core Element 11: Provision for Title I Schools Operating a Schoolwide Program

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.

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

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.

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.

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
Clay Ables	Journalism	Radio/TV
Barbara Berry	English, French, Speech and Drama	Eng 11 & 12 HRS
Emily Cotner	Instrumental and General Music	Band, Chorus, Theatre
Kyle Brown	Elementary Generalist	6th Grade ELA & Science
Cara Bulington	PE, Health, Mathematics, Life Science, Computer Education	PE & Math
Ellen Burgin	CTE, Business Service & Tech, Bookkeeping Accounting, Career	Business & Education
Zachary Burkhardt	Athletic Training	Health Science
Samantha Calvert	Mild Intervention	Special Needs
Megan Chapman	Mild Intervention	Special Needs & Yearbook
Jason Cox	Health, Life Science	Science
Heather Daily	Language Arts	ELA & Preparation for College & Careers
Carolyn Fox	Language Arts	7th and 8th Grade ELA
Courtney Gaither	Mathematics	Math
Courtney Isaac	Economics, Government & Citizenship, Historical Perspectives	Social Studies
Jeff Johnson	CTE, Agri-Business, Ag Mechanics, Ag Production, Horticulture,	Agriculture & Animal Science
Keith Kimmel	Geographical Perspectives, Gov and Citizenship, Mild	Social Studies
Hannah Shepherd	Life Science	Science
Michelle McCutcheon	Mathematics, Business Educationk, Computer	Math
Jackie Means	Spanish	Spanish
Sydney Morgan	Language Arts	ELA & Yearbook
Sandy Schurr	Seriously EH, MMH, Mild Intervention, LD, Elementary Generalist	Special Needs
Becky Seals	General Science, Mathematics, Physical Science	Math, Science, Careers
Adam Tolliver	Geography, Government, US History, World Civilization	Dual Credit Social Studies
Josh Whicker	Tech Ed., Health, Journalism, Lang. Arts, PE, Business, Psychology,	Dual Credit Social Studies
Jenna Wilson	Elementary/Primary, Elementary/Intermediate Generalist	6th grade Math & Digital Citizenship
Angie Wolf	Visual Arts	Art
Link:		

SECTION B: Needs Assessment

Every school is required to address the learning needs of all students, including programs and services for exceptional learners (special education and high ability). Below is a list of possible sources of data to help evaluate your school's current performance in the steps below. Schools are not required to use each of these, but data must be used in determining where improvement is needed immediately. **This information is necessary when performing the Gap Analysis and Root Cause Analysis. <mark>Check the box next to each source of data used in the following steps and add or link the data reviewed for this plan.</mark>**

General Academic		Specific Student Groups				General School Data	
☒	Statewide Assessments	☒	Statewide Assessment Data	☐	ELL Assessment(s)	☒	Attendance*
☐	Federal (ESSA) Data	☐	Federal (ESSA) Data	☐	Individual Education Plans (IEPs)	☒	School Discipline Reports*
☐	Districtwide 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							
NWEA		PSAT		iLEARN (open with Excel)		IAM (open with Excel)	
Link ->				**Link ->**			

<mark>Be sure no personally identifiable student information is included in any/all linked or uploaded data.</mark>

Step 1: Review Potential Issues from the Core Elements

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

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

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

Step 2: Evaluate Progress on Current School Goals

If there is evidence that current school goals are priorities where improvement is needed immediately, schools should continue working toward meeting these goals. The section below is a brief review of current goals. This is intended to help you decide if these goals should continue to be the focus of improvement efforts. To analyze the progress of current goals and look for any gaps in performance, the committee should use a variety of data. **Schools with identified underperforming student groups must analyze data about these groups, including but not limited to:**

assessment, attendance, and behavior. <u>**All**</u> <u>schools are required to consider the needs of exceptional learners (special education and high ability) using data to assess their progress</u>.

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.

<u>Goal 1</u>   **Measurable outcome met?** No
75% of HS students will pass the ELA portion of ISTEP+ and 82% of MS students will pass ILEARN.

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

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

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

<u>Goal 2</u>   **Measurable outcome met?** No
45% of HS students will pass the math portion of ISTEP+ and 64% of MS students will pass ILEARN.

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

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

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

Goal 3   **Measurable outcome met?** No

One hundred percent of students will see the relevance of a high school diploma and graduate.

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

One student did not graduate last year causing our rate to be 97.8%. We will strive to provide every opportunity and form of support to have 100% graduate this year.

If the goal was not met, should the school continue to work toward this goal? Yes

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

Goal 4   **Measurable outcome met?** Choose

If 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 it will continue to be a goal, conduct a root cause analysis to determine why (see Section C).

SECTION C: Analysis

Step 1: Conduct a Gap Analysis

A Gap Analysis is a procedure for determining needs by highlighting differences between a school's desired performance and its actual performance. Data about the school's current performance should drive discussions about these differences.

In Sections A and B, the committee analyzed the school's performance in a number of areas. This included core elements of the school and current school goals. For the first column the committee should consider two questions:
1) Are our current goals still areas where improvement is needed immediately?
2) What concerns did we find when studying the core elements that might be serious enough to need improvement immediately?

Now the committee will conduct a Gap Analysis to identify the most significant barriers to the school's success.

Here's an **example** of how a committee member might explain the gap analysis process:
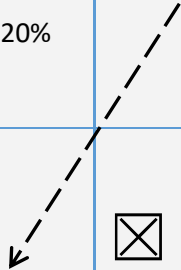
> *During our discussion about the core elements we felt student misbehavior has gotten worse. If that's the case, it is counter to what we believe. We are committed to providing all students with a safe and disciplined learning environment. We want to find out if discipline is a real problem based on data. We'll state our commitment about a safe environment in the 1st column. It is not a current goal, so we'll put "No" in the 2nd column. We'll collect discipline data and summarize our findings in the 3rd column. We'll compare what we're committed to regarding student safety with what the data shows. We'll state our finding in the 4th column. If there is a significant difference between what we are committed to and what is actually happening, we'll consider this a gap and put a check in the 5th column. Lastly, we'll compare this with other gaps we found on this chart. We'll prioritize these in the final column.*

1	2	3	4	5	6
Desired Performance Indicators Based on Prioritized Goals/Characteristics	Current Goal	Actual Performance Based on School Data	Brief Description Comparing Current Performance to Desired Performance	Gap	Priority
A safe and disciplined school environment provides an educational atmosphere conducive to learning and personal well-being.	No	In-school suspensions increased 15% over the last 2 years. Suspensions & expulsions increased 8% & 4% re-respectively. Survey: 45% of students do not feel safe at school.	We are committed to a learning environment that ensures safety and well-being for all. Data indicates that students do not feel safe and that misbehavior resulting in suspensions and expulsions has increased.	X	1

There is no requirement for the number of performance indicators you investigate. **Schools with identified underperforming student groups must include a desired performance indicator relevant to each of these groups.**

GAP ANALYSIS TEMPLATE

Desired Performance Based on Prioritized Goals/Characteristics	Part of Current Goal?	Actual Performance Based on School Data	Brief Description Comparing Current Performance to Desired Performance	Gap	Priority
ELA – HS NWMHS provides a challenging curriculum with student centered instruction that stresses success for all students.	Yes	EBRW data from PSAT – NW avg – National Average – 470 Meet or exceed – 71%	Students will meet or exceed EBRW PSAT national average (470) over the next 3 years. 2021 Goal – 73% 2022 Goal – 75% 2023 Goal – 77%	☐	Choose an item.
Math – HS NWMHS provides a challenging curriculum with student centered instruction that stresses success for all students.	Yes	Math data from PSAT – NW avg – National Average – 470 Meet or exceed – 56%	Students will meet or exceed Math PSAT national average (470) over the next 3 years. 2021 Goal – 57% 2022 Goal – 59% 2023 Goal – 61%	☒	Choose an item.
ELA – MS NWMHS provides a challenging curriculum with student centered instruction that stresses success for all students.	Yes	2021 - 53%	Students will pass the ELA ILEARN assessment at a rate of 65% over the next 3 years. 2022 Goal - 61% 2023 Goal - 63% 2024 Goal - 65%	☒	Choose an item.
Math – MS NWMHS provides a challenging curriculum with student centered instruction that stresses success for all students.	Yes	2021 - 16%	Students will pass the Math ILEARN assessment at a rate of 55% over the next 3 years. 2022 Goal - 50% 2023 Goal - 52% 2024 Goal - 55%	☒	Choose an item.

NWMHS believes all student can be successful with the right strategies implemented to help students succeed and will provide an intervention plan to ensure success for all students. Subgroup: Free & Reduced	Yes	Math – 18% ELA – 60%	Students in the Free & Reduced Lunch subgroup will increase their performance on the ILEARN assessment 6% over the next 3 years. MATH-2022 Goal-20% 2023 Goal-22% 2024 Goal-24% ELA - 2022 Goal-62% 2023 Goal 64% 2024 Goal 66%	☒	Choose an item.
NWMHS believes all student can be successful with the right strategies implemented to help students succeed and will provide an intervention plan to ensure success for all students. Subgroup: SPED	Yes	Math – 0% ELA – 14%	Students in the SPED subgroup will increase their performance on the ILEARN assessment 6% over the next 3 years. Math – 2022 Goal-2% 2023 Goal-4% 2024 Goal-6% ELA – 2022 Goal-16% 2023 Goal-18% 2024 Goal -20%		
Graduation NWMHS believes a high school diploma provides students with the groundwork for success in their chosen post-secondary opportunity.	Yes	2021 – 97.8% 2021 Diploma Types – 63.6% - Core 40, 27.3% Academic Hrs, 6.8% Technical Hrs, 0% both Technical and Academic Hrs, 0% General, 0% Waiver	2022 Goal – 100% 2023 Goal – 100% 2024 Goal – 100%	☒	Choose an item.

List the top 3 or 4 on the next page in the column, *Identified Priorities from Previous Chart*.

Step 2: Conduct Root Cause Analyses

Based on review of data from the Gap Analysis, list at least 3 priorities where improvement is needed immediately in the chart below. Schools classified at TSI/ATSI should consider priorities pertaining to the underperforming groups for which they have been identified.

Determine the root cause(s), or underlying cause(s), for the gaps in the prioritized areas.
A Root Cause Analysis is a process for determining underlying causes for problems. The recommended tool for this is 5-Whys. An illustration of this process is found HERE. Although conducting a root cause analysis is required, schools may use any recognized method/tool of their choice. CSI and TSI/ATSI schools must attach documentation of their root cause analysis (e.g. Word/Google document, pdf, photo of wall chart, etc.).

Identified Priorities from Previous Chart	List Root Cause(s)
Students require basic English/Reading skills to be successful in their school career. The iLearn measures the growth of that success. NWMS is looking at those stundents that are in the Below Average range of proficiency to target and provide interventions.	**Why are 47% of our middle school students (40% F&R, 86% SPED) not passing the ELA portion of ILEARN?** **Why are 29% of our high school students not achieving the national average for the EBRW portion of the PSAT?** 1. Students suffered greatly from frequent quarantines and in-person learning opportunities during COVID. 2. Consistency among ELA classrooms is lacking with little to no focus on the Literacy Framework and/or Sequencing Guides. 3. Professional development does not occur with teachers to insure that student data is used to drive the instruction.
Students require basic English/Reading skills upon graduation from high school. The College and Career Readiness Benchmarks for the current SAT predict a 75% likelihood of achieving a C or higher in related first-semester, credit-bearing college courses. The benchmarks are set at the section level, so there is a benchmark for Evidence-Based Reading and Writing that is set at 470. Utilizing PSAT data as a predictor for SAT performance allows us to ensure a higher level of success.	**Why are 29% of our students not reaching the benchmark on the EBRW section of the PSAT?** 1. Students suffered greatly from frequent quarantines and in-person learning opportunities during COVID. 2. Students have trouble understanding their learning objective for the day and how it is to be demonstrated. 3. Professional development and examination of student work samples does not occur with teachers to insure that student data is used to drive the instruction.
Students require basic Math skills to be successful in their school career. The iLearn measures the growth of that success. NWMS is looking at those stundents that are in the Below Average range of proficiency to target and provide interventions.	**Why are 84% of our middle school students (82% F&R, 100% SPED) not passing the math portion ILEARN?** **Why are 44% of our high school students not achieving the national average for the math portion of the PSAT?** 1. Professional development does not occur with teachers to insure that student data is used to drive the instruction. 2. Consistency among Math classrooms is lacking with little to no focus on the Math Framework and/or Sequencing Guides. 3. Professional development does not occur with teachers to insure that student data is used to drive the instruction.
Students require basic Math skills upon graduation from high school. The College and Career Readiness Benchmarks for the current SAT predict a 75% likelihood of achieving a C or higher in related first-semester, credit-bearing college courses. The benchmarks are set at the section level, so there is a benchmark for Mathematics that is set at 470. Utilizing PSAT data as a predictor for SAT performance allows us to ensure a higher level of success.	**Why are 44% of our students not reaching the benchmark on the mathematics section of the PSAT?** 1. Students suffered greatly from frequent quarantines and in-person learning opportunities during COVID. 2. Students have trouble understanding their learning objective for the day and how it is to be demonstrated.

Students who graduate high school on time are more likely to continue to postsecondary education and training, they are more employable and have higher incomes than students who fail to graduate.	**Why is the graduation rate not 100%?** 1. Students suffered greatly from frequent quarantines and in-person learning opportunities during COVID. 2. Students lack the ability to connect success in high school to success in the post-secondary setting.

↓   ↓

Write your Goal(s) from these.   *Develop strategies from these.*

SECTION D: School Improvement Plan and Professional Development Plan

The school improvement and professional development plans are developed once immediate needs are identified. The plans are developed from these needs and are the filter through which most decisions are made. The school improvement plan and professional development plan drive all aspects of continuous improvement efforts for the school.

1. Develop school improvement plan goals from the identified priorities. Based on your review of data, goals may be:
   a. A continuation of existing goals and/or
   b. New goals based on areas where improvement is needed immediately.
2. Develop a professional development plan, basing professional development goals on:
   a. Strategies in the school improvement plan.
   b. Other areas, apart from the improvement plan, where professional development is a priority.
3. 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

School Improvement Plan

Using the Goal Template

Goals
Are a result of identified priorities (where improvement is needed immediately)
Are based on a 3-year plan, starting with the current year (Goal 1) and followed by succeeding years ("Yr 2" and "Yr 3").

Evidence-Based Strategy
A strategy is a specific plan of action to accomplish a goal. Strategies must be supported by evidence considered to be strong or moderate. Find out about evidence-based interventions HERE. In the school improvement plan, check if professional development is needed to successfully implement the strategy. These activities may be replicated and expanded on in the professional development plan.

Paste LINK TO YOUR CNA/SIP PLANNING CALENDAR HERE TO ACCESS IT FROM HERE IN THE FUTURE> NWMHS PD Plan

GOAL 1	By Spring 2022, student mathematics scores will reflect mathematical proficiency as measured by the ILEARN assessment and the PSAT. Students in grades 6-8 will achieve 50% profiency on the iLEARN assessment with 20% of students in the Free & Reduced subgroup passing and, 2% of students in the SPED subgroup passing. Additionally, 57% of students in grade 10 will meet or exceed the national average of 470 on the PSAT.		
Data Checkpoints (dates)	October 1, 2021	November 20, 2021	April 29, 2022
Evidence at Checkpoints	Mastery of curriculum in Math 10 (grade C or higher) & MS NWEA Scores	Disaggregate and analyze 2021 PSAT data & NWEA data	Mastery of curriculum in Math 10 (grade C or higher) & MS NWEA Scores

Evidence- Based Strategy 1	Math courses in grades 6-12 will implement strategies from: Cain, Sean, and Mike Laird. *The Fundamental 5: The Formula for Quality Instruction*. Createspace, 2011.	**PD needed** ☒

Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
Action Step 1	Conduct on-going, job-embedded training for teachers and instructional support staff.	August 2021 – May 2022	Building Leadership Team, Math Teachers, AIC	85% of teachers implement Fundamental 5 strategies as determined by information from observations by BLT.
Action Step 2	Review "Framing the Lesson, "Recognize and Reinformce", "Write Critically" components	Q1	Principal, BLT	85% of teachers will implement these 3 strategies as evident on walkthroughs.
Action Step 3	Introduce "Work in the Power Zone:	Q2	Principal, BLT	85% of teachers will implement this new strategy as evident on walkthroughs.
Action Step 4	Introduce "Frequent, Small-Group, Purposeful Talk About the Learning"	Q3	Principal, BLT	85% of teachers will implement this new strategy as evident on walkthroughs.

Evidence- Based Strategy 2	Provide math instruction and remediation with explicit, systematic instruction. "What Evidence-Based Mathematics Practices Can Teachers Employ?", Vanderbilt University 2020.	**PD needed** ☒

Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
Action Step 1	Focused Math Intervention kits	August 2020 – May 2022	Building Leadership Team, Math Teachers, AIC, District Math Coach	85% of teachers implement use of Focused Math Intervention kits as determined by information from observations by BLT.
Action Step 2	Examine correlation of NWEA and ILEARN scores	Q1	Building Leadership Team, Math Teachers, AIC, District Math Coach	Student correlation data will be documented.
Action Step 3	Divide students into IMPACT groups according to data	Q1, Q2, Q3, Q4	AIC, Math IMPACT Teachers	IMPACT classes will be grouped by ability and student need.

Action Step 4				
Yr 2 Measurable Objective	By Spring 2022, student mathematics scores will reflect mathematical proficiency as measured by the ILEARN assessment and the PSAT. Students in grades 6-8 will achieve 52% profiency on the iLEARN assessment with 22% of students in the Free & Reduced subgroup passing and, 4% of students in the SPED subgroup passing. Additionally, 59% of students in grade 10 will meet or exceed the national average of 470 on the PSAT.			
Yr 3 Measurable Objective	By Spring 2022, student mathematics scores will reflect mathematical proficiency as measured by the ILEARN assessment and the PSAT. Students in grades 6-8 will achieve 55% profiency on the iLEARN assessment with 24% of students in the Free & Reduced subgroup passing and, 6% of students in the SPED subgroup passing. Additionally, 61% of students in grade 10 will meet or exceed the national average of 470 on the PSAT.			

GOAL 2	By Spring 2022, student ELA and EBRW scores will reflect language proficiency as measured by the ILEARN assessment and the PSAT. Students in grades 6-8 will achieve 61% profiency on the iLEARN assessment with 62% of students in the Free & Reduced subgroup passing and, 16% of students in the SPED subgroup passing. Additionally, 73% of students in grade 10 will meet or exceed the national average of 470 on the PSAT.		
Data Checkpoints (dates)	October 1, 2021	November 20, 2021	April 29, 2022
Evidence at Checkpoints	Mastery of curriculum in English 10 (grade of C or higher) & MS NWEA Scores	Disaggregate and analyze PSAT data & MS NWEA data	Mastery of curriculum in English 10 (grade of C or higher in the first semester of English 10) & MS NWEA Scores

Evidence- Based Strategy 1	ELA courses in grades 6-12 will implement strategies from: Cain, Sean, and Mike Laird. *The Fundamental 5: The Formula for Quality Instruction*. Createspace, 2011.		**PD needed** ☒

Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
Action Step 1	Conduct on-going, job-embedded training for teachers and instructional support staff.	August 2021- May 2022	Building Leadership Team, ELA Teachers, AIC	85% of teachers implement Fundamental 5 strategies as determined by information from walk-through observations by BLT.
Action Step 2	Review "Framing the Lesson, "Recognize and Reinformce", "Write Critically" components	Q1	Principal, BLT	85% of teachers will implement these 3 strategies as evident on walkthroughs.
Action Step 3	Introduce "Work in the Power Zone:	Q2	Principal, BLT	85% of teachers will implement this new strategy as evident on walkthroughs.
Action Step 4	Introduce "Frequent, Small-Group, Purposeful Talk About the Learning"	Q3	Principal, BLT	85% of teachers will implement this new strategy as evident on walkthroughs.

Evidence- Based Strategy 2	ELA courses in grades 6-12 will implement strategies from: Fisher, Douglas, et al. *The Teacher Clarity Playbook: A Hands-on Guide to Creating Learning Intentions and Success Criteria for Organized, Effective Instruction ; Grades k-12*. Corwin, a SAGE Company, 2019.		**PD needed** ☒

Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
Action Step 1	Teachers present methods of targeted instruction effective for their content area.	August 2021- May 2022	Building Leadership Team, All Teachers, AIC	85% of teachers implement Teacher Clarity strategies as determined by information from walk-through observations by BLT.
Action Step 2	Utilization of LLI kits with at-risk students	August 2021- May 2022	Middle school ELA IMPACT teachers, AIC	At-risk students will increase NWEA and ILEARN performance.Walk-through observation.

Action Step 3	Utilization of Reading Counts and the SRI with all students	August 2021- May 2022	Middle & high school ELA, Impact teachers, AIC, Media Clerk	Increased Lexile Scores
Action Step 4	Divide students into IMPACT groups according to NWEA/ILEARN data	Q1, Q2, Q3, Q4	AIC, ELA IMPACT Teachers	IMPACT classes will be grouped by ability and student need.
Yr 2 Measurable Objective	By Spring 2022, student ELA and EBRW scores will reflect language proficiency as measured by the ILEARN assessment and the PSAT. Students in grades 6-8 will achieve 63% profiency on the iLEARN assessment with 64% of students in the Free & Reduced subgroup passing and, 18% of students in the SPED subgroup passing. Additionally, 75% of students in grade 10 will meet or exceed the national average of 470 on the PSAT.			
Yr 3 Measurable Objective	By Spring 2022, student ELA and EBRW scores will reflect language proficiency as measured by the ILEARN assessment and the PSAT. Students in grades 6-8 will achieve 65% profiency on the iLEARN assessment with 66% of students in the Free & Reduced subgroup passing and, 20% of students in the SPED subgroup passing. Additionally, 77% of students in grade 10 will meet or exceed the national average of 470 on the PSAT.			

GOAL 3	By spring 2021, 97.9% of students will see the relevance of a high school diploma and graduate. Rigor of diploma types will be increased with 36% receiving an Academic or Technical Honors diploma.			
Data Checkpoints (dates)	October 1, 2021	November 20, 2021		April 29, 2021
Evidence at Checkpoints	Students on track for graduation during counselor meetings.	Students on track using Standards for Success Pathways		Students on track for graduation during counselor meetings.
Evidence- Based Strategy 1	Students identified as "at risk" for behavior, attendance or not making progress towards graduation will be provided interventions such as Credit Recovery, Counseling, Intervention during IMPACT period and student "check in" with administrators and counselors.			**PD needed** ☐

Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
Action Step 1	Students that are at risk for attendance and behavior problems will be identified	August 2021 – May 2022	Building Leadership Team, Counselor, Academy Coach	97.9% or more of students on track for on-time graduation Credit
Action Step 2	Teachers will utilize the PRIDE daily to build awareness of the importance of attendance	August 2021 – May 2022	Building Leadership Team, All Teachers	Administrator and teacher walkthroughs, classroom formative assessments, student work samples
Action Step 3	Teachers remind and encourage students about the WEC expectations	August 2021 – May 2022	Academy Coach, Counselor, All teachers	WEC earned will increase from 16% (SY 2020-2021)
Action Step 4				

Evidence- Based Strategy 2	Students identified as not having the appropriate number of credits or attendance issues will be identified and monitored.			**PD needed** ☐

Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
Action Step 1	11-22-33 Credit check method	August 2021 – May 2022	Academy Team, Counselor	Students will have appropriate number of credits needed to be on track for graduation.
Action Step 2	Individual meetings with counselor	August 2021 – May 2022	Counselor	Students will be aware of their progress and of the different diploma types available to them.
Action Step 3	Embed a culture of teams through academies by reviewing attendance data and record keeping	August 2021 – May 2022	Academy Coach, Academy Interventionist, Academy Team Leads (grades 6-12)	Accurate documentation will be available on the Academy Data Dashboard. Teams will review data a minimum of once per month.

Action Step 4	Academy teams will chart attendance progress of SPED and Free and Reduced Lunch subgroups. Teams and interventionist will work with students.	August 2021 – May 2022	Academy Coach, Academy Interventionist, Academy Team Teachers (grades 6-12)	Academy Data Dashboard. Documentation of phone logs of all calls to parents. Attendance of students in the SPED and Free & Reduced Lunch subgroups will increase.
Yr 2 Measurable Objective	By spring 2022, 98% of students will see the relevance of a high school diploma and graduate. Rigor of diploma types will be increased with 38% receiving an Academic or Technical Honors diploma.			
Yr 3 Measurable Objective	By spring 2022, 99% of students will see the relevance of a high school diploma and graduate. Rigor of diploma types will be increased with 40% receiving an Academic or Technical Honors diploma.			

Professional Development Plan

Professional development and training are not the same. Training involves a short-term goal that is has an immediate impact of 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 1	Math and ELA courses in grades 6-12 will implement strategies from: Cain, Sean, and Mike Laird. *The Fundamental 5: The Formula for Quality Instruction*. Createspace, 2011.	**Linked SIP Goals** ☒
Possible Funding Source(s)	District PD days and 0 periods	
Evidence of Impact	Strategies will be evident during walk-throughs in 85% of classrooms.	
Plan for coaching and support during the learning process: https://docs.google.com/spreadsheets/d/1fFSaBCY5bxSDEQBBwVkodeQGE31wFT-h-J20jXMLnXU/edit?usp=sharing		
How will effectiveness be sustained over time? Period zero and additional district PD days will be utilized to further develop concepts. Additional strategies from "The Fundamental 5" will be implemented as COVID-19 restrictions allow us more group work and direct contact. Walkthroughs will be conducted on regular intervals to observe use and effectiveness of the strategies. The building leadership team will evaluate and revise as needed.		

Professional Development Goal 2	Strategies will be implemented into instruction in all classrooms from: Fisher, Douglas, et al. *The Teacher Clarity Playbook: A Hands-on Guide to Creating Learning Intentions and Success Criteria for Organized, Effective Instruction ; Grades k-12*. Corwin, a SAGE Company, 2019.	**Linked SIP Goals** ☒
Possible Funding Source(s)	District PD days and 0 periods	
Evidence of Impact	Strategies will be evident during walk-throughs in 85% of classrooms.	

Plan for coaching and support during the learning process:
https://docs.google.com/spreadsheets/d/1fFSaBCY5bxSDEQBBwVkodeQGE31wFT-h-J20jXMLnXU/edit?usp=sharing

How will effectiveness be sustained over time? Walkthroughs will be conducted on regular intervals to observe use and effectiveness of the strategies. The building leadership team will evaluate and revise as needed.

Professional Development Goal 3	Students who are not meeting the NWEA/ILEARN Goals will receive targeted remediation during IMPACT.	**Linked SIP Goals** ☒
Possible Funding Source(s)	District PD days, 0 periods	
Evidence of Impact	Strategies will be evident during walk-throughs in 85% of classrooms.	

Plan for coaching and support during the learning process:
https://docs.google.com/spreadsheets/d/1fFSaBCY5bxSDEQBBwVkodeQGE31wFT-h-J20jXMLnXU/edit?usp=sharing

How will effectiveness be sustained over time? Students who are at risk of not meeting the NWEA/ILEARN goals will be monitored and IMPACT classes will be adjusted to fit their needs. Walkthroughs will be conducted on regular intervals to observe use and effectiveness of the strategies. The building leadership team will evaluate and revise as needed.