

# MERRILLVILLE HIGH SCHOOL

MERRILLVILLE COMMUNITY SCHOOL CORPORATION

## 2025-2026 SCHOOL YEAR SCHOOL IMPROVEMENT PLAN



**EVERY CHILD, EVERY DAY, WHATEVER IT TAKES**

Merrillville High School

276 E. 68<sup>th</sup> Pl

Merrillville, IN 46410

# Table of Contents

School	Improvement	Plan
Contributors.....		4
School	Improvement	Plan
Overview.....		5
Brief	History of	Town of
Merrillville.....		6
Merrillville	High	School
Overview.....		6
MHS	CTE	Program
Overview.....		7
Mission		
Statement.....		7
Vision		
Statement.....	8	
Statement		of
Beliefs.....		8
Core		
Values.....		8
Merrillville	High	School
Data.....		9
• Demographics.....		9

.....	10
● Enrollment.....	10
.....	10
● Attendance	
Rate.....	
.....	11
● Graduation	
Rate.....	
.....	12
● Graduation	Rate
Demographics.....	by
12	
● Demographic	Graduation
State.....	Rates
13	As
	Compared
	to
● SAT	EBRW
11.....	Grade
.....	14
● SAT	Math
11.....	Grade
.....	15
● Completion	of
Coursework.....	CTE
15	Pathway
● Dual	Credits
Earned.....	
.....	16
● Industry	Certifications
Earned.....	
17	
Merrillville	High
School	Performance
Goals.....	18

Merrillville	High	School	Department
Goals.....			24
• Visual			Art
Department.....			
.....	24		
• Business			
Department.....			
.....	25		
• English			
Department.....			
.....	29		
• Family	and	Consumer	Science
Department.....			34
• Guidance			
Department.....			
.....	37		
• Industrial			Technology
Department.....			
.....	38		
• Mathematics			
Department.....			
.....	40		
• Physical			Education/Health
Department.....			44
• Performing			Arts
Department.....			
....	47		
• Science			
Department.....			
.....	51		
• Social			Studies

Department.....  
..... 52

- World Language  
Department.....  
... 59

- Air Force JROTC  
Department.....  
... 59

- Medical Science and Public Safety  
..... 63

Appendix.....  
..... 64

- MHS Literacy Improvement Process- Phase  
1.....66

## **SCHOOL IMPROVEMENT PLAN CONTRIBUTORS**

Chairperson: Kristie Gore, Assistant Principal

### **Administrative Team:**

- Michael Krutz, Head Principal
- Dan Schoon, 12<sup>th</sup> Grade Assistant Principal
- Kristie Gore, 11<sup>th</sup> Grade Assistant Principal
- Chris George, 10<sup>th</sup> Grade Assistant Principal
- Michael Knocke, 9<sup>th</sup> Grade Assistant Principal
- Angela Escobedo, Assistant Principal of Career and Technical Education

### **Departments:**

- Art: Janet Anderson, Dept. Head
- Business: Andrew Niksich, Dept. Head
- English: Rachel Sonnenberg, Dept. Head
- FACS: Patti Tubbs, Dept. Head
- Guidance: Julie Witkowski, Guidance Director
- Health Science and Public Safety: Neerja Prasad-Sterling, Dept. Head
- Industrial Arts: Aaron Longacre, Dept. Head
- Math: Kira Healy, Dept. Head
- Performing Arts: Melinda Reinhart, Dept. Head
- Physical Education: Tricia Lukawski, Dept. Head
- Science: Michelle Ruane, Dept. Head
- Social Studies: Anthony Hofer, Dept. Head
- World Language: Angela Escobedo, Dept. Head
- ROTC: N/A

### **Other Contributors:**

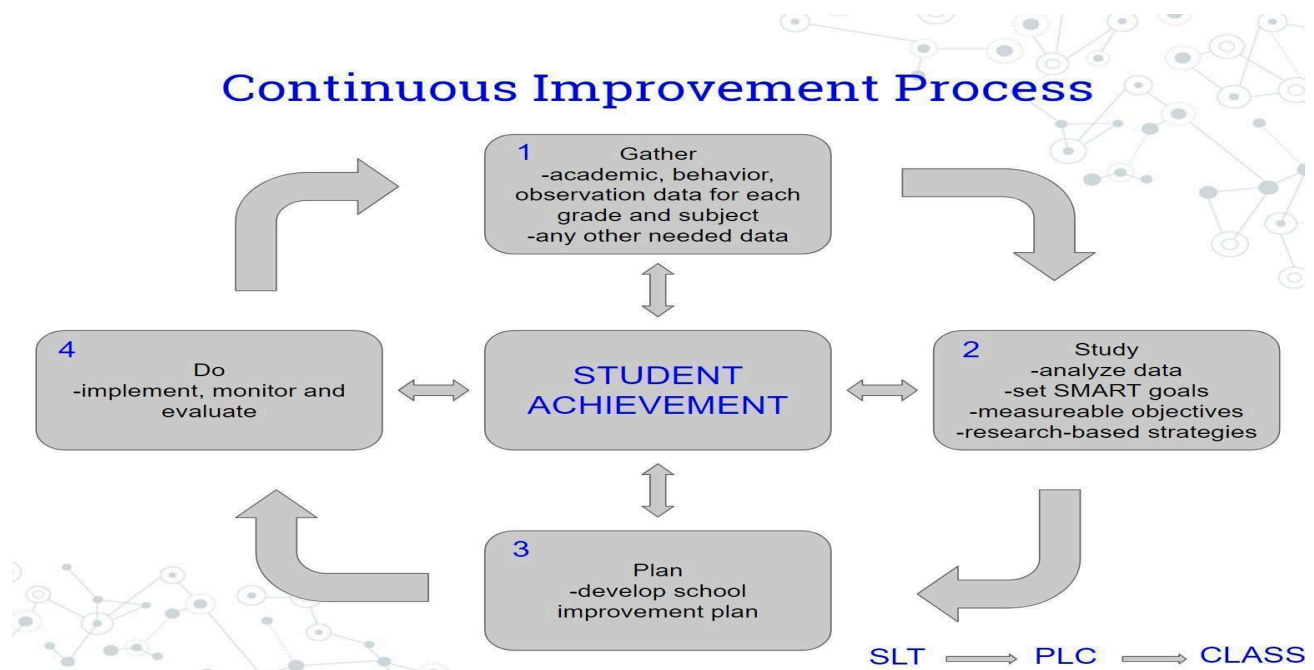
- Social Work/Mental Health: Carol Dahlen, Annette Brown, and Brandon Freeland

## SCHOOL IMPROVEMENT PLAN OVERVIEW

A school improvement plan (SIP) identifies the goals a school needs to set to improve levels of student achievement. School improvement plans are selective, strategic, and based on the analysis of multiple forms of data through root-cause analysis to develop actionable goals. The SIP spells out the how and when these changes will be made.

Merrillville Community School Corporation (MCSC) worked with partners to develop a common comprehensive, research-based template, framework, and process for all schools to follow in the development of their school improvement plans. The purpose of this common template, framework, and processes is to ensure consistent planning, development and communication of the improvement process and plan.

The continuous improvement process identified in the graphic below outlines the processes that Merrillville Community School Corporation undertook in the development of these plans. The district's administrators gathered for two-full days of professional development on the common template, framework, and process. The administrators were trained in and conducted a comprehensive root cause analysis after completing a data dashboard. After conducting the root cause analysis of the data, each school identified 3 smart goals in the areas of attendance, behavior, and academics. Merrillville High School added an additional goal for Graduation Rate. Once the smart goals were identified, school teams created objectives, data-based rationales, strategies, activities, target groups, and actions steps. Each action step identified person(s) responsible, evidence of success, possible obstacles and possible solutions. These comprehensive data-driven plans will drive improvement for, not only teachers, staff and other stakeholders, it will increase learning and academic achievement for all of the students of Merrillville Community School Corporation. At the High School level, Department Heads met regularly with their respective departments following this same process of gathering and reviewing data to create SMART goals and improvement plans of their own. Those goals are included in this document.



## **THE TOWN OF MERRILLVILLE (from [merrillville.in.gov](http://merrillville.in.gov))**

Merrillville encompasses some 31 square miles that was once densely covered with forest. Its gently rolling topography lends itself easily to cultivation and the soil is fertile. The area is drained by Turkey Creek and Deep River, and there is no lack of rainfall. The boundaries are north to 53rd Avenue, south to 101st Avenue, west to Whitcomb Street, and east to the County Line.

The entire area was once the province of the Potawatomi Indians, a peace-loving nation of hunters and fishermen. In 1834, a clearing in the woodland was used for ceremonial purposes and went by the name of McGwinn Village. A year later, a man by the name of Jeremiah Wiggins took control of the area, and McGwinn Village gave way to Wiggins Point. Under that name, the area became a well-known stop for wagon trains bound for Joliet. At one time, 16 roads (trails would be more accurate) radiated outward from Wiggins Point. Sometime after Wiggins' death in 1838, the settlers who had followed him here decided that Centerville would be a more appropriate name. Later still when the Merrill brothers (Dudley and William Merrill) made their imprint on community life, Centerville became Merrillville. In 1971, the designation of Merrillville was applied to everything including the former Ross Township. Also in 1971, Merrillville officially became a town under Indiana state statute. The incorporation was voted on by most of the residents of Ross Township that lived within a certain boundary line that our founding fathers configured. This is why some parts, although not much, of Ross Township are still located in neighboring cities like Hobart and Crown Point.

Today, Merrillville enjoys great diversity in housing, residents, and culture. It is rich with business districts that support the 35,000 residents and 12,000 individual households. It is estimated that during any given weekday, the population of Merrillville grows to over 100,000 due to shoppers and workers throughout the town. Merrillville has become the crossroads of the county as it has the popular Interstate-65 that runs through most of the town as well as U.S. Route 30. The main north/south arteries are Broadway Street (Route 53) and Taft Street.

## **MERRILLVILLE HIGH SCHOOL OVERVIEW**

Merrillville High School has a staff comprised of the building principal, five assistant principals, two athletic directors, 157 full-time educators, a director of media services, two full-time media specialists, one social worker, one mental health counselor, eight full-time guidance counselors, and a team of support staff comprised of one full-time nurse, twenty-three secretaries, five teacher aides, one bookkeeper, one Director of Security, one School Resource Officer, eight security officers, an ISS Behavior Specialist and aide, and a study hall aide are committed to reaching the educational objectives of approximately 2000 students. Over 70% percent of our educators have at least 6-10 years of experience.

The school year is divided into three, 12-week trimesters. Each trimester consists of two 6-week-long grading periods. Students can take a maximum of five classes each trimester. Each class is 70 minutes long. The final grades issued at the end of each trimester is what determines class rank, which is computed based on a weighted point system. To graduate from Merrillville High School, students must earn 45 required credits if pursuing a Core40 diploma; 40 credits if pursuing a General Diploma. Students also have the opportunity to pursue Academic Honors Diplomas, Technical Honors Diplomas, dual credit courses and CTE certifications (in partnership with Ivy Tech Community College and Purdue University Northwest), Academic Hall of Fame,

Academic Letter, Gold Bar, and the Lamp of Learning. Merrillville High School also offers students the opportunity to participate in a variety of varsity and junior varsity sports as well as over 30 extra-curricular and co-curricular clubs and organizations

## **MERRILLVILLE HIGH SCHOOL'S CAREER AND TECHNICAL EDUCATION PROGRAM OVERVIEW**

The Merrillville Career Consortium (CTE District 3B), formed in the 2015-2016 school year, is currently in its 9th year of existence and consists of students from the Merrillville Community School Corporation and the River Forest School Corporation. As of the 2024-2025 school year, Merrillville High School has 25 pathways offered to students, taught by 29 CTE teachers at Merrillville High School. Over 80 percent of Merrillville High School students were enrolled in at least one CTE course during the 23-24 school year. Collectively, more than 1,700 students earned over 7,000 high school credits and 742.5 dual college credits with 366 students achieving concentrator status. CTE District 3B received \$158,026 through the Perkins Basic Grant for 2023-2024 to help improve learning for CTE students. These funds were used to purchase advanced technology, classroom and online resources, support industry certifications, and professional development for CTE staff. Our district was awarded \$164,641 for the 2024-2025 Perkins Basic Grant. Additional grants to support CTE were awarded through the Hobart Redevelopment Commission.

The Indiana Commission for Higher Education Office of CTE transitioned all career and technical education programs across the state to the Next Level Programs of Study (NLPS) courses, which will improve the consistency, quality, and intentionality of CTE instruction across Indiana. District 3B has fully transitioned all CTE programs to NLPS which requires CTE students to take three courses in a program of study to earn Perkins V concentrator status. Beginning with the class of 2025, CTE concentrators must take two trimesters of a principles course, and two advanced courses, referred to as the concentrator A and concentrator B courses, in order to receive funding and achieve concentrator status.

During the 2023-2024 school year, Merrillville CTE students participated in work-based learning in the Healthcare Specialist CNA, Early Childhood, Education Professions, Human and Social Services, and Culinary Arts programs of Study. Industry Certifications earned included Certified Nursing Assistant, AWS Welding, Adobe Photoshop, Indiana Jailer, ServeSafe, Heartsaver CPR, OSHA 10 and 30, and Microsoft Office Specialist. Our CNA and Welding programs both had a 100% industry certification pass rate of students tested.

In the fall of 2024, a new 55,000+ square foot CTE addition will open for our students. This will be the new home of our Automotive, Fire & Rescue, Welding, and Construction Trades programs.

To see more information about the CTE courses and programs of study at Merrillville High School, visit our virtual tour: <http://tinyurl.com/MerrillvilleCTEtour>

## **MISSION STATEMENT**

At Merrillville High School, we will create quality learning experiences by setting standards that engage students to reach their highest potential. Provides learning environments that are enhanced through meaningful relationships that give students a global perspective.

## **VISION STATEMENT**

Every Child. Every Day. Whatever It Takes.

## **STATEMENT OF BELIEFS**

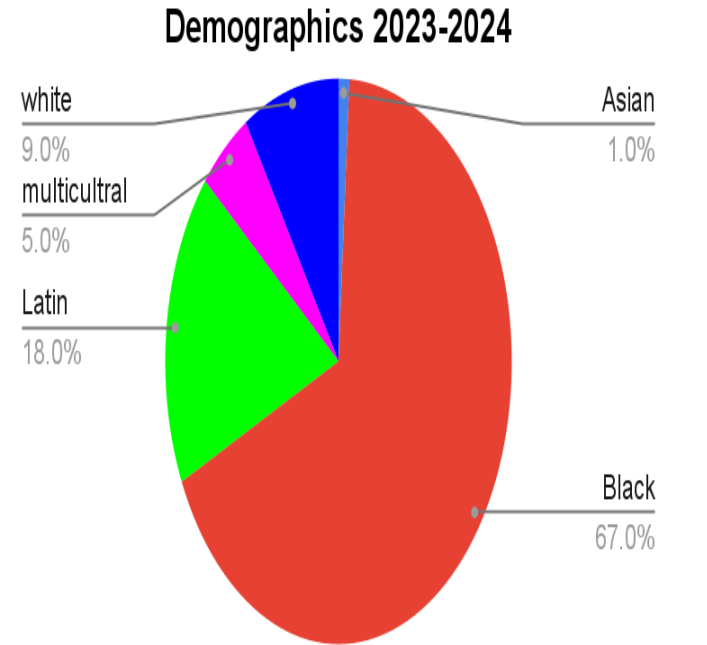
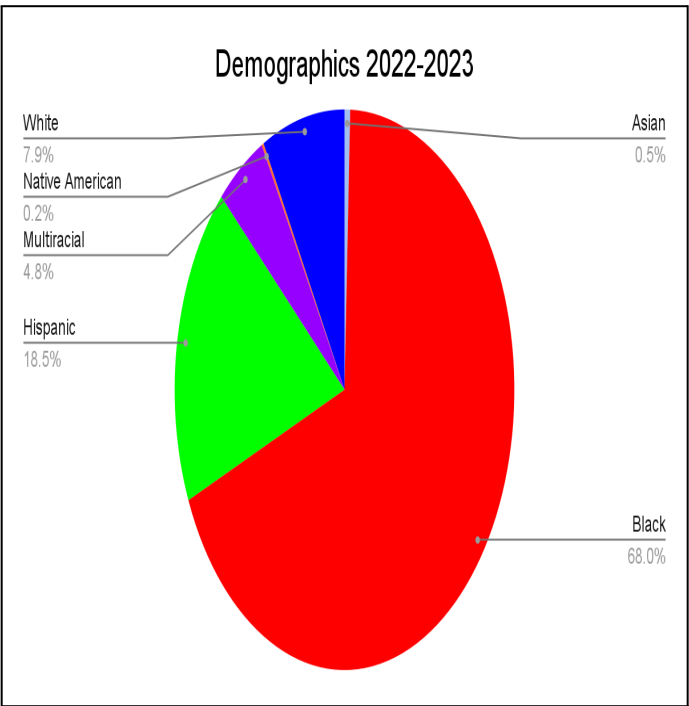
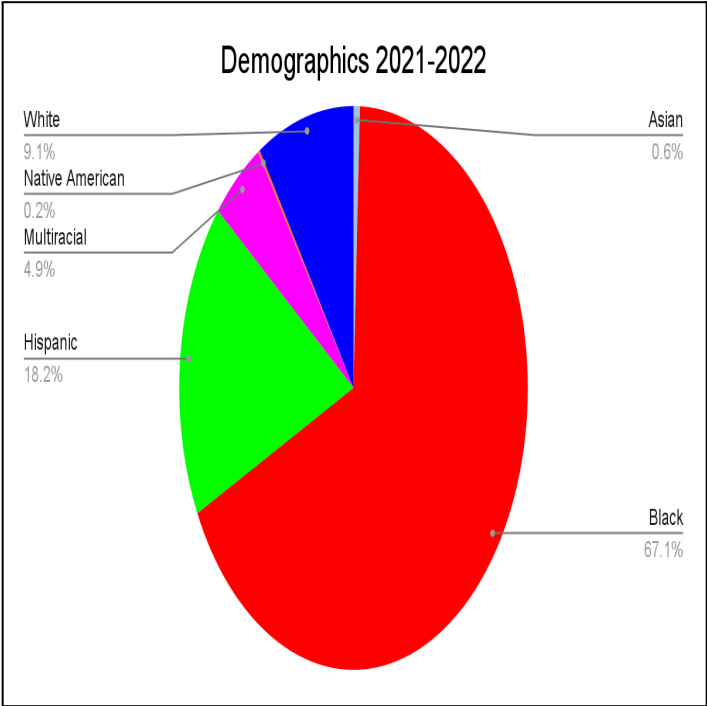
*As faculty, parents, and students of Merrillville High School, we believe that in order to achieve our mission, we will...*

- respect the differences, individuality, and uniqueness of others
- cultivate strong relationships among all students and all adults
- maintain a safe and secure learning environment, enabling all stakeholders to foster positive learning opportunities
- recruit, hire, retain, and promote the highest quality faculty, staff and administration in the state of Indiana
- engage students in the learning process by delivering an academic program that is rigorous, relevant, and challenging to ensure that each student develops the ability to think critically and problem solve
- nurture appreciation for creativity through visual and performing arts
- enhance student access to curriculum through interdisciplinary collaboration, diverse thought, and multiple perspectives
- infuse cutting edge technology to enhance instruction and provide connectivity beyond the classroom
- promote a strong work ethic in meeting academic milestones in order to instill a work ethic that will serve students in their college and career paths
- utilize data to develop curriculum, informed policy decisions, and implement positive behavior interventions
- advocate for high quality research-based best practices in professional development for faculty, staff, and administration
- graduate students who are intellectually and socially competent; globally aware and emotionally prepared to contribute in a positive way to our society

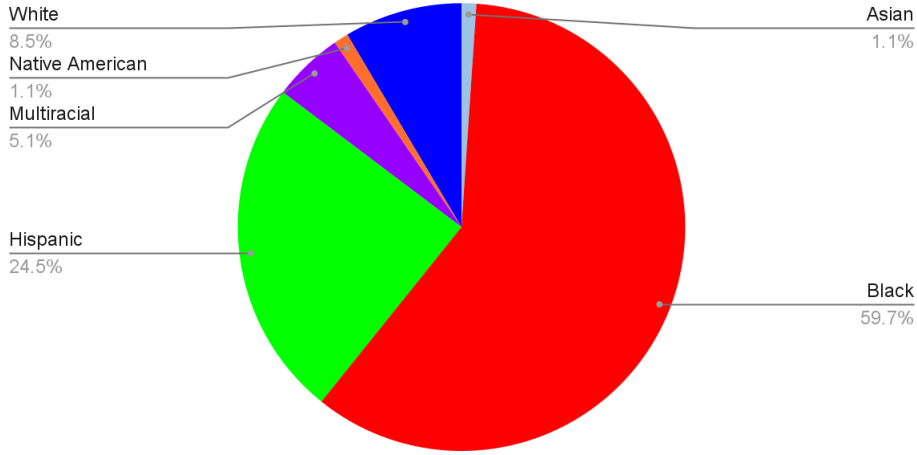
## **CORE VALUES**

- **RESPECT:** Our diversity is our greatest strength. Our commitment to respecting the uniqueness and differences of others contributes to our successes.
- **COMMITMENT TO EXCELLENCE:** High achievement does not happen by accident. Success occurs when the faculty, parents, and students commit to developing the highest academic, social, moral and ethical standards. Then through hard work, we commit to pursue individual potential in all aspects of achievement.
- **ACCOUNTABILITY:** Individuals are responsible for their own choices, putting forth their best efforts to prepare for post-secondary education and careers.

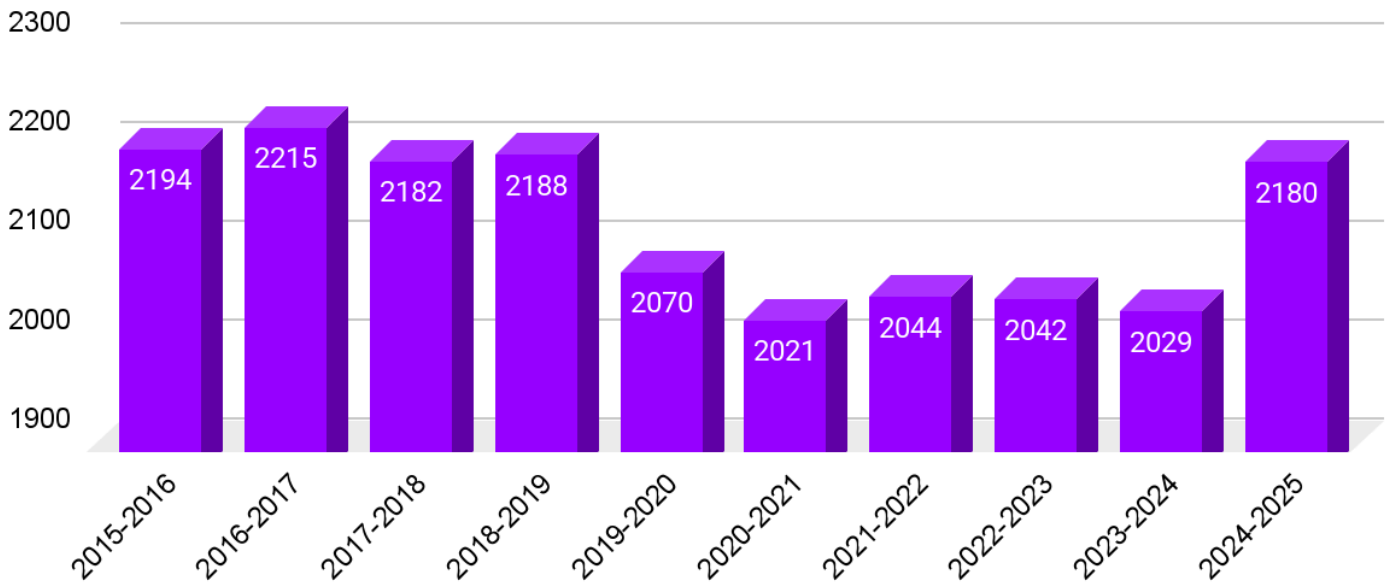
### Merrillville High School Data



### Demographics 2024-2025



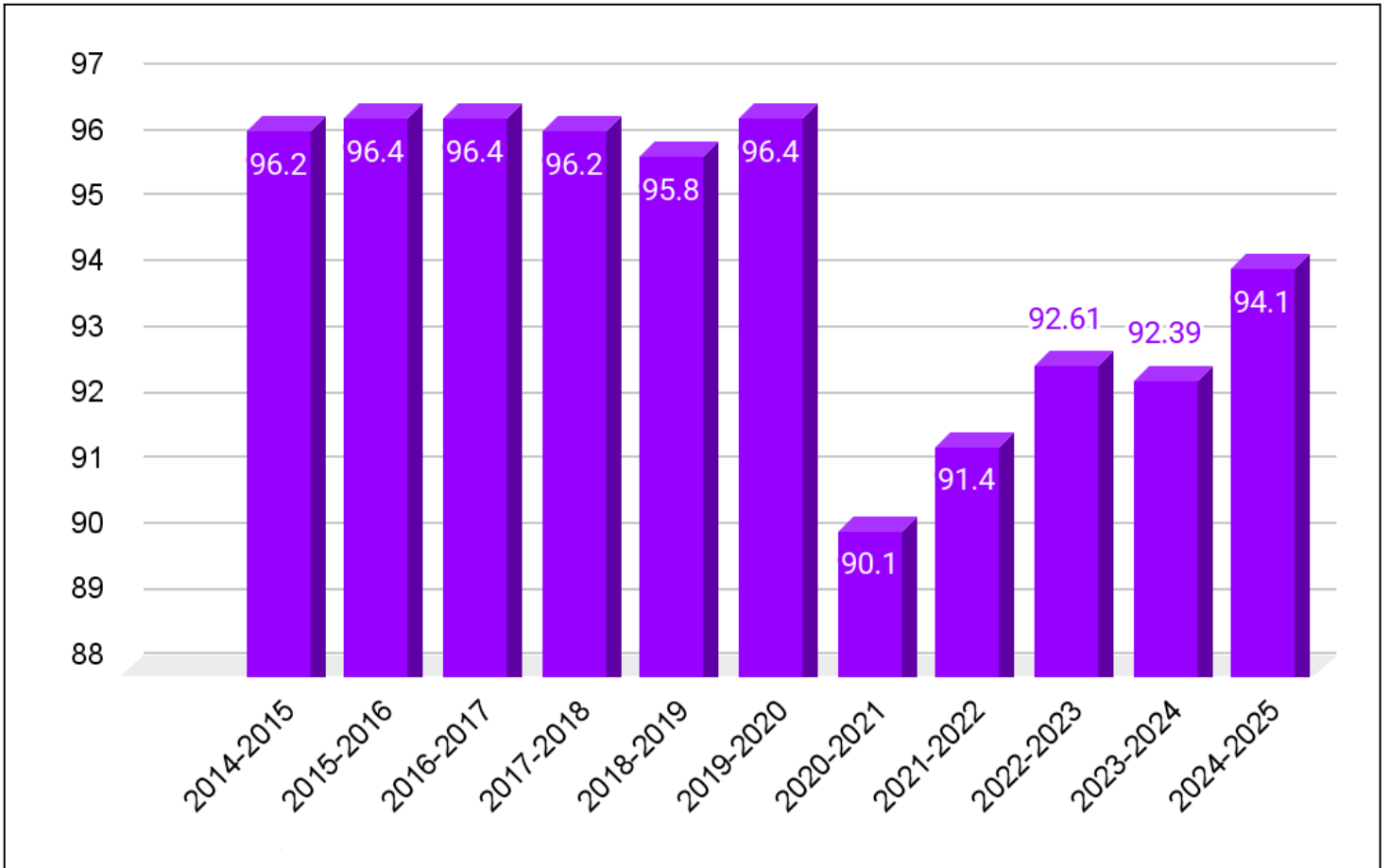
### Enrollment Trend



Enrollment at Merrillville High School is continuing to follow a downward trend (it has seemingly leveled out the last 3-4 years).

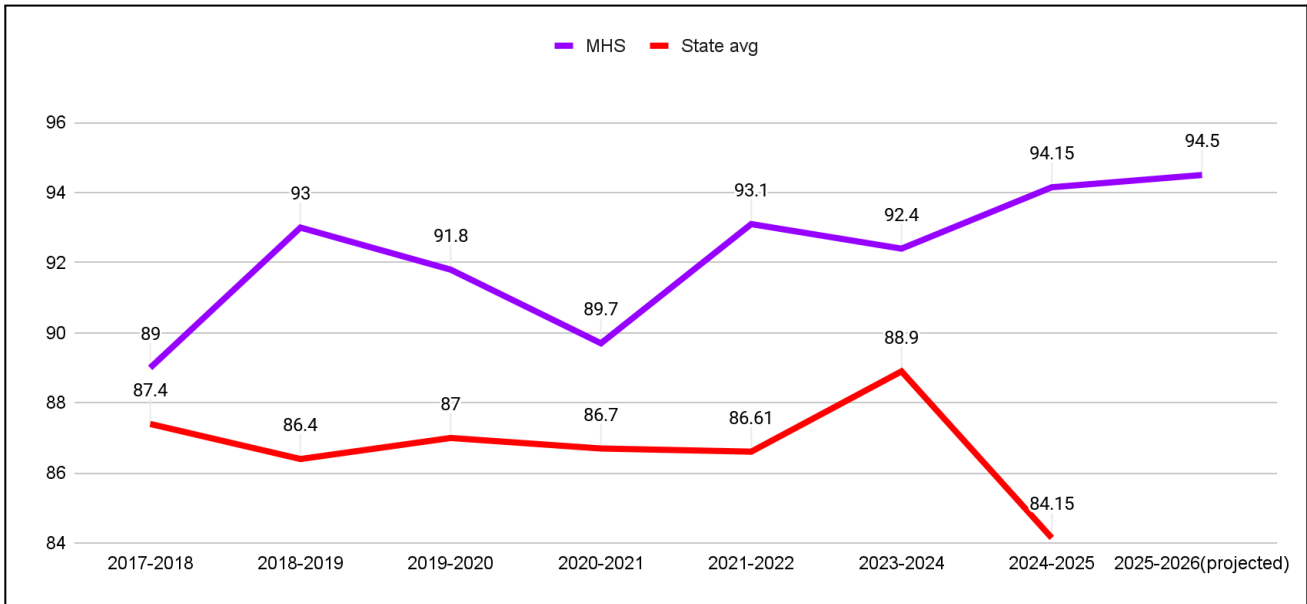
## Attendance Rate

### Focus Area #2: Attendance

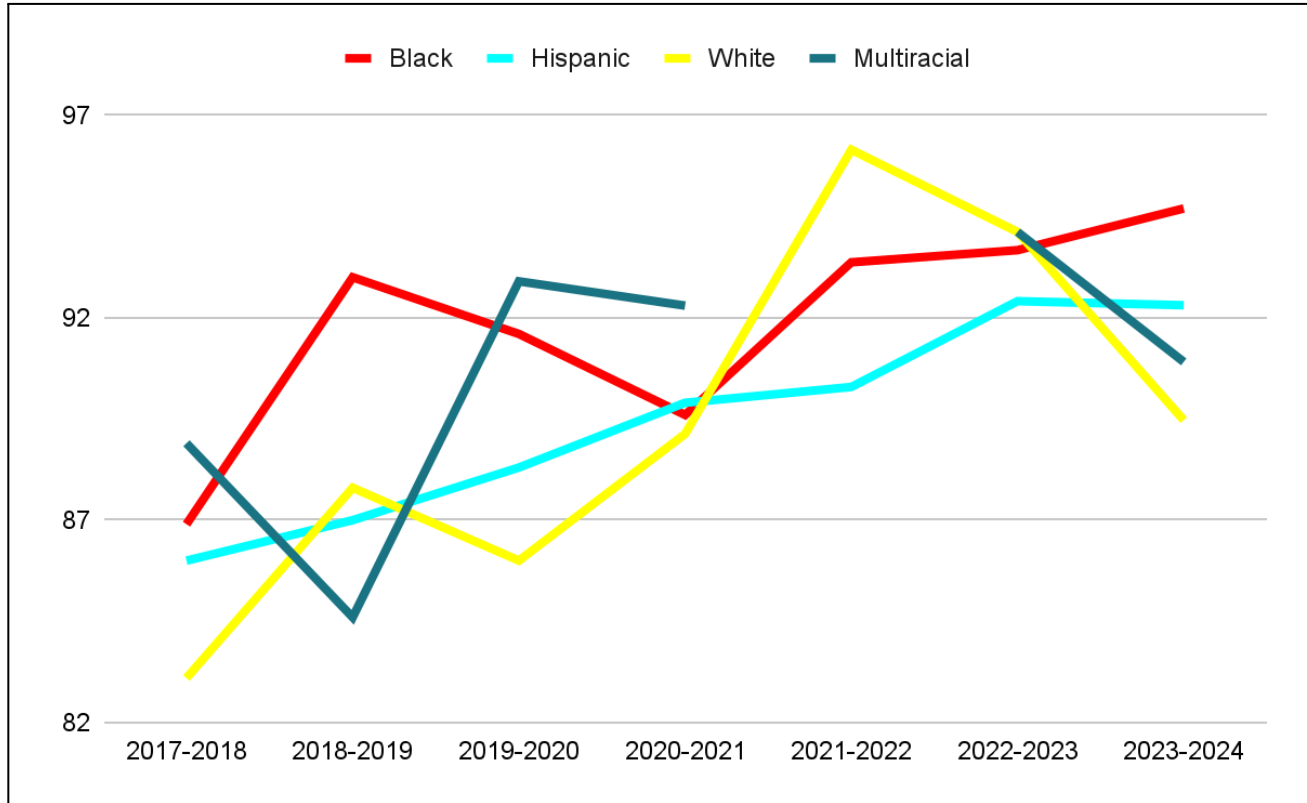


We have made slight improvements in the attendance rate that suffered a steep decline during the COVID era.

### Focus Area #3: Graduation Rate

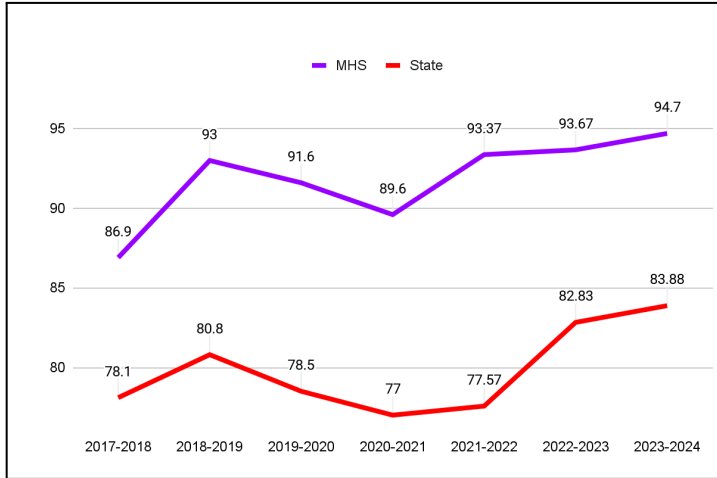


### Graduation Rate by Demographic

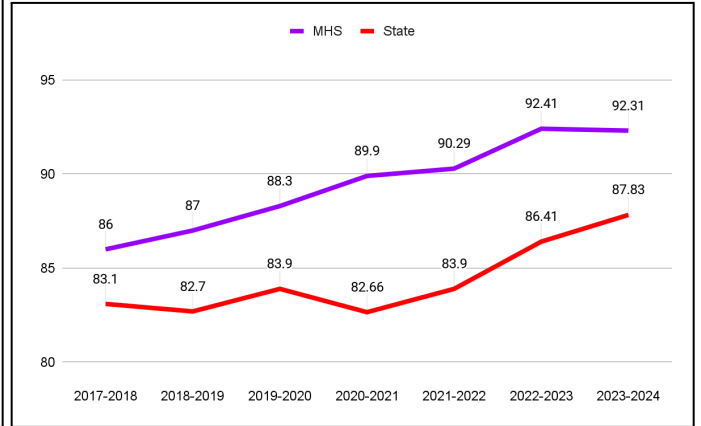


## DEMOGRAPHIC GRADUATION RATE COMPARED TO THE STATE

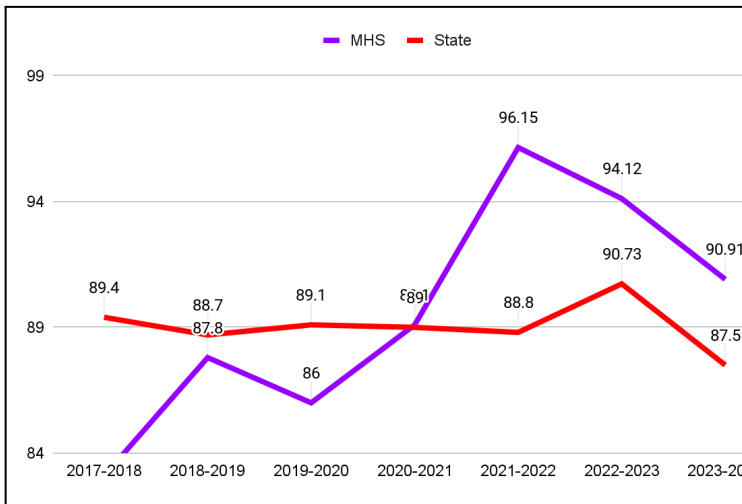
### Black Students



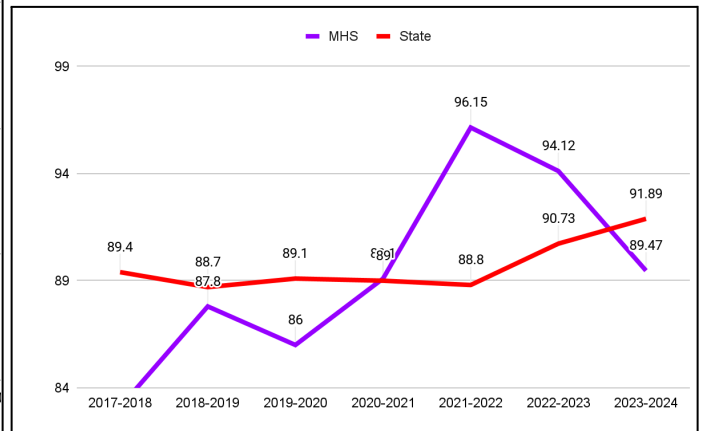
### Hispanic Students



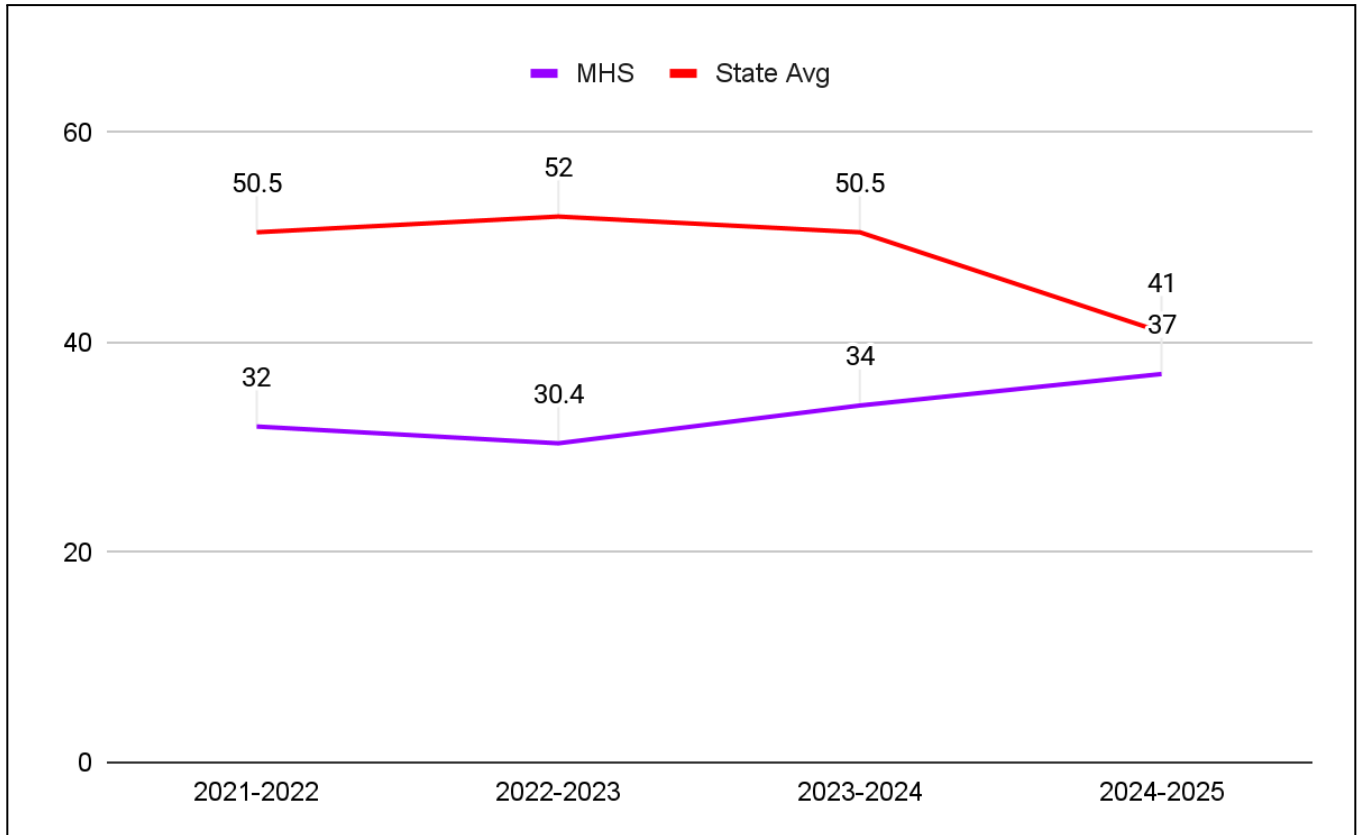
### Multiracial Students



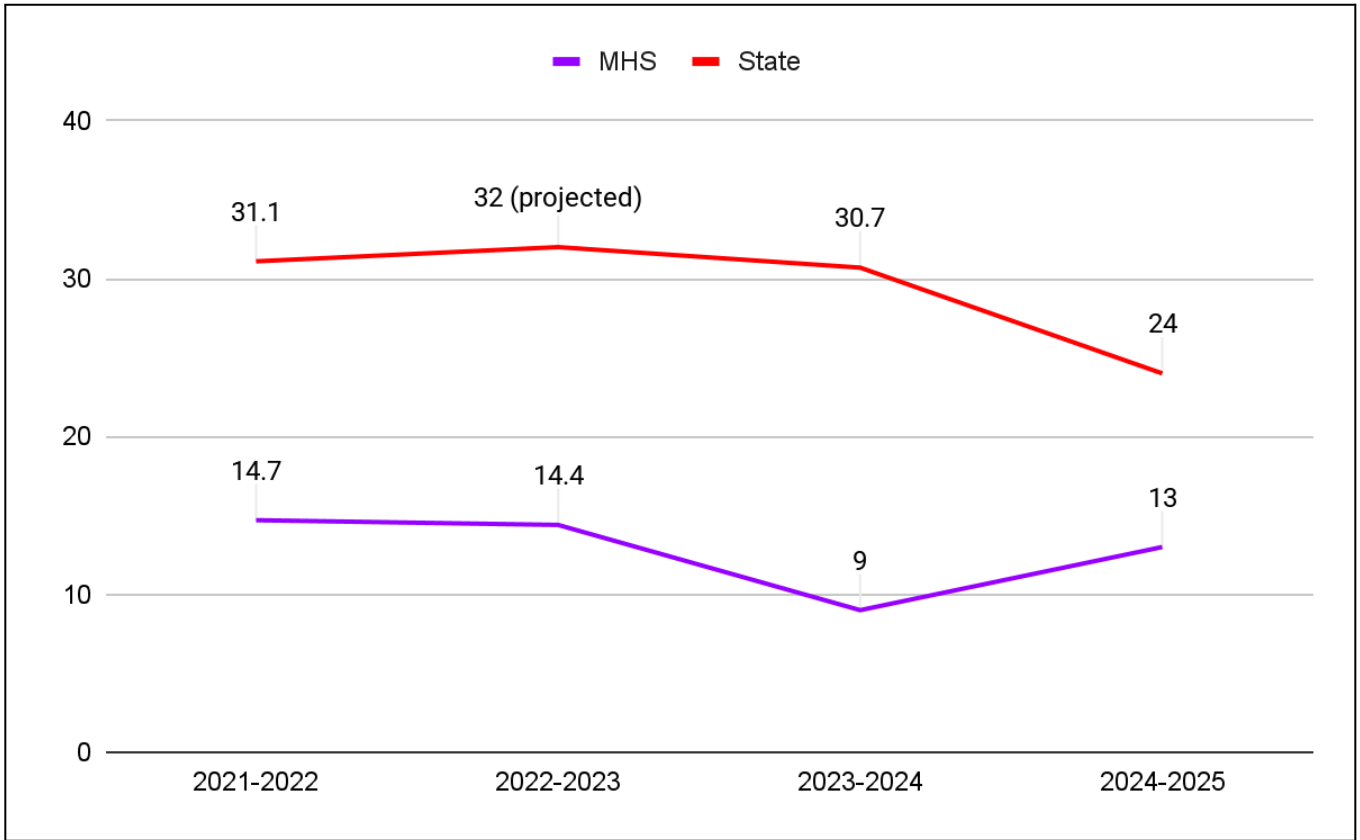
### White Students



**Focus Area # 1**  
**SAT Evidenced-Based Reading and Writing-GRADE 11**

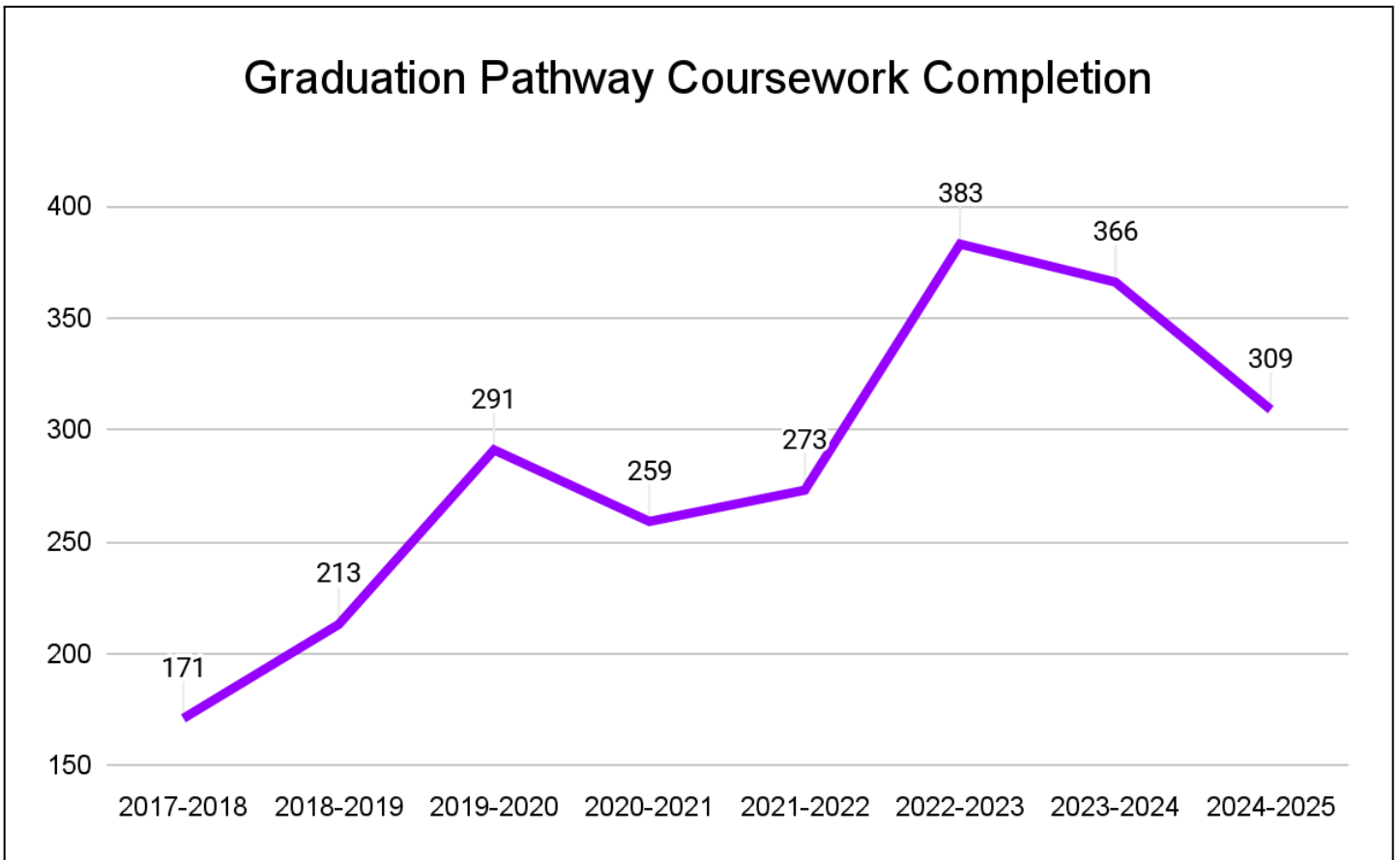


### SAT Math- GRADE 11

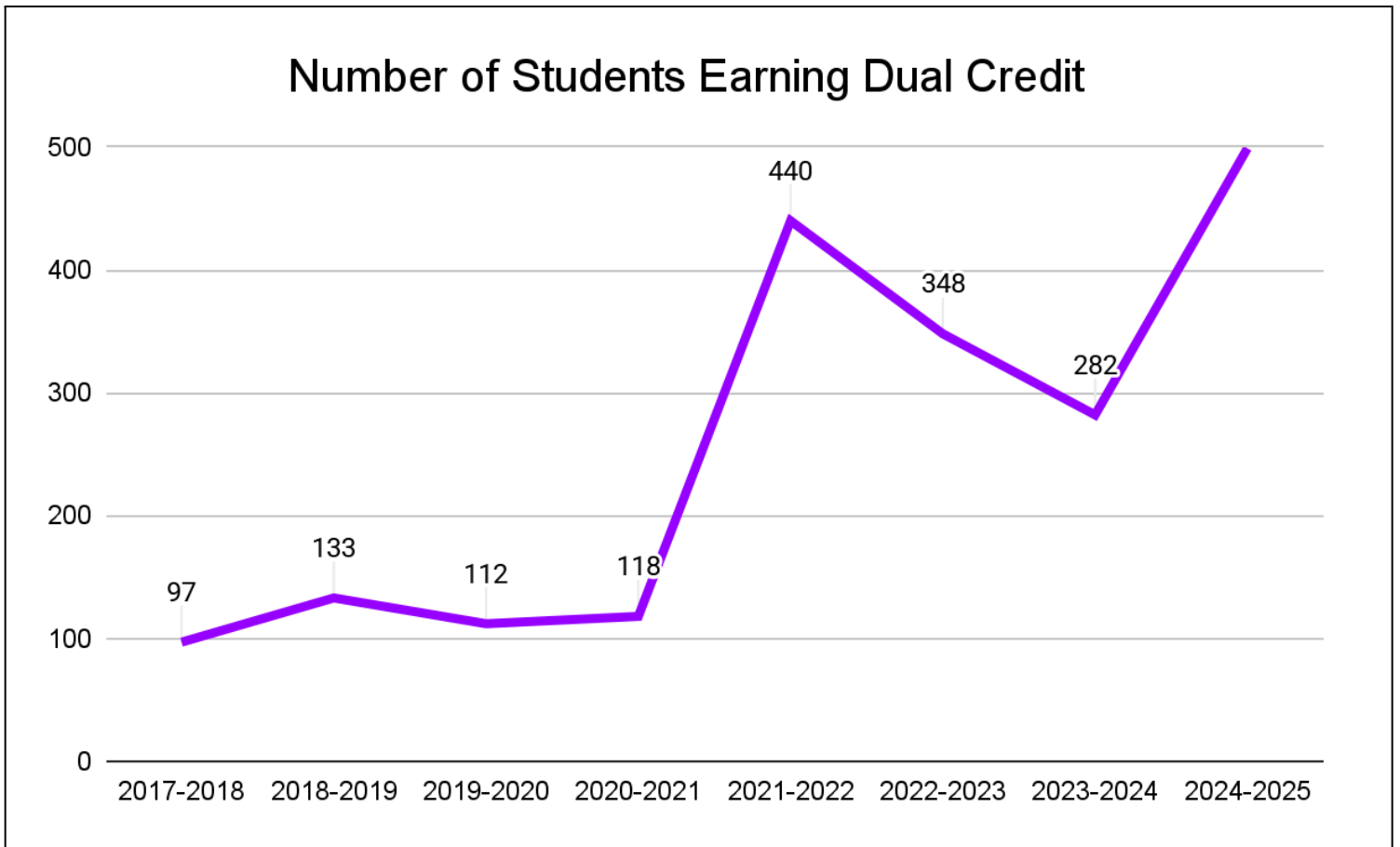


### Focus Area #4: College and Career Readiness: Merrillville High School CTE Program

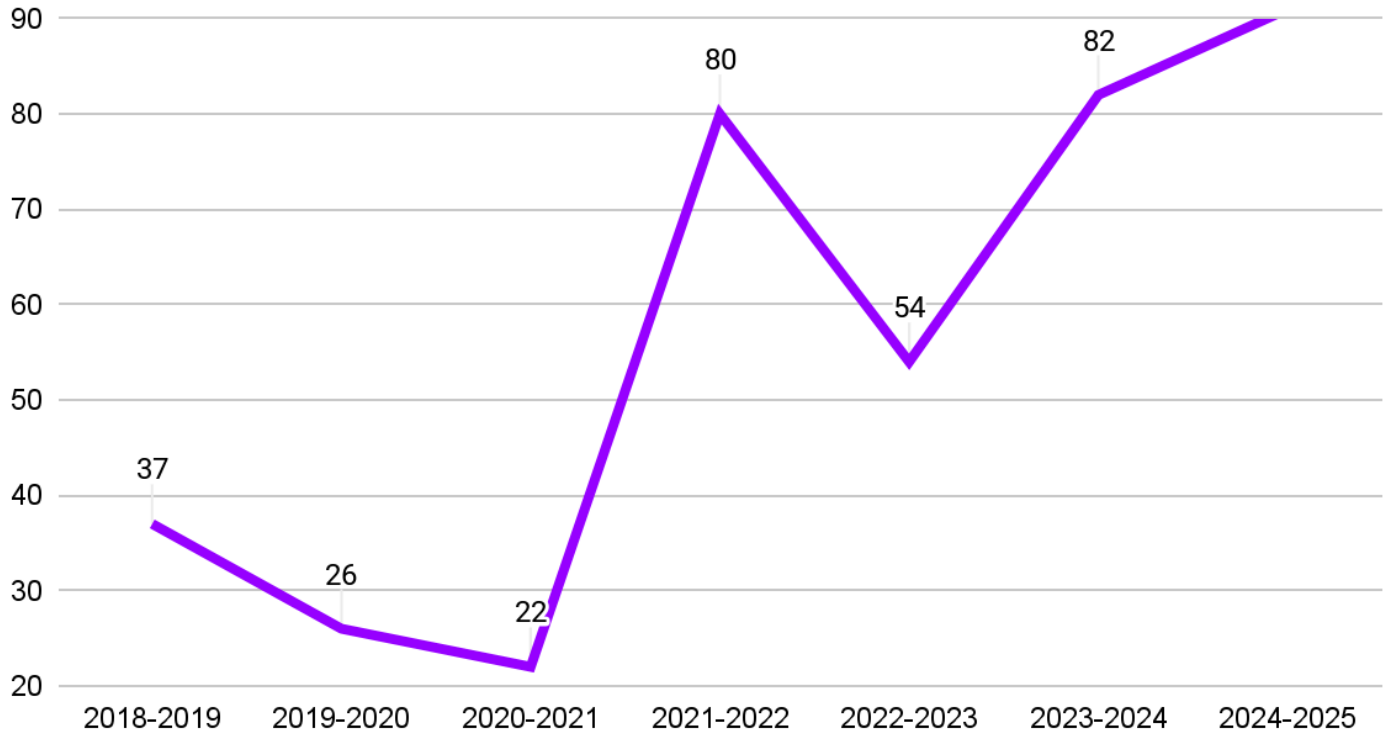
### Graduation Pathway Coursework Completion



Guidance Counselors have done a fantastic job tracking students and keeping them in a pathway.



## Industry Certifications Earned



There was an increase of students earning industry certifications for the 2023-2024 school year.

### MERRILLVILLE HIGH SCHOOL OVERALL PERFORMANCE GOALS- 2025-2026 (Year 1 of 3)

- I. **ACADEMIC: INCREASE PASS RATE ON GRADUATE QUALIFYING EXAMS BY 50% OVER THREE YEARS.** We have much room for improvement in this area. Our standardized test scores for English are on par with the state average albeit below the targeted average. Our Math scores have much room for improvement. Therefore, a goal of a 10% increase in each area over the next three years is a very critical goal. We have transitioned from using ISTEP data to using SAT data. We will need to continue this goal in the future to track success.
- II. **ATTENDANCE RATE: INCREASE ATTENDANCE RATE BY 7% OVER THE NEXT THREE YEARS.** Prior to the pandemic, Merrillville High School achieved yearly attendance rates that fluctuated between 95% and 96%. The original goal was to increase the attendance rate to 97%. As a result of the effects of the pandemic, the attendance rate dropped significantly to 90%. As we continue working to stabilize our attendance, we will work toward the goal of reaching a 97% attendance rate. Truancy court has been a great addition, and allowed us to work with other organizations to help improve our attendance rate.
- III. **GRADUATION RATE: INCREASE GRADUATE RATE BY 5% OVER THREE YEARS.** Five years ago, we were able to increase our graduation rate by four percent. Since then, the graduation rate has again begun to decrease and last year was at 89.7%, most likely due to the impact of the Coronavirus pandemic and the loss of in-person instruction. Over the next three years, we aim to increase the graduation rate by a minimum of five percent (3% in year One; 2% in year Two and year Three)

IV. **COLLEGE & CAREER READINESS: INCREASE DUAL CREDIT ENROLLMENT AND NUMBER OF DUAL CREDITS EARNED, PATHWAY COMPLETION, AND THE NUMBER OF INDUSTRY APPROVED CERTIFICATIONS IN ALL SUBGROUPS BY 15% OVER THREE YEARS.** According to the data, the number of pathways completed are trending upward, and by all indications, the goal of a minimum increase of 15% is achievable. We will need to focus on getting students to earn dual credit and industry certifications.

## Merrillville High School Overall Performance Goals 2025-2026

### Focus Area 1: Academic Achievement Growth

School: Merrillville High School		
The following is based on a Comprehensive Needs Assessment Data Dashboard that disaggregates data by subgroups and focus areas.		
1) <b>2025-2028 MEASURABLE OUTCOME: INCREASE PASS RATE ON GRADUATE QUALIFYING EXAMS BY 50% OVER THREE YEARS.</b>		
<b>June 2025 MEASURABLE OUTCOME: The pass rate will increase by 20%</b>		
<b>Focus Area</b>	<b>SAT ELA and Math Growth</b>	
<b>Root Cause</b>	<b>A variance in the delivery, assessment, and monitoring</b>	
<b>Data Based Rationale</b>	<b>In 2024-2025 SAT results for English and Math were below the state average . Merrillville High School's English pass rate was 37%(State was 53%), and Math was 13%(State was 24%).</b>	
<b>Research-Based Goal</b>	<b>Teachers are provided professional development that enables them to continuously reflect, revise, and evaluate their classroom practices, and, based on this data, create collaborative goals to improve learning outcomes. We will implement a school-wide, research based literacy initiative for the 2023-2024 school year (see attached appendix).</b>	
<b>Evidence-Based Intervention</b>	<b>Description:</b> <b>Marzano's High Leverage Areas</b>	<b>Core Component (if applicable)</b> <input type="checkbox"/> Safe Learning Environment <input type="checkbox"/> Technology <input checked="" type="checkbox"/> Curriculum <input checked="" type="checkbox"/> Instruction <input checked="" type="checkbox"/> Assessment <input type="checkbox"/> Parent Participation <input type="checkbox"/> District Level
<b>Targeted Group (for focused data analysis)</b>	<b>Choose all that apply</b> <input checked="" type="checkbox"/> F/R Lunch <input checked="" type="checkbox"/> SPED <input checked="" type="checkbox"/> EL <input checked="" type="checkbox"/> Ethnicity <input checked="" type="checkbox"/> High-Risk L	

## Professional Development Plan

Action Steps	Description of Action	Person Responsible	Evidence of success	Date to Evaluate
Continuously meet with PLC	Members of PLC will take notes using the PLC Team Meeting template	Administrators  Teacher  Dept. Head  Data Coach	Teacher reflections,	End of each  Trimester
Monitor and provide support to teachers on data tracking, differentiation, and implementation of best practices	-Data collection  -Scheduled PD meetings in advance  -Dept/Academic meetings by subject area	Administrators  Data Coach  Dept. Head	Teacher reflections,  Data from Coach,  Walkthrough Data from Observations	End of each  Trimester
Develop & Implement teaching practices and strategies known to improve academic performances	Pre & Post Conferences w/Teachers  PD on Marzano's High Leverage Areas	Administrators  Teachers  Dept. Head  Data Coach	Student Test Data, Diagnostics	End of each  Trimester
Utilize English and Math instructional coaches.	Instructional coaches will use observational methods and feedback to monitor for usage of best practices	Instructional Coach, Administrators, Dept. Head	Observational data, teacher reflections, student assessment data	End of Each Trimester
Discuss student performance data and conduct analysis of common assessments and trimester grades	-Locally developed assessments matched with standards	Administrators  CIC Team Dept. Chairs Data Coaches	Analysis of ISTEP,  PSAT, Accuplacer results	End of Each  Trimester
Increase in Walkthroughs	Use Admin meetings to check in/compare	Administrators	Marzano Evals/Ratings	End of Each Trimester



		Teachers	reporting	
Communicate expectations with all students in PBIS Scripts in Homerooms	-Homeroom Scripts/activities	PBIS Committee Administrator s Teachers	Student Attendance Data	End of each Trimester

### Focus Area 3: Graduation Rate

**2025-2027 MEASURABLE OUTCOME: Students will achieve a 95 % graduation rate**

**June 2026 MEASURABLE OUTCOME: Students will achieve a 95% graduation rate**

<b>Focus Area</b>	<b>Graduation Rate</b>			
<b>Root Cause</b>	<b>Earlier intervention is needed at the lower grade levels</b>			
<b>Data Based Rationale</b>	<b>In 2020, the MHS graduation rate was 91.8%, 2021 was 89.7% , 2022 was 93.01% and projected to be 93% at the end of the 2023 school year. The class of 2024 was the hardest hit by COVID. Tracking will be essential to getting them close to our goal.</b>			
<b>Evidence-Based Intervention</b>	<b>Description:</b> <b>-Implement Guidance Action plan educate students on Graduation Pathways, credit recovery options</b> <b>-Early intervention</b>		<b>Core Component (if applicable)</b> <input type="checkbox"/> Safe Learning Environment <input checked="" type="checkbox"/> Technology <input checked="" type="checkbox"/> Curriculum <input checked="" type="checkbox"/> Instruction  <input checked="" type="checkbox"/> Assessment <input checked="" type="checkbox"/> Parent Participation  <input type="checkbox"/> District Level	
<b>Targeted Group</b>	<b>Choose all that apply</b> <input type="checkbox"/> F/R Lunch <input checked="" type="checkbox"/> SPED <input checked="" type="checkbox"/> ELL <input type="checkbox"/> Ethnicity <input checked="" type="checkbox"/> High-Risk			

### Professional Development Plan

Action Steps	Description of Action	Person Responsible	Evidence of Success	Date to Evaluate
Identify high-risk students earlier	Generate credit reports by grade	Registrar Administrator s Counselors	Student Credit Data	July 2022

Meet with identified high-risk students	Hold group and individual meetings	Administrators Counselors Teachers	Student Credit Data SAT results	Trimester 1, 2022
Educate parents of high risk students on status & resources	Contact all parents via mail, email, or by phone message-offer parent meetings	-Administrators -Counselors -Teachers	Student Credit Data SAT results	Trimester 1, 2022
Monitor "on-track" status, coordinate & Implement Graduation Pathways	Once at-risk students are identified and meetings held, progress will be monitored.	-Administrators -Counselors -CTE admin	Diploma Types & Graduation Rate	Each Trimester
Monitor student credits across all grades and create opportunities for Credit Recovery	Once at-risk students are identified and meetings held, progress will be monitored and schedules/course adjusted as needed	-Administrators -Counselors -Parents -Teachers	Increased number of students in credit recovery courses; increased number of credits recovered	End of each trimester

### Focus Area 4: College and Career Readiness

<b>2025-2028 MEASURABLE OUTCOME: Increase the number of dual credits and industry certifications earned by minimum of 20% OVER THREE YEARS</b>	
<b>June 2025 MEASURABLE OUTCOME: Increase the number of dual credits earned, pathways completed, and industry certifications earned by a minimum of 5%</b>	
<b>Focus Area</b>	<b>College and Career Readiness</b>
<b>Root Cause</b>	<b>Lack of student awareness.</b>
<b>Data Based Rationale</b>	<b>118 students earned dual credit in 2021, 440 in 2022, 348 in 2023, 282 in 2024, and 499 in 2025.</b>

<b>Evidence-Based Intervention</b>	<b>Description:</b> -Proactive communication -Partnerships with industry professionals -Essential, up-to-date equipment	<b>Core Component (if applicable)</b> <input type="checkbox"/> Safe Learning Environment <input checked="" type="checkbox"/> Technology <input checked="" type="checkbox"/> Curriculum <input checked="" type="checkbox"/> Instruction <input checked="" type="checkbox"/> Assessment <input checked="" type="checkbox"/> Parent Participation  <input type="checkbox"/> District Level
------------------------------------	--	---

<b>Targeted Group</b>	<b>Choose all that apply</b> <input checked="" type="checkbox"/> F/R Lunch <input checked="" type="checkbox"/> SPED <input checked="" type="checkbox"/> ELL <input checked="" type="checkbox"/> Ethnicity <input checked="" type="checkbox"/> High-Risk
-----------------------	--

**Professional Development Plan**

Action Steps	Description of Action	Person Responsible	Evidence of Success	Date to Evaluate
More proactive communication with students and parents on requirements to earn dual credits and certifications	-Begin communicating in the summer prior to start of school year	CTE Assistant Principal CTE Director Counselors Teachers	-Increase in enrollment -Increase in credits and certifications	Each trimester
Acquiring equipment that meets industry standards	-Teachers submit requests -Requests approved by CTE Principal and Director  -Proposal submitted to the State	CTE Director CTE Assistant Principal CTE Staff	Equipment will be acquired.	Requests due from teachers before September.
Create Advisory Boards for each pathway comprised of industry professionals to recommend best practices	Create Advisory Boards for each pathway comprised of industry professionals to recommend best practices	CTE Director CTE Principal CTE Staff	Meeting minutes	Each Trimester

## MERRILLVILLE HIGH SCHOOL DEPARTMENT GOALS

Each department was asked to create and submit goals based on the data and observations made in the classroom and from discussions and collaborations that took place in their respective PLC meetings. Please refer to the Table of Contents for the names of each department and the order in which the information is being presented.

### VISUAL ART DEPARTMENT: Janet Anderson, Dept. Head

#### ACTION IMPLEMENTATION PLAN GOAL #1

2025/2026 School Year

Department: Visual Art

Focused Improvement Goal Area: To Increase the rate of assignment completion.

Outcome: Students will complete at least 75% of the assigned work.

Strategies	Desired Result	Staff Responsible	Professional Development	Date to Evaluate (Mo/Yr)
Chunk lessons to reach the various learning objectives.	Students will have smaller attainable goals by using this best practice.	All visual art teachers	Research different student learning groups.	At the end of each grading period.

#### ACTION IMPLEMENTATION PLAN GOAL #2

2025/2026 School Year

Department: Visual Art

Focused Improvement Goal Area: Increase enrollment in Civic Arts Graduation Pathway by 25%.

Outcome: Enrollment in Civic Arts Graduation Pathway will be increased by 25% over the 2023-2024 school year..

Strategies	Desired Result	Staff Responsible	Professional Development	Date to Evaluate (Mo/Yr)

Collaborate with Guidance to revisit Civic Arts Pathway requirements and clarify expectations for students	Increase enrollment in Civic Arts Pathways; more consistent expectations across participants	All Performing and Visual Arts teachers, all guidance	Guidance and Civic Arts Pathway teachers meet early in the year to establish baseline requirements	At the end of the year
Sponsor a corporation-wide Art show to increase awareness and interest in the Civic Arts Pathway (Visual Arts).	Increase enrollment in Civic Arts Pathways. Students who are encouraged to engage with art at a younger age will be more enthusiastic about art in the future and develop their critical/creative thinking skills.	Corporation-wide Art Teachers headed by MHS visual art teachers & art club.	Meet/communicate in person with district art teachers to discuss and schedule event logistics.	At the end of the year.

**ACTION IMPLEMENTATION PLAN GOAL #3**

**2025/2026 School Year**

Department: Visual Art

Focus/ed Improvement Goal Area: To implement literacy strategies.

Outcome: To improve students literacy

School Year Strategies	Desired Result	Staff Responsible	Professional Development	Date to Evaluate (Mo/Yr)
Vocabulary quizzes/reviews, logical orders, narrating an artwork, hypothesizing procedural orders	Students will increase their IXL scores.	All visual art teachers	Develop worksheets, quizzes, reviews, etc.	After IXL testing

**BUSINESS DEPARTMENT: Andrew Nicksich, Dept. Head**

**ACTION IMPLEMENTATION PLAN GOAL #1**

**2025/2026 School Year**

**Department: Business**

**Focused Improvement Goal Area: AP Computer Science**

**Outcome: To increase the number of AP Computer Science students**

Strategies	Desired Result	Staff Responsible	Professional Development	Date to Evaluate (Mo/Yr)
Collaborate with CIC Committee, administration, and the Guidance department to develop new computer science course	Continue to increase and grow the existing AP Computer Science A class.	David Pritt Andrew Nicksich James Stamper	-Available through Edhesive.com and their Amazon Future Engineers program and/or PLTW  - Continue to attend workshops/PDs provided by College Board	5/2026

**BUSINESS DEPARTMENT: Andrew Niksich, Dept. Head**

**ACTION IMPLEMENTATION PLAN GOAL #2**

**2025/2026 School Year**

**Department: Business**

**Focused Improvement Goal Area: CTE**

**Outcome: To increase the number industry-recognized certifications**

Strategies	Desired Result	Staff Responsible	Professional Development	Date to Evaluate (Mo/Yr)
<ul style="list-style-type: none"> <li>- Work with the Director of CTE Director for guidance and direction to determine what certifications would fit within our existing classes and/or developing classes and curriculum.</li> <li>- Explore what certifications are being offered by neighboring school corporations.</li> <li>- Keep up to date with industry recognized certifications as posted on the IDOE website.</li> </ul>	<p>To increase the number of industry recognized certifications that MHS students can obtain in our classes</p>	<p>Andrew Niksich Bo Patton Sonja Pierson David Pritt Bob Phelps</p>	<p>-Summer hours as provided by MHS to allow for instructors to become comfortable with the curriculum and to get personally certified.</p>	<p>5/2026</p>

**ACTION IMPLEMENTATION PLAN GOAL #3**

**2025/2026 School Year**

**Department: Business**

**Focused Improvement Goal Area: Business Communication Skills**

**Outcome: To increase the corporate world vocabulary of our students.**

<b>Strategies</b>	<b>Desired Result</b>	<b>Staff Responsible</b>	<b>Professional Development</b>	<b>Date to Evaluate (Mo/Yr)</b>
Incorporate various literacy strategies in each of our classes related to vocabulary as presented in our literacy professional development.	To increase the ability of our students to communicate in the corporate/professional world.	David Pritt Andrew Niksich Darian Straughter Kerigan DeBusk Bo Patton Daniel Klimczak Anne Dines	In collaboration with Ms. Weil as our instructional coach.	5/2026

**ENGLISH DEPARTMENT: Rachel Sonnenberg, Dept. Head**

**ACTION IMPLEMENTATION PLAN: Curriculum and Collaboration GOAL #1**

**2025/2026 School**

**Year**

Department: English

Focused Improvement Goal Area: Literacy Instruction and Strategy

Outcome: To add literacy strategies as well as consistent IXL to maps while teachers collaborate on a weekly basis

Strategies	Desired Result	Staff Responsibility	Professional Development	Date to Evaluate (Mo/Yr)
Provide teachers will weekly time to meet as a team to add to the curriculum maps	Teachers will be able to fully complete the mapping process	Department Head, instructional coach, and other teachers	Thursdays each week teachers will meet as grade levels from 2:45-2:15	Throughout the year
Integrate lessons with layered literacy as well as aligned IXL for course consistency	Teachers will share lesson plans with high impact literacy strategies to create cohesion and rigor in courses	Collaborative work with teachers teaching the same courses	Teams or groups or an appointed teacher will provide support to others	Throughout the year

**ENGLISH DEPARTMENT: Rachel Sonnenberg, Dept. Head**

**ACTION IMPLEMENTATION PLAN**

**2025/2026 School Year**

Department: English

Focused Improvement Goal Area: Growth Mindset

Outcome: Teacher will empower students through mindset and increase remediation opportunities C.A.R.E

<b>Strategies</b>	<b>Desired Result</b>	<b>Staff Responsible</b>	<b>Professional Development</b>	<b>Date to Evaluate (Mo/Yr)</b>
Use Growth Mindset text to present ideologies	Teachers will participate in growth mind set activities	All teachers	Mrs. Sonneberg will present PD	Presentation set for the first trimester Will use stations to help deliver the information
Teachers will participate in March Madness	Teachers will engage in March Madness literacy activities at 100% participation.	Department head, instructional coach, and teachers	Activities during PD will assist teachers in integrate growth mindset	After the competition, evaluation of participation and strategy will occur between the department head and the instructional coach.

**ENGLISH DEPARTMENT: Rachel Sonnenberg, Dept. Head**

**ACTION IMPLEMENTATION PLAN (Data Analysis) GOAL #3**

**2025/2026 School Year**

Department: English

Focused Improvement Goal Area: Analyze Data

Outcome: Use data from various tests to identify areas of weakness in order to make improvements

Evaluation of Goal (Met, Not Met, Exceeded): Refer to Images on the following page

<b>Strategies</b>	<b>Desired Result</b>	<b>Staff Responsible</b>	<b>Professional Development</b>	<b>Date to Evaluate (Mo/Yr)</b>
Integrate department wide IXL practices to remediation and student specific skills.	Teachers integrate IXL consistently and provide students reflection opportunities	All teachers	Increase IXL recommendations on maps, provide teachers time to collaborate on strategy	Beginning of year. Assess the struggles of the IXL Diagnostic. Provide support to teachers for these skills End of year. Evaluate if scores for the weakest skill improved.
Analyze pass rates in all courses and analyze potential causes	Improve credits earned in the classes with the lowest pass rates (Wade Boies data)	Department head, instructional coach, and all teachers	Provide time for teachers to assess their students and rates	After each trimester teachers will assess the pass rate and grade book categories

**ENGLISH DEPARTMENT: Rachel Sonnenberg, Dept. Head**

**ACTION IMPLEMENTATION PLAN (Writing) GOAL #4**

**2025/2026 School Year**

Department: English

Focused Improvement Goal Area: Writing

Outcome: Increase rigor in writing and increase teacher confidence

<b>Strategies</b>	<b>Desired Result</b>	<b>Staff Responsible</b>	<b>Professional Development</b>	<b>Date to Evaluate (Mo/Yr)</b>
Provide samples of scaffolding in writing with student samples	Students will be more successful in writing assignments	Rachel Sonnenberg department head will provide direct PD instruction	PD will occur approximately mid year after the literacy focus	Presentation PD -Already Created
Provide teachers an opportunity to share student products and grade each other samples	Teachers will compare student product and grading standards in order to be consistent and learn scaffolding strategies	Guided by department head but completed by PLCs	PD will be direct initially but then supported by PLC assignments and the instructional coach	Throughout PD Collaboration between teachers occurred but not formal PD
Ensure students write each of the large standard works during each year	Students will write 4 major works during each core year in order to match standards.	All teachers	The first PD of the year as maps and expectations are reviewed	Gradebook check and comparing 76% of teachers have never skipped large writing assignment on survey Aug 12

**ENGLISH DEPARTMENT: Rachel Sonnenberg, Dept. Head**

**ACTION IMPLEMENTATION PLAN (Increase Rigor) GOAL #5**

**2025/2026 School Year**

Department: English

Focused Improvement Goal Area: Technology

Outcome: Teachers integrate A.I technology as a teaching tool

Evaluation of Goal (Met, Not Met, Exceeded):

<b>Strategies</b>	<b>Desired Result</b>	<b>Staff Responsible</b>	<b>Professional Development</b>	<b>Date to Evaluate (Mo/Yr)</b>
Familiarize teachers with methods to use AI for (Alison’s activity)	Provide teachers with time to research and collaborate how it could help specific courses	All teachers	Modeled samples and grade level teams	No date for PD yet
Integrate AI into at least one lesson per trimester	Increase student motivation and engagement	Team leaders to include suggested titles on maps and teachers for implementation	Include the AI lessons in the March Madness activity to help encourage teachers to try something new	After March Madness

**FACS DEPARTMENT: Patti Tubbs, Dept. Head**

**ACTION IMPLEMENTATION PLAN      GOAL #1**

**2025/2026 School Year**

Department: Family and Consumer Science

Focused Improvement Goal Area: Pathway Promotion

Outcome: Update and Innovate the Department and Pathway Web Pages

Strategies	Desired Result	Staff Responsible	Professional Development	Date to Evaluate (Mo/Yr)
Update Curriculum Maps	Students and Parents will be able to follow along with course goals and outcomes.	All FACS Teachers	Summer Curriculum Hours & Staff Development	End of First Trimester
Video students doing flip grid projects	For more community exposure and social media engagement.	All FACS Teachers	n/a posts and planning will be done during class/prep time	End of school year
Create Links to Useful Sites	Student and Parent awareness & engagement of course topics	All FACS Teachers	n/a posts and planning will be done during class/prep time	End of First Trimester

**FACS DEPARTMENT: Patti Tubbs, Dept. Head**

**ACTION IMPLEMENTATION PLAN GOAL #2**

**2025/2026 School Year**

Department: Family and Consumer Science

Focused Improvement Goal Area: To increase student content literacy

Outcome: 75% of students will recognize and define pathway terminology

Strategies	Desired Result	Staff Responsible	Professional Development	Date to Evaluate (Mo/Yr)
Create pathway vocabulary lists.	Students will be more fluent in the terms needed to be successful in a given pathway.	All FACS teachers	Summer Curriculum Hours & Staff Development	End of First Trimester
Kahoots will be created to practice class vocabulary	Students will be engaged in learning and practicing the vocabulary.	All FACS teachers	Collaborated during department meetings - document on PLC sheet	End of First Trimester
Students will create an interactive notebook for the chapters covered in class.	Students will be more successful in class projects.	All FACS Teachers	Collaborated during department meetings - document on PLC sheet	End of school year

**FACS DEPARTMENT: Patti Tubbs, Dept. Head**

**ACTION IMPLEMENTATION PLAN**

**GOAL #3**

**2025/2026 School Year**

Department: Family and Consumer Science

Focused Improvement Goal Area: Students will meet the minimum requirement to progress through the pathway.

Outcome: 80% of Students will be better prepared for the rigor needed for the next level of education and training.

Strategies	Desired Result	Staff Responsible	Professional Development	Date to Evaluate (Mo/Yr)
Pre and Post Tests will be developed for each class.	Students will be able to see how much they learned in a trimester.	All FACS teachers	Summer Curriculum Hours & Staff Development	End of Tri 2
Projects, reports and demonstrations/presentations will be done in each course.	Students will have several opportunities to synthesize material throughout the pathway.	All FACS teachers	Collaborated during department meetings - document on PLC sheet	End of Tri 2
Create standardized tests, procedures and expectations throughout the pathway:	Students will know what is expected throughout the pathway because there will be continuity.	All FACS teachers	Collaborated during department meetings - document on PLC sheet	End of the school year

**GUIDANCE DEPARTMENT: Michelle O’Dell, Director**

**ACTION IMPLEMENTATION PLAN**

**GOAL #1**

**2025/2026 School Year**

Department: Guidance

Focused Improvement Goal Area: Cohesiveness

Outcome: To enable all counselors to have and utilize the same tools

<b>Strategies</b>	<b>Desired Result</b>	<b>Staff Responsible</b>	<b>Professional Development</b>	<b>Date to Evaluate (Mo/Yr)</b>
Establishing consistent protocols/ procedures (ie. 504 Plans, enrollments, verifying THD, etc)	Various tasks are being completed in different ways and causing confusion, all counselors completing tasks with same procedure	All counselors	Dept meetings to establish procedures	05/2026
Improve departmental meetings to communicate current happenings and updates from the state	Allow to be more proactive for our students and school in general	Lead- Guidance Director; all counselors involved	N/A	05/2026
Meet with CTE/ Elective departments in October/ November 2023 to discuss updates and courses in particular areas	Allow counselors to guide students into Pathways best suited for them	All counselors; CTE Director, CTE department personnel	Dept meetings, Guidance from the state	05/2026

**INDUSTRIAL TECH DEPARTMENT: Aaron Longacre, Dept. Head**

**ACTION IMPLEMENTATION PLAN GOAL #1**

**2025/2026 School Year**

**Department: Industrial Technology**

**Focused Improvement Goal Area: Integrate cross-curricular activities to enrich student learning and engagement by combining industrial technology with other subjects within the department.**

**Outcome: Improve student collaboration and communication skills by 25% through group projects that involve teamwork and interdisciplinary cooperation.**

Strategies	Desired Result	Staff Responsible	Professional Development	Date to Evaluate (Mo/Yr)
Continue with current cross-class projects and expand them to more classes and content areas. Current examples include but are not limited to Building Trades upgrades to PNN studio CAD Engineering classes creating blueprints and models for PNN.	Students in the Industrial Technology department will work together to complete project goals.	All Industrial Technology teachers.	Generate ideas for cross-curricular projects and plans. Set realistic expectations and deadlines.	At the end of each trimester

**INDUSTRIAL TECHNOLOGY DEPARTMENT: Aaron Longacre, Dept. Head**

**ACTION IMPLEMENTATION PLAN GOAL #2**

**2025/2026 School Year**

**Department: Industrial Technology**

**Focused Improvement Goal Area: Partner with local industries for internships and field trips to give students real-world exposure.**

**Outcome: Each program will bring Industry leaders to MHS or take field trips onsite to local businesses.**

<b>Strategies</b>	<b>Desired Result</b>	<b>Staff Responsible</b>	<b>Professional Development</b>	<b>Date to Evaluate (Mo/Yr)</b>
Collaborate with local business leaders and vocational schools.	Increase the number of guest speakers and field trips.	All Industrial Technology teachers	Meet with all Industrial Technology teachers to plan guest speakers for multiple classes and field trips.	At least 1 field trip or guest speaker per trimester

**INDUSTRIAL TECHNOLOGY DEPARTMENT: Aaron Longacre, Dept. Head**

**ACTION IMPLEMENTATION PLAN GOAL #3**

**2025/2026 School Year**

Department: Industrial Technology

Focused Improvement Goal Area: Integrate Literacy Strategies

Outcome: To improve students literacy

<b>Strategies</b>	<b>Desired Result</b>	<b>Staff Responsible</b>	<b>Professional Development</b>	<b>Date to Evaluate (Mo/Yr)</b>
Integrate reading assignments relevant to the subject matter, ensuring students are exposed to different texts.	Students will increase their IXL scores.	All Industrial Technology teachers	Develop literacy activities using technology tools such as Kahoot, EdPuzzle, Quizizz, and GAFE.	After IXL testing

**MATHEMATICS DEPARTMENT: Kira Healy, Dept. Head**

**ACTION IMPLEMENTATION PLAN GOAL #1**

**2025/2026 School Year**

Department: Mathematics

Focused Improvement Goal Area: 80% of Freshmen will complete Algebra 1/Honors Geometry by the end of Summer School 2026

Outcome: Students will continue having success in math courses beyond Freshman year

<b>Strategies</b>	<b>Desired Result</b>	<b>Staff Responsible</b>	<b>Professional Development</b>	<b>Date to Evaluate (Mo/Yr)</b>
Algebra 1 Lab (Support Class) should be of minimal frustration for the students. The course should teach basic Algebra skills, study skills and productive struggle. All students should pass if they are coming to class and doing the work/participating.	9th grade students in the Algebra 1 Lab class will have more confidence in their math skills and actually enjoy math.	Algebra 1 Lab teachers; Secondary Math Coach; Administrators (to allow for PD time)	Need PD on productive struggle; Need time to work together in small groups (Algebra 1 Lab teachers)	06/2026
Algebra 1 and Honors Geometry teachers should model productive struggle for the students so that they know how to fail successfully. In addition, study skills should be reviewed often.	9th grade students in Algebra 1 or Honors Geometry will have more confidence in their math skills and actually enjoy math.	Algebra 1 teachers; Honors Geometry teachers; Secondary Math Coach; Administrators (to allow for PD time)	Need PD on productive struggle; Need time to work together in small groups (Algebra 1 and Honors Geometry teachers)	06/2026
All 9th graders (other than those who scored above proficiency on the 8th grade ILearn) should take Algebra 1 Lab 1st trimester, Algebra 1A 2nd trimester, and Algebra 1B 3rd trimester.	9th graders that are at or below proficiency would be in math all year long, and able to strengthen their skills before starting the Algebra 1 course.	Math Department Head; Guidance Department; Administrators (to monitor what is being done)	No PD needed, but schedule changes would need to be done once the 8th grade ILearn results are released	06/2026

All Algebra 1 Lab and Algebra 1 teachers are required to use ALEKS that was adopted with the new McGraw-Hill resources and can be aligned to the course.	Students can work on ALEKS and teachers have data on topics mastered. Then, teachers can provide more personalized instruction and practice.	Algebra 1 Lab teachers; Algebra 1 teachers; Administrators (to monitor what is being done)	Will need Department PD time at the beginning of the school year to make sure all are comfortable with ALEKS and are using it the same way	06/2026
--	--	--	--	---------

**MATHEMATICS DEPARTMENT: Kira Healy, Dept. Head**

**ACTION IMPLEMENTATION PLAN GOAL #2**

**2025/2026 School Year**

Department: Mathematics

Focused Improvement Goal Area: 60% of students in Modified (Repeat) Algebra 1 or Modified (Repeat) Geometry will complete the course by the end of Summer School 2026

Outcome: Decrease the number of students that end up in Credit Recovery for Algebra 1 and Geometry

<b>Strategies</b>	<b>Desired Result</b>	<b>Staff Responsible</b>	<b>Professional Development</b>	<b>Date to Evaluate (Mo/Yr)</b>
All Modified (Repeat) teachers are required to use the ALEKS Learning Program that was adopted with the new McGraw-Hill resources and is aligned to the course.	Students can work on ALEKS and teachers have data on topics mastered. Then, teachers can provide more personalized instruction and practice.	All Modified (Repeat) teachers; Administrators (to monitor what is being done)	Will need Department PD time at the beginning of the school year to make sure all are comfortable with ALEKS and using it the same way	06/2026
All Modified (Repeat) teachers will focus instruction and course work on the essential (mastery) standards in each course.	Struggling students will have more time to show mastery on the essential standards in each course.	All Modified (Repeat) teachers	None Needed	06/2026

All Modified (Repeat) teachers will need to teach and model good study habits, organizational strategies, and how to have success on the ALEKS Learning Program.	Struggling students will gain confidence in their ability to learn and master course topics on the ALEKS Learning Program.	All Modified (Repeat) teachers; may also need support from Secondary Math Coach	None Needed	06/2026
--	--	---	-------------	---------

**MATHEMATICS DEPARTMENT: Kira Healy, Dept. Head**

**ACTION IMPLEMENTATION PLAN GOAL #3**

**2025/2026 School Year**

Department: Mathematics

Focused Improvement Goal Area: MHS Math teachers should meet with Pierce math teachers a minimum of 3 times (outside of the K-12 Vertical and Horizontal alignment committee meetings) during the 2025-2026 school year.

Outcome: Improved math teacher collaboration between the secondary levels

<b>Strategies</b>	<b>Desired Result</b>	<b>Staff Responsible</b>	<b>Professional Development</b>	<b>Date to Evaluate (Mo/Yr)</b>
Start the open communication process by meeting in-person or virtually in small groups. Use the meeting time to get to know each other and share thoughts/ideas.	MHS and Pierce math teachers will feel comfortable talking to each other on a regular basis.	MHS Math Teachers; Pierce Math Teachers; Administrators (to allow for PD time)	Will need joint PD time where MHS and Pierce math teachers are available to meet	06/2026
Those teaching Algebra 1 at MHS should include those teaching Honors Algebra 1 at Pierce in all curriculum communication (emails, google hangouts, meeting notes, etc.)	Pierce math teachers and MHS math teachers will work together as 1 team instead of 2 separate groups	Algebra 1 teachers at MHS; Math department heads at MHS and Pierce; Secondary Math Coach; Administrators (to allow for PD time)	Will need PD time at the beginning of the school year to make sure those teaching Algebra 1 at Pierce are comfortable with using the McGraw-Hill resources and ALEKS	06/2026

MHS and Pierce math teachers will meet at least once per trimester to discuss math vocabulary, student expectations, productive struggle, and student engagement. They should also share teaching strategies, lesson plan/activities, and ALEKS use and data.	MHS math teachers will have a better understanding of students' past math experience and Pierce math teachers will have a better understanding of students' future math experience.	MHS Math Teachers; Pierce Math Teachers; Secondary Math Coach; Administrators (to allow for PD time or time for observations)	Will need joint PD time where MHS and Pierce math teachers are available to meet	06/2026
---	---	---	--	---------

**MATHEMATICS DEPARTMENT: Kira Healy, Dept. Head**

**ACTION IMPLEMENTATION PLAN GOAL #4**

**2025/2026 School Year**

Department: Mathematics

Focused Improvement Goal Area: MHS Math teachers should create course specific vocabulary lists and develop classroom activities that allow students to learn, practice, and show understanding of these vocabulary terms.

Outcome: Improved student literacy

<b>Strategies</b>	<b>Desired Result</b>	<b>Staff Responsible</b>	<b>Professional Development</b>	<b>Date to Evaluate (Mo/Yr)</b>
Math teachers (in each course group) will choose a reasonable number of vocabulary terms from each module/chapter/unit to focus on.	All math teachers (in each course group) will participate in the creation of the list of terms and adhere to the list.	MHS Math Teachers; Administrators (to allow for PD time)	Need PD time to work together in departmental small groups	06/2026
Math teachers (in each course group) will discuss and share vocabulary based teaching strategies, lesson plans, classroom activities, and student engagement.	All math teachers (in each course group) will learn and try out multiple ways for teaching vocabulary terms.	MHS Math Teachers; Administrators (to allow for PD time); may also need support from Secondary Math and English Coaches	Need PD time to work together in departmental small groups	06/2026

Math teachers (in each course group) will develop common formative vocabulary assessments (such as bell ringers or exit tickets).	All math teachers (in each course group) will accept and adhere to the common formative assessments.	MHS Math Teachers; Administrators (to allow for PD time)	Need PD time to work together in departmental small groups	06/2026

**PHYSICAL EDUCATION/HEALTH DEPARTMENT: Tricia Lukawski, Dept. Head**

**ACTION IMPLEMENTATION PLAN GOAL #1**

**2025/2026 School Year**

Department: Physical Education

Focused Improvement Goal Area: Continue re-evaluation of the entire PE program

Outcome: Continue updating curriculum for PE pro

<b>Strategies</b>	<b>Desired Result</b>	<b>Staff Responsible</b>	<b>Professional Development</b>	<b>Date to Evaluate (Mo/Yr)</b>
Work with the strength coach to gain input in realignment	Increase students physical condition and give lifelong lessons to improve physical health	All P.E. teachers Strength Coach Amy Beckham Amy Govert Mike Knocke	Department Meetings	End of each trimester
Implement the proper use of strength and conditioning items such as plyometric boxes and speed tools	Increase students physical condition and give lifelong lessons to improve physical health	All P.E teachers Strength coach	Department Meetings	End of each trimester
Possibly incorporating step aerobics to promote lifelong fitness	Lifelong lessons on the importance of muscle stretching.	All P.E teachers Strength coach	Department Meetings	End of each trimester

**PHYSICAL EDUCATION/HEALTH DEPARTMENT: Tricia Lukawski, Dept. Head**

**ACTION IMPLEMENTATION PLAN GOAL #2**

**2025/2026 School Year**

Department: PE/Health

Focused Improvement Goal Area: All P.E. (1 and 2)

Outcome: Achieve a minimum of 75% pass rate

<b>Strategies</b>	<b>Desired Result</b>	<b>Staff Responsible</b>	<b>Professional Development</b>	<b>Date to Evaluate (Mo/Yr)</b>
Contacting home: via phone, text, email	Make parent aware/more involved	All P.E. teachers	PLC	End of every trimester
Offer "student choice" day if students reach other goals throughout the week	Motivation to earn something they want	All P.E. teachers	Dept. Meetings	End of every trimester
Utilize Google Classroom more	Students keep up with announcements and study material	All P.E. teachers	PLC and Dept Meetings	End of every trimester
Final exam waiver for any student who dresses every day (or other number of days TBD) and only has a certain amount of absences (TBD)	Added incentive to be prepared for class and participation	All P.E. teachers	PLC	End of every trimester
Student of the Month via PBIS	Added incentive to be prepared for class and participation	All P.E. teachers	Dept Meetings	End of every trimester

**PHYSICAL EDUCATION/HEALTH DEPARTMENT: Tricia Lukawski, Dept. Head**

**ACTION IMPLEMENTATION PLAN GOAL #3**

**2025/2026 School Year**

Department: PE/Health

Focused Improvement Goal Area: Health

Outcome: Achieve a minimum of 75% pass rate

<b>Strategies</b>	<b>Desired Result</b>	<b>Staff Responsible</b>	<b>Professional Development</b>	<b>Date to Evaluate (Mo/Yr)</b>
Contact home early and often	Keep parents aware of student progress and problems to keep students on track from the beginning	All Health teachers	Department Meetings	End of each trimester
Utilize Google Classroom	Students keep up with announcements and study material	All Health teachers	Department Meetings	End of each trimester
Rewards for reaching goals/top grades/improvement shown	Added incentive	All Health teachers	Department Meetings	End of each trimester
Vary instructional methods or assessment tools	Meet diversified learning needs, give students different ways to demonstrate their understanding of material	All Health teachers	Department Meetings	End of each trimester

**ACTION IMPLEMENTATION PLAN GOAL #4**

**2025/2026 School Year**

Department: Physical Education/Health

Focused Improvement Goal Area: Literacy

Outcome: Improved fitness/health/sport vocabulary

<b>Strategies</b>	<b>Desired Result</b>	<b>Staff Responsible</b>	<b>Professional Development</b>	<b>Date to Evaluate (Mo/Yr)</b>
Exit tickets, low stacks writing, vocabulary activities, e-learning assignments, etc.	To improve fitness, health and sport related vocabulary understanding to improve technique and the ability to participate in various sports	All P.E. Teachers	Department Meetings	End of Trimester

**PERFORMING ARTS DEPARTMENT: Melinda Reinhart, Dept. Head**

**ACTION IMPLEMENTATION PLAN GOAL #1**

**2025/2026 School Year**

Department: PERFORMING ARTS

Focused Improvement Goal Area: Retain 90% of returning band, orchestra & choir students for 2025-2026

Outcome: At least 90% of 2024-2025 BOC underclassmen will continue for 2025-2026

Evaluation of Goal (Met, Not Met, Exceeded):

<b>Strategies</b>	<b>Desired Result</b>	<b>Staff Responsible</b>	<b>Professional Development</b>	<b>Date to Evaluate (Mo/Yr)</b>
Continue to advocate for retaining students in our Performing Arts courses during HS scheduling.	Counselors realize that Performing Arts courses at the HS are continuation of a 7 year curricular journey and understand the importance to a	Civic Arts teachers and Guidance staff	Cooperative/collaborative meeting between Civic Arts and Guidance	April 2025

	<p>young musician to continue on their musical, educational, and social journey as they participate in our programs. Open a communication line between directors, students, counselor when scheduling difficulties arise.</p>			
<p>Grant HS directors and Advanced level students Opportunities to demonstrate and interact with MIS and CPMS Performing Arts students.</p>	<p>Students in grades 5-8 will learn of the Performing Arts programs and the Civic Arts Pathway through frequent exposure throughout the school year.</p>	<p>HS Performing Arts teachers in conjunction with MIS and Pierce counterparts</p>	<p>Cooperative/collaborative meeting between all band, orchestra, choir teachers at all levels to schedule these exposure experiences.</p>	<p>05/01/2025</p>
<p>Creating an appropriate <b>Intro to MCSC Music</b> programs: an entire class period for each content area (band, orchestra, choir) where 5th grade students can experience first hand with activities and a musical “petting zoo”; Evening Open House for parents and 5th grade students showcasing our MCSC Music offerings.</p>	<p>Implementing three 40+ minute content area sessions for 5th graders before they choose Allied Art electives for 6th grade scheduling</p>	<p>Reinhart Danielson Julian (MHS Music staff) working with their 6th grade MIS counterparts</p>	<p>Collaboration time for MIS, CPMS, and MHS band, orchestra and choir teachers to help develop a promotional <b>Intro to MCSC Music</b>.</p>	<p>1/15/2025</p>
<p>Continue to educate MCSC parents, administration of our 7 year continuous spiraling music curriculums and its importance and value to our students.</p>	<p>MCSC community understands and acknowledges with active support that our grade 6-12 music curriculum is both vertical and horizontal, spanning 7 years of our young musicians’ development.</p>	<p>Reinhart Danielson Julian in cooperation with our MIS and CPMS counterparts; MCSC Administration</p>	<p>Cooperative/collaborative meeting between Performing Arts directors and Administration</p>	<p>6/01/2025</p>

**PERFORMING ARTS DEPARTMENT: Melinda Reinhart, Dept. Head**

**ACTION IMPLEMENTATION PLAN GOAL #2**

**2025/2026 School Year**

**Department: PERFORMING ARTS**

**Focused Improvement Goal Area: Increase enrollment in Civic Arts Graduation Pathway by 25%**

**Outcome: Enrollment in Civic Arts Graduation Pathway will be increased by 25% over 2025-2026 school year**

**Evaluation of Goal (Met, Not Met, Exceeded):**

<b>Strategies</b>	<b>Desired Result</b>	<b>Staff Responsible</b>	<b>Professional Development</b>	<b>Date to Evaluate (Mo/Yr)</b>
Create a promotional video or powerpoint presentation to share with Pierce Fine Arts / Performing Arts classes detailing the Civic Arts Pathway prior to Frosh Scheduling (February)	Pierce staff gains a better understanding of what the Civic Arts Pathway is, why it is important for them, and the benefits for their student to participate	Fine and Performing Arts Dept Heads	MHS and Pierce Fine and Performing Arts teachers meet	1/15/2025
Sponsor an event when Performing and Fine Arts Pierce students and their parents can experience a taste of what MHS Performing and Fine Arts programs have to offer.	Increase enrollment in Civic Arts Pathways; Pierce Performing and Fine Arts parents/students gain a better understanding of what the Civic Arts Pathway is, why it is important for them, and the benefits for their students to participate.	Dept Heads, Pierce Allied Arts teachers	Meet/communicate in person with Pierce teachers, Pierce Performing and Fine Arts parents, students to answer questions regarding Civic Arts Pathways and Frosh scheduling	6/01/2025

**PERFORMING ARTS DEPARTMENT: Melinda Reinhart, Dept. Head**

**ACTION IMPLEMENTATION PLAN GOAL #3**

**2025/2026 School Year**

Department: PERFORMING ARTS

Focused Improvement Goal Area: Support schoolwide literacy initiative through targeted vocabulary

Outcome: Students will be able to comprehensively analyze a performance piece with at least 75% accuracy using targeted vocabulary.

Evaluation of Goal (Met, Not Met, Exceeded)

<b>Strategies</b>	<b>Desired Result</b>	<b>Staff Responsible</b>	<b>Professional Development</b>	<b>Date to Evaluate (Mo/Yr)</b>
Use Google Classroom for assigning specific class activities and lessons utilizing target vocabulary.	Students demonstrate fluency with targeted vocabulary and IXL scores increase.	Danielson Julian Mackey Reinhart	Develop assignments, worksheets, activities, quizzes, tests, etc.	End of each grading period, trimester
Supply students with solo and ensemble performance opportunities to demonstrate their understanding of targeted vocabulary	Students will be able to perform within their content area, demonstrating various expression terms.	Danielson Julian Mackey Reinhart	Develop assignments, worksheets, activities, quizzes, tests, etc.	End of each grading period, trimester
Allow students opportunities to work on "Recommendation" exercises within the IXL program.	IXL scores increase	Danielson Julian Mackey Reinhart	Guided practice where students record "Smart Scores of at least 80" via screenshot.	End of each grading period, trimester

**SCIENCE DEPARTMENT: Michelle Ruane, Dept. Head**

**ACTION IMPLEMENTATION PLAN**

**GOAL #1**

**2025/2026 School Year**

Department: Science

Focused Improvement Goal Area: Improved Success Rate and literacy for all Science courses.

Outcome: 70% of Science Students will achieve a C or higher grade.

<b>Strategies</b>	<b>Desired Result</b>	<b>Staff Responsible</b>	<b>Professional Development</b>	<b>Date to Evaluate (Mo/Yr)</b>
Complete unit objectives/vocabulary for each unit in each course	Every student will be provided with objectives and vocabulary for each unit	All Science teachers	All Science teachers are to collaborate in PLC	10/25
Align curriculum maps to new state standards	Focus on new state base standards	All Science teachers	All Science teachers are to collaborate in PLC	4/26
Provide 2 hands on laboratory investigation	Improve student's science literacy by enable students to tie science information with experimentation	All Science teachers	All Science teachers are to collaborate in PLC	4/26
Introducing two graphing activities per semester. This includes analysis questions.	Improve students science literacy by providing higher order thinking questions that analyze data.	All Science teachers	All Science teachers are to collaborate in PLC	12/25

Align teacher curriculum within a course by providing the same 5 higher order thinking questions for assessments for each unit that cover 80% of the listed objectives.	Student outcome will be comparable between same subjects	All Science teachers	All Science teachers are to collaborate in PLC	10/24
---	--	----------------------	--	-------

**SOCIAL STUDIES DEPARTMENT: Anthony Hofer, Dept. Head**

**ACTION IMPLEMENTATION PLAN GOAL #1**

**2025/2026 School Year**

Department: Social Studies

Focused Improvement Goal Area: Common Assessment Pass Rate

Outcome: 80% of students at AT LEAST 65% Master/Average > 70%

Strategies	Desired Result	Staff Responsible	Professional Development	Date to Evaluate (Mo/Yr)
Use curriculum maps to drive standards based instruction, pace content properly, and enrich standards with activities when possible.	Improved student success on ECA (course specific) at the end of each trimester.	All	-Department Meetings  -Staff Collaboration on Maps/Content  -Professional conferences  (AP)	End of each trimester *Chart Data/Discussion

**SOCIAL STUDIES DEPARTMENT: Anthony Hofer, Dept. Head**

**ACTION IMPLEMENTATION PLAN GOAL #2**

**2025/2026 School Year**

Department: Social Studies

Focused Improvement Goal Area: Skills-Based Assessment Pass Rate

Outcome: 75% of students at AT LEAST 65% Master/Average > 70%

Strategies	Desired Result	Staff Responsible	Professional Development	Date to Evaluate (Mo/Yr)
<p>Use class time/BELLRINGERS to work with students on:</p> <p>“skills/literacy” -Not just memorization</p> <p>Examples: Primary Document Analysis (Text, Literature, Political Cartoons, Maps, Graphs, Music, Art)</p> <p>(Literacy/content), Map Analysis, Graph Analysis (Math), and Political Cartoons</p>	<p>Improved student success on</p> <p>“skills based questions” over the course of each trimester (DAILY-BELL RINGERS)</p> <p>*One formal assessment each grade period (DEPARTMENT-WIDE/COMMON CLASSES)</p> <p>(course specific) will be used</p> <p>to check for mastery (Same rubric used by ALL staff for grading/data reliability)</p>	<p align="center">All</p>	<p>-Department Meetings</p> <p>-Staff Collaboration on</p> <p>-Professional conferences</p> <p>(AP)</p> <p>-Rubric Training</p>	<p>By end of each grade period</p>

**SOCIAL STUDIES DEPARTMENT: Anthony Hofer, Dept. Head**

**ACTION IMPLEMENTATION PLAN GOAL #3**

**2025/2026 School Year**

Department: Social Studies

Focused Improvement Goal Area: Civics Test Participation/Pass Rate

Outcome: 100% of students at AT LEAST 80% Master/Average > 70%

Strategies	Desired Result	Staff Responsible	Professional Development	Date to Evaluate (Mo/Yr)
<p>All U.S. Government Teachers, the Department Head, Administrator of Guidance, MAP Coordinator, and Technology will collaborate by using a master spreadsheet that will track Senior completion of the state mandated U.S. Civics Exam</p> <p>*Test date during last semester for all who have not yet taken exam</p> <p>Collaboration will be ongoing throughout the year (email, phone, G Suite...etc.)</p>	<p>100% Senior Participation (State Mandate per SEA 132)</p> <p>80% Pass Rate (at least 60%)</p>	<p>U.S. Government Teachers</p> <p>Department Head</p> <p>Senior Principal</p> <p>Guidance Counselors</p> <p>MAP Coordinator</p> <p>Technology (For records/Skyward)</p>	<p>-Department Meetings</p> <p>-Staff Collaboration</p> <p>-1:1 Meetings with affected staff</p>	<p>By end of each trimester</p>

**SOCIAL STUDIES DEPARTMENT: Anthony Hofer, Dept. Head**

**ACTION IMPLEMENTATION PLAN GOAL #4**

**2024/2025 School Year**

Department: Social Studies

Focused Improvement Goal Area: Overall Pass Rate

Outcome: Raise overall department pass rate by 5% yearly

<b>Strategies</b>	<b>Desired Result</b>	<b>Staff Responsible</b>	<b>Professional Development</b>	<b>Date to Evaluate (Mo/Yr)</b>
<p>Staff will reach out to parents through: email, phone calls, text messaging(optional), meet sessions, and parent conferences</p> <p>Staff will follow up with Parents/Guardians, Administration, Guidance Counselors, Social Workers, Teachers of Record, Case Workers, Colleagues, and any other stakeholders to make an effort to work with struggling students</p> <p>Staff will offer extra support and follow IEPs, 504 Plans, and any other state/federally mandated plans to help at-risk students succeed</p>	<p>Raise overall department pass rate by 5% WITHOUT jeopardizing the integrity of the academic process</p>	<p align="center">All Staff</p>	<p>-Department Meetings -Staff Collaboration -1:1 Meetings with affected staff -School-wide PD -Follow-up conversations about areas of concern</p> <p align="center">-</p>	<p>By end of each trimester</p>

**SOCIAL STUDIES DEPARTMENT: Anthony Hofer, Dept. Head**

**ACTION IMPLEMENTATION PLAN GOAL #5**

**2025/2026 School Year**

Department: Social Studies

Focused Improvement Goal Area: Increasing enrollment in higher level courses

Outcome: Grow numbers/improve scores

Strategies	Desired Result	Staff Responsible	Professional Development	Date to Evaluate (Mo/Yr)
------------	----------------	-------------------	--------------------------	--------------------------

<p>Guidance will identify students who may benefit from higher level courses and place them in the higher level alternatives during scheduling</p> <p>Freshman-level teachers will make recommendations for students who would benefit from taking AP/Honors in grades 10-12 (Fill out the form at the end of each trimester)</p> <p>The Department Head will pass the list along to guidance for consideration when scheduling for the next year</p>	<p>Raise overall number of students in advanced classes by 5% each year until classes are at capacity.</p>	<p>Guidance</p> <p>Department Head</p> <p>Freshman Teachers</p> <p>Honors/AP Teachers</p>	<p>-Department Meetings</p> <p>-Staff Collaboration</p> <p>-1:1 Meeting with affected staff</p> <p>-Follow-up conversations</p>	<p>By the end of each trimester</p>
---	--	---	---	-------------------------------------

<p><b>AP Timing Wish List</b></p> <ol style="list-style-type: none"> <li>1. AP Government- Move from 1 to 2 trimesters (May not be feasible with Master Schedule)</li> <li>2. AP Micro/Macro <ol style="list-style-type: none"> <li>a. If only one, then Trimester 3</li> <li>b. If both, then Micro (Tri 2) Macro (Tri 3)</li> </ol> </li> <li>3. AP Psych- Move to 3rd Trimester</li> </ol>	<p>Increase the number of students enrolled in these classes</p> <p>Improve AP Scores in May</p>	<p>Guidance</p> <p>Department Head</p> <p>Freshman Teachers</p> <p>Honors/AP Teachers</p>	<p>Department Meetings</p> <p>-Staff Collaboration</p> <p>-1:1 Meeting with affected staff</p> <p>-Follow-up conversations</p>	<p>By the end of each trimester</p>
---	--	---	--	-------------------------------------

**SOCIAL STUDIES DEPARTMENT: Anthony Hofer, Dept. Head**

**ACTION IMPLEMENTATION PLAN GOAL #6**

**2025/2026 School Year**

Department: Social Studies

Focused Improvement Goal Area: Holocaust Education

Outcome: 100% of students enrolled learn about Holocaust

Strategies	Desired Result	Staff Responsible	Professional Development	Date to Evaluate (Mo/Yr)
------------	----------------	-------------------	--------------------------	--------------------------

<p>Staff will use resources provided by the IDOE, ADL, and other 3rd Party</p>	<p>100% of Students in: United States History 2, Honors History will participate in an</p>	<p>Teachers</p>	<p>-Staff Collaboration</p> <p>-1:1 Meetings with</p>	
--	--	-----------------	---	--

<p>resources to create lessons centered on Holocaust Education</p> <p>Holocaust Education will be focused on in: Honors History and United States History 2 since every graduating student at MHS will take either one or the other as a class requirement</p>	<p>enhanced study of the Holocaust. The enhanced study will be include multiple opportunities and will include a case study and/or project related to information provided by the Anti-Defamati on League's education resource "Echoes and Reflections" and the Indiana Department of Education</p>	<p>United States History</p> <p>2 Teachers</p>	<p>affected staff</p> <ul style="list-style-type: none"> <li>-Follow-up conversations</li> <li>-Professional Conferences</li> </ul>
--	---	--	---

**WORLD LANGUAGE DEPARTMENT: Angela Escobedo, Dept. Head**

**ACTION IMPLEMENTATION PLAN GOAL #1**

**2025/2026 School Year**

Department: World Language

Focused Improvement Goal Area: Vertically Aligning Curriculum throughout each level and Horizontally aligning by class

Outcome: More students have the opportunity to move to the upper levels

<b>Strategies</b>	<b>Desired Result</b>	<b>Staff Responsible</b>	<b>Professional Development</b>	<b>Date to Evaluate (Mo/Yr)</b>
Align standards and skills vertically in Spanish 1 through 4, and ensure horizontal alignment in each level	Curriculum Maps will have all the same content and skills to ensure that what is being taught aligns across all levels and in each class. Common assessments and course content.	World language department teachers	Meet as a team in late June or early July to finalize the conversation and task cards that will be implemented in each level	October 2025
Speaking, writing, and listening skills will be clearly stated and implemented with new conversation and task cards.	Students will be able to move through the levels and scaffold conversational skills throughout each class. They will build up each year.	World Language Department teachers	Collaborate in content teach and unpack the standards of each level	October 2025
Provide the department with the standards that need to be met and the verbs and vocab that will be covered in each conversational card and task card	Curriculum maps and scope and sequence will provide clear benchmarks for completion of each conversational card and task card for each level.	World Language Department teachers	Delegate different parts of the strategies to members of the department at one of our meetings	All Year

**WORLD LANGUAGE DEPARTMENT: Angela Escobedo, Dept. Head**

**ACTION IMPLEMENTATION PLAN GOAL #2**

**2025/2026 School Year**

Department: World Language

**Focused Improvement Goal Area: Increase Heritage Enrollment**

**Outcome: Students will develop deeper understanding and higher engagement**

<b>Strategies</b>	<b>Desired Result</b>	<b>Staff Responsible</b>	<b>Professional Development</b>	<b>Date to Evaluate (Mo/Yr)</b>
Give students choices in content	Higher Engagement	Heritage Teacher		8/25-6/26
Recruit at MHS and at 8th grade scheduling. Let students and parents know about the Certificate of Multilingual Proficiency and the fact that there is a class just for them if they are familiar with Spanish	Increase awareness that there is a class for students who are already familiar with the language	Heritage Teacher	Work with guidance on filtering who is a native speaker and who needs to be in the regular Spanish program	Aug 2025
Inform Guidance Counselors of who qualifies	Heritage Teacher	Heritage Teacher, Department Chair, and Guidance Counselors	A meeting with Guidance each year	Start of 2025
Actively discuss within the department to always actively recruit and have students taken out of Spanish classes if they are flying through the material	Less non heritage students will feel intimidated in their Spanish classes because they won't have to compare themselves to Heritage speakers	All World Language Teachers and Guidance Counselors	Department meeting where the screening tool is put in place	All Year

**WORLD LANGUAGE DEPARTMENT: Angela Escobedo, Dept. Head**

**ACTION IMPLEMENTATION PLAN GOAL #3**

**2025/2026 School Year**

Department: World Language

Focused Improvement Goal Area: Increase our pass rate 5%

Outcome: More students pass all courses

<b>Strategies</b>	<b>Desired Result</b>	<b>Staff Responsible</b>	<b>Professional Development</b>	<b>Date to Evaluate (Mo/Yr)</b>
Putting a bigger emphasis on review-offer teacher tutoring. Recruit peer tutors.	Students get a better understanding	Whole department	Looking at passing data every 3 weeks.	At the end of each trimester in 2025-2026
Enlisting the help of support staff like counselors and social workers.	More people make contact with the student and they get more chances to communicate their	Department plus support staff	Designate some of our PDs to reaching out to	In the middle of each grading period
Continue to develop audio visual support with loom or recordings, Ed Puzzles,	Students have access to curriculum asynchronously	Whole department	Share videos & activities with everyone in the department. Keep <a href="#">Spanish 1</a> & <a href="#">Spanish 2</a> documents up to date.	At the end of each trimester in 2025-2026
Revisit grade alignment of common courses to ensure fair grade distribution	Grades hold the same value and equal skills and proficiency attained	Whole department	Designate some of our meetings to discuss grade alignment	At the end of each trimester 2025-2026

**ACTION IMPLEMENTATION PLAN GOAL #4****2025/2026 School Year**

Department: World Language

**Focused Improvement Goal Area:** Improve Oral Communication Skills (**Literacy Goal**)**Outcome:** Foster oral fluency by enhancing students' ability to engage in conversations and present information confidently in the target language.

<b>Strategies</b>	<b>Desired Result</b>	<b>Staff Responsible</b>	<b>Professional Development</b>	<b>Date to Evaluate (Mo/Yr)</b>
Use structured speaking routines (example:Think-Pair-Share, role plays, and conversation grids) weekly to increase target language use	Students will demonstrate improved spontaneous speaking skills and confidence during peer interactions.	Teachers will implement and track the use of structured oral tasks weekly in lesson plans.	Teachers will receive training on effective speaking scaffolds and classroom talk protocols during August PD days.	Review student speaking assessments and classroom observation data by January 15, 2026.
Incorporate student-led presentations each quarter to build academic language and speaking confidence. Desired Result: Students will use appropriate vocabulary and grammar structures to clearly express ideas in the target language.	Teachers will assign and assess quarterly presentations using a common rubric.	Teachers will be trained to use and calibrate the speaking rubric during September PLC sessions.	Teachers will be trained to use and calibrate the speaking rubric during September PLC sessions.	Presentation rubric data and student feedback will be reviewed by March 1, 2026.
Implement monthly oral proficiency checks using performance-based speaking tasks aligned with ACTFL standards.	Students will show measurable growth on oral proficiency tasks across the school year	Teachers will administer and submit student recordings and self-reflections for department review.	A session on using ACTFL speaking tasks and feedback strategies will be held in October.	Department will analyze growth data and adjust instruction by May 1, 2026.

**AIR FORCE JUNIOR ROTC DEPARTMENT: Major Robinson, Dept. Head**

**ACTION IMPLEMENTATION PLAN GOAL #1**

**2024/2025 School Year**

Department: ROTC

Focused Improvement Goal Area: Engagement and Retention

Outcome: Increase participation and retention in the AFJROTC program

<b>Strategies</b>	<b>Desired Result</b>	<b>Staff Responsible</b>	<b>Professional Development</b>	<b>Date to Evaluate (Mo/Yr)</b>
Drill competitions - attend at least 2 drill competitions and pace overall in the top 3 teams.	Top 3 finish at the drill competitions	AFJROTC Instructors	Drill practice and performance	5/24
Conduct 3 CIA (Curriculum In Action) trips during the school year, not to include drill meets. If approved, have the cadets participate in an overnight trip to the Air Force museum in Dayton Ohio. In addition, CIA trips to the Air Zoo in Kalamazoo MI, and possible trips to I-Fly in Chicago or military bases in Indiana, Illinois, or Ohio.	Expand the knowledge and understanding of Air Force history and related topics to the JROTC program	AFJROTC Instructors	Gained knowledge and understanding of Air Force history and related topics to the JROTC program	5/24
Create Leadership Roles for the upper class cadets. This will provide the opportunity to have cadets take leadership roles in all aspects of the AFJROTC program.	Greater desire to lead other cadets in the program and understand leadership challenges	AFJROTC Instructors	Leadership development	5/24

**CAREER AND TECHNICAL EDUCATION MEDICAL SCIENCE AND PUBLIC SAFETY (CTE MSPS) DEPARTMENT:  
Neerja Prasad-Sterling, Dept. Head**

**ACTION IMPLEMENTATION PLAN**

**2025/2026 School Year**

**Department: CTE MSPS**

Focused Improvement Goal Area: Improved Success Rate for all CTE MSPS courses.

Outcome: 70% of Science Students will achieve a C or higher grade.

Strategies	Desired Result	Staff Responsible	Professional Development	Date to Evaluate (Mo/Yr)
Provide clear and distinct student learning objectives, and align all assessments to student objectives	70% pass rate across all MSPS courses	All CTE MSPS teachers	Summer PD hours Departmental PD time Common Prep periods for teachers with same course title Attendance to relevant conferences	June 2026
Maintain high number of certifications in CTE pathways by researching study guides and additional training programs	75% or higher CNA certifications	CNA and Public Safety teachers	Summer PD hours Departmental PD time Common Prep periods for teachers with same course title Attendance to relevant conferences	June 2026
Improve lab skills by determining which skills are underdeveloped even among advanced students and increasing time spent mastering those skills in introductory courses; we may also incorporate lab skills into existing assessments	If we incorporate lab skills into existing assessments, we would desire a 70% pass rate among lab skills assessments	All CTE MSPS teachers	Summer PD hours Departmental PD time Common Prep periods for teachers with same course title Attendance to relevant conferences	June 2026
Promote student mastery of 100+ content-specific terms per trimester	70% pass rate in terminology assessments across all MSPS courses	All CTE MSPS teachers	Summer PD hours Departmental PD time Common Prep periods for teachers with same course title	June 2026

			Attendance to relevant conferences	
Promote note-taking skills	Document at least one student artifact per class	ALL CTE MSPS teachers	Summer PD hours Departmental PD time Common Prep periods for teachers with same course title Attendance to relevant conferences	June 2026

**Merrillville High School Literacy Continuous Improvement Process - Phase 3  
(May 2025-May 2026)**

**Essential Questions:**

1. **What do we want students to learn and be able to do?**
2. **How will we know when they have learned it?**
3. **How will we respond when they do not learn?**
4. **How will we extend learning for students who are proficient?**

**Focus:**

Student Growth and Continuous Improvement  
Teacher Professional Development and Commitment

**Goals:**

1. The IXL Diagnostic will be utilized to effectively obtain baseline data and measure growth in literacy levels for all students enrolled in grades 9-12.
2. Ongoing professional development in literacy instruction will continue to be provided to the ELA department. The ELA department will continue to work as a collaborative team to incorporate literacy strategies into daily instruction and monitor progress.
3. Department-specific professional development and support in literacy will be provided to the math, science, social studies, health/P.E., world languages, fine arts, and CTE departments. Departments will work as collaborative teams to create a literacy-based SIP goal with connected action steps.
4. MHS teachers and instructional coaches will share literacy strategies interdepartmentally to foster student growth and a building wide collaborative culture.

<b>May 2025</b>	<p><b>Instructional Coaches Meet with Department Chairs.</b></p> <ul style="list-style-type: none"> <li>● Highlight Phase 2 Success and Data</li> <li>● Communicate Success and Data (anecdotal, progress monitoring, and summative) with MHS Faculty</li> <li>● Establish Department Specific SIP Goals for 2025-26</li> </ul> <p><b>Departments will work as collaborative teams to:</b></p> <ul style="list-style-type: none"> <li>● Collaborate on SIP literacy goal</li> <li>● Create department action steps for SIP goal</li> <li>● Incorporate literacy strategies into curriculum maps</li> </ul>
<b>August-September 2025</b>	<p><b>Instructional coaches will run a session at new teacher orientation</b> for new MHS teachers on teaching literacy and on what to expect from departmental literacy goals for the 2025-26 academic year.</p> <p><b>IXL Diagnostic #1 will be given on Tuesday, September 2nd in an extended 2nd hour.</b> Instructional coaches will disaggregate and analyze the data</p> <p><b>Instructional coaches will provide a literacy update and strategy spiral review on September 9th</b> to the MHS faculty.</p>
<b>September - October 2025</b>	<p><b>Instructional coaches will provide interdepartmental PD during each prep period the week of September 15th -19th.</b> Focus will be on SRT strategies and implementation. <i>Administrators will attend a session.</i></p> <p style="text-align: center;">→ September 15 - Group 1</p>

	<ul style="list-style-type: none"> <li>→ September 16 - Group 2</li> <li>→ September 17 - Group 3</li> <li>→ September 18 - Group 4</li> <li>→ September 19 - Group 5</li> </ul> <p><i>Departments will additionally work as collaborative teams during corporation PD time, and will review progress towards their SIP goals and action steps.</i></p>
<b>December/ January 2025/2026</b>	<p><b>IXL Diagnostic #2 given on Tuesday, December 2nd in an extended 2nd hour time block</b></p> <p>Instructional coaches will provide a <b>literacy update and strategy spiral review on January 13th</b> to the MHS faculty.</p>
<b>February 2026</b>	<p><b>Instructional coaches provide interdepartmental PD during each prep period the week of February 2nd.</b> Focus will be on SRT Strategies and implementation. <i>Administrators will attend a session.</i></p> <ul style="list-style-type: none"> <li>→ February 2 - Group 1</li> <li>→ February 3 - Group 2</li> <li>→ February 4 - Group 3</li> <li>→ February 5 - Group 4</li> <li>→ February 6 - Group 5</li> </ul> <p><i>Departments will work as collaborative teams during corporation PD time, and will review progress towards their SIP goals and action steps.</i></p>
<b>April 2026</b>	<p><b>IXL Diagnostic #3 will be given on Tuesday, April 28th in an extended 2nd hour</b></p> <p>Instructional coaches will disaggregate and analyze the data</p>
<b>May 2026</b>	<p><b>Instructional coaches will debrief with departments and work with department chairs on literacy SIP goals for 2026-27.</b></p> <p><b>Administration and MHS faculty will be updated on final IXL scores and next steps.</b></p>
<b>2026-27 Academic Year</b>	<p><b>Literacy Plan Going Forward (2026-27)</b></p> <p><b>Literacy is now part of our MHS culture. We will continue to do the following:</b></p> <ol style="list-style-type: none"> <li>1. Departments will submit at least one SIP goal per year that is connected to literacy.</li> </ol>

	<p>2. Instructional coaches will work with department chairs to ensure that departments are achieving their literacy goals. Departmental coaching will be provided.</p> <p>3. IXL will continue to be given 3X per year. Instructional coaches will provide updates on student progress and introduce additional high impact tier one instructional strategies during faculty meetings and in prep period PD's.</p> <p>4. SRT strategies will be used to reinforce literacy skills.</p> <p>5. Teachers new to the corporation will receive literacy training at the beginning of the academic year.</p> <p>6. Data-driven decisions will be made regarding literacy professional development and instruction based on IXL, PSAT, and SAT scores.</p>
<b>Considerations:</b>	What impact will SRT time have on the literacy skills?
<b>Note:</b>	Dates may be subject to change dependent on calendar conflicts.

School: Merrillville High School

I, Tina Shultz, as the exclusive representative, by signing this document, demonstrate my support for the Professional Development Program submitted by the above mentioned school.

Tina Shultz  
Signature

8/27/25  
Date

Tina Shultz  
Name (typed)

Committee responsible for this plan:

Name	Group you are representing	Signature	Date
Paul Unterechane	ENGLISH DEPARTMENT	<u>[Signature]</u>	8/25/25
Joseph Hussey	Industrial Tech	<u>[Signature]</u>	8/25/25
Kira Healy	math	<u>[Signature]</u>	8/25/25
Tricia Lukowski	PE	<u>[Signature]</u>	8/25/25
Deanne Pierce	math	<u>[Signature]</u>	8/25/25
Sara Richmond	FACS	<u>[Signature]</u>	8/25/25
Beverly Van Duren	Guidance	<u>[Signature]</u>	8/25/25
Melinda Reinhart	Performing Arts	<u>[Signature]</u>	8/25/25
ANDREW NIKSICH	BUSINESS	<u>[Signature]</u>	8/25/25
JAMES SOPHER	CTE HEALTH SCIENCE	<u>[Signature]</u>	8/25/25
Dan Schaan	Admin	<u>[Signature]</u>	8/25/25
MIKE KRUTZ	Admin	<u>[Signature]</u>	8/26/25
Craig Jones	Special Ed	<u>[Signature]</u>	8/26/25
Emily Quiles-Reyes	Science	<u>[Signature]</u>	8/26/25
Treat Marton	Art	<u>[Signature]</u>	8/26/25
Kimberly Collins	FACES	<u>[Signature]</u>	7/6 Aug 25



# Indiana Department of Education

Dr. Katie Jenner, Secretary of Education

## IDOE School Improvement and Professional Development Corporation Level Assurance Form Superintendent / Exclusive Representative Signatures

**Used ONLY When Exclusive Representative Signs Once For ALL Schools.**

Corporation Number	4600
Corporation Name	Merrillville Community School Corporation

As superintendent, I verify that the individual professional development plans for all schools within the corporation align with the overall corporation's objectives, goals and expectations. (IC 20-20-31-6)

Superintendent Name (Print)	Dr. Dexter Suggs
Superintendent Signature	<i>Dr. Dexter Suggs</i>
Date Signed	8-27-2025

The exclusive representative is required to demonstrate support "only for the professional development program component of the plan."

By signing this form, I demonstrate my support for the professional development programs for all schools within the corporation listed above as they have been reviewed, revised, and submitted as part of the Strategic and Continuous School Improvement and Achievement Plan. (511 IAC 6.2-3-3(10))

Exclusive Representative Name (Print)	Kristina Shultz
Exclusive Representative Signature	<i>Kristina Shultz</i>
Date Signed	8/27/25

This signed form should be kept on file at the district office AND copies provided to each building principal to keep on file.

Principals will electronically assure that this form is signed and on file at the district office during the Legal Standard 1 School Improvement Plan Submission process.

**It is NOT necessary to return this form to the Indiana Department of Education.**