

INDIANA DEPARTMENT *of* EDUCATION

School Name: Michigan City High School

School Number: 4795

Street Address: 8466 W. Pahs Rd.

City: Michigan City

Zip Code: 46360

COMPREHENSIVE NEEDS ASSESSMENT/SCHOOL IMPROVEMENT PLAN

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

----- CONTACT INFORMATION -----

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Contact for Grants:

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Read through this document before beginning your work.

--- BASIC REQUIREMENTS ---

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

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

Common abbreviations used in the plan are:

ESSA Every Student Succeeds Act – replaced No Child Left Behind in the reauthorization of federal education law

TSI Targeted Support and Improvement – federal government school designation under ESSA

ATSI Additional Targeted Support and Improvement – federal government school designation under ESSA

CSI Comprehensive Support and Improvement – federal government school designation under ESSA

Who is required to submit a school improvement plan (SIP)? **All public schools and state-accredited nonpublic schools**

Who is required to submit a comprehensive needs assessment (CNA)? **Schools that receive Title I funds AND schools classified as TSI, ATSI, and/or CSI**

Who is required to use the Indiana Department of Education's SIP template? **Schools classified as TSI, ATSI and/or CSI**

Who is required to use the Indiana Department of Education's CNA template? **Schools classified as CSI**

Charter schools, classified as CSI and that receive Title I funds, must complete a CNA/SIP using this template.

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

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

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

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

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

Member Name	Title	Committee(s)	CNA/SIP Subcommittee(s)
<i>Sample: Alma Smith</i>	<i>Teacher</i>	<i>CNA, SIP, BOTH</i>	<i>ELA, Black, Spec. Ed.</i>
Kyle Dean	Principal	CNA, SIP, Both	Safety, MTSS, Technology
Fred Greene	Assistant Principal	CNA, SIP, Both	Safety, Wolfpack
Candy Feare	Assistant Principal	CNA, SIP, Both	Safety, Handbook
Ryan Turley	Assistant Principal	CNA, SIP, Both	Safety, Advanced Placement
Amanda Davis	Assistant Principal	CNA, SIP, Both	Safety, MTSS
Alan Layman	Teacher	CNA, SIP, Both	Safety, Wolfpack, Advanced Placement
Matt Ard	Teacher	CNA, SIP, Both	Safety
Kelly Fargo	Teacher	CNA, SIP, Both	Safety
Elizabeth Stahl	Teacher	CNA, SIP, Both	Safety, Healthy Culture
Kathy Gushrowski	Teacher	CNA, SIP, Both	Safety
Dawn Forney	Nurse	CNA, SIP, Both	Safety
Denise Ndukwu	Success Coach	CNA, SIP, Both	MTSS, Wolfpack

Angie Gresham	Teacher	CNA, SIP, Both	MTSS
Ashley Zahrt	Teacher	CNA, SIP, Both	MTSS, Technology, Wolfpack, Handbook
Nicole Bormet	Teacher	CNA, SIP, Both	MTSS
Meggan McLaughlin	Teacher	CNA, SIP, Both	MTSS
Matt Melendez	Teacher	CNA, SIP, Both	Technology
Bruce Williams	Teacher	CNA, SIP, Both	Technology
Kristen Freitag	Teacher	CNA, SIP, Both	Technology
Ralph Gee	Teacher	CNA, SIP, Both	Community Relations
Mandy Chastain	Teacher	CNA, SIP, Both	Technology
Adam Goebel	Teacher	CNA, SIP, Both	Healthy Culture
Amanda Stolarz	Teacher	CNA, SIP, Both	Healthy Culture, Advanced Placement
Judy Kovalcik	Counselor	CNA, SIP, Both	Healthy Culture
Amy Wojasinski	Teacher	CNA, SIP, Both	Healthy Culture
Sara Long	Teacher	CNA, SIP, Both	Healthy Culture, Handbook
John Maurek	Teacher	CNA, SIP, Both	Wolfpack
Cheri Whitler	Teacher	CNA, SIP, Both	Wolfpack, Handbook
Julie Geyer	Teacher	CNA, SIP, Both	Wolfpack
Ashley Koza	Teacher	CNA, SIP, Both	Handbook
Mike Tsugawa	Teacher	CNA, SIP, Both	Handbook
Christy Stewart	Teacher	CNA, SIP, Both	Advanced Placement
Monica Handley	Teacher	CNA, SIP, Both	Advanced Placement
Mary Zolis	Teacher	CNA, SIP, Both	Advanced Placement

--- ALIGNMENT [optional] ---

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

District Vision:

High expectations. Supported students. Innovative paths to success

District Mission:

We are a diverse community of families, students, and staff who take pride in our schools, contribute positively to society, and prepare students for lifelong success.

District Goals:

School Vision:

High expectations. Supported students. Innovative paths to success

School Mission:

We are a diverse community of families, students, and staff who take pride in our schools, contribute positively to society, and prepare students for lifelong success.

Does the school's vision support the district's vision? (<i>highlight response</i>)	Yes	No
Does the school's mission support the district's mission? (<i>highlight response</i>)	Yes	No
Do the school's mission and vision support district goals? (<i>highlight response</i>)	Yes	No

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

Link additional information here (if necessary):

SECTION A: Review Essential Information

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

Core Element 1: Curriculum [Required for all]

List primary curriculum resources (i.e. adopted materials) and supplementary materials such as online subscriptions or other such materials used by the majority of 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. Consider the need to keep, replace, or discontinue use of materials that are not essential for instruction. If room does not allow for all resources to be listed below, continue the list on a separate page and attach it to this document. Secondary schools may attach or link course descriptions. (For 'X' column, right click and ✓)

Subject/Course	Grades	Resource Name	Aligned to IAS	Tier (highlight all that apply)	Rationale for Resource Use	Continue Use?	X
Sample: Reading	1-6	ABC Reading is Fun	Yes	Tier 1, 2, 3	Textbook and readers are core components of reading program.	Yes No	<input type="checkbox"/>
Math	9-12	Illustrative Mathematics	Yes	Tier 1, 2, 3	Workbooks, in-class activities, and assessments are aligned to state standards.	Yes No	<input type="checkbox"/>
Math	11-12	Cengage	Yes	Tier 1, 2, 3	Textbook, Online supplement activities aligned to state standards	Yes No	•
English	9-12	Study Sync	Yes	Tier 1, 2, 3	Online supplemental reading and workbooks aligned to IN state standards and are core components of the reading program.	Yes No	<input type="checkbox"/>
AP Classes	11-12	Norton, AP Classroom	Yes	Tier 1, 2, 3	CollegeBoard AP Classroom supplemental activities and check ins	Yes No	<input type="checkbox"/>
Social Studies	9-12	McGraw Hill	Yes	Tier 1, 2, 3	Online Textbook, includes supplement resources aligned with state standards.	Yes No	<input type="checkbox"/>
Chemistry	10-12	CK- 12 Chemistry	Yes	Tier 1, 2, 3	Textbook and materials aligned with state Chemistry standards.	Yes No	<input type="checkbox"/>

Health Education	9-12	Botvin	Yes	Tier 1, 2, 3	Online curriculum aligned to state standards.	Yes No	<input type="checkbox"/>
Science	9-12	Pearson	Yes	Tier 1, 2, 3	Currently in review for next years textbook adoption to align with updated state standards.	Yes No	<input type="checkbox"/>
Visual Art	9-12	Design Process	Yes	Tier 1, 2, 3	dept developed and aligned to state standards	Yes No	<input type="checkbox"/>
							<input type="checkbox"/>
Place link here (if necessary) ->							

Core Element 1: Curriculum [Required for all]

continued

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

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

The public may view Michigan City High School's curriculum [HERE](#) and on our school's website.

Core Element 2: Instructional Program [Required for all]

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
Best Practice/Requirements Self-Check	Examples / Practices / Notes	Yes No	<input type="checkbox"/>
The school has a process for identifying the exceptional learning needs of students who are highly proficient and at risk of failure.	<ul style="list-style-type: none"> -Recommendations of course placement (per teacher) -RTI team to identify at risk -power school risk assessment, counselor tracking -Behavior, attendance, and grade reports sent mid quarterly. <p>Great - AP/Early College</p> <p>Co teaching</p> <p>Risk of Failure</p> <p>Redefinition of Student Success Coaches roles to Help at RISK</p>	Yes No	<input type="checkbox"/>
A process for coordinating instructional services (e.g. Head Start, adult education, etc.) is in place.	<ul style="list-style-type: none"> -creation of 504 plan or iep evaluation <p>Summer school and Credit Recovery and the after school "Safe Harbor." Optional programs, counselor recommendations and parent sign up.</p> <p>Nova</p> <p>TOR</p> <p>Co taught teachers</p> <p>504</p>	Yes No	<input type="checkbox"/>
A variety of instructional strategies are employed to meet the diverse learning needs of students.	<ul style="list-style-type: none"> -Schoology allows us to connect students with a variety of platforms and learning opportunities in a 1:1 format. We combine direct instruction with resources like online textbooks, edpuzzle, quizlet, blooket, sapling, launch pad, nearpod. <p>Different tracks, depends on the class, but we use: labs, differentiated learning, technology, snap-and-read, EdPuzzles, Closed captioning, Small group instruction, supplemental videos, small group assessments, open-note tests, use of</p>		

	<p>calculators, re-teaching, retesting and requizzing, guided notes, bell ringers and exit slips, checks for understanding, one-on-one, white board work, student presentations, on-line simulations, learning stations, jig sawing, four corners, post it notes, student grading and giving feedback, think,pair, and share, KWL, Freyer Model, Concept mapping, interactive note books, foldables, Gallery Walks, posters, “Explore First, Formalize Later,” modeling</p> <p>Co teaching, Early College, AP mini sessions, and peer tutors</p>		
Teachers use strategies that monitor and adjust instruction during lessons (e.g. adjusted based on checks for understanding).	<p>Students complete bell ringers, exit tickets, and checks for understanding as part of daily work. Examples include use of Quizlet live, Edpuzzle live, Kahoots, one question quizzes during instruction to assess student comprehension.</p> <p>Polling, Quizizz, Quizlet, Google Form, Padlet, Kahoot, White Boards, Raise your Hand (thumbs up/thumbs down) Warm up and Wrap up,</p> <p>Assessments, cool downs in math, curriculum maps, bell ringers and exit tickets</p>	Yes No	<input type="checkbox"/>
Teachers ensure students are engaged in cognitively complex tasks (including varying depth of knowledge) during instruction.	<p>Teachers engage in Socratic and small group discussions to encourage deeper engagement with content. Class projects include small group work to allow for collaboration between students.</p> <p>Bloom’s Taxonomy, Checking for Depth of Understanding, Questioning, Tiering of standards, Bonus homework questions, FRQs, Benchmark testing, Pretesting, Pretesting for Credit Recovery, Low order Cognitive Skills vs High Order Cognitive Skills, The Blue and White Wheel, The Five E Model,</p> <p>Early College Dual Credit Classes</p>	Yes No	<input type="checkbox"/>
Teachers use instructional strategies that ensure students have multiple means of accessing instructional content.	Assignments and textbooks are posted on Schoology. Hard copies are available in classrooms and in the Resource room.	Yes No	<input type="checkbox"/>

	<p>Online platforms are available for student use at all times.</p> <p>Differentiated tests, projects, supplemental videos, open-book tests, eLearning, Constructed Responses</p> <p>Computer work</p> <p>Kahoots</p> <p>Projects assignments, Schoology, Edmentum, EL, paper copies, You Tube, Discovery Channel,</p>		
<p>Instructional strategies provide students with multiple options for demonstrating their knowledge.</p>	<p>Assessments include a variety of formats. Tests, quizzes, project based learning, DBQs, FRQs, etc. are used to allow students multiple ways to demonstrate competency. Assessment formats include questions in a variety of formats including essay, short answer, multiple choice, etc.</p> <p>Differentiated work, creating slideshows, foldables, white board work, presentations, think-pair-share, poster presentations, dissections, lab practicals, microscope work, medical demonstrations, model building, drawing,</p> <p>Constructed Responses</p> <p>Computer work</p> <p>Kahoots</p> <p>Projects</p>	<p>Yes</p> <p>No</p>	<input type="checkbox"/>
<p>Instructional strategies foster active participation by students during the instructional process.</p>	<p>Class based discussions and debates. Group work and projects and competitive games encourage teamwork and participation. Digital resources require consistent input from students to be able to move through a lesson even when they work independently.</p> <p>Student questioning, student led teaching, jig saw, active participation, student presentations,</p> <p>Math program</p> <p>Small group discussion</p>	<p>Yes</p> <p>No</p>	<input type="checkbox"/>
<p>Teachers and staff promote authentic learning and student engagement across all content areas.</p>	<p>History of Chicago, History of Indiana provides students opportunities to explore local communities and connect</p>	<p>Yes</p> <p>No</p>	<input type="checkbox"/>

	<p>classroom learning with real world experiences. Clubs like KPop club allow students to combine personal interests with content studies in history, geography, and cultures. Visual Communication students create posters for school events. Art students participate in juried art competitions. Music students perform for the community and participate in state contests.</p> <p>Offering choice in assignments, writing across the curriculum, problem solving across the curriculum</p> <p>Differentiated instruction Making it relevant to student life - goal setting Career readiness AK SMITH</p>		
Strategies and instructional methods ensure equity of opportunity for all students during the learning process.	<p>Teachers adhere to student IEPs/504 plans to ensure accommodations are met. High ability students are challenged through enrichment activities. Teachers utilize provided technology like microphones and speakers to assist HOH/HI students. Students with vision challenges are provided large type versions of assignments. ELL students are provided with native language materials, when possible.</p> <p>Differentiated instruction, extended work time, check-ins, resource, tests read aloud, calculator use</p> <p>Co teaching Differentiated instruction</p>	Yes No	<input type="checkbox"/>
Instructional strategies assist with bridging the cultural differences in the learning environment.	<p>Teachers use Google translate/phone translating apps to assist ELL students.</p> <p>Real world applications, current events, including the Great Lakes in our curriculum, cultural diversity</p>	Yes No	<input type="checkbox"/>
Teachers and staff integrate evidence-based strategies during Tier II and Tier III instruction.	Data	Yes No	<input type="checkbox"/>
Teachers work collaboratively to support and refine instructional effectiveness (e.g. with feedback, coaching, etc).	Teachers that share courses collaborate often and share resources. Shared Schoology Resources allow all members to access material as needed. PLC allows for weekly sharing of	Yes No	<input type="checkbox"/>

	<p>instructional strategies. PLC, Department meetings, shared resources, comparing common test data, Common Core</p> <p>PLC Professional Development Opportunities Early Release Day PD</p>		
<p>High expectations for academic achievement are made clear to students and supported with adequate scaffolding and resources.</p>	<p>Rubrics provide clear expectations for assignments. Syllabi provide students with class objectives, expectations, and grading. Daily objectives are posted in class and on Schoology for students.</p> <p>Start out and have to lower due to apathy- we do not do a good job of lifting the higher ability students, student movement needs to be more fluid (all Fs no longer Honors), Use of common formative assessments and benchmarks</p>	<p>Yes No</p>	<p><input type="checkbox"/></p>

For Title I schools with Schoolwide Programs only:

Describe activities and programs implemented at the school to ensure that students who have difficulty mastering proficient and advanced levels of academic achievement are provided with effective and timely additional assistance.

Blitz, Study Tables, AP study sessions and mock exams, Student Resource Time (Wolfpack Hour), World Language Clubs,

Core Element 3: Assessment [Required for all]

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

Assessment Name	Grade(s)	Use	Type and Rationale for Use	Continue Use	X
CFA	9-12	Com. Form.,	Standard mastery, reteaching tool, best practices	Yes No	<input type="checkbox"/>
Quarter Common Assessments	9-12	Com. Form., Summative,	Assess student mastery level across grade level.	Yes No	<input type="checkbox"/>
Common Final Exams	9-12	Summative	Assess student mastery level across grade level.	Yes No	<input type="checkbox"/>
Final Research Project	9-12	Summative	performance task	Yes No	<input type="checkbox"/>
Argumentative Research Project	11-12	Summative	performance task	Yes No	<input type="checkbox"/>
AP Classroom Unit Assessments	9-12	Benchmark, Com. Form., Summative, Other	Track progress, tools for reteaching	Yes No	<input type="checkbox"/>
AP Exam	9-12	Summative	Standards Mastery	Yes No	<input type="checkbox"/>
ASVAB	12	Summative, Other	Job placement for students interested in joining the military.	Yes No	<input type="checkbox"/>
SAT	11-12	Summative	Fulfills a graduation pathway, helps predict future academic success	Yes No	<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 No	<input type="checkbox"/>
The school uses assessment data to identify students for Tier II and Tier III instruction.	Yes No	<input type="checkbox"/>
Locally created assessments are reviewed and revised regularly to ensure priority standards are being measured at the appropriate levels of depth and rigor.	Yes No	<input type="checkbox"/>

Core Element 4: Coordination of Technology Initiatives [Required for all]

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

Michigan City High School has 1:1 computers allowing for everyone to have equal opportunity to technology. Every student has an email account that allows them to communicate with their teachers and develop professional skills. We have a standard LMS system that allows students to access their courses and content 24/7. Students also have access to broadcasting/ production studio courses. Students use industry standard programs in Visual Communication.

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

Core Element 5: Career Awareness and Development [Required for all]

Grades 9-12 only (add others in blanks as necessary)

What career awareness activities are provided for students? (Highlight all that apply)	
Preparing for College and Careers	Career-related course
Career Inventory through Naviance	
Job-site tours: Conduct Leadership Camp at the St. John's Military Academy, Delafield, WI	Job-site tours
Guest speakers: Jennifer Ruth Green, USAF Graduate and Republican candidate for Congress	College Fair, College Visits, Business Partnerships/Internships
Career-focused clubs (i.e., Robotics, Agriculture Garden, STEM, etc.)- Drill Team, Shooting Team, Cyber Patriot Team	Online career navigation program
Industry-related Project-Based Learning: Military Drill Team, Shooting Team, Cyber Patriot team, Go-To organization for all Patriotic events in LaPorte county	Juried Contests for Fine Arts students
Online career navigation program: Everything is practical application	Other (list)

Job shadowing: Both instructors were career Marines	Other (list)
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If “Not currently implementing career exploration activities” was indicated above, explain why.

Core Element 6: Safe and Disciplined Environment [Required for all]

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

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

Briefly answer the following:

What practices are in place to maintain a safe environment?

1. Regular Safety Committee Meetings in the building, along with having representatives from the high school present at District Safety Committee Meetings
2. Multiple Administrators and staff are certified as State Safety Specialists.
3. MCHS has a full time School Resource Officer (SRO), who is present in the building to provide training and additional support on a daily basis.
4. SRO conducts tabletop scenarios to discuss procedures and provide training to the staff.
5. SRO conducts daily perimeter checks of the building once students are in class.
6. Teachers/Staff must have doors locked

7. Regularly scheduled Fire Drills, Standard Response Protocol Drills, & Tornado Drills
8. Administrators perform building walkthroughs after every bell to ensure that students are in their assigned areas.
9. Random scheduled bag and locker checks upon arrival.

Core Element 7: Cultural Competency [Required for all]

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

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

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

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

Parents/guardians identify students during enrollment in PowerSchool regarding racial, ethnic, and socio-economic statuses. Once information is in PowerSchool students can be filtered by subgroups in our data warehouse (Educlimber).

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

Professional Learning Communities will also be utilized to examine achievement gaps among minority groups, and for improving educational opportunities attractive to all learners. Teachers will participate in relationship-building activities to be shared with students and parents in order to achieve better communication among all stakeholders.

Additional Diversity, Equity, and Inclusion training would benefit the entire staff.

Provide culturally diverse examples during training sessions and professional development.

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

Generational poverty, Implicit bias, Intercultural development, and understanding cultural differences.

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

Using culturally diverse authors in English classes.

Using culturally diverse artists in Art classes.

Adding non-English languages in choral performances.

Utilizing differentiated instruction to ensure student success.

World language textbooks expose students to linguistic and cultural variations of languages, spanning outside of European-centric language usage.

Core Element 8: Review Attendance [Required for all]

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

Number of students above 10% or more of the school year.

Last year: 659 Two Years Ago: 808

Three Years Ago: 728

What may be contributing to the attendance trend?

Discipline: Higher suspension/expulsion rates of students.

Following attendance protocols with fidelity.

Plans for targeting attendance issues (protocols) weren't started right away and not consistently enforced.

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

- Expectation that parents encourage and demand prompt and regular school attendance and comply with attendance rules and procedures.
- Following district protocol for sending out attendance letters, contacting parents, and scheduling home visits with success coaches.
- When the above steps aren't successful, the district attendance officers are given information on steps taken to identify if students will then be recommended to Truancy Court.
- Model Attendee Awards: MCHS recognizes those students who attend 95% of school days as Model Attendee Award recipients. These individuals are recognized at awards ceremonies at the end of the school year.
- DISTINCTION RECOGNITION-Michigan City High School recognizes its top graduates each year with an attendance rate of 95% or better.
- Students whose attendance rate is less than 95% (approximately 9 days per school year) will not be eligible for the graduation waiver.
- Success coaches take a proactive approach to teach conflict resolution skills to students to prevent incidents leading to suspension and expulsion.

- Leaders of the PACK (Practice Respect, Attend and Achieve, College and Career Ready, Keep Working) will be recognized by each department on a monthly basis and at the end of the year (Alpha and Wolf Awards).
- Social Probation is the limiting of privileges for student participation in/attendance at school-related activities and events. Students will be placed on social probation for failing to pass 5 classes, have 5 or more discipline contacts per grading period, and 4 or more unexcused absences or tardies.
- Teen Court
- Student Success Team

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

- Teacher/student/parent interactions in dealing with initial tardy, truancy and/or absentee issues and concerns.
- Student referral process (Tier 1, 2, 3).
- Utilization of Success Coaches as an intervention piece
- School Truancy Officer interventions in place to reduce truanancies/absences. (Student meetings, family meetings, etc)
- Responsibility, Education and Character (REC Room) is an alternative placement for students that impede the learning of others or who are behaviorally at risk. Students in REC maintain classroom assignments and remain in school but are isolated from other school activities. The building principal or his/her designee has oversight responsibilities for the program. REC is staffed with a qualified person who supervises and serves as a supportive resource for students. Students may be sent to the REC Room as a class "time out" or a student may spend a longer period of time in REC. Frequent referrals to REC will also result in referral to the school counselor and/or the RTI team.
- Behavior Intervention Plans, an individualized plan that helps students set goals for positive behaviors. This plan is created in conjunction with the school counselor, teacher and/or RTI team and is shared with parents.
- Teen Court is a program of Youth Service Bureau Big Brothers Big Sisters of LaPorte County. Students may be referred to Teen Court, with the consent of the student and parent(s), as an alternative to arrest.

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

Core Element 9: Parent and Family Engagement [Required for all]

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

Families are invited to attend multiple events including but not limited to; High Ability, Wolfpack RoundUp, Freshman Orientation, Parent Teacher Conferences, Early College Meet and Greet, and Friday Night Live.

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

Families are able to reach the school through various modes including; phone, email, social media accounts, website, and through our anonymous tip line.

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

Michigan City High School sends out attendance notifications including attendance letters. MCHS also sends out a behavior, attendance, and grades report to families quarterly. Parents are also able to receive alerts in real time regarding student attendance.

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

Parents receive communication in their native language as indicated in the school's student information system.

Core Element 9: Parent and Family Engagement [Title I Schoolwide only]

The following is specific to Title I Schoolwide Programs.

Describe strategies used to increase parental involvement.

NA: No longer Title 1

How does the school provide individual academic assessment results to parents/guardians?

NA: No longer Title 1

How does the school involve parents in the planning, review, and improvement of the schoolwide plan?

NA: No longer Title 1

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

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

We offer many AP/Dual Credit/PLTW courses to our students, as well as the ability for students to attend the AK Smith Career center where they can engage in higher level thinking and problem solving, in addition to bolstering their transcript and GPA. We offer 4 different languages and 4 levels of each. School counselors encourage students to attempt the Honors diploma as freshman.

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

Students are encouraged in grade 8 and every year thereafter to take courses aligned with the Academic Honors diploma at the start of their freshman year. If this is not obtainable by the end of their sophomore year, students can choose courses that would put them on track for the Core 40 diploma. Diploma types are discussed with the students once a year and in private conversations with their school counselors and parents/guardians.

The Early College Program is available to all students for application which provides additional opportunities for the students to earn one of the honors diplomas.

How are advanced placement, dual credit, international baccalaureate, and CTE opportunities promoted? We do not offer the international baccalaureate. Students take a field trip to the AK Smith Career Center in grade 10 to help promote interest in attending junior year. Teachers/counselors encourage and recommend students for placement in dual credit courses and Advanced Placement courses. Partnership with AP Tip IN to help identify and promote students for Advanced Placement courses. Former Early College graduates meet with current Early College students to further promote AP, dual credit courses. Also the "City Connect" Program. Michigan City High School is partnering with Diversity Squared to connect graduating seniors with employment and other post-secondary opportunities in the region. The "City Connect" program supplements existing school counseling efforts, serving MCHS seniors who have not established firm post-graduation plans. Diversity Squared, a consulting firm with strong workforce preparation and placement experience, will assist these students through one-on-one and small-group sessions, helping them determine next steps aligned with their areas of interest. MCHS also offers parent nights, student assemblies and postings on social media to promote these programs.

Graduation rate last year: 88.9%

Percent of students on track to graduate in each cohort:

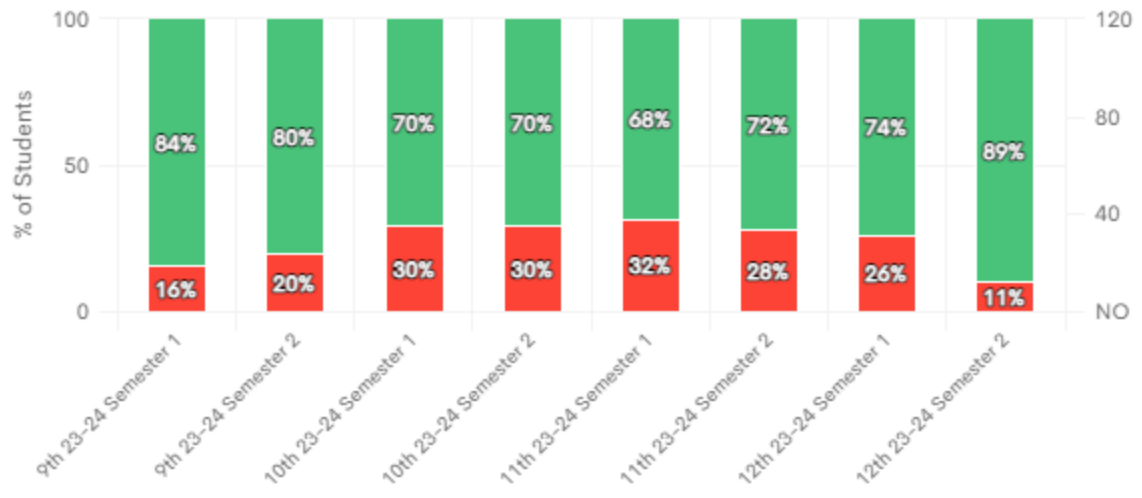
2024 Cohort - 89.4%

2025 Cohort - 72%

2026 Cohort - 70%

2027 Cohort - 80%

On Track Status ▼



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

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

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

N/A

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

N/A

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

N/A

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

N/A

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

Staff Name	Licensure/Certification	Assigned Class/Subject
Staff Directory		

	Districtwide Assessments		IAM Assessment		Individual Learning Plans (ILPs)		Parent/Student Surveys
	Dyslexia Assessment(s)		Aptitude Assessment(s)		WIDA		Staff Attendance
	Common Formative Assessments		Special Education Compliance Rpt			X	Grades Distribution
X	PSAT/SAT/ACT						

List Other Data Sources Below

Link Data Here ---->	Michigan City High School GPS Dashboard		
Link Data Here ---->	SAT Performance by Demographics		
Link Data Here --->	9th Grade Data		

Be sure no personally identifiable student information is included in any/all linked or uploaded data.

Step 1: Review Potential Issues from the Core Elements

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

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

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

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

Step 2: Evaluate Progress on Current School Goals

If there is evidence that current school goals are priorities where improvement is needed immediately, schools should continue working toward meeting these goals. The section below is a brief review of current goals. This is intended to help you decide if these goals should continue to be the focus of

improvement efforts. To analyze the progress of current goals and look for any gaps in performance, the committee should use a variety of data. **Schools with identified underperforming student groups must analyze data about these groups, including but not limited to: assessment, attendance, and behavior.** All schools are required to consider the needs of exceptional learners (special education and high ability) using data to assess their progress.

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

Goal 1

Measurable outcome met? **Yes** **No**

Overall and across all subgroups, there will be on average a 40 point gain from the 2022-23 SAT scores to the 2023-24 SAT scores.

If the goal was met, how will the school further improve or sustain this level of performance?

If the goal was not met, should the school continue to work toward this goal? **Yes** **No**

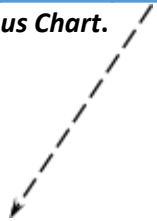
If the goal was not met and it will continue to be a goal, conduct a root cause analysis to determine why (see Section C).

SECTION C: Analysis

Desired Performance Based on Prioritized Goals/Characteristics	Part of Current Goal?	Actual Performance Based on School Data	Brief Description Comparing Current Performance to Desired Performance	Gap	Priority
The desired outcome: Average SAT score increased from 880 to 920 (40 pt. increase).	Yes No	Average score increased to 882 from 880.	Our average SAT score increased 2 points. We did not see the 40 pt increase that we expected.	X	1

	Yes No				
	Yes No				
	Yes No				
	Yes No				
	Yes No				

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



Step 2: Conduct Root Cause Analyses

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

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

Identified Priorities from Previous Chart	List Root Cause(s)
40 point increase in combined scale score on SAT.	<ol style="list-style-type: none"> 1. <i>Inconsistencies within Horizon participation rates.</i> 2. <i>Multiple pathways for students to graduate.</i> 3. <i>Common messaging and understanding the “Why” behind the importance of the SAT.</i>

- | | |
|--|---|
| | <ol style="list-style-type: none">4. <i>Alignment of priority standards with SAT priority standards.</i>5. <i>Closer aligned reteaching of SAT priority standards.</i> |
|--|---|

Write your Goal(s) from these.

40 point increase in combined scale score on SAT.

Develop strategies from these.

1. *Administering Horizon Benchmark Assessments with fidelity and utilizing course activities to help students overcome achievement gaps.*
2. *Explaining the importance of the SAT and the opportunities that are available for students who take it.*
3. *Regular data analysis to help students and staff identify areas of growth.*
4. *Utilizing CFA and other checks for understanding to ensure students have opportunities to reach proficiency within SAT priority standards.*
5. *Utilizing Student Resource Time to address gaps in SAT priority standards through focused reteaching of SAT practice problems.*
6. *Utilizing a common (SAT) vocabulary within multiple curricula and general testing strategies.*

SECTION D: School Improvement Plan and Professional Development Plan

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

1. Develop school improvement plan goals from the identified priorities. Based on your review of data, goals may be:
 - a. A continuation of existing goals and/or

- b. New goals, based on areas where improvement is needed immediately.
- 2. Develop a professional development plan, basing professional development goals on:
 - a. Strategies in the school improvement plan;
 - b. Other areas, apart from the improvement plan, where professional development is a priority.
- 3. Identify and note possible funding sources from local, state, and federal resources that may support the plan(s).

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

School Improvement Plan

CURRENT YEAR GOAL 1	For the 2024 school day SAT administration, the number of test takers meeting the benchmark for both math and ERW will close the gap between school average and state average by 50% or 5.5% total increase from the 2024 average (882)			
Data Checkpoints (dates)	Horizon BOY September	MOY January	EOY March (9th and 10th only)	
Evidence at Checkpoints	Horizon Assessment BOY data (participation and student proficiency data). Students self reflect on progress and goal	Horizon Assessment MOY (participation and growth data from BOY to MOY). Students self reflect on progress and goal	Horizon Assessment EOY (participation and growth data from BOY to EOY and MOY to EOY). Students self reflect on progress and goal	

	setting.	setting.	setting.	
Evidence- Based Strategy 1 (must cite study)	https://horizeducation.com/case-studies			PD Needed: Yes No
Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
Action Step 1	Analysis of student benchmark results will be used to determine instructional reteaching opportunities	Fall 2023-2026	BLT Admin Classroom Teachers	Improved data between assessment windows SAT scores
This Goal for Year 2	For the 2025 school day SAT administration, the number of test takers meeting the benchmark for both math and ERW will close the gap between school average and state average by 50% or 5.5% total increase from the 2024 average.			
This Goal for Year 3	For the 2026 school day SAT administration, the number of test takers meeting the benchmark for both math and ERW will close the gap between school average and state average by 50% or 5.5% total increase from the 2024 average.			

CURRENT YEAR GOAL 2	<p>Ensure each cohort achieves a 90% graduation rate or higher. Increase 2025 cohort on track for graduation from 71% to 90% by EOY 2025 Increase 2026 cohort on track for graduation from 70% to 80% by EOY 2025 Increase 2027 cohort on track for graduation from 80% to 90% by EOY 2025</p>			
Data Checkpoints (dates)	End of Quarter 1	End of Quarter 2	End of Quarter 3	
Evidence at Checkpoints	Review grades and graduation requirements. Students self reflect on progress and goal setting.	Review grades and graduation requirements. Students self reflect on progress and goal setting.	Review grades and graduation requirements. Students self reflect on progress and goal setting.	
Evidence- Based Strategy 1 (must cite study)	Keeping Students On Track to Graduate: A Synthesis of School Dropout Trends, Prevention, and Intervention Initiatives			PD Needed: Yes No
Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
Action Step 1	Develop 4 year plan prior to starting high school	8th Grade year/Freshman Orientation	Counselors	Formation of 4 year plans
Strategy 2 (must reference source)	Keeping Students On Track to Graduate: A Synthesis of School Dropout Trends, Prevention, and Intervention Initiatives			PD Needed: Yes No
Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
Action Step 1	Daily Tier II interventions and small group intentional reteaching to develop mastery of Tier 1 instructional learning target.	2023-2026	Counselors, Admin, Success Coaches	Grade checks each quarter
This Goal for Year 3	<p>Ensure each cohort achieves a 90% graduation rate or higher. Increase 2026 cohort on track for graduation from 80% to 90% by EOY 2026. Increase 2027 cohort on track for graduation from 90% to 100% by EOY 2026. Achieve 90% on track graduation rate for 2028 cohort by EOY 2026. Achieve 90% on track graduation rate for 2029 cohort by EOY 2026.</p>			

CURRENT YEAR GOAL 3	90% of Freshman (cohort 2027) pass both semesters of English 9, Algebra 1, Biology with a minimum of 60%.			
Data Checkpoints (dates)	End of Quarter 1	End of Quarter 2	End of Quarter 3	End of Quarter 4
Evidence at Checkpoints	Review core subject grades (Algebra, Biology, English 9)	Review core subject grades (Algebra, Biology, English 9)	Review core subject grades (Algebra, Biology, English 9)	Review core subject grades (Algebra, Biology, English 9)
Evidence- Based Strategy 1 (must cite study)	https://toandthrough.uchicago.edu/sites/default/files/2023-05/The%20Forgotten%20Year-Aug2020-Consortium.pdf			PD Needed: Yes No
Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
Action Step 1	Teachers meet within their like subject Professional Learning Teams (PLTs) to identify priority standards and unpack standards into student friendly measurable learning targets.	2024-2025 School year	Counselors	Fewer students in the at risk category. Improvement in grades for (Eng. 9, Algebra 1, Biology).
Strategy 2 (must reference source)	https://iris.peabody.vanderbilt.edu/module/rti02/cresource/q3/p07/			PD Needed: Yes No
Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
Action Step 1	PLTs work through the 4 essential PLC questions. What do we want students to know? How will we know when they understand? What do we do when they don't understand? What do we do when they do understand?	2024-2025 school year	teachers, department chairs, and administrators	Students will improve their math, Biology and English grades after the reteaching support they receive in class and through Wolfpack Tier II interventions.

Action Step 2	Students who don't understand through checks for understanding and common formative assessments will be identified for ongoing Tier II support and remediation of priority standards.	2024-2025 school year	teachers and administrators	Increase in pass rates of core classes.
This Goal for Year 2	90% of Freshman (cohort 2028) pass both semesters of English 9, Algebra 1, Biology.			
This Goal for Year 3	90% of Freshman (cohort 2029) pass both semesters of English 9, Algebra 1, Biology.			

Professional Development Plan

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

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

Professional Development Goal 1	Utilizing checks for understanding (CFU) Data to increase student outcomes.	Linked SIP Goals <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Possible Funding Source(s)	ESSER funds, formative assessment grant, Title II funds	
Evidence of Impact	<ul style="list-style-type: none"> - Growth in CFU and CFA data - Increase in average SAT scores 	
Plan for coaching and support during the learning process: <ul style="list-style-type: none"> - Utilization of Professional Learning Teams (PLTs) to identify priority standards which are broken down into learning targets. Data from checks for understanding and common formative assessments to identify students for Tier II reteaching within small groups during daily Student Resource Time (Wolfpack Tier II Support). 		

How will effectiveness be sustained over time?

- Building in time for teachers to meet during the school day to discuss best practices, identify priority standards, break standards down into learning targets, checks for understanding that match learning target's level of depth of knowledge, data from CFUs and CFAs to identify and pull students into small group reteaching and remediation of the learning target's skill.

Professional Development Goal 2	Cohort On track	Linked SIP Goals Yes No
Possible Funding Source(s)	Counseling grant, Title II	
Evidence of Impact	Improved cohort “track” data.	
Plan for coaching and support during the learning process: <ul style="list-style-type: none"> - NPSI - Indiana School Counselors Association Annual Conference - Additional training for school counselors to ensure their understanding of graduation requirements - Planning time for school counselors to create school-specific resources that can be shared with students in regular conferences 		
How will effectiveness be sustained over time? <ul style="list-style-type: none"> - Utilizing PLCs, department time, Early Release staff PD days - MTSS Tier II and III support structures for student support - Student check-ins and goal setting during homeroom time (first 30 minutes of Wolfpack) 		

Professional Development Goal 3	Build professional capacity with regard to instructional strategies by utilizing CFAs aligned to the essential standards.	<p style="text-align: center;">Linked SIP Goals</p> <p style="text-align: center;">Yes No</p>
Possible Funding Source(s)	Professional development grants, Title II	
Evidence of Impact	Decrease in students failing required courses.	
<p>Plan for coaching and support during the learning process:</p> <ul style="list-style-type: none"> - Mentor teachers will support new teachers to the building, specifically with classroom management strategies, engagement strategies, and tier 1 intervention strategies - Instructional Rounds to identify problems of practice - Professional development opportunities throughout the school year - Providing time for genuine professional discourse centered around data and best practice. 		
<p>How will effectiveness be sustained over time? Utilizing PLCs, department time, Early Release staff PD days</p>		