



North Posey Junior High School
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www.northposey.k12.in.us



Mr. Michael Galvin, Superintendent • Steve Kavanaugh, Principal
Amanda Reynolds, School Counselor • Kim Wassmer, Secretary
Chris Barker, Athletic/Activities Director

SCHOOL INFORMATION

School Name	North Posey Junior High School
School Number	6973
Street Address	5800 High School Rd
City	Poseyville
Zip Code	47633

SCHOOL and CONTACT INFORMATION

Principal	Steve Kavanaugh
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Superintendent	Steve Kavanaugh, Interim Superintendent
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SCHOOL IDENTIFICATION

Choose the appropriate response from the drop down box.

For implementation during the following years:	2022-25
This is an initial three year plan.	No
This is a review/update of a plan currently in use.	Yes

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

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	If we invest in learning, understanding and applying Social Emotional Learning (SEL), then our school culture will improve.	Measurable Outcome Met?	Yes
If the goal was met, how will the school further improve or sustain this level of performance?	We will continue to implement the SEL curriculum, including One Trusted Adult.		
If the goal was not met, should the school continue to work toward this goal?	Choose		
If the goal was not met, and you choose to continue to work toward this goal, what will you change?			
<i><u>If the goal was not met and it will continue to be a goal, conduct a root cause analysis to determine why.</u></i>			

Previous Year Goal #2	If teachers incorporate cumulative review then retention of knowledge will improve.	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?	Yes		
If the goal was not met, and you choose to continue to work toward this goal, what will you change?	We adjusted the goal to better define what the goal is. We have shifted it to include reading comprehension.		
<i><u>If the goal was not met and it will continue to be a goal, conduct a root cause analysis to determine why.</u></i>			

Previous Year Goal #3	If we create more opportunities for our students to experience productive struggle, then they will become better problem solvers evidenced by an increase in overall student achievement.	Measurable Outcome Met?	Yes
If the goal was met, how will the school further improve or sustain this level of performance?	As a STEM certified school, we will continue to offer students the opportunities for productive struggle through STEM challenges and project-based learning opportunities.		
If the goal was not met, should the school continue to work toward this goal?	Choose		
If the goal was not met, and you choose to continue to work toward this goal, what will you change?			
<i><u>If the goal was not met and it will continue to be a goal, conduct a root cause analysis to determine why.</u></i>			

SIOT ANALYSIS

Now the committee will conduct a SIOT analysis to identify the most significant barriers to the school's success. Here's an **example** of how a committee member might explain the SIOT analysis process:

What is a SIOT Analysis?

SIOT analysis using SIOT diagrams or matrices is a key part of any planning or analysis. SIOT stands for **strengths, improvement, opportunities, and threats**. Strengths and improvements are internal factors, and opportunities and threats are external factors. A SIOT diagram analyzes by focusing on each of these factors. SIOT diagrams can be especially useful when trying to decide whether or not to embark on a certain venture or strategy by visualizing the pros and cons. By clearly outlining all positives and negatives of a project, SIOT analysis makes it easier to decide whether or not to move forward.

Instructions: SIOT activity. (Strengths, Improvement, Opportunities, Threats)

1. Determine the objective.
2. Add factors that affect the SIG to the applicable boxes using the grid below. Factors are typically listed in a bullet form.
3. Decide on a key project or strategy to analyze and place it at the top of the page. List school's primary strengths and weaknesses for the 2022-2023 school year (SY): forces or barriers working for and against implementation of school's improvement action plan or school's mission.
4. List school's key opportunities and threats from 2022-2023 SY - political, economical, social, technological, demographic, or legal trends that are impacting or may impact school's ability to achieve SIG or school's mission.
5. Draw conclusions. Analyze the finished SIOT diagram. Be sure to note if the positive outcomes outweigh the negative. If they do, it may be a good decision to carry out the objective. If they do not, adjustments may need to be made, or the plan should simply be abandoned.
6. Questions to ask may include:
 - a. Are our current goals still areas where improvement is needed immediately?
 - b. What concerns did we find when studying the core elements that might be serious enough to warrant improvement immediately?

SIOT ANALYSIS TEMPLATE

SIOT Analysis	
Strengths	Areas of Improvement
<ul style="list-style-type: none">● Our staff is invested in our students and our school goals.● Our staff implements tasks and initiatives with fidelity.● Our students and staff have strong, respectful relationships within the school environment.● Our students have strong buy-in and participation in school activities and goals.	<ul style="list-style-type: none">● Students do not read outside of required reading.● Students struggle to retain information.● Students struggle to accomplish things independently outside of the classroom.● Time for teacher collaboration is limited, especially across the curriculum groups.
Opportunities	Threats
<ul style="list-style-type: none">● We are able to implement the "One Trusted Adult" curriculum this coming year.● We are planning to re-implement the Accelerated Reading Program	<ul style="list-style-type: none">● Funding may not be available to help us implement our goals to their full potential.● Students' outside influences and circumstances impact their ability to learn.

FIVE WHYS WORKSHEET

Define the problem (precise problem statement):

Through teacher observation and testing, we have noticed a decline in student comprehension.

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

1. Students are not able to comprehend texts and participate in meaningful class discussion.

Why?

2. Students are not actively engaged in the reading process often enough.

Why?

3. Students are not reading outside of required reading.

Why?

4. Reading is not being reinforced outside of assignments.

Why?

5. There are too many other options to choose from to fill their time.

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. Funding	Lack of public funds	Grants and outside sources
2. Collaboration Time	Small school and limited flexibility of the master schedule. Also limited subs available	Work on improving the master schedule to assist with collaboration opportunities.
3. Student Apathy	Students are not used to working to achieve things.	Continue to search for incentives to help improve motivation.
Link additional information here (if necessary) <input type="checkbox"/>		

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: <i>Alma Smith</i>	<i>Teacher</i>	SIP	<i>ELA, Wht, SpEd, Multiracial</i>
Steven Kavanaugh	Principal	SIP	Principal
Amanda Reynolds	Counselor	SIP	Counselor
Shanna Kelly	Teacher	SIP	Technology
Kelly Lashley	Teacher	SIP	Curriculum
Staci Voegel	Teacher	SIP	Climate and Safety
Dustin May	Teacher	SIP	At-Risk

SCHOOL AND COMMUNITY NARRATIVE

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

North Posey Junior High School is located near the small rural city of Poseyville, IN. Other cities the school services include Wadesville, New Harmony, Blairsville, Stewartsville, Griffin, and Cynthiana. Since we are a junior high school, the school consists of 7th and 8th grades. For the current 2023-2024 school year, the total enrollment is 224 students. For the 2023-2024 school year, 35% of our students qualify for free and reduced lunch, 19% of students are enrolled in special education, and 96% of students are Caucasian. We use an inclusion model for our mathematics and English classes where those classes are team taught with a general education teacher and a special education teacher. We also use instructional assistance in other subject area classes to assist general education teachers. We offer different honors classes to students who are advanced in that subject area. In 7th grade, students have the opportunity to be in English and/or mathematics honors classes. In 8th grade, students have the opportunity to be in English, science, and/or social studies honors classes as well as Algebra I.

North Posey Junior High has a strong sense of community with many businesses, people, and families who show support in various ways. The school offers many opportunities for its students in regards to curriculum and extra-curricular activities. Two years ago, the school STEM committee took data from surveys and developed new courses to offer students based on student and parent interest. The following courses were added based on the data we received: Exploring Agriculture, Introduction to Construction, Project Lead the Way: Energy and Environment, and Modern American History. Other elective courses the school offers includes: We the People, Project Lead the Way: Medical Detectives, Broadcasting, Student Media-Yearbook, Vocal Music, Instrumental Music, and Visual Arts II. Many extra-curricular activities include athletics, spell bowl, academic teams, robotics, National Junior Honors Society, and student council.

Link additional information here
(if necessary)

<https://www.northposey.k12.in.us/npjhs-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 will provide a fun, engaging atmosphere in which all students are motivated learners and prepared to be functional citizens in a modern workforce.

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

At North Posey Junior High, learning comes first. We believe everyone in our school- students, teachers, and staff- have a right to learn and can learn at different levels and rates. Learning is the responsibility of the total school community. Our school promotes a caring, cooperative, and challenging environment conducive to learning for each individual.

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

District Core Beliefs and High Priorities
<p>We believe:</p> <ul style="list-style-type: none"> ● 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. <p>Our High Priorities are:</p> <ul style="list-style-type: none"> ● 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?	
Link additional information here (if necessary) <input type="checkbox"/>	

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	
English	7-8	McGraw Hill Study Sync	Yes	Tier 1	Textbooks are a core component for the English Language Arts program.	Yes	
Health	7-8	Goodheart-Willcox	Yes	Tier 1	Textbooks are a core component for the health program.	Yes	
Math	7-8	SAVVAS, Course II, Accelerated; McGraw Hill	Yes	Tier 1	Textbooks are a core component for the mathematics program.	Yes	
World Geography	7	McGraw Hill History, Places, and Cultures	Yes	Tier 1	Textbooks are a core component for the World Geography program.	Yes	
US History	8	HMH United States History Beginnings to 1877	Yes	Tier 1	Textbooks are a core component for the US History program.	Yes	

Science	7-8	SAVVAS Introduction to Chemistry, Ecology, Water, and Atmosphere, the Diversity of Life and Cells, Heredity, and the Environment	Yes	Tier 1	Textbooks are a core component for the science program.	Yes	
Engineering and Technology	7-8	PLTW Curriculum	Yes	Tier 1	<ul style="list-style-type: none"> Textbooks are a core component for the engineering program. 	Yes	
Music	8	N/A	No	Choose	N/A	No	
Visual Arts	7	Exploring Visual Design	Yes	Tier 1	Textbooks are a core component for the visual art program.	Yes	
Link additional information here (if necessary) <input type="checkbox"/>							

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)	
<p>The public may view the schools curriculum upon request to the school or district office.</p>	
<p>Link additional information here (if necessary) <input type="checkbox"/></p>	

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.

- Small group testing
- Resource classes
- Tests read aloud
- Aides used to help struggling students
- Team taught inclusion classes
- Teacher led individualized student meetings during homeroom to monitor student progress
- Tiered classes depending upon the ability of the individual student
- iReady formative assessment and individualized resources for every student
- Delta Math, IXL as needed for extra support

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
iReady		Benchmark	We use the data to improve student learning.	Yes	
Curriculum Assessments		Formative	These assessments that are created by the teachers measure the student mastery of certain skills.	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	

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 Leadership Committee- The staff is divided into four different committees (Technology, Climate and Safety, At-Risk, Instruction) where they discuss ways to improve student achievement and ways to better the school community as a whole.
- Faculty Meetings
- STEM Committee Meetings
- Professional Development Days via the corporation- Time is given for development of the school as a whole. Currently, all departments have been undergoing curriculum mapping.

Link additional information here
(if necessary)

CORE ELEMENT 4: COORDINATION OF TECHNOLOGY INITIATIVES

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

Students use a variety of technologies to enhance their learning at least 50% of the time in all of their classes at North Posey Junior High School. These technologies specifically aid students in investigations and problem solving. We are a 1:1 school, so every student has a Chromebook that they use daily in every class. On their Chromebooks, they have been taught daily how to use many different programs and websites. All teachers have a Newline Interactive Board, have been trained on how to use it, and use it daily in their classrooms.

All students are offered time daily to complete the course that builds skills in designing code as well as virtual simulations. All 7th grade students take a one semester Engineering and Technology course, which is a Project Lead the Way course where students design, create, and research topics such as orthotics for disabled children, rockets, and miniature race cars, among many others. Students use many different computer programs, technological instruments, Silhouette, and 3-D printers throughout this course. All students are enrolled in a careers class where students research various careers, become familiar with employability skills, and learn to use appropriate communication skills such as emailing, resume writing, and interview skills.

All students are offered elective classes on creation and design as 8th graders. One of these classes is yearbook where students design and create the yearbook publication on Layout Pro software. Another option for 8th graders is Tech II, which is a Project Lead the Way course that is an extension of the course they took as 7th graders. Students advance their previously learned skills and dive deeper into software and program understandings. A third option for 8th grade students is a broadcasting class where students design, create, and communicate with the school through the production of The Viking News Network, which is shown twice a week in homeroom classes. 7th graders are also able to take this elective course. There are multiple technologies that have to be learned to operate all of the machinery required to create the polished broadcasts.

All disciplines participate in research and use a variety of technology on a regular basis. Research is conducted in all English classes over topics like rare diseases, renewable resources, how reality TV impacts young adults, and risk taking. All health classes research different types of drugs, vaccines, and many other health topics. Health classes frequently use technology to aid them in debates, presentations, and informational resources. Science classes research types of cancer and

exotic animals. Many scientific instruments are introduced and used throughout 7th and 8th grade to facilitate data collection, analysis, and experiments. Social Studies courses use map and data software frequently to enhance lessons and projects.

Data collection and analysis also occur often in all disciplines. Math, science, and technology are all classes that are deeply rooted in data collection and analysis and provide these types of activities for students almost daily. Our health teachers have also made this a priority in their classrooms.

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	•

CORE ELEMENT 5: CAREER AWARENESS AND DEVELOPMENT

Grades 6-8 only

What career awareness activities are provided for students?	Yes/No		Yes/No
Currently implementing career information activities?	Yes	Career-related courses	Yes
Career-focused classroom lessons	Yes	Job-site tours	Yes
Guest speakers	Yes	Career day/fair or community day	Yes
Career-focused clubs (i.e., robotics, agriculture garden, STEM, etc.)	Yes	Online career navigation program	Yes
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)

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.	Yes	●
Discipline rules are established, and copies of the rules are made available to students and their parents/guardians.	Yes	●
Discipline rules to prevent bullying are in place and include education, parental involvement, and intervention.	Yes	●
A suicide awareness and prevention policy is in place and staff have been appropriately trained.	Yes	●
High expectations for behavior and attendance are communicated to families and consistently reinforced by all staff.	Yes	●
All staff express the belief that all children can learn and consistently encourage students to succeed.	Yes	●
The school develops staff capacity to create positive classroom and school climates that are culturally responsive.	Yes	●

Briefly answer the following:

What practices are in place to maintain a safe environment?
<ul style="list-style-type: none"> ● Classroom doors are locked and closed throughout the day. ● All outside doors remain locked throughout the day, and visitors must enter through the office. ● We practice fire, tornado, earthquake, lock-in, lock-out, and evacuation drills regularly. ● Teachers and staff have participated in active shooter trainings. ● We have a trained CPI team. ● We have a corporation bullying policy, as well as a curriculum to prevent bullying.

- Classroom windows have protective film and either netting or wood block to prevent entry.
- Outside doors have one way window film.
- The corporation has implemented the Raptor system to run instant background checks for visitors to ensure student safety.

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.

- Each parent/ guardian completes a race ethnicity and home language forms when they enroll.
- Parents/guardians complete the free/reduced lunch form every year.

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

All students, regardless of gender, race, disability, or poverty level, deserve equal opportunity to meaningful instruction. We make sure that the schedule allows for all students to elect to take courses, regardless of whether or not the student is in special education classes. We also ensure that opportunities for instruction and activities are not limited to students who can afford it. In order to accomplish these goals, we are committed to providing many opportunities/modes to inspire and inform underrepresented students about opportunities. These are described below.

We believe that each student deserves to feel represented in instruction and careers. Several of our programs bring in guest speakers (such as Junior Achievement) who are successful in their fields and who possess strong backgrounds. We are cognizant of bringing in a variety of guest speakers with whom all students can identify - especially with regards to gender,

race, disability, and economic status. We encourage outside opportunities and groups (UE Engineering Camp) who work to provide young women with experiences and opportunities to explore STEM careers.

Our equity goals are also accomplished through all 8th grade students attending the JobSpark field trip every year where they get to participate in different technologies for careers such as becoming a NICU nurse, a meteorologist, or an automobile maker, among others. This organization is very purposeful about making sure all genders and races are represented from the volunteers that are exemplifying the different careers.

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?

The district will encourage and support teachers, counselors, and administrators in all buildings to attend conferences, webinars, and graduate coursework that enhances their knowledge of best practices with cultural competency. Necessary supplies and resources to implement concepts learned from these professional development experiences will also be supported from the highest level of administration.

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

At all levels, the curriculum focuses on the areas that MSD of North Posey County's faculty and staff will be trained on through professional development to recognize the characteristics of diverse learners, and new teachers will be guided with our district's plan to service these 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?	Lack of parent involvement and supervision is a key factor in our attendance rates. The pandemic might also have an effect on the last three years.					
What procedures and practices are being implemented to address chronic absenteeism?	Phone calls are made daily to check on all absences. Parents/Guardians are sent a letter at 10 days to bring their attention to the absenteeism concern. Emails are sent from the classroom teachers to the parents with concerns regarding attendance. Phone calls are also made by the principal or school counselor. Home visits are made as needed.					
If procedures or practices to reduce chronic absenteeism are in place, how are the results monitored?	The principal and truancy officer monitor the results.					
Number of students absent 10% or more of the school year:						
Last Year:	4	Two Years Ago:	6	Three Years Ago:	4	

Best Practice/Requirements Self-Check	Yes/No
The school has and follows a chronic absence reduction plan.	Yes
An MTSS is in place to identify and help the academic, behavioral, and/or wellness needs of chronically absent students	Yes

Link additional information here
(if necessary) □

CORE ELEMENT 9: PARENT AND FAMILY ENGAGEMENT

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

- Students and Parents are included in discussion with our full PL221 committee.
- Surveys
- Community Partners
- JumpStart for 7th graders
- 7th Grade Orientation
- Harmony Parent Access
- Canvas Parent Access
- School Facebook Posts
- Emails

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

- Students and Parents are included in discussion with our full PL221 committee.
- Surveys
- Community Partners
- Parents are able to email staff through either the school website or Harmony
- Parents are able to comment on Facebook posts with ideas, concerns and suggestions
- Parents can call the office
- Active PTO

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

- Call home when students are not present.
- Send letters for too many absences
- PTO
- Teachers email or call parents regarding concerns with absences
- Teachers discuss concerns regarding attendance with principal or school counselor
- Principal or counselor make contact with parent/guardian regarding chronic absences

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

- Call home when students are not achieving up to potential
- Emails
- Webpage
- School Reach System
- Facebook

Link additional information here
(if necessary)

CORE ELEMENT 9: PARENT AND FAMILY ENGAGEMENT

Describe strategies used to increase parental involvement.

- Weekly newsletter emailed
- 7th grade Orientation
- Jump Start
- STEM fair
- STEM bi-yearly surveys

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

- Harmony Parent Access
- Progress reports emailed at midterm of each nine-weeks
- Report cards emailed every nine-weeks
- Test scores are emailed home to parent
- Conferences when needed

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

- Parents are included in discussion with our full PL221 committee.

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?			
N/A			
How are all students encouraged to earn an Academic Honors Diploma or complete the Core 40 curriculum?			
N/A			
How are advanced placement (AP), dual credit, international baccalaureate (IB), and career and technical education(CTE) opportunities promoted?			
N/A			
Graduation rate last year:	N/A	Percent of students on track to graduate in each cohort:	N/A
Link additional information here (if necessary) <input type="checkbox"/>			

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

[Title I schoolwide only]

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

Describe how your school coordinates and integrates federal, state, and local funds and resources, such as in-kind services and program components.

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)

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

(continued)

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
Christopher Barker	Historical Perspective, Language Arts, Mild Disability 5-9	7th Grade Geography
Brandon Barrett	World Civilization, US History, Government, Psychology, Sociology, Computer Education	8th Grade US History
Jeffrey Duvall	Mathematics 1-9 General Elementary	8th Grade Mathematics
Arrica Farrar	Science 5-9	8th Grade Science, PLTW
Gary Gentil	Physical Education K-12	PE and Health
Laura Hall	Mathematics 5-9	7th and 8th Grade Mathematics

Andrea Harp	Emergency Permit (Language Arts) 5-9	7th and 8th Grade English, Digital Media-Broadcasting
Shanna Kelly	Language Arts Middle School/Junior High 5-12	7th Grade English, Student Media - Yearbook
Kelly Lashley	Elementary Education, Language Arts 5-9 , Mathematics Middle School/Jr High, Career and Technical Education: Agriculture 5-12	7th and 8th Grade English and Math, Exploring Agriculture
Dustin May	Emergency Permit (Mild Disability and Math) Language Arts 5-9, Social Studies 5-9, Elementary K-8	Special Education Mathematics, 7th and 8th Grade Inclusion Mathematics
Kathy Petrig	Mild Disability, Language Arts 5-9	Special Education English, 7th and 8th grade English Inclusion
Clayton Ragan	Life Science 5-12	7th Grade Science
Victoria Schaefer	Instrumental and General Music	Vocal Music and 8th Grade Music
Staci Voegel	Health 5-12, Physical Education P-12	PE and Health
Benjamin Walden	Instrumental and General Music	Instrumental Music
Harold Welch	Industrial Technology Education, Computer K- 12	Technology, PLTW
<u>Charlene Wiethop</u>	Visual Arts	Visual Arts
<u>Matthew Winegar</u>	Business, Career Specialists Initial Practitioners License	Preparing for College and Careers

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. Identify and note possible funding sources from local, state, and federal resources that may support the plan(s).

Possible Funding Sources		
Title IA Title II Title III Title IV School Improvement (SIG)	McKinney-Vento High Ability Early Literacy Twenty-first Century After School Program Rural and low-income schools	General funds Head Start

Using the Goal Template

Goals

Are a result of identified priorities (where improvement is needed immediately)

Are based on a three-year plan, starting with the current year (Goal 1) and followed by succeeding years (“Yr 2” and “Yr 3”)

Evidence-Based Strategy

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

SCHOOL IMPROVEMENT PLAN GOAL AND STRATEGIES TEMPLATE

GOAL			
Goal	If we invest in learning, understanding, and applying Social Emotional Learning (SEL), then our school culture will improve.		
Sub-group focus	All teachers and students are included in our target group.		
The strategies we are going to implement are	<ol style="list-style-type: none"> 1. Training for staff with One Trusted Adult program 2. Train student leaders with One Trusted Adult program 3. Roll out One Trusted Adult program 		
To address the root cause	Students not feeling connected to our school community.		
Which will help us meet this student outcome goal*	Students will have one trusted adult in which they can connect and build a relationship with.		
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	2024-2027
Link additional information here (if necessary) <input type="checkbox"/>			

Strategy #1	Training for staff with One Trusted Adult program					
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
Staff training	Brooklyn Raney, founder of the One Trusted Adult, will present and train staff during a PD day.	Steve Kavanaugh, principal	Exit survey	Funding, Access to auditorium	Feb. 2024	In Progress
To what extent has the strategy been implemented? What about the process went well, or not? What is the adult fidelity evidence of this?	The speaker/trainer has been booked and confirmed for the Feb. PD day.					
How has student achievement been impacted? What is the evidence?	Because we are in the beginning stages of this program, we do not have any data at this time.					
How will implementation be adjusted and/or supported moving into next year?	Full implementation of the program will begin in Aug. 2024 involving both staff and students.					
Link additional information here (if necessary) <input type="checkbox"/>	https://www.onetrustedadult.com/products/one-trusted-adult-how-to-build-strong-connections-healthy-boundaries-with-young-people-by-brooklyn-raney-paperback					

Strategy #2	Train student leaders with One Trusted Adult program					
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
Train student leaders	Brooklyn Raney, founder of the One Trusted Adult, will present and train student leaders during a school day.	Steve Kavanaugh, principal	Exit survey	Funding, Access to the MLC	Feb. 2024	In Progress
To what extent has the strategy been implemented? What about the process went well, or not? What is the adult fidelity evidence of this?		The trainer has been booked and confirmed for February.				
How has student achievement been impacted? What is the evidence?		Because we are in the beginning stages of this program, we do not have any data at this time.				
How will implementation be adjusted and/or supported moving into next year?		Full implementation of the program will begin in Aug. 2024 involving both staff and students.				
Link additional information here (if necessary) <input type="checkbox"/>		https://www.onetrustedadult.com/products/one-trusted-adult-how-to-build-strong-connections-healthy-boundaries-with-young-people-by-brooklyn-raney-paperback				

Strategy #3	Roll out One Trusted Adult program					
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
7th and 8th grade combined homeroom	Homeroom students will be intentionally placed in his/her homeroom instead of random placement.	Amanda Reynolds, School Counselor	Trial and error, Climate	Time	Aug. 2024	Not Started
To what extent has the strategy been implemented? What about the process went well, or not? What is the adult fidelity evidence of this?	The program hasn't been implemented yet. We are still in the planning stage.					
How has student achievement been impacted? What is the evidence?	Because we are in the beginning stages of this program, we do not have any data at this time.					
How will implementation be adjusted and/or supported moving into next year?	Full implementation of the program will begin in Aug. 2024 involving both staff and students.					
Link additional information here (if necessary) <input type="checkbox"/>	https://www.onetrustedadult.com/products/one-trusted-adult-how-to-build-strong-connections-healthy-boundaries-with-young-people-by-brooklyn-raney-paperback					

GOAL

Goal	If we incorporate more opportunities for sustained reading, then comprehension of knowledge will improve.
Sub-group focus	All students and teachers are part of our target group.
The strategies we are going to implement are	<ol style="list-style-type: none"> 1. Enforce reading during down time by making level appropriate books available in every classroom. 2. Teacher education for all teachers across subject areas for consistent student expectations in all areas of literacy. 3. Incorporation of AR program for all students.
To address the root cause	of low student comprehension.
Which will help us meet this student outcome goal*	That scores in comprehension on the state exam will improve, as well as comprehension across all curricular areas.

How Will We Get There?

Evidence Based Strategies to Address Problems	Supporting Research for Strategy	Who is Accountable for Strategy?	Timeline
Providing Reading Interventions for Students in Grades 4–9 Practice Guide	What Works ClearingHouse	Administrators and Teachers	2024/2025 school year - 2027/2028 school year
Link additional information here (if necessary) <input type="checkbox"/>		https://ies.ed.gov/ncee/wwc/practiceguide/29	

Strategy #1	Enforce reading during downtime by making level appropriate books available in every classroom.					
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
Discuss with staff	At a faculty meeting, discuss the importance of offering reading and not allowing games during downtime.	Classroom teachers	Principal walkthrough and teacher survey	Age appropriate novels and funding	Spring 2024	Not Started
Research Funding	Research funding sources and reach out to our librarian for guidance on purchasing books.	Administration and English Department	Meetings with updates on progress	Time	Spring 2025	Not Started
						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?	This is at the beginning stages of implementation, so we are in the discussion and brainstorming phase of development.					
How has student achievement been impacted? What is the evidence?	Since we are in the planning stages, no impact has been seen yet.					
How will implementation be adjusted and/or supported moving into next year?	We hope to begin implementation by the 2024-2025 school year.					
Link additional information here (if necessary) <input type="checkbox"/>						

Strategy #2	Teacher education for all teachers across subject areas for consistent student expectations in all areas of literacy.					
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
Faculty Meeting	Continuous professional development provided by English teachers to discuss consistent student expectations in all areas of literacy.	English teachers	student work, meeting discussions	Time	Start Fall 2024	Not Started
To what extent has the strategy been implemented? What about the process went well, or not? What is the adult fidelity evidence of this?	This is at the beginning stages of implementation, so we are in the discussion and brainstorming phase of development.					
How has student achievement been impacted? What is the evidence?	Since we are in the planning stages, no impact has been seen yet.					
How will implementation be adjusted and/or supported moving into next year?	We hope to begin implementation by the 2024-2025 school year.					
Link additional information here (if necessary) <input type="checkbox"/>						

Strategy #3	Incorporation of AR program for all students.					
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
AR	Accelerated Reader will be used in the English classroom.	English teachers	AR tests individualized for students	Funding, AR program	2025-2026 school year	Not Started
						Choose
						Choose
To what extent has the strategy been implemented? What about the process went well, or not? What is the adult fidelity evidence of this?	This is at the beginning stages of implementation, so we are in the discussion and brainstorming phase of development.					
How has student achievement been impacted? What is the evidence?	Since we are in the planning stages, no impact has been seen yet.					
How will implementation be adjusted and/or supported moving into next year?	We hope to begin implementation by the 2025-2026 school year.					

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

GOAL			
Goal	If we create more opportunities for our students to experience productive struggle, then they will become better problem solvers evidenced by an increase in overall student achievement.		
Sub-group focus	All students are included in our target group.		
The strategies we are going to implement are	More Project Based Learning and STEM projects/lessons schoolwide and in the classrooms Monitor student achievement via iReady, iLearn, and other local assessments Monitor student confidence in problem solving		
To address the root cause	Students struggle with problem solving skills when answers do not come easily.		
Which will help us meet this student outcome goal*	We will create students who are more confident in problem solving and higher level thinking.		
How Will We Get There?			
Evidence Based <u>Strategies</u> to Address Problems	Supporting Research for Strategy	Who is Accountable for Strategy?	Timeline

Project Based Learning (PBL)	<i>Buck Institute for Education</i>	Administration	Fall 2024
Link additional information here (if necessary) <input type="checkbox"/>		https://www.pblworks.org/what-is-pbl	

Strategy #1	More Project Based Learning and STEM projects/lessons schoolwide and in the classrooms.					
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
PBL training/ retraining	PBL training for staff since we have new staff members. Past staff members were trained, but could use retraining.	Steve Kavanaugh, principal	Certificate of completion	Trainer	24/25 school year	In Progress
STEM recertification	Discuss STEM recertification requirements at a future staff meeting.	Kelly Lashley, STEM chair	Attendance	STEM recertification rubric	23/24 school year	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?	We received our STEM certification in 2021. We are up for recertification in 2025. The STEM committee meets regularly to evaluate and update the STEM process. The staff is encouraged to submit artifacts for STEM recertification regularly.					
How has student achievement been impacted? What is the evidence?	We have been able to offer multiple electives to students based on their interests and needs. We collected this and other data through bi-yearly surveys.					
How will implementation be adjusted and/or supported moving into next year?	We will continue to use our survey data to guide our curricular decisions.					
Link additional information here (if necessary) <input type="checkbox"/>						

Strategy #2	Monitor student achievement via iReady, iLearn, and other local assessments.					
What actions will we take to implement the improvement strategy? (specific, actionable activities that lead to the completion of the strategy identified)						
Activity (Action Step)	Activity Description	Position Responsible	Measurement	Resources Needed	Timeline	Status

iReady Diagnostic	The iReady Diagnostic test is given 3 times a year in math and English.	English and math teachers	Diagnostic results	iReady program	23/24 school year	In Progress
iLearn	Monitor results to help make placement decisions.	Amanda Reynolds, School Counselor Steve Kavanaugh, principal	iLearn test results	iLearn test	spring 2024	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?	iReady Diagnostic tests and iLearn tests are given yearly.					
How has student achievement been impacted? What is the evidence?	These measures are how we measure student achievement.					
How will implementation be adjusted and/or supported moving into next year?	Status quo.					
Link additional information here (if necessary) <input type="checkbox"/>						

Strategy #3	Monitor student confidence in problem solving					
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
Quarterly STEM challenges	Each quarter, the school has STEM challenges.	STEM committee	Discussion following the challenges	Funding, various materials, time	23/24 school year	In Progress
Classroom STEM projects	Classroom observation by teacher.	Classroom teacher(s)	Rubric and observation	Funding, various materials, time	23/24 school year	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?	<p>Our STEM curriculum has been fully implemented, but we continue to seek ongoing improvement. Students enjoy the various STEM challenges and engage in meaningful discussions during and after that promote productive struggle.</p>					
How has student achievement been impacted? What is the evidence?	<p>Student buy-in with the STEM activities has caused students to be more willing to engage with productive struggles. This has also caused more interest in STEM elective classes and after school clubs. Evidence can be shown through surveys, increase in number of students in elective classes, and an increase in students in afterschool clubs.</p>					
How will implementation be adjusted and/or supported moving into next year?	<p>Continue and adjust activities as needed.</p>					
Link additional information here (if necessary) <input type="checkbox"/>						

PROGRESS INDICATORS TEMPLATE

PROGRESS INDICATORS				
Check-in Schedule	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Key Performance Indicator (Assessment)	We had a leadership team meeting to discuss and brainstorm.			
Results	We created and adjusted goals.			
On Track to Meet Goals?	yes			
Strengths	Working together as a team and communication.			
Areas for Growth	Finding time and resources for implementation.			
Next Steps	Continue meeting and delegating research and implementation.			
Link additional information here (if necessary) <input type="checkbox"/>				

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)	One trusted adult
Is professional development linked to SIP goals?	Yes
Possible Funding Sources	Grant received for the corporation
Plan for coaching and support during the learning process	Staff will receive coaching and support during PD days throughout the school year as outlined in Goal 1 strategies
Evidence of Impact	Exit surveys, school climate, trial and error
How will effectiveness be sustained over time?	Continued meetings and check ins. New homeroom structures as detailed in goal 1 will help sustainability.

Link additional information here
(if necessary) □

<https://www.onetrustedadult.com/products/one-trusted-adult-how-to-build-strong-connections-healthy-boundaries-with-young-people-by-brooklyn-raney-paperback>

Professional Development Goal(s)	Project Based Learning (PBL)
Is professional development linked to SIP goals?	Yes
Possible Funding Sources	Education Fund
Plan for coaching and support during the learning process	Staff will receive support during PD days throughout the school year as outlined in Goal 3 strategies.
Evidence of Impact	STEM elective enrollment, STEM project buyin.
How will effectiveness be sustained over time?	The school will continue to keep all staff certified in PBL including new hires each year.
Link additional information here (if necessary) <input type="checkbox"/>	Staff will receive coaching and support during PD days throughout the school year as outlined in Goal 1 strategies