Metropolitan School District of North Posey County

North Posey High School

5900 HIGH SCHOOL ROAD	HOME PAGE: www.northposey.k12.in.us	TELEPHONE: (812) 673-4242
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SCHOOL INFORMATION

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

SCHOOL and CONTACT INFORMATION

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

Superintendent	Steve Kavanaugh, Interim Superintendent
Phone number	812-874-2243
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Grant contact	Michelle Walden
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SCHOOL IDENTIFICATION

Choose the appropriate response from the drop down box.

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

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

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

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

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

General Academic	Specific Student Groups		General School Data
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	Diversification of Instructional Experience: If we develop excellent teachers and diversify student exposure to the instructional team, then student performance on assessments will improve.	**Measurable Outcome Met?**	No
If the goal was met, how will the school further improve or sustain this level of performance?	n/a		
If the goal was not met, should the school continue to work toward this goal?	Yes		
If the goal was not met, and you choose to continue to work toward this goal, what will you change?	Added a formative assessment tool to the content area for teachers to use as a resource (IXL). Evaluate the structure of the math department and consider self-contained courses for some students who qualify based on need.		
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	Student apathy and non-submission of work: If we provide engagement in the school / community culture, provide targeted support, all students will graduate ready for their post-secondary pursuits.	Measurable Outcome Met?	No
If the goal was met, how will the school further improve or sustain this level of performance?	n/a		
If the goal was not met, should the school continue to work toward this goal?	No		
If the goal was not met, and you choose to continue to work toward this goal, what will you change?	Temporary pause. Beginning 2024-2025, implementation of a teacher/peer mentoring program designed to support all students through enhanced relationships with one another and teacher mentors.		
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	If we create a more inclusive experience for all students, regardless of ability, with respect to assessment and instruction, then we improve the integrity and value of a NPHS high school diploma.	Measurable Outcome Met?	No
If the goal was met, how will the school further improve or sustain this level of performance?			
If the goal was not met, should the school continue to work toward this goal?	No		
If the goal was not met, and you choose to continue to work toward this goal, what will you change?	Will not continue.		
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 #4	If we provide additional accountability and incentives for student attendance, attendance rates will improve.	Measurable Outcome Met?	Yes
If the goal was met, how will the school further improve or sustain this level of performance?	Although the attendance rate dropped by approximately 6% from 2021-2022 to 2022-2023, we believe attendance, our attendance culture, and our student expectations for attendance have improved due to initiatives we have implemented as a result of this goal.		

If the goal was not met, should the school continue to work toward this goal?	Choose
If the goal was not met, and you choose to continue to work toward this goal, what will you change?	
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**
- Strength of Diploma (IN GPS) - Reputation - Community standards and expectations (IN GPS) - Graduation Pathway Completion Rate (IN GPS) - STEM Certification - College and Career Readiness (measured by college/career courses offered (IN GPS) - FAFSA completion (IN GPS) - Presence of a College Connection Coach (Ivy Tech Primary Dual Credit Partner)	- Test scores (always area of improvement) - Attendance - Student submission of work (reduce incidences of non-submission)
Opportunities	**Threats**
- Introduction of alternative program (Norsemen Academy) and opportunities to serve more students in the future through alternative programming - Expansion of CTE offerings - Facilities improvements in the CTE area of the high school - Dual credit opportunities - Early College endorsement potential - Utilization of recently acquired IXL formative assessment tool	- Expansion of CTE opportunities pulling teachers from core content areas - Loss of certified teachers - Loss of dual credit credentialed teachers - Competition (school choice) - Competition from area career center - Competition from online academies / homeschool programs - Complacency - Cell phone etiquette / social media culture and its potential impacts on academic dishonesty, cultural erosion

FIVE WHYS WORKSHEET

Define the problem (precise problem statement):

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

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

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

☐ **Why?**
☐

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

☐ **Why?**
☐

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

☐ **Why?**
☐

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

☐ **Why?**
☐

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

☐ **Why?**
☐

Continue beyond a fifth reason if necessary.

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

What possible strategies might address this root cause?

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

SECTION B
SCHOOL IMPROVEMENT PLANNING

PLANNING COMMITTEE

Schools that are required to conduct a CNA and/or SIP must assess the school's needs using a committee of stakeholders, including, but not limited to teachers, administrators, parents, and community and business leaders. Some schools may opt to have separate committees for conducting the needs assessment and developing the school improvement plan, while others may not. Simply indicate if a member serves on either or both in the "Committee(s)" column. Many schools may have subcommittees to focus on prioritized areas such as language arts, math, attendance, etc. Indicate this in the "CNA/SIP Subcommittee(s) column below. **To ensure the needs of each underperforming student group is addressed, schools classified as TSI or ATSI must have a sub-committee for each underperforming group**.

List members of the committee below. If a member serves on more than one subcommittee, list all those on which the member serves.

Member Name	Title	Committee(s)	CNA/SIP Subcommittee(s)
Sample: *Alma Smith*	*Teacher*	SIP	*ELA, Wht, SpEd, Multiracial*
Sean Fisher	Principal	SIP	
Amy Duvall	Assistant Principal	SIP	
Ben Kahle	Teacher	SIP	
Kelly Thompson	Teacher	SIP	
Michele Parrish	Guidance Counselor	SIP	
		Choose	
Link additional information here (if necessary) ☐			

SCHOOL AND COMMUNITY NARRATIVE

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

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

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

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

Link additional information here (if necessary) ☐	https://www.northposey.k12.in.us/nphs-home

ALIGNMENT - STATEMENT OF MISSION, VISION, BELIEFS

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

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

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

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

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

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

District Core Beliefs and High Priorities
We believe: ● Our community is vital to our educational success. ● Everyone is valued and treated with respect. ● In always telling the truth. ● In educational opportunity for all. ● Student-centered programs challenge and inspiring learning. ● In the pursuit of excellence through a strong sense of pride. Our High Priorities are: ● Enhancing the student experience ● Investing in teachers and administrators ● Fostering strong relationships among all ● Maximizing resources

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

If the school's mission, vision, and/or goals are not aligned with those of the district, what steps will the school take to become aligned?	
n/a	
Link additional information here (if necessary) ☐	n/a

ESSENTIAL INFORMATION & CORE ELEMENTS

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

CORE ELEMENT 1: CURRICULUM

List primary curriculum resources (i.e. adopted materials) and supplementary materials such as online subscriptions or other such materials used by most teachers. Subject/Courses should include: English/language arts, math, social studies, science, visual arts, music, health, and physical education. Assess the degree to which these resources are aligned with the Indiana Academic Standards (IAS). Consider the need to keep, replace, or discontinue use of materials that are not essential for instruction. If room does not allow for all resources to be listed below, continue the list on a separate page and attach it to this document. Secondary schools may attach or link course descriptions

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

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

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

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

CORE ELEMENT 1: CURRICULUM
(continued)

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

The public may view the school's curriculum in the following location(s)
Course Descriptions can be accessed via the guidance department webpage. A link to the specific course descriptions information is shown below.

Link additional information here (if necessary) ☐	https://www.northposey.k12.in.us/np-news-info/website-documents/north-posey-hs-documents/guidance-department/215-course-descriptions/file

CORE ELEMENT 2: INSTRUCTIONAL PROGRAM

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

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

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

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

Link additional information here (if necessary) ☐

CORE ELEMENT 3: ASSESSMENT

List the assessments used in addition to the following statewide assessments: ILEARN, IREAD, I AM, ISPROUT, and PSAT. Include type of assessment (benchmark, common formative [CFA], or summative) and a brief rationale for their use. Consider the need to keep, replace, or discontinue use of each assessment based on the value and use of the data it provides.

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

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Best Practice/Requirements Self-Check	Yes/No	X

A system is in place to use assessment data to make decisions about programs, practices, and instruction.	Yes	
The school uses assessment data to identify students for Tier II and Tier III instruction.	Yes	
Locally created assessments are reviewed and revised regularly to ensure priority standards are being measured at the appropriate levels of depth and rigor.	Yes	

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

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

Link additional information here (if necessary) ☐	

CORE ELEMENT 4: COORDINATION OF TECHNOLOGY INITIATIVES

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

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

Grades 9-12 only

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

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

Link additional information here (if necessary) ☐	n/a

CORE ELEMENT 6: SAFE AND DISCIPLINED ENVIRONMENT

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

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

Briefly answer the following:

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

CORE ELEMENT 7: CULTURAL COMPETENCY

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

Group	X	Group	X	Group	X
American Indian/Alaskan Native	●	English Language Learner	●	Multiracial	●
Asian	●	Free/Reduced Lunch	●	Native Hawaiian or Other Pacific Islander	●
Black	●	Hispanic Ethnicity	●	White	●

Describe how racial, ethnic, language-minority, and socio-economic groups are identified.
The above groups are identified through our school enrollment processes that require parent(s)/guardian(s) submit information about their enrollee on required forms.
Describe strategies for increasing educational opportunities and performance for students in groups identified for the school.
The school has various tools available and strategies utilized: ● **Alternative school (Norsemen Academy)** ● **Inclusive curriculum provided to all students in our small rural setting** ● **iCap opportunities for students when applicable** ● **Dual credit opportunities for all students**

Link additional information here (if necessary) ☐	

CORE ELEMENT 7: CULTURAL COMPETENCY
(continued)

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

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

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

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

Link additional information here
(if necessary) ☐

CORE ELEMENT 8: REVIEW OF ATTENDANCE

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

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

Last Year:	9%	**Two Years Ago:**	5%	**Three Years Ago:**	n/a (COVID)

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

CORE ELEMENT 9: PARENT AND FAMILY ENGAGEMENT

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

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

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

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

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

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

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

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

Link additional information here (if necessary) ☐	North Posey Career Brochure no spread.pdf

CORE ELEMENT 9: PARENT AND FAMILY ENGAGEMENT

Describe strategies used to increase parental involvement.

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

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

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

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

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

We host the following:

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

Link additional information here (if necessary) ☐

CORE ELEMENT 10: PROVISION FOR SECONDARY SCHOOLS

The following is specific to secondary schools.

How do course offerings allow all students to become eligible to receive an academic honors diploma?
Course offerings at North Posey High School offer not only the requirements, but also the variety within each requirement, to make possible the earning of an Indiana Academic Honors Diploma.

How are all students encouraged to earn an Academic Honors Diploma or complete the Core 40 curriculum?
The administration, guidance department, and teachers prioritize the Core 40 curriculum when advising all students. Through communication, during parent meetings (i.e. orientation), and through student advisement, the Indiana Core 40 curriculum is the minimum level entry point for all students, with few exceptions. All students are presented with the opportunity to understand and pursue an Indiana Academic Honors Diploma.

How are advanced placement (AP), dual credit, international baccalaureate (IB), and career and technical education(CTE) opportunities promoted?
We promote AP, dual credit, and CTE opportunities through our guidance process and parent interaction (orientations, etc). Indiana Graduation Pathways compliance is a key focus, where students are encouraged to pursue pathways to graduate that involve the exploration of AP, Dual Credit, and CTE course offerings. We have a collaborative arrangement with Ivy Tech Community College who provides an Ivy Tech career coach who serves as a liaison between the school, staff, and students and Ivy Tech Community College.

Graduation rate last year:	94.4	Percent of students on track to graduate in each cohort:	2024 COHORT: 95.2% 2025 COHORT: 92.7% 2026 COHORT: 94.1% 2027 COHORT: 100%
Link additional information here (if necessary) ☐			

CORE ELEMENT 11: PROVISION FOR TITLE I SCHOOLS OPERATING A SCHOOLWIDE PROGRAM
[Title I schoolwide only]

This section applies only to schools that receive Title I funds and operate a schoolwide program.

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

Describe the school's plan for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a state-run preschool program.
n/a
Describe strategies used to attract high-quality teachers to your school and/or district. Examples could include: Mentoring and induction programs; recruitment incentives; high-quality professional development; partnerships with teacher preparation programs and; career pathways for teachers leaders.
Our school and community culture is by and large our number 1 attraction for professionals to come to North Posey and teach. Although we sometimes fall short, overall, our community and student understanding of the importance of quality work conditions for teachers allows us to attract and retain teaching talent.

Link additional information here (if necessary) ☐	

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

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

Staff Name	Licensure/Certification	Assigned Class/Subject
Angel, Ginger	Mathematics 5-9 ELA 5-9 Mild Intervention k-6 Mild Intervention 6-12	Special Education / English
Bender, Robyn	CTE: Agriculture 5-12	Agriculture CTE
Brandle, Nathan	Industrial Technology - All Schools	Manufacturing CTE
Cox, Matthew	Mathematics 5-12	Mathematics
Cox, Stephanie	ELA 5-12	ELA
Daly, Morgan	Chemistry 5-12 Life Science 5-12 Science - 5-9	Science
Epperson, Jennifer Jo	Spanish - All Schools	Spanish
Gries, Julie	Mild Intervention - Elem/Intermediate Mild Intervention - Elem/Primary	Special Education
Huey, Jared	Elementary General 1-6, ⅞ non dept. Social Studies - 1-9 Mild Intervention P-12	Special Education
Johnston, Andrew	Physical Education - P-12	Physical Education
Kahle, Benjamin	Historical Perspectives 6-12 Government and Citizenship 6-12 Economics 6-12 Bldg Level Admin P-12	Social Studies
Kirkman, Mark	Geographical Perspectives - Middle / Jr High Government and Citizenship - Middle / Jr. High	Social Studies

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

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

SCHOOL IMPROVEMENT PLAN

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

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

<table>
<tr><td colspan="4" align="center">GOAL #1</td></tr>
<tr>
<td>Goal</td>
<td colspan="2">Diversification of Instructional Experience: If we develop excellent teachers and diversify student exposure to the instructional team, then student performance on assessments will improve.</td>
<td></td>
</tr>
<tr>
<td>Sub-group focus</td>
<td colspan="3">All students</td>
</tr>
<tr>
<td>The strategies we are going to implement are</td>
<td colspan="3">Implement the utilization of the IXL formative assessment tool to remediate and re-teach students at their level.</td>
</tr>
<tr>
<td>To address the root cause</td>
<td colspan="3">Students lack opportunities to practice ELA and mathematics skills at their own level and teachers lack data on specific students and their mastery levels.</td>
</tr>
<tr>
<td>Which will help us meet this student outcome goal*</td>
<td colspan="3">Improvement of student ELA and mathematics proficiency.</td>
</tr>
<tr><td colspan="4" align="center">How Will We Get There?</td></tr>
<tr>
<td>Evidence Based Strategies to Address Problems</td>
<td>Supporting Research for Strategy</td>
<td>Who is Accountable for Strategy?</td>
<td>Timeline</td>
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<tr>
<td>Link additional information here
(if necessary) □</td>
<td colspan="3"></td>
</tr>
</table>

Strategy #1	

What actions will we take to implement the improvement strategy? (specific, actionable activities that lead to the completion of the strategy identified)

Activity (Action Step)	Activity Description	Position Responsible	Measurement	Resources Needed	Timeline	Status
Purchase IXL platform	Collaborate with district leadership to secure subscription to IXL for high school students.	Principal	Yes or No	Funding	Now	Completed
						Choose

To what extent has the strategy been implemented? What about the process went well, or not? What is the adult fidelity evidence of this?	Currently implemented for 2023-2024.
How has student achievement been impacted? What is the evidence?	TBD. -- First year of implementation
How will implementation be adjusted and/or supported moving into next year?	TBD based on results of initiative.
Link additional information here (if necessary) ☐	

Strategy #2	

What actions will we take to implement the improvement strategy? (specific, actionable activities that lead to the completion of the strategy identified)

Activity (Action Step)	Activity Description	Position Responsible	Measurement	Resources Needed	Timeline	Status
Implement the utilization of IXL in ELA and mathematics curriculums	Ensure that the IXL tool is utilized at a level suitable to impact student learning	Principal	IXL utilization reports generated from the platform	IXL admin access	Now	In Progress
						Choose

To what extent has the strategy been implemented? What about the process went well, or not? What is the adult fidelity evidence of this?	Strategy is currently being implemented.
How has student achievement been impacted? What is the evidence?	TBD
How will implementation be adjusted and/or supported moving into next year?	Dependent upon impact of the strategy.
Link additional information here (if necessary) ☐	

GOAL #2		
Goal	**If we provide additional accountability and incentives for student attendance, attendance rates will improve.**	
Sub-group focus	All students	
The strategies we are going to implement are	Continue to enforce our citizenship policy (connected with our attendance policy) in a consistent manner to incentivize improved student attendance. Improve communication about attendance initiatives with parent(s) and guardian(s).	
To address the root cause	Improve attendance using the new reporting requirements mandated by the IDOE.	
Which will help us meet this student outcome goal*	Reduce the number of students with chronic absenteeism by 10% of the prior year's measurement. (i.e. lower the chronic absenteeism rate by .9%)	

How Will We Get There?			
Evidence Based Strategies to Address Problems	**Supporting Research for Strategy**	**Who is Accountable for Strategy?**	**Timeline**
Link additional information here (if necessary) ☐			

Strategy #1	

What actions will we take to implement the improvement strategy? (specific, actionable activities that lead to the completion of the strategy identified)

Activity (Action Step)	Activity Description	Position Responsible	Measurement	Resources Needed	Timeline	Status
Citizenship policy	Improve enforcement of field trips and special event access for students with loss of citizenship due to >= 5 absences per semester.	Attendance officer (building level)`	Attendance reports	SMS	Now	In Progress
Citizenship restoration initiatives	Provide restoration of citizenship options for students at the discretion of administration	Attendance officer	Attendance reports	SMS	Now	In Progress
`						Choose

To what extent has the strategy been implemented? What about the process went well, or not? What is the adult fidelity evidence of this?	The policy was updated ahead of the 2022-2023 school year. The process went well based on increased feedback from students and parents regarding attendance and absences. Office staff and the attendance officer monitors and handles student/parent communications on this issue.
How has student achievement been impacted? What is the evidence?	TBD. Last school year (2022-2023) the attendance rate dropped approximately 6%, but feedback to school personnel indicates that parent(s)/guardian(s) and the community have increased awareness of the policy.
How will implementation be adjusted and/or supported moving into next year?	TBD.
Link additional information here (if necessary) ☐	

Strategy #2	

What actions will we take to implement the improvement strategy? (specific, actionable activities that lead to the completion of the strategy identified)

Activity (Action Step)	Activity Description	Position Responsible	Measurement	Resources Needed	Timeline	Status
Improved Communication to parents and community	Evening of information presented by school administration for interested parents.	Administration	Attendance by parent(s)/guardian(s)/community	Presentation, auditorium, AV equipment	Now	In Progress
						Choose

To what extent has the strategy been implemented? What about the process went well, or not? What is the adult fidelity evidence of this?	2023-2024 Parent Information Night hosted at the school during the same week as freshmen orientation to provide additional detail on school policies and procedures beyond the scope of freshmen orientation. Also invite all parents to this event to open lines of communication to all parent(s)/guardian(s).
How has student achievement been impacted? What is the evidence?	TBD
How will implementation be adjusted and/or supported moving into next year?	TBD
Link additional information here (if necessary) ☐	

PROGRESS INDICATORS TEMPLATE

PROGRESS INDICATORS - GOAL 1				
Check-in Schedule	**Quarter 1**	**Quarter 2**	**Quarter 3**	**Quarter 4**
Key Performance Indicator (Assessment)	IXL Diagnostic Report	IXL Diagnostic Report	IXL Diagnostic Report	IXL Diagnostic Report
Results	TBD	TBD	TBD	TBD
On Track to Meet Goals?	TBD	TBD	TBD	TBD
Strengths				
Areas for Growth				

Next Steps	Will be determined after evaluating first IXL Diagnostic Report	Will be determined after evaluating first IXL Diagnostic Report	Will be determined after evaluating first IXL Diagnostic Report	Will be determined after evaluating first IXL Diagnostic Report
Link additional information here (if necessary) ☐				

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

PROFESSIONAL DEVELOPMENT PLAN

Professional development and training are not the same. Training involves a short-term goal that has an immediate impact on some aspect of a job, such as learning to use an on-line gradebook or attendance program. Professional development is career focused and impacts a worker's effectiveness in performance. Development occurs over time and requires job-embedded coaching and collaboration.

Write professional development goals below. These should connect with and support the school improvement plan.

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

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