

*Read through this section before beginning your work.*

**This template contains components that may or may not apply to all schools.**

## 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 required 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 use IDOE's CNA template, **Section A**?** Schools classified as CSI, schools classified as TSI, or schools classified as ATSI must attach evidence of their CNA to the template. For this reason, most TSI and ATSI schools complete **Section A**.
- **Which schools are required to use IDOE's SIP template, **Section B**?** Schools classified as CSI, TSI, or ATSI and receive Title I funds must complete a CNA/SIP using this template.

### SCHOOL INFORMATION

*[Required for all schools]*

|                |                                 |
|----------------|---------------------------------|
| School Name    | Pendleton Heights Middle School |
| School Number  | 5057                            |
| Street Address | 7450 S 300 W.                   |
| City           | Pendleton                       |
| Zip Code       | 46064                           |

### SCHOOL and CONTACT INFORMATION

*[Required for all schools]*

|              |                     |
|--------------|---------------------|
| Principal    | Jennifer Chestnut   |
| Phone number | 765 - 778 - 2139    |
| Email        | jchestnut@smcsc.com |

|                |                  |
|----------------|------------------|
| Superintendent | Mark Hall        |
| Phone number   | 765 - 778 - 2152 |
| Email          | mhall@smcsc.com  |

|               |  |
|---------------|--|
| Grant contact |  |
| Phone number  |  |
| Email         |  |

## SCHOOL IDENTIFICATION

**[Required for all schools]**

Choose the appropriate response from the drop down box.

|                                                     |           |
|-----------------------------------------------------|-----------|
| For implementation during the following years:      | 2024-27 ▾ |
| 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 ▾ |

### (TSI and ATSI only)

Choose from the drop-down box, underperforming student groups identified by the federal government.

|          |          |          |          |          |
|----------|----------|----------|----------|----------|
| Choose ▾ | Choose ▾ | Choose ▾ | Choose ▾ | Choose ▾ |
| Choose ▾ | Choose ▾ | Choose ▾ | Choose ▾ | Choose ▾ |

## SECTION B

### SCHOOL IMPROVEMENT PLANNING

#### PLANNING COMMITTEE

***[Required for all schools]***

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)            |
|------------------------------------------------------------------------------------|---------------------------|--------------|------------------------------------|
| <b>Sample:</b> <i>Alma Smith</i>                                                   | <i>Teacher</i>            | SIP          | <i>ELA, Wht, SpEd, Multiracial</i> |
| Jennifer Chestnut                                                                  | Principal                 | SIP ▾        |                                    |
| Tyler Roell                                                                        | Assistant Principal       | SIP ▾        |                                    |
| Cara Reed                                                                          | Math Teacher              | SIP ▾        |                                    |
| Andrew Meyer                                                                       | Science Teacher           | SIP ▾        |                                    |
| Darin DeNeal                                                                       | Math Teacher              | SIP ▾        |                                    |
| Erin Watson                                                                        | Social Studies            | SIP ▾        |                                    |
| Jodi Brown                                                                         | ELA Teacher               | SIP ▾        |                                    |
| Jon McClure                                                                        | Art Teacher               | SIP ▾        |                                    |
| Emily Deeter                                                                       | Special Education Teacher | SIP ▾        |                                    |
| <b>Link additional information here</b><br>(if necessary) <input type="checkbox"/> |                           |              |                                    |

## SCHOOL AND COMMUNITY NARRATIVE

*[Optional for all schools]*

### **A narrative description of the school, community, and educational programs.**

Pendleton, Indiana, is a vibrant and close-knit community that plays an integral role in shaping the experiences of our students at Pendleton Heights Middle School. Nestled in Madison County, Pendleton boasts a rich history and a commitment to fostering a supportive environment for families and young people. The town features a blend of rural charm and modern amenities, making it an ideal place for our students to learn and grow.

Our community values education highly, with a strong emphasis on collaboration between families, local businesses, and schools. Residents take pride in their involvement, often participating in school events, volunteering their time, and contributing resources to enhance our educational programs. This sense of community engagement is reflected in our students' achievements and extracurricular activities, which thrive thanks to local support.

Pendleton also offers a range of recreational opportunities, including parks, sports leagues, and cultural events, which contribute to the holistic development of our students. As we work on our school improvement plan, we recognize the importance of leveraging these community resources to create a nurturing environment that promotes academic success, emotional well-being, and social responsibility.

By fostering strong partnerships with families and community organizations, we aim to create a comprehensive educational experience that prepares our students for future challenges while celebrating the unique qualities of Pendleton. Together, we can ensure that Pendleton Heights Middle School continues to be a beacon of learning and growth for our community.

Pendleton Heights Middle School continued to perform above or close to the state average on ILEARN. Students have consistently performed above state averages for students meeting their growth targets in both math and English Language Arts.

Student attendance has consistently been above state average in terms of students meeting at least 94% daily attendance rate.

Interest and excitement for students and staff were generated with the successful implementation of an Advisory period focusing on building relationships, developing organizational and employability skills, and building on our Student Connections initiative.

PHMS obtained the IDOE Purple Star School Award. A committee was formed and plans were implemented to meet the requirements for this award.

**Link additional information here**  
(if necessary) ☐

## ALIGNMENT - STATEMENT OF MISSION, VISION, BELIEFS

*[Optional for all schools]*

A systems-based approach to continuous school improvement involves 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. Assess the school's alignment with the district using this page.

### **District Vision**

### **School Vision**

Quality Education to Build a Better Tomorrow

### **District Mission**

### **School Mission**

Pendleton Heights Middle School will work with the community and families to provide quality education for every student, with the purpose of instilling the importance of learning.

**ALIGNMENT - STATEMENT OF MISSION, VISION, BELIEFS**  
(continued)  
*[Optional for all schools]*

|                         |
|-------------------------|
| <b>District Goal(s)</b> |
|                         |

|                                                                    |          |
|--------------------------------------------------------------------|----------|
| Does the school's vision support the district's vision?            | Choose ▾ |
| Does the school's mission support the district's mission?          | Choose ▾ |
| Does the school's vision and mission support the district's goals? | Choose ▾ |

|                                                                                                                                                     |  |
|-----------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <b>If the school's mission, vision, and/or goals are not aligned with those of the district, what steps will the school take to become aligned?</b> |  |
|                                                                                                                                                     |  |
| <b>Link additional information here</b><br>(if necessary) <input type="checkbox"/>                                                                  |  |

## EDUCATIONAL PROGRAMMING AND THE LEARNING ENVIRONMENT

*[Optional for all schools]*

Use the space below to add additional information about educational programming and the learning environment.

PHMS is dedicated to providing educational programming and a learning environment that supports students' development and learning. Three areas are addressed:

**The Psychological Environment:** Students are encouraged to actively engage with the curriculum and one another. Advisory serves as a dedicated time for students to build meaningful relationships with a specific teacher and a core group of peers, fostering a sense of community and belonging. Meeting daily, advisory provides a supportive space where teachers facilitate open dialogue and encourage respect for each student's opinions, promoting trust and collaboration.

**The Emotional Environment:** Students' emotional needs, as well as their personal, social, and emotional development, are nurtured in a safe and secure environment that allows them to explore their feelings and build independence in life skills. Classrooms strongly promote collaboration, equity, and self-management to support holistic growth and empower students in their learning journey.

**The Physical Environment:** The physical environment encompasses both indoor and outdoor spaces available for learning. A well-maintained, safe, and comfortable setting plays a crucial role in creating a positive school climate, which in turn fosters student engagement, motivation, and well-being.

Link additional information here  
(if necessary) ☐

## CURRICULUM AND INSTRUCTIONAL STRATEGIES

***[Optional for all schools]***

**Use the space below to add information about how the school's curriculum and instructional strategies support the achievement of Indiana's Academic Standards.**

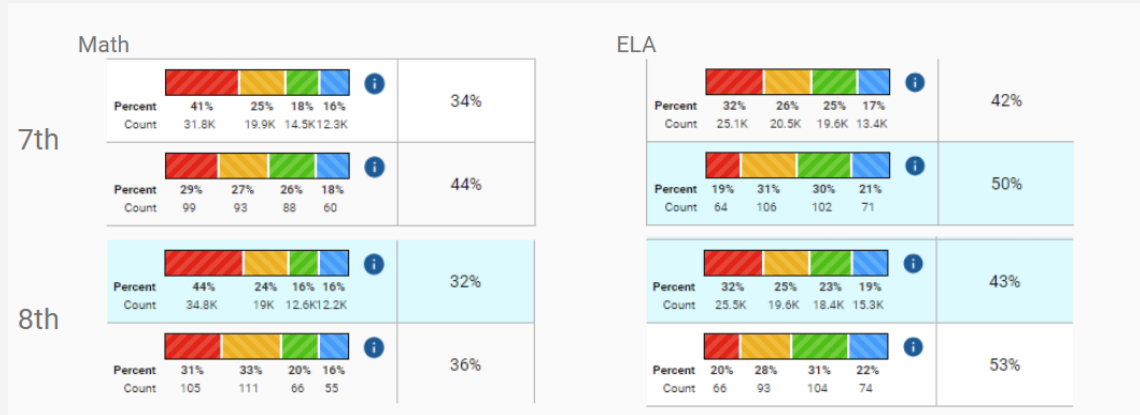
Pendleton Heights Middle School departments regularly review our school curriculum to ensure alignment with Indiana Academic Standards. This alignment is reflected in curriculum maps used to guide weekly instruction in every discipline. Teachers meet every week in professional learning communities that are used not only to focus on instructional strategies to support school improvement goals, but also to provide collaborative time to maintain equitable curricular experiences and instructional practices.

**Link additional information here**  
(if necessary) ☐

## STUDENT ACHIEVEMENT

*[Optional for all schools]*

Use the space below to add information about student achievement based on the ILEARN and other assessments used.



Link additional information here  
(if necessary) ☐

## STUDENT DATA

*[Optional for all schools]*

Use the space below to add information about data, including graphs, from the annual performance indicators.

|         | PHMS Math |      |      |      |
|---------|-----------|------|------|------|
|         | 2021      | 2022 | 2023 | 2024 |
| Grade 4 | 58        |      |      |      |
| Grade 5 | 44        | 47   |      |      |
| Grade 6 | 45        | 49   | 55   |      |
| Grade 7 | 39        | 41   | 43   | 44   |
| Grade 8 | 36        | 37   | 33   | 36   |
|         | PHMS ELA  |      |      |      |
|         | 2021      | 2022 | 2023 | 2024 |
| Grade 4 | 53        |      |      |      |
| Grade 5 | 45        | 49   |      |      |
| Grade 6 | 39        | 48   | 56   |      |
| Grade 7 | 44        | 41   | 44   | 50   |
| Grade 8 | 51        | 49   | 45   | 53   |

Link additional information here  
(if necessary) ☐

## PROPOSED INTERVENTIONS

*[Optional for all schools]*

Use the space below to add information about proposed interventions based on the school improvement plan.

Advisory Time  
Lunch Study Groups  
After School Study Groups  
PBIS  
PLC

Link additional information here  
(if necessary) ☐

## ESSENTIAL INFORMATION & CORE ELEMENTS

**[Required for all schools]**

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

**[Required for all schools]**

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"/> |
| Math            | 7-8    | -Envision Mathematics (Indiana Edition) Maker with Success Maker add-on-7th and 8th grade<br>-Accelerated Grade 7 Indiana Edition-7th grade Honors<br>-Envision Algebra 1 (Indiana Edition)-Algebra | Yes ▾          | Tier 1 ▾ | Aligns with IAS.                                                | Yes ▾         | <input type="checkbox"/> |
| ELA             | 7-8    | -Study Sync Core ELA-7th and 8th grades                                                                                                                                                             | Yes ▾          | Tier 1 ▾ | Aligns with IAS.                                                | Yes ▾         | <input type="checkbox"/> |

|                                                                                    |     |                                                                                                                              |       |          |                  |       |                          |
|------------------------------------------------------------------------------------|-----|------------------------------------------------------------------------------------------------------------------------------|-------|----------|------------------|-------|--------------------------|
| Social Studies                                                                     | 7-8 | -Discovery Education Social Studies Techbook-8th grade<br>-My World Interactive-World Geography Eastern Hemisphere-7th grade | Yes ▾ | Tier 1 ▾ | Aligns with IAS. | Yes ▾ | <input type="checkbox"/> |
| Preparing for College and Careers                                                  | 8   | -CCL SCHOOL TO CAREER<br>-Claim Your Future<br>-Indiana Career Explorer                                                      | Yes ▾ | Tier 1 ▾ | Aligns with IAS. | No ▾  | <input type="checkbox"/> |
| Wellness                                                                           | 7-8 | -Teen Health Student                                                                                                         | Yes ▾ | Tier 1 ▾ | Aligns with IAS. | No ▾  | <input type="checkbox"/> |
| <b>Link additional information here</b><br>(if necessary) <input type="checkbox"/> |     |                                                                                                                              |       |          |                  |       |                          |

**CORE ELEMENT 1: CURRICULUM**  
**(continued)**  
***[Required for all schools]***

| 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)           |  |
|------------------------------------------------------------------------------------|--|
| <p>They may be viewed by going to this <a href="#">site</a>.</p>                   |  |
| <b>Link additional information here</b><br>(if necessary) <input type="checkbox"/> |  |

## CORE ELEMENT 2: INSTRUCTIONAL PROGRAM

*[Required for all schools]*

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 type="checkbox"/> |
| Teachers use strategies that monitor and adjust instruction during lessons (e.g. adjusted based on checks for understanding).         | Yes ▾  | <input type="checkbox"/> |
| Teachers ensure students are engaged in cognitively complex tasks (including varying depth of knowledge) during instruction.          | Yes ▾  | <input type="checkbox"/> |
| Teachers use instructional strategies that ensure students have multiple means of accessing instructional content.                    | Yes ▾  | <input type="checkbox"/> |
| Instructional strategies provide students with multiple options for illustrating their knowledge.                                     | Yes ▾  | <input type="checkbox"/> |
| Instructional strategies foster active participation by students during the instructional process                                     | Yes ▾  | <input 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 type="checkbox"/> |
| Instructional strategies assist with bridging the cultural differences in the learning environment.                                   | Yes ▾  | <input type="checkbox"/> |
| Teachers and staff integrate evidence-based strategies during Tier II and Tier III instruction.                                       | Yes ▾  | <input type="checkbox"/> |
| Teachers work collaboratively to support and refine instructional effectiveness (e.g. with feedback, coaching, etc)                   | Yes ▾  | <input type="checkbox"/> |
| High expectations for academic achievement are made clear to students and supported with adequate scaffolding and resources.          | Yes ▾  | <input type="checkbox"/> |

### CORE ELEMENT 3: ASSESSMENT

***[Required for all schools]***

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                        |
|------------------------|----------|-----------|---------------------------------------|--------------|--------------------------|
| Ilearn checkpoints     | 7/8      | Form... ▾ | Aligns with State testing             | Yes ▾        |                          |
| ILEARN                 | 7/8      | Sum... ▾  | State Requirement                     | Yes ▾        | <input type="checkbox"/> |
| Formative Assessments  | 7/8      | Form... ▾ | PLC conversations                     | Yes ▾        | <input type="checkbox"/> |
| Post-test in all areas | 7/8      | Sum... ▾  | Assess success of teaching strategies | Yes ▾        | <input type="checkbox"/> |
|                        |          | Choose ▾  |                                       | Choose ▾     | <input type="checkbox"/> |
|                        |          | Choose ▾  |                                       | Choose ▾     | <input type="checkbox"/> |
|                        |          | Choose ▾  |                                       | Choose ▾     | <input type="checkbox"/> |
|                        |          | Choose ▾  |                                       | Choose ▾     | <input type="checkbox"/> |
|                        |          | Choose ▾  |                                       | Choose ▾     | <input type="checkbox"/> |
|                        |          | Choose ▾  |                                       | Choose ▾     | <input type="checkbox"/> |
|                        |          | Choose ▾  |                                       | Choose ▾     | <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 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

*[Required for all schools]*

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

The start of the 2016-17 school year included the roll-out of 1:1 technology and a blended learning environment at PHMS. Many new tools were introduced to the PHMS staff during the 2015-16 school year to ready them for the roll-out. Ongoing professional development opportunities are available to assist staff in a blended learning curricular environment. Online textbooks are utilized in English Language Arts, Math, History, World Language, and Science courses.

Virtual learning and eLearning began in the spring of 2019. Google Meets were and continue to be utilized when the building is closed. The implementation of the LMS Canvas provided a common platform for access to curricular content, providing a venue for student feedback in a timely manner. Use of discussion boards, chats, and shared documents have been employed when in-person discussions, dialogs and interaction is not possible.

The Edmentum program was and continues to be used to meet the specific needs of some of our diverse student needs.

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

(continued)

*[Required for all schools]*

### Grades 6-8 only

| What career awareness activities are provided for students?           | Yes/No |                                  | Yes/No |
|-----------------------------------------------------------------------|--------|----------------------------------|--------|
| Currently implementing career information activities?                 | Yes ▾  | Career-related courses           | Yes ▾  |
| Career-focused classroom lessons                                      | Yes ▾  | Job-site tours                   | 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 ▾  |
| Not currently implementing career exploration activities              |        | No ▾                             |        |

Other: In order to support middle school students as they prepare to successfully complete Graduation Pathways in high school, Pendleton Heights Middle School allows students to investigate career options. Career Exploration skills consist of learning how to identify and analyze various career options in terms of what education, training, experience, and competencies are required for success. Exploration involves learning how to evaluate how well career matches or fits one's own interests, skills, strengths, and work values. Students in Industrial Technology classes have experienced partnership with Madison County Builders Association and Build Your Future. These programs have brought local trade businesses into Pendleton Heights Middle School to share their areas of expertise. Students have practiced laying brick, drilling, evaluating post-secondary pathways and trade careers and other activities that develop career awareness.

Computer Science courses have fully embraced life skills such as balancing checkbooks, telling time, applying for jobs, career exploration and development of career-based skills.

Pendleton Heights Middle School utilizes the Myers Briggs Personality Test based on C. Jung and I. Briggs Myers type theory which provides type formula, type description, and career choices as well as building peer relations, empathy, tolerance and conflict resolution skills for our 7th and 8th-grade students. The Industrial Tech department has worked closely with the Madison County Business Association to support student exploration of local careers in trades. Community Partnerships are being developed to support hands-on and real-world applications of learning with local community businesses. Students needing more intensive direction are individually counseled by the PHMS Counseling Department.

The PHMS Advisory period has been added to the PHMS student schedule to allow for a more intensive intervention on Wellness and Employability Skills. Students focus on making connections with others, academic skills such as organization and time management, integrity and anti-bullying, self-care and stress management, presentation and public speaking skills, leadership skills and community involvement.

## CORE ELEMENT 6: SAFE AND DISCIPLINED ENVIRONMENT

***[Required for all schools]***

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 type="checkbox"/> |
| All staff express the belief that all children can learn and consistently encourage students to succeed.                        | Yes ▾  | <input type="checkbox"/> |
| The school develops staff capacity to create positive classroom and school climates that are culturally responsive.             | Yes ▾  | <input type="checkbox"/> |

**Briefly answer the following:**

| What practices are in place to maintain a safe environment?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |  |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <p>In addition to instructional and support faculty/staff members, three School Resource Officers serve our school district. The role of the School Resource Officer (SRO) is to assist in maintaining a safe, secure school environment by monitoring the building and parking lots. In addition, the SRO works with school administrators in school disciplinary matters that require collaboration with law enforcement. The SRO also serves as the point of contact for reporting suspected cases of child abuse or neglect. The school's Principal and Assistant Principal have earned certification as School Safety Specialists and oversee the School Safety Plan, which has procedures in place to deal with emergencies.</p> |  |
| <b>Link additional information here</b><br>(if necessary) <input type="checkbox"/>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |  |

## CORE ELEMENT 7: CULTURAL COMPETENCY

***[Required for all schools]***

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.**

A World Cultures class was developed and offered as an elective for the 2021-2022 school year. World Languages, French 1, German 1, and Spanish 1 are also offered. The Band, Choral, and Art departments provide cultural exploration. The seventh-grade Indiana Academic Social Studies Standards are rooted in an understanding of Africa, Asia and the Southwest Pacific. This includes the study of history geography, government, economic systems, current issues and cultures of the Eastern World.

The PHMS Media Center offers books and resources with a wide variety of cultural perspectives.

Pendleton Heights Middle School implemented an Advisory Model that supports instruction in Wellness and Employability Skills that include lessons on cultural competence. Lessons celebrate diverse populations and perspectives.

### **Describe strategies for increasing educational opportunities and performance for students in groups identified for the school.**

PHMS has recognized the need to improve teacher knowledge and implement learning strategies to help in meeting the needs of our increasingly diverse community. The staff work to recognize the needs of these students and implement strategies to assist all stakeholders with the variety of situations that come about due to the cultural differences of our student population.

Racial, ethnic, language-minority, exceptional learning, and socioeconomic groups are all present in our student population. Multiple strategies have been implemented within the school and the school corporation to help make all culturally diverse students more successful in both their social and academic experiences.

## CORE ELEMENT 7: CULTURAL COMPETENCY

(continued)

*[Required for all Schools]*

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

The staff needs continuous support in working with students who come from poverty and have seen trauma. Our work in MTTS through our school-wide PBIS system has allowed us to identify specific skills that students lack and coach those students on using those skills.

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

PBIS  
Social Studies Curriculum  
Advisory Lessons  
World Language Classes  
Music Classes  
Art

**Link additional information here**  
(if necessary) ☐

## CORE ELEMENT 8: REVIEW OF ATTENDANCE

***[Required for all schools]***

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.

|                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|--------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>What may be contributing to the attendance trend?</b>                                                     | Students not “feeling” like coming to school                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>What procedures and practices are being implemented to address chronic absenteeism?</b>                   | <p>As required by Indiana state regulations Pendleton Heights Middle School has developed the following for students who are chronically absent from school.</p> <p>PHMS believes regular class attendance is the best means of achieving the best possible education. School board policy states student absences must not exceed twelve (12) days per school year. Students reaching twelve (12) absences are placed on an attendance contract. This contract is an agreement between the student, parent, and school for the student to remain in good attendance for the remainder of the school year. This attendance contract includes, but is not limited to the following:</p> <ul style="list-style-type: none"><li>• A required doctor's certificate for any future absence.</li><li>• Intervention with guidance counselor</li><li>• A recommendation or assignment to after-school detention.</li><li>• Referral to the proper legal authorities.</li><li>• The filing of charges with the proper legal authorities.</li><li>• Other measures as deemed appropriate.</li><li>• Reporting the student as a habitual truant to the Bureau of Motor Vehicles.</li></ul> <p>PHMS works closely with the Madison County Prosecutor's Office and the Madison County Juvenile Probation Department. Students and the parents of students, who have missed 10% of scheduled school days are reported as required by Indiana state statute. Our partnership with these agencies has led to multiple successes in turning around students with frequent school absences.</p> <p>PHMS has eliminated Perfect Attendance Awards.</p> |
| <b>If procedures or practices to reduce chronic absenteeism are in place, how are the results monitored?</b> | Different attendance reports are constantly ran and students who are high risk are consistently being met with.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |

|                                                                  |       |                       |       |                         |       |
|------------------------------------------------------------------|-------|-----------------------|-------|-------------------------|-------|
| <b>Number of students absent 10% or more of the school year:</b> |       |                       |       |                         |       |
| <b>Last Year:</b>                                                | 11.0% | <b>Two Years Ago:</b> | 17.2% | <b>Three Years Ago:</b> | 24.8% |

|                                                                                                                         |  |  |  |  |               |
|-------------------------------------------------------------------------------------------------------------------------|--|--|--|--|---------------|
| <b>Best Practice/Requirements Self-Check</b>                                                                            |  |  |  |  | <b>Yes/No</b> |
| 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           |
| <b>Link additional information here</b><br>(if necessary) <input type="checkbox"/>                                      |  |  |  |  |               |

### **CORE ELEMENT 9: PARENT AND FAMILY ENGAGEMENT**

***[Required for all schools]***

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>How does the school maximize family engagement to improve academic achievement?</b></p> <p>PHMS continually strives to provide opportunities for parents to be involved in our academic and extracurricular activities. Parent involvement is encouraged through multiple avenues including a Parent Connections Facebook page, a Parent Connections Coordinator, the app Parent Square, and may be observed at our Orientation event, Meet the Teacher Night, and one formal opportunities for Parent/Teacher Conferences, as well as through numerous co-curricular and extracurricular activities.</p> |
| <p><b>In what ways are parents/families able to express ideas, concerns, and/or suggestions?</b></p> <ul style="list-style-type: none"> <li>• New Student Orientation</li> <li>• Email/Phone Administrators, Guidance Counselors, Teachers</li> <li>• Parent/Teacher Conferences</li> <li>• Parent Nights</li> <li>• PBIS Feedback</li> <li>• Committees</li> <li>• Surveys</li> <li>• Walk you schedule event</li> </ul>                                                                                                                                                                                       |

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

- AP meets with all students/families with chronic absenteeism.
- Parents contacted for chronic absenteeism.
- Letters are sent home.
- Home visits are made when school officials are unable to reach parents about attendance.
- Data-driven models to tailor individualized interventions
- Partner with local community organizations to coordinate and promote attendance.
- Work with local prosecutors offices

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

The school provides/supports multiple platforms for communication:

- Parent Square updates for corporation and school
- Canvas
- Powerschool
- School uses a translator if language is a barrier

**Link additional information here**  
(if necessary) ☐

## 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 IA<br>Title II<br>Title III<br>Title IV<br>School Improvement (SIG) | McKinney-Vento<br>High Ability<br>Early Literacy<br>Twenty-first Century After School Program<br>Rural and low-income schools | General funds<br>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. Find out about evidence-based interventions [HERE](#). 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

## GOAL TEMPLATE

| GOAL (EXAMPLE)                                                                  |                                                                                                                                                                                                                                  |                                    |                                  |
|---------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------|----------------------------------|
| <b>Goal</b>                                                                     | <i>Example:<br/>By the end of the 2021-2022 school year, the ILEARN ELA proficiency rate will be 26%, which reflects a 7.5% annual increase.</i>                                                                                 |                                    |                                  |
| <b>Sub-Group focus</b>                                                          | SpEd/ ELL                                                                                                                                                                                                                        |                                    |                                  |
| <b>The Strategies we are going to implement are</b>                             | Gradual release, Data driven practices, and writing workshops                                                                                                                                                                    |                                    |                                  |
| <b>To address the Root Cause</b>                                                | Learning loss following COVID-19 and a lack of specialized programs targeting reading comprehension and fluency.                                                                                                                 |                                    |                                  |
| <b>Which will help us meet this student outcome Goal*</b>                       | By encouraging data proven practices in ELA and reading to help us reach our ILEARN ELA Goal of 26% proficiency rate.                                                                                                            |                                    |                                  |
| How Will We Get There?                                                          |                                                                                                                                                                                                                                  |                                    |                                  |
| Evidence Based Strategies to Address Problems                                   | Supporting Research for Strategy                                                                                                                                                                                                 | Who is Accountable for Strategy?   | Timeline                         |
| <i>Gradual Release</i>                                                          | <i>McVee, M.B., Ortlieb, E., Sharpies Reichenger, J., &amp; Pearson, P.D. (August 2019). The Gradual Release of Responsibility in Literacy Research and Practice. Emerald Publishing Limited. DOI: 10.1108/S2048-0458201910.</i> | <i>Administration and teachers</i> | <i>September 2021 - May 2022</i> |
|                                                                                 |                                                                                                                                                                                                                                  |                                    |                                  |
|                                                                                 |                                                                                                                                                                                                                                  |                                    |                                  |
|                                                                                 |                                                                                                                                                                                                                                  |                                    |                                  |
| <b>Link additional information here (if necessary)</b> <input type="checkbox"/> |                                                                                                                                                                                                                                  |                                    |                                  |

## STRATEGY TEMPLATE

|                                                                                                                                                                  |                                                                                                                                                                                    |                             |                    |                         |                 |               |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------|--------------------|-------------------------|-----------------|---------------|
| <b>Strategy<br/>(EXAMPLE)</b>                                                                                                                                    | <b>Gradual Release</b>                                                                                                                                                             |                             |                    |                         |                 |               |
| <b>What actions will we take to implement the improvement strategy? (specific, actionable activities that lead to the completion of the strategy identified)</b> |                                                                                                                                                                                    |                             |                    |                         |                 |               |
| <b>Activity (Action Step)</b>                                                                                                                                    | <b>Activity Description</b>                                                                                                                                                        | <b>Position Responsible</b> | <b>Measurement</b> | <b>Resources Needed</b> | <b>Timeline</b> | <b>Status</b> |
| Model GRR                                                                                                                                                        | Admin has been modeling during meetings how to use Gradual Release Responsibility during the presentation. Modeling the I do, We do, They do, and You do during the presentation.  | Admin                       | Lesson Plans       | PowerPoint              | 5.24.2024       | In Progress ▾ |
| Mini-lesson focus with GRR                                                                                                                                       | Teachers were given a new lesson plan template and asked to focus on the comprehension section in ELA and mini-lesson in Eureka and complete the gradual release of responsibility | Teachers                    | Lesson Plans       | GRR template            | 5.24.2024       | In Progress ▾ |
| Lesson Plan template with GRR                                                                                                                                    | Teachers were given a new lesson plan template based on their grade level bands that includes the gradual release responsibility                                                   | Admin and teachers          | Lesson Plans       | GRR LP template         | 5.24.2024       | Completed ▾   |
| <b>To what extent has the strategy been implemented? What about the process went well, or not? What is the adult fidelity evidence of this?</b>                  |                                                                                                                                                                                    |                             |                    |                         |                 |               |
| <b>How has student achievement been impacted? What is the evidence?</b>                                                                                          |                                                                                                                                                                                    |                             |                    |                         |                 |               |
| <b>How will implementation be adjusted and/or supported moving into next year?</b>                                                                               |                                                                                                                                                                                    |                             |                    |                         |                 |               |
| <b>Link additional information here<br/>(if necessary) <input type="checkbox"/></b>                                                                              |                                                                                                                                                                                    |                             |                    |                         |                 |               |

## SCHOOL IMPROVEMENT PLAN GOAL AND STRATEGIES TEMPLATE

| GOAL                                                                               |                                                                                                                                                              |                                  |                        |
|------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------|------------------------|
| <b>Goal</b>                                                                        | By the end of the year the overall pass percentage from 50% to 55% on the ELA ILEARN.                                                                        |                                  |                        |
| <b>Sub-group focus</b>                                                             | Special Education, F/RL                                                                                                                                      |                                  |                        |
| <b>The strategies we are going to implement are</b>                                | Implement PLCs with fidelity, Co-teaching in ELA                                                                                                             |                                  |                        |
| <b>To address the root cause</b>                                                   | Students performing below grade levels in reading and writing and require a need for increased stamina for reading and writing.                              |                                  |                        |
| <b>Which will help us meet this student outcome goal*</b>                          | When students' reading and writing stamina increase and are able to read more challenging texts individually, they will be able to perform higher in ILEARN. |                                  |                        |
| How Will We Get There?                                                             |                                                                                                                                                              |                                  |                        |
| Evidence Based<br><u>Strategies</u> to Address<br>Problems                         | Supporting Research for Strategy                                                                                                                             | Who is Accountable for Strategy? | Timeline               |
| PLCs                                                                               | Marzano, Rick DuFour                                                                                                                                         | Admin                            | Throughout school year |
| Co Teaching                                                                        | <a href="#">link</a>                                                                                                                                         | Teachers and admin               | Throughout school year |
| SSR                                                                                | Reading for 25 minutes a week                                                                                                                                | Teachers                         | Throughout school year |
| Advisory Remediation                                                               |                                                                                                                                                              |                                  |                        |
| <b>Link additional information here</b><br>(if necessary) <input type="checkbox"/> |                                                                                                                                                              |                                  |                        |

|                                                                                                                                                                  |                                                                                                          |                                                                                                                                                                                                                                                                                     |                    |                         |                   |               |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|-------------------------|-------------------|---------------|
| <b>Strategy #1</b>                                                                                                                                               | <b>Implement PLCs with Fidelity</b>                                                                      |                                                                                                                                                                                                                                                                                     |                    |                         |                   |               |
| <b>What actions will we take to implement the improvement strategy? (specific, actionable activities that lead to the completion of the strategy identified)</b> |                                                                                                          |                                                                                                                                                                                                                                                                                     |                    |                         |                   |               |
| <b>Activity (Action Step)</b>                                                                                                                                    | <b>Activity Description</b>                                                                              | <b>Position Responsible</b>                                                                                                                                                                                                                                                         | <b>Measurement</b> | <b>Resources Needed</b> | <b>Timeline</b>   | <b>Status</b> |
| Yearly PLC Leadership Training                                                                                                                                   | Summer sessions to have discourse on the four questions and how to facilitate tough conversations        | admin                                                                                                                                                                                                                                                                               |                    | None                    | Summer            | Completed     |
| Common Agendas                                                                                                                                                   | Common agendas that follow the 4 questions of PLC                                                        | PLC leader                                                                                                                                                                                                                                                                          |                    | None                    | School year 24-25 | In Progress   |
| Weekly PLC Feedback for PLCs                                                                                                                                     | Feedback is given on the meeting and for the facilitator if the conversations aren't getting deep enough | admin                                                                                                                                                                                                                                                                               |                    | None                    | School year 24-25 | Completed     |
| <b>To what extent has the strategy been implemented? What about the process went well, or not? What is the adult fidelity evidence of this?</b>                  |                                                                                                          | This strategy has become a foundational core belief in our building. It has required finding the right facilitator, as getting to these conversations can be difficult. The agendas are reviewed weekly, in addition to the data, to help ensure teachers are meeting expectations. |                    |                         |                   |               |
| <b>How has student achievement been impacted? What is the evidence?</b>                                                                                          |                                                                                                          |                                                                                                                                                                                                                                                                                     |                    |                         |                   |               |
| <b>How will implementation be adjusted and/or supported moving into next year?</b>                                                                               |                                                                                                          |                                                                                                                                                                                                                                                                                     |                    |                         |                   |               |
| <b>Link additional information here (if necessary)</b> <input type="checkbox"/>                                                                                  |                                                                                                          |                                                                                                                                                                                                                                                                                     |                    |                         |                   |               |

| Strategy #2                                                                                                                                     | Co-teaching in ELA                                                                          |                               |  |      |                 |             |
|-------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------|-------------------------------|--|------|-----------------|-------------|
| Co-teaching Training                                                                                                                            | Beginning of the year meeting. Setting expectations, trying specific strategies             | Admin                         |  | None | Throughout Year | In Progress |
| Co-teaching Feedback                                                                                                                            | Admin and instructional coach will observe and provide feedback to team                     | Admin and Instructional Coach |  | None | Throughout Year | In Progress |
| <b>To what extent has the strategy been implemented? What about the process went well, or not? What is the adult fidelity evidence of this?</b> | District expectations for what co-teaching looks like. Teachers need more regular feedback. |                               |  |      |                 |             |
| <b>How has student achievement been impacted? What is the evidence?</b>                                                                         | More growth in ILEARN checkpoints from our students with IEPs                               |                               |  |      |                 |             |
| <b>How will implementation be adjusted and/or supported moving into next year?</b>                                                              |                                                                                             |                               |  |      |                 |             |
| <b>How has student achievement been impacted? What is the evidence?</b>                                                                         |                                                                                             |                               |  |      |                 |             |
| <b>How will implementation be adjusted and/or supported moving into next year?</b>                                                              |                                                                                             |                               |  |      |                 |             |
| <b>Link additional information here (if necessary)</b> <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)                                      | ILEARN Checkpoint 1 | ILEARN Checkpoint 2 | ILEARN Checkpoint 3 | ILEARN Summative |
| Results                                                                     |                     |                     |                     |                  |
| On Track to Meet Goals?                                                     |                     |                     |                     |                  |
| Strengths                                                                   |                     |                     |                     |                  |
| Areas for Growth                                                            |                     |                     |                     |                  |
| Next Steps                                                                  |                     |                     |                     |                  |
| Link additional information here<br>(if necessary) <input type="checkbox"/> |                     |                     |                     |                  |

## GOAL #2

|                                                           |                                                                                                                                                                                           |
|-----------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Goal</b>                                               | increase the Math ILEARN passing rate to 45% from the 39% by the end of the current school year.                                                                                          |
| <b>Sub-group focus</b>                                    | Special Education, FRL                                                                                                                                                                    |
| <b>The strategies we are going to implement are</b>       | Implement PLCs with fidelity, Co-teaching in math, math facts automaticity                                                                                                                |
| <b>To address the root cause</b>                          | Ensuring that teachers are going deep enough into the standard and that best tier 1 practices are being shared, and students not being able to do simple arithmetic for complex problems. |
| <b>Which will help us meet this student outcome goal*</b> | By ensuring that these things happen in PLC and the classroom, students will grow in their achievement.                                                                                   |

## How Will We Get There?

| <b>Evidence Based Strategies to Address Problems</b>                            | <b>Supporting Research for Strategy</b> | <b>Who is Accountable for Strategy?</b> | <b>Timeline</b>        |
|---------------------------------------------------------------------------------|-----------------------------------------|-----------------------------------------|------------------------|
| PLCs                                                                            | Marzano, Rick DuFour                    | Admin                                   | Throughout school year |
| Co Teaching                                                                     | <a href="#">link</a>                    | Teachers and admin                      | Throughout school year |
|                                                                                 |                                         |                                         |                        |
| <b>Link additional information here (if necessary)</b> <input type="checkbox"/> |                                         |                                         |                        |

|                                                                                                                                                                  |                                                                                                          |                                                                                                                                                                                                                                                                                  |                    |                         |                   |               |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|-------------------------|-------------------|---------------|
| <b>Strategy #1</b>                                                                                                                                               | <b>Implement PLCs with Fidelity</b>                                                                      |                                                                                                                                                                                                                                                                                  |                    |                         |                   |               |
| <b>What actions will we take to implement the improvement strategy? (specific, actionable activities that lead to the completion of the strategy identified)</b> |                                                                                                          |                                                                                                                                                                                                                                                                                  |                    |                         |                   |               |
| <b>Activity (Action Step)</b>                                                                                                                                    | <b>Activity Description</b>                                                                              | <b>Position Responsible</b>                                                                                                                                                                                                                                                      | <b>Measurement</b> | <b>Resources Needed</b> | <b>Timeline</b>   | <b>Status</b> |
| Yearly PLC Leadership Training                                                                                                                                   | Meet over the summer to talk the four questions and how to facilitate tough conversations                | admin                                                                                                                                                                                                                                                                            |                    | None                    | Throughout year   | In Progress   |
| Common Agendas                                                                                                                                                   | Common agendas that follow the 4 questions of PLC                                                        | PLC leader                                                                                                                                                                                                                                                                       |                    | None                    | School year 24-25 | In Progress   |
| Weekly PLC Feedback for PLCs                                                                                                                                     | Feedback is given on the meeting and for the facilitator if the conversations aren't getting deep enough | admin                                                                                                                                                                                                                                                                            |                    | None                    | School year 24-25 | In Progress   |
| <b>To what extent has the strategy been implemented? What about the process went well, or not? What is the adult fidelity evidence of this?</b>                  |                                                                                                          | This strategy will be a foundational core belief in our building. It has required finding the right facilitator, as getting to these conversations can be difficult. The agendas are reviewed weekly, in addition to the data, to help ensure teachers are meeting expectations. |                    |                         |                   |               |
| <b>How has student achievement been impacted? What is the evidence?</b>                                                                                          |                                                                                                          | Tighter alignment of the curriculum has caused a more common experience for students when going from one teacher to another. The percentage of students reading at grade level has increased.                                                                                    |                    |                         |                   |               |
| <b>How will implementation be adjusted and/or supported moving into next year?</b>                                                                               |                                                                                                          | We will continue to stress the importance of "tight - loose - tight" and being reflective and using the data to make decisions on the instruction. .                                                                                                                             |                    |                         |                   |               |
| <b>Link additional information here (if necessary)</b> <input type="checkbox"/>                                                                                  |                                                                                                          |                                                                                                                                                                                                                                                                                  |                    |                         |                   |               |

| Strategy #2                                                                                                                                               | Co-teaching in Math                                                             |                                                                                          |             |                  |                 |             |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------|------------------------------------------------------------------------------------------|-------------|------------------|-----------------|-------------|
| 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      |
| Co-teaching Training                                                                                                                                      | Beginning of the year meeting. Setting expectations, trying specific strategies | Admin                                                                                    |             | None             | Throughout Year | In progress |
| Common Planning Time                                                                                                                                      | Teachers will have common planning time                                         | Admin                                                                                    |             | None             | Throughout Year | In progress |
| Co-teaching Feedback                                                                                                                                      | Admin and instructional coach will observe and provide feedback to team         | Admin and Instructional Coach                                                            |             | None             | Throughout Year | 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?                  |                                                                                 | District is providing training throughout the year. Teachers need more regular feedback. |             |                  |                 |             |
| How has student achievement been impacted? What is the evidence?                                                                                          |                                                                                 | More growth in ILEARN checkpoints from our students with IEPs                            |             |                  |                 |             |
| How will implementation be adjusted and/or supported moving into next year?                                                                               |                                                                                 | Continuous feedback and training for teachers                                            |             |                  |                 |             |
| 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)                                      | ILEARN Checkpoint 1 | ILEARN Checkpoint 2 | ILEARN Checkpoint 3 | ILEARN Summative |
| Results                                                                     |                     |                     |                     |                  |
| On Track to Meet Goals?                                                     |                     |                     |                     |                  |
| Strengths                                                                   |                     |                     |                     |                  |
| Areas for Growth                                                            |                     |                     |                     |                  |
| Next Steps                                                                  |                     |                     |                     |                  |
| Link additional information here<br>(if necessary) <input type="checkbox"/> |                     |                     |                     |                  |

| GOAL                                                                     |                                                                                                                                                                                                                                                                                                          |                                  |                     |
|--------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------|---------------------|
| Goal                                                                     | Students with at least 94% attendance will rise to 77%, an increase in 4% from the 2023-24 school year.                                                                                                                                                                                                  |                                  |                     |
| Sub-group focus                                                          | Economically Disadvantaged (35.2%)                                                                                                                                                                                                                                                                       |                                  |                     |
| The strategies we are going to implement are                             | PBIS/MTSS Model to support kids                                                                                                                                                                                                                                                                          |                                  |                     |
| To address the root cause                                                | School is not seen as a priority                                                                                                                                                                                                                                                                         |                                  |                     |
| Which will help us meet this student outcome goal*                       | By making learning more engaging and having additional support, students will be more connected to school, causing an increase in attendance.                                                                                                                                                            |                                  |                     |
| How Will We Get There?                                                   |                                                                                                                                                                                                                                                                                                          |                                  |                     |
| Evidence Based Strategies to Address Problems                            | Supporting Research for Strategy                                                                                                                                                                                                                                                                         | Who is Accountable for Strategy? | Timeline            |
| MTSS Model                                                               | <i><u>MTSS is designed to help schools identify struggling students early and intervene quickly. It focuses on the "whole child." That means it supports academic growth, but many other areas, too. These include behavior, social and emotional needs, and absenteeism (not attending school).</u></i> | Teachers and Admin               | Aug 2024 - May 2025 |
| Madison County Probation                                                 |                                                                                                                                                                                                                                                                                                          | Admin/Probation                  | Throughout year     |
|                                                                          |                                                                                                                                                                                                                                                                                                          |                                  |                     |
| Link additional information here (if necessary) <input type="checkbox"/> |                                                                                                                                                                                                                                                                                                          |                                  |                     |

|                                                                                                                                                                  |                                                                                                                                                                        |                                                 |                    |                         |                 |               |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------|--------------------|-------------------------|-----------------|---------------|
| <b>Strategy #1</b>                                                                                                                                               | <b>PBIS/MTSS Model for supporting students</b>                                                                                                                         |                                                 |                    |                         |                 |               |
| <b>What actions will we take to implement the improvement strategy? (specific, actionable activities that lead to the completion of the strategy identified)</b> |                                                                                                                                                                        |                                                 |                    |                         |                 |               |
| <b>Activity (Action Step)</b>                                                                                                                                    | <b>Activity Description</b>                                                                                                                                            | <b>Position Responsible</b>                     | <b>Measurement</b> | <b>Resources Needed</b> | <b>Timeline</b> | <b>Status</b> |
| Improve Tier 1 practices                                                                                                                                         | Teachers continue to grow their “toolboxes” of Tier 1 supports that connect and engage with students.                                                                  | Admin                                           | Walkthroughs       | NA                      | Aug 24 - May 25 | In Progress   |
| SAIG groups                                                                                                                                                      | Using the data collected in tiers 1, develop specific support / intervention groups to help develop specific skill with students, like impulse control or organization | SIP Team                                        | data collection    | NA                      | Aug 24 - May 25 | In Progress   |
| <b>To what extent has the strategy been implemented? What about the process went well, or not? What is the adult fidelity evidence of this?</b>                  |                                                                                                                                                                        | The system has just been built and implemented. |                    |                         |                 |               |
| <b>How has student achievement been impacted? What is the evidence?</b>                                                                                          |                                                                                                                                                                        |                                                 |                    |                         |                 |               |
| <b>How will implementation be adjusted and/or supported moving into next year?</b>                                                                               |                                                                                                                                                                        |                                                 |                    |                         |                 |               |
| <b>Link additional information here (if necessary)</b> <input type="checkbox"/>                                                                                  |                                                                                                                                                                        |                                                 |                    |                         |                 |               |

|                                                                                                                                                                  |                                                      |                             |                    |                         |                 |               |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------|-----------------------------|--------------------|-------------------------|-----------------|---------------|
| <b>Strategy #2</b>                                                                                                                                               | <b>Madison County Probation</b>                      |                             |                    |                         |                 |               |
| <b>What actions will we take to implement the improvement strategy? (specific, actionable activities that lead to the completion of the strategy identified)</b> |                                                      |                             |                    |                         |                 |               |
| <b>Activity (Action Step)</b>                                                                                                                                    | <b>Activity Description</b>                          | <b>Position Responsible</b> | <b>Measurement</b> | <b>Resources Needed</b> | <b>Timeline</b> | <b>Status</b> |
| Keep active record of attendance                                                                                                                                 | Constant contact with families and local authorities | Admin                       |                    |                         | Throughout year | In Progress ▾ |
|                                                                                                                                                                  |                                                      |                             |                    |                         |                 | Choose ▾      |
|                                                                                                                                                                  |                                                      |                             |                    |                         |                 | Choose ▾      |
| <b>To what extent has the strategy been implemented? What about the process went well, or not? What is the adult fidelity evidence of this?</b>                  |                                                      |                             |                    |                         |                 |               |
| <b>How has student achievement been impacted? What is the evidence?</b>                                                                                          |                                                      |                             |                    |                         |                 |               |
| <b>How will implementation be adjusted and/or supported moving into next year?</b>                                                                               |                                                      |                             |                    |                         |                 |               |
| <b>Link additional information here (if necessary)</b> <input type="checkbox"/>                                                                                  |                                                      |                             |                    |                         |                 |               |

## PROGRESS INDICATORS TEMPLATE

***[Required for all schools]***

| PROGRESS INDICATORS                                                                |                                                       |                                                       |                                                       |                                                       |
|------------------------------------------------------------------------------------|-------------------------------------------------------|-------------------------------------------------------|-------------------------------------------------------|-------------------------------------------------------|
| Check-in Schedule                                                                  | Quarter 1                                             | Quarter 2                                             | Quarter 3                                             | Quarter 4                                             |
| <b>Key Performance Indicator (Assessment)</b>                                      | Attendance percentage checks (% of students on track) | Attendance percentage checks (% of students on track) | Attendance percentage checks (% of students on track) | Attendance percentage checks (% of students on track) |
| <b>Results</b>                                                                     |                                                       |                                                       |                                                       |                                                       |
| <b>On Track to Meet Goals?</b>                                                     |                                                       |                                                       |                                                       |                                                       |
| <b>Strengths</b>                                                                   |                                                       |                                                       |                                                       |                                                       |
| <b>Areas for Growth</b>                                                            |                                                       |                                                       |                                                       |                                                       |
| <b>Next Steps</b>                                                                  |                                                       |                                                       |                                                       |                                                       |
| <b>Link additional information here</b><br>(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.**

|                                                                                 |                                                                                                                                                |
|---------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Professional Development Goal(s)</b>                                         | Increase/Improve Tier 1 practices in the classroom.                                                                                            |
| <b>Is professional development linked to SIP goals?</b>                         | Yes                                                                                                                                            |
| <b>Possible Funding Sources</b>                                                 | None needed                                                                                                                                    |
| <b>Plan for coaching and support during the learning process</b>                | Classroom observations and walkthroughs conducted by admin. If there are common needs observed, they will be addressed through faculty.        |
| <b>Evidence of Impact</b>                                                       | Increase in formative data, stronger lessons during walkthroughs and observations. Also, data will be collected through the referral process.. |
| <b>How will effectiveness be sustained over time?</b>                           | Through the use of the Tier 1 team, the work for teacher education is spread over multiple people                                              |
| <b>Link additional information here (if necessary)</b> <input type="checkbox"/> |                                                                                                                                                |

|                                                                                    |                                                                                                    |
|------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------|
| <b>Professional Development Goal(s)</b>                                            | Implement PLCs with fidelity                                                                       |
| <b>Is professional development linked to SIP goals?</b>                            | Yes ▾                                                                                              |
| <b>Possible Funding Sources</b>                                                    | None                                                                                               |
| <b>Plan for coaching and support during the learning process</b>                   | Weekly feedback is given on agendas and admin sits in PLCs weekly.                                 |
| <b>Evidence of Impact</b>                                                          | Increase in formative data and stronger lessons during walkthroughs and observations.              |
| <b>How will effectiveness be sustained over time?</b>                              | Continued focus on the development of PLC leaders in their ability to facilitate and lead meetings |
| <b>Link additional information here</b><br>(if necessary) <input type="checkbox"/> |                                                                                                    |