

# Elkhart Memorial High School

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# School Improvement Plan 2019-20

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## TABLE OF CONTENTS

<b>Elkhart Memorial High School Shared Foundational Beliefs</b>	<b>3</b>
<b>Community Data</b>	<b>4-5</b>
<b>Elkhart Memorial High School Information</b>	<b>5</b>
<b>Governance and Leadership</b>	<b>6</b>
<b>EMHS Student Data</b>	<b>6-15</b>
<b>IDOE Accountability Report Card</b>	<b>16-17</b>
<b>Resources and Support Systems</b>	<b>17-19</b>
<b>Using Results for Continuous Improvement</b>	<b>20</b>
<b>Conclusions</b>	<b>20</b>

## **\*\*Elkhart Memorial High School Shared Foundational Beliefs\*\***

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### **\*\* Mission\*\***

It is the mission of Elkhart Memorial High School to foster a community where all members pursue academic and personal excellence.

### **\*\* Vision\*\***

We believe that in order to achieve our mission our school community will utilize a shared vision focused on student learning and a commitment to improvement by using Professional Learning Communities. We envision a school in which:

- Provide a guaranteed and viable curriculum with a focus on literacy and technology.
- Work together interdependently in a collaborative community with all stakeholders.
- Use common formative assessment results to improve teaching and learning.
- Actively participate in ongoing professional development that supports learning for all students.
- Demonstrate a personal commitment to hold one another respectfully accountable for the overall success of all students.

### **\*\*Collective Commitments\*\***

In order to achieve the shared mission and vision for our school, all staff members of Elkhart Memorial High School will commit to the following:

- I will contribute to my collaborative team in a positive manner.
- I will teach the essential standards unit by unit of our agreed upon curriculum.
- I will use data to aid in the development and implementation of common formative assessments to assess student learning.
- I will seek out and utilize meaningful instructional strategies to promote success for all students.
- I will use evidence to reflect on team practices and adjust where necessary to achieve SMART goals.
- I will keep up-to-date records of student progress for all stakeholders.

### **\*\*School Improvement Goals\*\***

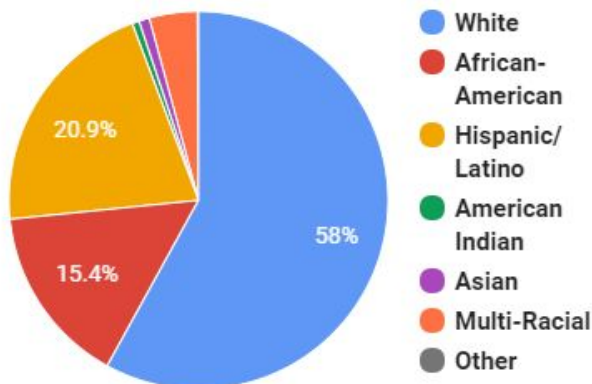
- EMHS will achieve a **graduation rate** of 90%.
- All students will show through various methods that they are **college and career ready**.
- All students will improve their **literacy** skills across the curriculum.

### Community Data

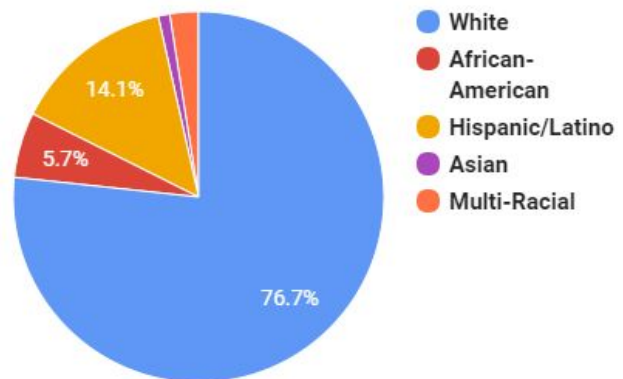
Located in Elkhart County, and built on the banks of the Saint Joseph and Elkhart Rivers, Elkhart, Indiana is an incorporated Class 2 city located in north central Indiana. We have an ethnically diverse population of 51,265 citizens (see graph 1), while Elkhart County (see graph 2) has an overall less diverse population of over 200,000 people (based on 2013 census bureau data). We are approximately 100 miles east of Chicago and 130 miles north-northeast of Indianapolis.

The majority of businesses in the city and surrounding county are found in manufacturing, followed by the service sector, retail trade, wholesale trade, financial services and construction. Elkhart County's 5 largest employers continue to be led by our world renowned recreational vehicle industry led by (1) Forest River, (2) Thor Industries and (3) Lippert Components, (4) Elkhart Community Schools and (5) Beacon Health Systems (Source: Economic Development Corporation of Elkhart County 2015). The Great Recession of 2008-2009 drastically affected the industries in Elkhart County first causing a significant increase in the unemployment rate and then we saw a large migration of families leaving the area to find employment elsewhere. Elkhart was cited on the national news as "one of the earliest [cities] to see the recession" (Source: [www.msnbc.com](http://www.msnbc.com) – Elkhart Project). President Obama acknowledged the drastic effect of the economic crisis on our city during his three visits to Elkhart in 2009. Further evidence of economic struggle in our area is the increasing number of students on free/reduced lunch (see page 9 graph #5). It is noteworthy that employment levels as measured by the unemployment rate are back to pre-recession levels but the percent of our students on free or reduced lunches has remained elevated well beyond the pre-recession levels.

**Elkhart City (2010)**



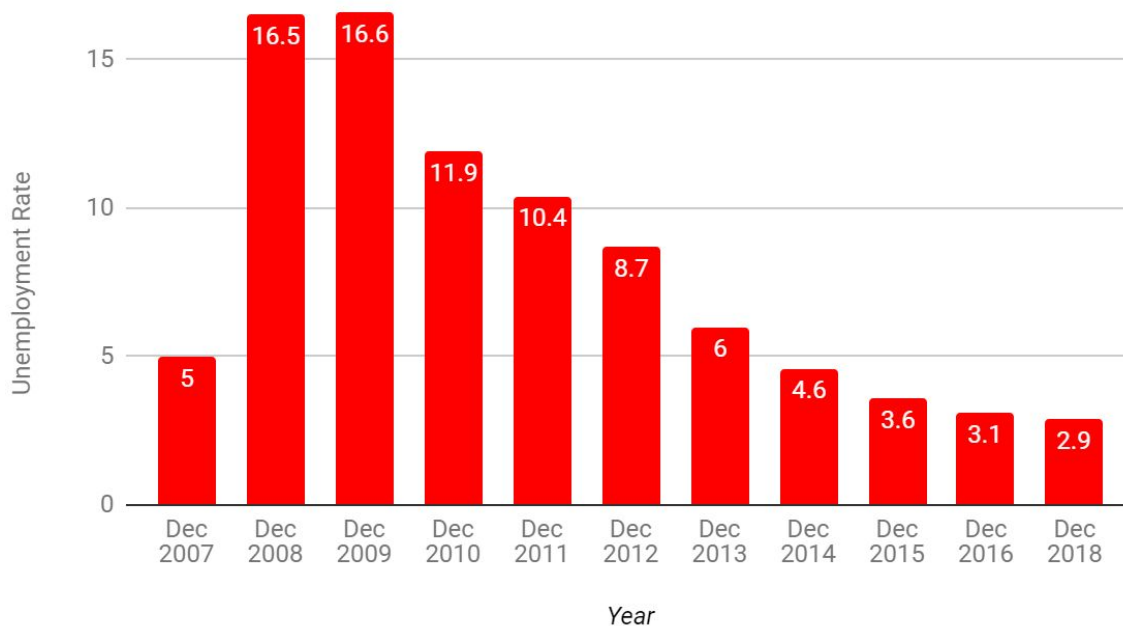
**Elkhart County (2010)**



### LABOR/Employment Data Elkhart/Goshen Metro Area

Year	Labor Force	Employment	Unemployment	Unemployment Rate
Dec 2013	98953	93039	5914	6
Dec 2014	102187	97514	4673	4.6
Dec 2015	104026	100257	3769	3.6
Dec 2016	102881	99668	3213	3.1
Dec 2018	115567	112271	3296	2.9

### Unemployment Rate %-Elkhart County



#### **School Description**

**Building:** Elkhart Memorial High School serves an attendance district encompassing the west, northwest and north areas of the city of Elkhart and the rural/unincorporated county areas west to the St. Joseph/Elkhart County line and north to the Indiana/Michigan stateline. We are one of two high schools in Elkhart Community Schools, along with Elkhart Central. The two high schools roughly split the enrollment in grades 9-12. Elkhart Community Schools is the 13th largest school district in the State of Indiana, with a total student population of 12,534. EMHS has 96 classrooms that serve almost 1,800 students in grades 9 through 12. We also house the district's Young Adult Program serving students between 18 and 22 years old with moderate and severe disabilities. We have a staff that consists of 107 certified and 66 classified employees. EMHS has a large auditorium and a smaller auditorium, the Little Theater, that holds up to 300 people. We are currently undergoing a large building project to prepare this building and surrounding campus for the merger of our two high schools, which will take place in the fall of 2021.

**Schedule:** EMHS is on a modified 8-block schedule. On Mondays, students attend all 8 classes and Tuesday-Friday, students attend 4 classes of 90 minutes each with a 27-minute advisory period intended for remediation, absent work, school organizational meetings, or additional assistance. The "blue" days are Tuesday and Thursday, while the "red" days are Wednesday and Friday. Every day except Monday, our school day starts at 7:25am and ends at 2:40 pm. Three 30-minute lunches are offered during fifth period each day. Every Monday, we have an early release day which ends at 2:00pm, so that staff can participate in individual, departmental, building or district professional development activities.

**Extracurricular:** We have a comprehensive co curricular and extracurricular program including choir, orchestra, jazz band, marching band and drill team, theater, speech, Student Government, Sigma Beta Epsilon, Key Club (a community Service club), Student Government, AFJROTC, Robotics, Chemistry and Physics Clubs, Move2Stand, and other groups, as well as, interscholastic athletics sponsored by the Indiana High School Athletic Association, round out Elkhart Memorial High School's program. Elkhart Memorial High School is a

member of the highly regarded Northern Lakes Conference which is comprised of areas schools: Concord, Elkhart Memorial, Goshen, Northridge, Northwood, Plymouth, Warsaw and Wawasee.

### ***Governance and Leadership***

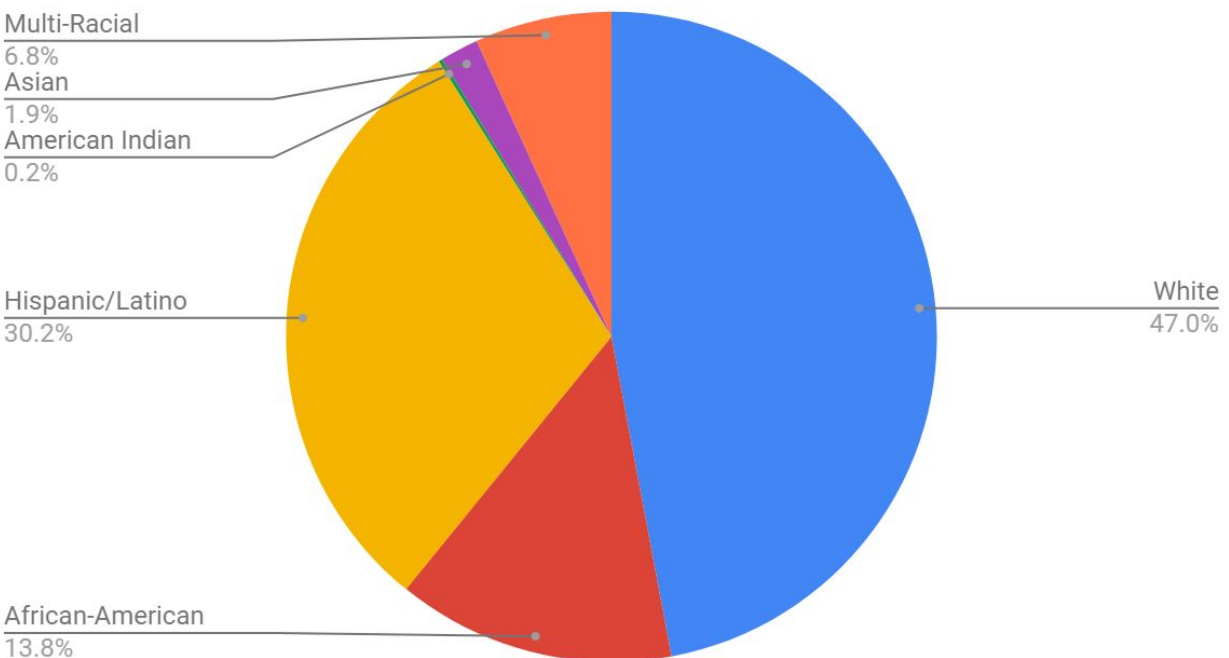
EMHS implements a variety of methods to ensure a collaborative, connected, team approach to promote and support student performance, school effectiveness and the daily operational and management needs of the building. We implement with fidelity all district, school board, state and federal policies including supervision and evaluation, adherence to the master contract with the Elkhart Teachers Association, and fiscal responsibility. Members comply with all policies, procedures, laws, and regulations and function as a cohesive unit for the benefit of student learning. The principal and/or administrative team meet regularly with:

- Administrative Team - Weekly, plus ongoing meetings when applicable
- Department Chairs - Monthly
- Department Meetings - Monthly
- Elkhart Teachers Association - Monthly
- Guiding Coalition - 3-5 times a year
- Professional Learning Communities - several times a month, building administrators are each responsible for their assigned PLC.
- Staff Meetings - Several times a semester
- District Personnel - Weekly meetings to ensure that all district policies and initiatives are communicated and implemented
- All staff for evaluation purposes
- All staff for Building/District Professional Development - two or three times a month

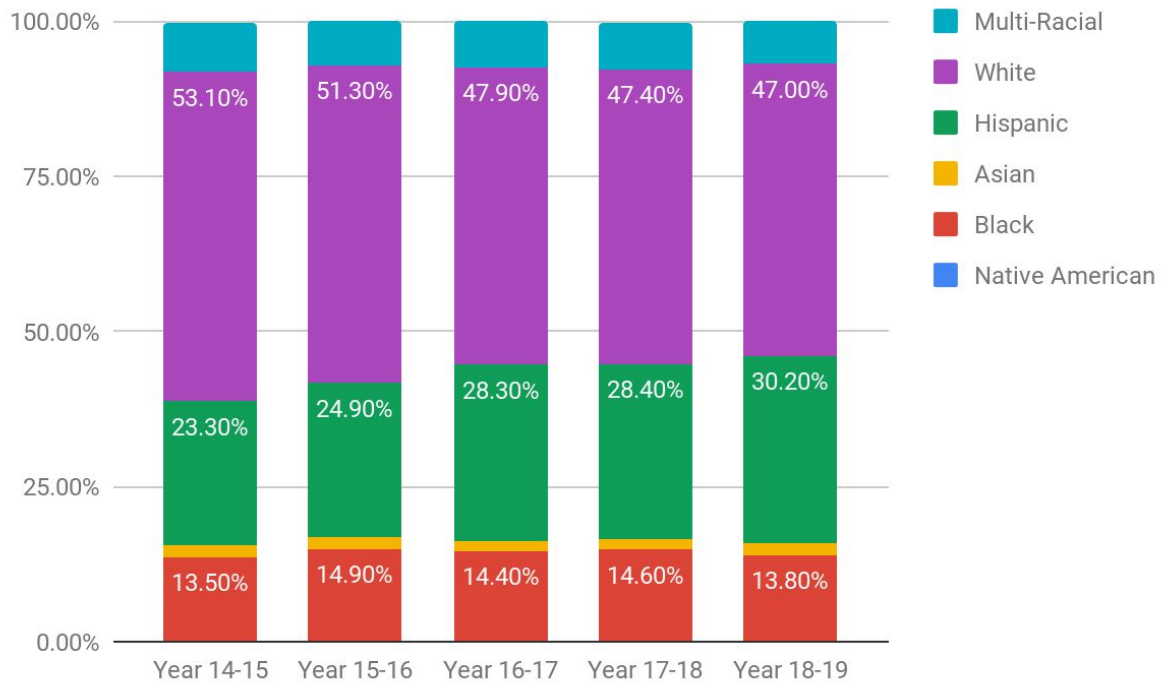
### **EMHS DATA**

#### ***Student Demographics***

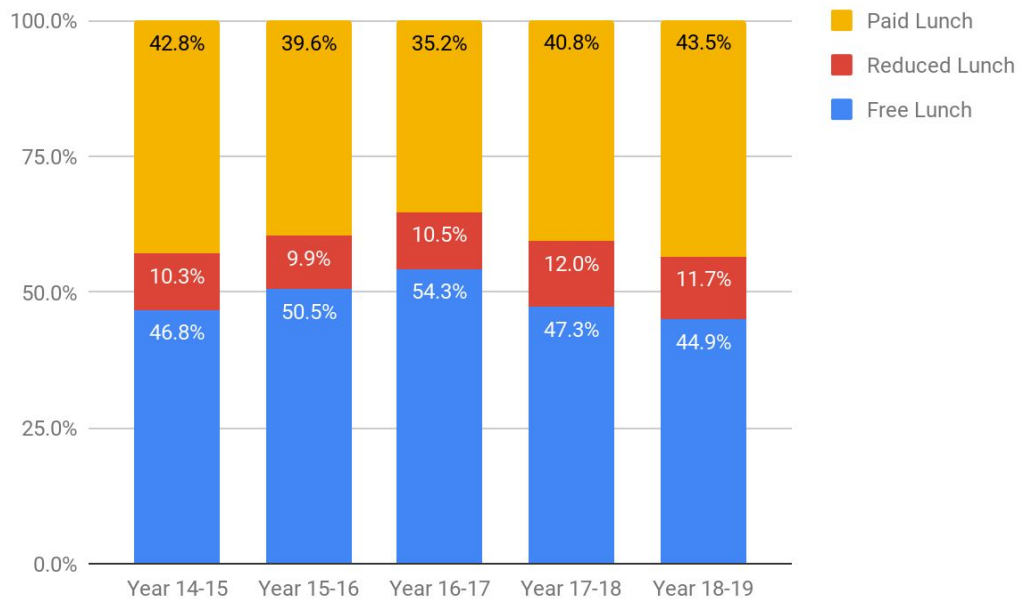
#### **EMHS 2018-19**



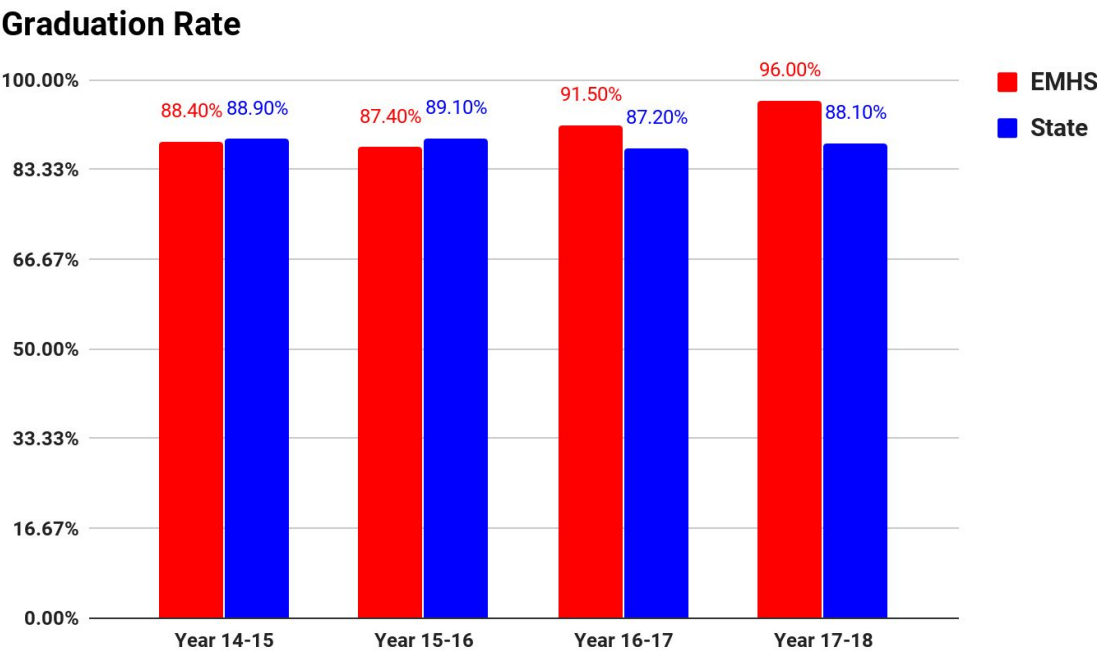
## Demographic Data: EMHS Ethnicity Trend 2014-2019



## Elkhart Memorial High School: Economic Indicators 2014-2019

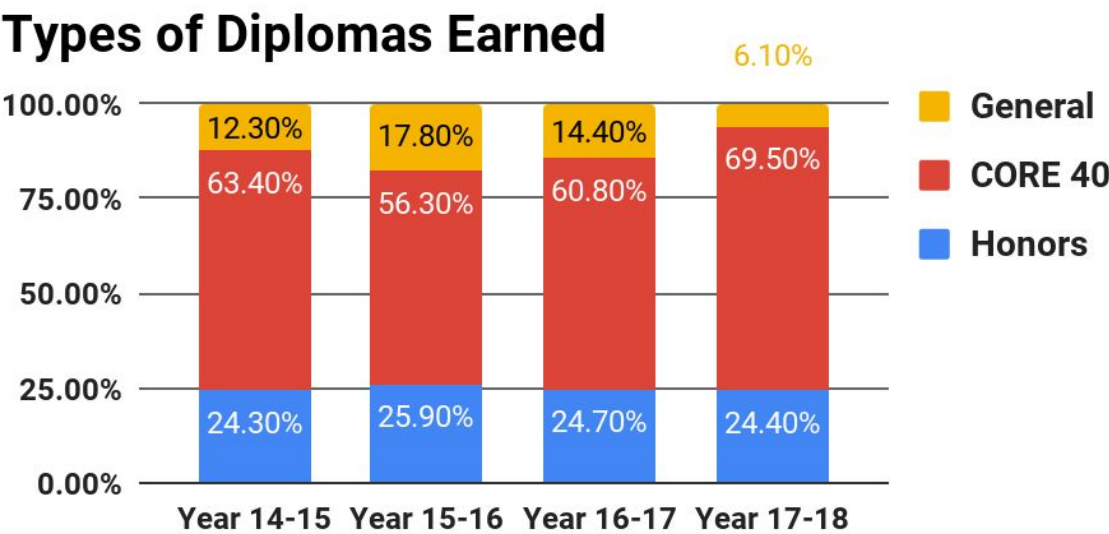


**Graduation Rate:**



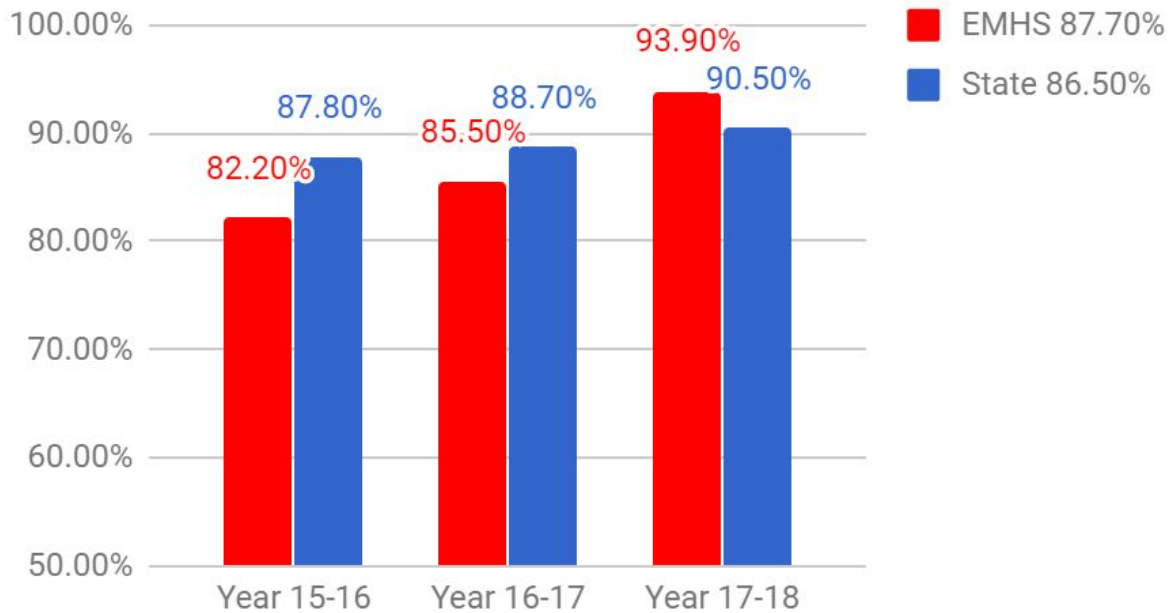
**Diplomas:**

The following graphs represents the types of diplomas earned by students at Elkhart Memorial High School.

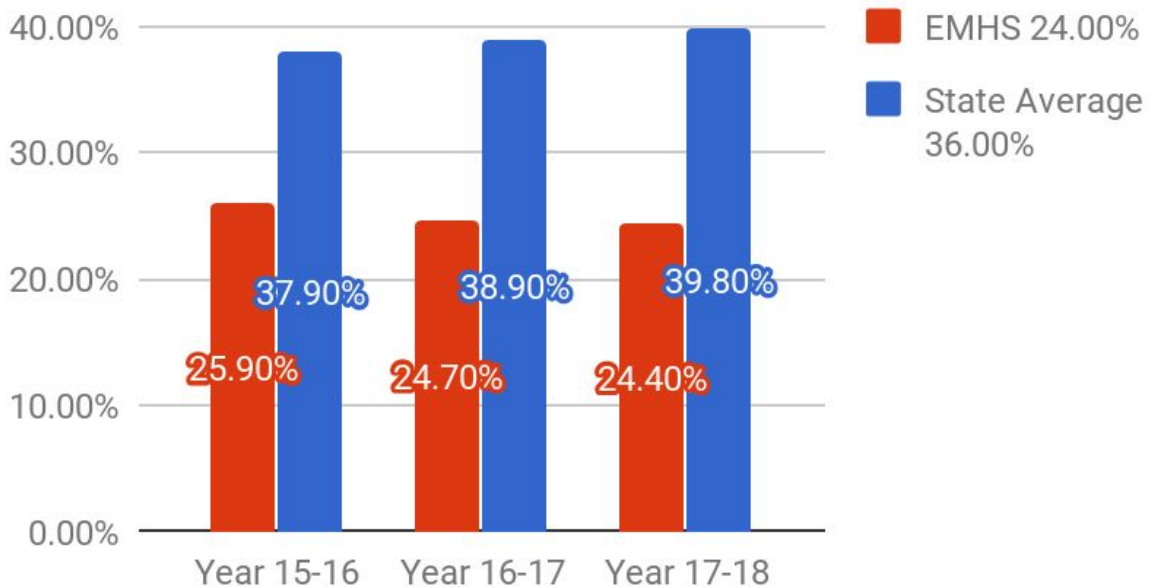




## % of Core 40 Diplomas or Higher

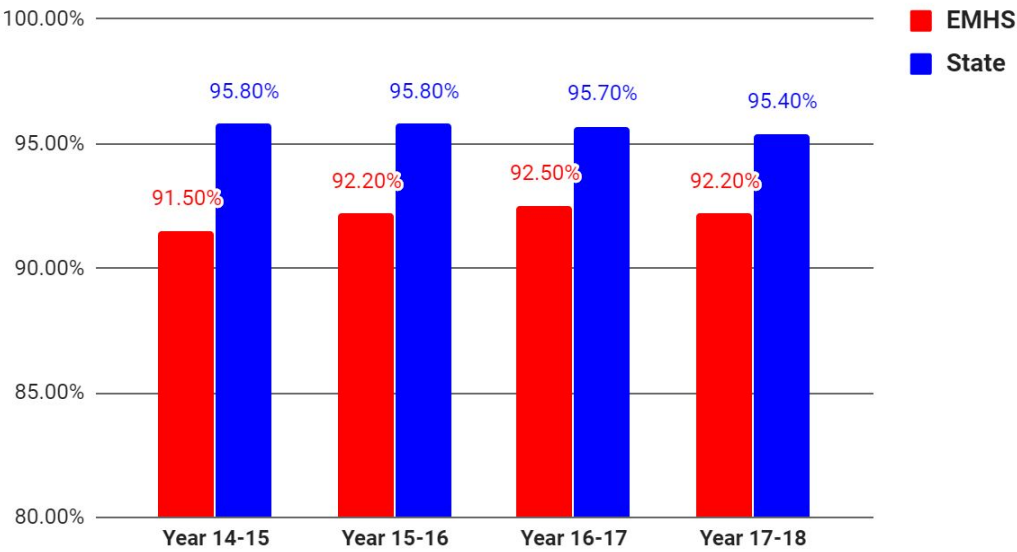


## Honors Diploma Comparison



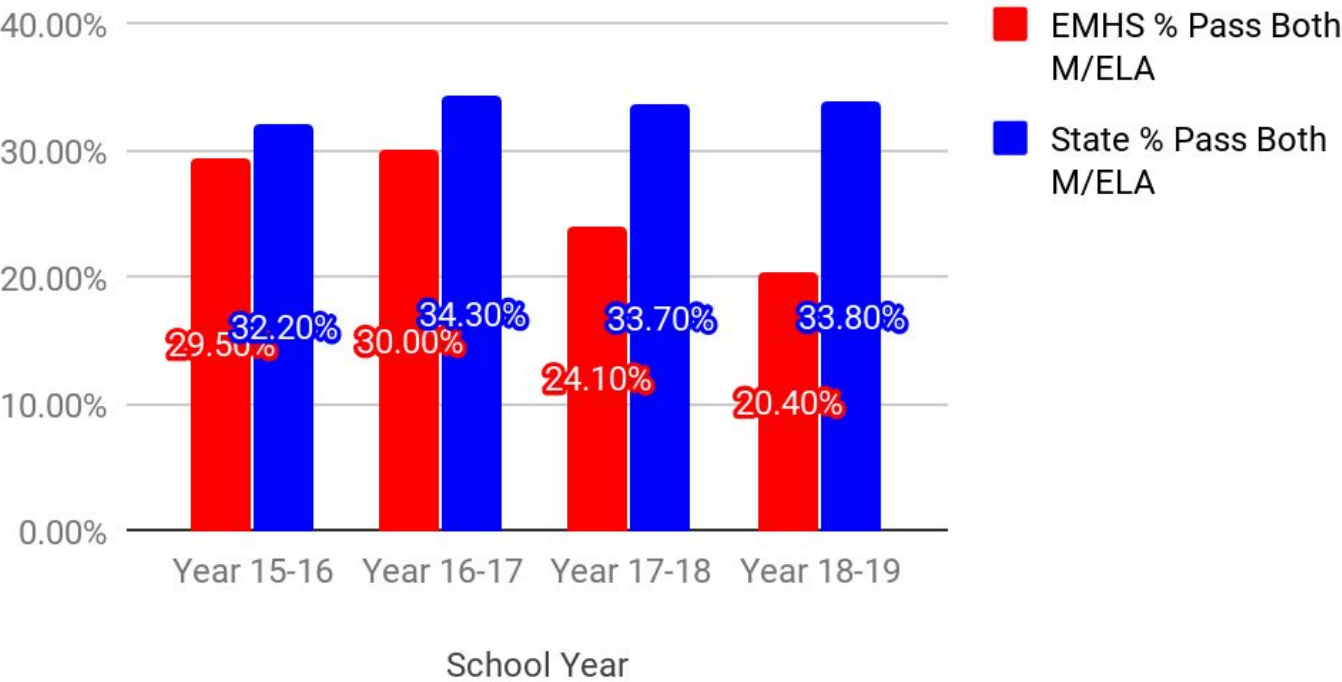
Attendance Rate:

Attendance Rate

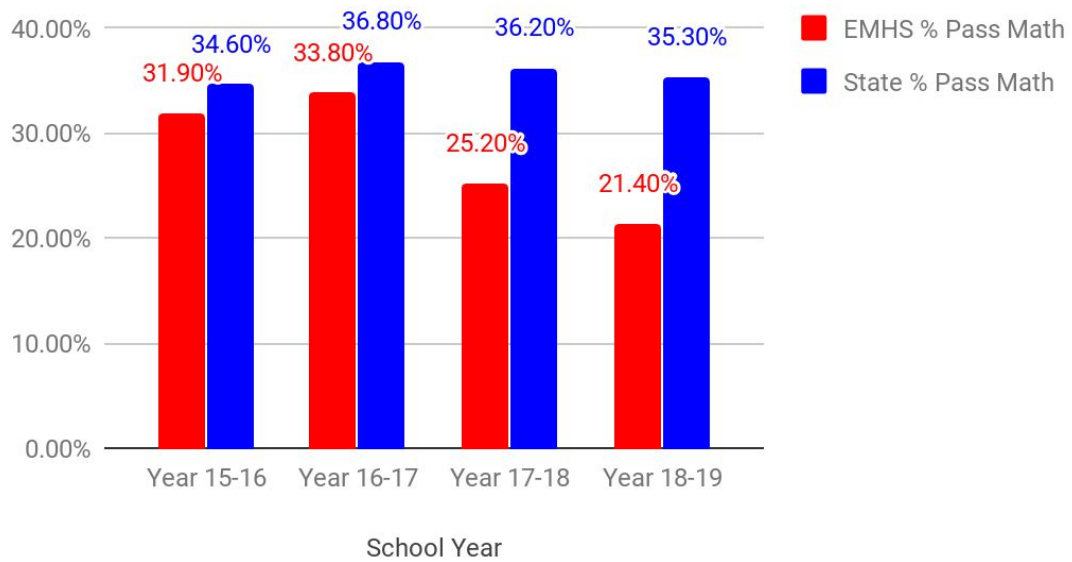


ISTEP+

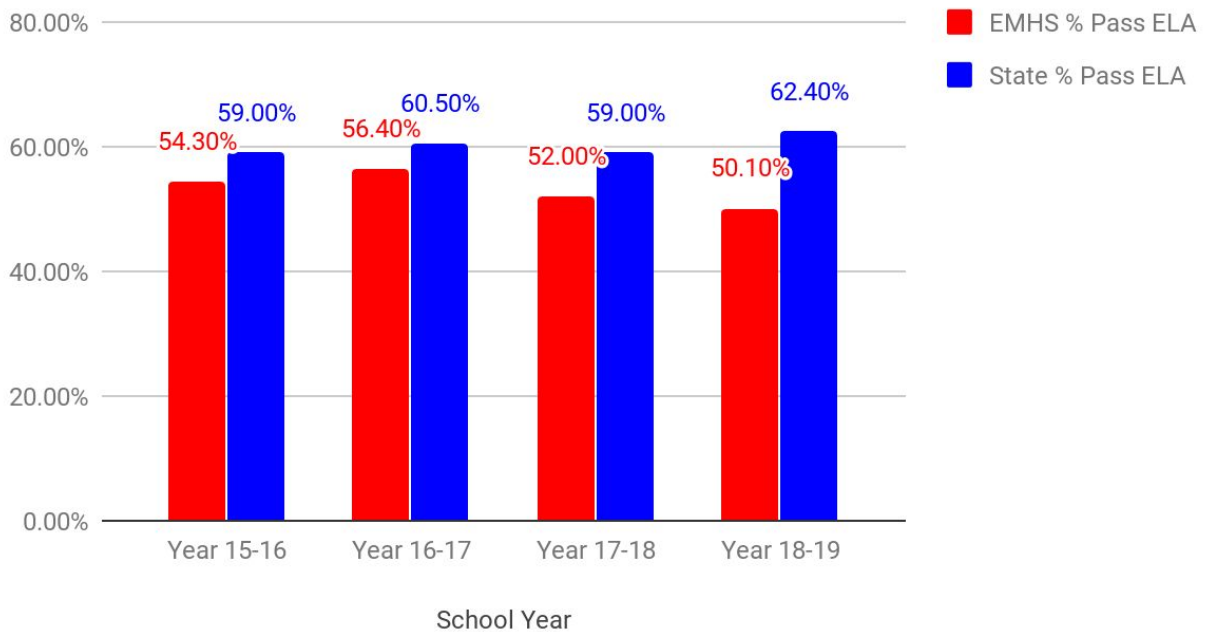
ISTEP+



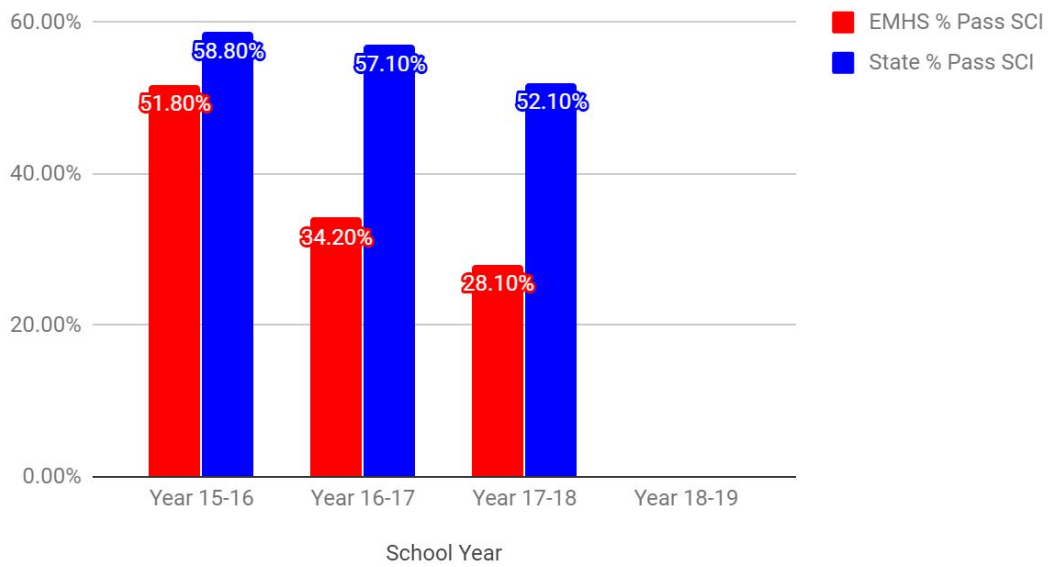
## ISTEP+ Pass % Math



## ISTEP+

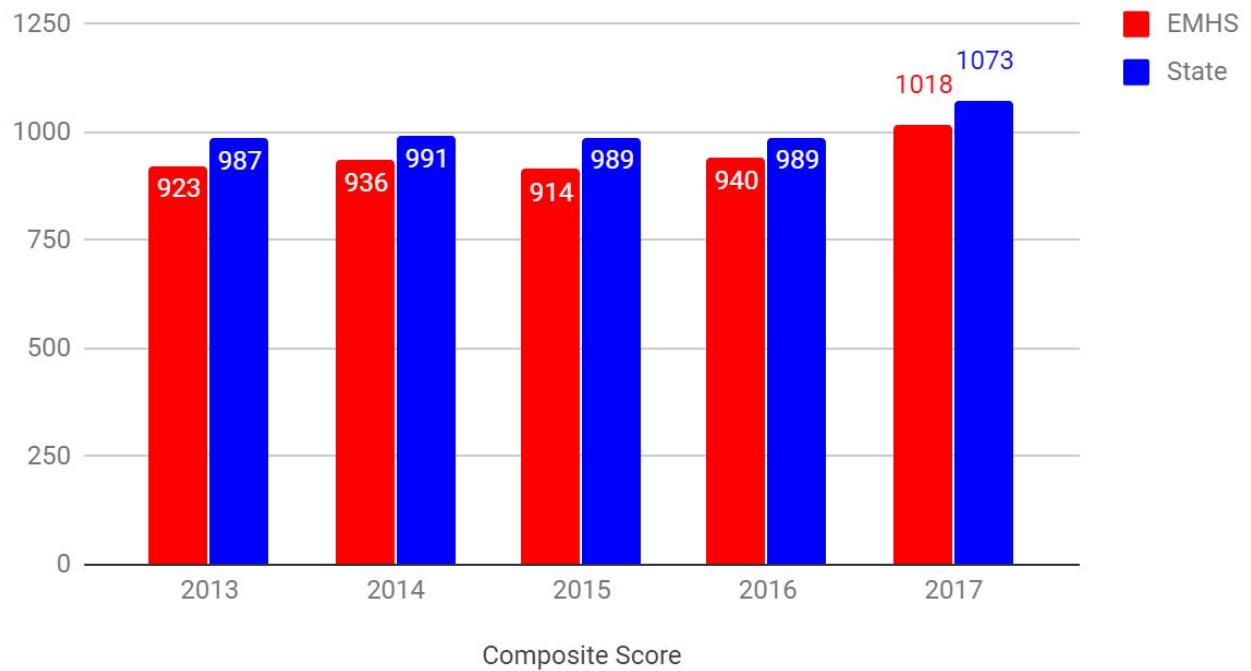


## ISTEP+ Science Pass Rate

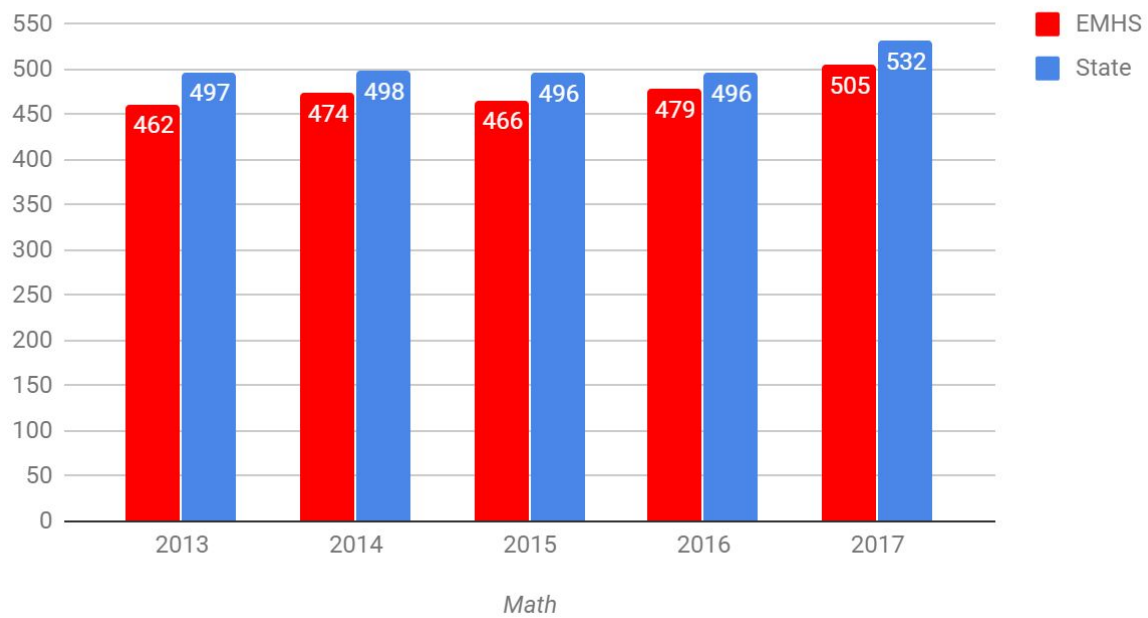


## SAT Results

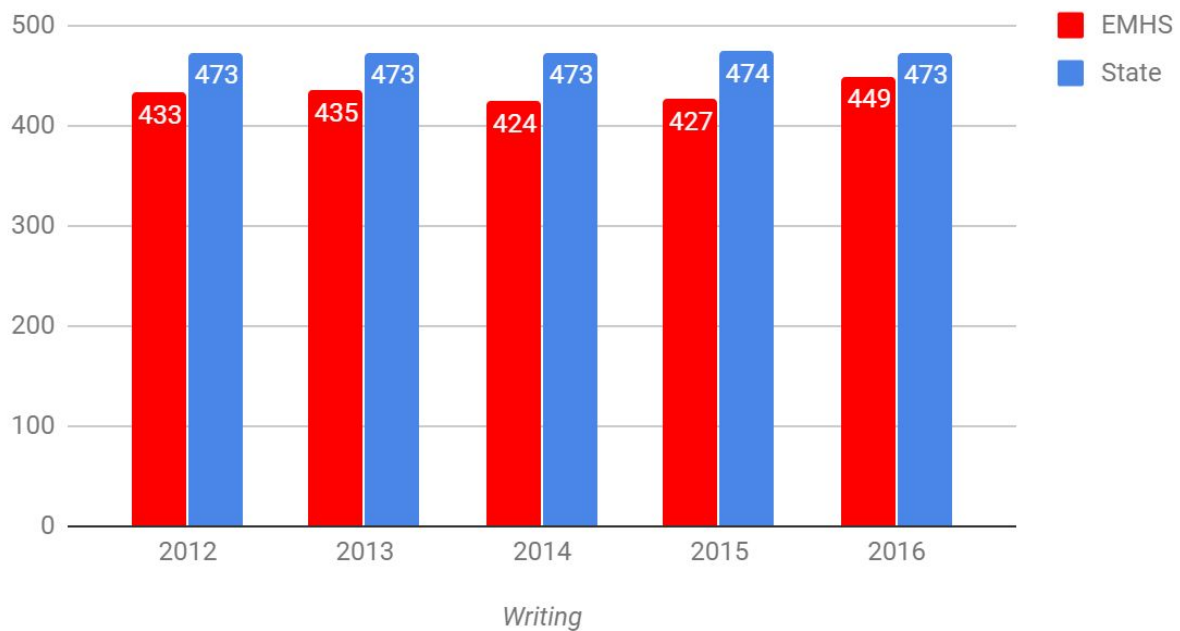
### SAT Composite Score



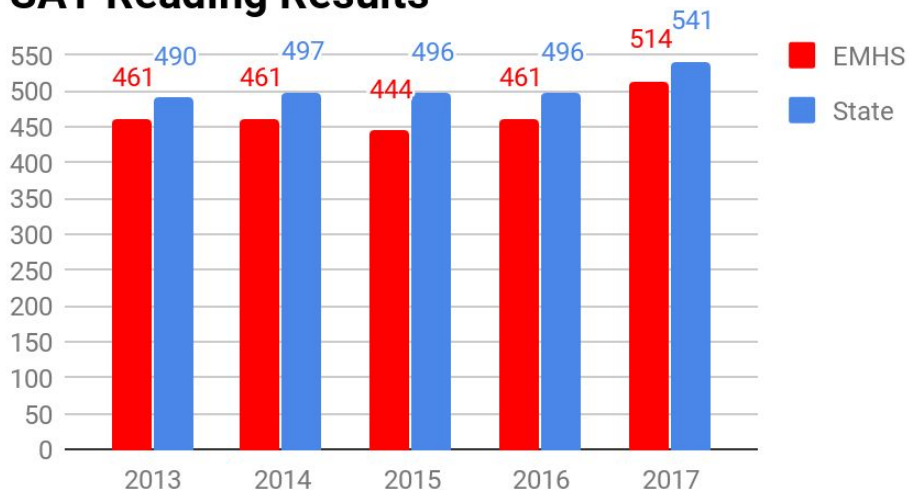
## SAT Math Results



## SAT Writing Results



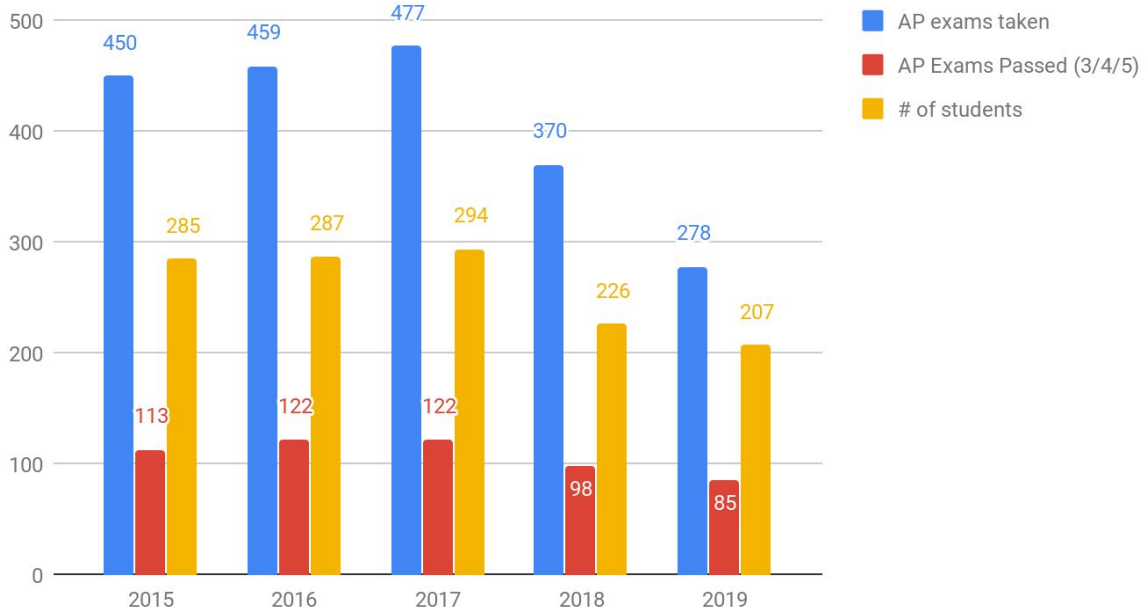
## SAT Reading Results



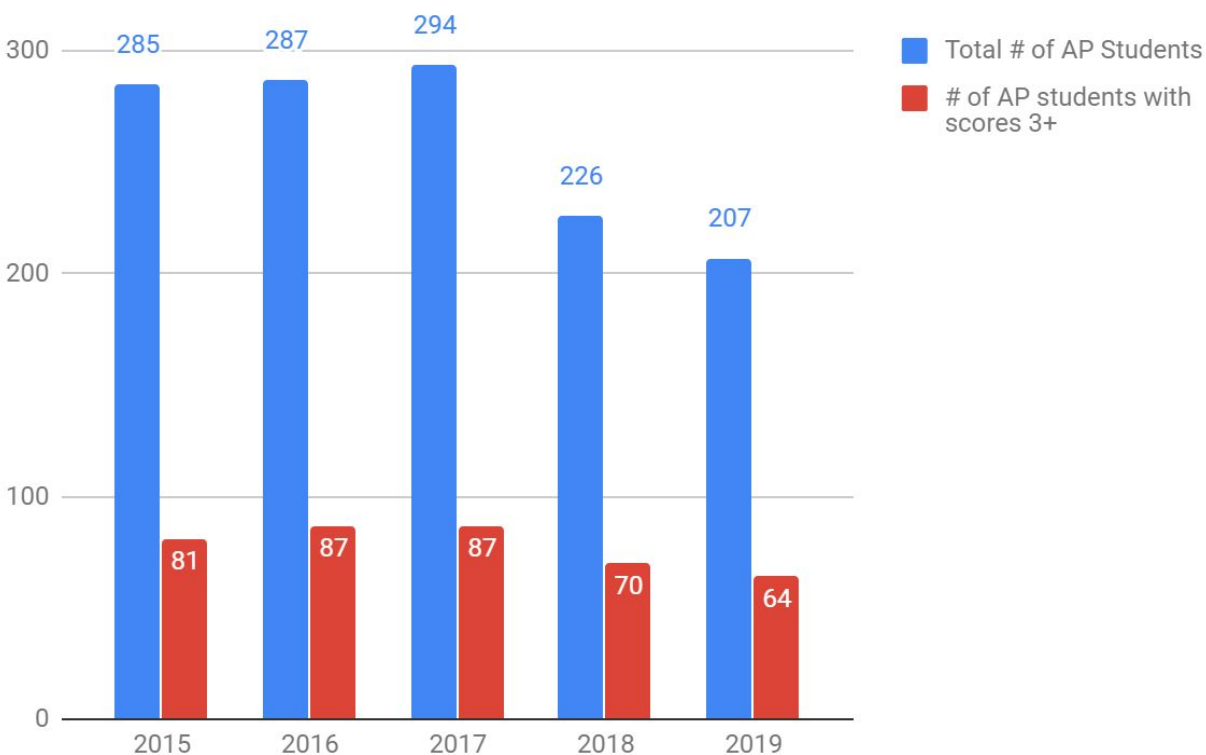
### Advanced Placement Data:

AP Scholar Roster Data	14-15	15-16	16-17	17-18	18-19
AP Scholar (Pass $\geq$ 3 AP Exams)	11	17	16	16	12
AP Scholar with Honor (Avg 3.25/pass $\geq$ 4 exams)	5	5	3	4	3
AP Scholar with Distinction (avg 3.5/pass $\geq$ 5 exams)	5	4	1	3	4
National AP Scholar (Avg 4/score $\geq$ 4/ pass $\geq$ 8 exams)	1	1	0	0	0
Totals	22	27	20	23	19

## EMHS Advanced Placement (AP) Data



	# of students	# of AP students with scores 3+	% Total AP students with scores 3+
2015	285	81	28.42%
2016	287	87	30.31%
2017	294	87	29.59%
2018	226	70	30.97%
2019	207	64	30.92%

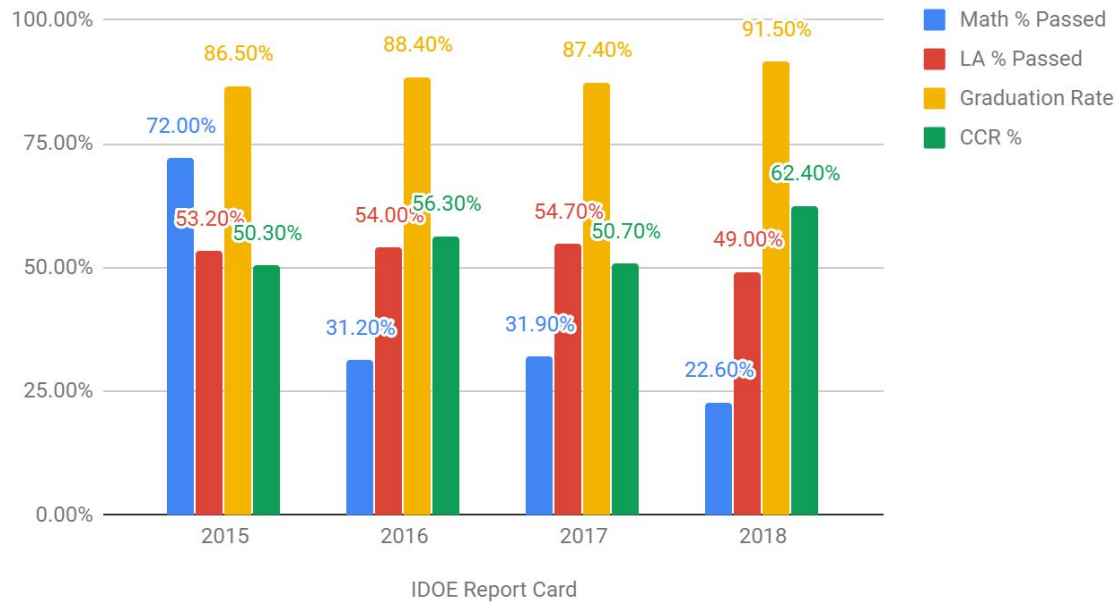


### ***Dual Credit:***

Over the last several years, we have greatly increased the dual credit opportunities for our students. We have partnered with Ivy Tech and Indiana University to offer 20 Dual Credit classes in 6 different curriculum areas. Last year alone, our students earned a total of 4,239 dual credits.

## IDOE A-F Accountability Report Card for EMHS

### IDOE Report Card - EMHS



IDOE Report Card	School Grade
2015	C
2016	B
2017	B
2018	B



# 2017-2018 Report Card



## Elkhart Memorial High School

Elkhart Memorial High School received a B as its final letter grade for school accountability.

Overall Summary			
	Points	Weight	Weighted Points
Performance Domain Grades 3-8	0.00	0.000	0.00
Performance Domain Grade 10	35.80	0.200	7.16
Growth Domain Grade 4-8	0.00	0.000	0.00
Growth Domain Grade 9-12	78.10	0.200	15.62
Multiple Measures Domain Grade 12	101.10	0.600	60.66
Overall points			83.4
Overall grade			B

### RESOURCES AND SUPPORT SYSTEMS

We have a variety of resources to support our students' mental, physical and academic well being. Memorial has six counselors on staff to service our student body. We also employ a social worker, Systems of Care coordinator, one hearing and speech specialist, attendance social worker and one nurse. These staff members provide students with the best care possible. We have an experienced special education staff providing support for our students ranging from mild learning disabilities to severe and profound. EMHS has an effective GEI Team and 504 Team leader. We also have community "CARES" mentors that work with many of our at-risk students on a weekly basis during Advisory Period.

Elkhart Memorial also partners with Oaklawn Mental Health Services in support of our students. First, our district contracts with Oaklawn to provide a Systems of Care Coordinator. This position is split shared between several buildings and the staff member serves the school as a clinical liaison to students who may be experiencing a mental health issue. This position connects schools, families and students with needed mental health resources. Secondly, Oaklawn and EMHS are currently collaborating to implement Positive Behavior Interventions and Supports (PBIS) in our school.

Academically, EMHS has a variety of resources available to students to meet their academic needs, including enrollment in the Elkhart Area Career Center, internships, JAG, and three alternative programs: Elkhart Academy, HOPE, and The Crossings. We also offer a blended learning opportunity as students can choose to enroll in online courses via the APEX virtual course platform in our school or through our School Without Walls program at the Career Center. We have tutoring sessions all year long planned by our National Honor Society and have tutoring sessions specifically for ISTEP/ECA remediation purposes several times a year.

In order to provide a safe and orderly environment for students, an Emergency Preparedness Plan is placed on the common drive for the staff to review and updated yearly. Two administrators are certified by the state as school safety specialists. Elkhart Memorial also employs two full-time police officers to assist when needed.

### ***Anti-Bullying/Promoting Positive School Culture:***

- **Move2Stand**

In 2010, bully prevention awareness became a focus for the students of EMHS with the roll out of Move2Stand. It is now in its 6th year and is invaluable to our school climate. A student leadership program, Move2Stand, was implemented with a day-long symposium attended by 100-200 students that continues annually. This youth Development Leadership Training motivates and energizes young people, especially the leaders of the building, to help put action to their feelings and bring change to our school community. Move2Stand teaches students how to lead others forward to another step in the process of change. Students are taught skills along with background information on the topics being addressed, as well as, “Words to Stand By” which are quotes that relate to the topic being addressed. The focus of the initiative is to challenge students to speak up and change the bullying that occurs as it is in progress - thus, changing the culture of the building. Students participating in this event are equipped with the information necessary to educate; given tools to shift attitudes; learn how to build empathy; and ultimately, alter the climate in the school building, community, and outward.

In an effort to get speakers in front of the students, EMHS has hosted presentations by local and nationally renowned speakers on the topic of “Bullying, Cyber Bullying, and Youth Depression.” The first speaker, John Halligan (whose son Ryan, died by suicide after being bullied by classmates at school and online) talked about lessons learned too late for his family regarding bullying, cyber bullying, and youth depression. Students and parents were empowered with strategies to take preventive actions regarding bully behaviors.

### ***Athletic Eligibility Specialist:***

The purpose of this role is to proactively prevent athletes from being ineligible from participating in high school sports. The staff member will intervene on behalf of students and coaches in situations where students are falling behind academically and are in jeopardy of not passing the required 5 classes in order to participate in IHSA interscholastic contests. In a University of Kansas study, Angela Lumpkin, professor of health, sport and exercise sciences, and Rebecca Achen, doctoral candidate and graduate teaching assistant at KU, show that athletes had higher percentages of days of school attended, graduation rates, and Kansas assessment scores and lower dropout rates than nonathletes. They analyzed data for students in grades nine through 12 for the 2011-12 school year in schools throughout the state. “Involvement in interscholastic sports has a positive impact on high school students as suggested by previous research and corroborated by this study. As such, participation should be encouraged, especially for high-risk populations, and specifically for minority students. The potential for sport participation to improve graduation rates, keep students in school longer and increase daily attendance should lead administrators to adamantly support interscholastic sport” Lumpkin and Achen wrote.

### ***Senior Intervention Specialist (SIS) Team:***

The Senior Interventions Specialist (SIS) team was introduced during the fall of 2016 to focus on academically at-risk seniors. The team consists of four core teachers who have a class period during the day to support seniors who are either deficient in credits to graduate on time (20-28 credits), are failing core classes (identified through teacher recommendation), or have had a history of behaviors that are not conducive to graduation (i.e. history of not earning all credits per semester, attendance issues, etc.). Possible SIS interventions include: meeting with the student, calling home, working with teachers to obtain work, offering tutoring during SIS class period, arranging tutoring or additional help, attempting to improve attendance, and

identifying/arranging involvement in credit recovery programs (APEX, HOPE, Schools Without Walls). The SIS team is another layer of student support and works closely with Administration and Guidance to help ensure timely graduation of seniors.

#### ***District Graduation Facilitator:***

Elkhart Community Schools created an district level administrative position dedicated to improving our minority graduation rate. This position collaborates with building and district personnel, community members, along with our students and parents to plan and implement strategies designed to raise the achievement rate of our minority students, specifically our African-American students. During the 17-18 school year, we hosted a My Brother's Keeper Youth Summit in Elkhart, where our African-American students were engaged in a full day of leadership, mentoring and team building activities.

#### ***Project-Based Learning:***

Elkhart Community Schools, along with several Elkhart County school systems, has developed a very effective partnership with the Horizon Education Alliance. Formed by local business and education leaders in 2012, Horizon Education Alliance is a non-profit organization working to improve educational success in Elkhart County. HEA works with the community to launch and examine the outcome of innovative, evidence-based education programming for local residents from birth to adulthood. HEA believes this collaborative work can transform our county into a world-class place to learn, live, work and play. HEA financially supports staff development opportunities for our teachers in a variety of educational arenas, none more than Project Based Learning opportunities. HEA has been instrumental in the creation of "Business-Education Roundtables" which brings a structure and focus to the importance of schools and the business community working together for the benefit of our students as they prepare to enter the workforce.

#### ***Staff Development***

Every Monday, Elkhart Community Schools releases students early, so that teachers can participate in professional development activities. The PD sessions focus on PLC work, departmental collaboration, building-wide writing process, effective teaching strategies, technology and other important school/district/state initiatives and processes.

We have focused our building-wide staff development in three distinct areas, PLC work, Literacy and Technology.

#### ***Early College:***

The Early College Program, meant to encourage students to consider post-secondary education, including college, is geared toward students who score in the 50th to 60th percentile in standardized testing but have potential to do better. Our Early College students represent those students in our school that might not recognize their potential for college nor have the resources or knowledge to achieve that dream. Many participating students may never have considered post-secondary education or might have parents who didn't go to college. This program is actually changing the culture of our schools by opening students up to the possibility of college after high school. Another EC highlight this year, Memorial now has an early college lounge for students and a new office for the program. The new staffing expansion of the Early College Program to the district administrative level will help support our goal that all participating students will earn a Technical General Education Certificate from Ivy Tech while still in high school or shortly thereafter. Our purpose for these students is to give them the tools and confidence to know that they can achieve whatever pathway they choose to pursue. By offering support on a daily basis we are working to give every EC student the opportunity to earn dual credits while still in high school at no cost to them. Each EC cohort starts with 50-55 students and is supported by three staff members solely dedicated to the Early College Program: District EC

Coordinator, EMHS EC Guidance Counselor, EC Data Coordinator. The Early College students of the class of 2017 were the first cohort to graduate.

## USING RESULTS FOR CONTINUOUS IMPROVEMENT

### ***Using Student Data***

**Professional Learning Communities:** PLC's, which are based upon traditional departments and divided into specific content subjects, are an avenue for guiding instruction and assessing student achievement (evaluated using District-wide rubrics). Teachers use information gathered in PLC's to shape their instruction prior to teaching a unit and discuss successful teaching strategies at the end of a unit. Information used in these meetings is posted in individual teacher classrooms to inform students of their achievements. Teachers collect data about the progress of each of their classes and present students with this data, so students can observe their improvement.

**Posting Student Data:** Student data is posted in numerous places throughout the school: classrooms, entryway into the school, hallways, and teacher common rooms. The staff at Elkhart Memorial constantly uses data to shape and support their teaching strategies.

### ***Communication***

Due to the unique and culturally diverse population at Elkhart Memorial High School, the staff strives to communicate with all stakeholders to keep them informed in our school improvement process. Currently we use the following avenues to communicate with our stakeholders:

- **Technology:** PowerSchool, Grade Book Software, ECS Website, DOE Website, EMHS Website, Departmental Websites, Twitter, Emails between staff members and parent/guardians.
- **Newsletters:** Elkhart WINS, EMHS Newsletter
- **Meetings:** School Board, CLC and 8<sup>th</sup> Grade Parent Meeting, Memorial High School Showcase, Freshman Orientation, Parent-Teacher Conferences, Data Team Meetings, Faculty Meetings, District Meetings, Business-Education Roundtable, Booster Club Meetings
- **Media:** Elkhart Truth, South Bend Tribune, Local Television Networks (WSBT/WNDU/WBND/WSJV)

## CONCLUSIONS

The School Improvement Team (moving forward will be called the "Guiding Coalition") team meets regularly throughout the school year to analyze data, reviews the accreditation standards, determine focus areas based on data, organize the staff into study groups, synthesize research from study groups, develop action plans based on the data and research, get input from the staff and determine implementation plans.

**Goal #1: All students will improve their literacy skills across the curriculum.**

Strategies	Who	When	Staff Development/Resources Needed
1.1 Teachers will facilitate a rigorous argument-based writing process that challenges students to incorporate evidence from multiple texts. Assessment of students' understanding of content standards will be determined using the building writing rubric.	Teachers/Admin	Ongoing	<ul style="list-style-type: none"> <li>Model instructional strategies to support argumentative writing.</li> <li>Through grade level and/or subject Data Team meetings.</li> <li>Develop writing prompts specifically designed by each department to align with content and literacy standards.</li> <li>Common scoring PD sessions to create inter-rater reliability using the school-wide rubric</li> </ul>
1.2 Teachers will orient students to informational text structures and research materials for their content area so students improve their reading and understanding of content.	Teachers/Admin	Ongoing	<ul style="list-style-type: none"> <li>Staff will be trained during PD sessions on informational text structures and research materials to improve reading comprehension. Modeling of Effective Teaching Strategies and differentiated instruction activities will also provide teachers the resources needed to improve student literacy.</li> </ul>
1.3 Teachers will use Close Reading Strategies	Teachers/Admin	Ongoing	<ul style="list-style-type: none"> <li>Staff will be trained during PD sessions on close reading strategies.</li> </ul>

**Goal #2: All students will show through various methods that they are College and Career Ready.**

Strategies	Who	When	Staff Development/Resources Needed
2.1 EMHS will participate in the AP TIP-IN process in order for our students to be successful in taking AP classes.	Core Teachers	Ongoing	<ul style="list-style-type: none"> <li>Students and Staff will be provided resources and supports to improve our Advanced Placement program and process</li> <li>Teachers will have access to multiple training sessions around the region. District funds available for AP staff training activities</li> </ul>
2.2 EMHS will continue to utilize a robust Early College Program for students.	Teachers	Ongoing	<ul style="list-style-type: none"> <li>Teachers are supported by a district team made up of counselors, administrators and a data specialist</li> <li>Team Building activities</li> <li>Dual Credit Credentialing Process Support</li> </ul>
2.3 Increase Dual Credit/AP opportunities	Teachers/Admin	Ongoing	<ul style="list-style-type: none"> <li>In collaboration with Ivy Tech Community College, Vincennes University, and Indiana University, we will seek additional course offerings that our teachers are or could be credentialed in to award dual credits to our students. We will also research and increase the number of AP courses we offer by working with the College Board to</li> </ul>

			have teachers trained to teach AP classes. Other opportunities will include faculty on loan situations, in which we will hire Ivy Tech faculty to teach our students.
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### Goal #3: EMHS will achieve a Graduation Rate of 90%

Strategies	Who	When	Staff Development/Resources Needed
3.1 Interventions Specialist: The team consists of four core teachers who have a class period during the day to support seniors who are either deficient in credits to graduate on time (20-28 credits), are failing core classes (identified through teacher recommendation), or have had a history of behaviors that are not conducive to graduation (i.e. history of not earning all credits per semester, attendance issues, etc.).	Teachers/Admin /Counselors	Ongoing	<ul style="list-style-type: none"> <li>Progress Reports</li> <li>PowerSchool Access</li> </ul>
3.2 Using Technology in the Classroom. In order to improve our use of instructional technology, we have created a robust offering of professional development sessions. Some of these PD sessions are voluntary while others are mandatory.	District/Building Admin and teachers	ongoing	<ul style="list-style-type: none"> <li>District Technology Teachers design PD</li> <li>New teachers are trained as Tech Champions (trainers)</li> </ul>
3.3 Teachers will use Professional Learning Communities to improve student performance and to improve professional practices.	ALL Staff	ongoing	<ul style="list-style-type: none"> <li>District/Building PD sessions</li> <li>Staff is sent to PLC Conferences around the region</li> </ul>
3.4 Project Based Learning Instruction	Teachers	ongoing	<ul style="list-style-type: none"> <li>Horizon Education Alliance PD support</li> <li>All core teachers were trained via HEA during the 18-19 school year</li> </ul>
3.5 Implement a robust After-School Tutoring Program for students to receive academic tier 2 and tier 3 support	Teachers	Started in 18-19 school year, ongoing	<ul style="list-style-type: none"> <li>Funded via Lilly Comprehensive Counseling Grant</li> </ul>