

Read through this section before beginning your work.

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

GENERAL INFORMATION

In order to be accorded full accreditation status, public schools and state-accredited non-public schools must develop a strategic and continuous school improvement plan. Principals are required to coordinate the development of an initial three year strategic and continuous school improvement and achievement plan and to annually review these plans. Whether developing a new plan or updating an existing plan, schools must assess their progress and make necessary changes to ensure continuous improvement. When completed, this document satisfies requirements in Indiana's Every Student Succeeds Act (ESSA) Plan, federal and state laws, and requirements for Title I Schoolwide Programs. A charter school may use the charter agreement entered into with its authorizer as its school improvement plan.

DESCRIPTION OF THE STATE TEMPLATE

A School Improvement Plan (SIP) template was developed by the Indiana Department of Education (IDOE) in accord with requirements in Indiana's State Plan Under ESSA. This template was designed to ensure the process of identifying and addressing schools' needs is fluid and coherent. The SIP template fulfills all requirements under ESSA and Indiana law. Additionally, there are components in the SIP template that satisfy the requirement of schools with Title I Schoolwide Programs to develop a comprehensive plan. Although this template is recommended for Comprehensive Support and Improvement (CSI) schools, Targeted Support and Improvement (TSI) schools, and Additional Targeted Support and Improvement (ATSI) schools, any school may use the template in the school improvement planning process.

COMMON ABBREVIATIONS USED IN THE PLAN

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

BASIC REQUIREMENTS

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

SCHOOL INFORMATION

School Name	Lafayette Tecumseh Junior High School
School Number	8077
Street Address	2101 S. 18th Street
City	Lafayette
Zip Code	47905

SCHOOL CONTACT INFORMATION

Principal	Leo Leffert
Phone number	765-772-4750
Email	lleffert@lsc.k12.in.us

Superintendent	Les Huddle
Phone number	765-771-6000
Email	lhuddle@lsc.k12.in.us

Grant contact	Julie Gustafson
Phone number	765-771-6089
Email	jgustafson@lsc.k12.in.us

Other contact	Katie Reckard
Position	Assistant Superintendent-Secondary
Phone number	765-771-6000
Email	kreckard@lsc.k12.in.us

SCHOOL IDENTIFICATION

Choose the appropriate response from the drop down box.

For implementation during the following years:	2025-28 ▾
This is an initial three year plan.	Yes ▾
This is a review/update of a plan currently in use.	Yes ▾

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

(TSI and ATSI only)

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

Special Education ▾	Choose ▾	Choose ▾	Choose ▾	Choose ▾
Choose ▾	Choose ▾	Choose ▾	Choose ▾	Choose ▾

SECTION A

NEEDS ASSESSMENT and Strength-Improvement-Opportunity-Threats (SIOT) ANALYSIS

[Required for CSI Schools]

Every school is required to address the learning needs of all students, including programs and services for exceptional learners (special education and high ability). Below is a list of possible sources of data to help evaluate your school's current performance in the steps below. Schools are not required to use each of these, but data must be used in determining where improvement is needed immediately. This information is necessary when performing the SIOT Analysis and Root Cause Analysis.

Check the box next to each source of data used in the following steps and add or link the data reviewed for this plan.

General Academic	Specific Student Groups		General School Data
<input checked="" type="checkbox"/> Statewide Assessments	<input checked="" type="checkbox"/> Statewide Assessment Data	<input checked="" type="checkbox"/> English Language Learner (ELL) Assessment(s)	<input checked="" type="checkbox"/> Attendance*
<input type="checkbox"/> Federal (ESSA) Data	<input checked="" type="checkbox"/> Federal (ESSA) Data	<input checked="" type="checkbox"/> Individual Education Plans (IEPs)	<input checked="" type="checkbox"/> School Discipline Reports*
<input checked="" type="checkbox"/> District Assessments	<input checked="" type="checkbox"/> IAM Assessment	<input checked="" type="checkbox"/> Individual Learning Plans (ILPs)	<input checked="" type="checkbox"/> Bus Discipline Reports*
<input type="checkbox"/> Dyslexia Assessments	<input type="checkbox"/> Aptitude Assessment(s)	<input checked="" type="checkbox"/> Staff Training	<input checked="" type="checkbox"/> Surveys (parent, student, staff) *
<input checked="" type="checkbox"/> Common Formative Assessments	<input type="checkbox"/> Special Education Compliance Rpt	<input checked="" type="checkbox"/> Aptitude Assessment (e.g. CogAT)	<input checked="" type="checkbox"/> Daily Schedule Configuration
<input type="checkbox"/> PSAT/SAT/ACT	<input type="checkbox"/> Subgroup Assessment Data	<input checked="" type="checkbox"/> Current High Ability Grant	*Including student subgroups
List or Link Other Data Sources Below			
Link:		Link:	
Link:		Link:	

Reminder - Under the Family Educational Rights and Privacy Act (FERPA), no personally identifiable information (PII) can be included in any linked or uploaded student data.

Step 1: Review Potential Issues from the Core Elements

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

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

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

Step 2: Evaluate Progress on Current School Goals

If there is evidence that current school goals are priorities where improvement is needed immediately, schools should continue working toward meeting these goals. The section below is a brief review of current goals. This is intended to help you decide if these goals should continue to be the focus of improvement efforts. To analyze the progress of current goals and look for any gaps in performance, the committee should use a variety of data. **Schools with identified underperforming student groups must analyze data about these groups, including but not limited to: assessment, attendance, and behavior. All schools are required to consider the needs of exceptional learners (special education and high ability) using data to assess their progress.**

Review current goals using data referenced above. Current goals may need to be modified based on your findings. This is done in the Goals section. There is not a requirement as to the number of goals. Goals should be derived from prioritizing areas where improvement is needed immediately.

Previous Year Goal #1	By Spring of 2025, the Special Education Subgroup will Earn 45 Academic Progress Points According to the 2024-2025 Federal Accountability Report Card	Measurable Outcome Met?	No ▾
If the goal was met, how will the school further improve or sustain this level of performance?	N/A		
If the goal was not met, should the school continue to work toward this goal?	No ▾		
If the goal was not met, and you choose to continue to work toward this goal, what will you change?	We believe the measurement needs to be changed as “Academic Progress Points” are not easily found. We will work to expand our use of resource classrooms to better reach Special Education students. We will utilize Math and Language Labs as intervention strategies.		
<i>If the goal was not met and it will continue to be a goal, conduct a root cause analysis to determine why.</i>			

Previous Year Goal #2	No goal needed per state identified deficiency.	Measurable Outcome Met?	No ▾
If the goal was met, how will the school further improve or sustain this level of performance?	N/A		
If the goal was not met, should the school continue to work toward this goal?	N/A ▾		
If the goal was not met, and you choose to continue to work toward this goal, what will you change?	N/A		
<i>If the goal was not met and it will continue to be a goal, conduct a root cause analysis to determine why.</i>			

Previous Year Goal #3	No goal needed per state identified deficiency.	Measurable Outcome Met?	Yes ▾
If the goal was met, how will the school further improve or sustain this level of performance?	N/A		
If the goal was not met, should the school continue to work toward this goal?	N/A ▾		
If the goal was not met, and you choose to continue to work toward this goal, what will you change?	N/A		
<i>If the goal was not met and it will continue to be a goal, conduct a root cause analysis to determine why.</i>			

SIOT ANALYSIS

Now the committee will conduct a SIOT analysis to identify the most significant barriers to the school's success. Here's an **example** of how a committee member might explain the SIOT analysis process:

What is a SIOT Analysis?

SIOT analysis using SIOT diagrams or matrices is a key part of any planning or analysis. SIOT stands for **strengths, improvement, opportunities, and threats**. Strengths and improvements are internal factors, and opportunities and threats are external factors. A SIOT diagram analyzes by focusing on each of these factors. SIOT diagrams can be especially useful when trying to decide whether or not to embark on a certain venture or strategy by visualizing the pros and cons. By clearly outlining all positives and negatives of a project, SIOT analysis makes it easier to decide whether or not to move forward.

Instructions: SIOT activity. (Strengths, Improvement, Opportunities, Threats)

1. Determine the objective.
2. Add factors that affect the SIG to the applicable boxes using the grid below. Factors are typically listed in a bullet form.
3. Decide on a key project or strategy to analyze and place it at the top of the page. List school's primary strengths and weaknesses for the 2023-2024 school year (SY): forces or barriers working for and against implementation of school's improvement action plan or school's mission.
4. List school's key opportunities and threats from 2023-2024 SY - political, economical, social, technological, demographic, or legal trends that are impacting or may impact school's ability to achieve SIG or school's mission.
5. Draw conclusions. Analyze the finished SIOT diagram. Be sure to note if the positive outcomes outweigh the negative. If they do, it may be a good decision to carry out the objective. If they do not, adjustments may need to be made, or the plan should simply be abandoned.
6. Questions to ask may include:
 - a. Are our current goals still areas where improvement is needed immediately?
 - b. What concerns did we find when studying the core elements that might be serious enough to warrant improvement immediately?

SIOT ANALYSIS TEMPLATE

SIOT Analysis	
Strengths	Areas of Improvement
<ul style="list-style-type: none"> ● Access to technology ● Positive referrals ● Full-time instructional coaches ● Content area collaboration ● Teacher mentor program ● Co-teaching model ● Professional Learning Communities ● Inclusivity ● Full day access to supports in Resource Room ● Behavioral supports in our “Reset Room” ● IEP compliance 	<ul style="list-style-type: none"> ● Refine the co-teaching model ● Ensuring that the provisions and student course requests align ● Refine goals for LRE ● Create opportunities for all Special Education students to access clubs and programming ● Analysis of Special Education data ● Students do not take testing seriously ● Find ways to ensure better homework completion rate
Opportunities	Threats
<ul style="list-style-type: none"> ● Access to grants ● Access to Professional Development ● Professional Learning Communities ● Collaboration among Special Education and General Education teachers ● MTSS 	<ul style="list-style-type: none"> ● Hiring properly trained Special Education teachers and support staff during a educator shortage ● Declining enrollment limiting the number of resources available ● Teacher and support staff retention

Strategies are intended to address root causes. If a root cause stems from a problem that is present, strategies should eliminate or significantly reduce the problem, resulting in marked improvement. If the root cause stems from something that is not present (e.g. lack of a coordinated Multi-Tiered Systems of Support), strategies should lead to the addition of that which is necessary to eliminate or significantly reduce the problem.

What possible strategies might address this root cause?

Strategies		
Problem	Root Cause	Strategy to Address Problem
1. Special Education students are underperforming on standardized tests.	Students are not using test time wisely, and they do not seem to appreciate the importance of taking the tests.	Educate the students as to what the ILEARN data tell us about student learning. Familiarize them with the testing environment.
2. Special Education students need sufficient practice time prior to testing	Teachers have prioritized teaching the standards through their curriculum maps	Utilize a school-wide Advisory time to provide additional access and support to Math and ELA through IXL programming.
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		
Link additional information here (if necessary) →		

SECTION B

SCHOOL IMPROVEMENT PLANNING

[Required for all schools]

PLANNING COMMITTEE

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

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

Member Name	Title	Committee(s)	CNA/SIP Subcommittee(s)
Sample: <i>Alma Smith</i>	<i>Teacher</i>	SIP	<i>ELA, Wht, SpEd, Multiracial</i>
Leo Leffert	Principal	Both ▾	SPED, ML
Dave Barrett	Asst. Principal	Both ▾	MTSS
Tanya Koeppen	Asst. Principal	Both ▾	SPED
		Choose ▾	
Julie Schmidt-Goecker	Asst. Principal	Both ▾	ML
Melissa Weast-Williamson	Sped. Coordinator	CNA ▾	SPED
Jill Heim	Teacher	SIP ▾	
Lisa Roetker	Teacher	SIP ▾	
Megan Jungels	Teacher	SIP ▾	
Laura Mark	Teacher	SIP ▾	

Dalton Daily	Teacher	SIP ▾	
		Choose ▾	
Melanie Prather	Teacher	SIP ▾	
Andrea Blocher	Teacher	SIP ▾	
Samara Wallpe	Teacher	SIP ▾	ML
Allison Hopper	Teacher	SIP ▾	
Allison Clegg	Teacher	SIP ▾	ML
Kylene Hesler	Teacher	SIP ▾	
Kathy Carmin	Teacher	SIP ▾	
Brenda Ward	ML Director	SIP ▾	ML
Silas Brown	Counselor	SIP ▾	ML
Katie Reckard	Assistant Superintendent	Both ▾	ML, SpEd
Lissa Stranahan	Director of Special Ed	CNA ▾	SPED
Emily Nolan	Counselor	SIP ▾	MTSS
		Choose ▾	
		Choose ▾	
		Choose ▾	
		Choose ▾	
Link additional information here (if necessary) →			

ESSENTIAL INFORMATION & CORE ELEMENTS

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

CORE ELEMENT 1: CURRICULUM

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

Subject/Course	Grades	Resource Name	Aligned to IAS	Tier(s)	Rationale for Resource Use	Continue Use?	X
Sample: Reading	1-6	ABC Reading is Fun	Yes ▾	Choose ▾	Textbooks and readers are core components of a reading program.	Yes ▾	<input type="checkbox"/>
Language Arts	7-8	Harcourt Collections 2017	Yes ▾	Tier 1 ▾	Print and Digital Core Language Arts Program Materials	Yes ▾	<input checked="" type="checkbox"/>
Mathematics	7-8	Pearson Envisioin Math 2.0 2017	Yes ▾	Tier 1 ▾	Print and Digital Core Math Program Materials	Yes ▾	<input checked="" type="checkbox"/>
Language Arts	7-8	IXL	Yes ▾	Tier 2 ▾	ELA Software Program for Tier II Support	Yes ▾	<input checked="" type="checkbox"/>
Mathematics	7-8	IXL	Yes ▾	Tier 2 ▾	Math Software Program for Tier II Support	Yes ▾	<input checked="" type="checkbox"/>
Social Studies	7	Pearson MyWorld Geography 2019	Yes ▾	Tier 1 ▾	Print and Digital Core Social Studies Program Materials	Yes ▾	<input checked="" type="checkbox"/>
Social Studies	8	Pearson MyWorld Interactive American History 2019	Yes ▾	Tier 1 ▾	Print and Digital Core Social Studies Program Materials	Yes ▾	<input checked="" type="checkbox"/>

Science	7-8	Pearson Elevate Science Middle Grades	Yes ▾	Tier 1 ▾	Print and Digital Core Science Program Materials (Aligned with Next Generation Science Standards & Locally aligned with IAS)	Yes ▾	<input checked="" type="checkbox"/>
AEN	7-8	LSC AEN Framework	No ▾	Tier 1 ▾	Applied Educational Neuroscience	Yes ▾	<input checked="" type="checkbox"/>
Link additional information here (if necessary) →							

CORE ELEMENT 1: CURRICULUM
(continued)

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

The public may view the school's curriculum in the following location(s)	
Tecumseh Junior High School Principal's Office	
Link additional information here (if necessary) →	

CORE ELEMENT 2: INSTRUCTIONAL PROGRAM

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

Best Practice/Requirements Self-Check	Yes/No	X
The school has a process for identifying the exceptional learning needs of students who are highly proficient and at-risk of failure.	Yes ▾	<input checked="" type="checkbox"/>
A process for coordinating instructional services (e.g. Head Start, adult education, etc.) is in place.	Yes ▾	<input checked="" type="checkbox"/>
A variety of instructional strategies are employed to meet the diverse learning needs of students.	Yes ▾	<input checked="" type="checkbox"/>
Teachers use strategies that monitor and adjust instruction during lessons (e.g. adjusted based on checks for understanding).	Yes ▾	<input checked="" type="checkbox"/>
Teachers ensure students are engaged in cognitively complex tasks (including varying depth of knowledge) during instruction.	Yes ▾	<input checked="" type="checkbox"/>
Teachers use instructional strategies that ensure students have multiple means of accessing instructional content.	Yes ▾	<input checked="" type="checkbox"/>
Instructional strategies provide students with multiple options for illustrating their knowledge.	Yes ▾	<input checked="" type="checkbox"/>
Instructional strategies foster active participation by students during the instructional process	Yes ▾	<input checked="" type="checkbox"/>
Teachers and staff promote authentic learning and student engagement across all content areas.	Yes ▾	<input checked="" type="checkbox"/>
Strategies and instructional methods ensure equity of opportunity for all students during the learning process.	Yes ▾	<input checked="" type="checkbox"/>
Instructional strategies assist with bridging the cultural differences in the learning environment.	Yes ▾	<input checked="" type="checkbox"/>
Teachers and staff integrate evidence-based strategies during Tier II and Tier III instruction.	Yes ▾	<input checked="" type="checkbox"/>
Teachers work collaboratively to support and refine instructional effectiveness (e.g. with feedback, coaching, etc)	Yes ▾	<input checked="" type="checkbox"/>
High expectations for academic achievement are made clear to students and supported with adequate scaffolding and resources.	Yes ▾	<input checked="" type="checkbox"/>

FOR TITLE I SCHOOLS WITH SCHOOL WIDE PROGRAMS ONLY

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

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

CORE ELEMENT 3: ASSESSMENT

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

Assessment Name	Grade(s)	Use	Type and Rationale for Use	Continue Use	X
WIDA 2.0	7-8	Sum... ▾	The purpose of the English Language Proficiency Assessments is to determine a student's level of English proficiency. WIDA ACCESS is the English Language Proficiency Assessment administered in Indiana. The W-APT placement test (kindergarten) and the WIDA Screener (grades 1-12) function as a screener that is used for both initial and English Language (EL) program placement of students who are identified as Limited English Proficient (LEP). The annual assessment, ACCESS and Alternate Access, is administered to determine a student's current level of English proficiency. The annual assessment is also used for accountability purposes.	Yes ▾	<input checked="" type="checkbox"/>
iLearn	7-8	Sum... ▾	ILEARN is a computer-adaptive test for Mathematics and English/Language Arts. Computer-adaptive assessments adjust the test questions that students see based on their performance. This adaptation allows each student to receive an individualized assessment that provides more precise data about student achievement. ILEARN measures student achievement and growth according to Indiana Academic Standards. ILEARN is the summative accountability assessment for Indiana students and assesses: English/Language Arts (Grades 3-8), Mathematics (Grades 3-8), Science (Grades 4 and 6), Social Studies (Grade 5), Biology (High School), U.S. Government – Optional (High School)	Yes ▾	<input checked="" type="checkbox"/>
iAM	7-8	Sum... ▾	I AM measures student achievement and growth according to Indiana's Content Connectors aligned to the Indiana Academic Standards. I AM is the summative accountability assessment for students with significant cognitive disabilities in grades 3-8 and 10. It assesses: English/Language Arts (Grades 3-8 and 10), Mathematics (Grades 3-8 and 10), Science (Grades 4, 6, and Biology), Social Studies (Grade 5)	Yes ▾	<input checked="" type="checkbox"/>
		Choose ▾		Choose ▾	<input type="checkbox"/>
iLearn CheckPoints	7-8	Form... ▾	ILEARN Checkpoints serve as a formative assessment to ensure students are hitting the academic proficiency expected by the state throughout the school year. These short assessments give immediate feedback to instructors so that they may make data-driven decisions on future lesson plans.	Yes ▾	<input checked="" type="checkbox"/>
IXL	7-8	Benc... ▾	IXL provides tailored support to fit student need. This Teir 2 strategy informs teacher of areas where individual students struggle, while simultaneously offering students progressively difficult problems that meet them at their proficiency level.	Yes ▾	<input checked="" type="checkbox"/>

Teacher Created Common Formative Assessments	7-8	Form... ▾	Teacher created common assessments are developed for each class. Internally, they are referred to as the Formative assessments. Formative assessments provide a formative check for understanding multiple times throughout a quarter. Data from the Formative assessments is then analyzed and used to adjust instruction and provide intentional tutorials for students that need additional time to master the content.	Yes ▾	<input checked="" type="checkbox"/>
TCAY Survey	7-8	Other ▾	The Tecumseh Cares About You or TCAY Survey is given to all students at least once a year. The survey is a tool to help identify the specific Tier II and Tier III services that are needed by the student body.	Yes ▾	<input checked="" type="checkbox"/>
		Choose ▾		Choose ▾	<input type="checkbox"/>
		Choose ▾		Choose ▾	<input type="checkbox"/>

Best Practice/Requirements Self-Check	Yes/No	X
A system is in place to use assessment data to make decisions about programs, practices, and instruction.	Yes ▾	<input checked="" type="checkbox"/>
The school uses assessment data to identify students for Tier II and Tier III instruction.	Yes ▾	<input checked="" type="checkbox"/>
Locally created assessments are reviewed and revised regularly to ensure priority standards are being measured at the appropriate levels of depth and rigor.	Yes ▾	<input checked="" type="checkbox"/>

FOR TITLE I SCHOOLS WITH SCHOOL WIDE PROGRAMS ONLY

Describe opportunities and expectations for teachers to be included in decision-making related to the use of academic assessment results, where the intent is to improve student achievement.

Link additional information here
(if necessary) →

CORE ELEMENT 4: COORDINATION OF TECHNOLOGY INITIATIVES

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

Technology is integrated into the curriculum throughout the school at Tecumseh. Over 1200 computers exist in the school. Every student has a Lenovo Thinkpad computer and digital pen. Devices are utilized throughout the school day and students then take them home at night for a true 1:1 situation. To assist with the implementation of technology hardware, TJHS has a full time Technician on staff to address both student and staff device repairs. Both the Technician and Instructional Coach work in tandem to deploy and collect student devices each year. Each classroom is outfitted with a 75" BENQ Interactive Display. BENQ displays receive input from students or staff via wired or Bluetooth connection. Wi-Fi is available throughout the campus as well. Technology related initiatives that impact student learning include the following:

- OneNote-While part of the overall Office 365 Suite, OneNote is critical to instructional delivery at TJHS. OneNote is a sharable digital notebook that allows students and teachers to interact digitally. OneNote is not dependent on a continuous Wi-Fi connection which allows it to be effective with families that do not have WIFI in their household.
- Canvas-Some teachers utilize the Canvas Learning Management System to deliver instruction and conduct assessments.
- PLTW Gateway Course- All TJHS 7th grade students take Gateway Design & Modeling. Students discover the design process and develop an understanding of the influence of creativity and innovation in their lives. (Description taken from PLTW Website) Some 8th grade students elect to continue taking Gateway.
- All TJHS 7th grade students take the Middle School Computer Science course. The course curriculum is a hybrid of the state directed curriculum and curriculum identified through a school-wide survey in 2019.
- Indiana Career Explorer-Indiana Career Explorer is a powerful tool that empowers people to explore careers and plan their next steps. Students will utilize this online platform, provided by the Indiana Department of Education, to explore careers, industry and education programs, and create 4-year plans in accordance with their post-secondary goals. Counselors, administrators, and parents are able to access the platform to support students in this process.
- Microsoft Office 365- All TJHS students and staff have access to the Microsoft Office 365 Suite. This suite contains Outlook, OneNote, PowerPoint, and Excel.
- Edulastic (Pear)-Select PLCs created formative assessments are housed in Edulastic. Edulastic (Pear) not only houses the assessments, it also analyzes the results.
- IXL-the entire building uses IXL weekly to reinforce Math and Language Arts skills.

Link additional information here
(if necessary) →

Best Practice/Requirements Self-Check	Yes/No	X
The school has a process for integrating technology into the instructional program to promote learning.	Yes ▾	<input checked="" type="checkbox"/>
A plan is in place to provide in-service training in the use of technology.	Yes ▾	<input checked="" type="checkbox"/>

Protocols and criteria are used to review and select technology hardware, software, and instructional programs	Yes ▾	<input checked="" type="checkbox"/>
There are established procedures for maintaining technology equipment.	Yes ▾	<input checked="" type="checkbox"/>
Sufficient infrastructure exists to support instructional, assessment, and operational needs.	Yes ▾	<input checked="" type="checkbox"/>

CORE ELEMENT 5: CAREER AWARENESS AND DEVELOPMENT

Answer the questions for the grade levels in your school.

Grades K-5 only

What career awareness activities are provided for students?	Yes/No		Yes/No
Currently implementing career awareness activities?	Choose ▾	Career day/fair or community day	Choose ▾
Career simulation (JA/Biztown, etc.)	Choose ▾	Career-focused clubs (robotics, agricultural garden, STEM, etc.)	Choose ▾
Career-focused classroom lessons	Choose ▾	Guest speakers	Choose ▾
Not currently implementing career exploration activities		Choose ▾	
Other:			

If “not currently implementing career exploration activities” was indicated above, explain why.	
Link additional information here (if necessary) →	

CORE ELEMENT 5: CAREER AWARENESS AND DEVELOPMENT
(continued)

Grades 6-8 only

What career awareness activities are provided for students?	Yes/No		Yes/No
Currently implementing career information activities?	Yes ▾	Career-related courses	Yes ▾
Career-focused classroom lessons	Yes ▾	Job-site tours	Yes ▾
Guest speakers	Yes ▾	Career day/fair or community day	Yes ▾
Career-focused clubs (i.e., robotics, agriculture garden, STEM, etc.)	Yes ▾	Online career navigation program	Yes ▾
Not currently implementing career exploration activities		No ▾	
Other: Tiggbee is implemented building-wide on a weekly basis to explore career opportunities. We offer Preparing for College and Careers and Personal Finance courses to 8th graders for high school credit.			

If “not currently implementing career exploration activities” was indicated above, explain why.	
Link additional information here (if necessary) →	

CORE ELEMENT 5: CAREER AWARENESS AND DEVELOPMENT
(continued)

Grades 9-12 only

What career awareness activities are provided for students?	Yes/No		Yes/No
Currently implementing career information activities?	Choose ▾	Job shadowing	Choose ▾
Job-site tours	Choose ▾	Career-related courses	Choose ▾
Guest speakers	Choose ▾	Career day/fair or community day	Choose ▾
Career-focused clubs (i.e., robotics, agriculture garden, STEM, etc.)	Choose ▾	Online career navigation program	Choose ▾
Industry-related project-based learning	Choose ▾	Not currently implementing career exploration activities	Choose ▾
Other:			

If “not currently implementing career exploration activities” was indicated above, explain why.

Link additional information here (if necessary) →

CORE ELEMENT 6: SAFE AND DISCIPLINED ENVIRONMENT

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

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

Briefly answer the following:

What practices are in place to maintain a safe environment?	
The building has a comprehensive school safety plan that is updated annually. Current practices are modified throughout the year as we find areas that may be improved.	
Link additional information here (if necessary) →	

CORE ELEMENT 7: CULTURAL COMPETENCY

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

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

Describe how racial, ethnic, language-minority, and socio-economic groups are identified.	
<p>Academic and behavioral data is disaggregated by multiple criteria in order to help identify areas of strength and areas of needed improvement. This process has allowed the staff at TJHS to “drill down” into the data and conduct a root cause analysis in the areas of needed improvement. Specific areas of needed improvement include the following subgroups: Special Education. We will continue our improvement efforts with our Multilingual Learners and Minority students. Closing the gap between these subgroups and the overall group will require intentional acts that must be implemented with a high level of fidelity.</p>	
Describe strategies for increasing educational opportunities and performance for students in groups identified for the school.	
<p>In order to close the gap between the performance of Special Education students and Non-Special Education students, TJHS must have a continuum of service that provides high quality experiences coupled with high expectations. Appropriate support must be available within the high-quality experiences in order to make sure Special Education students have what they need to meet such high expectations. TJHS offers a full continuum of services for students identified as Special Education. Push-in programming has greatly increased the amount of Special Education students that have had the benefit of both a content and Special Education teacher within their core classes. As a result, many more Special Education students will have exposure to experiences that are high quality, high rigor, and supportive. Alongside these experiences, staff at TJHS continues to receive specific training on best practices in Special Education.</p>	
Link additional information here (if necessary) →	

CORE ELEMENT 7: CULTURAL COMPETENCY **(continued)**

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

Additional professional development in cultural responsiveness is necessary to ensure that the new staff members are trained and ensure that returning staff has retained information from prior trainings. Specifically, training on culturally responsive practices needs to be embedded into the annual professional development plan. Additional trainings that build the capacity of staff to reach students from poverty are needed. Continued professional development on working with multilingual students is necessary with our growing student population.

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

Curriculum include the following:

- DEI Team will review textbook adoption materials
- Inclusion Club announcements throughout the school year during morning announcements
- Information about famous & diverse people and their achievements shared on the Café TVs at lunch
- Implicit Bias training is provided to all new teachers as part of the district-wide teacher induction process
- Tier 1 AEN Framework
- Whole Staff AEN training

Link additional information here
(if necessary) →

CORE ELEMENT 8: REVIEW OF ATTENDANCE

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

What may be contributing to the attendance trend?	Students struggle to attend school regularly due to transportation and/or lack of parental support. Unfortunately, the state is overwhelmed with DCS reports regarding educational neglect, and they have communicated that they will do very little until 10 absences.
What procedures and practices are being implemented to address chronic absenteeism?	Attendance letters are sent out weekly to parents when a student reaches a third absence. Letters continue to be sent out weekly if the absences continue to increase. As a result, parents will be better informed of our attendance policies. We conduct Juvenile Justice Jeopardy (Attendance Version) for students and parents twice a month after school. We report students' absences to DCS beginning with the 10 unexcused absence. Upon a 12th absence, an AIR (Attendance Intervention Referral) form is completed and filed with Youth Services.
If procedures or practices to reduce chronic absenteeism are in place, how are the results monitored?	An administrator and Youth Services Liaison work together to monitor if the efforts are changing attendance behaviors.

		<p>We look at the students that have had recent chronic absenteeism and we monitor to see if there is a decrease in attendance quarterly.</p> <p>TJHS has multiple procedures in place that help track and communicate student absenteeism.</p> <ul style="list-style-type: none"> ● Federal school report card ● Weekly Reports: <ol style="list-style-type: none"> 1. 3 absent days 2. 6 absent days 3. 8 absent days 4. 10 absent days 5. 12 absent days ● Consecutive absences report every week ● Daily absence report ● Automated daily attendance call 						
		<p>Number of students absent 10% or more of the school year:</p>						
Last Year:		149	Two Years Ago:		114	Three Years Ago:		96

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

CORE ELEMENT 9: PARENT AND FAMILY ENGAGEMENT

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

It is the mission of TJHS to partner with school-community stakeholders to provide a safe, supportive, and challenging learning environment for all students. Working closely with these stakeholders ultimately results in better overall outcomes for students. Key family and community engagement strategies include:

- Parent/Teacher Conferences which are held once in the fall and once in the spring. Conferences present an opportunity for students to meet with their parents and share their work, current grades, and to set future academic goals.
- Report Cards which are distributed at the conclusion of each nine weeks
- Progress Reports which are distributed in the middle of each nine weeks
- School Website which includes a calendar of events, staff contact information, student services requests, programming information, student handbook, and celebrations of student and staff successes
- Broncho Bulletin which provides a summary of the upcoming school-wide activities to students, parents, and staff
- Parent Texts and Emails which communicate information about emergencies and serve as reminder for important school-wide events
- Extra and Co-curricular performances which provide an opportunity for students to showcase their talents and growth to their families
- 7th & 8th Grade Orientation which provides new families an opportunity to learn about TJHS in preparation for the new school year
- PowerSchool which allows parents unlimited access to their child's grades and attendance records
- Open House which allows parents to meet the teachers and open up lines of communication with the school
- Twitter
- Facebook
- Canvas parents have the option to observe their student's progress in each class.
- Parent/Teacher Organization

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

TJHS families regularly communicate with staff members via email, phone call, and in-person. Parents are also represented on the School Improvement Group and on Textbook adoption committees when possible.

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

Attendance Letter/Procedures Benchmarks

1. Parents will be informed when their student has accumulated 42 nonexempt absent periods or 6 nonexempt absent days. The school will require the student to complete Attendance Juvenile Justice Jeopardy (AJJJ).
2. Parents will be informed their student has accumulated 56 nonexempt absent periods or 8 nonexempt days. The school will conduct a parent/child conference to determine the status of ongoing child/family barriers to attendance.
3. Parents will be informed their student has accumulated 70 nonexempt absent periods or 10 nonexempt days. The school will conduct a parent/child conference to determine the status of ongoing child/family barriers to attendance.
4. Parents will be informed their student has accumulated 70 nonexempt absent periods or 10 nonexempt days. The school will conduct a parent/child conference to determine the status of ongoing child/family barriers to attendance. Creation of an attendance small group to help encourage to students to communicating expectations with parents to avoid further attendance issues. The school will make the first DCS Hotline Report and will document the date of such report and the report number.
5. Parents will be informed their student has accumulated 96 nonexempt absent periods or 12 nonexempt days. The school will submit an Attendance Intervention Referral (AIR). The school will make a second DCS Hotline Report and will document the date of such report and the report number.

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

Many TJHS families speak a language other than English at home. A majority of those families speak Spanish as their first language. As a result, TJHS employs a bilingual secretary in the front office to ensure that Spanish speaking families receive equitable service in regards to school to home communications. Due to financial hardships, many TJHS families regularly experience changes in contact information. As a result, multiple methods are used to communication with parents. Important messages are often sent out via text and email and posted on the school website and through the school Twitter page in both English and Spanish when possible. We also have a bilingual administrator, counselor, and several bilingual teachers.

Effective communication during student discipline situations is critically important. TJHS teachers are expected to call parents when classroom behavior arises. This phone call helps create trust between the school and the parents by provided the parents a clear understanding of the behavior and the context in which it occurs. In addition, the phone call also provides the parent a forum to work with the teacher towards the common goal of ensuring that the student receives a quality educational experience.

Link additional information here
(if necessary) →

CORE ELEMENT 9: PARENT AND FAMILY ENGAGEMENT

[Title I schoolwide only]

The following is specific to Title I Schoolwide Programs.

Describe strategies used to increase parental involvement.	
N/A	
How does the school provide individual academic assessment results to parents/guardians?	
N/A	
How does the school involve parents in the planning, review, and improvement of the schoolwide plan?	
N/A	
Link additional information here (if necessary) →	

CORE ELEMENT 10: PROVISION FOR SECONDARY SCHOOLS

[Secondary schools only]

The following is specific to secondary schools.

How do course offerings allow all students to become eligible to receive an academic honors diploma?			
N/A			
How are all students encouraged to earn an Academic Honors Diploma or complete the Core 40 curriculum?			
N/A			
How are advanced placement (AP), dual credit, international baccalaureate (IB), and career and technical education(CTE) opportunities promoted?			
N/A			
Graduation rate last year:	N/A	Percent of students on track to graduate in each cohort:	N/A
Link additional information here (if necessary) →			

CORE ELEMENT 11: PROVISION FOR TITLE I SCHOOLS OPERATING A SCHOOLWIDE PROGRAM

[Title I schoolwide only]

This section applies only to schools that receive Title I funds and operate a schoolwide program.

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

N/A

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

N/A

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

CORE ELEMENT 11: PROVISION FOR TITLE I SCHOOLS OPERATING A SCHOOLWIDE PROGRAM

(continued)

[Title I schoolwide only]

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

N/A

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

N/A

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

CORE ELEMENT 11: PROVISION FOR TITLE I SCHOOLS OPERATING A SCHOOLWIDE PROGRAM

(continued)

[Title I schoolwide only]

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

Staff Name	Licensure/Certification	Assigned Class/Subject
N/A		
Link additional information here (if necessary) →		

SCHOOL IMPROVEMENT PLAN

[Required for all schools]

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

1. Develop school improvement plan goals from the identified priorities. Based on your review of data, goals may be:
 - a. A continuation of existing goals and/or
 - b. New goals based on areas where improvement is needed immediately.
2. Develop a professional development plan, basing professional development goals on:
 - a. Strategies in the school improvement plan.
 - b. Other areas, apart from the improvement plan, where professional development is a priority.
3. Identify and note possible funding sources from local, state, and federal resources that may support the plan(s).

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

Using the Goal Template

Goals

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

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

Evidence-Based Strategy

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

GOAL TEMPLATE

GOAL (EXAMPLE)			
Goal	<i>Example: By the end of the 2024-2025 school year, the ILEARN ELA proficiency rate will be 26%, which reflects a 7.5% annual increase.</i>		
Sub-Group focus	SpEd/ ELL		
The Strategies we are going to implement are	Gradual release, Data driven practices, and writing workshops		
To address the Root Cause	Learning loss following COVID-19 and a lack of specialized programs targeting reading comprehension and fluency.		
Which will help us meet this student outcome Goal*	By encouraging data proven practices in ELA and reading to help us reach our ILEARN ELA Goal of 26% proficiency rate.		
How Will We Get There?			
Evidence Based Strategies to Address Problems	Supporting Research for Strategy	Who is Accountable for Strategy?	Timeline
<i>Gradual Release</i>	<i>McVee, M.B., Ortlieb, E., Sharpies Reichenger, J., & Pearson, P.D. (August 2019). The Gradual Release of Responsibility in Literacy Research and Practice. Emerald Publishing Limited. DOI: 10.1108/S2048-0458201910.</i>	<i>Administration and teachers</i>	<i>September 2024 - May 2025</i>
Link additional information here (if necessary) →			

STRATEGY TEMPLATE

Strategy (EXAMPLE)	Gradual Release					
What actions will we take to implement the improvement strategy? (specific, actionable activities that lead to the completion of the strategy identified)						
Activity (Action Step)	Activity Description	Position Responsible	Measurement	Resources Needed	Timeline	Status
Model GRR	Admin has been modeling during meetings how to use Gradual Release Responsibility during the presentation. Modeling the I do, We do, They do, and You do during the presentation.	Admin	Lesson Plans	PowerPoint	5.24.2025	In Progress ▾
Mini-lesson focus with GRR	Teachers were given a new lesson plan template and asked to focus on the comprehension section in ELA and mini-lesson in Eureka and complete the gradual release of responsibility	Teachers	Lesson Plans	GRR template	5.24.2025	In Progress ▾
Lesson Plan template with GRR	Teachers were given a new lesson plan template based on their grade level bands that includes the gradual release responsibility	Admin and teachers	Lesson Plans	GRR LP template	5.24.2025	Completed ▾
To what extent has the strategy been implemented? What about the process went well, or not? What is the adult fidelity evidence of this?						
How has student achievement been impacted? What is the evidence?						
How will implementation be adjusted and/or supported moving into next year?						
Link additional information here (if necessary) →						

SCHOOL IMPROVEMENT PLAN GOAL AND STRATEGIES TEMPLATE

GOAL #1			
Goal	For the spring 2026 ILEARN results, growth of 15% passing ILEARN for the targeted group (Special Education) in the areas of ELA and math. (2025 ILEARN results: 6% passing ELA & 3.6% passing math.)		
Sub-group focus	Special Education		
The strategies we are going to implement are	Targeted PD to build teacher efficacy among our Special Education staff. Remediation efforts to fill gaps in learning as guided by TCAY Survey and iLearn CheckPoint data.		
To address the root cause	We did not meet the state's expectation for success; therefore, we were identified for ATSI.		
Which will help us meet this student outcome goal*	By applying the PD to better assist our students' learning process.		
How Will We Get There?			
Evidence Based Strategies to Address Problems	Supporting Research for Strategy	Who is Accountable for Strategy?	Timeline
Provide targeted PD to increase the capacity of the Push-in Teachers to meet the needs of the Special Education students in Push-in classes.	<p>Kluth, P. & Causton, J. (2016). 30 Days to the Co-taught Classroom. Columbia, South Carolina.</p> <p>Landrum, K. M. (2012). Overview of Co-teaching Research [1-17]. Academic and Behavior Response to Intervention (ABRI) Project-University of Louisville.</p> <p>http://www.coteach.com/</p>	Tanya Koeppen, Leo Leffert, Lissa Stranahan	8/2025-6/2026
Formative assessments will be implemented and revised in all core classes that encourage staff to look at each individual student's proficiency on each standard.	Davenport, P., & Anderson, G. (2002). <i>Closing the achievement gap: No excuses</i> . Houston, TX: American Productivity Quality Center	Admin and all teachers	8/2025-6/2026
Targeted and intentional remediation will be implemented based on a student's academic progress and proficiency,	<p>Davenport, P., & Anderson, G. (2002). <i>Closing the achievement gap: No excuses</i>. Houston, TX: American Productivity Quality Center.</p> <p>Mattos, M., & Buffum, A. (2015). <i>It's About TIME:</i></p>	Admin, counselors, and all teachers	8/2025-6/2026

aided by an MTSS committee.	<u>Planning Interventions and Extensions in Secondary School</u> . Bloomington, IN: Solution Tree Press.		
Special Education Resource students will receive daily individualized instruction in Math through IXL program.	IXL is a proven educational tool that can provide targeted remediation support.	All teachers	8/2025-6/2026
Link additional information here (if necessary) →			

Strategy #1						
What actions will we take to implement the improvement strategy? (specific, actionable activities that lead to the completion of the strategy identified)						
Activity (Action Step)	Activity Description	Position Responsible	Measurement	Resources Needed	Timeline	Status
Professional Development	Create a schedule of PD dates for the Special Education Push-in teachers.	Administration/ Corporation	Teacher attendance and participation	Identified Subject-matter Expert	8/2025-10/2025	In Progress ▾
Push-in Training	Provide quarterly PD support trainings for Special Education Push-in teachers.	Admin	Teacher attendance and participation	Identified Subject-matter Expert	10/2025-6/2026	In Progress ▾
Implement TCAY & iLearn Checkpoints	Analyze TCAY & ILEARN results of Special Education students in Push-in classes	Teachers & Testing Coordinator	Increase in academic progress points for Special Education Students	Laptops and cite coordinator	12/2025-6/2026	In Progress ▾
To what extent has the strategy been implemented? What about the process went well, or not? What is the adult fidelity evidence of this?		This took place last year, and this will continue this school year. Attendance and participation was complete. Teachers changed their planning methods after the PD.				

How has student achievement been impacted? What is the evidence?	Math and ELA scores did not indicate significant growth, stagnation, or decline. This is evidenced by the percentage change, but minor changes in the number of students passing.
How will implementation be adjusted and/or supported moving into next year?	Test coordinator and admin will assist teachers in using the methods and testing modules indicated above. We are also trying a different method to address small groups.
Link additional information here (if necessary) →	

Strategy #2						
What actions will we take to implement the improvement strategy? (specific, actionable activities that lead to the completion of the strategy identified)						
Activity (Action Step)	Activity Description	Position Responsible	Measurement	Resources Needed	Timeline	Status
PLC	PLCs adhere to their stated assessment calendar. PLC Leaders ensure that PLCs are following stated calendars.	PLCs, PLC Leaders, and Admin	Bi-weekly progress notes	Meeting space and OneNote	8/2025-6/2026	In Progress ▾
Formative Assessment	Revise curriculum maps and Formative assessments	PLCs	Bi-weekly progress notes	Curriculum Maps, test results	5/2025-6/2026	Not Started ▾
						Choose ▾

To what extent has the strategy been implemented? What about the process went well, or not? What is the adult fidelity evidence of this?	PLCs met all year during 24-25 and have been in place for several years. The process works well. The evidence is in the OneNote logs.
How has student achievement been impacted? What is the evidence?	The results of common formative assessments. Also, our other targeted groups have no longer been identified under ATSI.
How will implementation be adjusted and/or supported moving into next year?	PLCs will meet on a bi-monthly basis instead of weekly, per corporation policy.
Link additional information here (if necessary) →	

Strategy #3						
What actions will we take to implement the improvement strategy? (specific, actionable activities that lead to the completion of the strategy identified)						
Activity (Action Step)	Activity Description	Position Responsible	Measurement	Resources Needed	Timeline	Status
MTSS	Administration creates the agenda for the data discussion meetings as well as the associated MTSS process. Formative assessment calendar with document re-teaching dates is created and shared with staff.	Admin	Evidence of agendas and MTSS	Forms and Secure Email	8/2025-12/2026	In Progress ▾
PLC	PLCs adhere to their stated assessment calendar. Intentional re-teaching applied after	PLCs, PLC		PLC logs,	8/2025-6/	In Progress ▾

	each Formative assessment.	Leaders, and Admin		formative data	2026	
IXL	Continue to utilize IXL with Resource and Math Lab. Analyze usage and performance reports within IXL. Analyze state-wide assessments reports.	Admin and teachers	Weekly Data	IXL	8/2025-6/2026	In Progress ▾
To what extent has the strategy been implemented? What about the process went well, or not? What is the adult fidelity evidence of this?		MTSS/RTI has been used for years and continues to be refined. While it works, we have formed a committee to better identify and place students.				
How has student achievement been impacted? What is the evidence?		Students identified have received targeted support.				
How will implementation be adjusted and/or supported moving into next year?		Students' schedules may change to put more resources at their fingertips, such as labs.				
Link additional information here (if necessary) →						

PROGRESS INDICATORS TEMPLATE

[Required for all schools]

PROGRESS INDICATORS				
Check-in Schedule	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Key Performance Indicator (Assessment)	ILEARN Checkpoints	ILEARN Checkpoints	ILEARN Checkpoints	ILEARN
Results	Info unavailable in CRS. This data is incomplete as it was a pilot year and not all are did the Checkpoints.	Info unavailable in CRS. This data is incomplete as it was a pilot year and not all are did the Checkpoints.	ELA 7-0.4% Math 7-1.5% 8th grade unavailable in CRS. This data is incomplete as it was a pilot year and not all are did the Checkpoints.	ELA- 6% at or above proficiency Math- 3.6% at or above proficiency
On Track to Meet Goals?	No	No	No	No
Strengths	All math teachers elected to participate in the pilot. Many ELA teachers did as well.	All math teachers elected to participate in the pilot. Many ELA teachers did as well.	All math teachers elected to participate in the pilot. Many ELA teachers did as well.	Our scores improved for the 8th grade ELA and math cohorts.
Areas for Growth	All teachers will participate this year.	All teachers will participate this year.	All teachers will participate this year.	Our scores declined for 7th ELA and math cohorts.
Next Steps	Work to do school-wide testing.	Training to analyze results.	Training to use data from results.	Continued monitoring.
Link additional information here (if necessary) →				

GOAL #2

Goal	Grow sub-groups of our minority students both behaviorally and academically. (Not required by state as we passed required achievement goals for the 24-25 school year.)
Sub-group focus	Black, Hispanic, Multiracial
The strategies we are going to implement are	DRIP for Black and Multiracial sub-group and ML programming for Hispanic. TCAY survey for MTSS for all sub-groups.
To address the root cause	These groups underperformed compared to the white sub-groups.
Which will help us meet this student outcome goal*	By giving targeted supports to the most at-risk in the sub-group.

How Will We Get There?

Evidence Based Strategies to Address Problems	Supporting Research for Strategy	Who is Accountable for Strategy?	Timeline
Context-aware practices in small groups.	The Institute of Education Sciences (IES) supports small group Tier 2 interventions under RTI/MTSS frameworks.	Admin, student success coordinator, and counselors	8/25-6/26
Targeted academic interventions	Research by Sanchez et al. (2014) shows context-aware mentoring improves behavior and school engagement.	Admin, student success coordinator, and counselors	8/25-6/26
Mentoring and identity development	A study by Okonofua et al. (2016) showed that empathy-based interventions significantly reduced suspension rates among Black students.	Admin, student success coordinator, and counselors	8/25-6/26
Self-management Development	Schools implementing affinity groups have seen improved engagement and reduced behavioral incidents (Courageous Conversation frameworks, Singleton, 2014).	Admin, student success coordinator, and counselors	8/25-6/26

Link additional information here
(if necessary) →

Strategy #1		What actions will we take to implement the improvement strategy? (specific, actionable activities that lead to the completion of the strategy identified)				
Activity (Action Step)	Activity Description	Position Responsible	Measurement	Resources Needed	Timeline	Status
MTSS	<p>Administration creates the agenda for the data discussion meetings as well as the associated MTSS process.</p> <p>Formative assessment calendar with document re-teaching dates is created and shared with staff.</p>	Admin	Evidence of agendas and MTSS	Forms and Secure Email	8/2025-12 /2026	In Progress ▾
To what extent has the strategy been implemented? What about the process went well, or not? What is the adult fidelity evidence of this?		MTSS/RTI has been used for years and continues to be refined. While it works, we have formed a committee to better identify and place students.				
How has student achievement been impacted? What is the evidence?		Students identified have received targeted support.				
How will implementation be adjusted and/or supported moving into next year?		Students' schedules may change to put more resources at their fingertips, such as labs.				
Link additional information here (if necessary) →						

Strategy #2						
What actions will we take to implement the improvement strategy? (specific, actionable activities that lead to the completion of the strategy identified)						
Activity (Action Step)	Activity Description	Position Responsible	Measurement	Resources Needed	Timeline	Status
DRIP formation	The student success coordinator meets with a small group of black students to work on character building and positive decision making.	Success coordinator and admin	Number of logged incidents	Time and location	8/25-6/26	In Progress ▾
To what extent has the strategy been implemented? What about the process went well, or not? What is the adult fidelity evidence of this?	Last year, the meetings had about 8 students who were able to do some service projects and future planning.					
How has student achievement been impacted? What is the evidence?	These students were on track to be expelled and they managed to stay with their peers.					
How will implementation be adjusted and/or supported moving into next year?	We hope to grow the number of participants.					
Link additional information here (if necessary) →						

Strategy #3						
What actions will we take to implement the improvement strategy? (specific, actionable activities that lead to the completion of the strategy identified)						
Activity (Action Step)	Activity Description	Position Responsible	Measurement	Resources Needed	Timeline	Status
Self-Management Skills	Students will work through a series of regulation strategies.	admin, counselors, and teachers	Students using coping mechanisms instead of outbursts	Time during an advisory period and with counselors	8/25-6/26	In Progress ▾
To what extent has the strategy been implemented? What about the process went well, or not? What is the adult fidelity evidence of this?	Students receive opportunities to try these strategies at least once a week. This process is difficult as they are doing so among many teachers and not all groups implement with fidelity.					
How has student achievement been impacted? What is the evidence?	Students who cope with emotional distress are less likely to be displaced from the classroom.					
How will implementation be adjusted and/or supported moving into next year?	We have a committee that is looking at ways to better implement our advisory period goals.					
Link additional information here (if necessary) →						

PROGRESS INDICATORS TEMPLATE

[Required for all schools]

PROGRESS INDICATORS				
Check-in Schedule	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Key Performance Indicator (Assessment)	Decrease in discipline logs compared to previous years and months.	Decrease in discipline logs compared to previous years and months.	Decrease in discipline logs compared to previous years and months.	Decrease in discipline logs compared to previous years and months.
Results	New goal for 25-26 school year.			
On Track to Meet Goals?	New goal for 25-26 school year.			
Strengths	New goal for 25-26 school year.			
Areas for Growth	New goal for 25-26 school year.			
Next Steps	Have monthly meetings to examine data.			
Link additional information here (if necessary) →				

GOAL #3

Goal	No goal required due to passing state requirements for the 24-25 school year as our other groups passed ILEARN at an acceptable rate according to the state.
Sub-group focus	N/A
The strategies we are going to implement are	N/A
To address the root cause	N/A
Which will help us meet this student outcome goal*	N/A

How Will We Get There?

Evidence Based Strategies to Address Problems	Supporting Research for Strategy	Who is Accountable for Strategy?	Timeline
N/A			

Link additional information here (if necessary) →

Strategy #1						
What actions will we take to implement the improvement strategy? (specific, actionable activities that lead to the completion of the strategy identified)						
Activity (Action Step)	Activity Description	Position Responsible	Measurement	Resources Needed	Timeline	Status
N/A						Choose ▾
						Choose ▾
						Choose ▾
To what extent has the strategy been implemented? What about the process went well, or not? What is the adult fidelity evidence of this?	N/A					
How has student achievement been impacted? What is the evidence?	N/A					
How will implementation be adjusted and/or supported moving into next year?	N/A					
Link additional information here (if necessary) →						

Strategy #2						
What actions will we take to implement the improvement strategy? (specific, actionable activities that lead to the completion of the strategy identified)						
Activity (Action Step)	Activity Description	Position Responsible	Measurement	Resources Needed	Timeline	Status
N/A						Choose ▾
						Choose ▾
						Choose ▾
To what extent has the strategy been implemented? What about the process went well, or not? What is the adult fidelity evidence of this?	N/A					
How has student achievement been impacted? What is the evidence?	N/A					
How will implementation be adjusted and/or supported moving into next year?	N/A					
Link additional information here (if necessary) →						

Strategy #3						
What actions will we take to implement the improvement strategy? (specific, actionable activities that lead to the completion of the strategy identified)						
Activity (Action Step)	Activity Description	Position Responsible	Measurement	Resources Needed	Timeline	Status
N/A						Choose ▾
						Choose ▾
						Choose ▾
To what extent has the strategy been implemented? What about the process went well, or not? What is the adult fidelity evidence of this?	N/A					
How has student achievement been impacted? What is the evidence?	N/A					
How will implementation be adjusted and/or supported moving into next year?	N/A					
Link additional information here (if necessary) →						

PROGRESS INDICATORS TEMPLATE

[Required for all schools]

PROGRESS INDICATORS				
Check-in Schedule	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Key Performance Indicator (Assessment)	No new goal.			
Results	N/A			
On Track to Meet Goals?	N/A			
Strengths	N/A			
Areas for Growth	N/A			
Next Steps	N/A			
Link additional information here (if necessary) →				

PROFESSIONAL DEVELOPMENT PLAN

[Required for all schools]

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

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

Professional Development Goal(s)	Meeting for bi-monthly PLC as directed by the district as part of the corporation strategic plan. Continue to use this time to analyze data, collaborate, and improve classroom instruction. Continue to work with Jefferson High School to vertically align our curriculums. Any professional development that is outside of contracted time is voluntary for all staff.
Is professional development linked to SIP goals?	Yes ▾
Possible Funding Sources	District Professional Development funds will be used to pay for all registration and travel related expenses.
Plan for coaching and support during the learning process	An administrators and/or instructional coaches will be present to help facilitate collaboration while working through a common template that provides specific question on goals, data, and instructional processes.
Evidence of Impact	Teachers using common formative assessments and devising re-teaching lessons to address student needs gleaned from the assessment data.
How will effectiveness be sustained over time?	Both school and district administrators will monitor the PLC process to ensure that it continues to support the building's school improvement plan and district's strategic plan.
Link additional information here (if necessary) →	

Professional Development Goal(s)	Training on the implementation of targeted intervention practices to include individualized instruction and common assessments. In addition, there will be an increased focus on targeting our support services and efforts for Special Education students who have below or approaching proficiency. Any professional development that is outside of contracted time is voluntary for all staff.
Is professional development linked to SIP goals?	Yes ▾
Possible Funding Sources	A data discussion template will be used to guide discussion, a targeted intervention form will be used to document students that need additional assistance, and the Pear software will be used to house the student data along with IXL.
Plan for coaching and support during the learning process	MTSS is being refined through the corporation and buildings. Furthermore, IXL is being used school-wide on a bi-weekly basis by all teachers for all students. Teachers are also encouraged to use IXL during their labs or during class when time allows. There is a director that is working with the building administrator, counselor, and teacher group to give support.
Evidence of Impact	The IXL programming and data is individualized to each student to better support the student's needs. We will use this data as evidence of the improvement goal.
How will effectiveness be sustained over time?	The IXL usage is built into the weekly schedule for the entire year. Calls for referrals to the MTSS process will happen multiple times each quarter.
Link additional information here (if necessary) →	

Professional Development Goal(s)	Provide monthly professional development opportunities for the Special Education teachers. Any professional development that is outside of contracted time is voluntary for all staff.
Is professional development linked to SIP goals?	Yes ▾
Possible Funding Sources	Trainings will take place within the hours stipulated in the teacher contract. Therefore, the funding source is the corporations general fund.
Plan for coaching and support during the learning process	The LSC Special Education Coordinator will provide direct training and support for the Special Education staff each month. In addition to the LSC Special Education Coordinator, the Building-level Special Education Coordinator and admin over Special Education will also attend. In between each training, the Building-level Special Education Coordinator and admin over Special Education will provide support to the Special Education teacher in the form of individual conversation, group conversations, and formal feedback through the LSC Evaluation Model.
Evidence of Impact	This will be evidenced by the monthly attendance of our Special Education staff, and the administrator over Special Education will monitor the teacher's implementation of the training they received.
How will effectiveness be sustained over time?	The first step in maintaining the effectiveness of this PD is to ensure that it continues to happen on a regular basis. All parties that participate in this training are extremely busy. That being said, all parties must place a premium on taking time to discuss and improve their craft. It is also imperative that the training remain pertinent and of high quality. To ensure that this happens the Special Education teachers must be given input into training topics and delivery methods.
Link additional information here (if necessary) →	

Professional Development Goal(s)	N/A
Is professional development linked to SIP goals?	N/A
Possible Funding Sources	N/A
Plan for coaching and support during the learning process	N/A
Evidence of Impact	N/A
How will effectiveness be sustained over time?	N/A
Link additional information here (if necessary) →	