School Improvement Plan
2019-2020
2020-2021
2021-2022

<table>
<thead>
<tr>
<th>School Name</th>
<th>Bloomington High School South</th>
</tr>
</thead>
<tbody>
<tr>
<td>Address</td>
<td>1965 South Walnut</td>
</tr>
<tr>
<td></td>
<td>Bloomington, IN 47401</td>
</tr>
<tr>
<td>Phone</td>
<td>812.330.7714</td>
</tr>
<tr>
<td>School Fax Number</td>
<td>812.330.7810</td>
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<tr>
<td>School Number</td>
<td>6166</td>
</tr>
<tr>
<td>School Corporation Number</td>
<td>5740</td>
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</tbody>
</table>

Principal
Mark Fletcher

Superintendent
Dr. Judith DeMuth

School Board President
Louis Sabo-Skelton
I. Introduction, including the following:
   A. Narrative Description

Monroe County Community School Corporation Profile-
The Monroe County Community School Corporation (MCCSC) is a dynamic community with broad diversity in cultures, religions, ethnic groups, and socioeconomic levels. This diversity and the school community’s commitment to quality education have made the MCCSC an educational leader in Indiana for the past 38 years. The district encompasses 360 square miles and operates two comprehensive high schools, new tech high school, alternative high school, three middle schools, and 14 elementary schools. The MCCSC is the 20th largest school system in the state of Indiana, and the combined enrollment of the students attending Broadview Learning Center, Hoosier Hills Career Center and all other MCCSC schools is 10,990. MCCSC employs 753 teachers, 56 certified administrators and a support staff of roughly 973 people.

Population and Size
- Bloomington population, 85,071 (2015 census); Indiana University population, 43,710
- Males 48.6%; Females 51.4%
- The City of Bloomington includes 20 square miles and ranks as Indiana's seventh largest city. Monroe County has a total population of nearly 146,986 and covers 394 sq miles.
- The racial makeup of the city is 89% White, 5% African American, 0.8% Native American, 6% Asian, 0.2% Pacific Islander, 1.6% from other races, and 2% from two or more races. 2.5% of the population is Hispanic or Latino of any race.

Economy
- Median income for a household: $25,377
- Median income for a family: $50,054
- 17.3% of those under the age of 18 live below the poverty line
- 7.6% of those 65 and older live below the poverty line

Special Considerations
- Reduction in Force (RIF) situation in 2010—2011 led to South having 10 fewer teachers than the previous year with the same number of students. Over the course of the next four years, we lost 18.5 teachers without a decrease in enrollment, which led to an increase in class sizes. Between 2013 and 2018, we have recouped some of that FTE, but not all.
- Enormous increase in Free/Reduced lunch students since 1997. Percentage of kids receiving services tripled from 8% to nearly 25% F/Reduced lunch.
- Significant impact to our economy and, our school: closing of Thomson, Otis, GE and others.

With its campus stretching over nearly 1,863 acres, Indiana University is the largest property owner in Monroe County. Property taxes for individual property owners are low; the state froze property taxes in the 1970s when the tax base for the Monroe Community School System was already conservative. In 2010 the Indiana Constitutional Amendment added a property tax cap that furthter restricted revenues
Because taxes have been low for so many years, the public had been unwilling to support a referendum to raise them, so that the MCCSC must operate under a strict budget. However, in the fall of 2010, after much discussion and community input, Bloomington supported a referendum. That referendum was supported again in the fall of 2017.

Sources: http://www.bloomingtonindiana.com/local/cityinfo.html

Overview of Bloomington South

- Comprehensive high school of 1710 students – grades 9-12
- 102 teachers; 74 with advanced degrees
- Trimester schedule with five 60-minute classes a day
- 15 credits per year potential for students
- 3 Advanced College Project courses (Dual Credit with IU)
- 5 Dual Credit classes with Ivy Tech
- 17 Advanced Placement courses

Safe Learning Environment in School

- A Positive Behavioral Support framework was introduced in the spring of 2010, and discipline practices were adjusted to align with more opportunities for South to support positive behavior.
- South maintains a well-defined school safety plan that is practiced, evaluated, and updated on an on-going basis.
- Security guards are in our school throughout the day at the main entrance and in other areas of the building and our coordinated by our SRO.
- Teachers submit a class management plan each trimester to administrators and parents.

Disciplined Learning Environment in School

- South has a clearly defined school discipline policy that it distributes to all members of the school community including students, parents, and staff. The policy is in the student handbook, on the South webpage www.south.mccsc.edu, and in letters mailed home.
- Through the work of our School Corporation’s School Safety Specialist and Student Resource Officer, we offer continuous, high-quality training for all members of the school community in the best practices of school safety, and we support an open, established line of reciprocal communication with our community.

B. Description and Location of the Curriculum

- Office of Mr. Mark Fletcher, Principal
- Bloomington High School South Curriculum Guide
- Departmental Maps of Curriculum – serve as a basis for individual teacher’s syllabi
- Y Drive and L Drive on our computer networks

C. Assessment Instruments

- ISTEP
- ILearn
- SAT/PSAT
- AP
- Accuplacer
II. MCCSC

Mission
Empowering students to maximize their educational success to become productive, responsible global citizens.

Vision
We envision a world-class learning community that educates tomorrow’s leaders.

Core Values

Value 1: Engagement
• All students can learn. We teach all students. No exceptions.
• All students deserve rigorous, diverse curricular and extracurricular programs, integrated with technology. Such programs balance student’s needs and interests, resulting in high levels of student engagement, achievement and completion.

Value 2: Empowerment
• All students are diverse and unique. When students are empowered, self-esteem grows.
• All students’ experiences and perspectives are assets that reflect the strength of our schools and the values of our community. Such assets, when respected, nurtured and explored, promote their academic success and the success of their peers.

Value 3: Environment
• All students thrive in a positive, creative and stimulating learning and working environment.
• All employees excel in a culture actively supported by professional development opportunities. Highly trained, highly-valued teachers and staff are pivotal to the continuous improvement and success of our students.
• All students deserve, and we will provide, a healthy, safe and secure learning environment.

III. Bloomington High School South

Mission:
Bloomington High School South strives to meet the needs of all students in order to produce engaged and informed citizens who participate in community, excel in higher education, and succeed in the workplace.

Beliefs
• All students deserve a safe, organized, structured, well-managed environment.
• All students deserve high expectations based on their personal best performance or potential.
• All students deserve fair, consistent, clear academic expectations and grading.
• All students deserve to know they have to follow clear rules and expectations with subsequent consequences for rule violations.
• All students deserve caring, sharing, supportive, encouraging, nurturing, and guiding adults interested in them personally.
IV. Current Education Programs
   A. Curriculum Supports of the Indiana Academic Standards

   • Guaranteed and Viable Curriculum
     Bloomington South spent the 2010--2011 school year working on utilizing the PLC framework to make curricular adjustments. That work continues as needed. The improvements include using the Four Guiding Questions of a PLC to bring about the necessary curricular and pedagogical changes.

   Four Guiding Questions:

   • What do we want students to learn? This results in a guaranteed curriculum for all students based on Essential Skills collaboratively determined for each course.

   • How do we know when students have learned? This process is driven by creating common formative assessments that drive instruction and summative assessments that are used to guarantee all students in the same course are learning the same material. The process is further supported through the creation of common rubrics and scales to ensure we are using the same criteria to assess common assessments.

   • What do we do when students don’t learn? Students will receive timely, systemic and direct support when the data from their assessments indicate there is a learning gap. The goal of this work is to create a clear and concise pyramid of intervention based for our RTI processes. Students missing work receive direct attention in our PACE program and all students and staff participate in our Panther Plus program, which we use to manage our RTI efforts.

   • What do we do when students have learned the material? Students who have demonstrated proficiency will be given opportunities for enrichment through differentiated instruction. All students will have the opportunity to celebrate reaching their learning goals at various times throughout the year.

   • High School Core 40/Honors Diplomas
     Every student at Bloomington High School South begins course work to meet the requirements for Core 40 and above. If the needs of a student are not being met by Core 40, a committee consisting of the student, parents, teachers, and counselor will meet to plan a more appropriate course of study. Only after meeting to discuss an opt-out diploma or other curricular options are students taken off the Core 40 diploma track.
B. Instructional Strategies which support the Indiana Academic Standards

- **Panther Plus**: Built in time for support, enrichment and intervention four times a week for every student in the school. Panther Plus provides additional time for students to become proficient in the essential skills taught in each course that are determined by each department and assessed using common assessments.

- **PACE (Panthers Achieving Credits and Enrichment)**: After-school tutoring/credit recovery program. Any student missing three assignments in a class is directed to stay after school and complete the missing work. Transportation is provided to a variety of drop off locations.

- **Project PRIDE**: Freshman English course with an additional period each day to include instruction in reading using Read 180 as a framework to diagnose and improve reading skills. Algebra is also provided at a slower pace and in a smaller setting to provide more support.

- **Reading Specialists**: We provide a course for struggling readers that supports critical reading, reading for meaning and close reading of non-fiction texts. Also, reading specialists co-teach in freshman English classes and provides extra support.

- **Graduation Coach**: Regularly meets with students to provide supports for the intangible skills needed after high school as well as reinforcing academic practices.

- **Bridges to Success**: Behavioral modification class for students whose behavior interferes with their learning process. Boy’s Town curriculum is used to support students.

- **Plato**: On-line credit recovery program.

- **Student Resource Time (SRT)**: Weekly program where students are linked with their mentor teacher for four years. During SRT, students attend convocations and class meetings; they also have the opportunity to receive help by visiting various labs or their classroom teachers. Each student has a mentor, counselor, and assistant principal (Smaller Learning Community).

- **Panther Up**: Blended learning, school within a school, for students who are struggling with engagement. Weekly group sessions and check-ins with program directors provide intentional and frequent system of support for students.

- **Panther Preview**: Student-led orientation for in-coming freshmen takes place in late summer. The day consists of students modeling what high school expectations are for behavior, homework and other intangibles about our climate and culture.

C. Parental Participation

- **Smaller Learning Communities**: Each student entering South is paired with one principal, counselor and SRT teacher for all four years at South to create stronger, quicker connections between three adults and a child.

- **Panther Plus Awards**: Three times a year, students are recognized for their efforts in the areas of Attitude, Leadership, Improvement, and Achievement. These criteria provide an equitable means to recognize all students regardless of their final grades. Parents are invited to attend the ceremony that happens during the day and celebrate with their child.

- **Honor Nights**: Each spring, we host an awards night for the academic achievements of our underclassmen and another night for our seniors. The ceremony, which includes the presentation of each award to each student, is followed by a social with music and desserts.

- **Eighth Grade Night**: In the spring prior to students’ freshman year, we host all future Panthers and parents for an overview of high school with a focus on scheduling.
• **Freshmen Orientation:** Overview of the year for parents and students with a focus on procedures for communication and expectations at South.

• **Purple Carpet Day:** Welcoming activity for students new to Bloomington.

• **Open House:** Opportunity for parents to walk through their child’s schedule and meet all of his/her teachers.

• **Parent Conversations:** Parent conversations about a variety of topics and offer sessions for parents to come in and talk with school personnel and other parents.

• **Open Door Policy:** Parents are always welcomed into the office to meet administrators and counselors with no appointment needed.

• **SRT Show:** Is a course that produces a weekly show that we distribute for parents on YouTube highlighting events, activities and success stories at South.

• **Communications:**
  - Canvas LMS (Learning Management System) allows for parents to receive emails, access grades and even shadow classes.
  - Web page lists daily announcements and contact information for all teachers.
  - MCCSC webpage lists events, offices, and contacts for various situations.
  - Social media for celebrating events and making announcements
  - List serv used when specific items need to be addressed.
  - Letters are sent home periodically throughout the year.
  - Family Access in Skyward allows parents to have instant access to grades and other information.
  - Automated calls for parents used primarily for attendance, but occasionally used for other announcements.

• **Volunteer Opportunities at South:**
  - Boosters (Bands/choir/theater/clubs and athletics): Parents play an active role in building team cohesiveness, raising money and welcoming new families to South.
  - PACE Tutors: Three afternoons a week, community members and IU students volunteer with teachers to provide free tutoring to any student at South.
  - Guest Speakers: Frequent teacher requests to have guest speakers come to a class or convocation to speak on a particular topic.

**D. Technology as a Learning Support**

• Teachers receive training and enrichment on best and most appropriate use of available technology and the use of the technology. This is currently focused on laptop integration with our 1-1 laptop initiative.

• To support laptop integration, we have implemented a curriculum for students to learn how to perform maintenance on computers. Students have the ability to earn multiple certifications involving computer maintenance and pursue it as a career after high school.

• Teachers incorporate technology into lesson plans on a regular basis. Examples of student use include the following: web design, web research, PowerPoint presentations.
• The following programs are all accessible via computer and are offered as either assessment, enrichment or credit recovery options at South:
  o Canvas
  o Study Island
  o Plato
  o Reading Program

E. Recent Professional Development
• Professional Learning Community practices have been our core focus.
• Curricula reflect our commitment to agree to essential skills in each course, map the agreed upon curriculum, create common assessments and then provide additional supports to students based on the results of the assessments.

F. Cultural Competency

<table>
<thead>
<tr>
<th>Year</th>
<th>Am. Indian Hawaiian Islander</th>
<th>Black</th>
<th>Asian</th>
<th>Hispanic</th>
<th>White</th>
<th>Multi-Racial</th>
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<tbody>
<tr>
<td>Baseline</td>
<td>0.10%</td>
<td>3.1%</td>
<td>2.4%</td>
<td>1.4%</td>
<td>87.4%</td>
<td>4.6%</td>
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<tr>
<td>2005-06</td>
<td>.5% (9)</td>
<td>3% (48)</td>
<td>4.5% (78)</td>
<td>3% (51)</td>
<td>83% (1449)</td>
<td>5% (91)</td>
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<tr>
<td>2013-14</td>
<td>.6% (10)</td>
<td>3% (53)</td>
<td>4.5% (77)</td>
<td>3.5% (61)</td>
<td>83% (1401)</td>
<td>4.5% (73)</td>
</tr>
<tr>
<td>2014-15</td>
<td>.3% (6)</td>
<td>3% (57)</td>
<td>4.5% (75)</td>
<td>4% (66)</td>
<td>83% (1397)</td>
<td>5% (83)</td>
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<tr>
<td>2015-16</td>
<td>.1% (1)</td>
<td>4% (63)</td>
<td>4% (68)</td>
<td>4% (69)</td>
<td>82% (1412)</td>
<td>6% (98)</td>
</tr>
<tr>
<td>2016-17</td>
<td>.1% (1)</td>
<td>3% (57)</td>
<td>4% (74)</td>
<td>4% (68)</td>
<td>83% (1400)</td>
<td>5% (90)</td>
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<td>2017-18</td>
<td>.1% (1)</td>
<td>3.5% (60)</td>
<td>4.5% (76)</td>
<td>5% (89)</td>
<td>81% (1368)</td>
<td>6% (97)</td>
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<tr>
<td>2018-19</td>
<td>.1% (1)</td>
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• 22% of our population qualify for free and reduced lunch. Our paid lunch rate has dropped from 84% in 2008 to nearly 75% in 2018. This increase in socio-economic diversity has not had a negative impact on our population’s academic results. In fact, most of our categories have risen or remained relatively steady over this time.
• We have adopted texts and supplemental materials to reach a broad audience of students because we have many groups represented, but yet small numbers in each demographic.
• We have added digital curriculum and a 1:1 initiative for every student to have a laptop.
• We work to incorporate research-based strategies that will help all students, and continually work to implement strategies that focus on the individual needs in each group where possible.
• Strategies include instructional practices, discipline practices, and support structures.
• We have various social events that address our multicultural make up.
Instructional practices:
- Professional Learning Communities strategies are practiced and we are recognized as a National Model PLC School.
- Early College is targeting minority students, first-generation college attendees, and students receiving free and reduced lunch to participate in this program to improve college readiness.
- Panther Plus assists all students struggling with their work during the school day.
- PACE is a tutoring program that requires students to complete missing work in a timely fashion after-school. Students receive small group help from a large assortment of tutors.
- Teachers have participated in research groups and discussions about diversity, awareness and bias.
- Teachers participate in training to aid students in their formation of study skills.
- All of our honors classes are open enrollment requiring no prerequisites.
- South offers a combined total of 25 (Advanced Placement, Advanced College Project and dual credit) courses to meet the needs of our students who are college bound as well as to fulfill state requirements.
- Teachers provide rubrics for major assignments.
- Teachers use an on-line grade book to communicate real-time grades to parents.
- Teachers continually write common assessments using PLC practices to insure that standards are rigorous and consistent in similar classes.
- South practices an inclusive model of special education and provides resource support for those students not involved in inclusion.

Discipline and support structures:
- Students are linked with a principal, counselor and mentor for four years.
- Students meet with their mentors once a week during Student Resource Time (SRT).
- Students are given a variety of support mechanisms to help them resolve conflict(s). Most importantly, South strives to support a culture where positive relationships are fostered and inappropriate student behaviors are dealt with swiftly.
- A school team is actively involved in our corporation’s Cultural Responsiveness training
- South participates in various programs at Indiana University that focus on connecting with minority youth.
- Through PACE, South provides tutoring after school Monday, Wednesday and Thursdays. We provide bus service to a variety of drop off locations.

Socially:
- We have a variety of clubs that focus on diversity and acceptance: Black Culture Club, Spanish Club, Diversity Club, Dance Marathon for Riley Children’s Hospital and PROUD (Gay-Straight Alliance), Best Buddies and Unified Track.
- We provide leadership training for a variety of our student leaders.
• We have a variety of cultural celebrations: Day of the Dead, Latin Day, celebrations during Black History month, panel presentations from PROUD, participation in the National Day of Silence, Diversity Day (which includes presentations to various elementary students as well as our high school students), and a variety of events which celebrate foods of different cultures.

• We offer a peer tutoring program that pairs moderate and severe special needs students with their peers in general education who offer appropriate academic and basic skills assistance.
V. Summary of data, derived from an assessment of the current status of educational programming, including the following:

A. In general our students are performing above the state average in almost every performance indicator. However, we continue to look for new ways to improve the learning of our students. We have noticed among the students who struggle (though it is hard to quantify with scores), that there appears to be a greater polarization between the scores of the successful students and those that do not engage in their learning. Our best students are performing better than ever and at the same time our least engaged students are less engaged than ever. Many of these students have struggled in school for years, and they seem disenfranchised with their own potential to succeed in school. Although they are not being successful, ironically, they do not want to attend other programming options in the corporation because they have social support with us.

B. Data, including graphs, and data summary from the annual performance report as appropriate

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<tr>
<th></th>
<th>English</th>
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<th>Math</th>
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<tbody>
<tr>
<td>2018</td>
<td>ISTEP 82.3%</td>
<td>2018</td>
<td>ISTEP 55.6%</td>
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<tr>
<td>2017</td>
<td>ISTEP 83.7%</td>
<td>2017</td>
<td>ISTEP 57.5%</td>
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<tr>
<td>2016</td>
<td>ISTEP 82.6%</td>
<td>2016</td>
<td>ISTEP 52.5%</td>
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</table>

Our on-going commitment to curricular mapping and common assessment along with new supports to provide students timely, systemic and direct support have led to a more focused, consistent performances by students in coursework, which is also visible on state testing.

Our curricular efforts have led to a consistent increase in the percentage of students passing both math and English on the ISTEP. Graph shows our scores compared to the Indiana average.
Growth Data

1. Passing Rates for core classes
   Every effort is made to ensure that students are passing all of their classes. This includes a focus on timely, systemic and direct supports when students are struggling in classes. These efforts have led to failure rates below 8% in most courses.

2. Attendance Rate
   2018—94%
   2017—95%
   2016—95%
   2015—95%
   2014—95%
   2013—95%

Our record high graduation rate is attributed to the culmination of the programming that we have implemented and our commitment to articulate maps, assess and then provide supports to students who are not being successful.

3. Graduation Statistics
   2018—98%
   2017—93% (Reporting error is reflected in this drop)
   2016—97%
   2015—98%
   2014—97%
   2013—97%
   2010—86%

Breakdown of post graduate surveys
4-year college – 70%
2-year college – 20%
Military – 1%
Other – 9%
1. Core 40/Honors Diplomas

B. Data and data summary related to performance indicators other than those included in the annual performance report

- **AP 2018**: 760 exams were taken by 383 students. 72% scored 3 or above
- **AP 2017**: 740 exams were taken by 384 students. 68% scored 3 or above
- **AP 2016**: 762 exams were taken by 379 students. 68% scored 3 or above
- **AP 2015**: 671 exams were taken by 345 students. 75% scored 3 or above
- **AP 2014**: 650 exams were taken by 355 students. 61% scored 3 or above
- **AP 2013**: 639 exams were taken by 353 students. 62% scored 3 or above

- **SAT 2018**: 72% class took the exam with average score of 1177
- **SAT 2017**: 74% class took the exam with average score of 1168
- **SAT 2016**: 73% class took the exam with average score of 1115
- **SAT 2015**: 74% class took the exam with average score or 1102
- **SAT 2014**: 78% class took the exam with average score of 1093
- **SAT 2013**: 79% class took the exam with average score of 1106
C. Other information about educational programming and the learning environment including appropriate local assessments

- Dual Credits opportunities through Early College continue to vary depending on what we can offer.
- Changes by the state could affect what we offer for dual credit, but we will continue to look for new options for students.

VI. Conclusions and identified goals

Bloomington South continues to provide a wide variety of instructional programming to all of our students. As the diversity of our students’ needs continues to grow instructionally, socio-economically and culturally, we are constantly looking to expand our instructional programming. While our students’ needs continue to change, we believe the following two goals will positively impact all students and provide a consistent clear message for all students:

1) Increase the overall passing rates for all of our students.
2) Increase the percentage of students meeting college and career readiness standards.
**Goal # 1: Increase the overall passing rates for all of our students**

**Benchmark Goals:**
- Goal for 2019-2020: Passing rates above 90%
- Goal for 2020-2021: Passing rates above 90%
- Goal for 2021-2022: Passing rates above 90%

**Support Data**
1. End of course grades
2. Panther Plus data

**Standardized Assessments**
1. ISTEP English
2. ISTEP Math

**Local Assessments**
1. Common course assessments
2. Acuity/Study Island

**School-wide strategies that support the attainment of the learning Goal # 1: For 2019—2020**

<table>
<thead>
<tr>
<th>Tier</th>
<th>Person(s) Accountable</th>
<th>Evidence of Attainment</th>
<th>Professional Development/Required Resources</th>
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<tbody>
<tr>
<td>Tier I</td>
<td>Strategy 1: Mapping and Common Assessments</td>
<td>Each department</td>
<td>Consistency of curriculum between teachers</td>
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<tr>
<td></td>
<td>Strategy 2: Common Grading Practices</td>
<td>Each department</td>
<td>Increased consistency in grading practices</td>
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<tr>
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<td>Strategy 3: Panther Plus</td>
<td>All faculty</td>
<td>Decrease in missing work</td>
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<td>Tier II</td>
<td>Person(s) Accountable</td>
<td>Evidence of Attainment</td>
<td>Professional Development/Required Resources</td>
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<td>Strategy 1: PACE</td>
<td>All faculty</td>
<td>Decrease in missing work</td>
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<td>Strategy 2: Early College</td>
<td>Early College teachers</td>
<td>Dual credits earned</td>
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<tr>
<td></td>
<td>Strategy 3: Additional term for core courses</td>
<td>Each department</td>
<td>Passing rates</td>
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<tr>
<td>Tier III</td>
<td>Person(s) Accountable</td>
<td>Evidence of Attainment</td>
<td>Professional Development/Required Resources</td>
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<tr>
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<td>Strategy 1: PACE III</td>
<td>All faculty</td>
<td>Decrease in missing work</td>
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<td></td>
<td>Strategy 2: Modified courses</td>
<td>Each department</td>
<td>Passing rates</td>
</tr>
<tr>
<td></td>
<td>Strategy 3: Reading Intervention</td>
<td>Reading specialists Eng. Dept.</td>
<td>Improved lexile scores</td>
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</table>

**Research/Best Practice for Intervention:**
Mattos, Mike (2008). Pyramid Response to Intervention. Solution Tree
**Goal # 2: Increase percentage of students meeting college and career readiness standards**

**Benchmark Goals:**
- Goal for 2019-2020: 75% of students meeting college or career readiness
- Goal for 2020-2021: 75% of students meeting college or career readiness
- Goal for 2021-2022: 75% of students meeting college or career readiness

<table>
<thead>
<tr>
<th>Support Data</th>
<th>Standardized Assessments</th>
<th>Local Assessments</th>
</tr>
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<tbody>
<tr>
<td>1. AP Exams and ACP grades</td>
<td>1. ECA Exams</td>
<td>1. Work Keys</td>
</tr>
<tr>
<td>2. Student Survey</td>
<td>2. SAT/ACT</td>
<td>2. PSAT</td>
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**School-wide strategies that support the attainment of the learning Goal # 2:**

<table>
<thead>
<tr>
<th>Tier I</th>
<th>Person(s) Accountable</th>
<th>Evidence of Attainment</th>
<th>Professional Development/Required Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strategy 1: Open enrollment in AP and ACP courses</td>
<td>All faculty</td>
<td>Number of students taking AP and ACP courses</td>
<td>AP and ACP conferences. Vertical articulation with AP and ACP teachers and teachers of feeder courses</td>
</tr>
<tr>
<td>Strategy 2: Project Lead the Way</td>
<td>Science Department</td>
<td>Number of students taking PLTW courses</td>
<td>PLTW conferences and training.</td>
</tr>
<tr>
<td>Strategy 3: Work Keys</td>
<td>All faculty</td>
<td>Number of students taking Work Keys</td>
<td>Administration of Work Keys assessment</td>
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<table>
<thead>
<tr>
<th>Tier II</th>
<th>Person(s) Accountable</th>
<th>Evidence of Attainment</th>
<th>Professional Development/Required Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strategy 1: Hoosier Hills courses</td>
<td>All faculty</td>
<td>Enrollment in Hoosier Hills</td>
<td>Transportation to Hoosier Hills</td>
</tr>
<tr>
<td>Strategy 2: Early College</td>
<td>All faculty</td>
<td>Enrollment in Early College courses</td>
<td>Certification to teach dual credit courses. Support for Early College activities</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Tier III</th>
<th>Person(s) Accountable</th>
<th>Evidence of Attainment</th>
<th>Professional Development/Required Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strategy 1: Work Study</td>
<td>All faculty</td>
<td>Enrollment in Work Study</td>
<td>Support for development of additional placement sites</td>
</tr>
<tr>
<td>Strategy 2: Internships</td>
<td>All faculty</td>
<td>Enrollment in internships</td>
<td>Support for development of additional placement sites</td>
</tr>
</tbody>
</table>

**Research/Best Practice for Intervention:**

**VII. Other Information**

A. Statutes and rules to be waived