

GENERAL INFORMATION

In order to be accorded full accreditation status, public schools and state-accredited non-public schools must develop a strategic and continuous school improvement plan. Principals are required to coordinate the development of an initial three year strategic and continuous school improvement and achievement plan and to annually review these plans. Whether developing a new plan or updating an existing plan, schools must assess their progress and make necessary changes to ensure continuous improvement. When completed, this document satisfies requirements in Indiana's Every Student Succeeds Act (ESSA) Plan, federal and state laws, and requirements for Title I Schoolwide Programs. A charter school may use the charter agreement entered into with its authorizer as its school improvement plan.

DESCRIPTION OF THE STATE TEMPLATE

A School Improvement Plan (SIP) template was developed by the Indiana Department of Education (IDOE) in accord with requirements in Indiana's State Plan Under ESSA. This template was designed to ensure the process of identifying and addressing schools' needs is fluid and coherent. The SIP template fulfills all requirements under ESSA and Indiana law. Additionally, there are components in the SIP template that satisfy the requirement of schools with Title I Schoolwide Programs to develop a comprehensive plan. Although this template is recommended for Comprehensive Support and Improvement (CSI) schools, Targeted Support and Improvement (TSI) schools, and Additional Targeted Support and Improvement (ATSI) schools, any school may use the template in the school improvement planning process.

COMMON ABBREVIATIONS USED IN THE PLAN

- **ESSA** - Every Student Succeeds Act – replaced No Child Left Behind in the reauthorization of federal education law.
- **TSI** - Targeted Support and Improvement – federal government school designation under ESSA.
- **ATSI** - Additional Targeted Support and Improvement – federal government school designation under ESSA.
- **CSI** - Comprehensive Support and Improvement – federal government designation under ESSA.
- **SIP** - School Improvement Plan
- **CNA** - Comprehensive Needs Assessment

BASIC REQUIREMENTS

- **Which schools are required to submit a SIP?** All public schools and state-accredited non-public schools.
- **Which schools are required to submit a comprehensive needs assessment (CNA)?** Schools that receive Title I funds AND schools classified as TSI, ATSI, and/or CSI.
- **Which schools are required to submit a CNA adhering to the IDOE's CNA template guidelines, Section A?** Schools classified as CSI, ATSI, or TSI must attach evidence of their CNA to the template. For this reason, CSI, ATSI, and TSI schools complete **Section A**.
- **Which schools are required to submit a SIP adhering to the IDOE's SIP template guidelines, Section B?** Schools classified as CSI, TSI, or ATSI and receive Title I funds must complete a CNA/SIP using this template or previously approved template.

SCHOOL INFORMATION

School Name	Southridge Alternative Learning Center
School Number	1585
Street Address	1110 S. Main St.
City	Huntingburg
Zip Code	47542

SCHOOL CONTACT INFORMATION

Principal	Greg Gogel
Phone number	812.683.2272
Email	gogelg@swdubois.k12.in.us

Superintendent	Chip Mehaffey
Phone number	812.683.3971
Email	mehaffeyc@swdubois.k12.in.us

Grant contact	Melissa Boeglin
Phone number	812.683.3971
Email	boeglinm@swdubois.k12.in.us

Other contact	Amber Bolling
Position	Data Communications Specialist
Phone number	812.683.2272
Email	bollinga@swdubois.k12.in.us

SCHOOL IDENTIFICATION

Choose the appropriate response from the drop down box.

For implementation during the following years:	2025-28 ▾
This is an initial three year plan.	Yes ▾
This is a review/update of a plan currently in use.	No ▾

This school is identified as Comprehensive Support & Intervention (CSI) by the federal government.	No ▾
This school is identified as Targeted Support & Intervention (TSI) by the federal government.	No ▾
This school is identified as Additional Targeted Support & Intervention (ATSI) by the federal government.	No ▾
This school is not identified as CSI, TSI, or ATSI.	Yes ▾

SECTION B

SCHOOL IMPROVEMENT PLANNING

[Required for all schools]

PLANNING COMMITTEE

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

List members of the committee below. If a member serves on more than one subcommittee, list all those on which the member serves.

Member Name	Title	Committee(s)	CNA/SIP Subcommittee(s)
Sample: <i>Alma Smith</i>	<i>Teacher</i>	SIP	<i>ELA, Wht, SpEd, Multiracial</i>
Greg Gogel	Principal	SIP ▾	All

Greg Werner	Assistant Principal	SIP ▾	All
Amber Bolling	Data Communications Specialist	SIP ▾	All
Nicole Hopf	Teacher	SIP ▾	BLT, Math, ICTQ, PLC
Leigh Lambert-Neu	Teacher	SIP ▾	English, BLT, PLC
Jackie Mundy	Teacher	SIP ▾	BLT, Interventions
Stacey Flamion	Counselor	SIP ▾	ALL
Erin Rauscher	Counselor	SIP ▾	All
Nicole Dekemper	Teacher	SIP ▾	BLT, PBIS, ICTQ
Coriann Arts	College and Career Counselor	Both ▾	All
Christine Vinson	Social Worker	SIP ▾	BLT
Abby Lutgring	Teacher	SIP ▾	BLT, EL, PBIS
Clair Mohr	Credit Recovery Liaison	SIP	Interventions
Amanda Bauer	Teacher	SIP ▾	BLT, EL, PBIS
Link additional information here (if necessary) <input type="checkbox"/>			

ESSENTIAL INFORMATION & CORE ELEMENTS

All schools are required to provide basic information about the following **core elements**: curriculum; assessment; safe and disciplined learning environment; technology; cultural competency; parental involvement; secondary offerings; and, career awareness and development. Information requested in the following sections is intended to promote discussion about how the core element might be aiding or inhibiting continuous school improvement efforts. Responses will not be used to monitor compliance. After discussion, place an 'X' in the last column if the items should be considered by the school's planning team when reviewing data and/or developing school goals. Do this for all tables where the 'X' column exists.

CORE ELEMENT 1: CURRICULUM

List primary curriculum resources (i.e. adopted materials) and supplementary materials such as online subscriptions or other such materials used by most teachers. Subject/Courses should include: English/language arts, math, social studies, science, visual arts, music, health, and physical education. Assess the degree to which these resources are aligned with the Indiana Academic Standards (IAS). Consider the need to keep, replace, or discontinue use of materials that are not essential for instruction. If room does not allow for all resources to be listed below, continue the list on a separate page and attach it to this document. Secondary schools may attach or link course descriptions

Subject/Course	Grades	Resource Name	Aligned to IAS	Tier(s)	Rationale for Resource Use	Continue Use?	X
Sample: Reading	1-6	ABC Reading is Fun	Yes ▾	Choose ▾	Textbooks and readers are core components of a reading program.	Yes ▾	<input type="checkbox"/>
Mathematics	9-12	Cengage	Yes ▾	Tier 3 ▾		Yes ▾	<input type="checkbox"/>
Science	9-12	Cengage, Discovery Education, PLTW	Yes ▾	Tier 3 ▾		Yes ▾	<input type="checkbox"/>
English	9-12	Perfection Learning	Yes ▾	Tier 3 ▾		Yes ▾	<input type="checkbox"/>
Social Studies	9-12	McGraw Hill, Sage Publications	Yes ▾	Tier 3 ▾		Yes ▾	<input type="checkbox"/>
Edmentum: Edoptions Academy/Courseware	6-12	Edmentum: Edoptions Academy/Courseware	Yes ▾	Tier 3 ▾		Yes ▾	<input type="checkbox"/>
Link additional information here (if necessary) <input type="checkbox"/>							

CORE ELEMENT 1: CURRICULUM
(continued)

Best Practice/Requirements Self-Check	Yes/No	X
The school uses a district-established curriculum that is aligned to the Indiana Academic Standards.	Yes ▾	<input type="checkbox"/>
Pacing guides and/or curriculum maps are used to plan and teach a standards-based curriculum.	Yes ▾	<input type="checkbox"/>

Teachers and staff are engaged in cross grade-level articulation of standards.	Yes ▾	<input type="checkbox"/>
A culturally responsive curriculum is used to ensure all students' cultural differences are recognized and appreciated.	Yes ▾	<input type="checkbox"/>

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

All of the information that is listed above can be found at the administrative office, department leadership, and individual teachers.

Link additional information here
(if necessary)

CORE ELEMENT 2: INSTRUCTIONAL PROGRAM

Schools are required to address the learning needs of all students and develop strategies, programs, and services to address such needs. Sound instructional practices are essential for students to reach the highest levels of academic achievement. Assess your practices using the chart below.

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

CORE ELEMENT 3: ASSESSMENT

List the assessments used in addition to the following statewide assessments: ILEARN, IREAD, I AM, ISPROUT, and PSAT. Include type of assessment (benchmark, common formative [CFA], or summative) and a brief rationale for their use. Consider the need to keep, replace, or discontinue use of each assessment based on the value and use of the data it provides.

Assessment Name	Grade(s)	Use	Type and Rationale for Use	Continue Use	X
Indiana SAT	11	Sum... ▾	Indiana required graduation exam	Yes ▾	<input type="checkbox"/>
ASVAB	10-12	Sum... ▾	Pathway for graduation for military-bound students	Yes ▾	<input type="checkbox"/>
AP Exams	9-12	Sum... ▾	For students enrolled in AP Exams	Yes ▾	<input type="checkbox"/>
Multilingual Proficiency Exam	12	Sum... ▾	Potential for students to gain bilingual credentials	Yes ▾	<input type="checkbox"/>
College Level Dual Credit Examinations: Various	11-12	Sum... ▾	University provided exams	Yes ▾	<input type="checkbox"/>
Unit Assessments	9-12	Benc... ▾	Assess student mastery of academic standards and course content	Yes ▾	<input type="checkbox"/>

Best Practice/Requirements Self-Check	Yes/No	X
A system is in place to use assessment data to make decisions about programs, practices, and instruction.	Yes ▾	<input checked="" type="checkbox"/>
The school uses assessment data to identify students for Tier II and Tier III instruction.	Yes ▾	<input type="checkbox"/>
Locally created assessments are reviewed and revised regularly to ensure priority standards are being measured at the appropriate levels of depth and rigor.	Yes ▾	<input type="checkbox"/>

CORE ELEMENT 4: COORDINATION OF TECHNOLOGY INITIATIVES

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

Online curriculum programs are used for instruction, practice, and assessment. Devices such as graphing calculators, temperature probes, viewsonic boards, and robotics are used to enhance learning and hands-on learning in various curriculum. CTE courses use a variety of equipment in each class (i.e., 3-D printing, CNC machining, glow forges, laser printing, plasma cutter,...). Basic technology is used by every teacher for communication and instruction (i.e., Google Classroom, ParentSquare,...). The school also has unique technology settings such as a room where students can use a green screen for video/picture creation.

Link additional information here
(if necessary)

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

CORE ELEMENT 5: CAREER AWARENESS AND DEVELOPMENT

Grades 9-12 only

What career awareness activities are provided for students?	Yes/No		Yes/No
Currently implementing career information activities?	Yes ▾	Job shadowing	Yes ▾
Job-site tours	Yes ▾	Career-related courses	Yes ▾

Guest speakers	Yes ▾	Career day/fair or community day	Yes ▾
Career-focused clubs (i.e., robotics, agriculture garden, STEM, etc.)	Yes ▾	Online career navigation program	Yes ▾
Industry-related project-based learning	Yes ▾	Not currently implementing career exploration activities	No ▾
Other:			

If “not currently implementing career exploration activities” was indicated above, explain why.	
Link additional information here (if necessary) <input type="checkbox"/>	

CORE ELEMENT 6: SAFE AND DISCIPLINED ENVIRONMENT

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

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

Briefly answer the following:

What practices are in place to maintain a safe environment?	
<p>The school has a crisis plan, safety plan, and annual training for all staff such as Vector Training. Community partners also participate in training (i.e., police department, fire department,...). We also have a PBIS program, MTSS system (grade level teams), consistent expectations throughout the building per handbooks. The addition of ParentSquare will enhance communication, which was a need that was identified by the Corporation. A Director of Community of Engagement is utilized so that the school and district are addressing cultural needs.</p>	
Link additional information here (if necessary) <input type="checkbox"/>	Safety Response Plan (Link needed), All Safety Drill Data Reports (Link Needed)

CORE ELEMENT 7: CULTURAL COMPETENCY

List the racial, ethnic, language-minority, and socio-economic groups in your school’s population. Provide strategies and indicate whether or not professional development is needed to successfully implement these strategies. Any such professional development should be detailed in the professional development plan portion of this document. Cultural competency considerations are embedded throughout this document **Identify the racial, ethnic, language-minority, and socio-economic groups in your school using the dropdowns below.**

Group	X	Group	X	Group	X
American Indian/Alaskan Native	<input type="checkbox"/>	English Language Learner	<input checked="" type="checkbox"/>	Multiracial	<input checked="" type="checkbox"/>
Asian	<input checked="" type="checkbox"/>	Free/Reduced Lunch	<input checked="" type="checkbox"/>	Native Hawaiian or Other Pacific Islander	<input type="checkbox"/>
Black	<input checked="" type="checkbox"/>	Hispanic Ethnicity	<input checked="" type="checkbox"/>	White	<input checked="" type="checkbox"/>

Describe how racial, ethnic, language-minority, and socio-economic groups are identified.	
Enrollment (self-reporting), Home language survey, WIDA assessment (Reading, Writing, Speaking, Listening), Free/Reduced Lunch Status documentation (self-reporting)	
Describe strategies for increasing educational opportunities and performance for students in groups identified for the school.	
Sheltered Instruction Observation Protocol (SIOP) Training for some staff, ELL courses (Levels 1-3), Newcomers Academy (Levels 1-2), Leveled Literacy Intervention, Home to School communication liaison, WIDA resources training of some staff, creation of Community Outreach Director at the District level, Universal Design for Learning training for staff members. Day is scheduled based on the individual needs of the student. Student can attend virtual, hybrid AM or PM, or full day in the school.	
Link additional information here (if necessary) <input type="checkbox"/>	

CORE ELEMENT 7: CULTURAL COMPETENCY
(continued)

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

Universal SIOP training, culturally diversity training, Universal Design for Learning training, Leader In Me training

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

Leader in Me

Link additional information here
(if necessary)

CORE ELEMENT 8: REVIEW OF ATTENDANCE

Reduction of absenteeism is a top priority for Indiana schools. Students are considered chronically absent when they are not in attendance for 10% of the school year. This equates to approximately 18 days of school.

What may be contributing to the attendance trend?		Covid 19 fallout, enrollment increases to the district, demographic evolution of the district			
What procedures and practices are being implemented to address chronic absenteeism?		<p>“Project Attend” is a program utilized in collaboration with the Dubois County juvenile court system. Interventions are in place through this system at 3, 5, 7, and 10 unexcused absences.</p> <p>The court system works with families to help curb the behavior and stress the importance of being in school.</p> <p>The Director of Community Engagement works with diverse family groups to educate on the expectations of attendance in Indiana..</p> <p>The creation of the Southridge Alternative Learning Center to meet individual student needs. The data below reflects Southridge data and used as evidence for the creation of SALC.</p>			
If procedures or practices to reduce chronic absenteeism are in place, how are the results monitored?		Weekly, monthly, quarterly, semester data points are utilized by school and staff members. The school places emphasis on unexcused absences.			
Number of students absent 10% or more of the school year:		We define chronic absenteeism at 10 or more missed days of school (all periods). This includes all absences (excused, certified, unexcused).			
Last Year:	Total Absence: 146/564 : 25.8% Unexcused: 21/564 : 3.7% **No data for SALC– this is Southridge Data	Two Years Ago:	Total Absence: 140/548 : 25.5% Unexcused: 16/548: 2.9% No data for SALC – this is Southridge Data	Three Years Ago:	Total Absence: 116/504 23% Unexcused: 14/504 2.7% No data for SALC– this is Southridge Data

Best Practice/Requirements Self-Check	Yes/No
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The school has and follows a chronic absence reduction plan.	Yes
An MTSS is in place to identify and help the academic, behavioral, and/or wellness needs of chronically absent students	Yes
Link additional information here (if necessary) <input type="checkbox"/>	

CORE ELEMENT 9: PARENT AND FAMILY ENGAGEMENT

How does the school maximize family engagement to improve academic achievement?
<p>ParentSquare - a new method of communication this school year that will reach all parents/guardians and students</p> <p>Back-2-School Bash - A welcome back night for all families to participate in learning about school and community activities</p> <p>Parent-Teacher Nights once a semester to discuss student standing</p> <p>Senior meetings - FAFSA, scholarships, graduation, expectations</p> <p>Junior meetings - FAFSA, scholarships, graduation, expectations</p> <p>Open-Home in the Career and Technical Center</p> <p>Southridge Gazette (newspaper)</p> <p>Early College Night</p> <p>Art Shows at basketball games</p> <p>Booths at fests</p> <p>Annual Case Conferences</p> <p>Availability of Translators</p> <p>Director of Community Engagement (Mexico-native; bilingual)</p>
In what ways are parents/families able to express ideas, concerns, and/or suggestions?
<p>Parents can communicate with school staff through email, ParentSquare, phone, or in-person meeting. Community members are always invited to monthly school board meetings. The high school has an active PTO. We also have access to translators.</p>
In what ways does the school involve parents/families to maintain or increase high levels of student attendance?
<p>The school has frequent communication with parents when students are absent.</p> <p>Project Attend</p>

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

ParentSquare allows for all communication to immediately translate the families respective language. We also have a Director of Community Engagement who works closely with LatinX families in all facets of school. We've partnered with ALASI to reach non-English families. The school has a Los Raiders group that participates in community activities and learns how success is possible regardless of cultural differences. We have expanded ILP meetings and bi-monthly EL Leadership team meetings.

Link additional information here
(if necessary)

CORE ELEMENT 10: PROVISION FOR SECONDARY SCHOOLS

[Secondary schools only]

The following is specific to secondary schools.

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

Accelerated 8th grade students are allowed to earn highschool credits in select courses (Math, Biology, Integrated Chemistry & Physics, Engineering essentials, Health, PE, College and Careers), to allow them to enroll in additional challenging courses. All students have the opportunity to start high school on the Academic Honors Diploma (AHD) track because they have most of the same required classes. During one's sophomore year, a student has to start making decisions about their diploma type. This is due to the necessity to start a world language. We encourage all students to attempt a world language, whether or not they are earning the AHD. We also encourage any student who plans to attend college to attempt the AHD because it helps with college admittance and scholarships. Guidance counselors and teachers always encourage students to push themselves toward the more challenging diploma. In order to encourage students to challenge themselves academically, prerequisites for several AP courses have been eliminated. Additionally, an increase in the number of AP and Dual Credit offerings in a variety of content areas has expanded the ability of students to meet AHD requirements. Students meet with guidance counselors at least once a year to discuss four-year plans and schedule classes based on a student's career/college interests. SALC works to offer these same opportunities for students who need an alternative option to reach their goals.

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

Starting in the 8th grade, students meet with guidance counselors in a classroom setting to discuss graduation requirements and the various diploma types. Guidance counselors inform students that they are all expected to earn the Core 40 Diploma, and students are encouraged to work toward either the Academic or Technical Honors Diploma. Students are provided with reasons as to why the honors diplomas are advantageous to them. Diploma requirements are reviewed with students once a year in a classroom setting as well as when individually meeting with counselors each year. Traditionally, a commitment to graduate ceremony with Jostens is held at the beginning of each school year. Additionally, students can be rewarded with Raider Bucks when they earn straight As on their report cards or show significant improvement with their grades. SALC is accessible to students who have unique educational needs. Diploma strength and access to this level of curriculum remains.

How are advanced placement (AP), dual credit, international baccalaureate (IB), and career and technical education(CTE) opportunities promoted?

AP and Dual Credit: Students are informed about these opportunities during classroom visits. This is also discussed with parents at 8th-grade orientation. Students are allowed to learn about them during an annual event that allows students to meet with AP and Dual Credit teachers. Teachers also regularly promote AP and Dual Credit courses in other classes. We have established an Early College Program and are working to ensure students and families are aware of opportunity. Through expanded family engagement opportunities such as an Early College Night at football and basketball games and an event to promote awareness of course offerings for families we expect an increase in AP and Dual Credit enrollment. Also, a weighted grade system will begin with the class of 2025 which will help to incentivize AP and Dual Credit enrollment.

CTE: Students begin to learn about CTE programs when they are in the 8th grade. The local educational cooperative leader presents to students annually about the courses offered throughout the county. He is also part of 8th-grade orientation and speaks to parents about it. Additionally, he is often invited to speak in Careers classes each year. Guidance Counselors begin talking to students about these programs in the 8th grade. During Freshman year, an increased focus is given to specifics of the programs. The high school now requires all students in grades 9 and 10 to attempt a CTE concentrator in order to help students meet the new Indiana graduation requirements. A couple new CTE programs at Southridge High School are Toyota (Toyota 4T) and OFS (Crafted Classroom). Students can take CTE coursework through a digital platform as well and are encouraged to do WBL.

<p>Graduation rate last year:</p>	<p>94.8% with waivers 84.6% without waivers</p> <p>Southridge data – No SALC data recorded yet</p>	<p>Percent of students on track to graduate in each cohort:</p>	<p>Total: 97%; 9th (2028): 100%; 10th (2027): 98.7%; 11th (2026): 96.0%; 12th (2025): 97%</p> <p>Southridge data – No SALC data recorded yet</p>
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Link additional information here (if necessary)

<https://indianagps.doe.in.gov/Summary/school/3631>

SCHOOL IMPROVEMENT PLAN
[Required for all schools]

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

1. Develop school improvement plan goals from the identified priorities. Based on your review of data, goals may be:
 - a. A continuation of existing goals and/or
 - b. New goals based on areas where improvement is needed immediately.
2. Develop a professional development plan, basing professional development goals on:
 - a. Strategies in the school improvement plan.
 - b. Other areas, apart from the improvement plan, where professional development is a priority.

3. Identify and note possible funding sources from local, state, and federal resources that may support the plan(s).

Possible Funding Sources		
Title I Title II Title III Title IV School Improvement (SIG)	McKinney-Vento High Ability Early Literacy Twenty-first Century After School Program Rural and low-income schools	General funds Head Start

Using the Goal Template

Goals

Are a result of identified priorities (where improvement is needed immediately)
 Are based on a three-year plan, starting with the current year (Goal 1) and followed by succeeding years (“Yr 2” and “Yr 3”)

Evidence-Based Strategy

A strategy is a specific plan of action to accomplish a goal. Strategies must be supported by evidence considered to be strong or moderate. In the school improvement plan, check if professional development is needed to successfully implement the strategy. These activities may be replicated and expanded on in the professional development plan

SCHOOL IMPROVEMENT PLAN GOAL AND STRATEGIES TEMPLATE

GOAL #1	
Goal	Academic: Credit Attainment Year 1: 75% of the students enrolled in the Southridge Alternative Learning Center will successfully attain all credits in the courses they are enrolled in for the 2024-2025 school year. Year 2: 85% of the students enrolled in the Southridge Alternative Learning Center will successfully attain all credits in the courses they are enrolled in for the 2025-2026 school year. Year 3: 95% of the students enrolled in the Southridge Alternative Learning Center will successfully attain all credits in the courses they are enrolled in for the 2026-2027 school year.
Sub-group focus	High Risk Student Population

The strategies we are going to implement are	Data Driven Teaching Practices, Flexibility of Schedule		
To address the root cause	Adaptable and flexibility of schedule to support student needs		
Which will help us meet this student outcome goal*	Attain meaningful credits that lead to graduation, CORE 40 designations, or college credits		
How Will We Get There?			
Evidence Based Strategies to Address Problems	Supporting Research for Strategy	Who is Accountable for Strategy?	Timeline
Alternative learning platforms	Cook, J. M., & Zimmer, D. D. (2021). The effectiveness of online learning: A review of the literature. <i>Journal of Educational Technology & Society</i> , 24(3), 50-67.	Administration, Counselors, and Facilitator	August 2024
Flexibility of schedule to meet student needs	Johnson, R. M., & Smith, L. M. (2022). Personalized learning in online education: A meta-analysis. <i>Educational Technology Research and Development</i> , 70(1), 113-130.	Administration, Counselors, and Facilitator	August 2024
Personalized Learning	Personalized adaptive learning: an emerging pedagogical approach enabled by a smart learning environment	Administration, Counselors, and Facilitator	August 2024
Link additional information here (if necessary) <input type="checkbox"/>			

Strategy Completion	Common Planning Template Implementation
What actions will we take to implement the improvement strategy? (specific, actionable activities that lead to the completion of the strategy identified)	

Activity (Action Step)	Activity Description	Position Responsible	Measurement	Resources Needed	Timeline	Status
Data Analysis: Assessing Student Needs	Counselors Report, Individualize Learning plans for Students	Counselors	Enrolment	Student Records	Summer 2024	In Progress ▾
Platform usage professional development	Administration, Counselors, and Facilitator meet with Edmentum to understand capabilities, resources, and support	All	Scheduled Meetings	Virtual Access	Summer 2024-ongoing	In Progress ▾
Peer Collaboration: Meet and discuss outcomes for students from similar schools	Administration, Counselor and Facilitator go on site to consult similar programs and hold meetings virtually with other schools/programs	All	Scheduled Meetings	Virtual and In person Access	Spring 2023 - ongoing	In Progress ▾
To what extent has the strategy been implemented? What about the process went well, or not? What is the adult fidelity evidence of this?	These strategies have been implemented and are in progress to create the program. Many of these will be on-going as the program and school continues to develop.					
How has student achievement been impacted? What is the evidence?	By creating this alternative plan for students they have been utilizing greater flexibility, accessibility, self directed learning, and diverse resources. All students remain connected to our counselors and have individualized plans.					
How will implementation be adjusted and/or supported moving into next year?	Greater access in a geographic area and offering will be considered. Currently, only students that were or are currently in our district have been considered.					
Link additional information here (if necessary) <input type="checkbox"/>						

PROGRESS INDICATORS TEMPLATE
[Required for all schools]

PROGRESS INDICATORS				
Check-in Schedule	Quarter 1	Quarter 2	Quarter 3	Quarter 4

Key Performance Indicator (Assessment)	65% of students on track for credit in attainment	75% of students attained credit for selected class	65% of students on track for credit in attainment	75% of students attained credit for selected class
Results	Year 1 goal 75%	Year 1 Goal Goal 75%	Year 1 Goal Goal 75%	Year 1 Goal Goal 75%
On Track to Meet Goals?				
Strengths				
Areas for Growth				
Next Steps				
Link additional information here (if necessary) <input type="checkbox"/>				

GOAL #2	
Goal	<p>Academic (SAT):Improve student academic achievement on the SAT</p> <p>Year 1: By the spring of 2024, 100% of the staff will be able to effectively analyze, interpret, and use PSAT/SAT data to directly inform instruction.</p> <p>Year 2: By the spring of 2025, 100% of 9th-12th grade math, English, science, and social studies teachers will utilize the PSAT/SAT data analysis to develop high-quality curriculum to facilitate mastery of prioritized Indiana Academic Standards along with PSAT/SAT aligned content standards for improved student learning and overall scores.</p>

	<p>Year 3: By the spring of 2025, 100% of all 9th-12th grade content areas will utilize the PSAT/SAT data analysis to develop high-quality curriculum to facilitate mastery of prioritized Indiana Academic Standards along with PSAT/SAT aligned content standards for improved student learning and overall scores.</p>		
Sub-group focus	EL/1st Generation HS graduates/1st Generation College Enrollment		
The strategies we are going to implement are	<ul style="list-style-type: none"> (1) Providing professional development and teacher collaboration on effectively conducting a data analysis with PSAT/SAT scores; (2) All impact teachers require students to complete activities in Bluebook a minimum of 6 times throughout the school year; (3) Department overhaul of curriculum to ensure alignment with the PSAT/SAT 		
To address the root cause	Conduct a deep-dive data analysis of PSAT8, PSAT 9, and the PSAT/NMSQT 10/11 exams to determine the content-specific areas of weaknesses and strengths for all students in order to effectively tailor instruction for successful student improvement. Survey teacher experience with use of data, familiarity with the PSAT/SAT, and level of curriculum alignment with the PSAT/SAT content.		
Which will help us meet this student outcome goal*			
How Will We Get There?			
Evidence Based Strategies to Address Problems	Supporting Research for Strategy	Who is Accountable for Strategy?	Timeline
Teacher Competence in Utilizing Data	Teacher Competence in Using Data in Rural High Schools	All Teachers	2024-2025
Teacher Collaboration/Professional Communities in Supporting Learning and Improvement	Horn, I. S., & Little, J. W. (2010). Attending to the problems of practice: Routines and resources for professional learning in teachers' workplace interactions. American Educational Research Journal, 47(1), 181–217.	All Teachers	2024-2025
Link additional information here (if necessary) <input type="checkbox"/>			

<p>Strategy Completion</p>	<p>Providing professional development and teacher collaboration on effectively conducting a data analysis with PSAT/SAT scores; All impact teachers require students to complete activities in Bluebook a minimum of 6 times throughout the school year; Department overhaul of curriculum to ensure alignment with the PSAT/SAT</p>					
<p>What actions will we take to implement the improvement strategy? (specific, actionable activities that lead to the completion of the strategy identified)</p>						
Activity (Action Step)	Activity Description	Position Responsible	Measurement	Resources Needed	Timeline	Status
Data Analysis	Conduct a deep-dive data analysis of PSAT8, PSAT 9, and the PSAT/NMSQT 10/11 exams to determine the content-specific areas of weaknesses and strengths for all students in order to effectively tailor instruction for successful student improvement.	All Teachers	Data Analysis	College Board Data information	Fall 2024, Spring 2025, and so forth	In Progress ▾
Teacher Competency	Survey teacher experience with use of data, familiarity with the PSAT/SAT, and level of curriculum alignment with the PSAT/SAT content.	All Teachers	Survey Tool	Google Forms or ParentSquare	Fall 2024	Not Started ▾
In-class PSAT/SAT practice	All teachers will have their students work in Bluebook during six scheduled impact periods throughout the school year.	All Impact Teachers	Proficiency Analysis from Program	Bluebook, Chromebook	2024-2025	Not Started ▾
Align curriculum to reflect SAT level questioning and prioritized IN academic standards.	Teachers need to collaborate in restructuring their curriculum to replicate not only the questioning style of the PSAT/SAT but also the level of difficulty in terms of content	All Staff	Completed Curriculum	Time	2024-2028	In Progress ▾
Identify Resources	Identify resources for modifying and/or developing curriculum aligned to the PSAT/SAT	All Staff	Selected Resources	Time	2024-2028	In Progress ▾

<p>To what extent has the strategy been implemented? What about the process went well, or not? What is the adult fidelity evidence of this?</p>	<p>Data analysis has been conducted. Key teacher leaders have access to the detailed outcomes of the students and other members of the staff know the results. Tailored work has been done in mathematics and is in the initial phases in ELA. Advancement into other disciplines is necessary.</p> <p>Teacher leaders have been sent to trainings that focus on the use of Bluebook and school wide implementation of PSAT/SAT readiness.</p> <p>Alignment is in its initial phases in mathematics.</p>
<p>How has student achievement been impacted? What is the evidence?</p>	<p>Student achievement will be impacted as teachers work to implement this into their planning and as a school more focus will be given in messaging and meaningful practice. Evidence will be through growth numbers per cohort as students participate in the PSAT and SAT.</p> <p>To be determined. Evidence will be the growth numbers per cohort as they take the exam. Our cohort growth percentage is 5% per cohort after the interaction with material throughout the year.</p>
<p>How will implementation be adjusted and/or supported moving into next year?</p>	<p>By utilizing the survey tool, adjustments in professional development can be made to support teachers in the implementation of PSAT/SAT based rigor in their classrooms.</p> <p>Data results will be monitored and feedback will be sought from both teachers and students. Adjustments in strategies will be considered to bring about the goals of growth per cohort.</p>
<p>Link additional information here (if necessary) <input type="checkbox"/></p>	

PROGRESS INDICATORS TEMPLATE
[Required for all schools]

PROGRESS INDICATORS				
Check-in Schedule	Quarter 1	Quarter 2	Quarter 3	Quarter 4
<p>Key Performance Indicator (Assessment)</p>	<p>1 PSAT/SAT during IMPACT</p>	<p>3 PSAT/SAT during IMPACT</p>	<p>2 PSAT/SAT during IMPACT</p>	<p>Results of Data. Growth per cohort</p>
<p>Results</p>				

On Track to Meet Goals?				
Strengths				
Areas for Growth				
Next Steps				
Link additional information here (if necessary) <input type="checkbox"/>				

GOAL #3	
Goal	<p>Culture: Community Engagement/Communication with Stakeholders</p> <p>Year 1: ParentSquare communication app will be rolled out to PreK - 13. By the end of year 1 we will have 75% parent/guardian and students “buy in” on the application.</p> <p>Year 2: By the end of year 2 we will have 85% parent/guardian and students “buy in” on the application.</p> <p>Year 3: By the end of year 3 we will have 100% parent/guardian and students “buy in” on the application.</p>
Sub-group focus	EL, Economic underserved
The strategies we are going to implement are	Choosing the correct platform, Registration Rollout, Communication Campaign
To address the root cause	Rectify communication barriers across the diverse family and student populations of our school, adapt to the changing communication methods for ease of interaction and use

Which will help us meet this student outcome goal*	Attendance increases, greater engagement in student academic outcomes and community/school resources		
How Will We Get There?			
Evidence Based Strategies to Address Problems	Supporting Research for Strategy	Who is Accountable for Strategy?	Timeline
Identifying Needs of our Community: Survey	Henderson, A. T., & Mapp, K. L. (2002). <i>A New Wave of Evidence: The Impact of School, Family, and Community Connections on Student Achievement.</i> Austin, TX: Southwest Educational Development Laboratory.	Communication Director	August 2024
Choosing the correct platform: Analysis of Communication platforms	Wang, M. C., Haertel, G. D., & Walberg, H. J. (2014). <i>Implementing New Technologies in Schools: A Case Study of Communication Platforms.</i> <i>Journal of Educational Technology</i> , 12(2), 134-149.	Communications Director and Administration	Summer 2024
Increased Family Engagement: Common/ Consistent Messaging	Smith, C., Johnson, L., & Brown, T. (2014). <i>Digital Platforms in Education: A Review of the Research.</i> <i>Educational Technology Research and Development</i> , 62(4), 427-452.	Communication Director and Admin.	August 2024
Provide Training and Support	Reynolds, A. J., & Clements, M. D. (2005). <i>Parent-School Communication: A Study of Perceptions and Practices.</i> <i>Journal of School Communication</i> , 15(4), 245-261.	Communications Director, Corporation technology team	August 2024 - ongoing
Informed Families: Increased Resources and Opportunities	Gonzalez, M., et al. (2006). <i>The Role of Community Organizations in Enhancing Educational Opportunities.</i> <i>Community Education Journal</i> , 32(2), 103-117.	Communications Director, Corp Tech Team, Director of Community Engagement, Schools	August 2024-ongoing
Link additional information here (if necessary) <input type="checkbox"/>			

Strategy Completion	<p>Identify an easy to use platform that can engage all members of our school community by identifying needs</p> <p>Utilize professional development on the use of the platform and the capabilities to enhance student outcomes</p>
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Create consistent information avenues for all community members						
What actions will we take to implement the improvement strategy? (specific, actionable activities that lead to the completion of the strategy identified)						
Activity (Action Step)	Activity Description	Position Responsible	Measurement	Resources Needed	Timeline	Status
Survey Analysis	The Director of Communications, along with administration reflect on survey data and feedback from the community on ways to improve communications and involvement.	Communication s Director, LiM Teams	MRA Survey	MRA Data	May 2024	Completed ▾
Platform Selection	Analysis of Programs that fulfill the needs of our communication processes that considered user experience.	Director of Communication , administration	MRA Survey	MRA Data	August 2024	Completed ▾
Professional Development and Implementation of Communication Strategies	Create a timeline for rollout: Information to families, information to staff, information to students, professional development to staff, pilot program, monitor participation in the platform. Consistent updates from a classroom level to the school level	Director of Communication , Admin	ParentSquare Platform	Data on interaction on the platform	August-on going	In Progress ▾
To what extent has the strategy been implemented? What about the process went well, or not? What is the adult fidelity evidence of this?	Implementation has started and is to the point of staff usage to families and consistent information being delivered to families. Interaction rate on the platform is above 65%.					
How has student achievement been impacted? What is the evidence?	Attendance rates have been near 97%, and 98% of HS families have been connected to the platform.					
How will implementation be adjusted and/or supported moving into next year?	Furthering consistent informational updates from the school on data surrounding school goals and outcomes. Admin will work with various departments so that families are informed with school and community resources					
Link additional information here (if necessary) <input type="checkbox"/>						

PROGRESS INDICATORS TEMPLATE

[Required for all schools]

PROGRESS INDICATORS				
Check-in Schedule	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Key Performance Indicator (Assessment)	50% of Families Connected to the Platform and interacting with the content	60% of Families Connected to the Platform and interacting with the content	70% of Families Connected to the Platform and interacting with the content	75% of Families Connected to the Platform and interacting with the content
Results	Connected: 72.8% Interacting with Content: 14% **does not include opening**			
On Track to Meet Goals?	Yes			
Strengths	Rollout Plan, Ease of use			
Areas for Growth	Individual Classroom use for communication platform for home			
Next Steps	Provide examples of use and application			
Link additional information here (if necessary) <input type="checkbox"/>				

PROFESSIONAL DEVELOPMENT PLAN

[Required for all schools]

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

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

Professional Development Goal(s)	Consistent and intentional planning by all faculty PSAT/SAT knowledge and evidence in practice Community Engagement Opportunities Cultural Responsiveness and Equity in Teaching
Is professional development linked to SIP goals?	Yes -
Possible Funding Sources	Community Support Grants Title I Title II Title III Title IV School Improvement (SIG)
Plan for coaching and support during the learning process	The corporation has designed and implemented professional development days, early releases, and late starts for the calendar year 2024-2025. Goals will be the focus of these days.
Evidence of Impact	Data will closely tracked in the following areas: Attendance Rates Graduation Rates Community Engagement/Participation Rates Credit Attainment Rates per cohort Discipline Referrals
How will effectiveness be sustained over time?	Consistency and fidelity in the initiatives proposed and reflection upon the data received for constant adjustment.

Link additional information here
(if necessary) □