

LEO JR. / SR. HIGH SCHOOL

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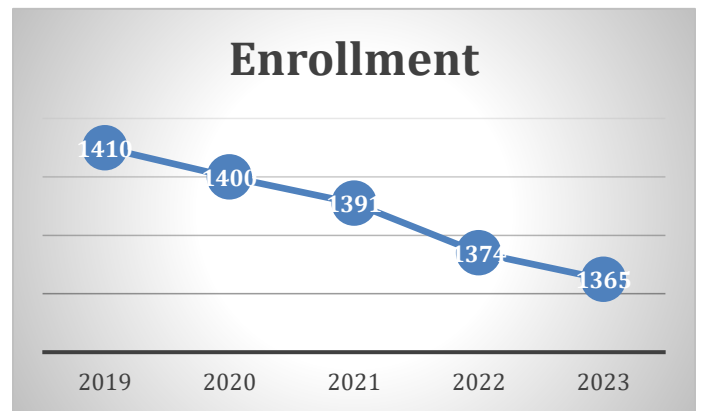
School and Community Description

Leo Jr./Sr. High School serves approximately 1,400 students in grades 7 through 12 in Leo, Indiana. The Leo/Cedarville area is a suburban community located adjacent to Fort Wayne with a population just under 3700 residents and comprised of about ninety-four percent (94.3%) Caucasian and 6 percent (5.7%) minority populations. This is far less diverse than the school’s populations of 87% Caucasian and 13% minority. The local workforce is comprised of both skilled and unskilled labor with a median household income of approximately \$90,000. Leo Jr./Sr. High School is one of five high schools, and one of thirteen total schools, in the East Allen County School Corporation.

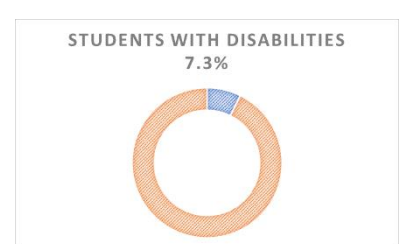
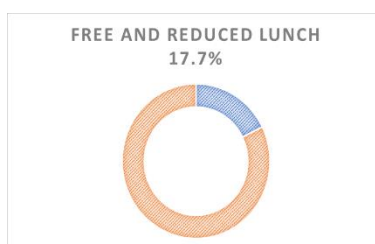
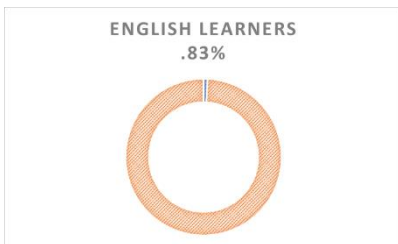
Approximately ninety-two percent (92.1%) of students graduate with a Core 40 (53.7%) or Academic Honors diploma (38.4%) and approximately eighty percent of the school’s graduates attend college or post-secondary training. About 17.0% of the Leo Jr./Sr. High School population receives Free/Reduced assistance. East Allen County Schools, along with Leo Junior Senior High School, have also noted increasing transient student populations. The school received a grade of “A” from the Indiana Department of Education.

Student Demographic Data

Asian	1.50%
Black/African- American	2.30%
Hawaiian or Pacific Islander	0.07%
Hispanic	4.6%
Multi-Racial	5.5%
Native American	0.20%
White/Caucasian	85.7%



How are Various Groups Are Represented



Instructional Data

Leo Jr./Sr. High School offers a traditional curriculum while including a *Career Majors Academy* structured internship program. This career-oriented internship experience brings relevance to the classroom through real-world experiences and application of daily lessons within and outside of the classroom. There are four academic/career academies at Leo Jr./Sr. High School: Engineering and Technology; Education, Fine Arts, Public Services & Human Services; Health & Related Sciences; and Business & Information Technology. Leo Jr./Sr. High School also offers several Advanced Placement courses, Project Lead the Way pre-engineering and biomedical science curricula, dual credit opportunities with local area universities and multiple career-related internship experiences. STEM education is being fostered through PLTW curriculums in the high school and new PLTW experiences for junior high students. Select teachers have received PLTW training and have begun the process of integrating STEM principles into the education of all junior-high students. After school tutoring is available to both junior high and high school students, with ECA remediation and Algebra enrichment courses available to high school students. SAT preparation courses and AP practice exams are offered to students throughout the year. Students have access to East Allen County School's Vocational Career Center as well as a Choice Alternative program for students who do not thrive in a traditional school environment. East Allen County Schools utilizes a Graduation Pathway Coordinator to ensure all students meet graduation requirements, demonstrate employability skills, and show post-secondary ready competencies. Special Education students benefit from co-taught courses as well as individual peer and adult help during the day. A description of the core curriculum for grades K-12 language arts and K-12 math is located in the school's administrative offices via the Canvas app and district shared drive. The school's curriculum supports the teaching of the new World-class Instructional Design and Assessment (WIDA) Standards Framework and the College and Career Ready Indiana Academic Standards (CCRIAS) across the curriculum through the delivery of rigorous lessons designed to provide relevance to students. Additionally, teachers develop short-term data driven class goals to monitor student achievement as well as long-range Student Learning Objectives. SLO's are a part of East Allen County's district teacher evaluation model based on the

RISE teacher evaluation system. Teacher SLO's are specific data goals that measure student growth and achievement outcomes.

Blended Learning

The 2022-23 school year will mark the eleventh year of 1:1 computing in East Allen County Schools. All students at Leo JSHS receive a take-home iPad. iPad's have been integrated into all curricular areas of the school and are used to facilitate blended learning classrooms. Students have blended learning opportunities through access to online curricular content, e-texts in all core and most extra-curricular subject areas, supplemental textbook materials, collaborative classrooms and integrated technology use. At the start of the current school year we have implemented synchronous learning during school cancellations. Several teachers are also trained and have implemented the "Modern Classroom" instructional model into their classroom. Modern Classroom is a research based instructional model in which teachers use technology to post their lessons, assignments, and activities online. Students work at their own pace to complete these lessons as teachers scaffold and coach their students during instructional time.

School Mission

“Our mission is to create a safe, engaging and inclusive community that prepares ALL learners for future success.”

School Vision

Educating ALL students for success.

Belief Statement

It is the belief of the faculty and administration of Leo Jr./Sr. High School that all students learn by infusing real-world, experiential activities with a rigorous and relevant curriculum utilizing technology as a learning tool.

We believe it is our responsibility to help foster intellectual curiosity and academic ambition in all learners.

We believe it is our responsibility to develop a community of learners where all students are respected and encouraged to develop to their fullest potential in a safe environment which acknowledges and respects children from diverse family and cultural backgrounds.

Titles and Descriptions of Assessments

Accelerated Reader: Promotes individual student reading in grades 7 and 8. Exposes students to different genres of literature and enables teachers to track reading level growth of students.

NWEA: Provides research-based assessment data and evidence-based professional development opportunities to help educators accelerate student academic growth and achievement. Provides differentiated learning opportunities for students. Measures Lexile reading levels to help educators differentiate instruction, make meaningful interventions, forecast growth toward grade-level state tests, and demonstrate accountability.

Edgenuity: Delivers standards-aligned PreK-12 curricula that provide interactive, self-paced, challenging, engaging activities. Prescriptive activities promote exploration, individual and cooperative learning, problem solving, reflection, and real-world connections. Standards-driven assessment with data management to facilitate continuous academic improvement for K–adult learners.

DMR/DLR (Daily Math/Language Review): is a differentiated check for understanding for teachers to assess student mastery of prior material before proceeding through curriculum. Mastery must occur at 80%.

District Writing Prompts: Assesses student writing levels provides teachers with feedback for improving writing growth.

MasteryConnect Bundles Tests: District Bundle assessments (MasteryConnect) are aligned with the State Academic Standards and the school’s Instructional Calendar. The formative assessments are designed to reflect the format and rigor of the state’s academic standards. These short, frequent assessments allow teachers to: check for understanding, tell which students are learning and which need more help, chart student progress, adjust teaching methods to achieve better results, modify the Instructional Calendar as needed for re-teaching or acceleration.

ASVAB: The Armed Services Vocational Aptitude Battery

iLearn: Statewide Summative Assessment

PSAT/SAT: National Assessment of Scholastic Aptitude

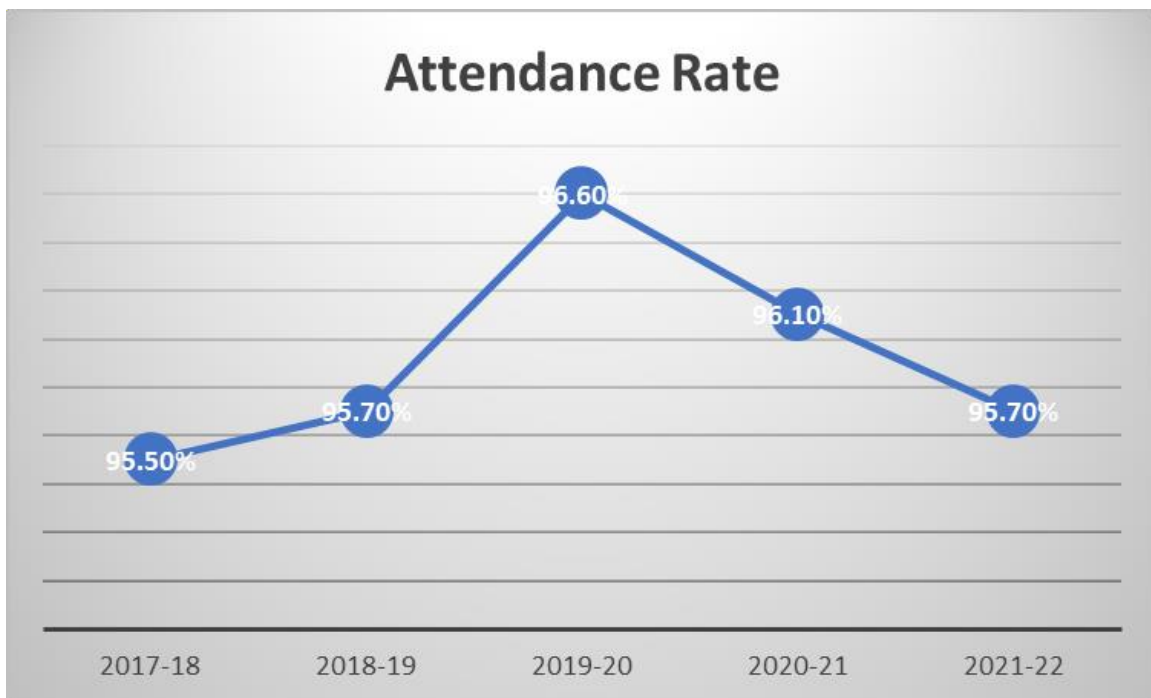
WIDA: World-class Instructional Design and Assessment

Summary of Data

Leo Jr./Sr. High School has enjoyed much success with regard to standardized testing, graduation (92.67%) and attendance rates (95.7%), college preparedness and post-secondary acceptance, and non-traditional curricular opportunities. In an effort to hone the efficiency of the secondary school experience, data was collected and analyzed regarding the unique practices at Leo Jr./Sr. High School. Findings from this data support the following action area.

Student performance in language and mathematics literacy can be improved to meet the educational needs of all Leo Jr./Sr. High School students.

Attendance Rates



ILEARN

Data from the 2022-2023 ILEARN assessment revealed that Grade 7 and 8 scores averaged about 19% higher than state averages in both math and English. Even so, only 63.4% of Leo 7th graders and 62.6% of 8th graders passed the ELA exam. 63.4% of 7th graders and 46.4% of 8th graders passed the math exam. Discrepancies in performance were found with regard to ethnicity, where white students outperform minority groups in both math and ELA. 62% of white students passed both the math and ELA ILEARN assessments where only 36% of multiracial students and 28% of Hispanic students passed both math and ELA. Females outperformed males on both passing both math and ELA by four percentage points. The biggest discrepancies were found to exist between general education students and those students who receive services through special education or students of economic disadvantage. 64% of general education students passed both the math and ELA ILEARN assessments where only 5% of Special Education students passed both math and ELA assessments. Students that were not identified as economically disadvantaged out performed students identified as economically disadvantaged by 17 percentage points on passing both the math and ELA ILEARN assessments. Individual ELA and math standards assessed on the iLearn exams were analyzed and are detailed in *Appendix A*. These skill areas will continue to be an area of focus for instruction at Leo JSHS.

	State 18-19	Leo 18-19	State 20-21	Leo 20-21	State 21-22	Leo 21-22	State 22-23	Leo 22-23
ELA 7	49.7	72.8	41.1	56.4	42.4	69.7	39.5	63.4
Math 7	42.0	61.8	30.5	50.5	31.9	57.7	32.9	63.4
ELA 8	50.7	70.7	43.9	56.4	43.1	59.9	43.8	62.6
Math 8	38.0	49.1	27.8	45.0	29.8	36.3	31.4	46.4

NWEA

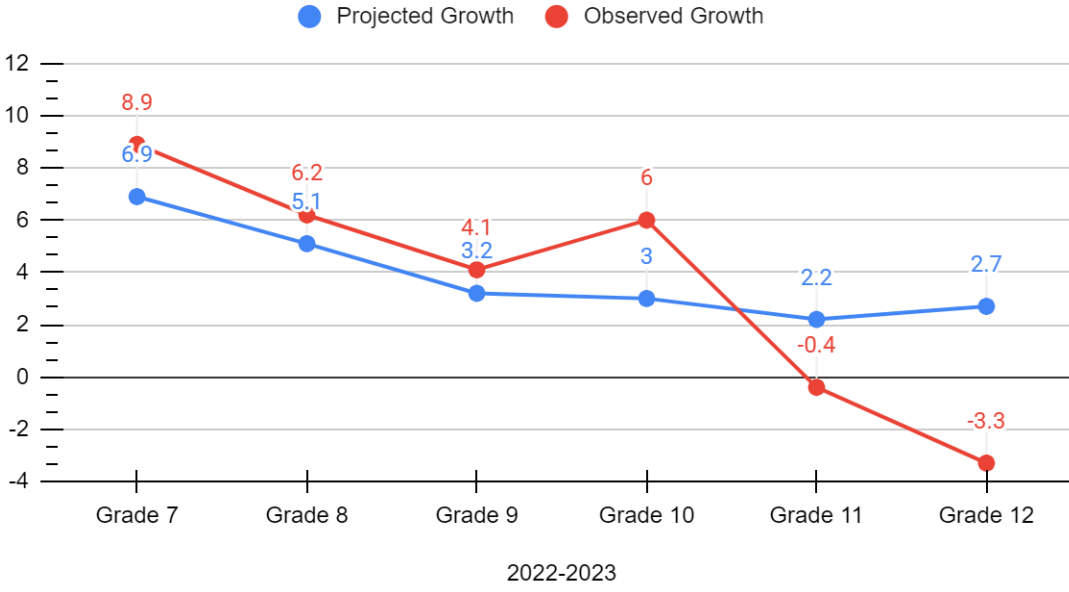
Students participate in the Northwest Evaluation Association (NWEA) math and English assessments three times each school year. NWEA scores, which are measured by the Rasch Unit (RIT), are utilized for varied reasons; they provide an indication of students' scholastic growth as well as a reliable prediction of future iLearn/SAT/ACT results. The collective and individual RIT scores highlight academic standards that were mastered by students and areas that need reinforced or developed. The 2022-2023 scores guided professional development sessions offered throughout the year and determined effective instructional strategies. Furthermore, desegregated results revealed efforts needed to decimate achievement gaps in different subgroups.

The following two graphs and two charts illustrate that all junior high groups and two high school grade level groups, grades 9 and 10, matched or exceeded NWEA's projected math growth. All junior high groups matched or exceeded their projected reading growth. However, all overall grade-level growths were not met for English nor math. Grades 11 and 12 did not meet their projected growth for math, and grades 9-12 did not meet their projected growth for reading.

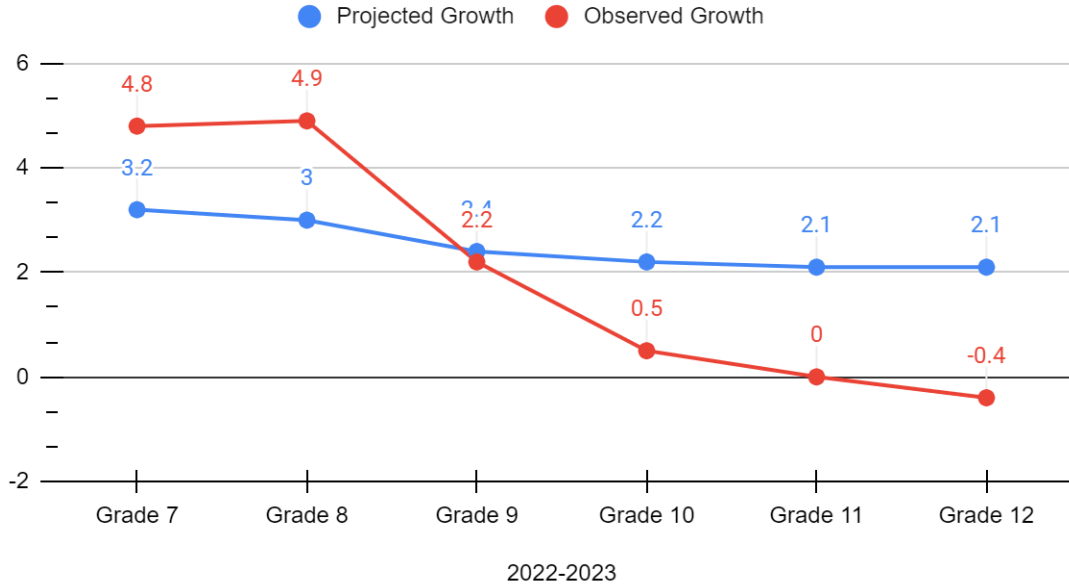
MATH NWEA AVERAGE RIT AND GROWTH SCORES				
2022-2023 School Year	Fall Mean RIT Score	Spring Mean RIT Score	Projected Growth	Observed Growth
GRADE 7	230.1	239.0	6.9	8.9
FEMALE	229.7	239.2	6.9	9.6
MALE	230.6	238.8	6.9	8.1
GRADE 8	237.3	243.5	5.1	6.2
FEMALE	235.9	241.8	5.2	5.6
MALE	238.7	245.0	5.1	6.8
GRADE 9	237.2	241.2	3.2	4.1
FEMALE	237.6	241.2	3.3	3.8
MALE	237.0	241.2	3.2	4.3
GRADE 10	241.2	247.9	3.0	6.0
FEMALE	240.1	245.4	3.1	5.1
MALE	242.6	250.9	3.0	7.0
GRADE 11	247.1	247.3	2.2	-0.4
FEMALE	246.6	246.3	2.2	-0.6
MALE	247.6	248.5	2.2	-0.2
GRADE 12	249.9	248.8	2.7	-3.3
FEMALE	248.8	248.4	2.6	-1.8
MALE	251.2	249.2	2.7	-5.2

Reading NWEA AVERAGE RIT AND GROWTH SCORES				
2022-2023 School Year	Fall Mean RIT Score	Spring Mean RIT Score	Projected Growth	Observed Growth
GRADE 7	223.3	228.0	3.2	4.8
FEMALE	224.0	229.2	3.1	5.2
MALE	222.6	226.8	3.3	4.3
GRADE 8	224.5	229.5	3.0	4.9
FEMALE	225.6	230.4	2.9	4.5
MALE	223.5	228.7	3.1	5.3
GRADE 9	225.1	227.5	2.4	2.2
FEMALE	227.8	229.7	2.3	1.7
MALE	222.9	225.6	2.5	2.7
GRADE 10	228.4	229.6	2.2	0.5
FEMALE	229.8	231.3	2.1	1.2
MALE	226.8	227.7	2.2	-0.2
GRADE 11	228.2	228.9	2.1	0.0
FEMALE	230.3	230.3	2.1	-0.5
MALE	225.8	227.3	2.1	0.6
GRADE 12	227.5	227.6	2.1	-0.4
FEMALE	231.4	233.0	2.2	0.7
MALE	223.4	221.9	2.1	-1.5

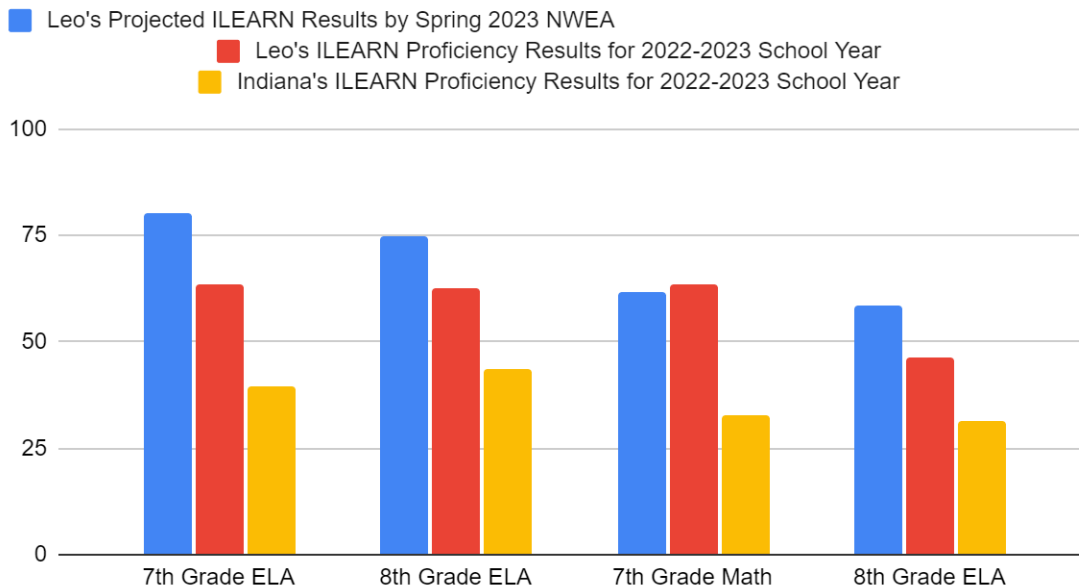
NWEA Math Projected Growth vs. Observed Growth



NWEA Reading Projected Growth vs. Observed Growth



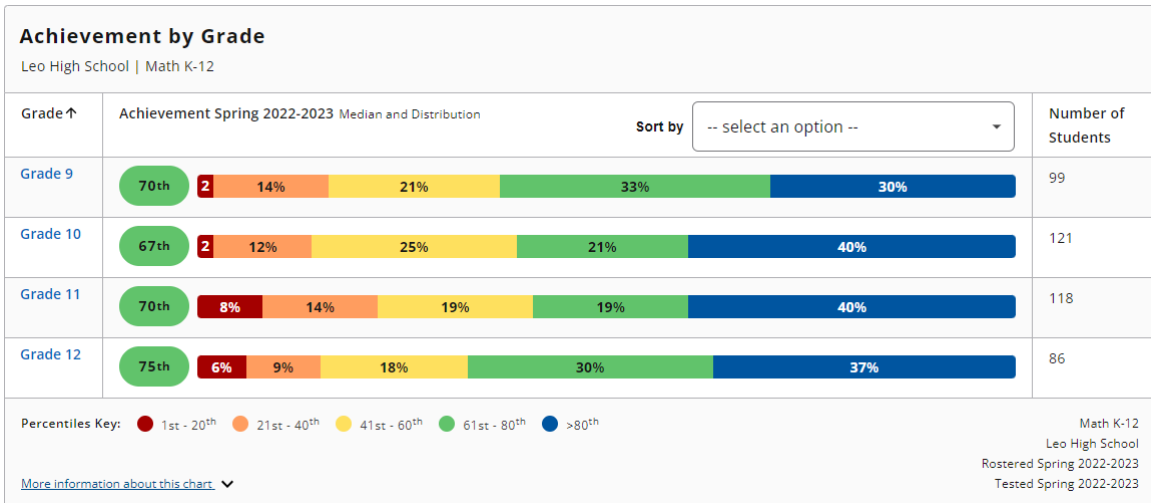
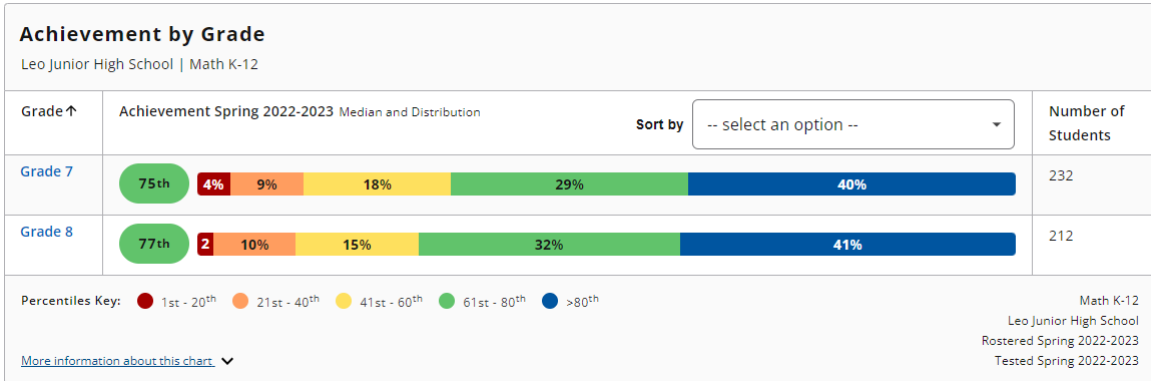
Leo's Projected Versus Actual ILEARN 2022-2023 Scores



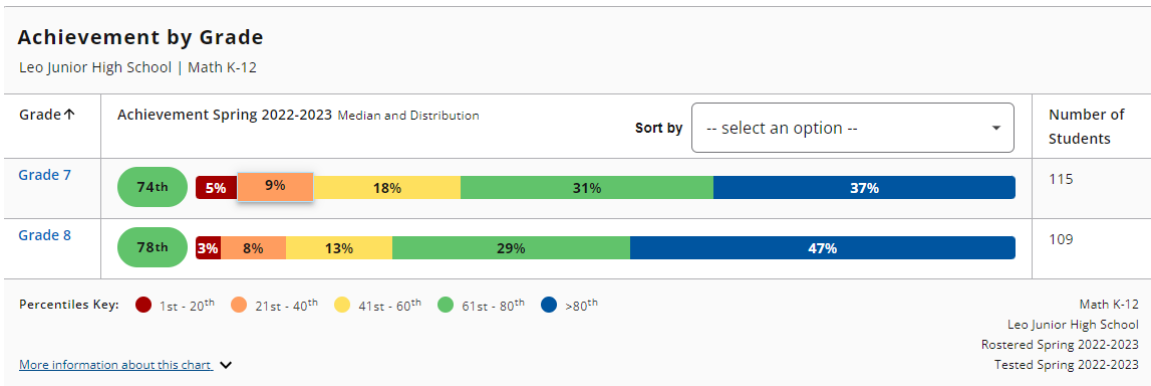
Leo's ILEARN results demonstrated the strong academic instruction occurring in the junior high classrooms. According to the NWEA predictions, junior high students performed slightly below the projected proficiency percentages on the ILEARN exam, with the exception of grade 7 math. However, Leo's scores significantly surpassed the state averages.

NWEA scores are separated into five colored categories: red, orange, yellow, green, and blue. Blue represents students who score in the nation's 80% or greater range. NWEA results from the 2022-2023 school year designated quite a consistent difference between male students and female students in the blue range. More males scored higher in the blue NWEA range in math, whereas more females scored in the highest NWEA range in ELA. The following graphs represent the juxtaposition of these results:

Female Math Spring NWEA Percentages: 2022-2023

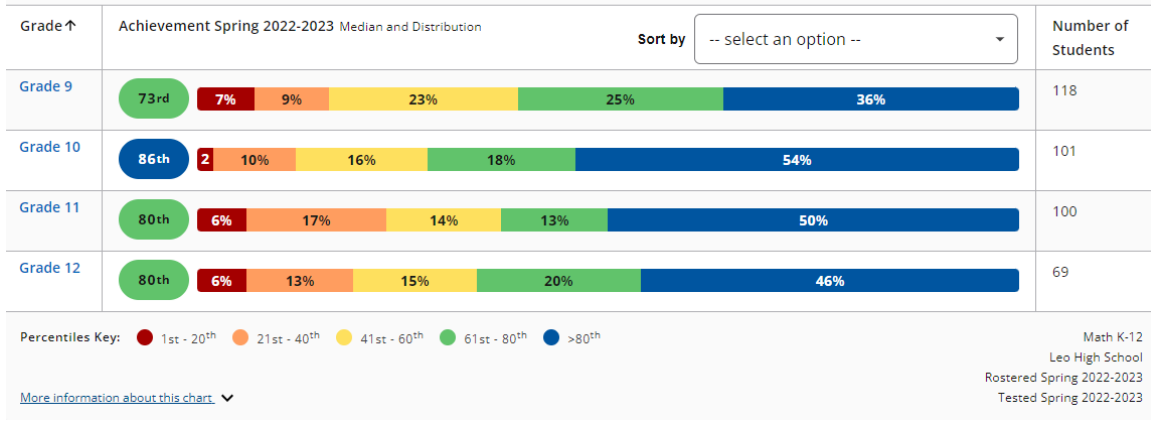


Male Math Spring NWEA Percentages: 2022-2023

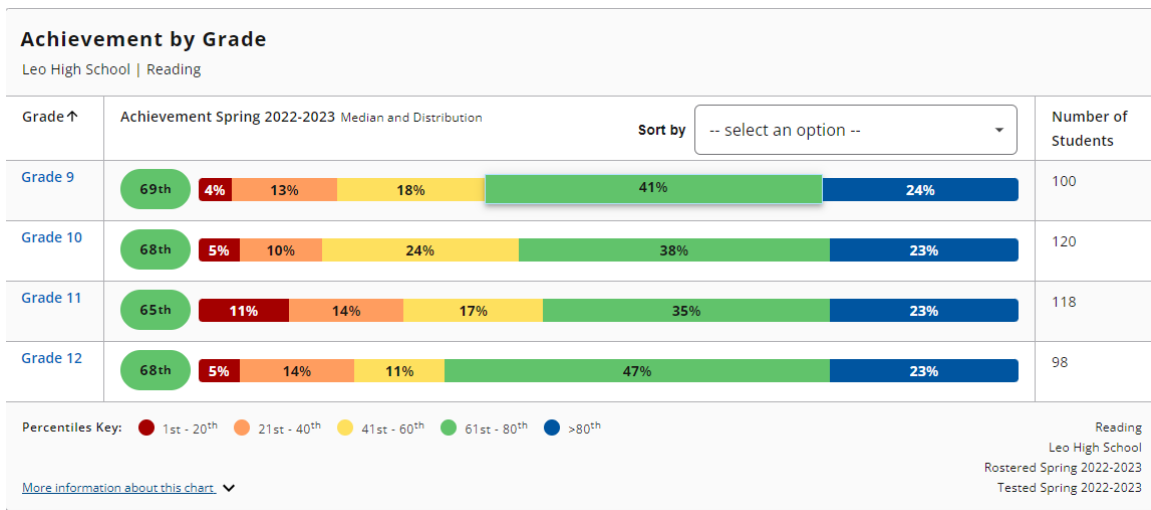
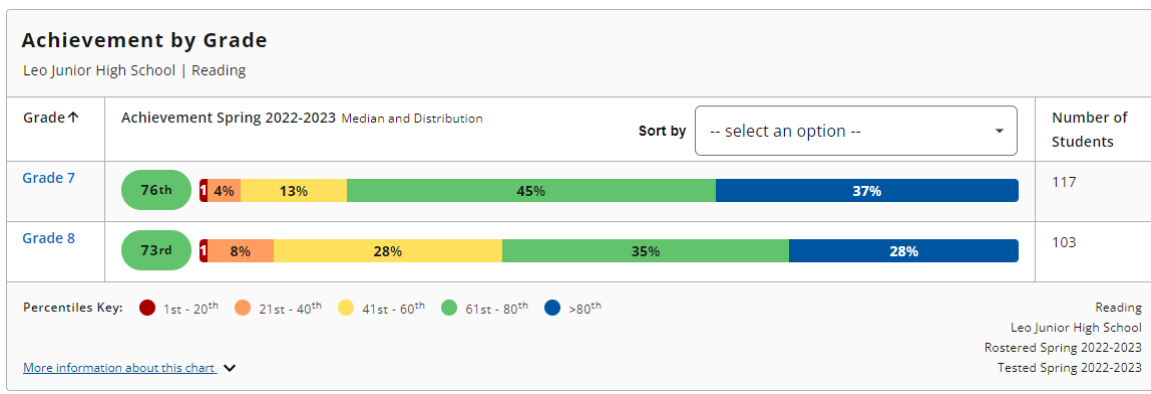


Achievement by Grade

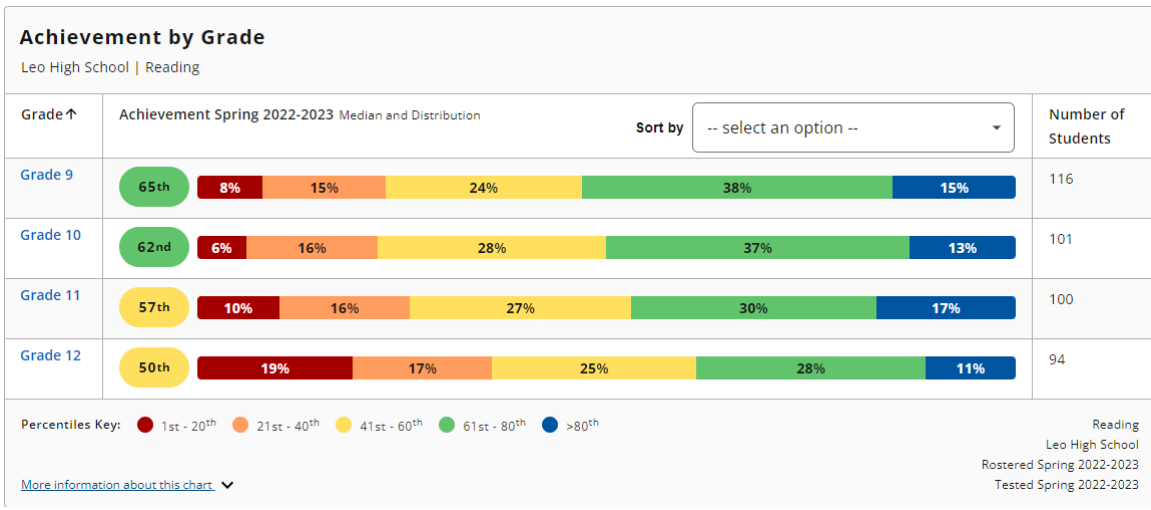
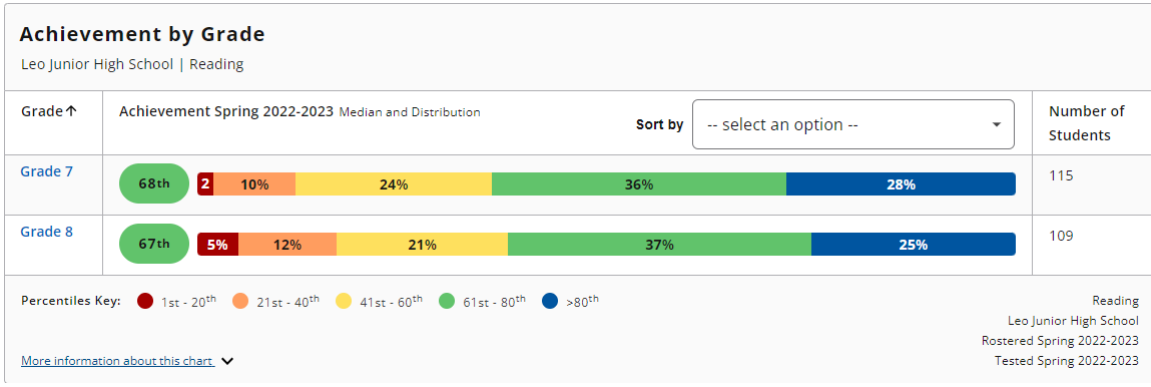
Leo High School | Math K-12



Female Reading Spring NWEA Percentages: 2022-2023

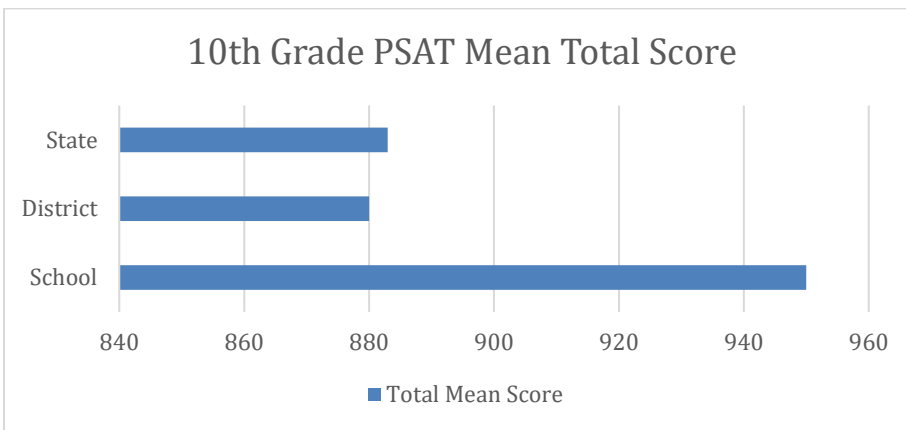
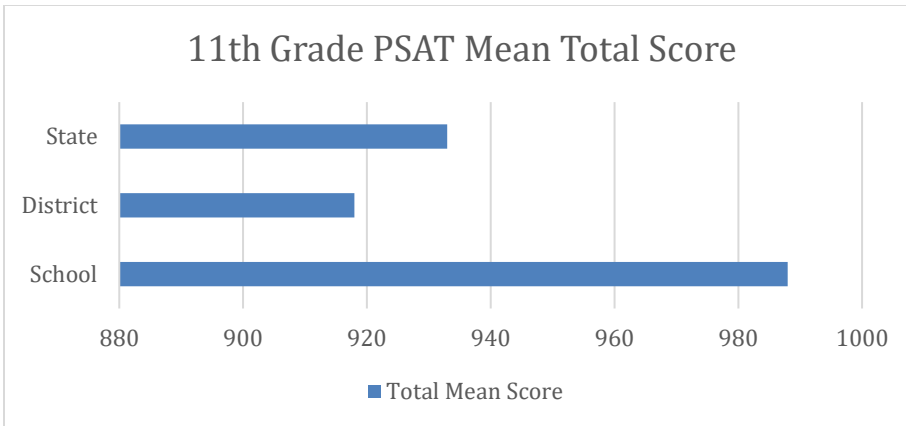


Male Reading Spring NWEA Percentages: 2022-2023

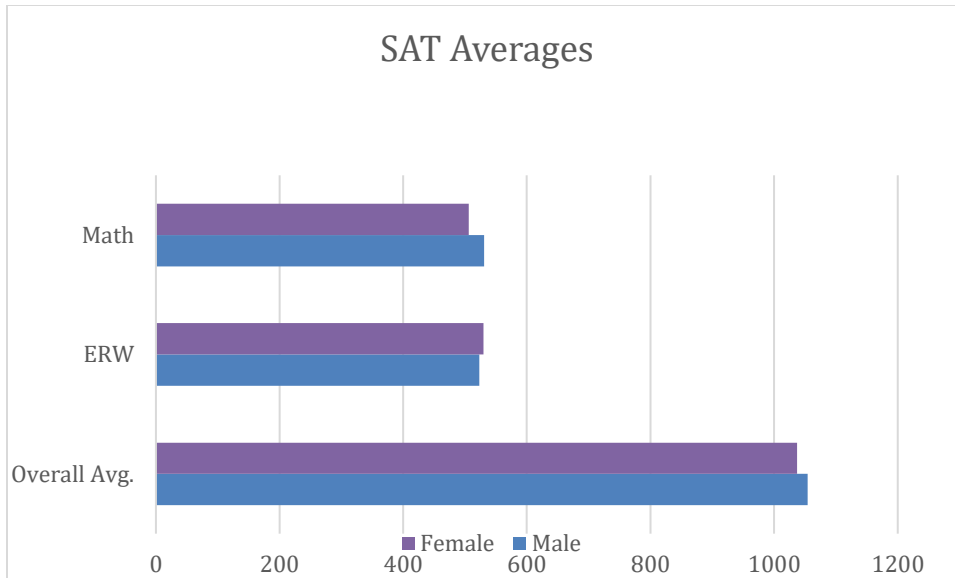


SAT/PSAT/ACT

All students at Leo Jr./Sr. High School take the PSAT exam during their sophomore and junior years, with a majority of students taking the SAT exams prior to graduation. Results from PSAT and SAT tests were collected and analyzed with regard to overall trend and disaggregated by gender, ethnicity and SES. Leo students continue to excel with a PSAT Mean Total Score of 971 that is higher than both the district and state levels.



Analysis of the SAT Mathematics and Reading/Writing exams revealed higher-than average performance compared to state averages in Reading and Writing (+21). Math proficiency was also higher than average compared to both state (+13.7) and district performance (+14.4). Males out- performed females with regard to mathematics (+8.7) while reading and writing performance were roughly equal between the genders. Average SAT total score was 1045. Average ERW score was 527 and Math was 518.



WALK THRU

As in previous years, instructional data and evidence from classroom walk-thru observations from the 2021-2022 school year corroborated a strong correlation between direct student involvement and effective classroom management and learning. Data collected from classroom observations revealed strong growth in *Objective-Driven Lesson Plans*, and *Developing Student Understanding of Objectives*. Weaknesses in *Developing High Levels of Understanding Through Rigor* and *Classroom Culture and Respect* were identified for the 2020-2021 school year. School administrators then worked with teachers to focus on these areas of the Teacher Evaluation Rubric as they correlate to student performance in classrooms. Data from the 2022-2023 school year showed slightly stronger scores as recorded on observations in these areas of weakness but still indicate the need for continued professional development.

SEL

Leo Jr./Sr. High School has a school wide Social Emotional Learning (SEL) team. Our goal is to help improve students emotional and social well being. Our goal is to provide students an environment that allows them to process and manage their emotions,

relationships and connections for social & emotional health in preparation for career success. When coupled with research from the Positive Behavior Intervention Strategies (PBIS) initiative, we believe that when students are engaged at a meaningful level in the classroom, they are less likely to cause disruptions that impede their own or others' achievement. With this in mind, efforts were concentrated to encourage and provide teachers meaningful ways to incorporate non-lecture instructional methods into the classroom. Levels of student engagement have increased through collaboration, student-led instruction, use of SMART Boards, touch Sharp TV's and iPads, and professional development in student engagement techniques: Kindness Challenge & Student of the Month

Student Behavior

A large percentage of students with a demonstrated history of past rule violations attended school virtually in the 2020-2021 school year due to the COVID19 pandemic. As a result, referrals were at an all-time low (154 HS/41JH) in 2020-2021. As in person schooling resumed in 2021-2022, referrals increased to 297 grades 7-12. Over 75% of all high school discipline referrals were attendance related. *Disruption (6.4%)*, and *Alcohol/Tobacco/Drugs (4.9%)* accounted for the majority of all other remaining office referrals.

Through focus on identification, academic and behavioral counseling students continue to be taught positive behavior strategies to ensure success in school and social environments. These efforts have resulted in a steady drop in student *non-attendance* related discipline referrals over the past several years. Attendance related issues, especially, tardiness continues to be the major factor in student referrals.

Support of Indiana Instructional Strategies

Leo Jr./Sr. High School offers a diverse curriculum to meet the needs of all students. Leo Jr./Sr. High School encourages all students to minimally earn a Core 40 diploma and provides all students the opportunity to attain an Academic Honors Diploma. Educational programs consist of standard academic core courses, Honors English in grades 9 and 10, Advanced Placement courses in English Language (12), Calculus, US

History, US Government and Biology. Leo Jr./Sr. High School offers Project Lead the Way Engineering and Biomedical Science programs, as well as 17 dual-credit courses aligned area post-secondary institutions. English/ Language Arts and Mathematics curriculums bundle CCRIAS together to provide seamless curriculum for all students including interventions and extensions. At-risk students have access to peer-remediation/tutoring opportunities, in-class tutoring, Edgenuity courses, and high-stakes test remediation. Special Education students have access to Lexia Power Up Literacy to improve reading proficiency. The instructional practices that are implemented with the core curriculum are research-based and support the achievement of CCRIAS. Reading and writing strategies equip teachers to focus on comprehension and three types of writing; narrative, expository, and argumentative. Continued use of the upper levels of Webb's *Depth of Knowledge* strategies increase rigor, while English learners receive standards-based instruction aligned with current Indiana standards so that they may attain English proficiency, develop high levels of academic attainment in English, and meet the same challenging Indiana academic content and student achievement standards as all other children. At Leo Junior-Senior High School all teachers are considered English language teachers and are responsible for utilizing the World Class Design and Assessment (WIDA) standards. Our goal each year is for our EL students to reach a level 5.

These standards include the following: Social and Instructional language, language of Language Arts, language of Mathematics, language of Science, and language of Social Studies. Leo Jr./Sr. High School utilizes a "War Room" data center for building-level student performance data. All faculty members utilize this information to fulfill the school's mission of building nurturing relationships with students to increase student performance.

Our district provides a High Ability Coordinator and EDGE activities for our high ability students. Junior high students receive monthly services while senior high students receive services quarterly.

Parental Involvement

Leo Jr./Sr. High School enjoys an active parental base that offers much support and involvement in the educational process. Parents are involved in the school improvement process, Principal's Parent Advisory Boards, Athletics and Fine Arts booster organizations and textbook adoption committees. Parents are directly involved in their student's educational process through Back to School night activities, Parent Teacher Conferences, weekly electronic progress reports and a Parent Advisory Committee. Parent communications include *Positive Parent Contact* from teachers, school newsletters, student postcards, school website, *School Messenger* phone communications, and email database of school and guidance information and daily announcements.

Technology

Leo Jr./Sr. High School strives to keep current in educating students in a technologically advancing world. Students have access to technology such as; e-texts in English/Language Arts, mathematics and social studies, SMART Boards, touch Sharp TV's, iPads, Edgenuity, NWEA, Project Lead the Way, Distance Learning opportunities, virtual lab experiences and the *Canvas* learning management system.

Safe and Disciplined Learning Environment:

Leo Jr./Sr. High School continues to offer a safe and disciplined learning environment through the implementation of such strategies and initiatives as Positive Behavior Intervention Strategies, bullying alternatives, PRIDE initiative, and student counseling. Leo students and staff will continue the Standard Response Protocols during the 2022-2023 school year. The Standard Response Protocol is a uniform, planned and practiced response to various safety scenarios. In addition to SRP, All EACS have a School Resource Officer.

Cultural Competency Component:

AYP Plan for Special Education, Financial Assistance

Analysis of Leo JSHS data reveals two cultural subgroups needing attention; Special Education students and those students receiving free or reduced assistance. An

increasing transient student population means care must be taken to honor the cultural needs of students as they assimilate into the Leo Junior Senior High School community. Restorative practices will be used to meet the needs of students in both minority subgroups and majority populations. The faculty will also utilize culturally responsive practices to enhance the educational opportunities for all students.

Special Education students will be assisted through reading recovery interventions, inclusion in general education classes team-taught by a general education and special education teacher as afforded, peer tutoring opportunities, special education resource room help, and high-stakes testing remediation opportunities.

Needs of students receiving financial assistance are targeted through the development and the use of Career Majors interventions to apply real-world application to curricular content in the classroom.

Goals:

After collection, analysis, and discussion of the preceding data, the Leo Jr./Sr. High School faculty came to consensus on the adoption of four goals directed at improving student achievement for the 2022-2023 school year.

“All students will improve their overall reading comprehension and writing application scores across the curriculum as measured by District Writing Prompts, NWEA, iLearn, SAT and PSAT data”

“All students will use reading comprehension and writing applications to improve their understanding of math concepts as measured by NWEA, iLearn, SAT and PSAT data”

“All Students will improve their overall school attendance across all grade levels as monitored by IDOE.”

<p>SIP Goal: All students will improve their overall reading comprehension and writing application scores across the curriculum as measured by District Writing Prompts, NWEA, iLearn, SAT and PSAT data. Targets: <u>SAT scores 2022</u> - 71.5% were at benchmark which was 21% higher than the state average. <u>iLearn scores 2022</u> – 7th and 8th grade Language Arts average score 63%, 23.5% higher than the state average score. <u>NWEA 2023</u> – overall school RIT score of 228.4 with an increase of 2.3 from BOY to EOY.</p>					
2022 iLearn Grades 7&8	Percent		Change		Spring 2022-2024 Targets
2022 iLearn Grades 7&8	64.7% F/R 66.7%		N/A	No data COVID	80.0% 8.3% 90% 10%
<p>Support Data: Classroom goals, SLOs Teacher Anecdotal Data Student Feedback Weekly Collaboration Data Daily Language Review Standardized Assessments: NWEA (RL, RN) ISTEP+ (RL., RN, W.3.1-W.6) iLearn (RL, W.) PSAT/SAT Local Assessments: Response to Literature Author’s Notebook 4 week assessment Performance Task</p>					
<p>Intervention #1: Following explicit instruction and modeling, all students will practice different types of writing and reading comprehension strategies across the curriculum.</p>					
Activity	Person Accountable	Timeline	Resources	Monitoring Activities	
1. Explanation of the purpose, process, and expectation for the use of 6+1 Writing Traits and extended response/writing assessments	Classroom Teachers Instructional Coach	September – May 2022 – 2024	Core Curriculum, <u>Guided Readers & Writers</u> by Fountas & Pennell, <u>6+1 Traits of Writing</u> by Ruth Culham	Peer/IC observations, Walk-Throughs, Audits, Administrative Observations, Student Work, Lesson Plans	

2. Explanation of the purpose, process, and expectation for the use of persuasive, narrative, argumentative compositions, and expository compositions.	Classroom Teachers Instructional Coach	September – May 2022 – 2024	IDOE Language Standards	Peer/IC observations, Walk-Throughs, Audits, Administrative Observations, Student Work, Lesson Plans
3. Students will be given the opportunity to use Newsela, Edulastic, Smekens, Common Lit and Tween Tribune in reading comprehension and writing applications.	Classroom Teachers Instructional Coach EL Coach	September – May 2022 – 2024	R.A.F.T. Newsela Tween Tribune Common Lit Smekens Online PD Edulastic	Student Data Observations Walk-Throughs, Lesson Plans
4. Students will be given the opportunity to use essential questions and level 3 and 4 DOK (Depth of Knowledge) activities to improve reading comprehension and writing.	Classroom Teachers Instructional Coach EL Coach	September – May 2022 – 2024	EACS Language Arts Curriculum	Portfolios Walk-Throughs Observations Lesson Plans Classroom Audits
5. Students will use Visible Learning strategies to improve reading comprehension and writing.	Classroom Teachers Instructional Coach EL Coach	September – May 2022 – 2024	<u>Developing Assessment-Capable Visible Learners</u> by John Hattie	Portfolios Walk-Throughs Observations, Lesson Plans
6. Students will be given the opportunity to use a variety of content area comprehension strategies to improve reading and writing.	Classroom Teachers Instructional Coach EL Coach	September – May 2022 – 2024	<u>Texts and Lessons for Content Area Reading</u> by Daniels and Steineke	Portfolios Walk-Throughs Observations, Lesson Plans
7. Modeling of Gradual release of responsibility model to increase student engagement.	Classroom Teachers Instructional coach	September – May 2022 – 2024	Gradual Release of Responsibility Model by Fisher & Frey	Portfolios Walk-Throughs Observations, Lesson Plans
8. The use of "Best Practices" in reading and writing in the classrooms.	Classroom Teachers Instructional coach	September – May 2022 – 2024	<u>Best Practice</u> , Fourth Edition by Zemeleman, Daniels, and Hyde	Portfolios Walk-Throughs Observations, Lesson Plans
9. Students will be given the opportunity to use Canvas and technology applications to improve their reading and writing	Classroom Teachers Instructional coach Technology coach	September – May 2022 – 2024	Canvas, Moby Max, AIR Security, Tween Tribune, Showbie, Newsela,	Portfolios Walk-Throughs Observations, Lesson Plans
10. Students will be given the opportunity to use Accelerated Reader to improve reading comprehension and Lexile scores	Classroom Teachers Instructional coach	September – May 2022 – 2024	Renaissance Learning, Inc.	Portfolios Walk-Throughs Observations, Lesson Plans

Results-Based Staff Development Plan Leo JSHS					
Intervention: Following explicit instruction and modeling, all students will practice different types of writing and reading comprehension strategies across the curriculum.					
Staff Development Outcome		Measure of Effectiveness	Student Outcome		
Teachers will implement different types of writing and their characteristics across the curriculum with fidelity to teach and model effectively.		Professional feedback after each professional learning activity to determine effectiveness. Professional feedback will be solicited following classroom implementation. Review growth as measured through NWEA data.	All students will improve their overall writing application and reading comprehension skills as measured by NWEA (≥ 2.7), iLearn (≥ 8.3 – Writing Applications), SAT and iLearn.		
Level	Activity	Person Responsible	Evidence of Attainment	Resources	Timeline
Knowledge	Teachers, IC, and Administrators will define professional learning, collaboration, coaching, and analysis of data to be applied to all professional development. Teachers, IC, and principal will define response to literature and will review IDOE standards for writing applications and vocabulary.	Teachers, Technology and Instructional Coaches (TC and IC), Administrators	Collaboration reports, PD reports	Collaboration time, TC & IC support, IDOE standards, PD books *	September 2022- June 2024
Model Demonstration	Teacher, principal, instructional and technology coaches will model mini-lessons in professional development workshops, collaborations, and classrooms.	IC, TC & Teachers	PD Reports Observation Reports Teacher Evaluations PGP Goal Setting conference	Core Curriculum, Guided Reader & Writer, IDOE Standards (10.1, 10.4) Hattie Training Smekens Web	September 2022- June 2024
Low-risk Practice	All teachers will have an opportunity to practice and observe colleagues in faculty meetings and mini-workshops.	IC, TC & Teachers	Faulty Meeting Agenda. PGP	Core Curriculum, Protocol for Examining Student Work, , Collaboration Time, TC & IC support	September 2022- June 2024
On the Job Practice	Teachers will develop weekly lesson plans during prep periods and collaboration. Teachers will participate in pre and post observation conferences.	IC & Teachers	Collaboration and conference reports, Lesson Plan Audit	IDOE standards, collaboration, prep time, IC support	September 2022- June 2024

Follow Up	Teachers will participate in peer observations as colleagues teach and model different writing types and comprehension strategies.	IC & Teachers	Observation Reports, Teacher Evaluations, Feedback – Faculty Meetings	Prep Time for Peer Observations	September 2022- June 2024
Long Term Maintenance	Continued support from the instructional coach, colleagues, and administration to ensure different types of writing and comprehension strategies are implemented effectively.	Teachers, IC, Administrators	Collaboration reports, conference reports, Walk-through data	Core Curriculum Collaboration, Prep time, IC & Admin. Support	September 2022- June 2024

SIP Goal: <i>All students will use reading comprehension and process standards to improve their understanding of math concepts measured by NWEA, iLearn, SAT and PSAT data.</i> Targets: <u>SAT scores 2022</u> – 45% were at benchmark which was 14.3% higher than the state average. <u>iLearn scores 2022</u> – 7 th and 8 th grade Math average score 54.9%, 22.8% higher than the state average. <u>NWEA 2023</u> - overall school RIT of 244.5 which was an increase of 4.1 points from the BOY to EOY.					
	Percent	Change	Spring 2022-2024 Targets		
2021 iLearn Grades 7&8					
2021 iLearn Grades 7&8	55.3% F/R 49.3%	N/A	No data CoVid	65.0% 9.7%	80% 15%
Support Data: Teacher Anecdotal Data Daily Math Review Weekly Collaboration Classroom Goals Student Feedback SLOs		Standardized Assessments: NWEA iLearn PSAT SAT	Local Assessments: Math Journals Performance Task Portfolios District 4-week assessment		
Intervention #1: Students will receive instructional opportunities to practice expository writing and comprehension strategies to heighten their understanding of various math concepts.					
Activity	Person Accountable	Timeline	Resources	Monitoring Activities	
1. Modeling of Thinking Maps and graphing organizer activities to support the writing process.	Math Teachers Instructional Coach EL Coach	Sept 2022 – May 2024	<u>Student Successes with Thinking Maps</u> by Hyerle, <u>Thinking Strategies</u> by Neesel & Graham	Observations, Walk-Throughs, Audits, Data Review, Lesson Plans	
2. Explanation of the purpose, process, and expectation for the use of expository compositions and extended response/writing	Math Teachers Instructional Coach	Sept 2022 – May 2024	IDOE Language Standard Balance Math For Secondary by Christinson	Observations, Walk-Throughs, Audits, Data Review, Lesson Plans	

3. Students will be given the opportunity to use MathXL as an electronic tutorial in Math applications.	Math Teachers Instructional Coach EL Coach	Sept 2022 – May 2024	IDOE Standards and NCTM Standards Websites and E-books	Observations, Walk-Throughs, Audits, Data Review, Lesson Plans
4. Students will be given the opportunity to use NWEA as an electronic tutorial in Math applications	Math Teachers Instructional Coach EL Coach	Sept 2022 – May 2024	IDOE NWEA	Observations, Walk-Throughs, Audits, Data Review, Lesson Plans
5. Modeling of Gradual Release of Responsibility model to increase engagement	Math Teachers Instructional Coach	Sept 2022 – May 2024	Gradual Release of Responsibility Model by Fisher & Frey	Observations, Walk-Throughs, Audits, Data Review, Lesson Plans
6. Explicit instruction on the use of “Best Practices” in the area of math.	Math Teachers Instructional Coach	Sept 2022 – May 2024	<u>Best Practice</u> , Fourth Edition by Zemeleman, Daniels, and Hyde	Observations, Walk-Throughs, Audits, Data Review, Lesson Plans
7. Task write up will be used to support the reading and writing processes.	Math Teachers Instructional Coach	Sept 2022 – May 2024	Balance Math Programs For Secondary Grades by Ainsworth & Christinson	Observations, Walk-Throughs, Audits, Data Review, Lesson Plans
8. Students will be given the opportunity to use retesting to improve their math skills.	Math Teachers Instructional Coach	Sept 2022 – May 2024	Balance Math Programs For Secondary Grades by Ainsworth & Christinson	Observations, Walk-Throughs, Audits, Data Review, Lesson Plans

Results-Based Staff Development Plan Leo JSHS					
Intervention: Students will receive instruction and opportunities to practice how to use vocabulary to improve writing application across the curriculum.					
Staff Development Outcome		Measure of Effectiveness		Student Outcome	
Teachers will implement and make effective use of writing application to improve their understanding of math concepts		Professional evaluation tool will be compiled after each professional learning activity to determine effectiveness. Professional feedback will be solicited following classroom implementation. Review growth as measured through NWEA data.		All students will improve their operations with real numbers skills as measured by iLearn, NWEA, and SAT.	
Level	Activity	Person Responsible	Evidence of Attainment	Resources	Timeline
Knowledge	Teacher, IC and Administrators will review the expectations for implementing writing application effectively.	Teachers, IC, Administrators	Collaboration reports, PD Report,	Collaboration time, IC support, IDOE	September 2022 - May 2024

			Teacher Evaluations	standards, PD books *	
Model/ Demonstration	Teachers, Instructional coach, and principal will model mini-lessons in professional development workshops.	IC & Teachers Administrators	PD Report Observation Reports Teacher Evaluations PGP	Core Curriculum, Guided Reader & Writer, IDOE Standards (10.1, 10.4) Hattie Training Smekens Web	September 2022 - May 2024
Low-Risk Practice	All teachers will have an opportunity to practice and observe colleagues in faculty meetings and mini-workshop, collaborations, and classrooms.	IC & Teachers	PD Reports Teacher Evaluations PGP	Core Curriculum, Protocol for Examining Student Work, Collaboration Time, IC support	September 2022 - May 2024
On the Job Practice	Teachers will develop weekly lesson plans during prep periods and collaboration.	IC & Teachers	Collaboration reports, Lesson Plans, Audit	IDOE standards, collaboration, prep time, IC support	September 2022 - May 2024
Follow Up	Teachers will participate in peer observations as colleagues teach and model implementation of writing application.	IC & Teachers	Observation Reports, PD Evaluation, Feedback – Faculty Meetings	Prep Time for Peer Observations	September 2022 - May 2024
Long Term Maintenance	Continued support from the instructional coach, teachers, and administration to ensure that writing application is being implemented effectively.	Teachers, IC, Administrators	Collaboration reports, conference reports, Walk-through data	Core Curriculum collaboration, prep time, IC and Admin. Support	September 2022 - May 2024

<p>SIP Goal: All Students will improve their overall school attendance across all grade levels as monitored by IDOE. Target: Overall school attendance decreased from 95.7% to 95.6%. Overall attendance dropped 0.1% from the 2023 school year. This decrease is in line with the natural rise and fall of attendance rates observed in non-pandemic years.</p>					
School Year 2021-22		Attendance	Increase	Spring 2022-2024 Targets	
2021-22 Attendance Grades 7-8		96.7	.5	97.2	97.7
2021-22 Attendance Grades 9-12		96.3	.5	96.8	97.3
Support Data: Student Survey Attendance Data		Standardized Assessments: ISTEP SAT PSAT		Local Assessments: SRI NWEA Scantron test	
Intervention #1: Students will learn the importance of good school attendance.					
Activity	Person Accountable	Timeline	Resources	Monitoring Activities	

1. Will contact parent or parents will contact school about daily absences.	Attendance Secretary	September 2022 - May 2024	School Messenger, Telephone call, notes	Daily attendance
2. Letter to parents on the 5 th , 8 th , and 10 th absences.	Attendance Secretary, Asst. Principal	September 2022 - May 2024	Letter	Daily attendance, RDS
3. Require doctor's note after 10 days of absence.	Attendance Secretary, Asst. Principal	September 2022 - May 2024	Notes	Daily attendance, RDS
5. Good attendance required for OSI and ISI.	Admin CDC	September 2022 - May 2024	Attendance Record	Daily attendance, RDS
6. Students will learn Positive Behavior Intervention Strategies.	Admin CDC	September 2022 - May 2024	CDC	Lesson plans, Evaluation
7. Student conference for poor attendance	Asst. Principal	September 2022 - May 2024	Attendance Report	RDS

Results-Based Staff Development Plan Leo JSHS					
Intervention: All students will learn the importance of good school attendance.					
Staff Development Outcome		Measure of Effectiveness		Student Outcome	
Staff will be trained to work with students on school attendance.		IDOE		Improved School Attendance	
Level	Activity	Person Responsible	Evidence of Attainment	Resources	Timeline
Knowledge	Teachers and administrators will review attendance expectations and policies.	Teachers, Admin	Collaboration Reports,	Collaboration time	September 2022 - May 2024
Model/ Demonstration	Teachers, IC and Administration will model attendance mini-lessons in professional development workshops.	Teachers, Admin	PD Report, Observation reports	Attendance Reports	September 2022 - May 2024
Low-Risk Practice	All teachers will have access to attendance data and use that information in forming attendance goals with students.	IC, Teachers, Admin	PD Reports, Teacher evaluations, PGP	Collaboration time, Attendance reports	September 2022 - May 2024
On the Job Practice	Teachers will develop weekly lesson plans that stress the importance of good attendance.	IC, Teachers,	Collaboration reports, Lesson plans, Observations	Collaboration time, Attendance reports	September 2022 - May 2024
Follow Up	Teachers will monitor student attendance goals.	IC, Teachers,	Observation reports, PD	Collaboration time,	September 2022 -

			Evaluation, Feedback from faculty meetings	Attendance reports	May 2024
Long Term Maintenance	Continued support form IC, teachers, and administration to ensure that good attendance is being stressed and monitored.	IC, Teachers, Admin	Collaboration reports, conference reports	Collaboration time, Attendance reports	September 2022 - May 2024

PL 221 Checklist 2023-2024

Use the following list to identify the location of the required, implied, and suggested items within your school improvement plan. This checklist should be submitted with your final plan for review by the superintendent and school board.

Present	Item	Page Number
<input type="checkbox"/>	Narrative description of the school, the community, and the educational programs	3-5
<input type="checkbox"/>	Description and location of curriculum	3-5
<input type="checkbox"/>	Titles and descriptions of assessment instruments to be used in addition to iLearn	7
<input type="checkbox"/>	Statement of mission, vision, or beliefs	6
<input type="checkbox"/>	Summary of data derived from an assessment of the current status of educational programming, including the following: <ul style="list-style-type: none"> • Data, including graphs, from the annual performance report • Data related to performance indicators other than those included in the annual performance report • Other information about educational programming and the learning environment 	8-18
<input type="checkbox"/>	Information about how the school's curriculum supports the achievement of Indiana Academic Standards	3-5, 19-20
<input type="checkbox"/>	Information about how the school's instructional strategies support the achievement of Indiana Academic Standards	4, 12, 19-20
<input type="checkbox"/>	Conclusions about student achievement, based on information from iLearn and other assessment strategies	8-18
<input type="checkbox"/>	Parental participation in the school (planning, reviewing the SIP)	21, 33
<input type="checkbox"/>	Technology as a learning tool	5
<input type="checkbox"/>	Safe and disciplined learning environment	21
<input type="checkbox"/>	Professional development	23-30
<input type="checkbox"/>	Student achievement objectives/goals, derived from an assessment of the current status of educational programming on Attendance rate	23-30
<input type="checkbox"/>	Student achievement objectives/goals, derived from an assessment of the current status of educational programming on Percentage of students meeting academic standards under the ISTEP+ program	23-30
<input type="checkbox"/>	Student achievement objectives/goals, derived from an assessment of the current status of educational programming on Graduation rate (for secondary schools)	23
<input type="checkbox"/>	Specific areas where improvement is needed immediately	8-18
<input type="checkbox"/>	Benchmarks for progress that specify how and to what extent the school expects to make continuous improvement in all areas of the educational system	26-30

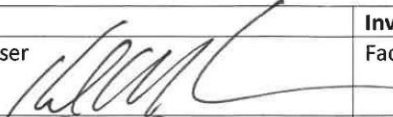

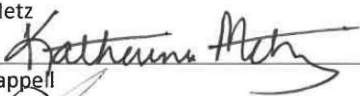





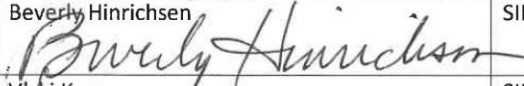
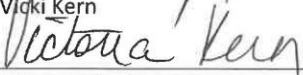
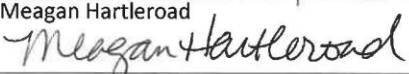
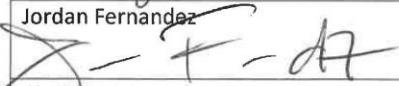
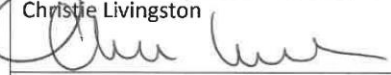
<input type="checkbox"/>	Academic Honors Diploma and Core 40, including the following: <ul style="list-style-type: none"> • Provisions to offer courses that allow all students to become eligible to earn the Academic Honors Diploma • Provisions to encourage all students to earn an Academic Honors Diploma or to complete the Core 40 curriculum 	3, 12-14
<input type="checkbox"/>	Proposed interventions (strategies) based on student achievement objectives/goals	23-30
<input type="checkbox"/>	Professional development that: <ul style="list-style-type: none"> • emphasizes improvement of student learning and performance. • supports research-based, sustainable school improvement efforts. • aligns with the core principles of professional development • includes methods to improve the cultural competency of teachers, administrators, staff, parents, and students. 	19-25
	Statutes and rules to be waived	
<input type="checkbox"/>	Three (3) year time line for implementation, review, and revision	24-31
<input type="checkbox"/>	Cultural Competency <ol style="list-style-type: none"> (1) identify the racial, ethnic, language-minority, cultural, exceptional learning, and socioeconomic groups that are included in the school's student population (2) incorporate culturally appropriate strategies for increasing educational opportunities and educational performance for each group in the school's plan; and (3) recommend areas in which additional professional development is necessary to increase cultural competency in the school's educational environment. 	21-22

Additional Items for Title 1 Plans

Present	Item	Page Number
N/A	Methods/strategies that strengthen core academic programs	
N/A	Methods/strategies that increase the amount of learning time	
N/A	Strategies for serving underserved populations	
N/A	Strategies for meeting the needs of low achieving students	
N/A	Strategies for meeting the needs of those students at risk in meeting state standards	
N/A	Ensuring highly qualified teachers	

Stakeholder Involvement in SIP Process

List of names of all faculty members and indicate their involvement in the creating your school improvement plan. This form should be submitted with our school improvement plan when it is ready for review.

Name:	Involvement:
Chad M. Houser 	Facilitate and Organize Report
Jared Sauder 	Data Analysis, Profile Author
Katie Metz 	SIP Committee Member, Input, Strategic Interventions
Ben Shappell 	SIP Committee Member
Greg Bierbaum 	SIP Committee Member
Melissa Fiedler 	SIP Committee Member
Aaron Volkert 	SIP Committee Member
Mike Lance 	SIP Committee Member
Beverly Hinrichsen 	SIP Committee Member
Vicki Kern 	SIP Committee Member
Meagan Hartleroad 	SIP Committee Member
Jordan Fernandez 	SIP Committee Member
Christie Livingston 	SIP Committee Member (Parent Representative)
Faculty	Reviewed 2022-2023 documents and gave input for 2023-2024 SIP