

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 recommended for Comprehensive Support and Improvement (CSI) schools, Targeted Support and Improvement (TSI) schools, and Additional Targeted Support and Improvement (ATSI) schools, any school may use the template in the school improvement planning process.

COMMON ABBREVIATIONS USED IN THE PLAN

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

Approved 10.24.2024

BASIC REQUIREMENTS

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

SCHOOL INFORMATION

School Name	Southridge Middle School
School Number	
Street Address	1112 South Main Street
City	Huntingburg
Zip Code	47542

SCHOOL CONTACT INFORMATION

Principal	Betsy Lange
Phone number	812-683-3372
Email	langeb@swdubois.k12.in.us
Superintendent	Chip Mehaffey
Phone number	812-683-3971
Email	mehaffeyc@swdubois.k12.in.us
Grant contact	Melissa Boeglin
Phone number	812-683-3971
Email	boeglinm@swdubois.k12.in.us
Other contact	Amber Bolling
Position	Data Communication Specialist
Phone number	812-683-2272
Email	bollinga@swdubois.k12.in.us

SCHOOL IDENTIFICATION

Choose the appropriate response from the drop down box.

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

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

(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

[Required for all schools]

PLANNING COMMITTEE

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

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

Member Name	Title	Committee(s)	CNA/SIP Subcommittee(s)
Sample: <i>Alma Smith</i>	<i>Teacher</i>	SIP	<i>ELA, Wht, SpEd, Multiracial</i>
Betsy Lange	Principal	SIP ▾	All
Amanda Pulley	Counselor	SIP ▾	All, LiM Coordinator
Amber Bolling	Data Communications Specialist	SIP ▾	All
Jennifer Schutte	Teacher	SIP ▾	BLT, ELA, Math
Leigh Hochgesang	Teacher	SIP ▾	BLT, ELA, PLC
Nicole Reihle	Teacher	SIP ▾	BLT, ELA, Constructed Response
Kyle Baseden	Teacher	SIP ▾	BLT, Science, LiM
Kendra Vogler	Teacher	SIP ▾	BLT, PBIS
Lori Smith	Teacher	SIP ▾	BLT, ELA
Link additional information here (if necessary) <input type="checkbox"/>			

ESSENTIAL INFORMATION & CORE ELEMENTS

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

CORE ELEMENT 1: CURRICULUM

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

Subject/Course	Grades	Resource Name	Aligned to IAS	Tier(s)	Rationale for Resource Use	Continue Use?	X
Sample: Reading	1-6	ABC Reading is Fun	Yes ▾	Choose ▾	Textbooks and readers are core components of a reading program.	Yes ▾	<input type="checkbox"/>
Mathematics	6-8	IXL	Yes ▾	Tier 3 ▾	IXL provides benchmarks to inform instruction as well as crucial standards based practice.	Yes ▾	<input type="checkbox"/>
Language Arts	6-8	Informational and Fiction Texts IXL, iReady Reading	Yes ▾	Tier 3 ▾	Curated curriculum standards aligned. IXL provides grammar and sentence structure practice. iReady Reading provides standard based targeted lessons and is the primary tool used for Tier II and Tier III Interventions.	Yes ▾	<input type="checkbox"/>
Science	6-8	Elevate Science McGraw Hill	Yes ▾	Tier 3 ▾	Text book and associated online activities are core components of the science curriculum	Yes ▾	<input type="checkbox"/>
Social Studies	6-8	History, Places, Cultures McGraw Hill	Yes ▾	Tier 3 ▾	Text book and associated online activities and maps are core components of the social studies curriculum	Yes ▾	<input type="checkbox"/>
Health/PE	6-8	Teen Health McGraw Hill, EVERFI Online Health Platform	Yes ▾	Tier 3 ▾	Text book and online resources provide core components of the health curriculum	Yes ▾	<input type="checkbox"/>

			Choose ▾	Choose ▾		Choose ▾	
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CORE ELEMENT 1: CURRICULUM
(continued)

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

The public may view the school's curriculum in the following location(s)	
<p>All information listed above can be found at the administrative offices, with PLC leadership, and individual teachers.</p>	
Link additional information here (if necessary) <input type="checkbox"/>	

CORE ELEMENT 2: INSTRUCTIONAL PROGRAM

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

Best Practice/Requirements Self-Check	Yes/No	X
The school has a process for identifying the exceptional learning needs of students who are highly proficient and at-risk of failure.	Yes ▾	<input type="checkbox"/>
A process for coordinating instructional services (e.g. Head Start, adult education, etc.) is in place.	No ▾	<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

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
iReady	6-8	Benc... ▾	Diagnostic utilized to set student goals and identify remediation needs and set goals for Sped students - will be replaced by iLearn Checkpoints and IXL Diagnostic	No ▾	<input type="checkbox"/>
Common Formatives	6-8	Form... ▾	Data to inform instruction, small groups and remediation needs	Yes ▾	<input type="checkbox"/>
Unit Assessments	6-8	Sum... ▾	Assess student mastery of academic standards	Yes ▾	<input type="checkbox"/>
WIDA	6-8	Benc... ▾	Assess ELL students English Language Proficiency and set goals for growth	Yes ▾	<input type="checkbox"/>
Quarterly Constructed Response	6-8	Form... ▾	Assess student's ability to formulate a written response citing contextual evidence to support a position. Used to inform instruction and track growth.	Yes ▾	<input type="checkbox"/>
IXL Diagnostic	6-8	Benc... ▾	The Diagnostic will be used at the beginning of the year for differentiation and remediation.	Yes ▾	<input type="checkbox"/>
iLearn Check Point	6-8	Form... ▾	Checkpoint pilot is being utilized to assess student mastery of standards at 3 intervals of the year	Yes ▾	<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 ▾



CORE ELEMENT 4: COORDINATION OF TECHNOLOGY INITIATIVES

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

Students have one-to-one technology with a chromebook device. This device is utilized to access Google Classroom, google suite tools, create presentations, and complete online practice and assessments. Online curriculum programs are used for instruction, practice, immediate feedback and assessment (i.e., IXL, Khan Academy, Extra Math, Desmos graphing calculators, iReady reading, and online textbook curricular materials). Industrial Technology and Engineering Essentials utilizes a variety of technology including flight simulators, CAD stations, 3-D printers, laser printers, and robots. Publications utilize video recording and editing equipment. E-Sports utilizes workstations and gaming technology. The Learning Management system utilized by teachers is Google Classroom and the primary communication tool is Parent Square. Applications utilized include Snap and Read, Co-Writer, and Screencastify.

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)

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		Choose ▾	
Other:			

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

CORE ELEMENT 6: SAFE AND DISCIPLINED ENVIRONMENT

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

Best Practice/Requirements Self-Check	Yes/No	X
Practices are in place to develop and maintain a positive school climate between staff, students, and families	Yes ▾	<input type="checkbox"/>
A multi-tiered system of support (MTSS) provides students with academic, behavioral, mental well-being, and early intervention.	Yes ▾	<input type="checkbox"/>
Discipline rules are established, and copies of the rules are made available to students and their parents/guardians.	Yes ▾	<input type="checkbox"/>
Discipline rules to prevent bullying are in place and include education, parental involvement, and intervention.	Yes ▾	<input type="checkbox"/>
A suicide awareness and prevention policy is in place and staff have been appropriately trained.	Yes ▾	<input type="checkbox"/>
High expectations for behavior and attendance are communicated to families and consistently reinforced by all staff.	Yes ▾	<input 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>SMS staff complete annual Vector training. Additional training occurs in seclusion and restraining, CPR, and Stop the Bleed. SMS has a safety coordinator, safety plan, crisis plan, and participates in regular safety drills in collaboration with community partners such as police and fire departments. Students receive instruction in bullying prevention, online safety, child abuse, healthy relationships, drug and alcohol abuse, and regular instruction on effective habits through daily Leader in Me lessons. SMS is a PBIS school with consistent and reinforced expectations through all grade levels per student handbooks. A progressive discipline process is utilized to consistently and progressively address behavior concerns. Parent Square is the primary vehicle to communicate with all families and a Director of Community Engagement addresses district-wide and building specific cultural needs of SMS families.</p>	
<p>Link additional information here (if necessary) <input type="checkbox"/></p>	

CORE ELEMENT 7: CULTURAL COMPETENCY

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

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

Describe how racial, ethnic, language-minority, and socio-economic groups are identified.	
<p>Home Language Survey and enrollment (self-reporting) Powerschool Parent Forms (self-reporting) WIDA Assessment administered by certified staff (reading, writing, speaking, listening) Free/Reduced Lunch Status (self-reported - forms provided to all students at registration)</p>	
Describe strategies for increasing educational opportunities and performance for students in groups identified for the school.	
<p>ELL Courses for WIDA levels 1-4, Newcomers Academy for Levels 1-2, WIDA training for some staff, ELL Strategies training for all staff, Universal Design for Learning, Training and Mentors for all staff, additional classroom support for WIDA 1-2's, Math and ELA remediation, and bilingual office support for family communication. Snap and Read and Co- Writer are assistive applications available on all chromebook devices. Community Outreach Director at the District Level supports families in community connections and resources. Summer meals provided for families through a meal pick up schedule. Partnership with community churches provide backpack buddy for weekend nutritional support. Assistance for student health through the Lions Club (glasses) and the needy nurse fund.</p>	
Link additional information here (if necessary) <input type="checkbox"/>	

CORE ELEMENT 7: CULTURAL COMPETENCY
(continued)

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

Universal Design for Learning (UDL) will continue expansion to 80% of staff by year.
UDL sustainability will involve the use of UDL coaches resident in the building as well as elements of UDL in teacher expectations.
Leader in Me training to sustain this process as the framework for continuous school improvement
Cultural Diversity Training including bias awareness and process for interrupting bias
Universal SIOP Training

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

Leader in Me

Get Ready, Vista Higher Learning for WIDA 1 & 2's
Finish Line for ELL's 2.0, Continental for WIDA 3 & 4's

The implementation of a Dual Language Immersion Program at SMS in the 2026-2027 school year

Link additional information here
(if necessary)

CORE ELEMENT 8: REVIEW OF ATTENDANCE

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

What may be contributing to the attendance trend?	Demographic evolution of district, Covid aftereffects, increasing enrollment				
What procedures and practices are being implemented to address chronic absenteeism?	Project Attend is a collaboration with the Dubois County juvenile court system. Interventions are in place at 3, 5, 7, and 10 unexcused absences. The court system works with families to stress the importance of school and to help remove obstacles to regular attendance.				
If procedures or practices to reduce chronic absenteeism are in place, how are the results monitored?	Weekly, monthly, quarterly, and semester data points are utilized by school staff for absences and tardies. Family contact and meetings occur at the 3 and 5 day unexcused absence level.				
Number of students absent 10% or more of the school year:	4 students				
Last Year:	95.73%	Two Years Ago:	96.02%	Three Years Ago:	95.99%

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

CORE ELEMENT 9: PARENT AND FAMILY ENGAGEMENT

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

- **Back to School Bash** - A district-wide welcome night for all families to participate in learning about the school, extracurricular activities, and community activities
- **6th Grade Open House** - A day for families to pick up schedules, find lockers, meet teachers, and walk schedules
- **6th Grade Parent Meeting** - Information is shared with families about middle school expectations, the daily schedule, and related arts course offerings.
- **Meet the Teacher Night** - An October evening for grade 6-8 families to follow their student's schedule and meet all teachers, learn about course expectations, and related arts course offerings. Parents may request a teacher conference.
- **Chit-Chat and Chili** - a spring event for families to learn about future available courses, the next grade level, showcase student work, and showcase related arts offerings. Families enjoy a meal while students attend a dance.
- **Career Awareness Day** - Parents are invited to volunteer as speakers and share information about their careers.
- **Junior Achievement Speakers**
- **Availability of translators**
- **Case Conferences**
- **Director of Community Engagement**
- **Bi-Lingual Instructional Assistant**
- **Spring Walkathon fundraiser** involves PTO, community volunteers and local community parks.
- **PowerSchool** provides current grades and missing assignments.
- **Parent Square** for communication to all parents/guardians for grade level, building and district information. This includes communication of student standardized test scores.

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

Involvement in PTO, e-mail, phone calls, messages via Parent Square and in-person meetings. Parents are invited to participate in an annual MRA survey through the Leader in Me Process.

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

Written and in-person communication with parents at specified intervals of absences
Director of Community Engagement
Project Attend

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

Monthly ELL strategy training for all staff, Parent Square communication is immediately translated to the respective language spoken in the home, translation of curricular material and all social media communication of upcoming events, partnership with ALASI to reach non-English families, Director of Community Engagement who works closely with LatinX families in all aspects of school.

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

Using the Goal Template

Goals

Are a result of identified priorities (where improvement is needed immediately)

Are based on a three-year plan, starting with the current year (Goal 1) and followed by succeeding years (“Yr 2” and “Yr 3”)

Evidence-Based Strategy

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

GOAL #1

Goal	Year 1: Increase ELA iLearn proficiency from 45% to 50% Year 2: Increase ELA iLearn proficiency from 50% to 55% Year 3: Increase ELA iLearn proficiency from 55% to 60%
Sub-group focus	Sped/ELL/Tier II Students
The strategies we are going to implement are	Quarterly Constructed Response activities across all content areas, data-driven Tier II instruction during flex class periods, Implementation of REEC format for text-based written responses across all content areas
To address the root cause	Student lack of proficiency using contextual evidence to create a written response. There is a need for a school-wide, targeted focus on writing skills across all content areas supported by purposeful professional development.
Which will help us meet this student outcome goal*	Encourage data-driven Tier II specifically target intervention and use of reading and writing strategies across all content areas. Strength Data Driven PLC's to enhance collective teacher efficacy.

How Will We Get There?

Evidence Based Strategies to Address Problems	Supporting Research for Strategy	Who is Accountable for Strategy?	Timeline
Activate Data Driven PLCs as a primary forum of creation and assessment of constructed response	DuFour, R., DuFour, R., Eaker, R., & Many, T. (2006). <i>Learning by doing: A handbook for professional learning communities that work</i> . Bloomington, IN: Solution Tree.	PLC Leads, BLT, Teachers	Beginning in August 2024
Purposeful data driven MTSS Process	What are MTSS Interventions?; Third Space Learning	Grade Level Team Leads	Beg Sept 2024
Collaboration between Social Studies and ELA PLC's to reinforce the use of REEC Writing Format	DuFour, R., DuFour, R., Eaker, R., & Many, T. (2006). <i>Learning by doing: A handbook for professional learning communities that work</i> . Bloomington, IN: Solution Tree. Smekens Education Solutions; Comprehensive Playbook	Admin, ELA and Social Studies PLC Leads	January 2025 - December 2025
Integration of questioning strategies and justification of positions and answers with written responses in all content areas.	Tovani, Cris, <i>Do I really have to Teach Reading?</i> Stenhouse Publishers, Portland Maine	All Content teachers	Beginning Q2 of 2024

Strategy #1	Collaborative, data driven PLC's will drive quarterly constructive response activities across all content areas					
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
Regular PLC Collaboration	A dedicated time in the weekly schedule is provided for PLC collaboration	Admin	PLC Meeting notes	Constant Drip of PLC function and action items	Ongoing	In Progress ▾
Clarification of Constructed Response Purpose	Full Staff PD to reinforce the purpose of Constructive Response, Examples provided across content areas, clarification of specific evidence of student learning	Admin and ELA Team lead	Artifacts of quarterly constructed response	Building wide data collection format, follow up expectations each quarter, sharing of student work at all staff meeting	Quarterly	In Progress ▾
Collaborative grading of student constructive response.	Collaborative grading of student work to assign a score of 0, 1, or 2, will clarify expected student evidence aligned with ELA standards.	PLC Leads	Data completion, student examples, PLC meeting notes	Time for ELA Leads to collaborate across content areas	Quarterly	Not Started ▾
To what extent has the strategy been implemented? What about the process went well, or not? What is the adult fidelity evidence of this?						
How has student achievement been impacted? What is the evidence?						
How will implementation be adjusted and/or supported moving into next year?						
Link additional information here (if necessary) <input type="checkbox"/>						

Strategy #2	Purposeful, data driven Tier II Intervention during Flex Class Period					
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
Benchmark Assessment	Utilization of initial Benchmark Activity to identify student needs	ELA Teachers	Identified students and needed standards to remediate	Beginning of year data	August - Sept of each year	In Progress ▾
Check point 1	Checkpoint 1 Assessment administered to determine mastery of quarter 1 standards. Remediation student list is adjusted based on results.	Admin and Teachers	Checkpoint 1 Data	Checkpoint data interpretation PD	Begins Oct 2024	Not Started ▾
Progress Monitoring	Tier II List is fluid and adjusted based on progress monitoring via iReady Reading or a Checkpoint retake	PLC Leads and Grade Level Teams	Fluid Tier II data	Grade level collaboration, data, MTSS refresher PD	Beginning late October	Not Started ▾
To what extent has the strategy been implemented? What about the process went well, or not? What is the adult fidelity evidence of this?						
How has student achievement been impacted? What is the evidence?						
How will implementation be adjusted and/or supported moving into next year?						
Link additional information here (if necessary) <input type="checkbox"/>						

Strategy #3	ELA and Social Studies PLC Collaboration					
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
ELA and Social Studies combine PLCs	Weekly PLC Schedule is adjusted so ELA and Social Studies can collaborate weekly	Admin, PLC Leads	PLC Collaboration notes	Purposeful PLC Agenda	Beginning Jan 2025	Not Started ▾
Collaborative Writing Assignment	PLC clarifies REEC Writing Format for informational and fiction writing and generates an assignment for both subject areas quarterly.	PLC Leads	Assignment Artifacts and student work	Grade Level Writing standards, exemplars	By end of Quarter 3	Not Started ▾
Collaborative Grading	PLCs collaborate to grade student examples to align with standards and clarify desired student evidence	PLC Leads	Clarified evidence and graded student work-	Grade Level Writing standards	Beginning Q3	Not Started ▾
To what extent has the strategy been implemented? What about the process went well, or not? What is the adult fidelity evidence of this?						
How has student achievement been impacted? What is the evidence?						
How will implementation be adjusted and/or supported moving into next year?						
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)	Constructed Response Data	Constructed Response Data PLC Agendas Tier II data	Constructed Response Data PLC Agendas Tier II data Social Studies and ELA writing activities	Constructed Response Data PLC Agendas Tier II data Social Studies and ELA writing activities for Q3 and Q4.
Results				
On Track to Meet Goals?				
Strengths				
Areas for Growth				
Next Steps				
Link additional information here (if necessary) <input type="checkbox"/>				

GOAL #2

Goal	<p>As measured by the MRA Survey “Teachers are able to support their students in learning and applying the behaviors linked to effective goal achievement” will increase: Year 1: 72% to 80% Year 2: 80% to 85% Year 3: 85% to 90%. and “Students are confident in their ability to set and achieve their goals” will increase: Year 1: 75% to 80% Year 2: 80% to 85% Year 3: 85% to 90%</p>
Sub-group focus	Sped/ELL
The strategies we are going to implement are	Students engage in Leader in Me lessons, which focus on the 7 Habits of Highly Effective People. Several lessons address goal setting, or WIGs (Wildly Important Goals). Every student has a leadership portfolio in which they set quarterly, academic goals.
To address the root cause	In the 2023 MRA survey, 66% of students reported feeling confident about setting goals. This increased by 9% in one year. We want to continue helping students feel confident about setting academic goals, which may improve overall grades and test scores.
Which will help us meet this student outcome goal*	Through professional development, the academic action team will support teachers in their ability to help students set goals. The leadership action team will check in with teachers to ensure they are providing lessons to students. Teachers will be able to discuss concerns during grade level team meetings. Our Leader in Me coach will visit quarterly to provide additional support.

How Will We Get There?

Evidence Based Strategies to Address Problems	Supporting Research for Strategy	Who is Accountable for Strategy?	Timeline
Utilize Leader in Me secondary curriculum for lessons on goal setting.	<i>Franklin Covey Education Participant Handbook Core 1, 2 and 3</i> https://www.leaderinme.com/curriculum	Core subject teachers	2024-2025 school year
Teachers are taught by a Leader in Me coach to create and model Wildly Important Goals. (WIGS) As part of a student portfolio, students create a WIG.	Franklin Covey Education: Leader in Me: Core 2 - Achieving Growth through Empowerment Guide Leader in Me Lessons	Leader in Me Coach, Homeroom Teachers	2024-2025 Semester 1

Students create a second WIG and actively track progress during homeroom	Leader in Me Lessons	Homeroom Teachers	Should be fluid by second Spring semester 2025
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Strategy #1	Utilize Leader in Me secondary curriculum for lessons on goal setting.
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What actions will we take to implement the improvement strategy? (specific, actionable activities that lead to the completion of the strategy identified)
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Activity (Action Step)	Activity Description	Position Responsible	Measurement	Resources Needed	Timeline	Status
Leader in Me professional development	PD about student portfolios and the inclusion of a WIG.	All Teachers	Attendance at PD and the adoption of a portfolio template for SMS	LiM PD and Portfolio Examples	by August 30 2024	Completed ▾
Students create personal portfolios	During Homeroom, students create a digital portfolio, using a standard format, beginning with an 'About Me' section.	All Homeroom teachers	Number of students with portfolios	LiM lessons, Grade Level Team Collaboration	By October 2024	In Progress ▾
						Choose ▾

To what extent has the strategy been implemented? What about the process went well, or not? What is the adult fidelity evidence of this?	
How has student achievement been impacted? What is the evidence?	
How will implementation be adjusted and/or supported moving into next year?	
Link additional information here (if necessary) <input type="checkbox"/>	

Strategy #2	Students create a measurable Wildly Important Goal (WIG) as part of their personal portfolio.					
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
Professional Development	Continued Teacher PD on Leader in Me goals Setting (WIG - Wildly important goal)	LiM Coordinator, Admin, All homeroom teachers	PD Attendance	Leader in Me Core 2	August 2024	In Progress ▾
Teachers model the process.	All teachers set and post a personal goal to model for students	Teachers	Goals posted outside classroom doors	Leader in Me Core 2, Collaboration with Grade Level Teams	October 2024	Not Started ▾
Student Goal Setting	All students set measurable academic goals to track in their portfolio. Academic Goal is set for Semester 1.	Teachers and Students	Number of students with goals	Leader in Me Lessons, Modeled Goal Artifacts and templates	Q2 of 2024	Not Started ▾
To what extent has the strategy been implemented? What about the process went well, or not? What is the adult fidelity evidence of this?						
How has student achievement been impacted? What is the evidence?						
How will implementation be adjusted and/or supported moving into next year?						

Strategy #3	Students create a 2nd WIG and actively track progress during homeroom.					
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
Students are provided time to track goal progress.	Students will record progress on their goals in their student portfolio	Teacher	Goal tracking evident in portfolios	Homeroom Time	Q2 of 2024	Not Started ▾
Students create a second goal.	Students choose a second area of focus from culture or leadership areas of the Leader in Me framework.	Teacher	Observable in homerooms	Leader in Me Core 2	Beg Q3	Not Started ▾
Student Goal Sharing and Celebration	Progress towards goals is celebrated in homerooms or grade levels.	Teacher and Grade Level Team	Classroom visual to highlight a student goal or celebrate progress.	Leader in Me Core 2	Q3 and Q4	Not Started ▾
To what extent has the strategy been implemented? What about the process went well, or not? What is the adult fidelity evidence of this?						
How has student achievement been impacted? What is the evidence?						
How will implementation be adjusted and/or supported moving into next year?						
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)	Student portfolios have been created by all students.	Every student has created a measurable academic goal and is tracking progress.	Every student adds a second goal related to culture or leadership areas of Leader in Me.	Tracking progress towards goals becomes a systematic part of Homeroom. Goal sharing and celebrations are evident.
Results				
On Track to Meet Goals?				
Strengths				
Areas for Growth				
Next Steps				
Link additional information here (if necessary) <input type="checkbox"/>				

GOAL #3

Goal	Year 1: SMS will increase student attendance from 95.7% to 97% Year 2 and 3: SMS will sustain or exceed 97% attendance
Sub-group focus	ELL
The strategies we are going to implement are	Increased Communication and Community awareness, active monitoring and personalized outreach for high risk students, Attendance based incentive programs
To address the root cause	SMS attendance fell to 95.7% in 2023-2024 from 96.02% in 2022-2023. SMS has not achieved 97% attendance in the past 3 academic years
Which will help us meet this student outcome goal*	Student attendance is critical to student learning. A constant drip of information and communication will reinforce the need for students to be present at school. Personalized outreach to help remove barriers to student attendance.

How Will We Get There?

Evidence Based Strategies to Address Problems	Supporting Research for Strategy	Who is Accountable for Strategy?	Timeline
Increasing Communication and awareness of the importance of attendance to student learning	<i>Daily SM, Smith ML, Lilly CL, Davidov DM, Mann MJ, Kristjansson AL. Using School Climate to Improve Attendance and Grades: Understanding the Importance of School Satisfaction Among Middle and High School Students. J Sch Health. 2020 Sep;90(9):683-693. doi: 10.1111/josh.12929. Epub 2020 Jul 21. PMID: 32696507; PMCID: PMC8385678.</i>	Admin, Teachers	Beginning Fall 2024
Personalized early outreach through active attendance monitoring	iLearn Attendance Toolbox Attendance Works	SMS Office and Admin	Beginning Fall 2024
Attendance Incentives	Attendance Toolbox Attendance Works	SMS Office and Admin	Beginning Spring 2025

Link additional information here
(if necessary)

Strategy #1	Increase Engaging Communication and Awareness of Attendance					
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
Include Attendance Awareness in Back to School Events	Include Community Outreach Director in 6th grade orientation events. Highlight attendance at October Meet the Teacher Night	SMS Office	Attendance at Events	Community Engagement Director	October 2024, Fall 2025	Not Started ▾
Utilize Parent Square to communicate attendance data	Increased awareness on attendance goals and progress towards goals by quarterly communication of school wide attendance data	SMS Office	Parent Square Data	Parent Square	Q2 2024	Not Started ▾
Utilize SMS TV monitors to communicate data to students	Increase student awareness of attendance goals and progress towards goals	SMS Office	Number of attendance and tardy posts	School TV monitors and Tech coordinator	Q2 2024	Not Started ▾
To what extent has the strategy been implemented? What about the process went well, or not? What is the adult fidelity evidence of this?						
How has student achievement been impacted? What is the evidence?						
How will implementation be adjusted and/or supported moving into next year?						
Link additional information here (if necessary) <input type="checkbox"/>						

Strategy #2	Actively Track attendance data for personalized outreach					
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
Daily attendance monitoring	Daily report to highlight students who are approaching thresholds of 3, 5 and 7 days of absence	Attendance Secretary	Attendance Data	Attendance Reports	Fall 2024	In Progress ▾
Personal Contact	Sending a letter and Placing phone calls for students who have 3 unexcused absences	Admin, Attendance Secretary	Attendance Contact Log	Attendance Reports	Fall 2024	In Progress ▾
Family Meetings	Send a letter, and conduce in person meetings with students and guardians who have 5 unexcused absences	Admin, Attendance Secretary	Attendance Contact Log	Attendance Reports	Fall 2024	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?						
How has student achievement been impacted? What is the evidence?						
How will implementation be adjusted and/or supported moving into next year?						
Link additional information here (if necessary) <input type="checkbox"/>						

Strategy #3	Implement Attendance Base Incentives					
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
Track attendance and display data on SMS Screens	Weekly Attendance Tracking by Grade Level and provide attendance incentive	SMS Office	Attendance Data Posts	Attendance Data	Beginning Q2 of 2024	Not Started ▾
Grade Level Competitions	Celebrate the grade level with highest quarterly attendance	SMS Office and Admin	Attendance Data	Attendance Data	Beginning Q2 of 2024	Not Started ▾
Purposeful Check Ins	Identify students at risk for attendance issues and establish a teacher check-in to intentional build relationships	SMS Office, Grade Level Teachers	Grade Level Team Notes	Attendance Data	Beginning Q2 of 2024	Not Started ▾
To what extent has the strategy been implemented? What about the process went well, or not? What is the adult fidelity evidence of this?						
How has student achievement been impacted? What is the evidence?						
How will implementation be adjusted and/or supported moving into next year?						
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)	A systematic process of pulling attendance data weekly has been developed. Personalized outreach occurs at specific attendance intervals.	Purposeful Communication about the importance of regular Attendance Occurs on Parent Square and at Community outreach events	Grade Level Attendance is tracked, communicated and celebrated.	In Collaboration with the Community Engagement Director, Create a specific process for attendance awareness and communication for 2025-2026 Beginning of School year events such as 6th grade Orientation, Back to School Bash, Meet the Teacher Nights.
Results				
On Track to Meet Goals?				
Strengths				
Areas for Growth				
Next Steps				
Link additional information here (if necessary) <input type="checkbox"/>				

PROFESSIONAL DEVELOPMENT PLAN

[Required for all schools]

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

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

Professional Development Goal(s)	Consistent and continued PD and Coaching in Leader in Me
Is professional development linked to SIP goals?	Yes ▾
Possible Funding Sources	ESII Employability Grant
Plan for coaching and support during the learning process	Leader in Me Scope and Sequence and Homeroom Lessons are provided quarterly by building Leader in Me Coordinator
Evidence of Impact	MRA Survey Results Use of Leader in Me vocabulary throughout the building Active Student Leadership Teams Student goals actively tracked Missing Assignment data
How will effectiveness be sustained over time?	Leader in Me becomes the framework for continuous School Improvement. All school systems are linked to one of the core areas of Academics, Culture, and Leadership
Link additional information here (if necessary) <input type="checkbox"/>	

Professional Development Goal(s)	80% of Staff completed UDL training
Is professional development linked to SIP goals?	Yes ▾
Possible Funding Sources	ICTQ Rule Implementation Grant
Plan for coaching and support during the learning process	Teachers will be assignment an UDL coach who will observe classrooms and whose classroom is observed to continued implementation of UDL concepts into daily lessons
Evidence of Impact	Data in the following areas: Increase in student achievement as measured by iLearn Checkpoints and Summative assessments Increase accessibility of content by observing multimodal representations Attendance Rates Discipline Rates
How will effectiveness be sustained over time?	Elements of UDL reinforced through teacher expectations and evaluations
Link additional information here (if necessary) □	

Professional Development Goal(s)	<p>Consistent and Intentional PLC planning and collaboration Cultural Responsiveness and Equity in Teaching Smekens strategies implemented across content areas Community Engagement Opportunities</p>
Is professional development linked to SIP goals?	<p style="text-align: center;">Yes ▾</p>
Possible Funding Sources	<p>Community Support Grants Title II</p>
Plan for coaching and support during the learning process	<p>The corporation has designed and implemented professional development days, early release and late starts for the calendar year 2024 - 2025. Professional development directly linked to School goals will be the focus these days.</p>
Evidence of Impact	<p>Attendance rates Office Referrals Student achievement Community Engagement and Participation</p>
How will effectiveness be sustained over time?	<p>Consistency and fidelity aligned to School Improvement Goals. Reflection upon data and data driven adjustments. Continued use of the Leader in Me Framework to tie school systems together with clarity</p>
Link additional information here (if necessary) <input type="checkbox"/>	