

2017-2018 SIP EMHS

Elkhart Memorial High School

Elkhart Community Schools

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Overview

Plan Name

2017-2018 SIP EMHS

Plan Description

School Improvement Plan for the 17-18 School Year

Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	EMHS will increase the Graduation Rate to 90% by December of 2017	Objectives: 3 Strategies: 9 Activities: 15	Organizational	\$132000
2	College and Career Readiness: Through various methods, all students will show that they are College and Career Ready.	Objectives: 3 Strategies: 5 Activities: 19	Organizational	\$217500
3	All EMHS students will improve their literacy skills across the curriculum	Objectives: 2 Strategies: 5 Activities: 13	Organizational	\$0

Goal 1: EMHS will increase the Graduation Rate to 90% by December of 2017

Measurable Objective 1:

collaborate to improve classroom instruction by 06/11/2018 as measured by classroom observations and walkthroughs.

Strategy 1:

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.

“Tech Tuesdays” started during the 15-16 school year. On almost every Tuesday throughout the year, we offered voluntary 30-60 minute after school sessions in which teachers could choose to attend to broaden their understanding of educational technology options. Sessions covered a multitude of topics, for example Google Docs, Excel, Instructional Technology, Google Drive and Using Social Media to Build Your Personal Learning Network. The staff member teaching the class demonstrated how to use the application, and then the teachers are allowed the opportunity to use the new information. Being able to practice in a supported environment encourages more teachers to step outside of their comfort zones and embrace new methods of reaching students. This process was entirely teacher led and managed. During the 16-17 school year, we now have access to a newly created district team of Technology Coordinators. They meet with our staff individually, in small groups and in large group settings on a weekly basis.

Also during the 15-16 year, we planned and implemented five mandatory technology professional development sessions which occurred during the Wednesday early release times. These sessions were similar to the Tech Tuesdays, but they have greater breadth and go into more detail because they last approximately 75 minutes. A variety of topics are covered across the building, and all sessions are taught by staff members. Some have included the following: Formative Assessment Tools: How to use Kahoot in different teaching strategies/ Socrative Formative Assessment app/ Zip Grade app for grading papers, Close Reading and Annotating Digital Tools: Help with finding articles and sharing in Google Drive, and Screencastify and Snag It (Tools to Capture Digital Content); Storytelling assessments. Each course follows a framework of modeling first followed by independent (though guided and supported) practice second.

From the district level, there has also been a welcomed focus on improving the instructional technology capacity of our building, staff and students. Highlights include the hiring of a three full time district staff members solely dedicated to enhancing the use of technology to support classroom instruction in all buildings, the creation of a team of teachers (18 of which at EMHS) that have been given a classroom set of Chromebooks and in return have committed to an indepth district led instructional technology professional development program which includes understanding the use of Chromebooks, using technology to enhance instruction and to be the first group of staff members to use CANVAS, and to serve as a model classroom and support their colleagues in the development of technology skills. These teachers are called Tech Champion Teachers, TCT for short.

Research Cited: Fishman, B., & Dede, C. (in press). Teaching and technology: New tools for new times. In D. Gitomer & C. Bell (Eds.), Handbook of research on teaching, 5th edition (American Educational Research Association). New York, NY: Springer.

Heffernan, N. T., Heffernan, C. L., Decoteau, M. B., & Militello, M. (2012). Effective and meaningful use of educational technology: Three cases from the classroom. In

C. Dede & J. Richards (Eds.), Digital teaching platforms: Customizing classroom learning for each student (pp. 88-102). New York, NY: Teacher’s College Press. National Research Council (2012). Education for life and work: Developing transferable knowledge and skills in the 21st century. Washington, DC: The National Academies Press. http://www.nap.edu/catalog.php?record_id=13398

Roschelle, J. M., Pea, R. D., Hoadley, C. M., Gordin, D. N., & Means, B. M. (2000). Changing how and what children learn in school with computer-based technologies. The Future of Children: Children and Computer Technology, 10(2), 76–101.\

20 References 1. 2016 National Education Technology Plan, Office of Educational Technology, U.S. Department of Education.

U.S. Department of Education, Office of Educational Technology, Education Technology and Teacher Preparation Brief, Washington, D.C., 2016.

Evidence of success: Observations and walkthroughs, lesson plans

Activity - Tech Tuesdays	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff meet after school on a voluntary basis to learn about technology and the role it plays in the classroom and for the teaching profession.	Professional Learning, Technology	08/01/2015	09/05/2016	\$0	No Funding Required	Building Technology Coordinator/Principal

Activity - Technolgy PD Sessions for the entire staff	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Multiple times a year, the entire staff is invovled in mandatory technology professional development sessions over a variety of topics.	Professional Learning, Technology	08/01/2015	06/01/2018	\$0	No Funding Required	Building and District Technology Coordinators/Principal

Activity - Technology Champion Teacher-Phase 1	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Creation of a district team of teachers (18 of which at EMHS) that have been given a classroom set of Chromebooks and in return have committed to an indepth district led instructional technology professional development program which includes understanding the use of Chromebooks, using technology to enhance instruction and to be the first group of staff members to use CANVAS, and to serve as a model classroom and support their colleagues in the development of technology skills. These teachers are called Tech Champion Teachers, TCT for short.	Academic Support Program, Professional Learning, Technology	08/01/2016	06/01/2018	\$100000	District Funding	Distict Office

Activity - Technology Champion Teacher-Phase 2	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Phase 2 - Teachers not invovled in Phase 1 had the opportunity to receive 10 chromebooks to use in their classrooms. Ongoing Tech PD is part of the conditions of being in Phase 2.	Professional Learning, Technology	10/01/2016	06/01/2018	\$25000	District Funding	District Office

Activity - District Technology Committee	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
EMHS had several representatives on this committee. We traveled to Chicago on two separate occasions and met with educational representatives from Google and Apple. We were able to learn how their business platforms and devices connected with the classroom experiences for our teachers and students. The end result was our district choosing Apple and the iPad to use as our 1:1 device.	Direct Instruction, Technology	12/01/2016	01/20/2017	\$1500	District Funding	District Technology Staff

Strategy 2:

Professional Learning Communities - Elkhart School have long implemented the Data Teams/Professional Learning Communities process. Data Teams, 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 Data Teams 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.

Research Cited: DuFour, R. (2004). What is a “Professional Learning Community”? [electronic version]. Educational Leadership, 61(8), 6.

Peery, A. (2011). The Data Teams Experience: A Guide for Effective Meetings. Englewood, CO. Lead + Learn Press

Evidence of success: Credits earned, graduation rate

Activity - PLC Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Data Teams, 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 Data Teams 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.	Academic Support Program, Behavioral Support Program, Professional Learning	01/01/2005	06/11/2018	\$0	No Funding Required	Teachers/Administration

Strategy 3:

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 partnered with Magnify Learning enabling Elkhart County schools to develop project based learning (PBL) systems to address our particular pedagogical needs. We have had over a dozen EMHS staff members trained via Magnify Learning to improve student engagement and academic performance by incorporating PBL into their

classrooms. The professional development services offered by Magnify Learning also focus on enabling educators to better develop in their students the personal and social skills required to succeed in their post-secondary studies and in their careers. 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.

Research Cited: Finkelstein, N., Hanson, T., Huang, C.-W., Hirschman, B., and Huang, M. (2010). Effects of Problem Based Economics on high school economics instruction. (NCEE 2010-4002)

Brush, T. , & Saye, J. (2008). The Effects of Multimedia-Supported Problem-based Inquiry on Student Engagement, Empathy, and Assumptions About History. *Interdisciplinary Journal of Problem-Based Learning* , 2(1)

Strobel, J. , & van Barneveld, A. (2009). When is PBL More Effective? A Meta-synthesis of Meta-analyses Comparing PBL to Conventional Classrooms. *Interdisciplinary Journal of Problem-Based Learning*, 3(1).

Evidence of success: Classroom Observations, student grades, student feedback, teacher feedback

Activity - Teacher Training on PBL	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A selected group of teachers will be trained by Magnify Learning through the Horizon Education Alliance of Elkhart County on how to best utilize PBL in their classrooms. Connections with local businesses will also be part of this training.	Academic Support Program, Behavioral Support Program, Community Engagement, Professional Learning	08/01/2015	07/07/2017	\$2000	Other	Teachers/Principal
Activity - Project Based Learning Classroom Connections	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will connect with a local business and create a collaborative project within their classrooms with the help of the business partners.	Academic Support Program, Career Preparation/Orientation, Community Engagement	08/01/2016	06/11/2018	\$0	No Funding Required	Teachers/HEA
Activity - Field Trips for staff to businesses	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PBL Staff will make site visits to multiple local businesses to make connections to curriculum and to develop relationships that can be used for PBL activities within the classrooms and the businesses.	Field Trip	07/01/2015	07/01/2017	\$2000	Other	HEA/Teachers

Measurable Objective 2:

demonstrate student proficiency (pass rate) of 56% by 08/01/2017 as measured by the Grade 10 ISTEP Language Arts Assessment.

Strategy 1:

Read It/Talk It/Write It-School Wide Literacy Program - Since reading and writing has been an area of concern, staff have worked to raise the rigor in their classroom assignments to improve student performance. For example, the cross-curricular introduction of the Read It/Talk It/Write It Literacy Program has served as a means to address the new literacy standards for each content area. Reading and analyzing more complex texts prepares students for the higher-level thinking required by standardized assessments.

Elkhart Memorial’s literacy framework is built upon a universal approach to close-reading strategies that enhance comprehension of complex texts. Referencing the research of Dr. Schauna Findlay Relue, Director of Learning for Five Star Consultants, there is the need for educators to understand the standards and curriculum that define College and Career Readiness among all students. This curriculum demands the use of multiple complex texts across the curriculum. With the use of multiple complex texts, close reading strategies are modeled and applied through instruction. Elkhart Memorial has established a building-wide process titled “Read It, Talk It, Write It” to raise the rigor in order to better prepare our students for College and Career Readiness success.

To begin the new initiative, a foundational presentation explained the rationale for the new practices. The Read It, Talk It, Write It System was broken down for staff members across several professional development sessions. In the Read It phase, the SIT Team developed a school wide annotation system to increase uniformity of actions. Instruction regarding text acquisition and analysis (Lexile Level) was provided and close reading strategies with the annotation system were modeled to the teaching staff. Next, the Talk It phase was demonstrated to staff, in particular methods of acquiring and maintaining high levels of student engagement. This involved the use of deep questioning and purposeful pairing/ grouping during class discussion. Finally, staff development occurred about the Write It portion of the system, where students make a claim they substantiate with evidence from multiple texts. Examples were shared and direct instruction was given in terms of how to create a thought provoking question that students could respond to in written form. While much of the professional development happened as a whole staff, additional help was obtainable on an individual basis. For instance, the SIT Team members made themselves available to work with individuals and departments that needed further assistance.

Research Cited: Marzano, R. J. (2004). Building background knowledge for academic achievement: Research on what works in schools. Alexandria, VA: Association for Supervision and Curriculum Development.

Paul, R., & Elder, L. (2008). How to read a paragraph: The art of close reading. Dillon Beach, CA:

Evidence of success: ISTEP Scores, SAT Scores, Building Wide Data

Activity - Read It/Talk It/Write It PD	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Through District Level and School level Professional Development activities during staff meetings, staff will be trained on the School Wide Literacy Process.	Professional Learning	08/01/2015	05/31/2018	\$1500	District Funding	School Improvement Team

Measurable Objective 3:

collaborate to develop and implement a robust program of interventions to support at risk students by 06/01/2018 as measured by graduation rate and credits earned.

Strategy 1:

Developing Individual Educational Plans for at risk students - Counselors, Administrators, Teachers meet formally and informally to discuss and evaluate at risk students, specifically seniors at risk of not graduating. The group will discuss the best options for the student to move forward educationally. We will use our vast resources of alternative educational programs to devise a plan of success. The student and their family will be involved in the process through all of the steps.

Research Cited: Schargel, F. P. (2005). Best practices to help at-risk learners. Larchmont, NY: Eye on Education.

Evidence of success: Graduation Rate, Credits Earned

Activity - Senior Scenario Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
In order to help increase our graduation rate, School Counselors work hard with seniors who are low on credits. Counselors create a list of these students and focus on them for a majority of their senior year. Counselors meet with an administrator bi-weekly to discuss these students progress or lack thereof. Some of these students end up enrolling in either SWW or HOPE academy in addition to enrolling at EMHS during the full day. Some students work better in an alternative setting and may choose to attend SWW full time. This usually occurs after discussion with the student, parent, administrator, and counselor. Counselors and administrators continue to monitor and encourage these students throughout the school year.	Academic Support Program	08/01/2016	05/31/2018	\$0	No Funding Required	Administrators and Counselors

Strategy 2:

Senior Intervention Specialist - A group of 4 teachers, one from each core area, is assigned a class period each semester to monitor students who are or are trending towards being at-risk of failing their classes. The SIS teacher creates and implements various strategies to enable the student to achieve success.

Research Cited: Bruce, Mary and Bridgeland, John (2014). The Mentoring Effect: Young People's Perspectives on the Outcomes and Availability of Mentoring.

Washington, D.C.: Civic Enterprises with Hart Research Associates for MENTOR: The National Mentoring Partnership.

Evidence of success: Graduation Rate, Credits Earned

Activity - Senior Intervention Specialist	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Team of teachers meet personally with students at risk of not earning credits in the 4 core academic areas.	Academic Support Program	08/01/2016	06/01/2017	\$0	No Funding Required	Teachers

Strategy 3:

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 raise the achievement rate of our minority students, specifically our African-American students. During the 15-16 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.

Research Cited: Donley, J. (2008). Promoting high school graduation: A review of best practices. (Available from Evaluation and Research Department, Wake County Public School System, 3600 Wake Forest Rd., Raleigh NC 27611.)

Bruce, Mary and Bridgeland, John (2014). *The Mentoring Effect: Young People’s Perspectives on the Outcomes and Availability of Mentoring*. Washington, D.C.: Civic Enterprises with Hart Research Associates for MENTOR: The National Mentoring Partnership.

Evidence of success: Graduation Rate, Credits Earned

Activity - Student Seminars/Programs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will attend various functions to assist them in developing life skills, improving academics and personal behavior, to support them as they follow the steps to earn a diploma.	Academic Support Program	08/01/2015	06/01/2017	\$0	No Funding Required	District Administrator

Strategy 4:

Athletic Eligibility Specialist - EMHS has created for the 2016-17 school year an Athletic Eligibility Specialist position. 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 IHSAA interscholastic contests.

Research Cited: Krings, Mike, Angela Lumpkin, and Rebecca Achen. “Study Shows High School Athletes Perform Better in School, Persist to Graduation More than Non-athletes.” News.ku.edu. The University of Kansas, 24 Jan. 2014. Web. 04 Dec. 2015. <<https://news.ku.edu/2014/01/15/study-shows-high-school-athletes-performed-better-school-persisted-graduation-more-non>>.

Bruce, Mary and Bridgeland, John (2014). *The Mentoring Effect: Young People’s Perspectives on the Outcomes and Availability of Mentoring*. Washington, D.C.: Civic Enterprises with Hart Research Associates for MENTOR: The National Mentoring Partnership.

Evidence of success: Lower rates of student athletes being academically ineligible.

Activity - Athletic Eligibility Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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 IHSAA interscholastic contests.	Extra Curricular	08/01/2016	06/01/2017	\$0	No Funding Required	Teacher

Strategy 5:

Use Online/Distance Learning Opportunitites as an Alternative Education Option - We will work with students who are not finding success at EMHS and develop alternative educational options for them that use online/distance learning opportunities. Administrators and counselors, along with the student and family will collaborate to find the best solution. In SWW, students work through an online internet based program called APEX. SWW is housed in our Elkhart Area Career Center (ie: EACC). Students can attend SWW either full time or as a Hybrid student. If they are full time, they do not take any courses in Elkhart Memorial’s building. They can either work at the EACC or work at home. If they are a hybrid, they are part time at Elkhart Memorial and part time SWW. There is a referral process that takes place in order to enroll in SWW. It usually involves the student, parent, administrator, and school counselor.

Research Cited: Cash, T. (2004). *Alternative schooling*. In Smink, J. & Schargel, F. P. (Eds), *Helping Students Graduate: A Strategic Approach to Dropout Prevention*.

Larchmont, NY: Eye on Education

Doll, J. J., Eslami, Z., & Walters, L. (2013, October-December). Understanding why students drop out of high school, according to their own reports: Are they pushed or

pulled, or do

they fall out? A comparative analysis of seven nationally representative studies. SAGE open, 3(4)

Chappell, S. L., O'Connor, P., Withington, C., & Stegelin, D. A. (2015, April). A meta-analysis of dropout prevention outcomes and strategies (A Technical Report in Collaboration with The Center for Educational Partnerships at Old Dominion University). Clemson, SC: National Dropout Prevention Center/Network at Clemson University.

Evidence of success: graduation rate and credits earned

Activity - School Without Walls	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
dfd	Academic Support Program, Behavioral Support Program, Tutoring	01/04/2017	01/07/2017	\$0	District Funding	Teacher/Principal

Goal 2: College and Career Readiness: Through various methods, all students will show that they are College and Career Ready.

Measurable Objective 1:

achieve college and career readiness for 60% of students in the class of 2017 by 08/01/2017 as measured by the IDOE in the state Accountability System..

Strategy 1:

Elkhart Schools AP-TIP IN Program - Students and Staff will be provided resources and support to improve our Advanced Placement program and process, so that our passage rates in AP classes increase.

Research Cited: Klepfer and Hull (2012). High school rigor and good advice: Setting up students to succeed. Center for Public Education National School Boards Association

Evidence of success: AP Exams Pass Rate

Activity - AP Saturday Sessions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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These conferences are held on three Saturdays during the year. Sessions on English, Math, and Science topics were be offered each of the three Saturdays from 8:00 a.m. to 12:00pm These sessions provided students with time to work with experts and AP TIP IN teachers to prepare for the free response and multiple choice sections of the test. As an added bonus for attendance at each APSC, students were provided with free breakfast and lunch and had a chance to win attendance prizes.	Academic Support Program, Direct Instruction, Tutoring	08/01/2013	06/01/2017	\$1000	Other	AP Coordinators and AP Teachers
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Activity - AP Incentive Program for Teachers	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All AP teachers are rewarded with a \$2,000 stipend if their students reach a 60% passage rate. All AP teachers are given a stipend of \$500 for teaching an AP Course. AP Coordinator is paid a \$3,000 stipend for their involvement.	Other - Incentive Program	08/01/2015	06/01/2017	\$14000	District Funding	AP Coordinator and Principal

Activity - NMSI Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
AP Teachers attend various NMSI/AP state and local conferences as they continue to improve AP instruction in their classrooms and to stay up to date on the most recent changes at the state and national level.	Professional Learning	08/01/2015	08/01/2017	\$0	District Funding	Principal and AP Coordinator

Activity - AP Recognition	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
AP students are regularly recognized for the efforts. KONA Ice, Doughnuts and Hot Chocolate, t-shirts, recognized during football and basketball games are all ways that we have used to support our students.	Academic Support Program	12/01/2015	08/01/2018	\$0	Booster Fund	Principal, AP Coordinator, AP Specialist

Activity - AP Specialist Position	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
EMHS created for the 20166-17 school year an Advanced Placement Specialist position. The staff member will support the AP students and AP staff as we strive to reach higher AP passage rates. The AP specialist will also connect with the Building-wide AP Coordinator to help oversee the AP-TIP IN process.	Other - Staff Position	08/01/2016	06/01/2017	\$0	No Funding Required	AP Specialist, Principal

Strategy 2:

Partner with AP TIP-IN:Notre Dame - Students will be engaged in rigorous math, science, and English coursework. AP Tip IN supports us by delivering high quality professional development to our teachers and they continue to support our teachers through the use of their Content Directors. The Content Directors provide greater opportunities for students and to AP Teachers to engage in their work. Students and teachers receive financial incentives for success.

Research Cited: Klepfer and Hull (2012). High school rigor and good advice: Setting up students to succeed. Center for Public Education National School Boards Association

Evidence of success: Increase in number of students that enroll in AP Courses and an increase on qualifyign scores on AP Exams.

Activity - AP Student Incentive Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Students receive \$50 per AP exam passed with a 3 or higher.	Academic Support Program	08/01/2012	08/01/2015	\$2000	Other	AP Coordinator
Activity - AP Saturday Sessions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
AP students will attend study sessions on at least 3 Saturday mornings from 8am until noon. National Content Directors from AP-TIP IN will support the students in classroom settings. Breakfast will be served and student will be given incentives for attending.	Academic Support Program, Direct Instruction, Tutoring	08/01/2013	08/01/2015	\$0	Other	AP Coordinator
Activity - AP Teacher Incentive Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
AP Teachers are rewarded for their student's success on AP exams.	Other - Incentive Program	08/01/2013	08/01/2015	\$0	Other	AP Coordinator
Activity - AP Professional Development-NMSI	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All AP teachers involved in the AP TIP-IN program were trained on how to best deliver AP curriculum within their classrooms.	Professional Learning	08/01/2012	06/01/2015	\$0	Other	AP Coordinator

(shared) Strategy 3:

Early College Program - 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. 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 current senior class of 2017 is the first EMHS Early College cohort to graduate.

Research Cited: Berger, Turk-Bicakci, Garet, Knudson, Hoshen (2014) Early College, Continued Success: Early College High School Initiative Impact Study.

Washington DC. American Institutes of Research

Evidence of success: Dual Credit Attainment, High School Graduation, Enrollment into post-secondary institution.

Activity - Team Building Activities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>Activity-Team Building Activity Early College Students spend a day canoeing down the Mongo River building building positive relationships and team work skills with each other and the Early College Staff.</p> <p>Activity- Team Building Activity: This event is specific for our Freshman class. Students participate in a two day workshop that allows them to build trust and leadership. The goal of this event is for students to begin to feel a sense of community within the Early College program. Students work in Naviance to begin to explore career options based on the assessments taken prior to the event. There are activities that allow them to connect their career goals with their own personal strengths and weaknesses. In addition they will start to explore what type further education they will need after high school to obtain these career goals</p> <p>Activity- Parent Meeting Meetings with parents are scheduled throughout the school year for the members of the Early College program. Each group has the opportunity to meet with the Early College counselor at least one time a year. These meetings take place in the evening and students are encouraged to attend with their family. Items discussed include: Accuplacer, dual credit eligibility, course selection, career assessments, SAT, ACT, college application process, and scholarships</p> <p>Activity- College Visits for Early College Cohorts Students are taken on a series of college visits. Special consideration is taken in planning the visits. Each college campus has developed a specialized program geared toward the unique needs of the Early College students. The presentations explore special opportunities for 1st generation students and transfer of dual credit. Students will have the opportunity to visit a large public school, a small public school, a private school as well as our local higher educational partner. Student use Naviance to explore the colleges before attending the different institutions.</p> <p>Activity-Parent/Student Commitment Mtg: When students are selected to the Early College program, they are asked to attend a mandatory meeting with the Early College staff. A program overview is presented in detail. This includes information on dual credit, qualification for college credit, remediation, support, and 4- year plan. Many of the students that are selected for the program are 1st generation students and will have lots of questions about the process. We meet in small groups of about 5-8 families at a time to foster an environment that everyone will feel comfortable in</p> <p>Activity- Remediation for Early College Students Students take advantage of remediation opportunities in their freshman and sophomore years. MyFoundations Lab is used to help promote learning. Using results from the diagnostic accuplacer test student's receive customized learning plans that will allow them support. English and Math teachers assist in the process to help encourage students to their best. Individualized meetings with the Early College counselor help</p>	<p>Extra Curricular, Parent Involvement, Field Trip</p>	<p>08/01/2015</p>	<p>06/01/2018</p>	<p>\$500</p>	<p>Other</p>	<p>Early College Staff</p>
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<p>best. Individualized meetings with the Early College counselor help students and parents understand the scoring process and how it correlates with the student's ability to earn dual credit in the future.</p> <p>Activity- Cohort Style of learning Starting in the 2nd semester of the freshman year students are placed in at least one Early College class. There is one class in the freshman year, 3 classes in their sophomore year, up to 4 classes in their junior year, and up to 3 classes in their Senior year. These sections are specifically reserved for Early College students. This style of learning fosters confidence and growth throughout their high school experience. Teachers provide rigorous instruction while offering additional support.</p>						
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Activity - Parent Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>All EC students and parents are required to meet with Early College Staff to discuss enrollment into the program. Ongoing meetings are also scheduled.</p>	<p>Academic Support Program, Behavioral Support Program, Career Preparation/Orientation, Parent Involvement</p>	<p>08/01/2015</p>	<p>06/01/2018</p>	<p>\$0</p>	<p>No Funding Required</p>	<p>Early College Staff</p>

Activity - Recruit and Hire Early College Staff	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Hire Early College Staff. District EC Coordinator, EC Counselor, EC Data Specialist</p>	<p>Recruitment and Retention</p>	<p>08/01/2015</p>	<p>12/01/2015</p>	<p>\$150000</p>	<p>General Fund</p>	<p>District Office, Principal</p>

Activity - Teacher Credentialing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>District EC Coordinator implements strategies to credential Early College Teachers so that they can award dual credits</p>	<p>Professional Learning</p>	<p>08/01/2014</p>	<p>06/01/2018</p>	<p>\$0</p>	<p>General Fund</p>	<p>EC Coordinator</p>

Activity - Develop Early College Lounge	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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A unique space has been developed that is only available to Early College students. It allows them a place that they can come and study, eat lunch, or speak with their counselor. Students have met with college representatives, take career assessments through Naviance, and explore college options in a space that is geared toward their needs. Their Early College counselor's office is located in this space allowing students complete access to her at all times.	Academic Support Program, Behavioral Support Program, Tutoring, Career Preparation/Orientation, Parent Involvement	08/01/2016	05/31/2017	\$0	No Funding Required	EC Staff and Principal
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Activity - Connection with College: IVY Tech Counselor	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Early College students have access to a college counselor from Ivy Tech that comes to EMHS to weekly to support the EC students.	Academic Support Program, Career Preparation/Orientation, Recruitment and Retention	10/01/2016	06/01/2017	\$0	No Funding Required	EC Staff

Strategy 4:

Increase enrollment in Career and Technical Educational Courses - We will work closely with our Elkhart Area Career Center and seek out ways to increase the number of students that enroll and complete a CTE course. These courses will award students college credit or an industry recognized certification.

Research Cited: Brand, Valent, and Browning (2013). How Career and Technical Education Can Help Students Be College and Career Ready: A Primer. Washington DC, American Institutes for Research

Evidence of success: Attainment of Dual Credits or industry certifications, IDOE Data

Activity - Develop Polytechnic Collaborations	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Elkhart Schools will research and implement collaborations with local businesses to connect high school CTE students to a career field of interest to them.	Community Engagement, Career Preparation/Orientation	08/01/2016	08/01/2018	\$0	No Funding Required	Career Center Staff and Principal

Activity - EACC Tours	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
10th grade students will tour the Carer Center to learn about the extensive programs and career fields that they offer.	Field Trip	08/01/2015	06/01/2018	\$0	No Funding Required	Counselors

Measurable Objective 2:

collaborate to develop an Early College Program with Ivy Tech Community College. by 06/01/2018 as measured by Earning of Dual Credits and earning a Technical General Education Certificate from Ivy Tech.

(shared) Strategy 1:

Early College Program - 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. 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 current senior class of 2017 is the first EMHS Early College cohort to graduate.

Research Cited: Berger, Turk-Bicakci, Garet, Knudson, Hoshen (2014) Early College, Continued Success: Early College High School Initiative Impact Study.

Washington DC. American Institutes of Research

Evidence of success: Dual Credit Attainment, High School Graduation, Enrollment into post-secondary institution.

Activity - Team Building Activities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>Activity-Team Building Activity Early College Students spend a day canoeing down the Mongo River building building positive relationships and team work skills with each other and the Early College Staff.</p> <p>Activity- Team Building Activity: This event is specific for our Freshman class. Students participate in a two day workshop that allows them to build trust and leadership. The goal of this event is for students to begin to feel a sense of community within the Early College program. Students work in Naviance to begin to explore career options based on the assessments taken prior to the event. There are activities that allow them to connect their career goals with their own personal strengths and weaknesses. In addition they will start to explore what type further education they will need after high school to obtain these career goals</p> <p>Activity- Parent Meeting Meetings with parents are scheduled throughout the school year for the members of the Early College program. Each group has the opportunity to meet with the Early College counselor at least one time a year. These meetings take place in the evening and students are encouraged to attend with their family. Items discussed include: Accuplacer, dual credit eligibility, course selection, career assessments, SAT, ACT, college application process, and scholarships</p> <p>Activity- College Visits for Early College Cohorts Students are taken on a series of college visits. Special consideration is taken in planning the visits. Each college campus has developed a specialized program geared toward the unique needs of the Early College students. The presentations explore special opportunities for 1st generation students and transfer of dual credit. Students will have the opportunity to visit a large public school, a small public school, a private school as well as our local higher educational partner. Student use Naviance to explore the colleges before attending the different institutions.</p> <p>Activity-Parent/Student Commitment Mtg: When students are selected to the Early College program, they are asked to attend a mandatory meeting with the Early College staff. A program overview is presented in detail. This includes information on dual credit, qualification for college credit, remediation, support, and 4- year plan. Many of the students that are selected for the program are 1st generation students and will have lots of questions about the process. We meet in small groups of about 5-8 families at a time to foster an environment that everyone will feel comfortable in</p> <p>Activity- Remediation for Early College Students Students take advantage of remediation opportunities in their freshman and sophomore years. MyFoundations Lab is used to help promote learning. Using results from the diagnostic accuplacer test student's receive customized learning plans that will allow them support. English and Math teachers assist in the process to help encourage students to their best. Individualized meetings with the Early College counselor help</p>	<p>Extra Curricular, Parent Involvement, Field Trip</p>	<p>08/01/2015</p>	<p>06/01/2018</p>	<p>\$500</p>	<p>Other</p>	<p>Early College Staff</p>
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<p>best. Individualized meetings with the Early College counselor help students and parents understand the scoring process and how it correlates with the student's ability to earn dual credit in the future.</p> <p>Activity- Cohort Style of learning Starting in the 2nd semester of the freshman year students are placed in at least one Early College class. There is one class in the freshman year, 3 classes in their sophomore year, up to 4 classes in their junior year, and up to 3 classes in their Senior year. These sections are specifically reserved for Early College students. This style of learning fosters confidence and growth throughout their high school experience. Teachers provide rigorous instruction while offering additional support.</p>						
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Activity - Parent Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>All EC students and parents are required to meet with Early College Staff to discuss enrollment into the program. Ongoing meetings are also scheduled.</p>	<p>Academic Support Program, Behavioral Support Program, Career Preparation/Orientation, Parent Involvement</p>	<p>08/01/2015</p>	<p>06/01/2018</p>	<p>\$0</p>	<p>No Funding Required</p>	<p>Early College Staff</p>

Activity - Recruit and Hire Early College Staff	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Hire Early College Staff. District EC Coordinator, EC Counselor, EC Data Specialist</p>	<p>Recruitment and Retention</p>	<p>08/01/2015</p>	<p>12/01/2015</p>	<p>\$150000</p>	<p>General Fund</p>	<p>District Office, Principal</p>

Activity - Teacher Credentialing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>District EC Coordinator implements strategies to credential Early College Teachers so that they can award dual credits</p>	<p>Professional Learning</p>	<p>08/01/2014</p>	<p>06/01/2018</p>	<p>\$0</p>	<p>General Fund</p>	<p>EC Coordinator</p>

Activity - Develop Early College Lounge	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Activity - Connection with College: IVY Tech Counselor	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Early College students have access to a college counselor from Ivy Tech that comes to EMHS to weekly to support the EC students.	Academic Support Program, Career Preparation/Orientation, Recruitment and Retention	10/01/2016	06/01/2017	\$0	No Funding Required	EC Staff

Measurable Objective 3:

collaborate to increase our AP and dual credit offerings by 08/01/2017 as measured by the number of AP qualifying scores and the overall totals of dual credits earned by our students.

(shared) Strategy 1:

Early College Program - 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. 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 current senior class of 2017 is the first EMHS Early College cohort to graduate.

Research Cited: Berger, Turk-Bicakci, Garet, Knudson, Hoshen (2014) Early College, Continued Success: Early College High School Initiative Impact Study.

Washington DC. American Institutes of Research

Evidence of success: Dual Credit Attainment, High School Graduation, Enrollment into post-secondary institution.

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Activity - Parent Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All EC students and parents are required to meet with Early College Staff to discuss enrollment into the program. Ongoing meetings are also scheduled.	Academic Support Program, Behavioral Support Program, Career Preparation/Orientation, Parent Involvement	08/01/2015	06/01/2018	\$0	No Funding Required	Early College Staff

Activity - Recruit and Hire Early College Staff	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Hire Early College Staff. District EC Coordinator, EC Counselor, EC Data Specialist	Recruitment and Retention	08/01/2015	12/01/2015	\$150000	General Fund	District Office, Principal

Activity - Teacher Credentialing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District EC Coordinator implements strategies to credential Early College Teachers so that they can award dual credits	Professional Learning	08/01/2014	06/01/2018	\$0	General Fund	EC Coordinator

Activity - Develop Early College Lounge	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

A unique space has been developed that is only available to Early College students. It allows them a place that they can come and study, eat lunch, or speak with their counselor. Students have met with college representatives, take career assessments through Naviance, and explore college options in a space that is geared toward their needs. Their Early College counselor's office is located in this space allowing students complete access to her at all times.	Academic Support Program, Behavioral Support Program, Tutoring, Career Preparation/Orientation, Parent Involvement	08/01/2016	05/31/2017	\$0	No Funding Required	EC Staff and Principal
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Activity - Connection with College: IVY Tech Counselor	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Early College students have access to a college counselor from Ivy Tech that comes to EMHS to weekly to support the EC students.	Academic Support Program, Career Preparation/Orientation, Recruitment and Retention	10/01/2016	06/01/2017	\$0	No Funding Required	EC Staff

Strategy 2:

Increase Dual Credit/AP opportunities - 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 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.

Research Cited: Karp, M. M., Calcagno, J. C., Hughes, K. L., Jeong, D. W., & Bailey, T. R. (2007). The postsecondary achievement of participants in dual enrollment: An analysis of student outcomes in two states. Saint Paul, MN: University of Minnesota, National Research Center for Career and Technical Education.

Speroni, C. (2011). Determinants of students' success: The role of Advanced Placement and dual enrollment programs (NCPR Working Paper). New York, NY: National Center for Postsecondary Research.

Evidence of success: Number of Dual Credits earned, Number of AP classes and number of dual credit classes.

Activity - Teacher Credentialing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District EC Coordinator implements strategies to credential Early College Teachers so that they can award dual credits	Professional Learning	08/01/2014	06/01/2018	\$0	No Funding Required	Principal, Counselors, Early College Staff, Teachers

Activity - Funding for Credentialing Teaches	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district will develop a process and assign a budget to be used for supporting teacher costs as they take classes to be credentialed to teach dual credit classes	Professional Learning	10/01/2016	06/01/2018	\$50000	District Funding	Early College Coordinator, Principal

Goal 3: All EMHS students will improve their literacy skills across the curriculum

Measurable Objective 1:

demonstrate student proficiency (pass rate) 60% of students will pass by 05/01/2018 as measured by ISTEP+ Grade 10 Assessment in Language Arts.

Strategy 1:

Read It/Talk It/Write It - In addition, Elkhart Memorial's literacy framework is built upon a universal approach to close-reading strategies that enhance comprehension of complex texts. Referencing the research of Dr. Schauna Findlay Relue, Director of Learning for Five Star Consultants, there is the need for educators to understand the standards and curriculum that define College and Career Readiness among all students. This curriculum demands the use of multiple complex texts across the curriculum. With the use of multiple complex texts, close reading strategies are modeled and applied through instruction. Elkhart Memorial has established a building-wide process titled "Read It, Talk It, Write It" to raise the rigor in order to better prepare our students for College and Career Readiness success.

Research Cited: Paul, R., & Elder, L. (2008). How to read a paragraph: The art of close reading. Dillon Beach, CA: Foundation for Critical Thinking Press.

Evidence of success: School developed rubric, monthly writing prompts

Activity - Training with Dr. Schauna Findlay Relue	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Educators participated in in depth training over how to implement Close Reading strategies, and implementation of multiple text.	Professional Learning	09/01/2016	09/30/2016	\$0	District Funding	Department Chairs and School Improvement Team members

Activity - All EMHS Teachers received training on the Read It/Talk It/ Write It Process	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All building teachers participated in Professional Development to better understand implementation of the Read It/Talk It/Write It process. Teachers were provided the opportunity to find grade level text, and close reading strategies to use with the text.	Professional Learning	11/15/2015	03/01/2016	\$0	No Funding Required	School Improvement Team

Activity - Read It/Talk It/Write It Review after implementation with Students	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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After teachers implemented the school wide reading process, as a building, we held a forum to review successes and struggles with implementation. We provided more support for teachers to successfully implement the process.	Professional Learning, Policy and Process	03/09/2016	03/09/2016	\$0	No Funding Required	Principal, School Improvement Team
Activity - Grade Level- Text Selection	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers received training to use a web based program that determines text lexile. Teachers also received web based sites that provide lexiled articles.	Professional Learning, Policy and Process	11/11/2015	11/11/2015	\$0	No Funding Required	Principal, School Improvement Team

Strategy 2:

Close Reading Strategies Professional Development - Teachers will implement the appropriate Marzano Effective Teaching strategies and other researched-based strategies. Teachers will orient students to informational text structures and research materials for their content area so students improve their reading and understanding of content. 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.

Research Cited: Adapted from Adler, C.R. (Ed). 2001. Put Reading First: The Research Building Blocks for Teaching Children to Read, pp. 49-54. National Institute for Literacy. Retrieved Nov. 1, 2007, from http://www.nifl.gov/partnershipforreading/publications/reading_first1text.html.

Evidence of success: PSAT/SAT

Language Arts ISTEP 10 Results

Building Level Writing Data from Data Team Minutes and Reports

NWEA

SRI Assessments

Activity - Reading Strategies and Lexile Score Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All building teachers participated in professional development where they were provided various reading strategies to implement in all classes across curriculum. Teachers were also trained in understanding lexile scores, where their students should be, and how to help them improve.	Academic Support Program, Direct Instruction, Professional Learning	10/14/2015	10/14/2015	\$0	No Funding Required	Language Arts Department
Activity - Literacy Check	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers participated in Professional Development where they were provided more close reading strategies. Teachers were also provided the opportunity to understand text features that can be used to help students when reading Nonfiction texts.	Professional Learning	01/28/2015	01/28/2015	\$0	No Funding Required	Language Arts Department

Activity - Laying the Foundation Training (NMSI)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Language Arts teachers participated in multiple days of literacy training. The training provided teachers reading strategies, as well as strategies to construct higher level thinking questions.	Academic Support Program, Professional Learning	06/14/2016	06/17/2016	\$0	District Funding	Principal AP Coordinator

Measurable Objective 2:

demonstrate a proficiency students will improve their writing skills by 05/01/2018 as measured by monthly writing prompts and standardized test..

Strategy 1:

Argument Based Writing - Because of the importance of literacy for our students, we will continue with our writing across the curriculum initiative. Currently, our school uses a three point rubric that clearly defines expectations of proficiency for both teachers and students in terms of evaluating student writing. Write It portion of our process Read It/Talk It/Write It is where students make a claim they substantiate with evidence from multiple texts. Teachers 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.

Research Cited: Hillocks , G., Jr. (2010). Teaching Argument for Critical Thinking and Writing: An Introduction. English Journal, 99(6), 24-32.

Evidence of success: Monthly Writing Prompts, ISTEP

Activity - Model instructional strategies to support argumentative writing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers received instruction on the importance of Argument Based Writing. Also how to create questions that allow students to formulate a claim, that they defend with evidence from the text.	Professional Learning, Policy and Process	02/06/2013	02/06/2013	\$0	No Funding Required	Principal, School Improvement Team, Language Arts Department

Activity - Develop Writing Prompts by departments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Develop writing prompts specifically designed by each department to align with content and literacy standards.	Professional Learning	01/09/2013	05/29/2013	\$0	No Funding Required	Principal, School Improvement Team, Language Arts Department

Activity - Common Scoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Common scoring PD sessions to create inter-rater reliability	Professional Learning	03/13/2013	03/13/2013	\$0	No Funding Required	Principal, School Improvement Team, Language Arts Department
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Strategy 2:

Content Specific Word Walls - In Building Background Knowledge for Academic Achievement (2004), Robert Marzano shows not only the importance of background knowledge in determining a student’s success in school, but the negative correlation between poverty and background knowledge. Furthermore, his research demonstrates that the number of vocabulary words a student knows increases as the socio-economic status of the family increases. Teachers will create interactive, content-specific word walls that include argument-based words and engage in other research-based activities to improve content vocabulary.

Research Cited: Marzano, R. J. (2004). Building background knowledge for academic achievement: Research on what works in schools. Alexandria, VA: ASCD.

Evidence of success: NWEA, SRI, Writing Prompts

Activity - Vocabulary Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Share effective teaching practices in Data Team/Departmental meetings to improve students’ retention of content vocabulary.	Direct Instruction, Professional Learning	04/10/2013	04/10/2013	\$0	No Funding Required	Principal, School Improvement Team, All Teachers

Activity - Argument Based words	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Share argument-based words for the word walls that will be used across curriculum.	Professional Learning, Policy and Process	04/17/2013	04/17/2013	\$0	No Funding Required	Principal, School Improvement Team

Strategy 3:

Study of Informational Text Structures - Teachers will orient students to informational text structures and research materials for their content area so students improve their reading and understanding of content.

Research Cited: Structure to Facilitate Reading Comprehension. The Reading Teacher, 64: 368-372. doi: 10.1598/RT.64.5.9Akhondi, M., Malayeri, F. A. and Samad, A. A. (2011), How to Teach Expository Text

Evidence of success: Writing Prompts, NWEA

Activity - Informational Text Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Staff will be trained during PD sessions on informational text structures and research materials to improve reading comprehension.	Professional Learning	03/18/2015	03/18/2015	\$0	No Funding Required	Principal, School Improvement Team
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Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Recruit and Hire Early College Staff	Hire Early College Staff. District EC Coordinator, EC Counselor, EC Data Specialist	Recruitment and Retention	08/01/2015	12/01/2015	\$150000	District Office, Principal
Teacher Credentialing	District EC Coordinator implements strategies to credential Early College Teachers so that they can award dual credits	Professional Learning	08/01/2014	06/01/2018	\$0	EC Coordinator
Total					\$150000	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Senior Scenario Meetings	In order to help increase our graduation rate, School Counselors work hard with seniors who are low on credits. Counselors create a list of these students and focus on them for a majority of their senior year. Counselors meet with an administrator bi-weekly to discuss these students progress or lack thereof. Some of these students end up enrolling in either SWW or HOPE academy in addition to enrolling at EMHS during the full day. Some students work better in an alternative setting and may choose to attend SWW full time. This usually occurs after discussion with the student, parent, administrator, and counselor. Counselors and administrators continue to monitor and encourage these students throughout the school year.	Academic Support Program	08/01/2016	05/31/2018	\$0	Administrators and Counselors
Read It/Talk It/Write It Review after implementation with Students	After teachers implemented the school wide reading process, as a building, we held a forum to review successes and struggles with implementation. We provided more support for teachers to successfully implement the process.	Professional Learning, Policy and Process	03/09/2016	03/09/2016	\$0	Principal, School Improvement Team
All EMHS Teachers received training on the Read It/Talk It/Write It Process	All building teachers participated in Professional Development to better understand implementation of the Read It/Talk It/Write It process. Teachers were provided the opportunity to find grade level text, and close reading strategies to use with the text.	Professional Learning	11/15/2015	03/01/2016	\$0	School Improvement Team
Student Seminars/Programs	Students will attend various functions to assist them in developing life skills, improving academics and personal behavior, to support them as they follow the steps to earn a diploma.	Academic Support Program	08/01/2015	06/01/2017	\$0	District Administrator

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Informational Text Professional Development	Staff will be trained during PD sessions on informational text structures and research materials to improve reading comprehension.	Professional Learning	03/18/2015	03/18/2015	\$0	Principal, School Improvement Team
Literacy Check	Teachers participated in Professional Development where they were provided more close reading strategies. Teachers were also provided the opportunity to understand text features that can be used to help students when reading Nonfiction texts.	Professional Learning	01/28/2015	01/28/2015	\$0	Language Arts Department
Model instructional strategies to support argumentative writing	Teachers received instruction on the importance of Argument Based Writing. Also how to create questions that allow students to formulate a claim, that they defend with evidence from the text.	Professional Learning, Policy and Process	02/06/2013	02/06/2013	\$0	Principal, School Improvement Team, Language Arts Department
Develop Writing Prompts by departments	Develop writing prompts specifically designed by each department to align with content and literacy standards.	Professional Learning	01/09/2013	05/29/2013	\$0	Principal, School Improvement Team, Language Arts Department
Teacher Credentialing	District EC Coordinator implements strategies to credential Early College Teachers so that they can award dual credits	Professional Learning	08/01/2014	06/01/2018	\$0	Principal, Counselors, Early College Staff, Teachers
Develop Early College Lounge	A unique space has been developed that is only available to Early College students. It allows them a place that they can come and study, eat lunch, or speak with their counselor. Students have met with college representatives, take career assessments through Naviance, and explore college options in a space that is geared toward their needs. Their Early College counselor's office is located in this space allowing students complete access to her at all times.	Academic Support Program, Behavioral Support Program, Tutoring, Career Preparation/Orientation, Parent Involvement	08/01/2016	05/31/2017	\$0	EC Staff and Principal

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PLC Meetings	Data Teams, 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 Data Teams 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.	Academic Support Program, Behavioral Support Program, Professional Learning	01/01/2005	06/11/2018	\$0	Teachers/Administration
Develop Polytechnic Collaborations	Elkhart Schools will research and implement collaborations with local businesses to connect high school CTE students to a career field of interest to them.	Community Engagement, Career Preparation/Orientation	08/01/2016	08/01/2018	\$0	Career Center Staff and Principal
Reading Strategies and Lexile Score Professional Development	All building teachers participated in professional development where they were provided various reading strategies to implement in all classes across curriculum. Teachers were also trained in understanding lexile scores, where their students should be, and how to help them improve.	Academic Support Program, Direct Instruction, Professional Learning	10/14/2015	10/14/2015	\$0	Language Arts Department
Athletic Eligibility Intervention	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 IHSAA interscholastic contests.	Extra Curricular	08/01/2016	06/01/2017	\$0	Teacher
EACC Tours	10th grade students will tour the Career Center to learn about the extensive programs and career fields that they offer.	Field Trip	08/01/2015	06/01/2018	\$0	Counselors
Connection with College: IVY Tech Counselor	Early College students have access to a college counselor from Ivy Tech that comes to EMHS to weekly to support the EC students.	Academic Support Program, Career Preparation/Orientation, Recruitment and Retention	10/01/2016	06/01/2017	\$0	EC Staff
AP Specialist Position	EMHS created for the 2016-17 school year an Advanced Placement Specialist position. The staff member will support the AP students and AP staff as we strive to reach higher AP passage rates. The AP specialist will also connect with the Building-wide AP Coordinator to help oversee the AP-TIP IN process.	Other - Staff Position	08/01/2016	06/01/2017	\$0	AP Specialist, Principal

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Parent Meetings	All EC students and parents are required to meet with Early College Staff to discuss enrollment into the program. Ongoing meetings are also scheduled.	Academic Support Program, Behavioral Support Program, Career Preparation/Orientation, Parent Involvement	08/01/2015	06/01/2018	\$0	Early College Staff
Senior Intervention Specialist	Team of teachers meet personally with students at risk of not earning credits in the 4 core academic areas.	Academic Support Program	08/01/2016	06/01/2017	\$0	Teachers
Tech Tuesdays	Staff meet after school on a voluntary basis to learn about technology and the role it plays in the classroom and for the teaching profession.	Professional Learning, Technology	08/01/2015	09/05/2016	\$0	Building Technology Coordinator/Principal
Vocabulary Professional Development	Share effective teaching practices in Data Team/Departmental meetings to improve students' retention of content vocabulary.	Direct Instruction, Professional Learning	04/10/2013	04/10/2013	\$0	Principal, School Improvement Team, All Teachers
Common Scoring	Common scoring PD sessions to create inter-rater reliability	Professional Learning	03/13/2013	03/13/2013	\$0	Principal, School Improvement Team, Language Arts Department
Argument Based words	Share argument-based words for the word walls that will be used across curriculum.	Professional Learning, Policy and Process	04/17/2013	04/17/2013	\$0	Principal, School Improvement Team
Technology PD Sessions for the entire staff	Multiple times a year, the entire staff is involved in mandatory technology professional development sessions over a variety of topics.	Professional Learning, Technology	08/01/2015	06/01/2018	\$0	Building and District Technology Coordinators/Principal
Project Based Learning Classroom Connections	Teachers will connect with a local business and create a collaborative project within their classrooms with the help of the business partners.	Academic Support Program, Career Preparation/Orientation, Community Engagement	08/01/2016	06/11/2018	\$0	Teachers/HEA

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Grade Level- Text Selection	Teachers received training to use a web based program that determines text lexile. Teachers also received web based sites that provide lexiled articles.	Professional Learning, Policy and Process	11/11/2015	11/11/2015	\$0	Principal, School Improvement Team
Total					\$0	

Booster Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
AP Recognition	AP students are regularly recognized for the efforts. KONA Ice, Doughnuts and Hot Chocolate, t-shirts, recognized during football and basketball games are all ways that we have used to support our students.	Academic Support Program	12/01/2015	08/01/2018	\$0	Principal, AP Coordinator, AP Specialist
Total					\$0	

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Field Trips for staff to businesses	PBL Staff will make site visits to multiple local businesses to make connections to curriculum and to develop relationships that can be used for PBL activities within the classrooms and the businesses.	Field Trip	07/01/2015	07/01/2017	\$2000	HEA/Teachers
AP Professional Development-NMSI	All AP teachers involved in the AP TIP-IN program were trained on how to best deliver AP curriculum within their classrooms.	Professional Learning	08/01/2012	06/01/2015	\$0	AP Coordinator
Teacher Training on PBL	A selected group of teachers will be trained by Magnify Learning through the Horizon Education Alliance of Elkhart County on how to best utilize PBL in their classrooms. Connections with local businesses will also be part of this training.	Academic Support Program, Behavioral Support Program, Community Engagement, Professional Learning	08/01/2015	07/07/2017	\$2000	Teachers/Principal
AP Saturday Sessions	These conferences are held on three Saturdays during the year. Sessions on English, Math, and Science topics were be offered each of the three Saturdays from 8:00 a.m. to 12:00pm These sessions provided students with time to work with experts and AP TIP IN teachers to prepare for the free response and multiple choice sections of the test. As an added bonus for attendance at each APSC, students were provided with free breakfast and lunch and had a chance to win attendance prizes.	Academic Support Program, Direct Instruction, Tutoring	08/01/2013	06/01/2017	\$1000	AP Coordinators and AP Teachers

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AP Saturday Sessions	AP students will attend study sessions on at least 3 Saturday mornings from 8am until noon. National Content Directors from AP-TIP IN will support the students in classroom settings. Breakfast will be served and student will be given incentives for attending.	Academic Support Program, Direct Instruction, Tutoring	08/01/2013	08/01/2015	\$0	AP Coordinator
AP Student Incentive Program	Students receive \$50 per AP exam passed with a 3 or higher.	Academic Support Program	08/01/2012	08/01/2015	\$2000	AP Coordinator
AP Teacher Incentive Program	AP Teachers are rewarded for their student's success on AP exams.	Other - Incentive Program	08/01/2013	08/01/2015	\$0	AP Coordinator

<p>Team Building Activities</p>	<p>Activity-Team Building Activity Early College Students spend a day canoeing down the Mongo River building building positive relationships and team work skills with each other and the Early College Staff.</p> <p>Activity- Team Building Activity: This event is specific for our Freshman class. Students participate in a two day workshop that allows them to build trust and leadership. The goal of this event is for students to begin to feel a sense of community within the Early College program. Students work in Naviance to begin to explore career options based on the assessments taken prior to the event. There are activities that allow them to connect their career goals with their own personal strengths and weaknesses. In addition they will start to explore what type further education they will need after high school to obtain these career goals</p> <p>Activity- Parent Meeting Meetings with parents are scheduled throughout the school year for the members of the Early College program. Each group has the opportunity to meet with the Early College counselor at least one time a year. These meetings take place in the evening and students are encouraged to attend with their family. Items discussed include: Accuplacer, dual credit eligibility, course selection, career assessments, SAT, ACT, college application process, and scholarships</p> <p>Activity- College Visits for Early College Cohorts Students are taken on a series of college visits. Special consideration is taken in planning the visits. Each college campus has developed a specialized program geared toward the unique needs of the Early College students. The presentations explore special opportunities for 1st generation students and transfer of dual credit. Students will have the opportunity to visit a large public school, a small public school, a private school as well as our local higher educational partner. Student use Naviance to explore the colleges before attending the different institutions.</p> <p>Activity-Parent/Student Commitment Mtg: When students are selected to the Early College program, they are asked to attend a mandatory meeting with the Early College staff. A program overview is presented in detail. This includes information on dual credit, qualification for college credit, remediation, support, and 4- year plan. Many of the students that are selected for the program are 1st generation students and will have lots of questions about the process. We meet in small groups of about 5-8 families at a time to foster an environment that everyone will feel comfortable in</p>	<p>Extra Curricular, Parent Involvement, Field Trip</p>	<p>08/01/2015</p>	<p>06/01/2018</p>	<p>\$500</p>	<p>Early College Staff</p>
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	<p>Activity- Remediation for Early College Students Students take advantage of remediation opportunities in their freshman and sophomore years. MyFoundations Lab is used to help promote learning. Using results from the diagnostic accuplacer test student's receive customized learning plans that will allow them support. English and Math teachers assist in the process to help encourage students to their best. Individualized meetings with the Early College counselor help students and parents understand the scoring process and how it correlates with the student's ability to earn dual credit in the future.</p> <p>Activity- Cohort Style of learning Starting in the 2nd semester of the freshman year students are placed in at least one Early College class. There is one class in the freshman year, 3 classes in their sophomore year, up to 4 classes in their junior year, and up to 3 classes in their Senior year. These sections are specifically reserved for Early College students. This style of learning fosters confidence and growth throughout their high school experience. Teachers provide rigorous instruction while offering additional support.</p>					
Total					\$7500	

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
AP Incentive Program for Teachers	All AP teachers are rewarded with a \$2,000 stipend if their students reach a 60% passage rate. All AP teachers are given a stipend of \$500 for teaching an AP Course. AP Coordinator is paid a \$3,000 stipend for their involvement.	Other - Incentive Program	08/01/2015	06/01/2017	\$14000	AP Coordinator and Principal
Read It/Talk It/Write It PD	Through District Level and School level Professional Development activities during staff meetings, staff will be trained on the School Wide Literacy Process.	Professional Learning	08/01/2015	05/31/2018	\$1500	School Improvement Team
Laying the Foundation Training (NMSI)	Language Arts teachers participated in multiple days of literacy training. The training provided teachers reading strategies, as well as strategies to construct higher level thinking questions.	Academic Support Program, Professional Learning	06/14/2016	06/17/2016	\$0	Principal AP Coordinator
District Technology Committee	EMHS had several representatives on this committee. We traveled to Chicago on two separate occasions and met with educational representatives from Google and Apple. We were able to learn how their business platforms and devices connected with the classroom experiences for our teachers and students. The end result was our district choosing Apple and the iPad to use as our 1:1 device.	Direct Instruction, Technology	12/01/2016	01/20/2017	\$1500	District Technology Staff

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School Without Walls	dfd	Academic Support Program, Behavioral Support Program, Tutoring	01/04/2017	01/07/2017	\$0	Teacher/Principal
Funding for Credentialing Teaches	The district will develop a process and assign a budget to be used for supporting teacher costs as they take classes to be credentialed to teach dual credit classes	Professional Learning	10/01/2016	06/01/2018	\$50000	Early College Coordinator, Principal
NMSI Professional Development	AP Teachers attend various NMSI/AP state and local conferences as they continue to improve AP instruction in their classrooms and to stay up to date on the most recent changes at the state and national level.	Professional Learning	08/01/2015	08/01/2017	\$0	Principal and AP Coordinator
Technology Champion Teacher-Phase 2	Phase 2 - Teachers not involved in Phase 1 had the opportunity to receive 10 chromebooks to use in their classrooms. Ongoing Tech PD is part of the conditions of being in Phase 2.	Professional Learning, Technology	10/01/2016	06/01/2018	\$25000	District Office
Training with Dr. Schauna Findlay Relue	Educators participated in in depth training over how to implement Close Reading strategies, and implementation of multiple text.	Professional Learning	09/01/2016	09/30/2016	\$0	Department Chairs and School Improvement Team members
Technology Champion Teacher-Phase 1	Creation of a district team of teachers (18 of which at EMHS) that have been given a classroom set of Chromebooks and in return have committed to an indepth district led instructional technology professional development program which includes understanding the use of Chromebooks, using technology to enhance instruction and to be the first group of staff members to use CANVAS, and to serve as a model classroom and support their colleagues in the development of technology skills. These teachers are called Tech Champion Teachers, TCT for short.	Academic Support Program, Professional Learning, Technology	08/01/2016	06/01/2018	\$100000	Distict Office
Total					\$192000	