

2019-2022 School Improvement Plan
CARMEL HIGH SCHOOL

Vision

Carmel High School will provide opportunities for all students to realize their potential in an ever-changing world.



Mission

Every Student, Every Day, Every Class



Beliefs

Students are at the core of every decision.
A safe, non-threatening learning environment is essential.
Students' academic, social, emotional, and physical needs must be addressed.
Effective teaching and learning requires continuous improvement.
Diverse opportunities benefit all students.

Equity & Inclusion

Carmel High School will be an equitable learning environment where students of all backgrounds have the same opportunities to learn and develop their knowledge.

We will create an Equity & Inclusion Alliance that will lead the efforts of professional development around implicit bias and culturally responsive teaching for staff.

- As each department goes through the curriculum writing process, we will include a comprehensive review of all materials and texts through an equity and inclusion lens.
- We will gather, share, and analyze data related to equity and inclusion with the entire staff.

CHS Equity Mission Statement adopted by end of the year.
Implicit Bias and culturally responsive teaching professional development for all staff.
Implementation of new curriculum with intentional representation of diversity and inclusion.
Comprehensive review of equity data school wide.

Social Emotional Learning

Students and staff will develop social-emotional skills to recognize and proactively address challenges within personal and academic pursuits.

As a school, we will intentionally teach the IDOE SEL Competencies with particular emphasis on regulation, collaboration, critical thinking, and mindset.

As each department goes through the curriculum writing process, they will include the IDOE SEL Competencies in their curriculum maps.

We will create an SEL Taskforce that will combine the efforts of the School Improvement Committee with the efforts of the Culture of Care Committee to specifically address the IDOE SEL Competencies among students and staff.

Student surveys through Panorama
Teacher feedback at the end of each semester
Completed curriculum maps
Monthly check-in between SEL Taskforce leaders and representatives of Culture of Care

Topic: Equity & Inclusion						
Objective: Carmel High School will be an equitable learning environment where students of all backgrounds have the same opportunities to learn and develop their knowledge.						
Critical Initiative 1: We will create an Equity & Inclusion Alliance that will lead the efforts of professional development around implicit bias and culturally responsive teaching for staff.						
Activity	Context (faculty share, late start, team meeting, etc)	Person(s) Responsible for Implementation	Timeframe (Launch Date and Target Date)	Required Resources	Key Measures	Benchmarks
Professional Development	Ongoing – Departments, PLC teams, Instructional Coaches	Assistant Principal, Associate Principal, Principal	September 2020 -Spring 2023	Teaching Tolerance, Edutopia, IUPUI Equity Institute, CCS resources	Teacher feedback at the end of the year	Implicit Bias and culturally responsive teaching training for all staff
Form Focus Groups to work on specific areas. Include students, parents, and community members in these groups.	Meetings before and after school, SSRT	Assistant Principals, Equity & Inclusion Alliance	Begin by October 2020 with meetings throughout the year	Teaching Tolerance, Edutopia, IUPUI Equity Institute, CCS resources	Completion of focus group goals, such as visual representation in the school, celebrations of diversity; development of anti-racism policies	Groups meeting consistently; work on focus group items moving forward to administration
Create a CHS Equity Mission Statement	Equity & Inclusion Alliance Meetings	Assistant Principal, Equity & Inclusion Alliance	Begin October 2020 with completion by spring 2021	Teaching Tolerance, Edutopia, IUPUI Equity Institute, CCS resources	CHS Equity Mission Statement adopted and published by the end of the year	Development of CHS Equity Mission Statement
Critical Initiative 2: As each department goes through the curriculum writing process, we will include a comprehensive review of all materials and texts through an equity and inclusion lens.						

Activity	Context (faculty share, late start, team meeting, etc)	Person(s) Responsible for Implementation	Timeframe (Launch Date and Target Date)	Required Resources	Key Measures	Benchmarks
English Department will fully implement new curriculum with intentional representation on diversity and inclusion.	PLC team meetings, English department work	CCS Director of Curriculum, Assistant Principal, English Department Chair, English Teachers	Launch in fall 2020 (process began in 2019-20); completion spring 2021	Books and articles on best practice instruction; Texts, Media Center Specialist; Teaching Tolerance	Diverse text and materials selection. Feedback from stakeholders, including students and parents, on text and materials selections.	Text selection completed and sent to School Board by April 2021; Curriculum maps and assessments completed by summer 2021.
Social Studies Department will implement new curriculum with intentional representation on diversity and inclusion.	PLC team meetings, English department work	CCS Director of Curriculum, Assistant Principal, Social Studies Department Chair, Social Studies Teachers	December 2020 – begin program evaluation April 2021 – completion of program evaluation Curriculum writing and materials adoption – 2021-2022	Books and articles on best practice instruction; Texts, Media Center Specialist; Teaching Tolerance	Diverse text and materials selection. Feedback from stakeholders, including students and parents, on text and materials selections.	Program evaluation completed by April 2021; Curriculum maps and assessments completed by summer 2022
Critical Initiative 3: We will gather, share, and analyze data related to equity and inclusion with the entire staff.						
Activity	Context (faculty share, late start, team meeting, etc)	Person(s) Responsible for Implementation	Timeframe (Launch Date and Target Date)	Required Resources	Key Measures	Benchmarks
Review of equity data	Department chair	Principal, Associate	Begin October	Pinnacle, Power School	Representation Data, Grade Data,	

	meetings, admin team meetings, PLC meetings, Equity & Inclusion Alliance meetings	Principal, Assistant Principals, Department Chairs, Equity & Inclusion Alliance	2020 and continue throughout the 2020-2021 school year		Attendance Data, Discipline Data	S1 grades, attendance, and discipline data; schedule requests for 2021-2022
Data from students regarding their experiences with equity & inclusion at CHS.	SSRT	Equity & Inclusion Alliance	Spring 2021	Panorama, Senior Survey	Survey data	Feedback from student groups throughout the year.

Topic: Social Emotional Learning						
Objective: Students and staff will develop social-emotional skills to recognize and proactively address challenges within personal and academic pursuits.						
Critical Initiative 1: <i>As a school, we will intentionally teach the IDOE SEL Competencies with particular emphasis on regulation, collaboration, critical thinking, and mindset.</i>						
Activity	Context (faculty share, late start, team meeting, etc)	Person(s) Responsible for Implementation	Timeframe (Launch Date and Target Date)	Required Resources	Key Measures	Benchmarks
GKOM Curriculum Integration	In freshman SSRT classes	GKOM Council and GKOM Sponsors	Continuous throughout the school year beginning in September	IDOE SEL Competencies Framework	Student Survey at the end of each semester	We will look for student growth in SEL skills throughout the school year.
Teacher Professional Development- Create a common vocabulary for Social Emotional Learning and then work with teachers to help them identify ways to organically build on the instruction they are already doing in their classes.	During teacher Prep periods	SEL Taskforce	Begin by October 2020 and continue with one PD session each month throughout the school year	Panorama Education Playbook for SEL; IDOE Science of Happiness course; CASEL SEL School Implementation Framework	Teacher feedback at the end of each semester.	We will look for teachers to feel more comfortable and competent in delivering SEL instruction in their classes.
Critical Initiative 2: <i>As each department goes through the curriculum writing process, they will include the IDOE SEL Competencies in their Curriculum Maps.</i>						
Activity	Context (faculty share, late start, team meeting, etc)	Person(s) Responsible for Implementation	Timeframe (Launch Date and Target Date)	Required Resources	Key Measures	Benchmarks

English Department will integrate the SEL Competencies into the curriculum map for each course.	English Department Curriculum writing meetings	SEL Taskforce members, English Department Chair, and English Teachers writing new curriculum maps	Launch in fall 2020 with completion by spring of 2021	IDOE SEL framework; CASEL SEL School Implementation Framework	Completed curriculum maps	Each course will specifically identify the units where they will intentional teach each SEL skill.
The Social Studies Department will integrate the SEL Competencies into the curriculum map for each course.	Social Studies Department Curriculum writing meetings	SEL Taskforce members, Social Studies Department Chair, and Social Studies Teachers writing new curriculum maps	Launch when curriculum evaluation begins in 2020-2021 school year. Completion by the end of 2021-2022 school year.	IDOE SEL framework	Completed curriculum maps	Each course will specifically identify the units where they will intentional teach each SEL skill.
<i>Critical Initiative 3: We will create an SEL Taskforce that will combine the efforts of the School Improvement Committee with the efforts of the Culture of Care Committee to specifically address the IDOE SEL Competencies among students and staff.</i>						
Activity	Context (faculty share, late start, team meeting, etc)	Person(s) Responsible for Implementation	Timeframe (Launch Date and Target Date)	Required Resources	Key Measures	Benchmarks
We will create an SEL Taskforce designed to identify ways to introduce intentional SEL instruction into all classrooms in the building.	SEL Taskforce meetings	School Improvement Co-Chair and SEL Taskforce	Launch in September 2020 with ongoing work throughout the school year.	Panorama Education Playbook for SEL. The Taskforce will investigate additional resources to assist with intentional instruction.	Bi-annual SEL survey for all students through Panorama Education.	Introduction to SEL skills for freshmen by the end of year one. Introduction to SEL skills to all students by the end of year three.

We will develop lines of communications between leaders of the SEL Taskforce and the Culture of Care Committee	Meetings between leaders of the SEL Taskforce and Culture of Care Committee	School Improvement Co-Chair, SEL Taskforce, and Culture of Care representatives	Launch in September 2020 with ongoing communication throughout the school year	None	Monthly check-ins between SEL Taskforce leaders and representatives of the Culture of Care	Co-planned events and PD throughout the year

School Improvement Committee - 9/28/20

Print Name

Sign Name

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~~Eric Rauch~~

ADAM HAVICE

~~Adam Havice~~

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Kim TenBrink

Kim TenBrink

Nicole Palmer

Nicole Palmer

Enid Baines

Enid Baines

Allyson Ward

Allyson Ward

Sandy Gardner

Sandy Gardner

Allison Hargrove

Allison Hargrove

Jill Noet

Jill Noet

Laura Caudaman

Laura Caudaman

Rachel DeFelice

Rachel DeFelice

Christine Ellis

Christine Ellis

Marilynne Hartmann

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