

Center Grove Community School Corporation School Improvement Action Plan

Goal	CGHS students will improve their competency in reading, writing and words in context through nonfiction text.
Benchmarks	70% of CGHS 11th graders will meet the college and career readiness benchmark for the English portion of the SAT.
Supporting Data	PSAT data for the class of 2026 indicates 66% of CGHS students taking the test will meet the English benchmark on SAT for college and career readiness (480).
Targeted Subgroups	Special Services, F/R lunch, minority students

Instructional Strategies (Teachers will...)	Learning Outcomes (Students will...)
Teachers will explicitly teach and practice vocabulary in context, and if applicable utilize the IDEAS acronym for context clues strategies ,	Students will learn the steps in identifying an unknown word by utilizing the context clues strategies.
Teachers will teach and practice summarizing activities such as the hashtag strategy to help students stay engaged in the reading.	Students will learn various strategies to help engage in reading and ensure accurate understanding of texts.
Teachers will provide students opportunities to write effectively using clear, concise, complete and correct (4 C's) information.	Students will become more proficient in writing and answering questions utilizing clear, concise, complete, and correct information.
Teachers will provide test taking strategies such as: using logic, reading the question first, eliminating incorrect answer choices, pacing on questions, using scratch paper, matching ideas not words, etc.	Students will utilize these strategies to pull critical information, develop an approach to solve the problem, and reduce the amount of time on each question.
Teachers will engage students in nonfiction/primary/informational text , e.g., annotating text, graphic organizers, outlines, answering questions that identify the best text evidence and explaining text evidence.	Students will become more proficient in being able to find evidence within challenging texts and justify that evidence to best answer the question. Students will become more proficient in reading challenging texts

Research Supporting Instructional Strategies	<p>Dufour, R., DuFour, R., Eaker, R., Many, T., (2017). Learning By Doing. Bloomington: Solution Tree.</p> <p>Hattie, J. (2009). <i>Visible Learning</i>. New York, NY: Routledge.</p> <p>Marzano, R.J. & Pickering, D.J. (2001). Classroom Instruction that Works. Alexandria: Association for Supervision and Curriculum Development.</p> <p>Marzano, R.J., Heflebower, T., Hoegh, J.K., Warrick, P., & Grift, G. (2016). Collaborative Teams That Transform Schools: The Next Steps in PLCS. Bloomington: Marzano Research Laboratory.</p> <p>Mattos, M., DuFour, R., DuFour, R., Eaker, R., & Many, T.W. (2016). Frequently Asked Questions About Professional Learning Communities at Work. Bloomington: Solution Tree</p> <p>Marzano, R.J. (2017). The New Art and Science of Teaching. Bloomington: Solution Tree.</p> <p>Marzano, Robert J. <i>The New Art and Science of Teaching</i>. Grift Education, 2024.</p> <p>Schemel, Lynn. SAT School Day Score Data Workshop. SAT School Day Score Data Workshop, June 2022, Indianapolis.</p>
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Professional Development	
Action	Timeline
Professional development on context clues and summarizing strategies and how to utilize them in the classroom.	September and ongoing
Professional development on “how to read” nonfiction text, including prompting questions, annotation, think alouds, etc.	September and ongoing
Professional development on the SAT question bank and Albert so that teachers can better understand the types of questions that are asked on the SAT so that they can increase the depth and rigor of their questioning.	September and ongoing
Professional development on NASOT (New Art of Science and Teaching) strategies to engage teachers in best practices for learning.	September and ongoing

Monitoring System	
Action	Review and Revision
CGHS PLCs will monitor student progress and provide support and intervention to meet student needs.	Ongoing and throughout the school year through PLC meetings, department meetings, and curriculum meetings.
CGHS will monitor student performance on ELs through our remediation time and provide support and interventions to meet student needs.	Ongoing throughout the school year.
CGHS Professional Development Team and the Instructional Coaches will meet to evaluate needs.	Ongoing and throughout the school year.
Review PSAT results for appropriate interventions.	Ongoing and throughout the school year.

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Goal	CGHS students will improve problem solving and math skills.
Benchmarks	45% of CGHS 11th graders will meet the college and career readiness benchmark for math on the SAT.
Supporting Data	PSAT data for the class of 2024 indicates 39% of CGHS students taking the test will meet the math benchmark on SAT for college and career readiness (530).
Targeted Subgroups	Special Services, F/R lunch, minority students

Strategies (Teachers will...)	Learning Outcomes (Students will...)
Teachers will embed practice problems from the SAT Question Bank .	Students will increase mathematical literacy across contents by answering content specific questions.
Teachers will provide test taking strategies such as: using logic, reading the question first, eliminating incorrect answer choices, pacing on questions, using scratch paper.	Students will utilize these strategies to pull critical information, develop an approach to solve the problem, and reduce the amount of time on each question.
Teachers will equip students with various strategies to read charts, graphs, and data tables including but not limited to TIMES, TAILS, modeling, and think aloud.	Students will pull out critical information from graphs, tables, and charts to mathematically solve the problem.

Research Supporting Instructional Strategies	<p>Hattie, J. (2009) <i>Visible Learning</i>. New York, NY: Routledge.</p> <p>Marzano, R.J. & Pickering, D.J. (2001) <i>Classroom Instruction that Works</i>. Alexandria: Association for Supervision and Curriculum Development.</p> <p>Dufour, R., DuFour, R., Eaker, R., Many, T., (2017) <i>Learning By Doing</i>. Bloomington: Solution Tree.</p> <p>Marzano, R.J. (2017) <i>The New Art and Science of Teaching</i>. Bloomington: Solution Tree.</p> <p>Marzano, R.J., Heflebower, T., Hoegh, J.K., Warrick, P., & Grift, G. (2016). <i>Collaborative Teams That Transform Schools: The Next Steps in PLCS</i>. Bloomington: Marzano Research Laboratory.</p> <p>Marzano, Robert J. <i>The New Art and Science of Teaching</i>. Grift Education, 2024.</p> <p>Mattos, M., DuFour, R., DuFour, R., Eaker, R., & Many, T.W. (2016) <i>Frequently Asked Questions About Professional Learning Communities at Work</i>. Bloomington: Solution Tree.</p> <p>Schemel, Lynn. <i>SAT School Day Score Data Workshop</i>. SAT School Day Score Data Workshop, June 2022, Indianapolis.</p>
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Professional Development	
Action	Timeline

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Professional development on how to read infographics, charts, data tables, and graphs as well as teach them how to utilize it in the classroom.	September and ongoing.
Professional development on test taking strategies and the best ways to implement in a classroom.	September and ongoing.
Professional development on NASOT (New Art of Science and Teaching) strategies to engage teachers in best practices for learning.	September and ongoing

Monitoring System	
Action	Review and Revision
CGHS PLCs will monitor student progress and provide support and intervention to meet student needs.	Ongoing and throughout the school year through PLC meeting, department meetings, and curriculum meetings.
CGHS will monitor student performance on ELs through our AIM period and provide support and interventions to meet student needs.	Ongoing throughout the school year.
CGHS Professional Development Team and the Instructional Coaches will meet to evaluate needs.	Ongoing and throughout the school year.
Review PSAT results for appropriate interventions.	Ongoing and throughout the school year.