

School Name: Loogootee High School
School Number: 6003
Street Address: 201 Brooks Avenue
City: Loogootee
Zip Code: 47546

COMPREHENSIVE NEEDS ASSESSMENT/SCHOOL IMPROVEMENT PLAN

For implementation during the following years: 2020-2023, 2021-2024, 2022-2025, 2023-2026 (Highlight implementation years)

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

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Read through this document before beginning your work.

--- **BASIC REQUIREMENTS** ---

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

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

Common abbreviations used in the plan are:

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

Who is required to submit a school improvement plan (SIP)? **All public schools and state-accredited nonpublic schools**
 Who is required to submit a comprehensive needs assessment (CNA)? **Schools that receive Title I funds AND schools classified as TSI, ATSI, and/or CSI**
 Who is required to use the Indiana Department of Education’s SIP template? **Schools classified as TSI, ATSI and/or CSI**
 Who is required to use the Indiana Department of Education’s CNA template? **Schools classified as CSI**
Charter schools, classified as CSI and that receive Title I funds, must complete a CNA/SIP using this template.

If you are unsure of your school’s identification as TSI, ATSI, and/or CSI, you can find out [HERE](#). (Highlight answer choices below.)

This is an initial three (3) year plan. No	This is a review/update of a plan currently in use. YES
This school is identified as the following by the federal government: (Highlight all that apply) TSI, ATSI, CSI	
(TSI/ATSI only) Underperforming student groups identified by the federal government: (highlight all that apply) SpEd, ELL, F/R, Hisp, Wht, Blk, Multiracial, Asian, AI/AN, NHPI	
This school receives Title IA funding. Yes No	Is the school’s Title I program Schoolwide or Targeted Assistance? SW TA
<i>*If you are unsure about Title IA funding and/or the type of program, contact your federal programs specialist.</i>	

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

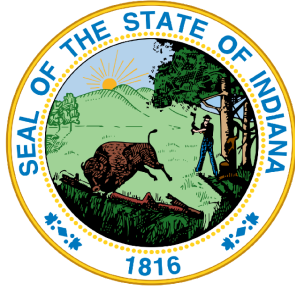
Schools that are required to conduct a comprehensive needs assessments (CNA) and/or school improvement plan (SIP) must assess the school’s needs using a committee of stakeholders, including, but not limited to teachers, administrators, parents, and community and business leaders. Some schools may opt to have separate committees for conducting the needs assessment and developing the school improvement plan, while others may not. Simply indicate if a member serves on either or both in the

“Committee(s)” column. Many schools may have subcommittees to focus on prioritized areas such as language arts, math, attendance, etc. Indicate this in the “CNA/SIP Subcommittee(s)” column below. To be sure the needs of each underperforming student group are addressed, **schools classified as TSI or ATSI must have a subcommittee for each underperforming group.**

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

Member Name	Title	Committee(s)	CNA/SIP Subcommittee(s)
Bill Riley	Teacher	SIP	
Dave Smith	Association Rep	SIP	
Jill Toy	Teacher	SIP	Spec. Ed.
Dana Campbell	Administrator	SIP	
Sara Lengacher	Parent	SIP	
Cory Julian	Administrator	SIP	
Nancy Harrison	Administrator	SIP	

--- ALIGNMENT [optional] ---



INDIANA DEPARTMENT of EDUCATION

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

continuous school improvement involves

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

District Vision:

Big enough to deliver...small enough to care.

School Vision:

Big enough to deliver...small enough to care.

District Mission:

The mission of Loogootee Community Schools, in partnership with our community, is to provide an innovative and technological foundation that will prepare each child for their future. We work to build every student's talent to reach their potential through rigorous curriculum, enhanced one to one technology, and flexible instruction that meets the needs of all learners today to become tomorrow's leaders.

School Mission:

The mission of Loogootee Community Schools, in partnership with our community, is to provide an innovative and technological foundation that will prepare each child for their future. We work to build every student's talent to reach their potential through rigorous curriculum, enhanced one to one technology, and flexible instruction that meets the needs of all learners today to become tomorrow's leaders.

District Goals:

- Implement PBL across grade levels K-12
- Implement PLTW across grade levels K-12
- Streamline PBIS System corporation wide
- Maintain STEM Certification K-12 (Recertified Spring 2024)

- Does the school's vision support the district's vision? *(highlight response)* **Yes** No
- Does the school's mission support the district's mission? *(highlight response)* **Yes** No
- Do the school's mission and vision support district goals? *(highlight response)* **Yes** No

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

SECTION A: Review Essential Information

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

Core Element 1: Curriculum

Curriculum Description and Location:

Overview of Loogootee High School Curriculum

Loogootee High School is a STEM certified school and has a curriculum that is based on academic standards adopted by the Indiana Department of Education (IDOE) in order to prepare students to be College and Career ready when they graduate.

Teachers utilize correlation guides created by the IDOE in order to align resources with new standards. The high school offers a blended learning experience since each student is provided with a Chromebook.

Loogootee High School adopted a physical and digital math series by Savvas for the beginning of the 2022/2023 school year and a new series with physical and digital resources by Savvas in 2023-2024. Other courses continue to use current resources along with a multitude of digital resources. Edmentum serves as the on-line computer-based curriculum option available for all students. Students may use the curriculum to be a full-time online student or for credit recovery.


How Curriculum Supports Achievement of Standards

The School curriculum is a complicated puzzle that when all of the pieces come together will prove to have a very positive impact on all students. Standards are the glue that holds together and influences decisions on instructional methods, materials, additional resources, and assessment practices. The goal at Loogootee High School is to ensure all students are achieving at the highest level of success with a well-rounded curriculum. In order to meet this goal, teachers have worked with the Southern Indiana Education Center to develop a rigorous curriculum design in

English/Language Arts and mathematics. Teachers, parents, and community members have access to and are welcome to come into the office and learn more about Loogootee’s curriculum.

Meeting the Needs of All Learners

Loogootee is constantly striving to improve and do more for the students. In order to meet the needs of each learner, data teams analyze formative assessment data in order to plan for remediation and enrichment. Buffer days are built into the curriculum maps to allow teachers the secured time to work with students based on their needs. Students receive accommodations through IEPs, ILPs, 504 plans.

Listed below are the primary curriculum resources (i.e. adopted materials) and supplementary materials such as online subscriptions or other such materials used by the majority of teachers. Subjects/courses should include: English/language arts, math, social studies, science, visual arts, music, health, and physical education. The following form should be used to assess the degree to which these resources are aligned with the Indiana Academic Standards. It also should 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. (For ‘X’ column, right click and )

Subject/ Course	Grades	Resource Name	Aligned to IAS	Tier (highlight all that apply)	Rationale for Resource Use	Continue Use?	X
English	9-12	Prentice Hall Literature	Yes	Tier 1	<i>Textbook and readers are core components of reading program.</i>	Yes No	<input type="checkbox"/>
English	9	Study Island	Yes	Tier 1, 2	<i>The program offers an assessment tools to quickly measure who is on track and who needs additional support.</i>	Yes No	<input type="checkbox"/>
English/Math	9-10	NWEA	Yes	Tier 1, 2	<i>The program offers checks where students are strong and weak in regarding standards. Tests are given at the start at the year and at the end of the year to track student growth over the year.</i>	Yes No	<input type="checkbox"/>
English/Math	11-12	Chalk Talk	Yes	Tier 1, 2	<i>The program offers additional support in preparation for the SAT and ACT. It also offers study practice to improve performance.</i>	Yes No	<input type="checkbox"/>
Math	9-12	Pearson/Savvas Text	Yes	Tier 1	<i>Textbook (hard copy and online) used as a core component of all math courses.</i>	Yes No	<input type="checkbox"/>
Math	9-12	Math XL	Yes	Tier 1, 2, 3	<i>Personalized instruction and practice for secondary math learners.</i>	Yes No	<input type="checkbox"/>
Science	9-12	PLTW	Yes	Tier 1,	<i>Hands-on engagement used to support the curriculum.</i>	Yes No	<input type="checkbox"/>
Biology	9	Savvas–Experience Biology	Yes	Tier 1	<i>Textbook used as a core component of the courses</i>	Yes No	
ICP	10-11	McGraw Hill–Indiana Integrated Chemistry and Physics	Yes	Tier 1	<i>Textbook used as a core component of the courses</i>	Yes No	
Chemistry	11	McGraw Hill–Inspire Chemistry	Yes	Tier 1	<i>Textbook used as a core component of the courses</i>	Yes No	

Biology II	11-12	Pearson-Biology Concepts and Concepts, 9th Edition	Yes	Tier 1	<i>Textbook used as a core component of the courses</i>	Yes No	
Anatomy & Physiology	11-12	McGraw Hill-Hole's Human Anatomy & Physiology, 16th Edition	Yes	Tier 1	<i>Textbook used as a core component of the courses</i>	Yes No	
Science	9-10	EdPuzzle	Yes	Tier 1, 2	<i>Interactive curriculum support program.</i>	Yes No	<input type="checkbox"/>
Social Studies	9-12	Glencoe	Yes	Tier 1	<i>Textbook used as a core component of the courses</i>	Yes No	<input type="checkbox"/>
Social Studies	9-12	InQuisitive, Thinking Like a Historian	Yes	Tier 1, 2	<i>Engaging web-based assessments based on content understanding</i>	Yes No	<input type="checkbox"/>

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

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

- 1) Information regarding the school's curriculum can be found on the schools website (www.loogootee.k12.in.us).
- 2) Information regarding the high school curriculum is also explained during parent/teacher conferences held each fall and spring semester.

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 No	<input type="checkbox"/>
A process for coordinating instructional services (e.g. Head Start, adult education, etc.) is in place.	Yes No	<input type="checkbox"/>
A variety of instructional strategies are employed to meet the diverse learning needs of students.	Yes No	<input type="checkbox"/>
Teachers use strategies that monitor and adjust instruction during lessons (e.g. adjusted based on checks for understanding).	Yes No	<input type="checkbox"/>
Teachers ensure students are engaged in cognitively complex tasks (including varying depth of knowledge) during instruction.	Yes No	<input type="checkbox"/>
Teachers use instructional strategies that ensure students have multiple means of accessing instructional content.	Yes No	<input type="checkbox"/>
Instructional strategies provide students with multiple options for demonstrating their knowledge.	Yes No	<input type="checkbox"/>
Instructional strategies foster active participation by students during the instructional process.	Yes No	<input type="checkbox"/>

Teachers and staff promote authentic learning and student engagement across all content areas.	Yes	No	<input type="checkbox"/>
Strategies and instructional methods ensure equity of opportunity for all students during the learning process.	Yes	No	<input type="checkbox"/>
Instructional strategies assist with bridging the cultural differences in the learning environment.	Yes	No	<input type="checkbox"/>
Teachers and staff integrate evidence-based strategies during Tier II and Tier III instruction.	Yes	No	<input type="checkbox"/>
Teachers work collaboratively to support and refine instructional effectiveness (e.g. with feedback, coaching, etc).	Yes	No	<input type="checkbox"/>
High expectations for academic achievement are made clear to students and supported with adequate scaffolding and resources.	Yes	No	<input type="checkbox"/>

Other Information about Educational Programming and the Learning Environment

Job Shadowing, Student Internships, and Performance-Based Testing

Loogootee High School puts a strong emphasis on school-to-work related activities as reflected in the curricular offerings. Assessment tools used are the ASVAB (Armed Services Vocational Aptitude Battery), VRI (Vocational Research Institute), and LearnmoreIndiana.org for vocational exploration and interest surveys. Each student is provided with a Career Portfolio that allows an individual to keep a record of his or her school-to-work activities.

A strong effort is made to help each student make an informed higher educational or vocational choice based on each individual's unique abilities and interests. Loogootee has enjoyed many success stories related to student achievement in job placement and vocational training after the student's high school career.

Students also work in the online program Major Clarity during the 22-minute What I Need (WIN) time to do interest surveys and explore careers and colleges.

Loogootee Community Schools also employs a College and Career Coach for grades 5-12. She plans job fairs, brings in outside speakers from a variety of careers, and meets with students about their career goals.

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, 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
NWEA	9-10	Benchmark, Com. Form., Summative, Other	<i>The assessment pinpoints the achievement level of each student and helps teachers plan interventions for both struggling students or enrichment for students who have mastered grade-level content.</i>	Yes No	<input type="checkbox"/>
Study Island	9-10	Benchmark, Com. Form., Summative, Other	<i>The program offers assessment tools to quickly measure who is on track and who needs additional support.</i>	Yes No	<input type="checkbox"/>
Math XL	9-12	Benchmark, Com. Form., Summative, Other	<i>Personalized instruction and practice for secondary math learners.</i>	Yes No	<input type="checkbox"/>

Chalk Talk	11-12	Benchmark, Com. Form., Summative, Other	<i>The program offers additional support in preparation for the SAT and ACT. It also offers study practice to improve performance.</i>	Yes	No	<input type="checkbox"/>
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Best Practice/Requirements Self-Check	Yes/No	X
A system is in place to use assessment data to make decisions about programs, practices, and instruction.	Yes No	<input type="checkbox"/>
The school uses assessment data to identify students for Tier II and Tier III instruction.	Yes No	<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 No	<input type="checkbox"/>

Core Element 4: Coordination of Technology Initiatives

Technology as a Learning Tool

A comprehensive district technology plan places a major emphasis on staff development. A director of technology/curriculum and two computer technicians cover three buildings serving nearly 740 students in the school district. In addition to providing planned professional development and software training, the tech staff is on call as needed between the buildings. Each teacher's computer, a newer Dell Laptop, is connected to a mainframe and maintained.

In 2016, Loogootee High School went 1:1 by providing each student with a Chromebook. Classrooms have ViewSonic Viewboards, projectors, whiteboards, Learn 360 video streaming, Teacher Channel, CNN, YouTube, USATestprep, TenMarks, Edmentum software, NWEA Skills Navigator, Pearson Realize, Pearson MathXL, Skyward School Management system, GAFE, Planbook.com, Canvas, etc.

The school has specialized computer capability related to specific vocational programming and training.

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

Core Element 5: Career Awareness and Development

Grades 9-12

What career awareness activities are provided for students?	
Lion Manufacturing: Student operated business with a focus on manufacturing, business operations, marketing, design, printing, and production	Career Pathways: Advanced Manufacturing; Machining; Business Management & Administration; Finance; Marketing; Education & Training; STEM; Information Tech
Career exploration with local partnerships: Crane Naval Warfare Center, multiple doctor offices, Loughmiller Tool and Design, Hawkins Health, Purdue 4H Extension	Industry tours: Loughmillers, Jasper Engine, Memorial Health
Guest speakers: Daviess Martin REMC, Military personnel, Hawkins Health, Duke, LPD, LVFD, Loogootee Dispatch, VU, Lincoln Tech, Indiana State Police, Walsworth Publishing.	Career Day/Fair (Spring Semester)
Career-focused Clubs: Robotics, FFA	College visits promoting programs for various careers: Indiana University, Vincennes University, University of Southern Indiana, Purdue University
VU Project Excel; IU ACP; Ivy Tech ASAP	One-on-one career planning with the Loogootee CTE Coach
Online Career Navigation Programs: Major Clarity	Assistance with application, resume, or hiring processes with CTE Coach
	Monthly student meeting opportunities with each branch of the military

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 social-emotional well-being are crucial factors in learning, the questions below are intended to promote conversation about how the school's environment adds to or takes away from student learning.

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

Briefly answer the following:

What practices are in place to maintain a safe environment?

- Loogootee High School has a full-time SRO

- **All students have access to social/emotional support through the LCS Social Worker and school's guidance counselor.**
- **The school provides students an anonymous link to report bullying through the corporation website (<https://www.loogootee.k12.in.us/report-it>).**
- **All staff participate in annual Safe Schools Training.**
- **The corporation has an assigned Safety Specialist on staff.**
- **Multiple safety drills take place each month throughout the school year.**
- **School safety bag in each classroom which includes a Stop the Bleed Kit.**

Core Element 7: Cultural Competency [Required for all]

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

Identify the racial, ethnic, language-minority, and socio-economic groups in your school by **highlighting** groups below.

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

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

Students are identified by the parent/guardian using the supplied Indiana Department of Education form during registration.

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

Utilizing our school cultural data and benchmark assessments, we ensure that ALL students are provided with the tiered supports necessary to achieve personal growth targets. We utilize the WIDA screener to identify students who have language deficits and develop Individual Language Acquisition plans to meet their individual needs.

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

Loogootee Community Schools continues to provide bi-weekly professional development in a variety of areas. We will continue to offer high quality information to our staff concerning cultural competency to ensure we are meeting the needs of all learners.

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

Various cultures are discussed and introduced through the school's curriculum, the media center, and multiple co-curricular programs in the fine arts. Thematic units throughout the school year are taught in the classrooms. The Youth First School Counselor utilizes a variety of books and other interactive lessons to help build a school culture of acceptance and understanding.

Core Element 8: Review Attendance [Required for all]

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

Number of students absent above 10% or more of the school year. Last year: 33

Two Years Ago: 11

Three Years Ago: 20

What may be contributing to the attendance trend?

The attendance policy at Loogootee High School is based on the premise that something important happens each day in each class. The faculty and staff believe there is a direct relationship between good attendance and successful academic achievement. The attendance rates for the past four years indicate LHS consistently ranks above the state average. LHS will work to maintain and improve this high attendance rate for all students.

Good attendance is supported by a strong school attendance policy and the LCSC “Mane” Traits. Students are recognized for perfect attendance during each semester of the school year at LHS/LMS School Spirit Convocations.

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

A letter is issued to the parents/guardians of every student who reaches seven undocumented and/or unexcused absences within a semester, or who accrues seven or more tardies within a semester. When issues cannot be resolved, students in violation of the attendance requirements are reported to Child Protective Services and referred to the Martin County Probation office. It is our goal to at least maintain our current attendance rate and work toward improving the rate each year.

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

A spreadsheet is used to document students who have had letters sent. This is monitored on a monthly basis to check if improvements are being made. Any student who is labeled as chronically absent is sent to Martin County Probation.

Best Practice/Requirements Self-Check	Yes/No	X
The school has and follows a chronic absence reduction plan.	Yes No	<input type="checkbox"/>
A Multi-Tiered System of Support (MTSS) is in place to identify and help the academic, behavioral, and/or social emotional needs of chronically absent students.	Yes No	<input type="checkbox"/>

Core Element 9: Parent and Family Engagement

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

Loogootee High School provides many opportunities for parents to become involved in both educational and extracurricular activities. Educationally, parents are an integral part of our career awareness programs. They act as guest speakers and share their work-related experiences with students in various classes. They act as mentors to students who participate in the job-shadowing program. In many cases, the businesses that provide internships for our students are owned and operated by parents within our school community.

Additionally, parents are given every opportunity to become active in their child's academic success. The school hosts an annual parent/teacher conference in the fall semester to review student progress. Parents serve as substitute teachers and as members of committees in Career and Technical Education (CTE) classes. Teachers post homework assignments online allowing parents and students to access assignments on a daily or weekly basis. Phones in each classroom allow parents to keep in direct contact with individual teachers.

In addition, parents may go online to access pertinent information from the school's website and through the Loogootee Community Schools app, which also provides links to teachers' email accounts, should parents wish to communicate through this avenue. Parents can also participate in the Family Access program through the school student information system. Attendance, grades, homework, class schedule, fees, immunization records, cafeteria purchases, personal and medical information can be accessed and updated allowing constant flow between school employees and parents. Teachers and administrators can also add information about contacts with students and parents in Skyward so everyone knows the communication that happens regarding a student. A monthly newsletter is emailed to parents with information of what is going on at LHS.

Parents of Loogootee High School students are also active in our extracurricular programs. Loogootee High School participates in NASC's School Partnership Program where Crane workers may serve as tutors for our students. Formally organized groups, such as the Band Boosters, the Lion Backers, and the Post Prom committee just to name a few provide support to specific organizations. Other parents chaperone field trips, help with club fundraisers, work on athletic facilities, assist with drama productions, and generally provide support when asked to do so.

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

Parents are encouraged to call or email with any questions or concerns they may have. Parent-teacher conferences are held once a year at the minimum for parents to communicate with their child's teacher. Surveys are also sent throughout the school year for feedback on various topics.

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

Students are recognized for perfect attendance during each semester of the school year at the LHS/LMS School Spirit Convocations.

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

If needed, resources and information are provided to parents in their spoken language. Currently, this is not needed in our school district.

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

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

Academic Honors Diploma (AHD) and Core 40 curriculum plans are encouraged at Loogootee High School. Preparation begins with orientation meetings for 7th and 9th graders. High School seniors at Loogootee outrank many of their counterparts throughout the State of Indiana as their percentages in obtaining Academic and Technical Honors Diploma and Core 40 diplomas are greater. Loogootee staff members have also been proponents of College and Career Readiness. The guidance counselor continues to place students in college dual credit courses, and program and licensing updates amongst the teachers focus on readying students for careers. Starting in their ninth grade year, the students also start working on a graduation Pathway Portfolio where they list their classes, extracurricular activities, their diploma type, share their work, and complete the graduation checklist..

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

1. Four-Year Plan counseling through the Career Class promotes both the Academic Honors curriculum and the Core 40 plan.
2. A \$500 school-based scholarship is provided to students who complete an Academic or Technical Honors Diploma.
3. Students are advised as to which Indiana state colleges and universities offer scholarships for a student having attained an Academic/Technical Honors Diploma
4. Students are advised that the State of Indiana offers need-based grants for students who complete Academic Honors or Core 40 diploma requirements.

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

1. Loogootee High School students who participate in a dual credit/AP course receive a one point weight onto the end-of-semester grade (based on a 4.0 scale).
2. Academic representatives from area universities visit the school to promote, support, and sign up students for dual credit courses.
3. The administration from the area CTE school (Twin Rivers) schedules multiple visits each year to promote career training (during 11th/12th grade).
4. Counseling of students and parents continues throughout the scheduling process.
5. A yearly review of course offerings is made to assure that student needs are met.

Graduation rate last year (2024): 96.15%

Percent of students on track to graduate in each cohort: 2025 - 95%, 2026 - 100%

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

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

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

NA

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

NA

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

NA

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

NA

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

Staff Name	Licensure/Certification	Assigned Class/Subject
Nancy Harrison	5-12 Spanish, English, Admin	Principal
Cory Julian	5-12 Spanish, PE, Health, Admin	AD/Assistant Principal
Leslie VanHoy	5-12 Biology, Chemistry	Biology
Rachel Tedrow	5-12 Spanish, 7-12 Math, Library Media	Education, Spanish
Mike Tippery	5-12 US History, World History, Government, Sociology	US, Geography, History, Govt, POLS 101
Heather Hawkins	Gen, Elementary, Middle School SS/ELA	Guidance Counselor
Shelly Lengacher	Business Workplace Specialist	Business
Tracie McAtee	K-6 Elem/Sp Ed/Middle School Math/CS	Mathematics/CS
Joel Weitkamp	K-12 Instrumental Music	Band and Music
Bill Riley	5-12 General Science, Physical Science, Chemistry, Mathematics	Science/Mathematics
Brian Whitney	5-12 English/Lang Arts/Criminal Justice	10/12 English/Criminal Justice
Matthew Birt	Workplace Specialist	Machining
Lindsey Walton	K-12 Fine Arts, Theatre with Music Vocal	Choir/Musical Theatre
Rhiannon Graves	7-12 Language Arts, French	French 1-3/DC, English 9
Bristol Yoder	7-12 English	English 11, DC 11 & 12
Peyton Eaton	Emergency Permit	Physics/PLTW, Engineering, Lion Manufacturing
Jill Toy	K-8 and High Special Education	10-12 Special Ed
Levi Atkins	K-12 Art	MS/HS Art
Trenton Harrison	5-12 Math Emergency Permit	Math, Geometry, Algebra II, Quantitative Reasoning

SECTION B: Needs Assessment

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

General Academic		Specific Student Groups			General School Data	
	Statewide Assessments	X	Statewide Assessment Data		ELL Assessment(s)	Student Attendance
	Federal (ESSA) Data		Federal (ESSA) Data		Individual Education Plans (IEPs)	Discipline/Behavior
	Districtwide Assessments	X	IAM Assessment		Individual Learning Plans (ILPs)	Parent/Student Surveys
	Dyslexia Assessment(s)		Aptitude Assessment(s)		Staff Training	Staff Attendance
X	Common Formative Assessments		Special Education Compliance Rpt	X	High Ability/Dual Credit & AP	
X	PSAT/SAT					
List Other Data Sources Below						
Link Data Here ---->		https://indianagps.doe.in.gov/Summary/School/4220				
Link Data Here --->		https://docs.google.com/document/d/1zUSpx1h6MAYugN7oPTC1U5cZgl3FqYrzcZ4xa3aId2w/edit?usp=sharing				

SAT Results

2023	TOTAL	Reading	Math
LHS	939	484	455
IN	940	480	460
All Testers	947	483	464
2024 (74 testers)	TOTAL	Reading	Math
LHS	937	483	454
IN	936	478	458
All Testers	948	484	465

2024 (74 testers) SAT			
Both Reading/Writing/Math	Met Both Benchmarks	Met One Benchmark	Met No Benchmarks
LHS	24%	30%	46%
IN	23%	28%	49%
ALL Testers	26%	28%	47%
Reading/Writing	Meets/Exceeds Benchmark	Approaching Benchmark	Not Yet Approaching Benchmark
LHS	54%	8%	38%
IN	50%	43%	43%
ALL Testers	52%	6%	42%
Math	Meets/Exceeds Benchmark	Approaching Benchmark	Not Yet Approaching Benchmark
LHS	24%	7%	69%

IN		24%	5%	71%
ALL Testers		27%	5%	68%
Total Score 2024	1500-1600 (1560)		1	
	1200-1399		5	
	1100-1299		10	
	1000-1199		12	
	900-999		17	
	800-899		15	
	700-799		5	
	600-699		5	
	500-599		3	
	400-499		1	

Step 1: Review Potential Issues from the Core Elements

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

Do these issues significantly impact our current school goals as strengths or problems?

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

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

Step 2: Evaluate Progress on Current School Goals

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

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

SECTION C: Year One Analysis (to be completed in Spring/Fall 2023)

Step 1: Conduct a Gap Analysis

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

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

- 1) Are our current goals still areas where improvement is needed immediately?
- 2) What concerns did we find when studying the core elements that might be serious enough to need improvement immediately?

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

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

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

	1	2	3	4	5	6
Desired Performance Indicators Based on Prioritized Goals/Characteristics	Current Goal	Actual Performance Based on School Data	Brief Description Comparing Current Performance to Desired Performance	Gap	Priority	
<i>A safe and disciplined school the environment provides an educational atmosphere conducive to</i>	<i>No</i>	<i>In-school suspensions increased 15% over the last 2 years. Suspensions & expulsions increased 8% & 4% re-</i>	<i>We are committed to a learning environment that ensures safety and well-being for all. Data indicates that students do not feel safe and that suspensions and expulsions have</i>	X	1	

learning and personal well-being.

respectively. Survey: 45% of students increased.
do not feel safe at school.

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

GAP ANALYSIS TEMPLATE

Desired Performance Based on Prioritized Goals/Characteristics	Part of Current Goal?	Actual Performance Based on School Data	Brief Description Comparing Current Performance to Desired Performance	Gap	Priority
					X
	Yes No				
	Yes No				
	Yes No				
	Yes No				
	Yes No				

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



Step 2: Conduct Root Cause Analyses

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

Determine the root cause(s), or underlying cause(s), for the gaps in the prioritized areas.

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

Identified Priorities from Previous Chart	List Root Cause(s)



Write your Goal(s) from these.



Develop strategies from these.

SECTION D: School Improvement Plan and Professional Development Plan

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

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

Possible Funding Sources		
Title IA 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 Program	General funds Head Start ESSER III

School Improvement Plan

GOAL 1	Improve Student Math Performance on the SAT (Areas of Focus: Multi-Step Problems/Equations, Linear Equations, Graphing, Higher Order Equations) Objective: Loogootee High School (11th Grade) students will take the SAT assessment in the spring of 2025. The LHS student mean score will meet or exceed the SAT benchmark determined by the IDOE (Math).		
Data Checkpoints (dates)	November 2024	January 2025	May 2025
Evidence at	<ul style="list-style-type: none"> ● Math scores on SAT, PSAT, First 	<ul style="list-style-type: none"> ● Math scores on SAT 	<ul style="list-style-type: none"> ● Math scores on SAT Practice Assessment (May)

Checkpoints	Quarter Chalk Task Practice Assessment and NWEA Assessment.	Practice Assessment (Jan.) and NWEA Assessment (Jan.) <ul style="list-style-type: none"> Fall SAT Day results from October Assessment 10th/11th Grade PSAT Results from Fall (Oct.) Assessment 	<ul style="list-style-type: none"> Spring SAT DAY Results from October Assessment (March) 	
Evidence-Based Strategy 1	<ul style="list-style-type: none"> Use assessment criteria guidelines when creating course assessments Students in grades 10-12 will take multiple SAT assessments found on Chalk Talk Use item samples from multiple SAT Prep programs including Chalk Talk, SAT Success, Khan Academy, MathXL, and NWEA to familiarize students with question formats Use assessment vocabulary from Chalk Talk and SAT Success Use SAT Rubric guides to grade student assignments Assign process standards to curricular units Evaluate process standards Require students to explain their thinking both verbally and written through the school year 		PD Needed: Yes No <i>(Highlight)</i>	
Strategy Action Steps	Required Activity	Start/End Dates	Completed by	Evidence of Success
Action Step 1	<ol style="list-style-type: none"> Hold quarterly department data analysis meetings Use flexible groupings for remediation during WIN time and instruction based upon individual student data Complete curriculum vertical alignment and vertical discussions Utilize bell ringers to include SAT sample items Use NWEA and Study Island assessments to differentiate learning based on individual needs 	<ul style="list-style-type: none"> August, Jan August, January , March August -May August -May August-May 	<ul style="list-style-type: none"> Administration, Math Faculty Administration, Math Faculty Administration, Math Faculty Administration, All Faculty Administration, All Faculty 	<p>Students in grade 9 will meet the determined NWEA progress score from Fall (2022) to Winter (2023) assessments.</p> <p>Students will demonstrate a 10% improvement on quarterly assessments (Chalk Talk SAT Predictive Assessment) from the Fall (2022) to the Spring (2023) scores.</p>
Yr. 2 Measurable Objective	Objective: Loogootee High School (11th Grade) students will take the SAT assessment in the spring of 2024. The LHS student mean score will exceed the SAT benchmark determined by the IDOE for Math.			
Data Checkpoints (dates)	November 2023	January 2024	May 2024	
Evidence at Checkpoints	<ul style="list-style-type: none"> Math scores on SAT, PSAT, First Quarter Chalk Task Practice 	<ul style="list-style-type: none"> Math scores on SAT Practice Assessment (Jan.) 	<ul style="list-style-type: none"> Math scores on SAT Practice Assessment (May) Spring SAT DAY Results from October 	

	Assessment and NWEA Assessment.	and NWEA Assessment (Jan.) <ul style="list-style-type: none"> ● Fall SAT Day results from October Assessment ● 10th/11th Grade PSAT Results from Fall (Oct.) Assessment 	Assessment (March)	
Evidence-Based Strategy 1	<ul style="list-style-type: none"> ● Use assessment criteria guidelines when creating course assessments ● Students in grades 10-12 will take multiple SAT assessments found on Chalk Talk ● Use item samples from multiple SAT Prep programs including Chalk Talk, SAT Success, Khan Academy, MathXL, Study Island, and NWEA to familiarize students with question formats ● Use assessment vocabulary from Chalk Talk and SAT Success ● Use SAT Rubric guides to grade student assignments ● Assign process standards to curricular units ● Evaluate process standards ● Require students to explain their thinking both verbally and written through the school year 			PD Needed: Yes No <i>(Highlight)</i>
Strategy Action Steps	Required Activity	Start/End Dates	Completed by	Evidence of Success
Action Step 1	<ul style="list-style-type: none"> ● Hold quarterly department data analysis meetings ● Use flexible groupings for remediation during WIN time and instruction based upon individual student data ● Complete curriculum vertical alignment and vertical discussions ● Utilize bell ringers to include SAT sample items ● Use NWEA and Study Island assessments to differentiate learning based on individual needs 	<ul style="list-style-type: none"> ● August , Jan ● August, January , March ● August -May ● August-May ● August -May 	<ul style="list-style-type: none"> ● Administration, Math Faculty ● Administration, Math Faculty ● Administration, Math Faculty ● Administration, All Faculty ● Administration, All Faculty 	<p>Students in grade 9 will meet the determined NWEA progress score from Fall (2023) to Winter (2024) assessments.</p> <p>Students will demonstrate a 10% improvement on quarterly assessments (Chalk Talk SAT Predictive Assessment) from the Fall (2023) to the Spring (2024) scores.</p>

GOAL 2	<p>Improve Student ERW Performance on the SAT (Areas of Focus: Reading Comprehension, Extrapolating information from fictional and Informational text, Vocabulary)</p> <p>Objective: Loogootee High School (11th Grade) students will take the SAT assessment in the spring of 2023. The LHS student mean score will meet or exceed the SAT benchmark in (ERW) English determined by the IDOE.</p>				
Data Checkpoints (dates)	November 2022	January 2023	May 2023		
Evidence at Checkpoints	<ul style="list-style-type: none"> ERW scores on SAT, PSAT, First Quarter Chalk Task Practice Assessment and NWEA Assessment. 	<ul style="list-style-type: none"> ERW scores on SAT Practice Assessment (Jan.) and NWEA Assessment (Jan.) Fall SAT DAY Results from October Assessment 10th/11th Grade PSAT Results from Fall (Oct.) Assessment 	<ul style="list-style-type: none"> ERW scores on SAT Practice Assessment (May) Spring SAT DAY Results from October Assessment (March) 		
Evidence-Based Strategy 1	<ul style="list-style-type: none"> Use assessment criteria guidelines when creating course assessments Students in grades 10-12 will take multiple SAT assessments found on Chalk Talk Use item samples from multiple SAT Prep programs including Chalk Talk, SAT Success, Khan Academy, MathXL, Study Island, and NWEA to familiarize students with question formats Use assessment vocabulary from Chalk Talk and SAT Success Use SAT Rubric guides to grade student assignments Assign process standards to curricular units Evaluate process standards Require students to explain their thinking both verbally and written through the school year 			<p>PD Needed: Yes No <i>(Highlight)</i></p>	
Strategy Action Steps	Required Activity	Start/End Dates	Completed by	Evidence of Success	
Action Step 1	<ul style="list-style-type: none"> Use NWEA and Study Island assessments to differentiate learning based on individual needs Hold quarterly department data analysis meetings Use flexible groupings for remediation during WIN time and instruction based upon individual student data Complete curriculum vertical alignment and vertical discussions 	<ul style="list-style-type: none"> August - May August, January, April August-May August -May August- May 	<ul style="list-style-type: none"> Administration, ELA Faculty Administration, ELA Faculty Administration, ELA Faculty Administration, All Faculty 	<p>Students in grade 9 will meet the determined NWEA progress score from Fall (2022) to Spring (2023) quarterly assessments.</p> <p>Students will demonstrate a 10% improvement on quarterly assessments (Chalk Talk SAT Predictive Assessment) from the Fall (2022) to the Spring (2023) scores.</p>	

	<ul style="list-style-type: none"> Utilize bell ringers to include SAT sample items 		<ul style="list-style-type: none"> Administration, All Faculty 		
Yr. 2 Measurable Objective	Objective: Loogootee High School (11th Grade) students will take the SAT assessment in the spring of 2024. The LHS student mean score will exceed the SAT benchmark determined by the IDOE for ERW.				
Data Checkpoints (dates)	November 2023	January 2024	May 2024		
Evidence at Checkpoints	<ul style="list-style-type: none"> ERW scores on SAT, PSAT, First Quarter Chalk Task Practice Assessment and NWEA Assessment. 	<ul style="list-style-type: none"> ERW scores on SAT Practice Assessment (Jan.) and NWEA Assessment (Jan.) Fall SAT DAY Results from October Assessment 10th/11th Grade PSAT Results from Fall (Oct.) Assessment 	<ul style="list-style-type: none"> ERW scores on SAT Practice Assessment (May) Spring SAT DAY Results from October Assessment (March) 		
Evidence-Based Strategy 1	<ul style="list-style-type: none"> Use assessment criteria guidelines when creating course assessments Students in grades 10-12 will take multiple SAT assessments found on Chalk Talk Use item samples from multiple SAT Prep programs including Chalk Talk, SAT Success, Khan Academy, MathXL, Study Island, and NWEA to familiarize students with question formats Use assessment vocabulary from Chalk Talk and SAT Success Use SAT Rubric guides to grade student assignments Assign process standards to curricular units Evaluate process standards Require students to explain their thinking both verbally and written through the school year 			PD Needed: Yes No <i>(Highlight)</i>	
Strategy Action Steps	Required Activity	Start/End Dates	Completed by	Evidence of Success	
Action Step 1	<ul style="list-style-type: none"> Use NWEA and Study Island assessments to differentiate learning based on individual needs Hold quarterly department data analysis meetings Use flexible groupings for remediation during WIN time and instruction based upon individual student data Complete curriculum vertical alignment and vertical discussions 	<ul style="list-style-type: none"> August - May August , January, April August -May August-May August- May 	<ul style="list-style-type: none"> Administration, ELA Faculty Administration, ELA Faculty Administration, ELA Faculty Administration, All Faculty 	<p>Students in grade 9 will meet the determined NWEA progress score from Fall to Spring quarterly assessments.</p> <p>Students will demonstrate a 10% improvement on quarterly assessments (Chalk Talk SAT Predictive Assessment) from the Fall to the Spring scores.</p>	

	<ul style="list-style-type: none"> Utilize bell ringers to include SAT sample items 		<ul style="list-style-type: none"> Administration, All Faculty 	
Yr. 3 Measurable Objective	Objective: Loogootee High School (11th Grade) students will take the SAT assessment in the spring of 2025. The LHS student mean score will exceed the SAT benchmark determined by the IDOE for ERW by 10 percent.			

Professional Development Plan

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

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

2022-2023

Professional Development Goal 1	Teachers will continue to work with the Loogootee Community School Corporation Curriculum Director to develop course curriculum maps for each discipline taught. The maps will be directly linked to the school improvement plan and address all required standards for each subject as well as identify areas of concern to be addressed through the curriculum and SAT/PSAT Prep assessments.	Linked SIP Goals Yes No
Possible Funding Source(s)	Title II	
Evidence of Impact	Faculty will use the built in professional development days (50 minutes every other Wednesday during the school year) to identify areas of student academic concerns and update curriculum maps to address deficiencies. Data will be provided by multiple quarterly assessments in each core area of content. The school hosts two SAT days (one in October and one in March) to allow multiple attempts on the assessment. Additionally, students in grades 9-12 use predictive assessments provided by NWEA and Chalk Talk to assess areas of concern.	
Plan for coaching and support during the learning process:		
Fall Semester:		
<ul style="list-style-type: none"> August-December: Monthly data meetings, one PD meeting per month, One Chalk Talk Student Assessment Day per semester, SAT School Day (October) Identify areas of growth and concern based on the first semester results of predictive assessments Mapping will take place with the curriculum director each month to address areas of concern identified in the assessments 		
Spring Semester:		
<ul style="list-style-type: none"> January-May: Monthly data meetings, one PD meeting per month, One Chalk Talk Students Assessment Day per semester, SAT School Day (March) Review areas identified as concerns after winter quarterly predictive assessments Mapping will take place with the curriculum director each month to address areas of concern identified in the assessments 		
How will effectiveness be sustained over time?		
<ol style="list-style-type: none"> The corporation mapping process is continuous in order to address curriculum needs and concerns. Students will be tracked for growth through the second semester of their senior year in order to meet/exceed the state and national standards on the SAT assessment. 		

2023-2024

<p>Professional Development Goal 1</p>	<p>Teachers will continue to work with the Loogootee Community School Corporation Curriculum Director to develop course curriculum maps for each discipline taught. The maps will be directly linked to the school improvement plan and address all required standards for each subject as well as identify areas of concern to be addressed through the curriculum and SAT/PSAT Prep assessments. Teachers will also receive training on problem solving skills in the classroom.</p>	<p>Linked SIP Goals Yes No</p>
<p>Possible Funding Source(s)</p>	<p>Title II; ROI</p>	
<p>Evidence of Impact</p>	<p>Faculty will use the built in professional development days (2 hours one Wednesday each month during the school year) to identify areas of student academic concerns and update curriculum maps to address deficiencies. Data will be provided by multiple quarterly assessments in each core area of content. The school hosts two SAT days (one in October and one in March) to allow multiple attempts on the assessment. Additionally, students in grades 9-12 use predictive assessments provided by NWEA and Chalk Talk to assess areas of concern.</p>	
<p>Plan for coaching and support during the learning process: Fall Semester: August-December: Monthly data meetings, two PD meetings per month (50 minutes), Quarterly Chalk Talk Student Assessment Day, SAT School Day (October) Identify areas of growth and concern based on the first semester results of predictive assessments Mapping will take place with the curriculum director each month to address areas of concern identified in the assessments Spring Semester: 1) January-May: Monthly data meetings, two PD meetings per month (50 minutes), Quarterly Chalk Talk Students Assessment Day, SAT School Day (March) 2) Review areas identified as concerns after winter quarterly predictive assessments 3) Mapping will take place with the curriculum director each month to address areas of concern identified in the assessments</p>		
<p>How will effectiveness be sustained over time? 3) The corporation mapping process is continuous in order to address curriculum needs and concerns. 4) Students will be tracked for growth through the second semester of their senior year in order to meet/exceed the state and national standards on the SAT assessment.</p>		

2024-2025

<p>Professional Development Goal 1</p>	<p>Teachers will continue to work with the Loogootee Community School Corporation Curriculum Director to develop course curriculum maps for each discipline taught. The maps will be directly linked to the school improvement plan and address all required standards for each subject as well as identify areas of concern to be addressed through the curriculum and SAT/PSAT Prep assessments. Teachers will also receive training on problem solving skills in the classroom.</p>	<p>Linked SIP Goals Yes No</p>
<p>Possible Funding Source(s)</p>	<p>Title II; ROI</p>	

Evidence of Impact	Faculty will use the built in professional development days (2 hours one Wednesday each month during the school year) to identify areas of student academic concerns and update curriculum maps to address deficiencies. Data will be provided by multiple quarterly assessments in each core area of content. The school hosts two SAT days (one in October and one in March) to allow multiple attempts on the assessment. Additionally, students in grades 9-12 use predictive assessments provided by NWEA and Chalk Talk to assess areas of concern.
<p>Plan for coaching and support during the learning process:</p> <p>Fall Semester:</p> <ul style="list-style-type: none"> ● August-December: Monthly data meetings, one PD meeting per month, One Chalk Talk Student Assessment Day per semester, SAT School Day (October) ● Identify areas of growth and concern based on the first semester results of predictive assessments ● Mapping will take place with the curriculum director each month to address areas of concern identified in the assessments <p>Spring Semester:</p> <ul style="list-style-type: none"> ● January-May: Monthly data meetings, one PD meeting per month, One Chalk Talk Students Assessment Day per semester, SAT School Day (March) ● Review areas identified as concerns after winter quarterly predictive assessments ● Mapping will take place with the curriculum director each month to address areas of concern identified in the assessments 	
<p>How will effectiveness be sustained over time?</p> <ul style="list-style-type: none"> ● The corporation mapping process is continuous in order to address curriculum needs and concerns. ● Students will be tracked for growth through the second semester of their senior year in order to meet/exceed the state and national standards on the SAT assessment. 	