

Tri-Township Jr-Sr High School  
School Improvement Plan  
2024-2027

Submitted by:  
Brian McMahan, Principal

Board Approved  
September 23rd, 2024

## SCHOOL INFORMATION

School Name	Tri-Township Jr-Sr High School
School Number	4696
Street Address	309 School Drive
City	Wanatah
Zip Code	46390

## SCHOOL and CONTACT INFORMATION

Principal	Brian McMahan
Phone number	219-733-2815
Email	bmcman@tritownship.k12.in.us

Superintendent	Dr. Pamela Moore
Phone number	219-754-2709
Email	pmoore@tritownship.k12.in.us

Grant contact	Dara Guse
Phone number	219-754-2709
Email	dguse@tritownship.k12.in.us

Other contact	Alissa Clemons
Position	Dean of Students
Phone number	219-733-2815
Email	aclemons@tritownship.k12.in.us

## 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.	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.	No ▾

## SECTION B SCHOOL IMPROVEMENT PLANNING

### PLANNING COMMITTEE

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)
<b>Sample:</b> <i>Alma Smith</i>	<i>Teacher</i>	SIP	<i>ELA, Wht, SpEd, Multiracial</i>
Brian McMahan	Principal	SIP ▾	
Alissa Clemons	Dean of Students	SIP ▾	
Tori Lantz	Teacher	SIP ▾	
Joseph Clifford	Teacher	SIP ▾	
Christian Porter	Teacher	SIP ▾	
Vicki Vandebunte	Teacher	SIP ▾	
Tina Berg	Teacher	SIP ▾	
Kami Kramer	School Counselor	SIP ▾	
		Choose ▾	
		Choose ▾	
		Choose ▾	
		Choose ▾	
<b>Link additional information here</b> (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
ELA	6-12	McGraw-Hill: Study Sync	Yes ▾	Tier 1 ▾	<i>Textbooks and readers are core components of a reading program.</i>	Yes ▾	<input type="checkbox"/>
Math	6-12	HMH: Into Math	Yes ▾	Tier 1 ▾	Core Component of Program	Yes ▾	<input type="checkbox"/>
Social Studies	6-8	Goodheart/Wilcox	Yes ▾	Tier 1 ▾	Core Component of Program	Yes ▾	<input type="checkbox"/>
Science	6-8	Discovery	Yes ▾	Tier 1 ▾	Core Component of Program	Yes ▾	<input type="checkbox"/>
Science: Biology, ICP, Chemistry, Physics	9-12	HMH	Yes ▾	Tier 1 ▾	Core Component of Program	Yes ▾	<input type="checkbox"/>
Social Studies: Geography, World History	9-12	Goodheart/Wilcox	Yes ▾	Tier 1 ▾	Core Component of Program	Yes ▾	<input type="checkbox"/>
Social Studies: U.S. History, Government, Economics	9-12	McGraw-Hill	Yes ▾	Tier 1 ▾	Core Component of Program	Yes ▾	<input type="checkbox"/>
Health	6-12	McGraw Hill	Yes ▾	Tier 1 ▾	Core Component of Program	No ▾	<input type="checkbox"/>

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

The public may view the school's curriculum in the following location(s)	
<p>The public can find a copy of the curriculum from the teacher or principal.</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 ▾	<input type="checkbox"/>
A process for coordinating instructional services (e.g. Head Start, adult education, etc.) is in place.	Yes ▾	<input type="checkbox"/>
A variety of instructional strategies are employed to meet the diverse learning needs of students.	Yes ▾	<input type="checkbox"/>
Teachers use strategies that monitor and adjust instruction during lessons (e.g. adjusted based on checks for understanding).	Yes ▾	<input type="checkbox"/>
Teachers ensure students are engaged in cognitively complex tasks (including varying depth of knowledge) during instruction.	Yes ▾	<input type="checkbox"/>
Teachers use instructional strategies that ensure students have multiple means of accessing instructional content.	Yes ▾	<input type="checkbox"/>
Instructional strategies provide students with multiple options for illustrating their knowledge.	Yes ▾	<input type="checkbox"/>
Instructional strategies foster active participation by students during the instructional process	Yes ▾	<input type="checkbox"/>
Teachers and staff promote authentic learning and student engagement across all content areas.	Yes ▾	<input type="checkbox"/>
Strategies and instructional methods ensure equity of opportunity for all students during the learning process.	Yes ▾	<input type="checkbox"/>
Instructional strategies assist with bridging the cultural differences in the learning environment.	Yes ▾	<input type="checkbox"/>
Teachers and staff integrate evidence-based strategies during Tier II and Tier III instruction.	No ▾	<input checked="" type="checkbox"/>
Teachers work collaboratively to support and refine instructional effectiveness (e.g. with feedback, coaching, etc)	Yes ▾	<input type="checkbox"/>
High expectations for academic achievement are made clear to students and supported with adequate scaffolding and resources.	Yes ▾	<input type="checkbox"/>

## 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	8-9	Formative ▾	The PSAT 8/9 is a valuable tool that helps our school assess early college readiness, tailor instruction, and provide targeted interventions for students in grades 8 and 9. By offering detailed insights into students' strengths and areas for improvement, it guides course placement, supports the development of a college-going culture, and aligns with state and national standards. Additionally, the PSAT 8/9 serves as a preparatory step for future standardized tests, ensuring our students are well-prepared for academic success and future opportunities.	Yes ▾	<input type="checkbox"/>
NWEA	6-8	Formative ▾	The NWEA assessments in grades 6-8 is essential for personalizing instruction, tracking student growth, and preparing students for the academic demands of ILEARN. The detailed data from these assessments allows teachers to identify and address individual learning needs, make informed decisions about curriculum adjustments, and provide targeted support.	Yes ▾	<input type="checkbox"/>
Study Island/Exact Path	6-10	Benchmark ▾	Study Island is an essential tool for benchmark testing that provides standards-aligned assessments, real-time data, and personalized learning opportunities. It allows educators to monitor student progress throughout the year, make timely instructional adjustments, and prepare students for high-stakes testing. With its engaging and interactive platform, Study Island helps ensure that all students receive the support they need to achieve academic success and meet grade-level expectations.	Yes ▾	<input type="checkbox"/>
STAR Reading	6-8	Benchmark ▾	The assessment provides detailed insights into individual reading levels, helping teachers tailor instruction and interventions to meet each student's needs. STAR Reading also enables continuous monitoring of student growth, ensuring they are on track to meet grade-level standards.	Yes ▾	<input type="checkbox"/>



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 ▾	<input type="checkbox"/>
The school uses assessment data to identify students for Tier II and Tier III instruction.	Yes ▾	<input type="checkbox"/>
Locally created assessments are reviewed and revised regularly to ensure priority standards are being measured at the appropriate levels of depth and rigor.	Yes ▾	<input checked="" type="checkbox"/>

## CORE ELEMENT 4: COORDINATION OF TECHNOLOGY INITIATIVES

Briefly describe how technology is used by students to increase learning.
<p>Technology significantly enhances student learning by offering a wide array of tools and resources that cater to diverse educational needs. Google Classroom serves as a central platform where students can access assignments, collaborate with peers, and receive timely feedback from teachers, streamlining communication and increasing engagement. Online tutoring programs provide personalized, on-demand support, helping students grasp challenging concepts and reinforcing their understanding in real-time.</p> <p>For students needing more targeted interventions, specialized online programs for Tier 2 and Tier 3 instruction deliver data-driven, individualized support to address specific learning gaps. Additionally, technology enables students to take online classes for high school credit, participate in credit recovery programs, and even earn dual credits through partnerships with institutions like Ivy Tech. This flexibility allows students to advance their education at their own pace, recover missed credits, and get a head start on college, ultimately supporting a more personalized and accessible learning experience that helps all students achieve their academic goals.</p>

Best Practice/Requirements Self-Check	Yes/No	X
The school has a process for integrating technology into the instructional program to promote learning.	Yes ▾	<input type="checkbox"/>
A plan is in place to provide in-service training in the use of technology.	Yes ▾	<input type="checkbox"/>
Protocols and criteria are used to review and select technology hardware, software, and instructional programs	Yes ▾	<input type="checkbox"/>
There are established procedures for maintaining technology equipment.	Yes ▾	<input type="checkbox"/>

Sufficient infrastructure exists to support instructional, assessment, and operational needs.	Yes ▾	<input type="checkbox"/>
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## CORE ELEMENT 5: CAREER AWARENESS AND DEVELOPMENT

Answer the questions for the grade levels in your school.

### 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	No ▾
Not currently implementing career exploration activities		No ▾	
Other:			

### Grades 9-12 only

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

## 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.

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

**Briefly answer the following:**

<b>What practices are in place to maintain a safe environment?</b>
Our school fosters a safe and supportive environment through a comprehensive approach that includes regular student surveys, engaging guest speakers, and Social-Emotional Learning (SEL) lessons for grades 6-12. These elements work together to address student concerns, promote positive behavior, and build a strong sense of community. Anonymous bullying reporting mechanisms ensure that students can safely report issues without fear of retaliation, while positive behavior rewards recognize and reinforce constructive actions and interactions. This multifaceted strategy helps create a nurturing atmosphere where students feel valued, respected, and secure, supporting their overall well-being and academic success.

## 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	<input type="checkbox"/>	English Language Learner	<input checked="" type="checkbox"/>	Multiracial	<input checked="" type="checkbox"/>
Asian	<input type="checkbox"/>	Free/Reduced Lunch	<input checked="" type="checkbox"/>	Native Hawaiian or Other Pacific Islander	<input type="checkbox"/>
Black	<input type="checkbox"/>	Hispanic Ethnicity	<input checked="" type="checkbox"/>	White	<input checked="" type="checkbox"/>

### Describe how racial, ethnic, language-minority, and socio-economic groups are identified.

Racial, ethnic, language-minority, and socio-economic groups are typically identified through self-reported demographic information gathered during enrollment or through surveys. Categories such as "African American," "Hispanic/Latino," "Asian," "Caucasian," and "Native American" are often used to classify racial and ethnic groups, based on federal or institutional guidelines. Language-minority groups are identified by determining the primary language spoken at home, with students who speak a language other than English or are learning English as a second language (ESL) often requiring additional support. Socio-economic groups are identified through income levels, eligibility for free or reduced lunch programs, and other factors. The identification of these groups is essential to ensure equitable access to resources, programs, and support services tailored to their specific needs.

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

To enhance educational opportunities and performance for students from racial, ethnic, language-minority, and socio-economic groups, a variety of strategies can be implemented. Culturally responsive teaching, which reflects the diverse backgrounds of our students, fosters a more inclusive and engaging curriculum for racial and ethnic groups. Establishing mentorship programs that connect underrepresented students with peers or educators can offer valuable academic and emotional support. For socio-economically disadvantaged students, providing access to free tutoring, technology, and school supplies is essential in creating equitable opportunities. Additionally, our school social worker can collaborate with community organizations to secure scholarships for field trips, internships, and career counseling, helping students from all backgrounds realize their full potential.

**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?**

Professional development is essential for staff to work effectively in cross-cultural situations. Trauma-informed practices are particularly important, as students from diverse backgrounds may face challenges related to poverty, migration, or discrimination.

Moreover, ongoing training in equity and inclusion is critical to equip staff with the skills necessary to implement policies and practices that ensure equitable access to high-quality educational opportunities for all students, regardless of their racial, ethnic, or socio-economic background. This includes creating a culturally responsive curriculum, fostering a respectful and inclusive classroom environment, and providing staff with tools to manage cross-cultural conflicts effectively.

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

To ensure that all students' cultural differences are recognized and appreciated, a variety of inclusive curriculum materials are utilized. These may include multicultural literature, which features diverse authors and characters from different racial, ethnic, and socio-economic backgrounds, allowing students to see themselves and others represented in the content they study. Additionally, history and social studies lessons incorporate global perspectives, highlighting the contributions and experiences of various cultures throughout history.

**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.

<b>What may be contributing to the attendance trend?</b>	We have parents taking their students out more during the school year for family vacations, extended college trips. Also, students are staying home more now after Covid if they have a few symptoms instead of coming to school.		
<b>What procedures and practices are being implemented to address chronic absenteeism?</b>	Several factors may be contributing to the attendance trend. Increasingly, parents are taking students out of school during the academic year for family vacations and extended college visits. Additionally, following the COVID-19 pandemic, students are more likely to stay home if they experience even mild symptoms, rather than attending school as they might have in the past.		
<b>If procedures or practices to reduce chronic absenteeism are in place, how are the results monitored?</b>	Our Attendance Officer and Social Worker are actively working with parents to address chronic absenteeism through a structured process. They provide families with access to both school and community resources to support improved attendance. Additionally, they collaborate closely with the Dean of Students to monitor student attendance progress and ensure ongoing efforts are effective.		
<b>Number of students absent 10% or more of the school year:</b>			
<b>Last Year:</b>	24	<b>Two Years Ago:</b>	14
		<b>Three Years Ago:</b>	11

<b>Best Practice/Requirements Self-Check</b>	<b>Yes/No</b>
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
<b>Link additional information here (if necessary)</b> <input type="checkbox"/>	

## CORE ELEMENT 9: PARENT AND FAMILY ENGAGEMENT

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

The school maximizes family engagement to improve academic achievement through several key strategies. First, we establish clear and open lines of communication with families, providing regular updates on student progress and school events via newsletters, emails, and parent-teacher conferences.

Second, we actively involve families in school activities and decision-making processes, such as through parent-teacher associations, school committees, and volunteer opportunities. We also schedule meetings with school counselors to discuss graduation pathways, diploma requirements, college requirements, and Career and Technical Education (CTE) information. This helps ensure that families are well-informed and can support their children's academic and career planning.

Finally, we ensure that family engagement efforts are inclusive and accessible, addressing the diverse needs of our school community by accommodating different schedules and offering support for families with varying levels of involvement. This holistic approach helps create a collaborative environment where families and schools work together to enhance student achievement.

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

Parents and families can express their ideas, concerns, and suggestions through various channels. They can engage in parent-teacher conferences to discuss their child's progress directly with teachers. Participation in the parent-teacher organization (PTO) provides a platform for contributing feedback on school matters. School also uses surveys to gather input on academic programs, policies, and events. Additionally, direct communication with school administrators, counselors, and teachers via phone, email, or online platforms allows for personalized feedback. These methods ensure that families can actively participate in and contribute to the school's continuous improvement.

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

Our Attendance Officer engages with parents early in the process when students begin to accumulate multiple absences. In collaboration with parents, the Attendance Officer develops a personalized plan for each student to address attendance issues. The school may offer alternative educational options, such as virtual classes, to ensure that students continue to receive the necessary education. Additionally, the school contacts parents daily to inquire about student absences. Our Social Worker provides resources and support to parents if their child is experiencing persistent attendance challenges.

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

Teachers and staff bridge cultural differences through open communication channels by maintaining regular contact with students and families, providing updates via newsletters, parent-teacher meetings, and informal conversations, and actively listening to feedback and concerns. They also foster a supportive environment that values individual differences, encouraging students to share their unique cultural experiences, which promotes mutual respect and understanding. Additionally, they adapt and remain flexible in their teaching methods to meet the diverse needs of students, ensuring that every student has the opportunity to succeed.

## **CORE ELEMENT 10: PROVISION FOR SECONDARY SCHOOLS**

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

To earn an Academic Honors Diploma, our school provides a range of rigorous course offerings designed to meet the specific criteria set by academic standards. Students can choose from advanced courses in core subjects such as mathematics, science, English, and social studies. Additionally, opportunities for dual credit courses through partnerships with Ivy Tech and Purdue Northwest (PNW) allow students to earn college credits while still in high school. This comprehensive array of courses ensures that students can meet the requirements for the Academic Honors Diploma while preparing for success in higher education and future careers.

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

All students are encouraged to pursue either an Academic Honors Diploma or complete the Core 40 curriculum through a well-structured and supportive approach. We offer clear guidance on the academic requirements and advantages of these programs, ensuring that both students and their families are informed about the available opportunities. Students aiming for college are particularly encouraged to remain on the Academic Honors Diploma track to maximize their preparedness for higher education.

### **How are advanced placement (AP), dual credit, international baccalaureate (IB), and career and technical education(CTE) opportunities promoted?**

Dual credit and Career and Technical Education (CTE) opportunities are actively promoted through various strategies to ensure students and families are aware of the benefits and options available. We provide detailed information about these programs through school meetings beginning in 8th grade, informational sessions, and school counselors, highlighting how they can enhance academic and career prospects.

Dual credit opportunities are emphasized by showcasing partnerships with local institutions, such as Ivy Tech and Purdue Northwest (PNW), and explaining how students can earn college credits while still in high school. CTE programs are promoted by outlining the practical skills and industry certifications they offer,



which can lead to immediate career opportunities or further education. Additionally, we offer workshops, career fairs, and counseling to help students understand how these programs align with their career goals and academic interests, ensuring they make informed decisions about their educational pathways.

<b>Graduation rate last year:</b>	100%	<b>Percent of students on track to graduate in each cohort:</b>	100%
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## 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).

<b>Possible Funding Sources</b>		
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			
<b>Goal</b>	By the end of the 2024-2025 school year, middle and high school teachers will implement a consistent approach to writing across all curricula, as measured by improved student writing proficiency on standardized assessments and internal evaluations.		
<b>Sub-group focus</b>	All students		
<b>The strategies we are going to implement are</b>	Smekens Writing Strategy Training for ELA Teachers		
<b>To address the root cause</b>	Inconsistent way of teaching writing in grades 6-12		
<b>Which will help us meet this student outcome goal*</b>	All students will be taught a consistent approach of writing from all teachers that will help improve their writing on standardized tests and classroom writing assessments.		
How Will We Get There?			
Evidence Based Strategies to Address Problems	Supporting Research for Strategy	Who is Accountable for Strategy?	Timeline
Writing Strategies	Writer’s Workshop, Mini-Series, and In-Person Consulting with Smekens Education	<i>Administration and teachers</i>	September 2024-May 2025
RTI Process	Professional Learning Communities and Solution Tree; Creating a data-driven process for interventions and extensions.	<i>Administration and teachers</i>	September 2024-May 2026
<b>Link additional information here (if necessary)</b> <input type="checkbox"/>			

Strategy #1	Writing Strategies					
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
Smekens Training	Teachers will go through training online and in-person with Smekens Education. Teachers will learn writing strategies that will be aligned throughout all grade levels.	Teachers	New Writing Strategies used in the classroom	Smekens Writer's Workshop Videos	2024-2025	In Progress ▾
<b>To what extent has the strategy been implemented? What about the process went well, or not? What is the adult fidelity evidence of this?</b>	Teachers have begun their online training and will collaborate in person with a representative from Smekens Education three times throughout the school year.					
<b>How has student achievement been impacted? What is the evidence?</b>	Teachers have not yet implemented the strategies in their courses. Implementation will begin after the first nine weeks. Writing assessments will be used to evaluate each student's achievement level and growth.					
<b>How will implementation be adjusted and/or supported moving into next year?</b>	This year, teachers will focus on learning writing strategies, with the development of their writing curriculum scheduled to begin next year.					
<b>Link additional information here (if necessary)</b> <input type="checkbox"/>						

Strategy #2	RTI Process					
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
Professional Learning Teams	Teachers will learn about professional learning communities and teams.	Administration	Observation of Team Meetings	Solution Tree materials about the PLC Process	2024-2025	In Progress ▾
RTI Process	Through data analysis and professional learning team meetings, teachers will be trained in using data-driven strategies to enhance student growth.	Administration	Observation of Data Meetings	Solution Tree materials about the PLC Process	2024-2025	In Progress ▾
<b>To what extent has the strategy been implemented? What about the process went well, or not? What is the adult fidelity evidence of this?</b>	Teachers have been organized into teams and have begun analyzing student data. This is a new process for them and aims to help close the achievement gap for students performing below grade level. Teachers will continue to expand their knowledge of the PLC process, with the goal of using student data to inform instruction.					
<b>How has student achievement been impacted? What is the evidence?</b>	In our beginning-of-the-year data meetings, we have already identified more effective targeted interventions for our students. We will review NWEA, STAR, and PSAT results to assess student growth.					
<b>How will implementation be adjusted and/or supported moving into next year?</b>	Next year, we will be able to hold our beginning-of-the-year data meetings earlier. Additionally, we will have a deeper understanding of both NWEA, ILEARN, and PSAT assessments.					
<b>Link additional information here</b> (if necessary) <input type="checkbox"/>						

**PROGRESS INDICATORS TEMPLATE**

*[Required for all schools]*

PROGRESS INDICATORS				
Check-in Schedule	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Key Performance Indicator (Assessment)				
Results				
On Track to Meet Goals?				
Strengths				
Areas for Growth				
Next Steps				
Link additional information here (if necessary) <input type="checkbox"/>				

**GOAL**

<b>Goal</b>	By the end of the 2024-2025 school year, our school will achieve a 15% increase in student scores on the SAT Math and ELA sections.
<b>Sub-group focus</b>	N/A
<b>The strategies we are going to implement are</b>	Elements of Effective Teaching Practices, RTI
<b>To address the root cause</b>	Lack of data-driven strategies used for lesson planning; lack of interventions
<b>Which will help us meet this student outcome goal*</b>	By encouraging data-driven strategies and interventions in Math and ELA will help us reach our SAT Goal of 15% improvement from the previous year.

**How Will We Get There?**

<b>Evidence Based Strategies to Address Problems</b>	<b>Supporting Research for Strategy</b>	<b>Who is Accountable for Strategy?</b>	<b>Timeline</b>
<i>Elements of Effective Teaching Practices</i>	<i>Focus: Elevating the Essentials to Radically Improve Student Learning 2nd ed. Edition by Mike Schmoker</i>	<i>Administration and teachers</i>	<i>September 2024 - May 2026</i>
RTI Process	Professional Learning Communities and Solution Tree; Creating a data-driven process for interventions and extensions.	<i>Administration and teachers</i>	September 2024-May 2026
<b>Link additional information here</b> (if necessary) <input type="checkbox"/>			

Strategy #1	<i>Elements of Effective Teaching Practices</i>					
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 Elements of Effective Teaching	Admin will provide a presentation about the Elements of Effective Teaching while modeling the Elements of Effective Teaching	Admin	Observation of Checking for Understanding of Lesson Objective	Elements of Effective Teaching Information	5.24.2025	In Progress ▾
New Lesson Plan Template	Teachers will be provided the Elements of Effective Teaching template to be used while planning future lessons.	Teachers	Lesson plans including SLO for the lesson. Also, checks for understanding.	Elements of Effective Teaching Template	5.24.2025	In Progress ▾
<b>To what extent has the strategy been implemented? What about the process went well, or not? What is the adult fidelity evidence of this?</b>	We are beginning this strategy during the 2024-2025 school year. Teachers will be presented with this information at a monthly meeting. The Effective Teaching practices will be broken down and emphasized each month.					
<b>How has student achievement been impacted? What is the evidence?</b>	Implementing the strategy will enhance our RTI process for students. Success will be evidenced by improved scores on the ILEARN checkpoints.					
<b>How will implementation be adjusted and/or supported moving into next year?</b>	We will maintain ongoing discussions regarding the strategy and its integration into all of our classes. Additionally, we will explore how the strategy can be effectively applied in Tier II and Tier III instruction.					
<b>Link additional information here (if necessary)</b> <input type="checkbox"/>						



Strategy #2	RTI Process					
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
Professional Learning Teams	Teachers will learn about professional learning communities and teams.	Administration	Observation of Team Meetings	Solution Tree materials about the PLC Process	2024-2025	Choose ▾
RTI Process	Through data analysis and professional learning team meetings, teachers will be trained in using data-driven strategies to enhance student growth.	Administration	Observation of Data Meetings	Solution Tree materials about the PLC Process	2024-2025	Choose ▾
<b>To what extent has the strategy been implemented? What about the process went well, or not? What is the adult fidelity evidence of this?</b>		Teachers have been organized into teams and have begun analyzing student data. This is a new process for them and aims to help close the achievement gap for students performing below grade level. Teachers will continue to expand their knowledge of the PLC process, with the goal of using student data to inform instruction.				
<b>How has student achievement been impacted? What is the evidence?</b>		In our beginning-of-the-year data meetings, we have already identified more effective targeted interventions for our students. We will review NWEA and STAR results to assess student growth.				
<b>How will implementation be adjusted and/or supported moving into next year?</b>		Next year, we will be able to hold our beginning-of-the-year data meetings earlier. Additionally, we will have a deeper understanding of both NWEA and ILEARN assessments.				
<b>Link additional information here (if necessary)</b> <input type="checkbox"/>						

**PROGRESS INDICATORS TEMPLATE**

*[Required for all schools]*

PROGRESS INDICATORS				
Check-in Schedule	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Key Performance Indicator (Assessment)				
Results				
On Track to Meet Goals?				
Strengths				
Areas for Growth				
Next Steps				
Link additional information here (if necessary) <input type="checkbox"/>				

**GOAL**

<b>Goal</b>	By the end of the 2024-2025 school year, our school will achieve a 15% increase in student proficiency scores on ILEARN ELA and Math assessments.
<b>Sub-group focus</b>	Special Education; Tier II and Tier III Students
<b>The strategies we are going to implement are</b>	Elements of Effective Teaching Practices, RTI
<b>To address the root cause</b>	Elements of Effective Teaching Practices, RTI
<b>Which will help us meet this student outcome goal*</b>	By encouraging data-proven practices in ELA and Math to help us reach our ILEARN goal of a 15% increase in student proficiency from the previous year.

**How Will We Get There?**

<b>Evidence Based Strategies to Address Problems</b>	<b>Supporting Research for Strategy</b>	<b>Who is Accountable for Strategy?</b>	<b>Timeline</b>
<i>Elements of Effective Teaching Practices</i>	<i>Focus: Elevating the Essentials to Radically Improve Student Learning 2nd ed. Edition by Mike Schmoker</i>	<i>Administration and teachers</i>	<i>September 2024 - May 2026</i>
RTI Process	Professional Learning Communities and Solution Tree; Creating a data-driven process for interventions and extensions.	<i>Administration and teachers</i>	September 2024-May 2026
<b>Link additional information here (if necessary) <input type="checkbox"/></b>			

Strategy #1	<i>Elements of Effective Teaching Practices</i>					
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
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New Lesson Plan Template	Teachers will be provided the Elements of Effective Teaching template to be used while planning future lessons.	Teachers	Lesson plans including SLO for the lesson. Also, checks for understanding.	Elements of Effective Teaching Template	5.24.2025	Choose ▾
<b>To what extent has the strategy been implemented? What about the process went well, or not? What is the adult fidelity evidence of this?</b>	We are beginning this strategy during the 2024-2025 school year. Teachers will be presented with this information at a monthly meeting. The Effective Teaching practices will be broken down and emphasized each month.					
<b>How has student achievement been impacted? What is the evidence?</b>	Implementing the strategy will enhance our RTI process for students. Success will be evidenced by improved scores on the ILEARN checkpoints.					
<b>How will implementation be adjusted and/or supported moving into next year?</b>	We will maintain ongoing discussions regarding the strategy and its integration into all of our classes. Additionally, we will explore how the strategy can be effectively applied in Tier II and Tier III instruction.					
<b>Link additional information here (if necessary)</b> <input type="checkbox"/>						

Strategy #2	RTI Process					
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RTI Process	Through data analysis and professional learning team meetings, teachers will be trained in using data-driven strategies to enhance student growth.	Administration	Observation of Data Meetings	Solution Tree materials about the PLC Process	2024-2025	In Progress ▾
<b>To what extent has the strategy been implemented? What about the process went well, or not? What is the adult fidelity evidence of this?</b>	Teachers have been organized into teams and have begun analyzing student data. This is a new process for them and aims to help close the achievement gap for students performing below grade level. Teachers will continue to expand their knowledge of the PLC process, with the goal of using student data to inform instruction.					
<b>How has student achievement been impacted? What is the evidence?</b>	In our beginning-of-the-year data meetings, we have already identified more effective targeted interventions for our students. We will review NWEA and STAR results to assess student growth.					
<b>How will implementation be adjusted and/or supported moving into next year?</b>	Next year, we will be able to hold our beginning-of-the-year data meetings earlier. Additionally, we will have a deeper understanding of both NWEA and ILEARN assessments.					
<b>Link additional information here (if necessary)</b> <input type="checkbox"/>						

**PROGRESS INDICATORS TEMPLATE**

*[Required for all schools]*

PROGRESS INDICATORS				
Check-in Schedule	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Key Performance Indicator (Assessment)				
Results				
On Track to Meet Goals?				
Strengths				
Areas for Growth				
Next Steps				
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.**

<b>Professional Development Goal(s)</b>	By the end of the 2024-2025 school year, 100% of teachers will actively participate in weekly Professional Learning Communities (PLCs), collaborating to analyze student data, set goals, and develop targeted strategies.
<b>Is professional development linked to SIP goals?</b>	Yes -
<b>Possible Funding Sources</b>	Title II and Title IV Funds.
<b>Plan for coaching and support during the learning process</b>	To provide effective support during the PLC learning process, start by assessing teachers' needs and setting clear objectives aligned with PLC goals. Establish a regular schedule for team meetings and one-on-one sessions where teachers can collaborate and share strategies. Provide targeted professional development and facilitate discussions focused on data analysis and instructional planning. Regular feedback and reflection during PLC meetings will help teachers evaluate their progress and make adjustments to improve student learning. Creating a supportive, growth-focused environment will empower teachers to enhance their practices and improve student outcomes.
<b>Evidence of Impact</b>	To measure progress towards effective teacher participation in Professional Learning Communities (PLCs), track attendance and engagement in weekly meetings, analyze student performance on formative and benchmark assessments, and review the achievement of instructional goals and strategies. Conduct data meetings three times per year to evaluate progress, provide feedback, and make necessary adjustments. Additionally, gather teacher reflections and feedback, and observe classroom implementation of PLC-driven strategies to assess their impact on student learning and overall proficiency in the PLC process.

<b>How will effectiveness be sustained over time?</b>	To ensure the sustainability of Professional Learning Communities (PLCs), embed them into the school's culture by integrating PLC activities into the regular schedule and providing ongoing professional development. Maintain a consistent structure with clear goals and regular data reviews, while fostering a collaborative environment where teachers continuously share best practices and support one another. Allocate resources for training and support, encourage administrative backing, and build a system for regular feedback and adjustments based on progress and challenges. This approach will help sustain the PLC process and its positive impact on teaching and learning over time.
<b>Link additional information here</b> (if necessary) <input type="checkbox"/>	



<b>Professional Development Goal(s)</b>	By the end of the 2024-2025 school year, 100% of teachers will proficiently integrate elements of effective teaching and tiered interventions into their instructional practices.
<b>Is professional development linked to SIP goals?</b>	Yes ▾
<b>Possible Funding Sources</b>	Title II and Title IV
<b>Plan for coaching and support during the learning process</b>	The plan for coaching and support involves providing personalized coaching sessions to help teachers implement effective teaching strategies and tiered interventions, with regular check-ins to address challenges and adjust as needed. Ongoing professional development workshops, classroom observations with constructive feedback, and collaborative planning sessions will support teachers in refining their practices. Access to relevant resources, encouragement of reflective practices, and the creation of support networks will further enhance their ability to integrate these strategies effectively. This comprehensive approach ensures teachers receive continuous guidance and support, leading to improved student outcomes.
<b>Evidence of Impact</b>	Evidence of impact includes improved student performance on assessments, reflecting the effectiveness of teaching strategies and tiered interventions. Classroom observations should show positive changes in instructional practices, while teacher feedback and reflections will indicate increased proficiency in these methods. Active participation and positive feedback from professional development workshops further support effectiveness. Additionally, data from regular check-ins and biannual review meetings will demonstrate progress and adjustments based on student data. These indicators together provide a clear picture of the success and impact of the coaching and support efforts.
<b>How will effectiveness be sustained over time?</b>	To sustain effectiveness over time, integrate effective teaching strategies and tiered interventions into the school's ongoing professional development and instructional practices. Continuously provide targeted support through regular coaching, follow-up training, and resource updates. Foster a culture of collaboration and reflection among teachers, encouraging them to share best practices and adjust strategies based on student data. Establish a system for monitoring progress and making data-driven adjustments, ensuring that practices remain relevant and effective.
<b>Link additional information here (if necessary)</b> <input type="checkbox"/>	



