School Name: Elkhart High School

School Number: 1754

Street Address: 2608 California Rd

City: Elkhart

Zip Code: 46514

COMPREHENSIVE NEEDS ASSESSMENT/SCHOOL IMPROVEMENT PLAN

For implementation during the following years: 2019-2022, <mark>2020-2023</mark>, 2021-2024, 2022-2025 (<mark>Highlight</mark> implementation years)

----------------------- **CONTACT INFORMATION** -----------------------

Principal: Cary Anderson
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Superintendent: Dr. Steve Thalheimer
Telephone: (574) 262-5500   Email: sthalheimer@elkhart.k12.in.us

Contact for Grants:
Telephone: Email:

Read all the way through this document before beginning your work.

--- BASIC REQUIREMENTS ---

Principals are required to coordinate the development of an initial three (3) year strategic and continuous school improvement and achievement plan and to annually review these plans. Whether developing a new plan or updating an existing plan, schools must assess their progress and make necessary changes to ensure continuous improvement.

When completed, this document satisfies requirements in Indiana's Every Student Succeeds Act (ESSA) Plan, federal and state laws, and requirements for Title I Schoolwide Programs. This template contains components that may or may not apply to all schools at all times. **Indication as to who is required to complete a section is noted at the beginning of each Core Element area.**

Common abbreviations used in the plan are:

ESSA   Every Student Succeeds Act – replaced No Child Left Behind in the reauthorization of federal education law
TSI   Targeted Support and Improvement – federal government school designation under ESSA
ATSI   Additional Targeted Support and Improvement – federal government school designation under ESSA
CSI   Comprehensive Support and Improvement – federal government designation under ESSA

Who is <u>required to submit</u> a school improvement plan (<u>SIP</u>)? **All public and private schools**
Who is <u>required to submit</u> a comprehensive needs assessment (<u>CNA</u>)? **Schools that receive Title I funds <u>AND</u> schools classified as TSI, ATSI, and/or CSI**
Who is <u>required to use</u> the Indiana Department of Education's <u>SIP template</u>? **Schools classified as TSI, ATSI and/or CSI**
Who is <u>required to use</u> the Indiana Department of Education's <u>CNA template</u>? **Schools classified as CSI**

If you are unsure of your school's identification as TSI, ATSI, and/or CSI, you can find out HERE. (<mark>Highlight</mark> answer choices below.)

This is an initial three (3) year plan. **Yes** <mark>**No**</mark>	This is a review/update of a plan currently in use. <mark>**Yes**</mark> **No**
This school is identified as the following by the federal government: (<mark>Highlight</mark> all that apply) **TSI, ATSI, CSI**	
(TSI only) Underperforming student groups identified by the federal government: (<mark>highlight</mark> all that apply) **ELA, Math, Attend., Grad., Spec. Ed., ELL, Free/Red., Hisp., Black, White, Multi-Racial, Asian, Am. Indian/AK Nat., Native HI/Other Pac. Is.**	
This school receives Title IA funding. **Yes No** Is the school's Title I program **S**chool**w**ide or **T**argeted **A**ssistance? **SW TA** *If you are unsure about Title IA funding and/or the type of program, contact your federal programs specialist.*	

--- PLANNING COMMITTEE [Required for all] ---

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

List members of the committee below and <mark>highlight</mark> the committee(s) on which they serve. If a member serves on more than one subcommittee, list all those on which the member serves.

Member Name	Title	Committee(s)	CNA/SIP Sub-committee(s)
Sample: *Alma Smith*	*Teacher*	*CNA,SIP,* <mark>*BOTH*</mark>	*ELA, Black, Spec. Ed.*
JeNeva Adams	Administrator	**BOTH**	
Kris Bartley	Teacher	**BOTH**	
Latosha Bonds	Administrator	**BOTH**	
Cynthia Bonner	Administrator	**BOTH**	
Alexis Burgess	Teacher	**BOTH**	
Tamara Gonzalez	Teacher	**BOTH**	
Erin Hartman	Teacher/Parent	**BOTH**	
Jennifer Higley	Teacher	**BOTH**	
Alex Holtz	Teacher	**BOTH**	
Allison Makowski	School Counselor/Parent	**BOTH**	
Krista Riblet	Teacher	**BOTH**	
Colleen Shook	Media Specialist	**BOTH**	

Christina Werbiansky	School Counselor/Parent	**BOTH**	
Matt Werbiansky	Administrator/Parent	**BOTH**	
Sasha Wilson	Teacher	**BOTH**	

- ALIGNMENT [optional] ---

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

Assess the school's alignment with the district using this page. If necessary, work with district personnel to make necessary changes before moving forward with the needs assessment. If there is not enough room to type or cut-and-paste the information below, attach appropriate documents.

District Vision: All students share in a guaranteed, rigorous, fair and equitable education, not only reaching growth expectations on State academic standards, but also developing their talents, skills and mindsets to meet the challenges of an ever-changing world.

School Vision: Elkhart High School cultivates an academically challenging and dynamic learning environment, characterized by the acceptance of differences and the promotion of individual and collective responsibility.

District Mission:
The Elkhart Promise: Every student is known by name, challenged and supported by highly effective staff, and in partnership with the community will graduate career/college ready and life ready.

School Mission:
The mission of Elkhart High School is to foster a community where all members are empowered to pursue academic and personal excellence.

District Goals:

1. All K-12 staff will actively participate in Professional Learning Communities (PLCs) and engage in professional development on Sheltered Instruction Operation Protocol (SIOP) and trauma-informed practices in order to ensure all students achieve at high levels.
2. During the 2022-2023 academic year, all schools will continue to utilize the multi-tiered system of supports (MTSS) plan consisting of coordinated social & emotional learning, trauma-informed

care, restorative practices, and positive behavior supports as represented by the district PRIDE framework.

3. All buildings will have a system of interventions and enrichments in place to effectively address PLC questions 3 and 4[*] within a schedule that allows time for students to receive them.[*]What do we do when students do not know and cannot do what we expect? How do we respond when they do know?

Does the school's vision support the district's vision?	<mark>Yes</mark>	No
Does the school's mission support the district's mission?	<mark>Yes</mark>	No
Do the school's mission and vision support district goals?	<mark>Yes</mark>	No

If the school's mission, vision, and/or goals are not aligned with those of the district, what steps will the school take to do so?

SECTION A: Review Essential Information

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 are NOT 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 [Required for all]

List primary curriculum resources (i.e. adopted materials) and supplementary materials such as online subscriptions or other such materials used by the majority of 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. Consider the need to keep, replace, or discontinue use of materials that are not <u>essential</u> 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 (highlight all that apply)	Rationale for Resource Use	Continue Use?	X
Sample: *Reading*	*1-6*	*ABC Reading is Fun*	*Yes*	*Tier 1, 2, 3*	*Textbooks and readers are core component of reading program.*	*Yes No*	
Curriculum Info			Yes No	Tier 1, 2, 3		Yes No	
			Yes No	Tier 1, 2, 3		Yes No	
			Yes No	Tier 1, 2, 3		Yes No	
			Yes No	Tier 1, 2, 3		Yes No	
			Yes No	Tier 1, 2, 3		Yes No	
			Yes No	Tier 1, 2, 3		Yes No	
			Yes No	Tier 1, 2, 3		Yes No	
			Yes No	Tier 1, 2, 3		Yes No	
			Yes No	Tier 1, 2, 3		Yes No	
			Yes No	Tier 1, 2, 3		Yes No	
			Yes No	Tier 1, 2, 3		Yes No	

Core Element 1: Curriculum [Required for all]   *continued*

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

The public may view the school's curriculum in the following location(s):

Add a link to the district website.

Core Element 2: Instructional Program [Required for all]

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.

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

For Title I schools with Schoolwide Programs only:

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

Core Element 3: Assessment [Required for all]

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, or summative), the frequency with which these are administered, and a brief rationale for their use. To find out more about formative, interim, and summative assessments, click **HERE**. 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)	Frequency	Type and Rationale for Use	Continue Use		X
ASVAB	11,12	Benchmark, Com. Form., Summative, Other	Summative, Graduation qualifier	Yes	No	X
SAT	11,12	Benchmark, Com. Form., Summative, Other	Summative, College prep/Graduation qualifier	Yes	No	X
Knowledge Assessment	9-12	Benchmark, Com. Form., Summative, Other	Summative, Dual Credit Attainment/Graduation qualifier	Yes	No	X
Advanced Placement	10-12	Benchmark, Com. Form., Summative, Other	Summative, College Credit/Graduation qualifier	Yes	No	X
WIDA / ACCESS 2.0	9-12	Benchmark, Com. Form., Summative, Other	Benchmark	Yes	No	X
ILEARN	11,12	Benchmark, Com. Form., Summative, Other	Graduation qualifier (last class to take ISTEP is the class of 2022)	Yes	No	
Common Final Exams	9-12	Benchmark, Com. Form., Summative, Other	Summative, used to standardize curricular choices and guide PLC discussions	Yes	No	X
PLC Common Formative Assessments	9-12	Benchmark, Com. Form., Summative, Other	Multiple Choice and Short Answer assessments used for reteach and enrichment decisions as well as feedback for students	Yes	No	X
		Benchmark, Com. Form., Summative, Other		Yes	No	
		Benchmark, Com. Form., Summative, Other		Yes	No	

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	No	X
The school uses assessment data to identify students for Tier II and Tier III instruction.	Yes	No	X
Locally created assessments are reviewed and revised regularly to ensure priority standards are being measured at the appropriate levels of depth and rigor. *(Content specific PLC's are working on the creation of common formative assessments for the core areas)*	Yes	No	X

For Title I schools with Schoolwide Programs only:
Describe opportunities and expectations for teachers to be included in decision-making related to the use of academic assessment results, where the intent is to improve student achievement.

Core Element 4: Coordination of Technology Initiatives [Required for all]

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

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

Core Element 5: Career Awareness and Development [Required for all]

Answer the questions for the grade levels in your school.

Grades K-5 only

What career awareness activities are provided for students? (Highlight all that apply)	
Not currently implementing career awareness activities	Career Day/Fair or Community Day
Career Simulation (JA/Biztown, etc.)	Career-focused clubs (Robotics, agricultural garden, STEM, etc.)
Career-focused classroom lessons	Guest speakers
Other	

If "Not currently implementing career exploration activities" was checked above, explain why.

Grades 6-8 only

What career awareness activities are provided for students? (Highlight all that apply)	
Not currently implementing career information activities.	Career-related courses
Career-focused classroom lessons	Job-site tours
Guest speakers	Career Day/Fair or Community Day
Career-focused clubs (i.e., Robotics, Agriculture Garden, STEM, etc.)	Online career navigation program
Other	

If "Not currently implementing career exploration activities" was checked above, explain why.

Grades 9-12 only (add others in blanks as necessary)

What career awareness activities are provided for students? (Highlight all that apply)	
Not currently implementing career information activities.	Career-related courses
Guest speakers	Career Day/Fair or Community Day
Career-focused clubs (i.e., Robotics, Agriculture Garden, STEM, etc.)	Formation of Career Pathways in 6 schools of study
Industry-related Project-Based Learning	Community/Business Partners on Career Pathway Design Teams
Online career navigation program	Cadet Teaching
Job shadowing	School of Study Advisory Boards
Internships	

If "Not currently implementing career exploration activities" was checked above, explain why.

Core Element 6: Safe and Disciplined Environment [Required for all]

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

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

Core Element 7: Cultural Competency [Required for all]

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 by highlighting groups below.

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

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

These groups are identified through the enrollment process by their parents/guardians.

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

- **Early College Program:** provides students with an opportunity to enroll in courses through Ivy Tech while still in high school so that they can be exposed to elevated academia and potentially earn college credit to defray post secondary education costs.

- **PLC process:** PLCs are designed to build stronger teacher collaboration teams across a grade or subject. Through PLCs, EHS builds stronger curriculum, resources, and instruction; and provides the commitment to parents that regardless of which teacher their child has, he or she will receive a consistently excellent education.

- **Freshman Division:** provides students with the critical time for transitioning into college and career focused education, while providing them with opportunities for leadership.

- **21st Century Scholars:** The Scholars program provides income-eligible students the opportunity to earn a scholarship that covers up to four years of tuition and regularly assessed fees.

- **Dual Credit:** provides students with the opportunity to enroll in college courses while still in high school so that they can be challenged with a rigorous academic curriculum and potentially earn credits, reducing future college costs.

- **AP Tip-IN:** Transformative program fixed on improving career and college readiness success by engaging diverse groups of students, teachers, and schools in rigorous, content-rich courses.

- **Multi- Tiered Systems of Support (MTSS):** MTSS is a needs-based, building-level process that provides evidence-based and data driven, tiered academic, behavioral, and social-emotional interventions and support to increase the success of all students so they will graduate career/college ready and life ready.

- **IU Groups:** Identifies, selects & provides opportunities for students who have the potential to attend IU Bloomington but need additional support during their first year in college.

- **Extensive Extracurricular and Co-curricular programs:**
  - Sigma Beta Upsilon
  - Student Government
  - National Honor Society
  - Superintendent's Student Advisory Council
  - Future Problem Solvers
  - ESports
  - ElkLogics (Robotics Competition)
  - Unified track
  - International Club
  - Latino Student Union
  - Air Force JROTC
  - Move 2 Stand
  - GSA (Gay Straight Alliance)
  - Academic Super Bowl
  - Key Club

- **AP Potential:** Identifies students based on their PSAT scores and their potential to succeed in Advanced Placement/College level courses.

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

- SIOP (Sheltered Instruction Observation Protocol) There has been significant progress in SIOP professional development for the secondary staff.

- Cultural Bias Training

- Diversity training

- Trauma Informed Care

- QPR-Suicide Awareness

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

- Novels used in Language Arts classes that represent a variety of cultural backgrounds

- Readings/ Videos used in World Language classes that showcase cultural differences

- Social Studies textbooks & materials reviewed to ensure inclusion of all race, ethnic, and cultural backgrounds

- Comprehensive School Counseling Program

Core Element 8: Review Attendance [Required for all]

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

Number of students absent 10% or more of the school year.   Last year: 50.56%   Two Years Ago: 59%   Three Years Ago: 19.2%

What may be contributing to the attendance trend?

Chronic absenteeism decreased as we returned to full time in person instruction.

What procedures and practices are being implemented to address chronic absenteeism?

- Staff dedicated to provide support and resources for families with attendance issues.
- Staff home visits to locate students and encourage them to attend.
- System of interventions based on attendance levels that include the following:
  - Family therapy
  - Center for Community Justice
  - Probation Department

If procedures or practices to reduce chronic absenteeism are in place, how are the results monitored?

Monthly attendance reports are generated and analyzed to determine the efficacy of interventions.

Best Practice/Requirements Self-Check	Yes/No		X
The school has and follows a chronic absence reduction plan.	Yes	No	X
A multi-tiered system of support (MTSS) is in place to identify and help the academic, behavioral, and/or social emotional needs of chronically absent students.	Yes	No	X

Core Element 9: Parent and Family Engagement [Required for all]

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

- Parent access to Canvas and PowerSchool

- Grade Level parent nights

- Progress Reports

- Parent/Teacher Conferences

- Use of technology including social media, Talking Points, Remind, and Google Voice

- Annual Showcase

- Parent Advisory Council

- EL Family and Community Specialist

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

- Parent Advisory Council Process

- Parent surveys

- Online booking system for school counselors

- Parent/Teacher Conference

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

Staff dedicated to provide support and resources for families with attendance issues.

- Staff home visits to locate students and encourage them to attend.

- System of interventions based on attendance levels that include the following:

  - Family therapy

  - Center for Community Justice

  - Probation Department

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

- Communication to parents is sent out in multiple languages

- Translation services for meetings and presentations

- Use of technology, such as Talking Points

- Using different types of Social Media to communicate with families

- Host family informational night for EL students and families.

Core Element 9: Parent and Family Engagement [Title I Schoolwide only]

The following is specific to Title I Schoolwide Programs.

Describe strategies used to increase parental involvement.

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

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

Core Element 10: Provision for Secondary Schools [Secondary schools only]

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

- We offer open enrollment for dual credit and AP courses.
- We offer multiple pathways toward achieving the academic honors diploma including access to five world languages and multiple opportunities in the fine arts.
- Counselors hold individual meetings with students each year to review course plans and establish a four year plan.
- All students are provided ample opportunity to access the curriculum to obtain an honors diploma.

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

- School Counselors offer the appropriate courses to integrate these into all students' 4 year plan.
- All students entering their freshman year are automatically set up to earn at least the Core 40 diploma.
- We offer tutoring and other forms of academic support for all students.
- Grade level specific class presentations and parent nights that focus on the different types of diplomas and how to obtain them.

How are advanced placement, dual credit, international baccalaureate, and CTE opportunities promoted?

- Students are encouraged to enroll in these courses during individual appointments with School Counselors.
- Elkhart Area Career Center Open house
- Class tours of the Elkhart Area Career Center during freshman and sophomore year.
- We offer courses in Agriculture, Business, Engineering & Technology, Family & Consumer Sciences
- AP-Tip IN
- Parent Nights
- Newsletters

Graduation rate last year: The 2021-22 unofficial graduation rate for Elkhart HIgh School is: 90.6%

% of students on track to graduate in each cohort: 2023 Cohort: 83.7%

2024 Cohort: 76%

2025 Cohort: 79%

Core Element 11: Provision for Title I Schools Operating a Schoolwide Program

This section applies only to schools that receive Title I funding and operate a Schoolwide Program

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

Provide a list of programs that will be consolidated under the schoolwide plan (if applicable).

Describe the school's plan for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a state-run preschool program.

Describe strategies used to attract high-quality teachers to your school and/or district. Examples could include: Mentoring and induction programs; recruitment incentives; high-quality professional development; partnerships with teacher preparation programs; and, career pathways for teachers leaders.

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

Staff Name	Licensure/Certification	Assigned Class/Subject
EHS Certified Staff_2022-23		

SECTION B: Needs Assessment

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

	General Academic and Schoolwide		WIDA		Special Education		High Ability
X	Statewide Assessments	X	Individual Learning Plans (ILPs)		IAM Assessment		Aptitude Assessment (e.g. CogAT)
	Districtwide Assessments		Performance Gap Data	X	Individual Education Plans (IEPs)	X	Current High Ability Grant
	Assessment by Student Group	X	ESL Staff Training		Performance Gap Data		Performance Gap Data
	Common Formative Assessments		Service Delivery Model	X	Special Education Training for Staff		High Ability Training for Staff
X	PSAT/SAT/ACT Assessments		Federal (ESSA) Grade for Group	X	Approved Testing Accommodations		Service Delivery Model
	Dyslexia Screening Data		Current Title III Grant		Federal (ESSA) Grade for Group		
	Common Formative Assessments		Parental Involvement		IEP Compliance Report		
X	Attendance Reports – general and by student groups	X	WIDA	X	Special Education Staff Assignments		
	Survey of Students, Staff, Parents, and/or Community		**Be sure there is no personally identifiable information for students in any/all linked/uploaded data.**				**CNA Data/EHS 2022**
	Staff Attendance						

Step 1: Review Potential Issues from the Core Elements

In this section, the committee should begin reviewing the information from the core elements in Section A. Look back at the information in Section A. If there were items checked (X) for further discussion, note them below and discuss them considering the following two questions:

Do these issues significantly impact our current school goals as strengths or problems?
Do these issues present significant strengths or problems not already addressed by goals in our current school improvement plan?

If there is an issue that fits one of the above, note the issue and consider it when determining whether to conduct a Gap Analysis.

**All items from Section A that were marked with "X" support our goals and school improvement plan.

Step 2: Evaluate Progress on Current School Goals

If there is evidence that current school goals are priorities where improvement is needed immediately, schools should continue working toward meeting these goals. The section below is a brief review of current goals. This is intended to help you decide if these goals should continue to be the focus of improvement efforts. To analyze the progress of current goals and look for any gaps in performance, the committee should use a variety of data. **Schools with identified underperforming student groups must analyze data about these groups, including but not limited to: assessment, attendance, and behavior**. **All** schools are required to consider the needs of exceptional learners (special education and high ability) using data to assess their progress.

Review current goals using data referenced above. Current goals may need to be modified based on your findings. This is done in the Goals section.

Goal 1   Measurable outcome met?   <mark>Yes</mark>   No

EHS will achieve a graduation rate of 90% or above for the 2021-22 school year.

If the goal was met, how will the school further improve or sustain this level of performance?

If the goal was not met, explain why.

If the goal was not met, should the school continue to work toward this goal?   <mark>Yes</mark>   No

Goal 2   Measurable outcome met?   **Yes**   <mark>No</mark>

All students will improve their literacy skills across all curricular areas.

If the goal was met, how will the school further improve or sustain this level of performance?

If the goal was not met, explain why.

In our implementation year, we were not able to develop the common assessment to measure improvement in literacy skills. Hence, we were unable to monitor progress in the improvement of literacy skills.

If the goal was not met, should the school continue to work toward this goal?   **Yes**   <mark>No</mark>

Goal 3   Measurable outcome met? <mark>Yes</mark>   No

All 9-12 staff will actively participate in Professional Learning Communities (PLC's) in order to ensure that all students achieve at high levels.

If the goal was met, how will the school further improve or sustain this level of performance?

We will further improve collaborative practices and continue to provide new and existing staff with the professional development needed to help ensure that the process is implemented. We will continue to work with Solution Tree/Lincolnshire Staff to further develop the work of collaborative teams.

If the goal was not met, explain why.

If the goal was not met, should the school continue to work toward this goal?   **Yes   No**

SECTION C: Analysis

Step 1: Conduct a Gap Analysis

A Gap Analysis is a procedure for determining needs by highlighting differences between a school's desired performance and its actual performance. Data about the school's current performance should drive discussions about these differences.

In Sections A and B, the committee analyzed the school's performance in a number of areas. This included core elements of the school and current school goals. For the first column the committee should consider two questions:

1) Are our current goals still areas where improvement is needed immediately?

2) What concerns did we find when studying the core elements that might be serious enough to need improvement immediately?

Now the committee will conduct a Gap Analysis to identify the most significant barriers to the school's success.

Here's an **example** of how a committee member might explain the gap analysis process:

> *During our discussion about the core elements we felt student misbehavior has gotten worse. If that's the case, it is counter to what we believe. We are committed to providing all students with a safe and disciplined learning environment. We want to find out if discipline is a real problem based on data. We'll state our commitment about a safe environment in the 1st column. It is not a current goal, so we'll put "No" in the 2nd column. We'll collect discipline data and summarize our findings in the 3rd column. We'll compare what we're committed to regarding student safety with what the data shows. We'll state our findings in the 4th column. If there is a significant difference between what we are committed to and what is actually happening, we'll consider this a gap and put a check in the 5th column. Lastly, we'll compare this with other gaps we found on this chart. We'll prioritize these in the final (6th) column (rank your priorities).*

| 1 | 2 | 3 | 4 | 5 | 6 |

Desired Performance Indicators Based on Prioritized Goals/Characteristics	Current Goal	Actual Performance Based on School Data	Brief Description Comparing Current Performance to Desired Performance	Gap	Priority
A safe and disciplined school environment provides an educational atmosphere conducive to learning and personal well-being.	No	In-school suspensions increased 15% over the last 2 years. Suspensions & expulsions increased 8% & 4% respectively. Survey: 45% of students do not feel safe at school.	We are committed to a learning environment that ensures safety and well-being for all. Data indicates that students do not feel safe and that misbehavior resulting in suspensions and expulsions has increased.	X	1

There is no requirement for the number of performance indicators you investigate. **Schools with identified underperforming student groups must include a desired performance indicator relevant to each of these groups.**

GAP ANALYSIS TEMPLATE

Desired Performance Indicators Based on Prioritized Goals/Characteristics	Part of The Current Goal?	Actual Performance Based on School Data	Brief Description Comparing Current Performance to Desired Performance	Gap	Priority
High expectations for academic achievement are made clear to students and supported with clear learning targets and checks for understanding.	**Yes** No	Staff Evaluation Data Student Academic Data	Failure rate data indicates that students are not able to demonstrate mastery of essential standards. We are committed to improving Tier 1 instruction across all curricular areas so that students can master those standards.	X	2
90% or better graduation rate	**Yes** No	Graduation Data	Graduate rate moved from 93.9% to 90.6% from 2020-2021 to 2021-2022. This is still above our 90% goal.	x	1
Reduce the Student Suspension Rate as suspensions are associated with a decrease in the likelihood of graduating.	**Yes** No	Student Discipline Data	During the 2021-22 school year, we had 118 incidents of Out Of School Suspensions involving 81 students. This is our baseline data. Our goal is to reduce OSS's by 15%		
Decrease the percentage of students who fail 50% or more of their classes.	**Yes** No	Student Academic Data	Currently, 18.9% of students in grades 9 through 12 have failed 50% or more of their classes. Our goal is to reduce this percentage to 15% or below.	x	

Increase honors' diploma attainment with a focus on minority students.	**Yes** No	Diploma Data	For the 2021-22 school year, 17.17% of our students attained an Honors Diploma. Of that overall percentage, only 43.33% were minority students. Our goal is to increase the percentage of minority students who attain an Honors diploma by 5%.	x	

List the top 3 or 4 on the next page in the column, *Identified Priorities from Previous Chart*.

Step 2: Conduct Root Cause Analyses

Based on review of data from the Gap Analysis, list at least 3 priorities where improvement is needed immediately in the chart below. Schools classified at TSI/ATSI should consider priorities pertaining to the underperforming groups for which they have been identified.

Determine the root cause(s), or underlying cause(s), for the gaps in the prioritized areas.
A Root Cause Analysis is a process for determining underlying causes for problems. The recommended tool for this is 5-Whys. An illustration of this process is found **HERE**. Although conducting a root cause analysis is required, schools may use any recognized method/tool of their choice. CSI and TSI/ATSI schools must attach documentation of their root cause analysis (e.g. Word/Google document, pdf, photo of wall chart, etc.).

Identified Priorities from Previous Chart	**List Root Cause(s)**
Increasing the graduation rate	Some students are not passing classes Some students are missing school/accumulating tardies Some students are not actively engaged in classes
Improving Tier 1 instruction in all curricular areas	Teacher evaluation data shows that our lowest performance indicators include: Setting instructional outcomes, designing students assessments and using assessments in instruction.

Write your Goal(s) from these.   *Develop strategies from these.*

SECTION D: School Improvement Plan and Professional Development Plan

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

1. Develop school improvement plan goals from the identified priorities. Based on your review of data, goals may be:
   a. A continuation of existing goals and/or
   b. New goals, based on areas where improvement is needed immediately.
2. Develop a professional development plan, basing professional development goals on:
   a. Strategies in the school improvement plan;
   b. Other areas, apart from the improvement plan, where professional development is a priority.
3. Identity and note possible funding sources from local, state, and federal resources that may support the plan(s).

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

School Improvement Plan

Using the Goal Template

Goals

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

Are based on a 3-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.

Strategy Action Steps

Action steps are specific actions necessary to implement a strategy. In the template, schools may have more or less than four (4) action steps. Space is provided for four. Add additional steps if needed.

GOAL 1	Achieve a graduation rate of 90% or above.				
Data Checkpoints (dates)	November 1st	February 1st	July 1st		
Evidence at Checkpoints	Credit attainment	Credit attainment	Diploma attainment		
Evidence- Based Strategy 1	Increase student attendance. This article supports grades and attendance as the best predictors of H.S. graduation			PD Needed: Yes **No**	
Strategy Action Steps	**Required Activity**	**Start/End Dates**	**Person(s) Responsible**	**Evidence of Success**	
Action Step 1	Continue use of outreach committee to track/locate students with attendance issues	August 2022 through May 2023	Admin/Social Worker	Increased attendance rate for targeted students	
Action Step 2	School counselor PLC examine failure rates	Every 9 weeks for the 22-23 school year	School Counseling Offices	Increased percentage of students on track to graduate based on their earned credits	
Evidence- Based Strategy 2	Increase the number of credits earned by students. This article supports grades and attendance as the best predictors of H.S. graduation. This article supports the use of standards-based grading to increase student achievement.			PD Needed: **Yes** No	

Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
Action Step 1	Focus on credit recovery model instead of seat time in summer school and class retake opportunities	August 2022 through May 2023	Admin/School Counselor/Teachers	Increase in the number of credits earned by students
Action Step 2	Expand the implementation of standards based grading in all courses	August 2022-May 2023	All teachers	Improved credit attainment by students

GOAL 2	Improve Tier 1 instruction across all curricular areas.			
Data Checkpoints (dates)	Summer of 2022	September 2022	December 2022	May 2023
Evidence at Checkpoints	Minutes of task force meeting and documentation of products developed.	Portion of eLearning day devoted to providing PD on "I Can" statements to teachers.	Admin observations of teachers implementing "I Can" statements (Instructional outcomes) in their classroom.	Admin observations of teachers implementing "I Can" statements (Instructional outcomes) in their classroom.
Evidence- Based Strategy 1	Assemble a task force to study concerns and issues, establish goals and develop an action plan for improving Tier 1 instruction			**PD Needed: <mark>Yes</mark> No**
Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
Action Step 1	Task force will meet during the Summer of 2022 to identify impactful learning strategies for Tier 1 instruction.	June of 2022 through August of 2022	Director of Inclusion and classroom teachers	"I can" template developed. Information shared with staff at the beginning of the school year.

Evidence- Based Strategy 2	As part of lesson preparation, teachers will utilize "I Can" statements to communicate clear learning goals and increase student engagement.			PD Needed: <mark>Yes</mark> No
Strategy Action Steps	**Required Activity**	**Start/End Dates**	**Person(s) Responsible**	**Evidence of Success**
Action Step 1	Teachers will use multiple methods to communicate "I Can" statements to their students.	September of 2022 through May of 2023	Admin/Teachers	Implementation observed through administrative walkthroughs and observations.
Evidence- Based Strategy 3	Students will engage with "I Can" statements throughout their classroom instruction across the curriculum.			PD Needed: <mark>Yes</mark> No

Strategy Action Steps	**Required Activity**	**Start/End Dates**	**Person(s) Responsible**	**Evidence of Success**

	Required Activity	**Start/End Dates**	**Person(s) Responsible**	**Evidence of Success**
Action Step 1	Students will be assessed through the use of common formative assessments.	October of 2022 through May of 2023	Teachers	Students will demonstrate an understanding of "I Can" statements through the use of common formative assessments.

Professional Development Plan

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

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

Professional Development Goal 1	Increase teacher understanding and implementation of standards based grading	**Linked SIP Goals** **Yes** **No**
Possible Funding Source(s)	District Professional Development funds	
Evidence of Impact	Increase in percentage of teachers implementing standards based grading	

Plan for coaching and support during the learning process:

PLC discussion and standing agenda item with professional development, both required and voluntary, on eLearning days.

How will effectiveness be sustained over time?

Continuing professional development and monitoring through surveys and observation.

Professional Development Goal 2	Ongoing review of the PLC process with a focus on increasing the fidelity and effectiveness in implementing the process and incorporating "I Can" statements into lesson preparation for Tier 1 instruction.	**Linked SIP Goals** <mark>Yes</mark> No
Possible Funding Source(s)	District Professional Development Funds	
Evidence of Impact	Development of Lead Teachers and Content Area Specialists in supporting content and School of Study teams in the PLC process and implementation of "I Can" statements.	

Plan for coaching and support during the learning process:

Solution Tree/Lincolnshire team will meet with Content Area Specialists and Lead Teachers to coach and support them throughout the 2022-23 school year.
Continue to send new & existing district staff to formal PLC training through Solution Tree.

Monthly SOS collaboration sessions will be utilized to discuss and share ideas for implementing SIOP component Lesson Preparation at a basic or higher level within one course daily.
Administrators will continue to support their assigned collaborative teams in the PLC process.

How will effectiveness be sustained over time?

Support from the central office will continue as this is a district wide initiative.

Professional Development Goal 3	Implement STEM curriculum and instruction, including Project-Based Learning across all content areas at Elkhart High School.	**Linked SIP Goals** <mark>Yes</mark> No
Possible Funding Source(s)	District Professional Development Funds	
Evidence of Impact	Data collection from the School of Engineering, Technology, and Innovation for the purpose of STEM Certification Submission. Data collected from walkabouts from the entire campus at EHS. Data collected and submitted to IDOE for both STEM certification and PBL implementation. The files below show evidence of STEM implementation: STEM Certification Website PBL Training Website	

Plan for coaching and support during the learning process:

Teacher goals will include PBL implementation as one goal.
District wide PBL implementation plan created and submitted to IDOE in June 2021
Teachers participate in PBL workshops during the summer of 2022 and ongoing training throughout the school year provided by a licensed trainer.

How will effectiveness be sustained over time?

PBL coach/trainer will utilize surveys, observations, walkabouts and other evaluatory methods to show fidelity in the implementation and sustainability over time.