

LEO JR. / SR. HIGH SCHOOL

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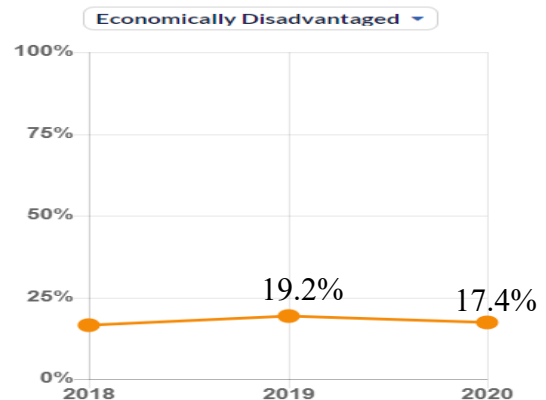
School and Community Description

Leo Jr./Sr. High School serves slightly over 1,400 students in grades 7 through 12 in Leo, Indiana. The Leo/Cedarville area is a suburban community located adjacent to Fort Wayne with a population of approximately 3767 residents and comprised of about ninety-seven percent (97%) Caucasian and three percent (3%) minority populations. This is far less diverse than the school’s populations of 88% Caucasian and 12% minority. The local workforce is comprised of both skilled and unskilled labor with a median household income over \$77,000. Leo Jr./Sr. High School is one of five high schools, and one of thirteen total schools, in the East Allen County School Corporation. Approximately ninety-three percent (93.3%) of students graduate with a Core 40 (50.5%) or Academic Honors diploma (39.8%) and approximately eighty percent of the school’s graduates attend college or post-secondary training. About 17.4% of the Leo Jr./Sr. High School population receives Free/Reduced assistance. East Allen County Schools, along with Leo Junior Senior High School, have also noted increasing transient student populations. The school received a grade of “A” from the Indiana Department of Education.

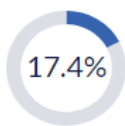
Student Demographic Data

Asian	2.40%
Black/African-American	2.20%
Hawaiian or Pacific Islander	0.00%
Hispanic	4.60%
Multiracial	2.90%
Native American	0.20%
White	87.70%

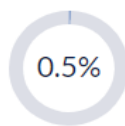
What is the enrollment trend by student group?



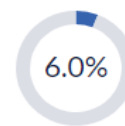
How are various student groups represented?



17.4% Economically Disadvantaged



0.5% English Learners



6.0% Students with Disabilities

Instructional Data

Leo Jr./Sr. High School offers a traditional curriculum while including a *Career Majors Academy* structured internship program. This career-oriented internship experience brings relevance to the classroom through real-world experiences and application of daily lessons within and outside of the classroom. There are four academic/career academies at Leo Jr./Sr. High School: Engineering and Technology; Education, Fine Arts, Public Services & Human Services; Health & Related Sciences; and Business & Information Technology. Leo Jr./Sr. High School also offers several Advanced Placement courses, Project Lead the Way pre-engineering and biomedical science curriculums, dual credit opportunities with local area universities and multiple career-related internship experiences. STEM education is being fostered through PLTW curriculums in the high school and new PLTW experiences for junior high students. Select teachers have received PLTW training and have begun the process of integrating STEM principals into the education of all junior-high students. Two “CEO days” foster early STEM career exposure by introducing students to professionals working in STEM (and other) career fields. After school tutoring is available to both junior high and high school students, with ECA remediation and Algebra enrichment courses available to high school students. SAT preparation courses and AP practice exams are offered to students throughout the year. Students have access to East Allen County School’s Vocational Career Center as well as a Choice Alternative program for students who do not thrive in a traditional school environment. East Allen County Schools utilizes a Graduation Pathway Coordinator to ensure all students meet graduation requirements, demonstrate employability skills, and show post-secondary ready competencies. Special Education students benefit from co-taught courses as well as individual peer and adult help during the day. A description of the core curriculum for grades K-12 language arts and K-12 math is located in the school’s administrative offices via the Canvas app and district shared drive. The school’s curriculum supports the teaching of the new World-class Instructional Design and Assessment (WIDA) Standards Framework and the College and Career Ready Indiana Academic Standards (CCRIAS) across the curriculum through the delivery of rigorous lessons designed to provide relevance to students. Additionally, teachers develop short-term data driven class goals to monitor student achievement as well as long-range

Student Learning Objectives. SLO's are a part of East Allen County's district teacher evaluation model based on the RISE teacher evaluation system. Teacher SLO's are specific data goals that measure student growth and achievement outcomes.

Blended Learning

The 2020-21 school year will mark the ninth year of 1:1 computing in East Allen County Schools. All students at Leo JSHS receive a take-home iPad. iPad's have been integrated into all curricular areas of the school and are used to facilitate blended learning classrooms. Students have blended learning opportunities through access to online curricular content, e-texts in all core and most extra-curricular subject areas, supplemental textbook materials, collaborative classrooms and integrated technology use. Due to the Covid19 global pandemic, students throughout our district have been given the opportunity to learn remotely as virtual learners. Students access learning via electronic means such as Zoom teleconference classrooms and access to online lessons through the use of 1-1 iPads on platforms such as Canvas.

School Mission

“Leo JSHS...where high academic standards and nurturing relationships lead all students to educational and career success.”

School Vision

The Leo JSHS faculty, staff and community strives to prepare and enable our students for a rapidly changing world by instilling in them critical thinking skills and a global perspective where every student will acquire the core values of professionalism, respect, integrity, diligence, and excellence that leads them to personal success.

Belief Statement

It is the belief of the faculty and administration of Leo Jr./Sr. High School that all students learn by infusing real-world, experiential activities with a rigorous and relevant curriculum utilizing technology as a learning tool.

We believe it is our responsibility to help foster intellectual curiosity and academic ambition in all learners.

We believe it is our responsibility to develop a community learners where all students are respected and encouraged to develop to their fullest potential in a safe environment which acknowledges and respects children from diverse family and cultural backgrounds.

Titles and Descriptions of Assessments

Accelerated Reader: Promotes individual student reading in grades 7 and 8. Exposes students to different genres of literature and enables teachers to track reading level growth of students.

NWEA: Provides research-based assessment data and evidence-based professional development opportunities to help educators accelerate student academic growth and achievement. Provides differentiated learning opportunities for students. Measures Lexile reading levels to help educators differentiate instruction, make meaningful interventions, forecast growth toward grade-level state tests, and demonstrate accountability.

Edgenuity: Delivers standards-aligned PreK-12 curricula that provide interactive, self-paced, challenging, engaging activities. Prescriptive activities promote exploration, individual and cooperative learning, problem solving, reflection, and real-world connections. Standards-driven assessment with data management to facilitate continuous academic improvement for K–adult learners.

DMR/DLR (Daily Math/Language Review): is a differentiated check for understanding for teachers to assess student mastery of prior material before proceeding through curriculum. Mastery must occur at 80%.

District Writing Prompts: Assesses student writing levels provides teachers with feedback for improving writing growth.

Scantron Bundles Tests: District Bundle assessments (Scantron) are aligned with the State Academic Standards and the school’s Instructional Calendar. The formative assessments are designed to reflect the format and rigor of the state’s ISTEP+ and ECA tests. These short, frequent assessments allow teachers to: check for understanding, tell which students are learning and which need more help, chart student progress, adjust teaching methods to achieve better results, modify the Instructional Calendar as needed for re-teaching or acceleration.

ISTEP+: Statewide Summative Assessment

iLearn: Statewide Summative Assessment

PSAT/SAT: National Assessment of Scholastic Aptitude

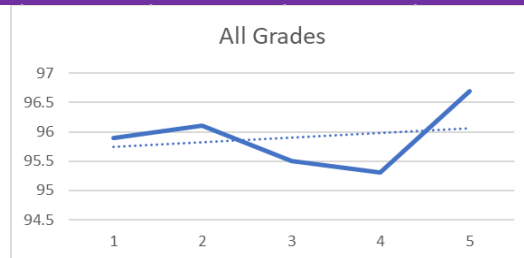
Summary of Data

Leo Jr./Sr. High School has enjoyed much success with regard to standardized testing, graduation (94.1%) and attendance rates (96.7%), college preparedness and post-secondary acceptance, and non-traditional curricular opportunities. In an effort to hone the efficiency of the secondary school experience, data was collected and analyzed regarding the unique practices at Leo Jr./Sr. High School. Findings from this data support the following action area.

Student performance in language and mathematics literacy can be improved to meet the educational needs of all Leo Jr./Sr. High School students.

Attendance Rates

	2015-16	2016-17	2017-18	2018-19	2019-20
Grade 7	97.0	96.9	96.6	96.5	97.1
Grade 8	96.7	96.9	96.6	96.3	97.4
Grade 9	96.5	96.6	96.1	95.9	96.4
Grade 10	95.7	96.0	96.1	95.6	96.2
Grade 11	95.5	95.4	94.6	95.7	95.8
Grade 12	94.5	94.6	93.2	94.4	96.5
All Grades	95.9	96.1	95.5	95.3	96.7



iLearn/ISTEP+

State testing for the 2019-2020 school year was canceled due to the CoVid-19 pandemic school closure and results of the initial phase of iLearn testing were not released for analysis. Limited data for ISTEP Retesters was released and has been analyzed.

Data from the 2018-2019 iLearn assessment revealed that Grade 7 and 8 English scores averaged about 22% higher than state averages and math scores were about 16% higher. Even so, only 73% of Leo 7th graders and 71% of 8th graders passed the ELA exam. 61% of 7th graders and 49% of 8th graders passed the math exam. As with all other testing data, no significant discrepancies in performance were found with regard to ethnicity or

gender. The biggest discrepancies were found to exist between general education students and those students who receive services through special education or students of economic disadvantage. Over 70% of these students were below proficiency level 3 (“At Proficiency”) compared to approximately 25% of general education students in ELA exams and almost 80% of students receiving services were below proficiency compared to 50% of general education students in Math.

Previous analysis of individual ELA skills assessed on the iLearn exams revealed weaknesses in grade 7 *Writing and Reporting* (12% of students below proficiency) and grade 8 *Structural Elements and Organization/Synthesis and Connection of Ideas* (13% below proficiency). Math skills analysis showed greater areas of weakness with nearly 17% of 7th graders below proficiency in *Number Sense and Computation* and *Algebra and Functions*. Nearly 30% of 8th graders were below proficiency in *Geometry and Measurement* and *Algebra and Functions*. These skill areas will continue to be an area of focus for instruction at Leo JSHS.

Data of ISTEP+ retesters was made available for analysis from the 2019-2020 school year. This group consisted of juniors and senior students. Overall performance was very low with only 17% of retesters passing the English/Language Arts test and 13% passing the mathematics exam. Analysis of this test group did not bear out differences between general and special education students on the English/Language Arts test but revealed significant discrepancy on the mathematics exam.

Performance on ISTEP+ English/Language Arts Grade 10 Test

Name	Grouping	Number of Students	Average Scale Score	Percent Passed	Percent of Students in Each Performance Level	Number of Students in Each Performance Level
Leo Junior/Senior High School (0255_0049)	Not Special Education	18	201	17	83 17	15 3 0
Leo Junior/Senior High School (0255_0049)	Special Education	17	201	18	82 18	14 3 0
Leo Junior/Senior High School (0255_0049)	Full Pay \$	25	206	16	84 16	21 4 0
Leo Junior/Senior High School (0255_0049)	Fr/Reduced \$	10	188	20	80 20	8 2 0

Performance on ISTEP+ Math Grade 10 Test

Name	Grouping	Number of Students	Average Scale Score	Percent Passed	Percent of Students in Each Performance Level	Number of Students in Each Performance Level
Leo Junior/Senior High School (0255_0049)	Not Special Education	70	242	17	83 17	58 12 0
Leo Junior/Senior High School (0255_0049)	Special Education	21	209	0	100	21 0 0
Leo Junior/Senior High School (0255_0049)	Full Pay \$	62	234	13	87 13	54 8 0
Leo Junior/Senior High School (0255_0049)	Fr/Reduced \$	29	234	14	86 14	25 4 0

NWEA

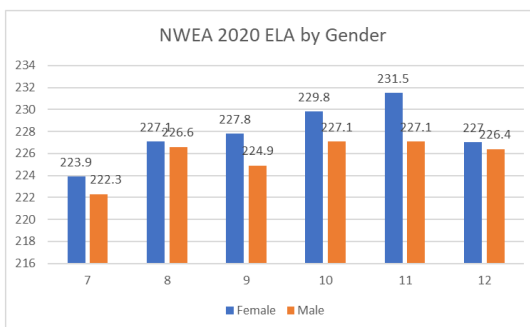
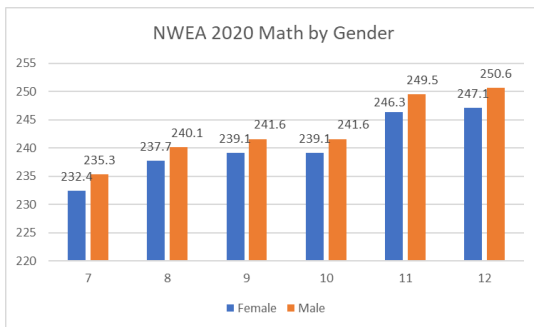
Individual student growth targets (*RIT scores*) are used by teachers to help students meet yearly academic performance goals. Student needs are then reinforced through individualized online academic resources. NWEA data supports that Language Usage scores are slightly lower than Reading and Mathematics scores. Due to the CoVid19 closure, available NWEA data was constructed from the fall and winter administrations of the exam only. In general, students outperform state and national group norms and improvements were made in student growth on projected growth indexes and national growth norms from previous years.

NWEA		(Distribution by performance bands)													
READING	RIT	FALL						RIT	WINTER						
Grade 7	220.3	4%	14%	25%	33%	24%	227.5	2%	7%	15%	34%	43%			
Grade 8	226.9	2%	10%	22%	27%	38%	229.7	2%	6%	23%	27%	42%			
Grade 9	226.4	7%	9%	24%	32%	28%	228.2	8%	10%	17%	33%	32%			
Grade 10	228.6	4%	9%	20%	34%	33%	232.2	4%	7%	14%	34%	42%			
Grade 11	229.1	10%	11%	17%	25%	37%	234.1	6%	8%	12%	21%	53%			
Grade 12	226.7	*	*	*	*	*	235.5	*	*	*	*	*			

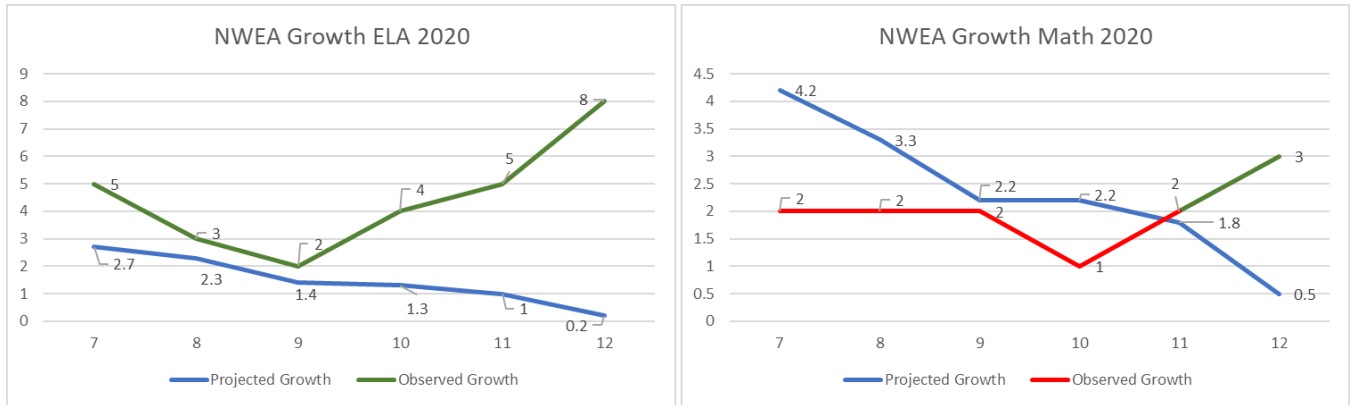
NWEA															
MATH	RIT	FALL						RIT	WINTER						
Grade 7	233.7	5%	6%	18%	25%	46%	236.1	6%	10%	18%	22%	43%			
Grade 8	238.8	3%	9%	15%	30%	43%	240.7	3%	10%	15%	33%	39%			
Grade 9	240.3	6%	11%	20%	20%	42%	241.9	7%	12%	17%	27%	37%			
Grade 10	243.6	5%	8%	11%	33%	43%	244.8	4%	8%	16%	31%	42%			
Grade 11	248.1	6%	8%	17%	22%	48%	250.8	6%	7%	14%	20%	53%			
Grade 12	248.8	*	*	*	*	*	251.5	*	*	*	*	*			

* Data is not available

An examination of performance based on gender still indicates discrepancies between males and females in Reading and Math. Female students out-performed male counterparts in reading across all grades at an average of 2.1 points. A performance gap of 4.4 points exists in reading with 11th grade females out performing male peers. Males out-perform females in mathematics across all grade levels at an average of 2.8 points. Previous scores showed a widening performance gap as students aged from a little over 1 point to slightly over 5 points in mathematics. This year, no such trend was discovered. Significant gains continue to be made in this area in lowering mathematic discrepancy in 2018 from 9.1 to 3.5 in 2020.

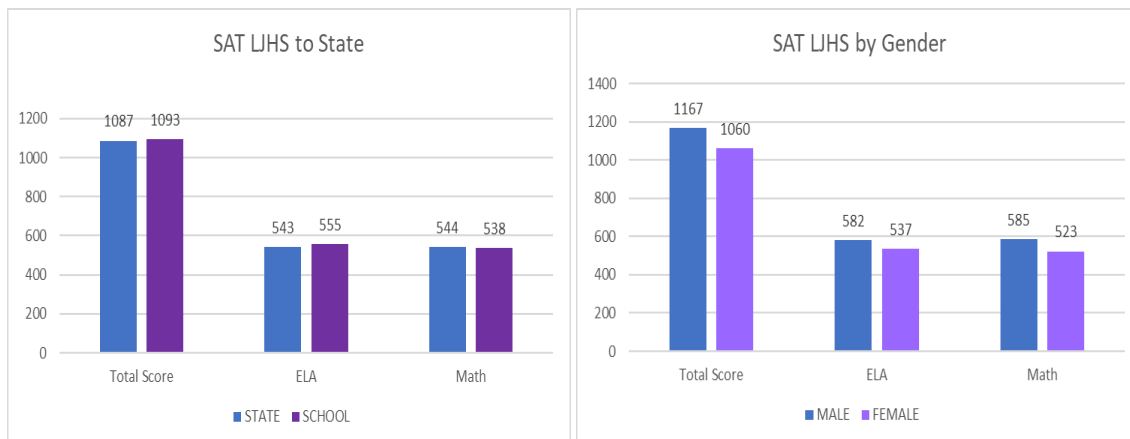


NWEA growth revealed significant growth in Reading scores from Fall to Winter testing with each grade level surpassing projected growth targets. Math scores fell under projected growth targets in all grades but 11 and 12.



SAT/PSAT/ACT

All students at Leo Jr./Sr. High School take the PSAT exam during their sophomore year and junior years, with a majority of students taking the SAT exams prior to graduation. Results from PSAT and SAT tests were collected and analyzed with regard to overall trend and disaggregated by gender, ethnicity and SES. Analysis of the Mathematics and Reading/Writing exams revealed slightly higher-than average performance compared to state averages in Reading and Writing and overall scores with slightly lower than average scores in math. Males out performed females with regard to writing (+45), mathematics (+62) and overall scores (+7).

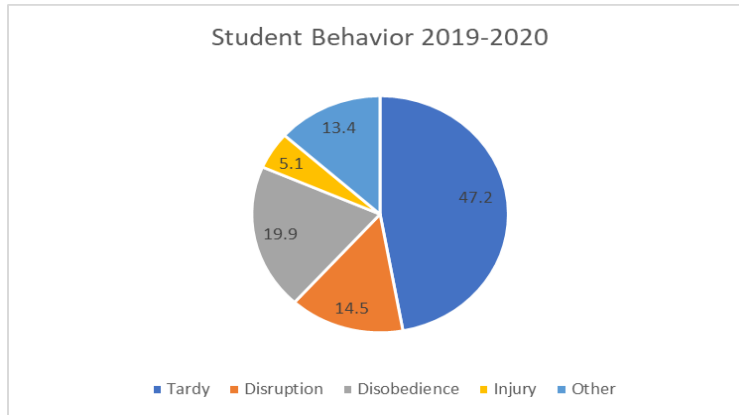


WALK THRU/PBIS

Summative teacher conferences with year-end data were not completed at the end of the 2019-2020 school year due to the CoVid19 school closure. Instructional data and evidence from classroom walk-thru observations from the 2018-2019 school year corroborated a strong correlation between direct student involvement and effective classroom management and learning. Data collected from classroom observations revealed strong growth in *Objective-Driven Lesson Plans*, and *Developing Student Understanding of Objectives*. Weaknesses in *Developing High Levels of Understanding Through Rigor* and *Classroom Culture and Respect* were identified for the 2019-20 school year. School administrators then worked with teachers to focus on these areas of the Teacher Evaluation Rubric as they correlate to student performance in classrooms. When coupled with research from the Positive Behavior Intervention Strategies (PBIS) initiative, we believe that when students are engaged at a meaningful level in the classroom, they are less likely to cause disruptions that impede their own or others achievement. With this in mind, efforts were concentrated to encourage and provide teachers meaningful ways to incorporate non-lecture instructional methods into the classroom. Levels of student engagement have increased through collaboration, student-led instruction, use of Smart Boards and iPads, and professional development in student engagement techniques.

Student Behavior

Nearly 50% of all discipline referrals are attendance related. *Disobedience* (the majority of these referrals include *Failure to Serve Consequences*), and *Disruption* account for the majority of all remaining office referrals. The 2018-2019 school year resulted in 524 student discipline referrals, at the time of the CoVid19 school closure on 13 March, 2020, 288 student referrals had been processed. Projecting comparable averages for the final quarter of the school year, efforts to reduce student misbehaviors had resulted in a nearly 27% drop in student discipline referrals. Through focus on identification, academic and behavioral counseling students continue to be taught positive behavior strategies to ensure success in school and social environments.



Support of Indiana Instructional Strategies

Leo Jr./Sr. High School offers a diverse curriculum to meet the needs of all students.

Leo Jr./Sr. High School encourages all students to minimally earn a Core 40 diploma and provides all students the opportunity to attain an Academic Honors Diploma.

Educational programs consist of standard academic core courses, Honors English in grades 9 and 10, Advanced Placement courses in English Language (12), Calculus, US History, US Government. Leo Jr./Sr. High School offers Project Lead the Way Engineering and Biomedical programs, as well as dual-credit courses aligned area post-secondary institutions. English/ Language Arts and Mathematics curriculums bundle CCRIAS together to provide seamless curriculum for all students including interventions and extensions. At-risk students have access to peer-remediation/tutoring opportunities, in-class tutoring, Edgenuity courses, and high-stakes test remediation. Special Education students have access to Read 180 curriculum to improve reading proficiency. The instructional practices that are implemented with the core curriculum are research-based and support the achievement of CCRIAS. Reading and writing strategies equip teachers to focus on comprehension and three types of writing; narrative, expository, and argumentative. Continued use of the upper levels of Webb’s *Depth of Knowledge* strategies increase rigor, while English learners receive standards-based instruction aligned with current Indiana standards so that they may attain English proficiency, develop high levels of academic attainment in English, and meet the same challenging Indiana academic content and student achievement standards as all other children. At Leo Junior-Senior High School all teachers are considered English language teachers and are responsible for utilizing the World Class Design and Assessment (WIDA) standards.

These standards include the following: Social and Instructional language, language of Language Arts, language of Mathematics, language of Science, and language of Social Studies. Leo Jr./Sr. High School utilizes a “War Room” data center for building-level student performance data. All faculty members utilize this information in an effort to fulfill the school’s mission of building nurturing relationships with students to increase student performance.

Parental Involvement

Leo Jr./Sr. High School enjoys an active parental base that offers much support and involvement in the educational process. Parents are involved in the school improvement process, Principal’s Parent Advisory Boards, Athletics and Fine Arts booster organizations and textbook adoption committees. Parents are directly involved in their student’s educational process through Back to School night activities, Parent Teacher Conferences, weekly electronic progress reports and a Parent Advisory Committee. Parent communications include *Positive Parent Contact* from teachers, school newsletters, school website, *School Messenger* phone communications, and email database of school and guidance information and daily announcements.

Technology

Leo Jr./Sr. High School strives to keep current in educating students in a technologically advancing world. Students have access to technology such as; e-texts in English/Language Arts, mathematics and social studies, Smartboards, iPads, Edgenuity, Learn 360, NWEA, Project Lead the Way, Distance Learning opportunities, virtual lab experiences and the *Canvas* learning management system.

Safe and Disciplined Learning Environment:

Leo Jr./Sr. High School continues to offer a safe and disciplined learning environment through the implementation of such strategies and initiatives as Positive Behavior Intervention Strategies, bullying alternatives, PRIDE initiative, and student counseling. Leo students and staff will continue ALICE (*Alert, Lockdown, Inform, Counter, and Evacuate*) crisis prevention protocol and Standard Response Protocols during the 2019-

2020 school year. The ALICE protocol empowers students, staff, visitors, and administrators to make decisions that will allow them to survive in the event a violent intruder or other crisis threatens to cause harm. All EACS have a School Resource Officer.

Cultural Competency Component:

AYP Plan for Special Education, Financial Assistance

Analysis of Leo JSHS data reveals two cultural subgroups needing attention; Special Education students and those students receiving free or reduced assistance. An increasing transient student population means care must be taken to honor the cultural needs of students as they assimilate into the Leo Junior Senior High School community. Restorative practices will be used to meet the needs of students in both minority subgroups and majority populations. The faculty will also utilize culturally responsive practices to enhance the educational opportunities for all students.

Special Education students will be assisted through reading recovery interventions, inclusion in general education classes team-taught by a general education and special education teacher as afforded, peer tutoring opportunities, special education resource room help, and high-stakes testing remediation opportunities.

Needs of students receiving financial assistance are targeted through the development and the use of Career Majors interventions to apply real-world application to curricular content in the classroom.

Goals:

After collection, analysis, and discussion of the preceding data, the Leo Jr./Sr. High School faculty came to consensus on the adoption of four goals directed at improving student achievement for the 2020-2021 school year.

“All students will improve their overall reading comprehension and writing application scores across the curriculum as measured by NWEA, Edgenuity, District Writing Prompts, SAT, ISTEP+ and iLearn.”

“All students will use reading comprehension and writing applications to improve their understanding of math concepts as measured by NWEA, SAT, ISTEP+ and iLearn.”

“All students will learn student leadership, intrinsic motivation, and workplace behavior through Career Major and Positive Behavior Intervention Strategies”

“All Students will improve their overall school attendance across all grade levels as monitored by IDOE”

SIP Goal: All students will improve their overall reading comprehension and writing application scores across the curriculum as measured by NWEA, ISTEP+, iLearn, and WIDA access data for EL students. Targets: 9.3% annual increase in students passing iLearn, 6.6% annual increase in students passing ISTEP+, 8.3% annual decrease in the achievement gap between Free/Reduced Lunch and Paid students on LA ISTEP+.					
Spring 2019 ISTEP+ Data Grade 10 and iLearn Grades 7&8	Percent		Change		Spring 2021-2023 Targets
2019 iLearn Grades 7&8 2019 ELA ISTEP+ Achievement Gap	72% Paid: 86% vs F/R 61% =25%		9.3% 8.3%	81.3% 8.3%	90.6% 8.3% 100% 8.3%
2019 LA ISTEP+ (10)	80%		6.6%	86.6%	93.2% 100%
Support Data: Classroom goals, SLOs Teacher Anecdotal Data Student Feedback Weekly Collaboration Data Daily Language Review		Standardized Assessments: NWEA (RL, RN) ISTEP+ (RL., RN, W.3.1-W.6) iLearn (RL, W.) PSAT/SAT		Local Assessments: Response to Literature Author's Notebook 4 week assessment Performance Task	
Intervention #1: Following explicit instruction and modeling, all students will practice different types of writing and reading comprehension strategies across the curriculum.					
Activity	Person Accountable	Timeline	Resources	Monitoring Activities	
1. Explanation of the purpose, process, and expectation for the use of 6+1 Writing Traits and extended response/writing assessments	Classroom Teachers Instructional Coach	September – May 2020 – 2023	Core Curriculum, <u>Guided Readers & Writers</u> by Fountas & Pennell, <u>6+1 Traits of Writing</u> by Ruth Culham	Peer/IC observations, Walk-Throughs, Audits, Administrative Observations, Student Work, Lesson Plans	
2. Explanation of the purpose, process, and expectation for the use of persuasive, narrative, argumentative compositions, and expository compositions.	Classroom Teachers Instructional Coach	September – May 2020 – 2023	IDOE Language Standards	Peer/IC observations, Walk-Throughs, Audits, Administrative Observations, Student Work, Lesson Plans	
3. Students will be given the opportunity to use Newsela, Edulastic, Smekens, Common Lit and Tween Tribune in reading comprehension and writing applications.	Classroom Teachers Instructional Coach EL Coach	September – May 2020 – 2023	R.A.F.T. Newsela Tween Tribune Common Lit Smekens Online PD Edulastic	Student Data Observations Walk-Throughs, Lesson Plans	
4. Students will be given the opportunity to use essential questions and level 3 and 4 DOK (Depth of Knowledge) activities to improve reading comprehension and writing.	Classroom Teachers Instructional Coach EL Coach	September – May 2020 – 2023	EACS Language Arts Curriculum	Portfolios Walk-Throughs Observations Lesson Plans Classroom Audits	

5. Students will use Visible Learning strategies to improve reading comprehension and writing.	Classroom Teachers Instructional Coach EL Coach	September – May 2020 – 2023	<u>Developing Assessment-Capable Visible Learners</u> by John Hattie	Portfolios Walk-Throughs Observations, Lesson Plans
6. Students will be given the opportunity to use a variety of content area comprehension strategies to improve reading and writing.	Classroom Teachers Instructional Coach EL Coach	September – May 2020 – 2023	<u>Texts and Lessons for Content Area Reading</u> by Daniels and Steineke	Portfolios Walk-Throughs Observations, Lesson Plans
7. Modeling of Gradual release of responsibility model to increase student engagement.	Classroom Teachers Instructional coach	September – May 2020 – 2023	Gradual Release of Responsibility Model by Fisher & Frey	Portfolios Walk-Throughs Observations, Lesson Plans
8. The use of "Best Practices" in reading and writing in the classrooms.	Classroom Teachers Instructional coach	September – May 2020 – 2023	<u>Best Practice</u> , Fourth Edition by Zemeleman, Daniels, and Hyde	Portfolios Walk-Throughs Observations, Lesson Plans
9. Students will be given the opportunity to use Canvas and technology applications to improve their reading and writing	Classroom Teachers Instructional coach Technology coach	September – May 2020 – 2023	Canvas, Moby Max, AIR Security, Tween Tribune, Showbie, Newsela,	Portfolios Walk-Throughs Observations, Lesson Plans
10. Students will be given the opportunity to use Accelerated Reader to improve reading comprehension and Lexile scores	Classroom Teachers Instructional coach	September – May 2020 – 2023	Renaissance Learning, Inc.	Portfolios Walk-Throughs Observations, Lesson Plans

Results-Based Staff Development Plan Leo JSHS					
Intervention: Following explicit instruction and modeling, all students will practice different types of writing and reading comprehension strategies across the curriculum.					
Staff Development Outcome		Measure of Effectiveness		Student Outcome	
Teachers will implement different types of writing and their characteristics across the curriculum with fidelity to teach and model effectively.		Professional feedback after each professional learning activity to determine effectiveness. Professional feedback will be solicited following classroom implementation. Review growth as measured through NWEA data.		All students will improve their overall writing application and reading comprehension skills as measured by NWEA (10.5), ISTEP+ (10.5 – Writing Applications), SAT and iLearn	
Level	Activity	Person Responsible	Evidence of Attainment	Resources	Timeline
Knowledge	Teachers, IC, and Administrators will define professional learning, collaboration, coaching, and analysis of data to be applied to all professional development. Teachers, IC, and principal will define response to literature and will review IDOE standards for writing applications and vocabulary.	Teachers, Technology and Instructional Coaches (TC and IC), Administrators	Collaboration reports, PD reports	Collaboration time, TC & IC support, IDOE standards, PD books *	September 2020- June 2023
Model Demonstration	Teacher, principal, instructional and technology coaches will model mini-lessons in professional development workshops, collaborations, and classrooms.	IC, TC & Teachers	PD Reports Observation Reports Teacher Evaluations PGP Goal Setting conference	Core Curriculum, Guided Reader & Writer, IDOE Standards (10.1, 10.4) Hattie Training Smekens Web	September 2020- June 2023
Low-risk Practice	All teachers will have an opportunity to practice and observe colleagues in faculty meetings and mini-workshops.	IC, TC & Teachers	Faulty Meeting Agenda. PGP	Core Curriculum, Protocol for Examining Student Work, , Collaboration Time, TC & IC support	September 2020- June 2023
On the Job Practice	Teachers will develop weekly lesson plans during prep periods and collaboration. Teachers will participate in pre and post observation conferences.	IC & Teachers	Collaboration and conference reports, Lesson Plan Audit	IDOE standards, collaboration, prep time, IC support	September 2020- June 2023
Follow Up	Teachers will participate in peer observations as colleagues teach and model different writing types and comprehension	IC & Teachers	Observation Reports, Teacher Evaluations,	Prep Time for Peer Observations	September 2020- June 2023

	strategies.		Feedback – Faculty Meetings		
Long Term Maintenance	Continued support from the instructional coach, colleagues, and administration to ensure different types of writing and comprehension strategies are implemented effectively.	Teachers, IC, Administrators	Collaboration reports, conference reports, Walk-through data	Core Curriculum Collaboration, Prep time, IC & Admin. Support	September 2020- June 2023

SIP Goal: All students will improve their overall reading comprehension and writing application scores across the curriculum as measured by NWEA, ISTEP+ data, iLearn and WIDA access data for EL students. Targets: 9.3% annual increase in students passing iLearn, 6.6% annual increase in students passing ISTEP+, 8.3% annual decrease in the achievement gap between Free/Reduced Lunch and Paid students on LA ISTEP+.					
Spring 2019 ISTEP+ Data Grade 10 and iLearn Grades 7&8	Percent	Change	Spring 2020-2023 Targets		
2019 iLearn Grades 7&8 2019 ELA ISTEP+ Achievement Gap	86% Paid 86.3% vs F/R 73.6%= 12.7%	9.3% 8.3%	81.3% 8.3%	90.6% 8.3%	100% 8.3%
2019 LA ISTEP+ (10)	80%	6.6%	86.6%	93.2%	100%
Support Data: Teacher Anecdotal Data Classroom goals Weekly Collaboration Data SLOs Student Feedback Daily Language Review		Standardized Assessments: NWEA (RL, RN) ISTEP+ (RL.,RN,W.3.1-W.6,RV) iLearn (RL,W,RV) PSAT/SAT	Local Assessments: Respond to Literature Performance Task Author's Notebook 4 week assessment Post Vocabulary Words		
Intervention #2: Students will receive instruction and opportunities to practice how to use vocabulary to improve writing application and reading comprehension across the curriculum.					
Activity	Person Accountable	Timeline	Resources	Monitoring Activities	
1. Explicit instruction on the use and identification of core vocabulary in each subject area.	Classroom Teachers Instructional Coach	September – May 2020 – 2023	<u>Identify Core Vocabulary</u> , Smekens Educator Solutions, inc., Core Curriculum, <u>Guided Readers & Writers</u> by Fountas & Pennell	Observations, Walk-Throughs Student Work, SRI Scores, Classroom Audits, Lesson Plans	
2. Explicit instruction of the purpose, process, and expectation for Thinking Maps, Inspiration and Graphic Organizer activities.	Classroom Teachers Instructional Coach	September – May 2020 – 2023	<u>Student Successes with Thinking Maps</u> by Hyerle, <u>Thinking Strategies</u> by Neesel & Graham Inspiration Software, Inc.	Observations, Walk-Throughs Student Work, SRI Scores, Classroom Audits, Lesson Plans	
3. Students will be given the opportunity to use Moby Max, Common Lit and Tween Tribune as an electronic tutorial in the area of vocabulary.	Classroom Teachers Instructional Coach EL Coach	September – May 2020 – 2023	R.A.F.T. Newsela Moby Max, Tween Tribune Common Lit	Observations, Walk-Throughs Student Work, SRI Scores, Classroom Audits, Lesson Plans	
4. Modeling of Gradual Release of Responsibility model to increase student engagement.	Classroom Teachers Instructional Coach GPC	September – May 2020 – 2023	Gradual Release of Responsibility Model by Fisher & Frey	Portfolios Walk-Throughs Observations, Lesson Plans	
5. Explicit vocabulary instruction on the use and identification of the Frayer's Model for teaching vocabulary.	Classroom Teachers Instructional Coach EL Coach	September – May 2020 – 2023	Frayer's Model Planning Template	Portfolios Walk-Throughs Observations, Lesson Plans	
6. Explicit instruction on the use and identification of Marzano's Six Step Process Teaching Academic Vocabulary.	Classroom Teachers Instructional Coach EL Coach	September – May 2020 – 2023	Marzano's Six Step Process For Building Academic Vocabulary	Portfolios Walk-Throughs Observations, Lesson Plans	

Results-Based Staff Development Plan Leo JSHS					
Intervention: Students will receive instruction and opportunities to practice how to use vocabulary to improve writing application across the curriculum.					
Staff Development Outcome		Measure of Effectiveness		Student Outcome	
Teacher will implement and make effective use of core and technical vocabulary in each subject area to increase vocabulary development to improve writing application.		Professional evaluation tool will be compiled after each professional learning activity to determine effectiveness. Professional feedback will be solicited following classroom implementation. Review growth as measured through NWEA data.		All students will improve their overall vocabulary skills as measured by NWEA (10.1), ISTEP+ (10.1), SAT and iLearn	
Level	Activity	Person Responsible	Evidence of Attainment	Resources	Timeline
Knowledge	Teacher, IC, and Administrators will review the expectations for implementing core and technical vocabulary effectively across the curriculum in each subject area.	Teachers, IC, Administrators	Collaboration reports, PD Report Teacher Evaluations	Daily Vocabulary Words, Core Vocabulary, Vocabulary Notebook, PD books *	September – May 2020 – 2023
Model/ Demonstration	Teachers and Instructional coach will model mini-lessons in professional development workshops	IC & Teachers	PD Report Observation Reports PGP Reports	Core Curriculum, Guided Reader & Writer, IDOE Standards (10.1, 10.4) Hattie Training Smekens Web	September – May 2020 – 2023
Low-Risk Practice	All teachers will have an opportunity to practice and observe colleagues in faculty meetings and mini-workshops	IC & Teachers	PD Reports Goal Setting Report and Conference Teacher Evaluations	Core Curriculum, Protocol for Examining Student Work, , Collaboration Time, IC support	September – May 2020 – 2023
On the Job Practice	Teachers will develop weekly lesson plans during prep periods and collaboration.	IC & Teachers	Collaboration reports, Lesson Plan Audit	IDOE standards, collaboration, prep time, IC support	September – May 2020 – 2023
Follow Up	Teachers can participate in peer observations as colleagues teach and model implementation of core and technical vocabulary.	IC & Teachers	Observation Reports, PD Report, Feedback Faculty Meetings Teacher Evaluations	Prep Time for Peer Observations	September – May 2020 – 2023
Long Term Maintenance	Continued support from the instructional coach, teachers, and	Teachers, IC, Administrators	Collaboration reports,	Core Curriculum	September – May

	administration to ensure that vocabulary development is being implemented effectively through the use of core and technical vocabulary.		conference reports, Walk-through data	collaboration, prep time, IC and Admin. Support	2020–2023
* <u>Guided Reader & Writer</u> , <u>Strategies that Work</u> , <u>Best Practices</u> , <u>Classroom Instruction that Works</u> , <u>Thinking Strategies</u> , <u>Students Successes with Thinking Maps</u>					

SIP Goal: All students will use writing applications and reading comprehension skills to improve their understanding of math concepts as measured by NWEA, ISTEP+, iLearn and WIDA access data for EL students. Targets: 15% annual increase in students passing iLearn grades 7&8, 15.6% annual increase in students passing ISTEP+, 7.6% annual decrease in the achievement gap between Free/Reduced Lunch and Paid students on ISTEP+.					
Spring 2019 ISTEP+ Data Grade 10 and iLearn Grades 7&8	Percent	Change	Spring 2020-2023 Targets		
2019 iLearn Grades 7&8 2019 Math ISTEP+ Achievement Gap	55% Paid 58% vs F/R 35%=23	15% 7.6%	70% 7.6%	85% 7.6%	100% 7.6%
2019 Math ISTEP+ (10)	53%	15.6%	68.6%	84.2%	100%
Support Data: Teacher Anecdotal Data Weekly Collaboration Goals Student Feedback	Daily Math Classroom SLOs	Standardized Assessments: NWEA ISTEP+ iLearn PSAT SAT	Local Assessments: Math Journals Performance Task Portfolios District 4-week assessment		
Intervention #1: Students will receive instructional opportunities to practice expository writing and comprehension strategies to heighten their understanding of various math concepts.					
Activity	Person Accountable	Timeline	Resources	Monitoring Activities	
1. Modeling of Thinking Maps and graphing organizer activities to support the writing process.	Math Teachers Instructional Coach EL Coach	Sept 2020 – May 2023	<u>Student Successes with Thinking Maps</u> by Hyerle, <u>Thinking Strategies</u> by Neesel & Graham	Observations, Walk-Throughs, Audits, Data Review, Lesson Plans	
2. Explanation of the purpose, process, and expectation for the use of expository compositions and extended response/writing	Math Teachers Instructional Coach	Sept 2020 – May 2023	IDOE Language Standard Balance Math For Secondary by Christinson	Observations, Walk-Throughs, Audits, Data Review, Lesson Plans	
3. Students will be given the opportunity to use MyMathlab, MathXL, and CK-12 as electronic tutorial in Math applications.	Math Teachers Instructional Coach EL Coach	Sept 2020 – May 2023	IDOE Standards and NCTM Standards Websites and E-books (CK-12)	Observations, Walk-Throughs, Audits, Data Review, Lesson Plans	
4. Students will be given the opportunity to use NWEA as an electronic tutorial in Math applications	Math Teachers Instructional Coach EL Coach	Sept 2020 – May 2023	IDOE NWEA	Observations, Walk-Throughs, Audits, Data Review, Lesson Plans	
5. Modeling of Gradual Release of Responsibility model to increase engagement	Math Teachers Instructional Coach	Sept 2020 – May 2023	Gradual Release of Responsibility Model by Fisher & Frey	Observations, Walk-Throughs, Audits, Data Review, Lesson Plans	
6. Explicit instruction on the use of “Best Practices” in the area of math.	Math Teachers Instructional Coach	Sept 2020 – May 2023	<u>Best Practice</u> , Fourth Edition by Zemeleman, Daniels, and Hyde	Observations, Walk-Throughs, Audits, Data Review, Lesson Plans	

7. Task write up will be used to support the reading and writing processes.	Math Teachers Instructional Coach	Sept 2020 – May 2023	Balance Math Programs For Secondary Grades by Ainsworth & Christinson	Observations, Walk-Throughs, Audits, Data Review, Lesson Plans
8. Students will be given the opportunity to use retesting to improve their math skills.	Math Teachers Instructional Coach	Sept 2020 – May 2023	Balance Math Programs For Secondary Grades by Ainsworth & Christinson	Observations, Walk-Throughs, Audits, Data Review, Lesson Plans

Results-Based Staff Development Plan Leo JSHS					
Intervention:					
Staff Development Outcome		Measure of Effectiveness		Student Outcome	
Teachers will implement and make effective use of writing application to improve their understanding of math concepts		Professional evaluation tool will be compiled after each professional learning activity to determine effectiveness. Professional feedback will be solicited following classroom implementation. Review growth as measured through NWEA data.		All students will improve their operations with real numbers skills as measured by ISTEP+ (A1.1), NWEA, SAT and iLearn	
Level	Activity	Person Responsible	Evidence of Attainment	Resources	Timeline
Knowledge	Teacher, IC and Administrators will review the expectations for implementing writing application effectively.	Teachers, IC, Administrators	Collaboration reports, PD Report, Teacher Evaluations	Collaboration time, IC support, IDOE standards, PD books *	September 2020 - May 2023
Model/ Demonstration	Teachers, Instructional coach, and principal will model mini-lessons in professional development workshops.	IC & Teachers Administrators	PD Report Observation Reports Teacher Evaluations PGP	Core Curriculum, Guided Reader & Writer, IDOE Standards (10.1, 10.4) Hattie Training Smekens Web	September 2020 - May 2023
Low-Risk Practice	All teachers will have an opportunity to practice and observe colleagues in faculty meetings and mini-workshop, collaborations, and classrooms.	IC & Teachers	PD Reports Teacher Evaluations PGP	Core Curriculum, Protocol for Examining Student Work, Collaboration Time, IC support	September 2020- May 2023
On the Job Practice	Teachers will develop weekly lesson plans during prep periods and collaboration.	IC & Teachers	Collaboration reports, Lesson Plans, Audit	IDOE standards, collaboration, prep time, IC support	September 2020 - May 2023
Follow Up	Teachers will participate in peer observations as colleagues teach and model implementation of writing application.	IC & Teachers	Observation Reports, PD Evaluation, Feedback – Faculty Meetings	Prep Time for Peer Observations	September 2020 - May 2023
Long Term Maintenance	Continued support from the instructional coach, teachers, and administration to ensure that writing application is being implemented effectively.	Teachers, IC, Administrators	Collaboration reports, conference reports, Walk-through data	Core Curriculum collaboration, prep time, IC and Admin. Support	September 2020 - May 2023

SIP Goal: All students will learn student leadership skills, intrinsic motivation, and workplace behavior through Career Major and Positive Behavior Intervention Strategies Targets: 2% annual decrease in office discipline referrals in grades 9-12 and a 5% annual decrease in grades 7-8.					
Spring 2019 Referral Data Grades 7-8, Grades 9-12	Referrals	Decrease	Spring 2019-2021 Targets		
2019 Discipline referrals Grades 7-8	135	5%	131	124.5	118.3
2019 Discipline referrals Grades 9-12	524	2%	514	504	493
Support Data: Student Survey Discipline Data	Standardized Assessments: ISTEP iLearn PSAT SAT		Local Assessments: SRI NWEA Scantron test		
Intervention #1: Students will learn and promote communication, motivation, leadership and team building skills.					
Activity	Person Accountable	Timeline	Resources	Monitoring Activities	
1. Students will participate in community service.	Team and Club sponsor, GPC, Meadows	Sept 2020– May 2023	Transportation	Reports Clubs Athletics Fieldtrips	
2. Students will participate in team building activities. E.g. Restorative Circles, Leadership Workshop	Teacher GPC Meadows Brown	Sept 2020– May 2023	Presenters	Field Trips, Lesson Plans Clubs, Athletics	
3. Students will participate in anti-bullying activities.	Faculty Human Resources Administration	Sept 2020– May 2023	Speaker Poster Digital Literacy Videos	Field Trips, Lesson Plans Assembly	
4. Students will participate in a meaningful internship.	Guidance GPC CDC Teachers	Sept 2020– May 2023	CDC	Internship Reports, Field Trips	
5. Students will receive recognition.	Teachers	Sept 2020– May 2023	Student of the Month Posters/materials AS400 Leo PRIDE Awards Program	Student of Month Submissions School Board Social Media	
6. Students will learn Positive Behavior Intervention Strategies.	Staff Administration	Sept 2020– May 2023	Act of Kindness Leo PRIDE Digital Literacy	Discipline Reports	

Results-Based Staff Development Plan Leo JSHS					
Intervention: All students will learn and promote communication, motivation, leadership and team building skills.					
Staff Development Outcome		Measure of Effectiveness		Student Outcome	
Teachers trained to teach students communication, leadership, and team building skills		Observations Walk-Through Collaboration Surveys		Increase student adherence to school and internship rules Decrease classroom disruption	
Level	Activity	Person Responsible	Evidence of Attainment	Resources	Timeline
Knowledge	Teacher, instructional coach, and administrators will review the expectations for implementing writing application effectively.	Teachers, IC, Administrators	Collaboration reports, PD Report, Teacher Evaluations	Collaboration time, IC support, IDOE standards, PD books *	September 2020 - May 2023
Model/ Demonstration	Teachers, instructional coach, and administrators will model mini-lessons in professional development workshops.	IC & Teachers Administrators	PD Report Observation Reports Teacher Evaluations PGP	Core Curriculum, Guided Reader & Writer, IDOE Standards (10.1, 10.4) Hattie Training Smekens Web	September 2020 - May 2023
Low-Risk Practice	All teachers will have an opportunity to practice and observe colleagues in faculty meetings and mini-workshop, collaborations, and classrooms.	IC & Teachers	PD Reports Teacher Evaluations PGP	Core Curriculum, Protocol for Examining Student Work, Collaboration Time, IC support	September 2020 - May 2023
On the Job Practice	Teachers will develop weekly lesson plans during prep periods and collaboration.	IC & Teachers	Collaboration reports, Lesson Plans, Audit	IDOE standards, collaboration, prep time, IC support	September 2020 - May 2023
Follow Up	Teachers will participate in peer observations as colleagues teach and model implementation of writing application.	IC & Teachers	Observation Reports, PD Evaluation, Feedback – Faculty Meetings	Prep Time for Peer Observations	September 2020 - May 2023
Long Term Maintenance	Continued support from the instructional coach, teachers, and administration to ensure that writing application is being implemented effectively.	Teachers, IC, Administrators	Collaboration reports, conference reports, Walk-through data	Core Curriculum collaboration, prep time, IC and Admin. Support	September 2020 - May 2023

SIP Goal: All students improve their overall attendance across all grade levels as monitored by IDOE.					
School Year 2018-19	Attendance	Increase	Spring 2019-2022 Targets		
2018-19 Attendance Grades 7-8	96.4	.5	96.9	97.4	97.9
2018-19 Attendance Grades 9-12	95.4	.5	95.9	96.4	97.9
Support Data: Student Survey Attendance Data	Standardized Assessments: ISTEP iLearn SAT PSAT		Local Assessments: SRI NWEA Scantron test		
Intervention #1: Students will learn the importance of good school attendance.					
Activity	Person Accountable	Timeline	Resources	Monitoring Activities	
1. Will contact parent or parents will contact school about daily absences.	Attendance Secretary	Sept 2020– May 2023	School Messenger, Telephone call, notes	Daily attendance	
2. Letter to parents on the 5 th , 8 th , and 10 th absences.	Attendance Secretary, Asst. Principal	Sept 2020– May 2023	Letter	Daily attendance, RDS	
3. Require doctor’s note after 10 days of absence.	Attendance Secretary, Asst. Principal	Sept 2020– May 2023	Notes	Daily attendance, RDS	
4. Perfect attendance award.	Attendance Secretary, Asst. Principal	Sept 2020– May 2023	Certificate	Awards Program, Daily attendance, RDS	
5. Good attendance required for OSI and ISI.	Admin CDC	Sept 2020– May 2023	Attendance Record	Daily attendance, RDS	
6. Students will learn Positive Behavior Intervention Strategies.	Admin CDC	Sept 2020– May 2023	CDC	Lesson plans, Evaluation	
7. Student conference for poor attendance	Asst. Principal	Sept 2020- May 2023	Attendance Report	RDS	

Results-Based Staff Development Plan Leo JSHS

Intervention: All students will learn the importance of good school attendance.

Staff Development Outcome		Measure of Effectiveness	Student Outcome		
Staff will be trained to work with students on school attendance.		IDOE	Improved School Attendance		
Level	Activity	Person Responsible	Evidence of Attainment	Resources	Timeline
Knowledge	Teachers and administrators will review attendance expectations and policies.	Teachers, Admin	Collaboration Reports,	Collaboration time	Sept 2020 – May 2023
Model/ Demonstration	Teachers, IC and Administration will model attendance mini-lessons in professional development workshops.	Teachers, Admin	PD Report, Observation reports	Attendance Reports	Sept 2020 – May 2023
Low-Risk Practice	All teachers will have access to attendance data and use that information in forming attendance goals with students.	IC, Teachers, Admin	PD Reports, Teacher evaluations, PGP	Collaboration time, Attendance reports	Sept 2020 – May 2023
On the Job Practice	Teachers will develop weekly lesson plans that stress the importance of good attendance.	IC, Teachers,	Collaboration reports, Lesson plans, Observations	Collaboration time, Attendance reports	Sept 2020 – May 2023
Follow Up	Teachers will monitor student attendance goals.	IC, Teachers,	Observation reports, PD Evaluation, Feedback from faculty meetings	Collaboration time, Attendance reports	Sept 2020 – May 2023
Long Term Maintenance	Continued support form IC, teachers, and administration to ensure that good attendance is being stressed and monitored.	IC, Teachers, Admin	Collaboration reports, conference reports	Collaboration time, Attendance reports	Sept 2020 – May 2023

Stakeholder Involvement in SIP Process

List of names of all faculty members and indicate their involvement in the creating your school improvement plan. This form should be submitted with your school improvement plan when it is ready for review.

NAME	INVOLVEMENT
Dr. Neal Brown III _____	Facilitate and Organized Report,
Jody Smith _____	Data Analysis, Profile Author,
Ben Shappell _____	SIP Committee Member
Nicole LeRose _____	SIP Committee Member
Greg Bierbaum _____	SIP Committee Member
Molly Baumert _____	SIP Committee Member
Aaron Volkert _____	SIP Committee Member
Jessica Hancock _____	SIP Committee Member
Michael Lance _____	SIP Committee Member
Beverly Hinrichsen _____	SIP Committee Member
Kelly Mahoney _____	SIP Committee Member
Melissa Fiedler _____	SIP Committee Member
Vicki Kern _____	SIP Committee Member
Meagan Hartleroad _____	SIP Committee Member,
Patricia Meadows _____	SIP Committee Member, Input, Strategic Interventions
Parent Community Advisory	Reviewed 2019-2020 documents and gave input for 2020-2021 Report
Faculty	

PL 221 Checklist

Use the following list to identify the location of the required, implied, and suggested items within your school improvement plan. This checklist should be submitted with your final plan for review by the superintendent and school board.

Present	Item	Page Number
<input type="checkbox"/>	Narrative description of the school, the community, and the educational programs	3-4
<input type="checkbox"/>	Description and location of curriculum	3-4
<input type="checkbox"/>	Titles and descriptions of assessment instruments to be used in addition to ISTEP+	6
<input type="checkbox"/>	Statement of mission, vision, or beliefs	5
<input type="checkbox"/>	Summary of data derived from an assessment of the current status of educational programming, including the following: <ul style="list-style-type: none"> • Data, including graphs, from the annual performance report • Data related to performance indicators other than those included in the annual performance report • Other information about educational programming and the learning environment 	6-12
<input type="checkbox"/>	Information about how the school's curriculum supports the achievement of Indiana Academic Standards	4, 12
<input type="checkbox"/>	Information about how the school's instructional strategies support the achievement of Indiana Academic Standards	4, 12-14
<input type="checkbox"/>	Conclusions about student achievement, based on information from ISTEP+ and other assessment strategies	6-12
<input type="checkbox"/>	Parental participation in the school (planning, reviewing the SIP)	13, 30
<input type="checkbox"/>	Technology as a learning tool	13
<input type="checkbox"/>	Safe and disciplined learning environment	14
<input type="checkbox"/>	Professional development	16-29
<input type="checkbox"/>	Student achievement objectives/goals, derived from an assessment of the current status of educational programming on Attendance rate	6, 15
<input type="checkbox"/>	Student achievement objectives/goals, derived from an assessment of the current status of educational programming on Percentage of students meeting academic standards under the ISTEP+ program	16-29
<input type="checkbox"/>	Student achievement objectives/goals, derived from an assessment of the current status of educational programming on Graduation rate (for secondary schools)	3, 6
<input type="checkbox"/>	Specific areas where improvement is needed immediately	15-29
<input type="checkbox"/>	Benchmarks for progress that specify how and to what extent the school expects to make continuous improvement in all areas of the educational system	16-29

<input type="checkbox"/>	Academic Honors Diploma and Core 40, including the following: <ul style="list-style-type: none"> • Provisions to offer courses that allow all students to become eligible to earn the Academic Honors Diploma • Provisions to encourage all students to earn an Academic Honors Diploma or to complete the Core 40 curriculum 	3, 12-13
<input type="checkbox"/>	Proposed interventions (strategies) based on student achievement objectives/goals	16-29
<input type="checkbox"/>	Professional development that: <ul style="list-style-type: none"> • emphasizes improvement of student learning and performance. • supports research-based, sustainable school improvement efforts. • aligns with the core principles of professional development • includes methods to improve the cultural competency of teachers, administrators, staff, parents, and students. 	16-29
	Statutes and rules to be waived	
<input type="checkbox"/>	Three (3) year time line for implementation, review, and revision	16-29
<input type="checkbox"/>	Cultural Competency <ol style="list-style-type: none"> (1) identify the racial, ethnic, language-minority, cultural, exceptional learning, and socioeconomic groups that are included in the school's student population (2) incorporate culturally appropriate strategies for increasing educational opportunities and educational performance for each group in the school's plan; and (3) recommend areas in which additional professional development is necessary to increase cultural competency in the school's educational environment. 	14

Additional Items for Title 1 Plans

Present	Item	Page Number
N/A	Methods/strategies that strengthen core academic programs	
N/A	Methods/strategies that increase the amount of learning time	
N/A	Strategies for serving underserved populations	
N/A	Strategies for meeting the needs of low achieving students	
N/A	Strategies for meeting the needs of those students at risk in meeting state standards	
N/A	Ensuring highly qualified teachers	