



School Improvement Plan

2023-24 School Year

Monroe Central Jr.- Sr. High School (7151)
Monroe Central School Corp
Parker City, IN

Monroe Central Junior-Senior High School 2022-23 School Improvement Plan

Monroe Central School Corporation Mission Statement:

The mission of the Monroe Central School Community is to ENGAGE and EMPOWER all students to EXCEL in being productive and responsible citizens.

Monroe Central Junior-Senior High School Mission Statement:

Monroe Central Junior-Senior High School is a professional learning community whose personnel embrace a moral commitment to

***Teaching
Learning
Caring***

Vision Statement:

The Vision Statement was developed by educators, students, and members of the community and is reviewed and updated annually. The foundation of the statement identifies the core convictions upon which this school improvement plan is built and answers the question, "What do our students deserve in order to be successful learners, responsible citizens, and productive members of a global economy?" The second part of the vision statement describes ideal adults who are striving to provide students with the things they deserve in order to achieve at a rigorous level. The third part of the vision statement describes ideal students in a school and community where adults live by their convictions. The last part of the vision statement includes ideal data that represent the community's dreams. This lofty data serves as the focal point for the remainder of the school improvement plan and requires the school and community to work toward every student succeeding at a high level.

We believe all students deserve:

- an environment in which they feel safe, relaxed, respected, have a voice, are treated fairly, and feel someone cares
- an education that provides a variety of available resources, including technology, committed teachers, structure, consistency, an awareness of possibilities beyond Monroe Central, realistic opportunities for the future, and the chance to succeed
- high quality instruction that is challenging, engaging, provides extra help when needed, meets a student where they are, responds to different learning styles, teaches life skills, includes opportunities to develop specialized skills, and provides connections between school and their future
- adults who have high expectations for students and themselves, are positive role models, listen, allow no excuse for failure, correct when necessary, and guide students toward healthy choices

All adults in our community are living by these core convictions daily and as a result, show the following attitudes and actions:

- Adults are involved in education and are committed to what is best for kids.
- Personally, they are wise, happy, friendly, honest, understanding, good listeners, supportive, impartial, demonstrate a positive attitude, empathetic, mature, responsible, flexible, have high expectations, and do not let stress affect them negatively.
- Their interactions with others are professional, consistent, ethical, and they have realistic expectations of themselves and others.

In this environment where all adults are living by their core convictions, all students:

- are respectful, responsible, honest, accountable, loyal, positive, excited about learning, rested and involved, engaged, self-motivated, self-disciplined, independent learners, service-minded, pleasant, prepared, cooperative, inquisitive, and feel accepted.

As a result of these efforts, our school's student achievement vision data is as follows:

- % of junior high students who pass ILEARN Math & ILEARN English/Language Arts = 20% above state average
- % of juniors who pass SAT MATH & SAT English/Language Arts = 100%
- % of students who have perfect attendance = 100%
- % of students who are college and/or career ready = 100%
- % of students who earn a high school Academic and/or Technical Honors Diploma = 100%

Monroe Central Junior-Senior High School School Description

Education Program Summary:

- 31 Certified Staff Members
- 3 Administrators - Principal, Assistant Principal, Athletic Director
- 2 School Counselors
- 1 School Resource Officer
- Grades 7-12
- 8 Period Day - Six 47-minute classes, one 49-minute class period, and two 35-minute study halls (one for high school and one for middle school)
- 9 Week Grading Periods
- Departments of Study Include: Language Arts (English & Spanish), Math, Science, Social Studies, Fine Arts (Music & Art), Health & Physical Education, Practical Arts (Agriculture, Business, Family and Consumer Science) and Special Education
- Each course taught applies State Academic Standards outlined by the Indiana Department of Education.
- All faculty members follow curriculum maps for all content areas. Copies of curriculum maps are available in the Principal's Office and will eventually be available on the school webpage.
- Academic Planning Guides are created each year to assist in career planning and class scheduling. These documents can be found on the school webpage and in the Student Services office.
- PowerSchool is used as the student management system. Parents and students can access attendance records and track grade progress by logging-in to this system.
- Schoology is used as the student learning management system and digital curriculum platform. Parents and students can access course curriculum and assignments by logging-in to this system.
- Edmentum is used to provide online digital courses/curriculum for students in need of credit recovery, students who wish to take courses that we do not offer at Monroe Central, and for students who can not work a specific class into their schedules due to conflicts

with other classes. Edmentum can also be used by teachers for classroom instructional purposes.

Additional Services Summary:

- The Library Media Center is open each school day from 8:05 a.m. – 3:05 p.m.
- The School Web Page is updated daily with student announcements. Many resources including the Student Handbook and Academic Planning Guide are available on this website.
- Monroe Central is a one to one school with each student being provided a Chromebook. Additional Chromebooks are available in each classroom for those who forget their Chromebook or have no charge. A wireless network is available for staff and students. The high school has a wide array of multimedia tools including DVD players, large screen TV monitors throughout the building, mobile presenters, and LCD projectors in all classrooms. Each teacher has a Chromebook to use for presentations and general school related activities. These Chromebooks are compatible with the overhead projector for screen casting.
- Student Services provides a variety of services to assist each student. Personal, educational, and career counseling is available along with information on tutoring services. Vocational/College testing and scholarship information can be accessed through the Student Services Department.
 - o PSAT Testing (9th, 10th and 11th Grade)
 - o SAT Testing (11th Grade)
 - o ILEARN Testing (7-8th Grades)
 - o Assessment Testing
 - o Job Fairs
 - o College Visits
 - o NCAA Clearinghouse
 - o Scheduling Meetings
 - o Scholarship Awareness
 - o Dual Credit Programming
 - o Graduation Pathways
- School Safety initiatives include a detailed Emergency Preparedness Plan; a clearly defined Student Discipline Code of Conduct; a monthly random extra-curricular student drug testing program, random canine drug searches, individual identification badges for

all staff members and a computer based video security system. An anti-bullying program has been implemented with reporting procedures for students, staff and parents. Background checks are performed in the main office for all visitors prior to their admittance into the school.

- Monroe Central maintains a Self-Contained Transitions classroom to address the needs of students with moderate and severe disabilities. The classroom includes a kitchen, life skills area, and changing room.
- The Summer School program continues to grow and expand. This program addresses Junior High Students who are at-risk to be retained, and allows High School students the opportunity to work on credit recovery.
- A School Resource Officer (SRO) continues to be a valuable resource to the district. The SRO is funded via a School Safety grant.
- Grade Level Professional Learning Communities (PLCs) - Grade Level PLCs consist of groups of grade level teachers that identify struggling students who are not already getting services via an IEP or 504. Teachers have developed running records that address these students' individual needs, as well as intervention strategies that have been tried, both successfully and unsuccessfully. These documents travel from one grade level to the next with the student, helping new teachers each year better meet individual students' needs and learning styles.
- Department Professional Learning Communities (PLCs) - Department PLCs consist of groups of teachers from the same department that focus on curriculum, implementation of best practice instruction within each subject area, and assessment for learning using a common approach with multiple assessment types.
- Study Hall Period - One of our 8 periods (Period 5) is a school-wide Study Hall period. Through this study hall we do our remediation for student accountability tests. Students are identified via scores from past tests and formative assessments that they complete during the school year. 7th & 8th Grade students work on ILEARN test preparation. Freshman, Sophomore and Junior students work on PSAT/SAT preparation. Senior students learn and practice life and employability skills such as balancing a checkbook, writing resumes and cover letters, understanding credit and debt, etc.

Student Summary :

- 468 students in grades 7-12 (as of September 5, 2023)
- 94% White - 2% Multi-Racial - 2% Hispanic - 1% Black - 1% Native American - <1% Asian
- 14% Special Needs
- <1% English Language Learners
- 45.31% Free-Reduced (as of September 5, 2023)

Parental Participation:

Beginning with the website and the easily accessible PowerSchool Gradebook program, Monroe Central High School encourages collaboration with all stakeholders and parent groups. The automated phone, text, and email system (SwiftK12) is used to notify parents of school announcements, events, and attendance concerns.

- Registration Day in July - Parents & students may come in for assistance with online registration, to obtain student schedules, to practice opening lockers, find classrooms, etc. A special Open House is also held for 7th graders new to the jr.-sr. high school prior to the start of school.
- Parent Teacher Conferences – October - Can be held in-person, via phone, via email, etc.
- Orientation Programs
 - 7th Grade Orientation is held during the school day in May
 - 8th-9th Grade Orientation takes place in January
- Master Scheduling – Student Services conducts grade specific parent nights in January & February to review graduation requirements and assist in course selection for the upcoming school year
- Parent Forums are scheduled throughout the school year to talk about specific topics such as college and financial aid planning, dual credit requirements, mental health, etc.
- Parents have the capability to see their children’s grades at any time through the PowerSchool portal.
- Monthly Newsletters - Sent out via the SwiftK12 portal, social media platforms, and available on the school website.

Data Profile Introduction

Student performance data is an indicator to the success and/or failure of a school. Monroe Central Junior-Senior High School is no different. We know that in order to be a continuously improving school, we must use whatever data that we have to make us better. It's critical that we not only use the data we have as an indicator of strengths and weaknesses, but also as a way to inform our instructional staff on how they can improve classroom instruction. We believe that we have done a decent job of looking at and analyzing the data, however, much more needs to be done in using it in the classroom. We are committed to improving our practice in this area. A description of the different standardized and local assessments that we use, and current data from state and national assessments. Analysis sections for each specific area are also included.

MCHS Standardized & Local Assessments

The following standardized assessment instruments are utilized:

1. ILEARN (Indiana Learning Evaluation Assessment Readiness Network)
The ILEARN assessment is administered near the end of the school year. Seventh & eighth grade students are given the assessment in language arts and mathematics. High school Biology students are given the assessment in science. High school Government students can be given the optional assessment in government & citizenship. Scores from the test are used to identify curriculum needs in the tested subject areas.
2. SAT (Scholastic Aptitude Test)
Beginning with the 2021-22 school year, all juniors are required to take the SAT. It will be the high school accountability test. Students are encouraged to take this test as many times as possible in order to improve their individual scores as scores from this test are used by colleges to determine entrance eligibility. Only the test taken at school will count towards school accountability. We will use these scores to assess the achievement levels of our junior and senior students and determine learning gaps within the school curriculum. SAT scores can be used to demonstrate Post-Secondary Readiness for graduation.
3. ACT (American College Testing)
All students will be encouraged to take this test as many times as possible. The scores from this test are used by colleges to determine entrance eligibility. We will use these scores to assess the achievement levels of our junior and senior students and determine learning gaps within the school curriculum. ACT scores can be used to demonstrate Post-Secondary Readiness for graduation.
4. PSAT (Pre-Scholastic Aptitude Test)
All freshmen, sophomores and juniors participate in this test. This test is used as preparation for the SAT. Scores from this test will be used to assess the achievement levels of our sophomores and juniors to determine curricular needs of our students for SAT preparation.
5. ASVAB (Armed Services Vocational Aptitude Battery)
Most juniors and seniors will participate in this test at least once during their high school career. In addition to its primary use as a military entrance exam, the ASVAB is used to help students identify potential careers for which they have an interest and aptitude for. Scores from the test will be used to assist us in career counseling with our students. ASVAB scores can be used to demonstrate post-secondary readiness for graduation.

6. NWEA (Northwest Evaluation Association)

Students in grades 7-8 participate in this assessment three times per school year. NWEA creates assessment solutions that precisely measure growth and proficiency in the areas of reading and math while providing insights to help tailor instruction to promote students' academic growth.

7. WIDA

The WIDA assessment will be given to select students only where English may not be their primary language used at home. The assessment measures their English proficiency level. Scores from the assessment are used to create learning plans for students who may need additional support due to language barriers.

MCHS Data & Analysis

MCHS 2022-2023 ILEARN (7th/8th Grade)

Data Targets & Goals: Our goal is to be 10% or higher than the state average on our grade level state assessments. The following chart shows what the state average is in relation to our score.

Test	State Avg.	Score (2022-2023)
7th Grade Math	31.9%	37.2%
7th Grade ELA	42.4%	38.3%
8th Grade Math	29.8%	40.6%
8th Grade ELA	43.1%	50.7%

ISTEP+/ILEARN Data Analysis

The ILEARN test is the most important exam for our junior high students. It is crucial that we look at what the data indicates to us to determine not only individual student needs, but also curriculum strengths and weaknesses. It is difficult to analyze this data due to changes in the tests and format of the tests over the last five years as well as the impact that the COVID-19 pandemic has had on it. The data presented within this school improvement plan is really only summary data overall. During the 2022-23 school year, our 7th graders performed 0.5% above the state average in ELA. This is an area of concern as we focus on improvement for the 2023-24 school year. Our goal is to be 10% higher than the state average on these tests. Our 8th graders scored considerably lower on both Math and ELA. This is something that will need to be monitored and improved upon. The 2022-23 data will be used as a new benchmark.

SAT Data Analysis

SAT scores are difficult to analyze as the number of students who take each of these tests from year to year differs. As the number of students taking the tests increases, the mean would be expected to go down. As the number of the students taking the tests decreases, the mean would be expected to go up. While we believe that we have been a little below state average for both ELA and Math over the 5-year span, it's difficult to determine that. This is concerning, especially since we have performed much higher than the state average on ISTEP/ILEARN over that same time period. We took a slight step back with the 2022 cohort group, but had seen increases in scores the previous two years. We will continue to focus on PSAT & SAT prep with our freshmen, sophomores, and juniors during our study hall period.

Beginning with the 2021-22 school year, all Indiana juniors began taking the SAT as the high school accountability test. Our high school data team will continue to review this data and create some implementation plans for our high school ELA and Math departments. We will have an SAT prep "bootcamp" once again this year prior to the school accountability test to ensure that students are as prepared as possible to take it.

SAT performance - 22.5% (State average - 28.8%)

Graduation Rate

Students graduating within 4 Years

98.8%

State Average 87.0%

Students graduating within 5 Years

93.1%

State Average 87.6%

Diploma Strength

98.6%

State Average 90.6%

Diploma Designations

General

8.3%

State Average 9.0%

Core 40

52.4%

State Average 50.8%

Honors

39.3%

State Average 40.3%

Waiver Graduates

0.0%

State Average 0.2%

Technical

11.2%

16 total students

Graduation Pathways

Monroe Central Junior-Senior High School staff members have worked very hard over the last few years to examine the courses that we offer in an effort to provide as many possible pathway programs as possible. As a small school, we clearly cannot do everything. Through partnerships with the Muncie Area Career Center and other Randolph County schools, we are proud to be able to offer a wide array of possible options to meet the needs of our students. As student needs change, we will continue to find ways to offer programs that make sense. We are currently able to provide full programs in the following pathway programs:

- Agriculture Mechanical & Engineering
- Agriscience - Animals
- Horticulture
- Precision Agriculture
- Business Administration
- Education Careers
- Human & Social Services
- Computer Science
- Digital Manufacturing - Randolph Central Partnership
- Welding Technology - Randolph Central Partnership
- Precision Machining - Randolph Central Partnership
- Criminal Justice - Randolph Eastern Partnership
- Radio & Television - Randolph Eastern Partnership
- STEM Engineering Technology - MACC Partnership
- Automation & Robotics - MACC Partnership
- Automotive Services - MACC Partnership
- Construction Trades - Carpentry - MACC Partnership
- Construction Trades - Electrical - MACC Partnership
- Interactive Media - MACC Partnership
- Early Childhood - MACC Partnership
- Biomedical Sciences & Technology - MACC Partnership
- Dental Careers - MACC Partnership
- Pre-Nursing/Healthcare Specialist - MACC Partnership
- Fire & Rescue - MACC Partnership

Graduation Pathways

- Percentage of grade 12 students who complete graduation requirements. Goal: 95% by 2030.
* We are currently at 96% (State 86.4%)
- Percentage of grade 12 students earning high quality college and career credentials. Goal: 60% 2030.
- Percentage of high school graduates employed or enrolled within Indiana one year after their expected graduation year. Goal TBA

Graduation Analysis

Unfortunately, data has not been updated for the last few school years in INview, the DOE's Data Warehouse System. Based upon the data that we do have, Monroe Central has compared well with the state average in getting students to graduate. Our graduation rates have consistently been above 90% since 2011. We are proud of this tradition of excellence, however, strive to ensure that every student graduates. Anything less than 100% means that someone didn't graduate, and that isn't acceptable. We will continue to set high expectations of ourselves as it relates to the graduation rate. Our numbers have been consistently below state average. Based upon ILEARN scores, we would expect a higher percentage of students capable of earning an honors diploma. This is an area that must be addressed if honors diploma numbers and SAT/ACT scores are to improve. We have increased the weights of our honors, AP, & dual credit courses. We believe that will help incentivise more students earning honors diplomas. We feel good about being able to offer programs for students of all ability levels. For a small school, we have a fair number of honors and dual credit course offerings to meet the needs of our students wishing to pursue post-secondary education. We also offer a wide variety of pathway programs to meet the needs of our students wishing to pursue post-secondary education in technical degree or certification programs, as well as for those wishing to immediately go out into the workforce. We must continue to improve all programs so that our students leave Monroe Central with the skills necessary to be successful in whatever their chosen path may be beyond high school.

Attendance

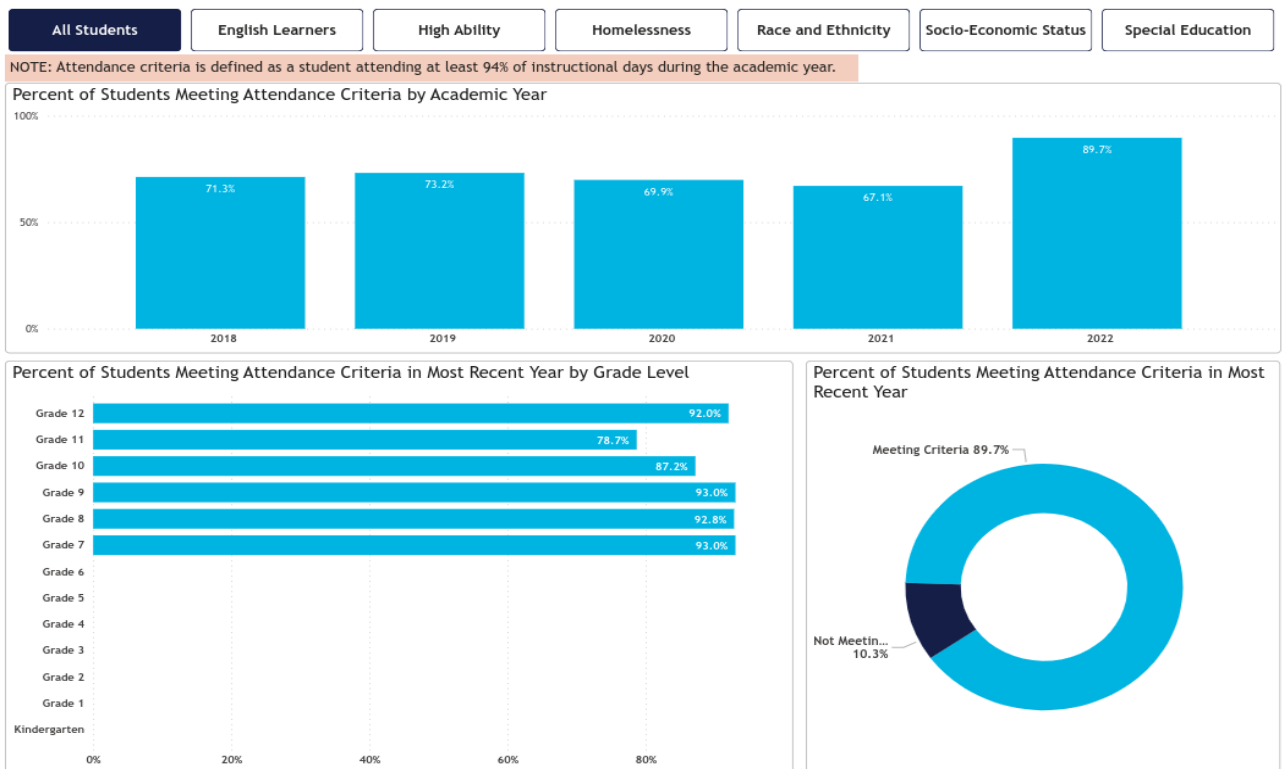
Attendance Analysis

The Indiana Department of Education has changed its focus on attendance, moving to a model that puts more focus on model attendee's and chronic absenteeism. Student attendance also considers the percentage of students who are chronically absent, or missing more than 10% of enrolled days during the school year. Our plan for the 2023-24 school year is to once again track unexcused absences much closer. Our goal is simply to be above state average for model attendees and below state average for chronic absenteeism. Continued focus on unexcused absences should help us meet both of these goals. The overall attendance rate for the 2022-2023 school year was 95.4%, the highest percentage in more than a decade.

Economically Disadvantaged - 85.3% (26.6% above state average)

Student Attendance

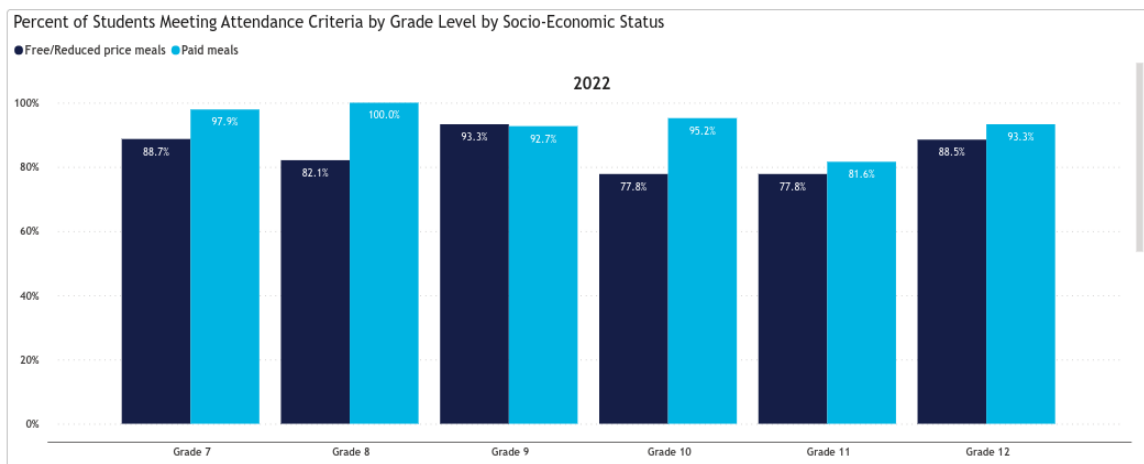
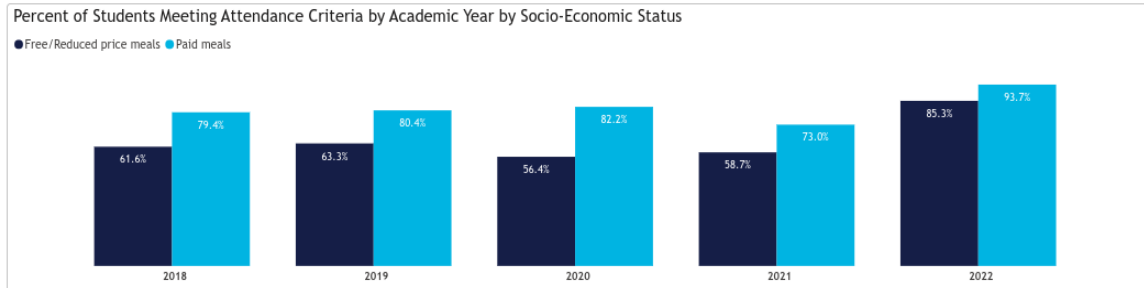
Note: Only student groups that meet a minimum size can be displayed.



Student Attendance

Note: Only student groups that meet a minimum size can be displayed.

- All Students
- English Learners
- High Ability
- Homelessness
- Race and Ethnicity
- Socio-Economic Status
- Special Education



Stakeholder Survey Analysis

To be completed

Monroe Central Junior-Senior High School 3-Year Strategic Plan

During the Spring of 2022, our staff participated in professional development workshops and professional learning community meetings to analyze data and study needs for the creation of a new 3-year strategic plan to begin with the 2022-23 school year. Our previous 3-year plan focused a great deal on climate and culture initiatives to put ourselves in a better position as a staff and school in implementing continuous improvement strategies. Our staff wants to continue to focus some on climate and culture, but also put more emphasis on improving our ELA and Math scores. Based upon the work product from the study teams, goals and strategies have been identified to work on over the course of the next three years.

Goal #1 - Improve student achievement outcomes as measured by yearly improvements in the percentage of students passing the ILEARN and SAT standardized exams and yearly declines in student failure rate that allows us to move from a "B" rating to an "A" rating from the Indiana Department of Education.

Goal #2 - Develop a climate of collaboration and high expectations that benefits all stakeholders (staff, students, parents, & community) as measured by an annual reduction in out of school suspensions, a reduction in student disciplinary referrals, maintaining an attendance rate above 96%, and an improvement in stakeholder survey results.

Monroe Central Junior-Senior High School

Goal #1 Worksheet

Goal #1: Improve student achievement outcomes as measured by yearly improvements in the percentage of students passing the ILEARN and SAT standardized exams and yearly declines in student failure rate that allows us to move from a "B" rating to an "A" rating from the Indiana Department of Education.

Measurement	From	To	By When	Measurement	From	To	By When
ILEARN ELA	43.5%	>43.5%	May 2023	SAT Math	22.5%	>22.5%	May 2023
	x	>x	May 2024		x	>x	May 2024
	x	>x	May 2025		x	>x	May 2025
ILEARN Math	38.7%	>38.7%	May 2023	Failure Rate	5.89%	<5.89%	May 2023
	x	>x	May 2024		x	<x	May 2024
	x	>x	May 2025		x	<x	May 2025
SAT ELA	53.5%	>53.5%	May 2023	Letter Grade	B	A	May 2025
	x	>x	May 2024				
	x	>x	May 2025				

Initiatives	Strategies
English / Language Arts Improvement Initiatives	Strategy #1: Vocabulary Development - All MCHS teachers will focus on general, specialized, technical and academic vocabulary development using multiple strategies.
	Strategy #2: Reading Comprehension - All MCHS teachers will require students to utilize reading skills such as skimming, scanning, and reading for detail through multiple instructional strategies.
	Strategy #3: Writing - All MCHS teachers will require students to write constructed responses using the RACE (Restate, Answer, Cite, Explain) Model. Responses will be graded using a school-wide rubric.
	Strategy #4: Students will practice ELA skills during LITE Period at least one day per week through a Sustained Silent Reading Program.
Math Improvement Initiatives	Strategy #1: All MCHS Teachers will enforce student use of the CUBES (Circle, Underline, Bold, Eliminate Information Not Needed, Solve & Check) Method of problem solving.
	Strategy #2: All MCHS Teachers will implement practice opportunities within their curriculum for students to utilize basic math skills, graphing skills, analytical thinking skills, and quantitative reasoning skills.
	Strategy #3: Students will practice math skills during LITE Period at least one day per week using programs such as Khan Academy, IXL, and Vimme.
Improving Failure Rate Initiatives	Strategy #1: All MCHS Teachers will implement Universal Design for Learning into their classrooms to improve best practice in engagement, representation, & action and expression.
	Strategy #2: MCHS Teachers will utilize LITE Period as a Mentor/Mentee Period checking grades, goal setting, and pushing students to complete missing work.
	Strategy #3: MCHS will implement a Preparing for College & Careers Course for Freshman students that will teach study skills, test preparation
	Strategy #4: MCHS staff will participate in professional development to better utilize both formative and informative assessment data to improve instruction and student learning in the classroom.

Monroe Central Junior-Senior High School

Goal #2 Worksheet

Goal #2: Develop a climate of collaboration and high expectations that benefits all stakeholders (staff, students, parents, & community) as measured by an annual reduction in out of school suspensions, a reduction in student disciplinary referrals, maintaining an attendance rate above 96%, and an improvement in stakeholder survey results.

Measurement	From	To	By When				
Out of School Suspensions Data	98	<98	May 2023	Stakeholder Survey Results (Questions Rated Agree or Strongly Agree in Student, Staff, and Parent Surveys)	58.80%	>58.8%	May 2025
	x	<x	May 2024				
	x	<x	May 2025				
Disciplinary Referrals Data	Establishing PBIS Referral Baseline (x)		May 2023				
	x	<x	May 2024				
	x	>x	May 2025				
Attendance Data (May 2022 - 97.1%)	x		May 2023				
	x		May 2024				
	x		May 2025				
Initiatives	Strategies						
Positive Behavior Interventions & Supports (PBIS) Implementation	Strategy #1: MCHS will implement a school-wide PBIS expectations chart and instruct students to it accordingly.						
	Strategy #2: MCHS will form a PBIS team to analyze referral data and work with PLC teams to focus on problem areas and work with high frequency students.						
	Strategy #3: MCHS will focus on BEAR "Paw"sitive initiatives, including a ticket reinforcement system. Tickets will be drawn for weekly prizes.						
Multi-Tiered Systems of Support (MTSS) Initiative	Strategy #1: MCHS will fully integrate the MTSS model into the school by first identifying and implementing Tier 1 services to all students.						
	Strategy #2: MCHS will implement Tier 2 & 3 services to meet the needs of identified students for academic, behavioral, and SEL domains. MTSS Conferences will be held with all stakeholders to design and implement MTSS plans for students who need them.						
	Strategy #3: MCHS will create a Basic Skills class through the MC Academy for students, with MTSS & 504 Plans, who are identified through their respective plans as needing this service.						
Social Emotional Learning (SEL) Initiative	Strategy #1: MCHS staff will participate in professional development to better understand and work with students who have experienced trauma and ultimately help students overcome adversity in their lives.						
	Strategy #2: MCHS staff will participate in professional development to help instill a growth mindset in every classroom and for every student.						
	Strategy #3: MCHS staff will focus on building relationships with all students. Our PBIS team will work with PLC Teams to identify students who could benefit from positive relationship-building strategies.						

Beginning with the 2021-22 school year, Monroe Central Schools added professional development days into the calendar for staff professional development and professional learning community meetings. During 2021-22, we had six such PD days that were also virtual learning days for students. Starting with the 2022-23 school year, these days (4 total) simply became days off for students so that staff could completely focus on professional development initiatives. Based upon our school data analysis from the data profile, school corporation goals, and staff input, we established two goals - one that focuses primarily on ELA & Math and one that focuses on school climate and culture. From the created goals, strategies, and initiatives, here are some professional development topics that will be focused on during PD time and throughout the school years over our three-year strategic plan:

2023-24 Priorities

- Universal Design for Learning (UDL)
- Positive Behavior Interventions & Supports (PBIS)
- Reading Comprehension & SSR
- CUBES Problem Solving Method
- Continued initiatives with SEL - Focus on Positive Growth Mindset
- Data Analysis
- Raz-32 Partnership

2024-25 Priorities

- Building Positive Relationships
- Writing

Other Goals:

1. Increase the number of students earning College Core classes (1 student last year).
 - a. Students need to earn 30 college credits (IU East and Ivy Tech).
2. Increase the number of Technical Diplomas (16 students last year.)
3. Attendance rates at or above state average.