An <u>Optional</u> School Improvement Plan Format

In the optional school improvement plan format, the following codes apply:

(R) = Required   **(D/F)** = D/F Accountability Grade   **(I) =** Implied   **(S) =**Suggested

A school may use, but is not required to use, the following format for its plan.

(1)   **Introduction**, including the following:
- Narrative description of the school, the community, and the educational programs (S)
- Description and location of curriculum (R)
- Titles and descriptions of assessment instruments to be used in addition to ISTEP+ (R)

(2)   **Statement of mission**, vision, or beliefs (S)

(3)   **Summary of data** derived from an assessment of the current status of educational programming, including the following:
- Data, including graphs, from the annual performance report (I)
- Data related to performance indicators other than those included in the annual performance report (I)
- Other information about educational programming and the learning environment (I)

(4)   **Conclusions** about the current educational programming, derived from an assessment of education programming, including the following:
- Information about how the school's curriculum supports the achievement of Indiana's College and Career Readiness Standards (I)
- Information about how the school's instructional strategies support the achievement of Indiana's College and Career Readiness Standards (I)
- Conclusions about student achievement, based on information from ISTEP+ and other assessment strategies (I)
- Parental participation in the school (R)
- Technology as a learning tool (R)
- Safe and disciplined learning environment (R)
- Professional development (R)

(5)   **Student achievement objectives/goals**, derived from an assessment of the current status of educational programming, including at least the following:
- Attendance rate (R)
- Percentage of students meeting academic standards under the ISTEP+ program (R)
- Graduation rate (for secondary schools) (R)

(6) **Specific areas where improvement is needed immediately.** (R)
In additional to academic and student areas, Focus/Priority schools should include:
- Leadership – focusing on the development, training, and support for building leaders. (D/F)
- Effective Instruction – focusing on selecting, retaining, and supporting teachers; ensuring teachers have rigorous curriculum and resources to implement effective instruction to meet the needs of all students. (D/F)
- Student Supports – focusing on climate and culture; family and community engagement; and supporting social, emotional, and learning needs of all students. (D/F)

(7) **Benchmarks for progress** that specify how and to what extent the school expects to make continuous improvement in all areas of the educational system (R)
In additional to academic and student benchmarks, Focus/Priority schools should include leadership, effective instruction, and student supports benchmarks. (D/F)

(8) **Academic Honors Diploma and Core 40**, including the following:
- Provisions to offer courses that allow all students to become eligible to earn the Academic Honors Diploma (R)
- Provisions to encourage all students to earn an Academic Honors Diploma or to complete the
- Core 40 curriculum (R)

(9) **Proposed interventions** (strategies) based on student achievement objectives/goals (S) (D/F)

(10) **Professional development** that:
- emphasizes improvement of student learning and performance. (R)
- supports research-based, sustainable school improvement efforts. (R)
- aligns with the core principles of professional development. (R)
- includes **methods to improve the cultural competency** of teachers, administrators, staff, parents, and students. (R) [added by P.L. 57-2004; IC 20-10.2-8]

(11) **Cultural competency component of school plan** (R)

- In developing a school's plan, the committee shall consider methods to improve the cultural competency of the school's teachers, administrators, staff, parents, and students (R)

- The committee shall:
  (1) identify the racial, ethnic, language-minority, cultural, exceptional learning, and socioeconomic groups that are included in the school's student population; (R)
  (2) incorporate culturally appropriate strategies for increasing educational opportunities

and educational performance for each group in the school's plan; and (R)

(3)   recommend areas in which additional professional development is necessary to increase cultural competency in the school's educational environment. (R)

- The committee shall update annually the information identified under subsection (1). (R)

(12)   **Statutes and rules to be waived** (R)

(13)   **Three (3) year time line** for implementation, review, and revision (R)