

# INDIANA DEPARTMENT of EDUCATION

School Name: East Chicago Central High School

School Number: 219 – 391 -4000

Street Address: 1100 West Columbus Drive

City: East Chicago

Zip Code: 46312

## **COMPREHENSIVE NEEDS ASSESSMENT/SCHOOL IMPROVEMENT PLAN**

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

### ----- CONTACT INFORMATION -----

Principal: Abrian E. Brown

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Superintendent:	Dr. Javier Abrego	
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Contact for Grants:	Cindy Castro	
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*Read through this document before beginning your work.*

### --- BASIC REQUIREMENTS ---

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

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

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Common abbreviations used in the plan are:

ESSA	Every Student Succeeds Act – replaced No Child Left Behind in the reauthorization of federal education law
TSI	Targeted Support and Improvement – federal government school designation under ESSA
ATSI	Additional Targeted Support and Improvement – federal government school designation under ESSA
CSI	Comprehensive Support and Improvement – federal government school designation under ESSA

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

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

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

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

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

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

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

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

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

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

Member Name	Title	Committee(s)	CNA/SIP Subcommittee(s)
<b>Sample: Alma Smith</b>	<i>Teacher</i>	<i>CNA, SIP, BOTH</i>	<i>ELA, Black, Spec. Ed.</i>
Abrian E Brown	Principal	CNA, SIP, Both	
David Tokarz	Instructional Leader	CNA, SIP, Both	
Lisa Melendez	Assistant Principal	CNA, SIP, Both	
Maren Lee	CTE/ABE Director	CNA, SIP, Both	
Jennifer Lunghofer	Instructional Coach	CNA, SIP, Both	
Darnisa Steele	Teacher	CNA, SIP, Both	
Patricia Koulianos	Special Education	CNA, SIP, Both	
Erica Baisley	EL Coordinator	CNA, SIP, Both	
Sasha Tinjero	Parent	CNA, SIP, Both	
		CNA, SIP, Both	
		CNA, SIP, Both	
		CNA, SIP, Both	
		CNA, SIP, Both	

		CNA, SIP, Both	
		CNA, SIP, Both	
		CNA, SIP, Both	
		CNA, SIP, Both	
		CNA, SIP, Both	
Link additional committee information here (if necessary):			

## --- ALIGNMENT [optional] ---

A systems-based approach to continuous school improvement involves alignment across the district. While still being attentive to their unique needs, schools should align curricular, instructional, and assessment programs with the district's vision, mission, and goals.

**Assess the school's alignment with the district using this page. If necessary, work with district personnel to make necessary changes before moving forward with the needs assessment. If there is not enough room to type or cut-and-paste the information below, attach appropriate documents.**

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**District Vision: :**

All School City of East Chicago graduates will possess the knowledge and competency to be college and career ready.

**District Mission:**

"Learning for ALL...Whatever it Takes" School Vision: All School City of East Chicago graduates will possess the knowledge and competency to be college and career ready.

**School Vision:**

The mission of East Chicago Central High School, a diverse educational community, is to empower students for success in an ever-changing global society. East Chicago Central High School is committed to providing a culture of excellence, with highly qualified staff of life-long learners, establishing partnerships with all members of the community, and providing a safe and nurturing learning environment.

**School**

**Mission:** The mission of East Chicago Central High School, a diverse educational community, is to empower students for success in an ever-changing global society. East Chicago Central High School is committed to providing a culture of

excellence,  
with highly  
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partnerships  
with all  
members of  
the community,  
and providing a  
safe and  
nurturing  
learning  
environment.

**District Goals:** Innovative practices support dynamic classrooms The integration of technology enriches the curriculum Cooperation, communication, and mutual respect are promoted through community partnerships

Does the school's vision support the district's vision? (*highlight response*) **Yes** No

Does the school's mission support the district's mission? (*highlight response*) **Yes** No

Do the school's mission and vision support district goals? (*highlight response*) **Yes** No

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

Link additional information here (if necessary):

## SECTION A: Review Essential Information

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

### Core Element 1: Curriculum [Required for all]

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

Subject/Course	Grades	Resource Name	Aligned to IAS	Tier (highlight all that apply)	Rationale for Resource Use	Continue Use?	X
Sample: Reading	1-6	ABC Reading is Fun	Yes	Tier 1, 2, 3	Textbook and readers are core components of reading program.	Yes No	<input type="checkbox"/>
All	9 -12	Newsela	Yes No	Tier 1, 2, 3	Newsela provides usable texts for all content areas that feature diverse perspectives and people all students can identify with.	Yes No	<input type="checkbox"/>
ELA	9 - 12	Reading Plus	No	Tier 1, 2, 3	Reading Plus in an adaptive literacy program that develops the fluency, comprehension, and motivation	Yes No	<input type="checkbox"/>
Math only Grade 9	9	ALEKS	Yes No	Tier 1, 2, 3	ALEKS in an online tutoring and assessment program	Yes No	<input type="checkbox"/>
ALL	9 -12	Pearson/McGraw Hill	Yes No	Tier 1, 2, 3	Textbooks serve as a supplement to teachers' knowledge and act to help guide learning of the curriculum	Yes No	<input type="checkbox"/>
All	9 - 12	Curriculum Maps	Yes No	Tier 1, 2, 3	Maps facilitate pacing and standards based instruction.	Yes No	<input type="checkbox"/>

All	9 - 12	AVID Weekly	Yes No	Tier 1, 2, 3	AVID Weekly provides monthly articles, lessons and resources to improve reading in all content areas.	Yes No	<input type="checkbox"/>
All	9-12	Beyond Textbooks	Yes No	Tier 1, 2, 3	Support our current state standards.	Yes No	<input type="checkbox"/>
			Yes No	Tier 1, 2, 3		Yes No	<input type="checkbox"/>
			Yes No	Tier 1, 2, 3		Yes No	<input type="checkbox"/>
			Yes No	Tier 1, 2, 3		Yes No	<input type="checkbox"/>
Place link here (if necessary) ->							

## Core Element 1: Curriculum [Required for all]

*continued*

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

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

- Building and District offices



## Core Element 2: Instructional Program [Required for all]

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

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

**For Title I schools with Schoolwide Programs only:**

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

- Curriculum maps are being adopted that serve to ensure a guaranteed and viable curriculum. Within these maps proficiency scales will provide the means to inform proficiency levels of all students.
- All teachers are expected to utilize teacher developed formative assessments each week. ELA and Math teachers have developed and utilize common formative assessments. All teachers are also expected to conduct daily checks for understanding (CFUs). Teachers receive job embedded professional development and support to analyze data during PLCs. During PLCs, teachers are able to collaborate and leverage formative data to determine flexible groupings, remediation activities, and enrichment activities.
- The data coach provides support during all-staff meetings, department meetings, and individual teacher meetings. Emphasis is placed during all data meetings on using the data to inform and differentiate instruction.

### **Core Element 3: Assessment [Required for all]**

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

Assessment Name	Grade(s)	Use	Type and Rationale for Use	Continue Use	X
Common Formative Assessment	9-12	Benchmark, Com. Form., Summative, Other	Teacher created common formative assessments inform standards mastery.	Yes No	<input type="checkbox"/>
ASVAB	10-12	Benchmark, Com. Form., Summative, Other	The ASVAB is a heavily researched and well-respected aptitude test that assist in measuring students' strengths and potential for success. Additionally, the test is aligned to grad pathways requirements.	Yes No	<input type="checkbox"/>
NWEA	9 - 12	Benchmark, Com. Form., Summative, Other	The interim assessment allows teachers to see the progress student are making at key points in the school year.	Yes No	<input type="checkbox"/>
Literacy Assessments Science and Social Studies	9 -12	Benchmark, Com. Form., Summative, Other	Teacher created common formative assessments inform standards mastery.	Yes No	<input type="checkbox"/>

Beyond Textbooks	9 - 12	Benchmark, Com. Form., Summative, Other	Program helps support with the instruction in the classroom.	Yes	No	<input type="checkbox"/>
		Benchmark, Com. Form., Summative, Other		Yes	No	<input type="checkbox"/>
		Benchmark, Com. Form., Summative, Other		Yes	No	<input type="checkbox"/>
		Benchmark, Com. Form., Summative, Other		Yes	No	<input type="checkbox"/>
		Benchmark, Com. Form., Summative, Other		Yes	No	<input type="checkbox"/>
		Benchmark, Com. Form., Summative, Other		Yes	No	<input type="checkbox"/>

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

## Continued from Core Element 3: Assessment

### For Title I schools with Schoolwide 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 improved student achievement.**

- Curriculum maps are being adopted that serve to ensure a guaranteed and viable curriculum. Within these maps proficiency scales will provide the means to inform proficiency levels of all students.
- All teachers are expected to utilize teacher developed formative assessments each week. ELA and Math teachers have developed and utilize common formative assessments. All teachers are also expected to conduct daily checks for understanding (CFUs). Teachers receive job embedded professional development and support to analyze data during PLCs. During PLCs, teachers are able to collaborate and leverage formative data to determine flexible groupings, remediation activities, and enrichment activities.
- The data coach provides support during all-staff meetings, department meetings, and individual teacher meetings. Emphasis is placed during all data meetings on using the data to inform and differentiate instruction.
- Title 1 funds are used to provide a reading interventionist who works closely with students who are reading below grade level and/or have not passed ISTEP+

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

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

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

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

Answer the questions for the grade levels in your school.

**Grades K-5 only**

What career awareness activities are provided for students? (Highlight all that apply)	
Not currently implementing career awareness activities	Career Day/Fair or Community Day
Career Simulation (JA/Biztown, etc.)	Career-focused clubs (Robotics, agricultural garden, STEM, etc.)
Career-focused classroom lessons	Guest speakers
Other	

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

**Grades 6-8 only**

What career awareness activities are provided for students? (Highlight all that apply)	
Not currently implementing career information activities.	Career-related courses
Career-focused classroom lessons	Job-site tours
Guest speakers	Career Day/Fair or Community Day
Career-focused clubs (i.e., Robotics, Agriculture Garden, STEM, etc.)	Online career navigation program
Other	

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

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

What career awareness activities are provided for students? (Highlight all that apply)	
Not currently implementing career information activities.	Career-related courses
Job-site tours	Job-site tours
Guest speakers	Career Day/Fair or Community Day
Career-focused clubs (i.e., Robotics, Agriculture Garden, STEM, etc.)	Online career navigation program
Industry-related Project-Based Learning	Other (list)
Online career navigation program	Other (list)
Job shadowing	Other (list)

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

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

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

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

The school develops staff capacity to create positive classroom and school climates that are culturally responsive.	Yes	No	<input type="checkbox"/>
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**Briefly answer the following:**

**What practices are in place to maintain a safe environment?**

A multi-tiered system of supports (MTSS) provides students with academic, behavioral, and social-emotional care and early intervention.

Discipline rules are established, and copies of the rules are made available to students and their parents/guardians.

Discipline rules to prevent bullying are in place and include education, parental involvement, and intervention.

A suicide awareness and prevention policy is in place and staff have been appropriately trained.

High expectations for behavior and attendance are communicated to families and consistently reinforced by all staff.

All staff express belief that all children can learn and consistently encourage students to succeed.

The school develops staff capacity to create positive classroom and school climates that are culturally responsive.

## Core Element 7: Cultural Competency [Required for all]

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

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

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

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

- Through the use of state data reports.

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

- ● The school is currently utilizing new data analysis tools to dynamically examine the academic data of student groups. The resulting data conversations provide a basis for recognizing and taking deliberate steps toward closing the growth and proficiency gaps that exist among student subgroups.
- ● The school is currently identified as TSI for the low performing student group of special education students. The school has begun training on co teaching in order to provide this group with the increased support needed to improve student mastery of the Indiana

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

- The school seeks to continually develop and facilitate improved cultural competency of all school stakeholders through staff professional development, PLCs, and curriculum. Professional development has been provided to enhance the staff's ability to connect with families and increase meaningful and impactful parent involvement. Additionally, discussions routinely take place during PLCs on how to support students who live in poverty and how to provide students with culturally relevant resources and instruction. Further, discussions are taking place on how to utilize our diverse community resources to provide students with differentiated paths within the Graduation Pathways framework and thus increase the school's graduation rate.

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

- As newly adopted curriculum maps are implemented and continually revised, increased emphasis is being placed on including resources that can be leveraged by teachers to ensure students' cultural differences are recognized and appreciated.

## **Core Element 8: Review Attendance [Required for all]**

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

**Number of students above 10% or more of the school year.**      **Last year: \_291\_\_**      **Two Years Ago: \_279\_\_**      **Three Years Ago:**  
**\_342\_**

**What may be contributing to the attendance trend?**

Families and students are still recovering from COVID – 19 losses which has affected their home environment. As we continue to move past COVID our attendance should trend upwards.

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

- Truancy officers run reports daily to identify our students with 3 absences in order to send a letter home. Students with 5 days will receive a letter as well. Once a student is at 6 days, they will receive an overnight suspension and the parent is required to come to sign an attendance contract. Lastly, when a student has missed 10 days our truancy officer will refer them to court.



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

- Attendance reports are run and analyzed daily by our truancy officer and deans. Any student who misses two or more days receives a phone call from the school support team. Additionally, students who are identified as at-risk due to poor attendance are included on a Google sheet in order to monitor their attendance and, if needed, provide more individualized support.

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

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

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

- The school seeks to engage families in meaningful ways and keep families informed of their child's academic progress. Progress reports are sent home mid-quarter to inform parents of their child's progress. Phone calls, emails, and Blackboard Connect calls are used regularly to keep parents informed of school activities and their child's progress. Further, both parents and students have 24-hour access to the school's online grading system. In order to further increase family and community engagement, instructional coaches, ENL coaches, and school counselors regularly schedule informational meetings to address topics requested and needed by parents. Additionally, two parent liaisons hold monthly Parent and Community (PAC) meetings and organize various outreach programs.

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

- Two parent liaisons hold monthly Parent and Community (PAC) meetings and organize various outreach programs. Administrators meet with parents whenever they have any ideas, concerns, and/or suggestions.

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

- Our attendance program Skyward provide opportunities to communicate with students and families the importance of school attendance. Parents are able to use Skyward at any time during the day to review a student attendance. Further, as students are identified as at-risk due to poor attendance their families are contacted in order to individualize supports for the student as needed.

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

- Professional development has been provided to enhance the staff's ability to connect with families and increase meaningful and impactful parent involvement. Additionally, discussions routinely take place during PLCs on how to support students who live in poverty and how to provide students with culturally relevant resources and instruction.

## **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.**

- One district level parent liaisons and three school level parent liaisons hold monthly Parent and Community (PAC) meetings and organize various outreach programs. Specific examples of these outreach activities include the Fall open house, parent/teacher conferences, coffee with the principal, college go week, AVID open house, honors and awards night, financial aid workshops, and the Title I open house. A family resource room is available for parents to come together and receive information from school personnel.

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

- All assessment results are sent home to the student's parents/guardians. Parents are provided support during open houses and parent-teacher conferences to understand their students' data. Emphasis is placed on communicating the importance of academic growth as it is reflected in formative, interim, and assessment data.

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

- Parents are included on several school committees, including in writing this school improvement plan. The parent liaisons heads and coordinates efforts to involve parents in all applicable committees.

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

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

- Through internal collaboration among the guidance department, CTE department, and administration, East Chicago Central High School comprehensively promotes opportunities for secondary education and workforce readiness. The guidance department meets regularly with students individually and in small groups. Further, one counselor is dedicated exclusively to the 9th grade in order to most effectively communicate all the possibilities and options provided by the school. The 9th grade counselor also meets with the incoming 8th grade class to prepare them for the transition to high school. The CTE department holds career fairs and CTE fairs for students in grades 8-12. These serve to promote and encourage students to enroll in CTE courses, many of which are dual credit. AVID high school students also visit the middle school to communicate and prepare 8th graders for the challenges of high school.

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

- All Central students begin on the path for a CORE 40 diploma. The general diploma is only utilized as a last resort and requires parental approval. The guidance department begins talking to students in the 8th grade about the benefits of receiving an academic honors diploma. Central High School offers 13 dual credit courses and 9 advanced placement courses to ensure students can be eligible to receive an academic honors diploma.

### **How are advanced placement, dual credit, international baccalaureate, and CTE opportunities promoted?**

- The 9th grade counselor meets with the incoming 8th grade class to prepare them for the transition to high school and make them aware of the opportunities to take advanced classes.
- The CTE department holds career fairs and CTE fields for students in grades 8-12. These serve to promote and encourage students to enroll in CTE courses, many of which are dual credit. AVID high school students also visit the middle school to communicate and prepare 8th graders for the challenges of high school.
- All Central High School students will be afforded opportunities to develop and demonstrate employability skills through participation in work-based, service-based, and/or project-based learning experiences. All 9th grade students are required to take the course Preparing for College and Careers to begin their project-based career portfolios.

Graduation rate last year: 64.10

Percent of students on track to graduate in each cohort: \_\_\_\_



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

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

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

Funds for instructional programming and services will be coordinated with other funds to the extent possible. Local, state, and federal funds (such as Title I, Title IIA, Title III, Title IVA, and IDEA) will be considered.

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

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

N/A

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

- The district supports Central High School by providing specific strategies to address the needs of the school and providing technical support as vacancies occur. In addition, the ECPS Teacher Mentor Program assists Central High School novice teachers in learning about the district and Central High

School by attending an orientation program at the beginning of the year. In addition, follow-up monthly meetings take place throughout the year with district leaders.

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

Staff Name	Licensure/Certification	Assigned Class/Subject


## SECTION B: Needs Assessment

**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 Gap Analysis and Root Cause Analysis. Mark "X" next to each source of data used in the following steps and attach or link the data reviewed for this plan.**

General Academic			Specific Student Groups			General School Data	
	Statewide Assessments	x	Statewide Assessment Data	x	ELL Assessment(s)	x	Student Attendance
	Federal (ESSA) Data		Federal (ESSA) Data	x	Individual Education Plans (IEPs)	x	Discipline/Behavior
	Districtwide Assessments		IAM Assessment	x	Individual Learning Plans (ILPs)		Parent/Student Surveys
	Dyslexia Assessment(s)		Aptitude Assessment(s)	x	Staff Training	x	Staff Attendance
	Common Formative Assessments		Special Education Compliance Rpt				
	PSAT/SAT/ACT						

**List Other Data Sources Below**



Link Data Here ---->			
Link Data Here --->			

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

### **Step 1: Review Potential Issues from the Core Elements**

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

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

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

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

### **Step 2: Evaluate Progress on Current School Goals**

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

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

#### **Goal 1**

Measurable outcome met? **Yes No**

Throughout the 2022- 23 school year, East Chicago Central High School will implement a system of supports and interventions specific to students who are at risk of being classified as chronic absentees and/or students who are at risk of not graduating. The impact of these efforts will be... · An increase of

4.8% in the school's overall attendance rate. · An increase of (TBD from the 18-19 accountability report) students identified as model attendees · Reduce the number of students with 10 or more unexcused days absent by 88 students · An increase of 6.9% in the school's graduation rate · A 7.7% decrease in the percentage of students utilizing a graduation waiver

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

- We will seek to continue and improve our current strategies while taking into account and addressing the new challenges towards increasing graduation and attendance rates.

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

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

## **Goal 2**

Measurable outcome met? **Yes No**

East Chicago Central High School, will work throughout the 2022 - 23 school year to refine curriculum maps and engage in an instructional priorities model in order to improve core instruction, leverage the use of data to drive instructional decision making, and improve student outcomes as indicated by... 22 \*7.7% increase in students achieving proficiency in ELA \*7% increase in students achieving proficiency in Math \*7.2% decrease in students achieving low growth ELA \*5.1% decrease in students achieving low growth Math \*6% increase in students achieving high growth ELA \*2.5% increase in students achieving high growth Math \*A 95% participation rate on all parts of the state assessment

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

- We will seek to sustain and improve our increases in proficiency and growth by ensuring our curriculum, instruction, and assessments are aligned and meet the rigor of the Indiana Academic standards, the SAT, and the ASVAB. Further, we will continue to build our staff's capacity to deliver engaging and relevant instruction that will further enhance our student's ability to graduate college and career ready

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

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

### **Goal 3**

Measurable outcome met? **Yes No**

Teachers and instructional leadership participating in co-teaching will collaborate throughout the 2022-23 school year to dynamically implement the six models of co-teaching in order to increase student outcomes of special education students as indicated by...

\*9.6% increase in members of the subgroup achieving proficiency in ELA \*11.2% increase in members of the subgroup achieving proficiency in Math

\*6.8% decrease in members of the subgroup achieving low growth ELA \*8.5% decrease in members of the subgroup achieving low growth Math \*7.8% increase in members of the subgroup achieving high growth ELA \*3.2% increase in members of the subgroup achieving high growth Math

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

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

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

## SECTION C: Analysis

### Step 1: Conduct a Gap Analysis

A Gap Analysis is a procedure for determining needs by highlighting differences between a school's desired performance and its actual performance. Data about the school's current performance should drive discussions about these differences.

In Sections A and B, the committee analyzed the school's performance in a number of areas. This included core elements of the school and current school goals. For the first column the committee should consider two questions:

- 1) Are our current goals still areas where improvement is needed immediately?
- 2) What concerns did we find when studying the core elements that might be serious enough to need improvement immediately?

Now the committee will conduct a Gap Analysis to identify the most significant barriers to the school's success.

Here's an **example** of how a committee member might explain the gap analysis process:

*During our discussion about the core elements we felt student misbehavior has gotten worse. If that's the case, it is counter to what we believe. We are committed to providing all students with a safe and disciplined learning environment. We want to find out if discipline is a real problem based on data. We'll state our commitment about a safe environment in the 1st column. It is not a current goal, so we'll put "No" in the 2nd column. We'll collect discipline data and summarize our findings in the 3<sup>rd</sup> column. We'll compare what we're committed to regarding student safety with what the data shows. We'll state our finding in the 4<sup>th</sup> column. If there is a significant difference between what we are committed to and what is actually happening, we'll consider this a gap and put a check in the 5<sup>th</sup> column. Lastly, we'll compare this with other gaps we found on this chart. We'll prioritize these in the final (6th) column (rank your priorities).*

1	2	3	4	5	6
Desired Performance Indicators Based on Prioritized Goals/Characteristics	Current Goal	Actual Performance Based on School Data	Brief Description Comparing Current Performance to Desired Performance	Gap	Priority
<i>A safe and disciplined school environment provides an educational atmosphere conducive to learning and personal well-being.</i>	<i>No</i>	<i>In-school suspensions increased 15% over the last 2 years. Suspensions &amp; expulsions increased 8% &amp; 4% respectively. Survey: 45% of students do not feel safe at school.</i>	<i>We are committed to a learning environment that ensures safety and well-being for all. Data indicates that students do not feel safe and that suspensions and expulsions have increased.</i>	<b>X</b>	<b>1</b>

There is no requirement for the number of performance indicators you investigate. **Schools with identified underperforming student groups must include a desired performance indicator relevant to each of these groups.**

## GAP ANALYSIS TEMPLATE

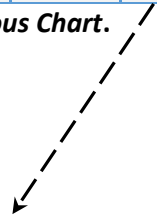
Desired Performance Based on Prioritized Goals/Characteristics	Part of Current Goal?	Actual Performance Based on School Data	Brief Description Comparing Current Performance to Desired Performance	Gap	Priority
<p>Our collective purpose is to engage our students in the development of their intellectual, emotional, and social potential, thus empowering them to thrive and adapt to the ever-changing demands of the global workforce. The culture of success that defines East Chicago Central High School will serve to educate, mentor, and ensure students graduate high school college and career ready.</p> <p>We expect all students to achieve “model attendee” status and be productive members of a diverse school community</p>	Yes No	<p>On average, 65.6% of students graduated over the last three years. The graduation rate rose from 69.4% in 2018 to 72.8% in 2019. On average, the non-waiver The graduation rate has been 48.7 over the last three years. The non-waiver graduation rate decreased from 53.87% in 2018 to 72.8% in 2019. On average over the last 3 years the percentage of graduates receiving a honors diploma has been 15.3% , receiving a Core 40 diploma has been 78.4%, and receiving a general diploma has been 6.3% . On average, 307 students were absent greater than 10% of the school year over the last three years. This number decreased from 342 in 2018 to 279 in 2019.</p>	<p>We remain committed to improving our graduation rate. Although we recognize and celebrate the improvements we have seen in more of our students graduating each of the last three years, we recognize continued improvement is still needed. As such, as we prepare for graduation pathways we will continue to provide the support needed to further close the gap between our current graduation rate and the state average graduation rate.</p>		
<p>We aim for all students to demonstrate one or more academic year’s growth and by the end of their</p>	Yes No	<p>On average, 14.7% of students have passed the Math test for the last 3 years. In the last 2 years,</p>	<p>State assessment data indicates an increase in the percentage of students reaching proficiency in both Math and ELA. Further, the percentage of</p>		

<p>senior year complete each of the requirements for graduation. Our curriculum will dynamically address both the Indiana academic standards and Indiana employability skills standards. Furthermore, we will provide students with evidence-based instruction that fosters the critical thinking and problem solving needed to ensure students' cognitive and emotional engagement to the learning process.</p>	<p>Math has had a 5.2 percentage points change.</p> <p>On average, 41.1% of students have passed the ELA test for the last 3 years. In the last 2 years, ELA has had a 16.4 percentage points change. Students have achieved higher pass rates in ELA than Math by 26.4% on average over the past three years. On average, 31.7% of students have demonstrated low growth on the MATH test over the last 3 years. On average, 45.3% of students have demonstrated high growth on the MATH test over the last 3 years. Over the last 2 years, the percentage of students in low growth for MATH has increased by 0.1. Over the last 2 years, the percentage of students in high growth for MATH has increased by 1.5. On average, 31.5% of students have demonstrated low growth on the ELA test over the last 3 years. On average, 39.9% of students have demonstrated high growth on the ELA test over the last 3 years. Over the last 2 years, the percentage of students in low growth for ELA has decreased by 7.2. Over the last 2 years, the percentage of students in high</p>	<p>students in both content areas receiving high growth dramatically increased from 2018 to 2019. Despite this recent success, we recognize the importance of continuous improvement within curriculum, instruction, and assessment practices to meet the increased rigor of graduation pathways and the new state assessments (i.e., SAT).</p>	
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		growth for ELA has increased by 10.1.			
We aspire for all students, within four years, to achieve post-secondary readiness, employability skills, and receive the necessary credits to	Yes No	<p>*The below description is for SPED students On average, 4.7% of students have passed the Math test for the last 2 years. In the last 1 years, Math has had a 0.7 percentage points change. On average, 14.9% of students have passed the ELA test for the last 2 years. In the last 1 years, ELA has had a -5.2 percentage points change. Students have achieved higher pass rates in ELA than Math by 10.3% on average over the past three years. On average, 39.2% of students have demonstrated low growth on the MATH test over the last 2 years. On average, 40.5% of students have demonstrated high growth on the MATH test over the last 2 years. Over the last 1 years, the percentage of students in low growth for MATH has decreased by 2.7. Over the last 1 years, the percentage of students in high growth for MATH has increased by 0.0. On average, 28.2% of students have demonstrated low growth on the ELA test over the</p>			

		last 2 years. On average, 33.8% of students have demonstrated high growth on the ELA test over the last 2 years. Over the last 1 years, the percentage of students in low growth for ELA has decreased by 13.7. Over the last 1 years, the percentage of students in high growth for ELA has increased by 14.1.			
	Yes No				
	Yes No				
	Yes No				

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



## **Step 2: Conduct Root Cause Analyses**

Based on review of data from the Gap Analysis, **list at least 3 priorities where improvement is needed immediately in the chart below**. Schools classified at TSI/ATSI should consider priorities pertaining to the underperforming groups for which they have been identified.

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

A Root Cause Analysis is a process for determining underlying causes for problems. The recommended tool for this is 5-Whys. An illustration of



this process is found [HERE](#). Although conducting a root cause analysis is required, schools may use any recognized method/tool of their choice. CSI and TSI/ATSI schools must attach documentation of their root cause analysis (e.g. Word/Google document, pdf, photo of wall chart, etc.).

Identified Priorities from Previous Chart	List Root Cause(s)
Graduation and Attendance Rate	Graduation and attendance rate has been affected over the last couple of years due to COVID related issues.
Academic Proficiency and Growth	
Low Performing Student Group (SPED Students)	Our SPED population has grown over the last few years. We have had to add additional modified classes due to our struggling Special Needs students.



*Write your Goal(s) from these.*



*Develop strategies from these.*

## SECTION D: School Improvement Plan and Professional Development Plan

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

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

Possible Funding Sources		
Title 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 Program	General funds Head Start

## School Improvement Plan

### Using the Goal Template

#### Goals

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

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

### **Evidence-Based Strategy**

A strategy is a specific plan of action to accomplish a goal. Strategies must be supported by evidence considered to be strong or moderate. Find out about evidence-based interventions [HERE](#). In the school improvement plan, check if professional development is needed to successfully implement the strategy. These activities may be replicated and expanded on in the professional development plan.

### **Strategy Action Steps**

Action steps are specific actions necessary to implement a strategy. In the template, schools may have more or less than four (4) action steps. Space is provided for four. Add additional steps if needed.

<b>GOAL 1</b>	By Spring 2022, 70% of students in grades 6-8 who are identified as in need of special education services in mathematics, will demonstrate mathematical proficiency as measured by the ILEARN assessment.			
<b>Data Checkpoints (dates)</b>	<b>November 1</b>	<b>February 15</b>	<b>May 25</b>	
<b>Evidence at Checkpoints</b>	Math scores on interim test	Math scores on interim test	Math scores on interim test	
<b>Evidence-Based Strategy 1</b>	Implemented blended instructional models in mathematics classes in grades 5-8. Bottge, Brian A., et al. "Effects of Blended Instructional Models on Math Performance." <i>Exceptional Children</i> , vol. 8, no. 4, June 2014, pp. 423-437., doi: 10.1177/0014402914527240.			<b>PD Needed: Yes No</b> (Highlight)
<b>Strategy Action Steps</b>	<b>Required Activity</b>	<b>Start/End Dates</b>	<b>Person(s) Responsible</b>	<b>Evidence of Success</b>
Action Step 1	Conduct on-going, job-embedded training for teachers and instructional support staff.	August 2021- May 2020	Leadership Team, Math Department Chairs	85% of teachers implemented blended instructional model lessons as determined by information from observations by coaches and the administrator.
<b>Yr. 2 Measurable Objective</b>	By Spring 2023, 74% of students in grades 6-8 who are identified as in need of special education services in mathematics, will demonstrate mathematical proficiency as measured by the ILEARN assessment.			
<b>Yr. 3 Measurable Objective</b>	By Spring 2024, 79% of students in grades 6-8 who are identified as in need of special education services in mathematics, will demonstrate mathematical proficiency as measured by the ILEARN assessment.			

**OPTION:** As an option to the Goal Template format below, you may use the [CNA/SIP Planning Calendar](#).

**AFTER BEGINNING WORK ON THE CALENDAR,save and paste LINK TO YOUR CNA/SIP PLANNING CALENDAR HERE TO ACCESS IT FROM HERE IN THE FUTURE>**

**IF YOU WISH TO CONTINUE USING THE FORMAT IN THIS TEMPLATE, CONTINUE ON THE NEXT PAGE.**

**CURRENT YEAR GOAL 1**

Throughout the 2022-2023 school year, East Chicago Central High School will implement a system of supports and interventions specific to students who are at risk of being classified as chronic absentees and/or students who are at risk of not graduating. The impact of these efforts will be...

- An increase of 4.8% in the school's overall attendance rate.
- Reduce the number of students with 10 or more unexcused days absent by 88 students

	<ul style="list-style-type: none"> <li>• An increase of 6.9% in the school's graduation rate</li> <li>• A 7.7% decrease in the percentage of students utilizing a graduation waiver.</li> </ul>			
<b>Data Checkpoints (dates)</b>	<b>September</b>	<b>January</b>	<b>April</b>	<b>June</b>
<b>Evidence at Checkpoints</b>	<b>Students on track to graduate</b>	<b>Students on track to graduate</b>	<b>Students on track to graduate</b>	<b>Graduation Rate</b>
<b>Evidence- Based Strategy 1 (must cite study)</b>	-Roby, Douglas, (2004). Research on School Attendance and Student achievement: A study of Ohio Schools. Educational Research Quarterly, v28 n1 p3-16 Sep. 2004 -Ross, Terris, (2016). The Differential Effects of Parental Involvement on High School Completion and Postsecondary Attendance. Education Policy Analysis Archives, v24 n30 Mar 2016			<b>PD Needed: Yes No</b>
<b>Strategy Action Steps</b>	<b>Required Activity</b>	<b>Start/End Dates</b>	<b>Person(s) Responsible</b>	<b>Evidence of Success</b>
Action Step 1	Ensure curriculum resources are aligned to newly identified graduation exams.	August 2021	Building Instructional Leadership	Curriculum maps are refined to SAT and ASVAB assessments. Teachers understand how to structure their classroom assessments to prepare students for state assessments.
Action Step 2	Conduct an inventory of current graduation tracking procedures, supports, and interventions.	August 2022 – October 2022	Building Leadership, District Leadership	An inventory is complete and identifies the needed supports.
Action Step 3	Collaborate with school leadership concerning attendance practices to (1) identify existing supports and procedures, (2) define roles and responsibilities, and (3) identify any additional interventions needed to increase student attendance	August 2022 – October 2022	Building Leadership, District Leadership	A system for tracking virtual attendance and providing support to students who are habitually not present is established.

Action Step 4	Engage key school and community stakeholders to ensure implementation of current systems to improve the graduation rate with specific focus given to providing students with supports concerning graduation pathways.	October 2022 – June 2023	Building Leadership, District Leadership	Virtual supports are in place to help support students who are at-risk of not graduating. Continued planning is occurring to fully implement grad pathway supports.
<b>Strategy 2</b> (must reference source)				<b>PD Needed: Yes No</b>
<b>Strategy Action Steps</b>	<b>Required Activity</b>	<b>Start/End Dates</b>	<b>Person(s) Responsible</b>	<b>Evidence of Success</b>
Action Step 1				
Action Step 2				
Action Step 3				
Action Step 4				
<b>This Goal for Year 2</b>	Throughout the 2022-2023 school year, East Chicago Central High School will implement a system of supports and interventions specific to students who are at risk of being classified as chronic absentees and/or students who are at risk of not graduating. The impact of these efforts will be... • An increase of 4.8% in the school's overall attendance rate. • Reduce the number of students with 10 or more unexcused days absent by 88 students • An increase of 6.9% in the school's graduation rate • A 7.7% decrease in the percentage of students utilizing a graduation waiver			
<b>This Goal for Year 3</b>	Throughout the 2023-2024 school year, East Chicago Central High School will implement a system of supports and interventions specific to students who are at risk of being classified as chronic absentees and/or students who are at risk of not graduating. The impact of these efforts will be... • An increase of 4.8% in the school's overall attendance rate. • Reduce the number of students with 10 or more unexcused days absent by 88 students • An increase of 6.9% in the school's graduation rate • A 7.7% decrease in the percentage of students utilizing a graduation waiver			

<b>CURRENT YEAR GOAL 2</b>	East Chicago Central High School, will work throughout the 2022-23 school year to refine curriculum maps and engage in an instructional priorities model in order to improve core instruction, leverage the use of data to drive instructional decision making, and improve student outcomes as indicated by... *7.7% increase in students achieving proficiency in ELA *7% increase in students achieving proficiency in Math *7.2% decrease in students achieving low growth ELA *5.1% decrease in students achieving low growth Math *6% increase in students achieving high growth ELA *2.5% increase in students achieving high growth Math *A 95% participation rate on all parts of the state assessment			
<b>Data Checkpoints (dates)</b>	October	January	March	June
<b>Evidence at Checkpoints</b>	Interim Assessment Scores	Interim Assessment Scores	Interim Assessment Scores	
<b>Evidence- Based Strategy 1 (must cite study)</b>	-Carlson, D., Borman, G. and Robinson, M. (2011). A Multistate District-Level Cluster Randomized Trial of the Impact of Data-Driven Reform on Reading and Mathematics Achievement. Educational Evaluation and Policy Analysis, 33(3), pp.378-398. -Furtak, E., Primo., M. (2007). Exploring Teachers' Informal Formative Assessment Practices and Students' Understanding in the Context of Scientific Inquiry. Journal of Research in Science Teaching. VOL. 44, NO. 1, PP. 57-84			<b>PD Needed: Yes No</b>
<b>Strategy Action Steps</b>	<b>Required Activity</b>	<b>Start/End Dates</b>	<b>Person(s) Responsible</b>	<b>Evidence of Success</b>
Action Step 1	Provide ELA and Math teachers with training on utilizing the maps and core curriculum elements.	August 2022	Building Leadership	Teachers understand each key curriculum element and can begin initial implementation.
Action Step 2	Model, engage, and monitor PLCs to ensure reflection and continuous improvement	September 2022 – June 2023	Building leadership and academic coaches	PLC forms are being utilized and reviewed.
Action Step 3	Meet with ELA and Math teachers at the end of the first 9 wks to refine the maps as necessary.	October 2022	Identified teachers	Necessary refinements are identified and made in collaboration with teachers and building leadership

Action Step 4	Engage science and social studies teachers in training to utilize literacy based assessments.		Building leadership and academic coaches	Training exit tickets indicate teachers are confident in having the supports needed for initial implementation.
<b>Strategy 2</b> (must reference source)				<b>PD Needed: Yes No</b>
<b>Strategy Action Steps</b>	<b>Required Activity</b>	<b>Start/End Dates</b>	<b>Person(s) Responsible</b>	<b>Evidence of Success</b>
Action Step 1				
Action Step 2				
Action Step 3				
Action Step 4				
<b>This Goal for Year 2</b>	East Chicago Central High School, will work throughout the 2022-2023 school year to implement the use of curriculum maps and identified high yield instructional strategies to improve core instruction, leverage the use of data to drive instructional decision making, and improve student outcomes as indicated by... • Measurable outcomes have not been determined due to the state moving to utilizing the SAT for state accountability beginning the 22-23 SY.			
<b>This Goal for Year 3</b>	East Chicago Central High School, will work throughout the 2022-2023 school year to implement the use of curriculum maps and identified high yield instructional strategies to improve core instruction, leverage the use of data to drive instructional decision making, and improve student outcomes as indicated by... • Measurable outcomes have not been determined due to the state moving to utilizing the SAT for state accountability beginning the 23-24 SY.			

<b>CURRENT YEAR GOAL 3</b>	: Teachers and instructional leadership participating in co-teaching will collaborate throughout the 2022-2023 school year to dynamically implement the six models of co-teaching in order to increase student outcomes of special education students as indicated by... *9.6% increase in members of the subgroup achieving proficiency in ELA
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	*11.2% increase in members of the subgroup achieving proficiency in Math *6.8% decrease in members of the subgroup achieving low growth ELA *8.5% decrease in members of the subgroup achieving low growth Math *7.8% increase in members of the subgroup achieving high growth ELA *3.2% increase in members of the subgroup achieving high growth			
<b>Data Checkpoints (dates)</b>	<b>September</b>	<b>January</b>	<b>April</b>	
<b>Evidence at Checkpoints</b>	<b>Interim Assessment Scores</b>	<b>Interim Assessment Scores</b>	<b>Interim Assessment Scores</b>	
<b>Evidence- Based Strategy 1 (must cite study)</b>	-Faraclas, K. L. (2018). A Professional Development Training Model for Improving Co-Teaching Performance. International Journal of Special Education, 33(3), pp. 524-540. - Tremblay, P. (2013). Comparative outcomes of two instructional models for students with learning disabilities: inclusion with co-teaching and solo-taught special education. Journal of Special Education Needs, 13(4), pp. 251-258.			<b>PD Needed: Yes No</b>
<b>Strategy Action Steps</b>	<b>Required Activity</b>	<b>Start/End Dates</b>	<b>Person(s) Responsible</b>	<b>Evidence of Success</b>
Action Step 1	Identify, plan and implement applicable co-teaching strategies in the learning environment.	September 2022 – December 2022	Building Leadership and SPED Director	Co-teaching instructional strategies are being consistently utilized in the learning environment
Action Step 2	Engage teachers in building common language, understanding, and practice concerning the six co-teaching models.	September 2022 – June 2023	Building Leadership and SPED Director	Teachers understand and can implement a protocol for choosing which model to utilize. Classroom practice reflects an understanding of the difference between accommodations, modifications, and interventions. Roles and responsibilities concerning lesson planning and instructions are defined for both content and special education teachers.

Action Step 3	Engage teachers in two, half-day (A.M. and P.M.) sessions to ensure more in-depth understanding and implementation of the co-teaching models. Conduct the second round of walkthroughs utilizing the co-teaching walkthrough tool.	Sept. 2022 – Oct. 2022	Building Leadership and SPED Director	Teachers understand the aspects included on the walkthrough form and have a chance to use the form while observing other classrooms. Teacher feedback from the training reflects increased understanding of how to implement specific co-teaching models.
Action Step 4	Engage teachers in two, half-day (A.M. and P.M.) sessions to ensure more in-depth understanding and implementation of the co-teaching models. Conduct the second round of walkthroughs utilizing the co-teaching walkthrough tool.	Jan. 2023 – Feb. 2023	Building Leadership and SPED Director	Teachers can share and learn from each other's experiences and identify how to take implementation from an "emerging practice" to an "embedded practice." A professional competency map is written for each co-teaching model.
<b>Strategy 2 (must reference source)</b>				<b>PD Needed: Yes No</b>
<b>Strategy Action Steps</b>	<b>Required Activity</b>	<b>Start/End Dates</b>	<b>Person(s) Responsible</b>	<b>Evidence of Success</b>
Action Step 1				
Action Step 2				
Action Step 3				
Action Step 4				

<b>This Goal for Year 2</b>	Co-teaching teams, throughout the 2021-2022 school year, will utilize the six models of co-teaching as a lever for increasing student outcomes of special education students as indicated by... • Measurable outcomes have not been determined due to the state moving to utilizing the SAT for state accountability beginning the 21-22 SY.
<b>This Goal for Year 3</b>	Co-teaching teams, throughout the 2022-2023 school year, will utilize the six models of co-teaching as a lever for increasing student outcomes of special education students as indicated by... • Measurable outcomes have not been determined due to the state moving to utilizing the SAT for state accountability beginning the 21-22 SY.

## Professional Development Plan

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

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

Professional Development Goal 1	Teachers will engage in training throughout the 2021-2022 school year to assist in the implementation of newly adopted/created curriculum resources	Linked SIP Goals Yes      No
Possible Funding Source(s)	Local, state, or federal funds such as but not exclusive to Title I, Title II, Title III, Title IVa, SIG funds	
Evidence of Impact	-Classroom observation data indicates fidelity of implementation of curriculum maps, literacy based assessments, and STEM units of study. -An assessment audit indicates increased levels of DOK, metacognition, and student writing. -Student growth and achievement improves and the year 1, 2, and 3 measurable objectives detailed in GOAL 2 are met.	
<b>Plan for coaching and support during the learning process:</b> ELA and Math teachers will participate in quarterly check-ins in order to refine the adopted curriculum maps and ensure more in depth implementation of the key curriculum elements into instructional practices. Additionally, teachers utilizing literacy based assessments and STEM units of study will receive ongoing training and job embedded support. All implementation of newly adopted curriculum resources will be supported both by a technical assistance partner and building instructional leadership.		
<b>How will effectiveness be sustained over time?</b> <ul style="list-style-type: none"><li>● PLCs will be conducted routinely to address the continued use of prioritized curriculum resources</li><li>● New teachers will receive training on the use of curriculum resources specific to their content areas within the system for teacher onboarding.</li></ul>		



<b>Professional Development Goal 2</b>	In order to impact the instructional core, East Chicago Central High School will undergo aligned professional learning to ensure students are receiving high quality and engaging instruction both virtually and onsite. Emphasis will be placed on building common language and understanding of the evidence-based practices proven to impact student’s growth and achievement	<b>Linked SIP Goals</b> <b>Yes      No</b>
<b>Possible Funding Source(s)</b>	Local, state, or federal funds such as but not exclusive to Title I, Title II, Title III, Title IVa, SIG funds	
<b>Evidence of Impact</b>	-Classroom observation data indicates teachers are utilizing newly learned instructional best practices. - Student growth and achievement improves and the year 1, 2, and 3 measurable objectives detailed in GOAL 2 are met. -Classroom observations indicate increased levels of student engagement and collaborative inquiry	
<b>Plan for coaching and support during the learning process:</b> Teachers will receive non evaluative formative feedback specific to the trainings received and the instructional practices being implemented.		
<b>How will effectiveness be sustained over time?</b> <ul style="list-style-type: none"><li>● Academic coaches will work with teachers to refine practices and ensure job embedded support is continually provided.</li><li>● Teachers will be afforded opportunities to collaborate over instructional strategies being implemented during Central University and PLCs.</li></ul>		

Professional Development Goal 3	East Chicago Central educators instructing in co-teaching classrooms will engage in a series of interconnected trainings specific to dynamically implementing the six-models of co-teaching.	Linked SIP Goals YesNo	
Possible Funding Source(s)	Local, state, or federal funds such as but not exclusive to Title I, Title II, Title III, Title IVa, SIG funds		
Evidence of Impact	<ul style="list-style-type: none"><li>Increases in student growth as indicated by interim data, locally developed formative assessment data, and state assessment data</li><li>Walkthrough data indicates fidelity of implementation of the 6 co-teaching models</li><li>The school is able to exit TSI status</li></ul>		
Plan for coaching and support during the learning process: Teachers will receive non evaluative formative feedback specific to the trainings received and the model of co teaching being implemented.			
How will effectiveness be sustained over time? <ul style="list-style-type: none"><li>A Google Site will be created to act as a platform for co teaching resources to be referenced by existing and future staff members</li><li>Teachers will have opportunities to observe the implementation of co teaching strategies in other classrooms.</li></ul>			