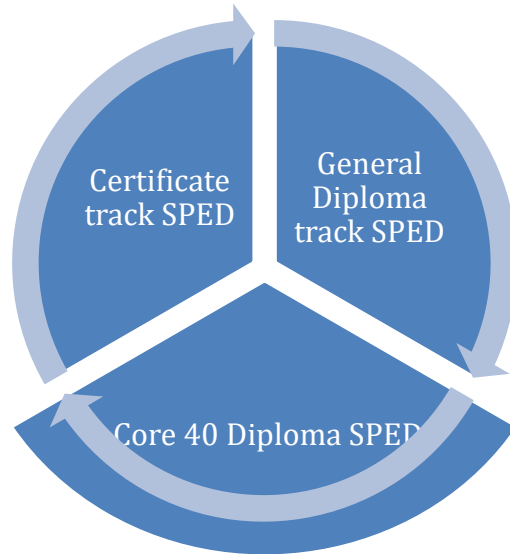


Description of key findings for Focus Area 1 (strength or area for growth)	Summary of supporting data for key findings from Focus Area 1	Root causes for key findings from Focus Area 1
<p>All special education students will be placed in an Academic Development class to help with test taking strategies, problem solving, analyzing text and writing. In 2019, 44 11th grade students were identified as Special Ed with only 13 passing. All 31 non-pass students are placed with academic support. Teaching methods survey was sent to all teachers to check for best practices. Key findings include that all teachers can help ALL students with problem solving strategies. SPED teachers will receive additional focused training.</p>	<p>ISTEP and ILEARN scores indicate that students demonstrate limited mathematical and problem-solving skills. This is now a focus to help students improve scores.</p>	<p>Math curriculum does not support problem solving skills. Most are rote memorization and mastering said standards. The Math department will implement test talks, reflective practice and error analysis to help improve scores.</p>
<p>Goal is to have students experience success when solving problems, communicating ideas, and applying mathematical knowledge to a variety of situations.</p>	<p>Department will look at common assessments and incorporate weekly application problems. Students will work on writing to express analysis.</p>	<p>istep-grade-10-math-performance-level-descriptors-final-10-05-16.pdf</p>
<p>Math teachers will incorporate PS standards into daily lessons</p>	<p>Students will work on PS strategies and test analysis. Principal will preform weekly checks in classrooms.</p>	<p>2014-04-15 Algebra I draft 041414.pdf</p>

Focus Area 2

Graduation rate for SPED students is a focus area. In order for students to graduate, one criterion is to pass the ISTEP test. We placed all special education students in Academic development classes to help support problem solving barriers.

When analyzing non-pass students, it was discovered that the pool was separated into thirds, 1/3 were certificate track students, 1/3 of the non-passers were on a general diploma, leaving 1/3 (a shade more) that earned a core-40 diploma.



Description of key findings for Focus Area 2 (strength or area for growth)

Summary of supporting data for key findings from Focus Area 2

Root causes for key findings from Focus Area 2

Graduation rate for SPED students is a focus area. In order for students to graduate, one criterion is to pass the ISTEP test. We placed all special education students in Academic development classes to help support problem solving barriers.

Math curriculum does not support problem solving skills. Most are rote memorization and mastering said standards. The Math department will implement test talks, reflective practice and error analysis to help improve scores.

Teachers need to teach more problem-solving activities in all curricular areas.

Focus Area 3

Graduation rate for SPED students is a focus area. In order for students to graduate, one criterion is to pass the ISTEP test. We placed all special education students in Academic development classes to help support reading comprehension deficits.

Of the 31 students that did not pass the ISTEP test, 80% of the students have accommodations/modifications that include having tests “read” to them. This practice takes place in the resource room. Resource room teachers do not administer tests. This school year, the regular SPED teacher will be the teacher to read assessments to students, thus making the student feel more comfortable when testing.

Description of key findings for Focus Area 3 (strength or area for growth)	Summary of supporting data for key findings from Focus Area 3	Root causes for key findings from Focus Area 3
<p>Graduation rate for SPED students is a focus area. In order for students to graduate, one criterion is to pass the ISTEP test. We placed all special education students in Academic development classes to help support reading comprehension deficits.</p>	<p>Survey given to all SPED students regarding reading comprehension indicated that students felt more comfortable with regular licensed SPED teachers reading tests.</p>	<p>Academic development class and remediation classes are scheduled for ALL special education students with cognitive delays</p>

School Improvement Plan Template

Note: If you are planning to use this School Improvement Plan template to ensure you are fulfilling all of the school improvement planning requirements in Indiana Code, but are not completing the Comprehensive Needs Assessment (CNA) portion of this template, you must complete a School Profile (CNA Phase 3) to ensure all requirements are met.

Phases

[Form a School Improvement Plan development team](#)

[Review focus areas, key findings, and root causes](#)

[Describe the school's core components to identify opportunities to address focus areas](#)

[Select evidence-based interventions that address the school's focus areas](#)

[Design a professional development plan](#)

[Develop a roadmap to guide implementation of the school improvement plan](#)

I. Form a School Improvement Plan development team

SIP Development Team Members

Name	Stakeholder Group(s)	Role(s)
Anna Murphy	Administration	Chair
David Stinson	Administration	Research
Joseph Brinker	Administration	Research
Rebecca Christensen	Administration	Research
Michelle DeCamp	Instructional Coach/Parent	Data Collection
Maureen O'Donoghue	Guidance	Data Research
Terri Wallace	Parent/Media Specialist	Surveys
Mindy Scheumann	SPED Teacher	Data Disaggregation
Sara Smith	Staff/Community Member	Staff Surveys
Dylan Caudill	Student	Student Surveys

Committee's Focus: Special Education State Test Scores

Name	Stakeholder Group(s)	Role(s)
Anna Murphy	Administration	Chair
Maureen O'Donoghue	Guidance	Data Research
Chad Houser	Junior High Principal	Jr. High Data

Committee's Focus: Graduation Rate

Name	Stakeholder Group(s)	Role(s)
Michelle DeCamp	IC/Parent	Data Collection
David Stinson	Administration	Data Collection
Jana Gepfert	Graduation Pathways Coach	Chair

II. Review focus areas, key findings, and root causes

If you did not complete the Comprehensive Needs Assessment (CNA) template, you will need to identify focus areas to guide your work in this and subsequent phases of the School Improvement Planning process. See CNA Phase 6 for resources that can help you identify these focus areas.

If you did complete the Comprehensive Needs Assessment (CNA) template, to guide the presentation and discussion in this SIP phase, please use the text from Phase 6 of the CNA to complete all but the greyed cells below. The greyed cells should be completed after the presentation, based on questions and ideas raised during the SIP development team's discussion.

Review of Focus Area 1	
All special education students will be placed in an Academic Development class to help with test taking strategies, problem solving, analyzing text and writing. In 2019, 44 11th grade students were identified as Special Ed with only 13 passing. All 31 non-pass students are placed with academic support. Teaching methods survey was sent to all teachers to check for best practices.	
Modified Description of Focus Area 1: NA GREYED CELL Not Modified	
Description of key findings for Focus Area 1 (strength or area for growth)	
(Click here to return to the description of key findings for Focus Area 1 from the CNA)	(Click here to return to the root causes for Focus Area 1's key findings from the CNA)
Modified description of key findings for Focus Area 1 based on the SIP development team's discussion	Modified root causes for key findings based on the SIP development team's discussion
NA GREYED CELL	NA GREYED CELL

Review of Focus Area 2
Graduation rate for SPED students is a focus area. In order for students to graduate, one criterion is to pass the ISTEP test. We placed all special education students in Academic development classes to help support problem solving barriers.
Modified Description of Focus Area 2: NA GREYED CELL

Description of key findings for Focus Area 2 (strength or area for growth) Root causes for key findings from Focus Area 2	
<i>(Click here to return to the description of key findings for Focus Area 2 from the CNA)</i>	<i>(Click here to return to the root causes for Focus Area 2's key findings from the CNA)</i>
NA GREYED CELL	NA GREYED CELL
Modified description of key findings for Focus Area 2 based on the SIP development team's discussion	Modified root causes for key findings based on the SIP development team's discussion
NA GREYED CELL	NA GREYED CELL

Review of Focus Area 3	
Graduation rate for SPED students is a focus area. In order for students to graduate, one criterion is to pass the ISTEP test. We placed all special education students in Academic development classes to help support reading comprehension deficits.	
Modified Description of Focus Area 3: NA GREYED CELL	
Description of key findings for Focus Area 3 (strength or area for growth) Root causes for key findings from Focus Area 3	
<i>(Click here to return to the description of key findings for Focus Area 3 from the CNA)</i>	<i>(Click here to return to the root causes for Focus Area 3's key findings from the CNA)</i>
Modified description of key findings for Focus Area 3 based on the SIP development team's discussion	Modified root causes for key findings based on the SIP development team's discussion
NA GREYED CELL	NA GREYED CELL

III. Describe the school's core components to identify opportunities to address focus areas

Note: In the tables below, the SIP development team will describe many of the school's core elements, such as curriculum and assessment. After describing each core element, the SIP development team is encouraged to reflect on the extent to which the school's approach to this core element will help it address a key finding or contributing factor from one or more of its focus areas. It is possible that a core element may not be applicable to each focus area. In these cases, the SIP development team is encouraged to write "not applicable" in the cell, but only after careful reflection.

Description of Core Component: Safe Learning Environment

*How will the school maintain a safe and disciplined learning environment for students and teachers?
How will the school ensure clear expectations are communicated to students?
How will the school create an environment in which there is genuine respect for students and a belief in their capability?
How will the school utilize a multi-pronged approach including early intervention and positive behavior support to create a safe learning environment?*

New Haven Jr. Sr. High School provides the following interventions to support a caring, secure learning environment: two Indiana School Safety Specialists on staff, Rtl, PBIS, Cornerstone Connections, EACS/NHMS Discipline Policy, full-time school nurse, two full-time School Counselors, Bowen Center partnership, Crisis Plan, ALICE training (lockdown procedures), and monthly emergency drills. New Haven Junior Jr. High School has taken part in the EACS district-wide Stop Bullying initiative since its inception.

All administrators took part in School Safety training (ALICE) provided by the district. Building administrators have trained the students and staff on the ALICE (Alert, Lockdown, Inform, Counter, Evacuate) protocol. In addition, teachers and staff members have participated in ALICE training. We continue to offer training and practice drills throughout the school year. The ALICE Training instructor program certifies local representatives to teach proactive survival strategies in violent intruder or active shooter situations. Help save lives by providing training that will bridge the gap between the time a violent event begins and law enforcement arrives. A comprehensive crisis intervention plan includes procedures for emergency situations. Each teacher retains a copy of the plan, along with safeguards, maintaining accountability for all students in a crisis.






Since the 2013-2014 school year, anti-bullying practices as well as sexual harassment training were implemented and reviewed with staff and students. Through Title I funding, NHJSH also has a Family Group Specialist who specializes in mentoring students who struggle academically and behaviorally.

Additionally, New Haven Jr. Sr. School maintains a safe and disciplined learning environment. Security cameras are placed strategically throughout the interior and exterior of the building. Monitors are located in the main office, and videotapes are regularly made of all activities. All exterior doors are locked during the day. Visitors are required to check in at the main office and display a visitor's badge at all times. All NHJSH staff and substitute teachers are required to display identification badges at all times during normal school hours. Volunteers and guest speakers have to submit a criminal background check and names sent to the Assistant Superintendent.



The Bulldog C.O.D.E.



	Cooperation	Ownership	Dedication	Excellence
Classroom 	<ul style="list-style-type: none"> -Be <i>polite</i> to students and teachers -Listen carefully to others -Work together to make a positive impact. 	<ul style="list-style-type: none"> -<i>Respect</i> property -Be prepared with all class assignments -Arrive <i>on time</i> 	<ul style="list-style-type: none"> -Engage in all classroom activities -Give your best daily 	<ul style="list-style-type: none"> -Consistently turn in assignments on time -<i>Respect</i> the learning environment -Use appropriate language -Follow directions of the teacher
Hallway	<ul style="list-style-type: none"> -Walk on the right side of the hallway and stairs -Stay to the side of the hallway when standing/talking -Stay in your designated area at all times 	<ul style="list-style-type: none"> -Use passing period wisely -Use appropriate language and volume -Use your own locker 	<ul style="list-style-type: none"> -Be <i>polite</i> to all people in the hallway -Be <i>helpful</i> to others -Follow directions of all staff 	<ul style="list-style-type: none"> -Use <i>respectful</i> language -<i>Respect</i> personal space -Move with purpose -Leave it better than you found it
Cafeteria	<ul style="list-style-type: none"> -Wait your turn in line -Use manners -Clean up areas that are dirty 	<ul style="list-style-type: none"> -Clean up after yourself -Follow Cafeteria procedures -Arrive on time 	<ul style="list-style-type: none"> -Keep the café clean by picking up any messes you see. -Use manners with the cafeteria staff 	<ul style="list-style-type: none"> -Use appropriate volume -Leave it better than you found it
Restroom	<ul style="list-style-type: none"> -Give others their privacy -Report any damages or messes to the office 	<ul style="list-style-type: none"> -Wash your hands -Put all waste in its proper place -Utilize passing period 	<ul style="list-style-type: none"> -Minimize your time in the restroom to maximize instruction 	<ul style="list-style-type: none"> -Use it for its intended purpose -<i>Respect</i> the equipment and show school pride
Extra-Curricular	<ul style="list-style-type: none"> -Be a good sport -Be <i>respectful</i> of all people involved 	<ul style="list-style-type: none"> -Represent New Haven in a positive manner -Display sportsmanship in your actions and words -Be responsible for your equipment when participating 	<ul style="list-style-type: none"> -Do your personal best -Show up every day -Support your peers at events 	<ul style="list-style-type: none"> -<i>Respect</i> our guests -Show school spirit by positively cheering on your peers
Everywhere Always 	<ul style="list-style-type: none"> -Be <i>respectful</i> of others -Be <i>Kind</i> 	<ul style="list-style-type: none"> -Use Appropriate Language -Respect Property 	<ul style="list-style-type: none"> -Make school a priority -Put others first while doing your personal best 	<ul style="list-style-type: none"> -Be your "<i>Bulldog</i>" best -Follow the C.O.D.E. 

[..\Crisis plan 2019-20.pdf](#)

Gap Analysis: Safe Learning Environment

<p>How will the school's plan for fostering a safe learning environment also help the school address its focus areas?</p>	<p>In what ways does the school's plan for fostering a safe learning environment <i>not</i> help the school address its focus areas?</p>
<p>For Focus Area 1: All special education students will be placed in an Academic Development class to help with test taking strategies, problem solving, analyzing text and writing. In 2019, 44 11th grade students were identified as Special Ed with only 13 passing. All 31 non-pass students are placed with academic support. Teaching methods survey was sent to all teachers to check for best practices.</p>	<p>For Focus Area 1: NHJSH will offer additional training for teacher to ensure all accommodations are met. https://www.doe.in.gov/specialed</p>

For Focus Area 2:
 Graduation rate for SPED students is a focus area. In order for students to graduate, one criterion is to pass the ISTEP test. We placed all special education students in Academic development classes to help support problem solving barriers.

For Focus Area 2:



For Focus Area 3:
 Graduation rate for SPED students is a focus area. In order for students to graduate, one criterion is to pass the ISTEP test. We placed all special education students in Academic development classes to help support reading comprehension deficits.

For Focus Area 3:
 Barriers include possible state requirement for ALL core 40 tests for SPED students.

<https://www.indystar.com/story/news/education/2018/02/05/first-time-indiana-special-education-students-could-receive-alternate-diploma/307156002/>

Description of Core Component: Curriculum

Provide an overview of the school’s curriculum, including, but not limited to:
 A description of the school’s curriculum review and adoption process; -- English and Math: Teachers from around the district are asked/chosen to write curriculum. State standards are looked at and placed in bundles accordingly. Then teachers within buildings have the opportunity to give feedback on the curriculum. For other subjects, state standards are used to teach as well. The book adoption process is handled through the district. Companies are chosen for book adoptions and then teams are formed to pick the best ones and then schools can review/input. Many of our books and resources are online for students to use on their iPads.

A description of the school’s curriculum for Tier I instruction as well as a brief rationale for using these curricular resources – State standards are used for all curriculum and then instruction is adjusted as needed for students. Classes use those standards and then also book/series adoption based on the district.

A description of the school’s curriculum academic interventions as well as a brief rationale for using these curricular resources; and – Within our bundles for English and Math there are MPIs (Model Performance Indicators) that can be used for our ELL students as well as our lower performing General

Education Students. Other subject areas can look at these and use if needed. We also have a full special education staff we can utilize to help our teachers modify and accommodate for our special education students.

A description of the culturally responsive curricular materials, if any, that the school is using to ensure all students' cultural differences are recognized and appreciated – We use the World-Class Instructional Design and Assessment (WIDA) proficiency standards for our ELL students.

Note: Please ensure there is a copy of the curriculum available for inspection by members of the public as required by 511 Indiana Administrative Code 6.2-3.

A description of the core curriculum is located in the school's administrative offices, as well as the East Allen County Schools (EACS) district share drive or through the respective iTunesU course accessible only to EACS employees. In grades K-12 Language Arts and Math, the College and Career Ready Indiana Academic Standards (CCRIAS) are bundled together for a seamless curriculum for all students including interventions and extensions. The core curriculum has been written by EACS personnel and is copyrighted. Expectations for English Learners are based on the World-Class Instructional Design and Assessment (WIDA) standards. The curriculum bundles are linked to timelines for instruction. The bundles include a big idea, enduring understandings, core vocabulary, essential questions, learning targets, links to technology, links to WIDA can-do descriptors, bundle performance tasks, and resources for teaching ideas. Additionally, bundle assessments will be administered to students approximately every 4-6 weeks. Data from the bundle assessments is used to drive instruction through daily math review (DMR) and daily language review (DLR) activities. Canvas courses have been established for Language Arts, Mathematics, Science, Social Studies, Health, and Spanish.

Canvas courses are available to all teachers and students, and include suggested curriculum resources, such as videos, apps, documents, web-links, discussion topics, and general course outlines. Canvas courses for additional subjects are continuously being developed. New Haven Junior Senior High School also offers a full sequence of Project Lead The Way (PLTW) biomedical classes and pre-engineering classes. Through an extensive community internship program, several paid and unpaid internship opportunities are available to junior and senior students. PLTW Biomedical travel every two years to countries all over the globe for additional hands-on education and discovery. In 2021, PLTW Biomedical will be traveling to Germany and Czech Republic. Dual Credit classes are offered through a special arrangement with PFW, Trine and Ivy Tech where students can earn college credit for classes taken at New Haven High School taught by New Haven High School teachers. Currently, the following courses are offered for dual credit: Finite Math, Pre-Calculus, Calculus, Psychology, Physics, Spanish, Sociology, PLTW Biomedical courses, and PLTW Pre-Engineering courses. Advance Placement (AP) classes are offered in United States History. All students attending the Anthis Career Center also earn dual credit. Course offerings continue to expand at New Haven High School. Ivy Tech Community College, University of Saint Francis, Indiana Tech, Trine University, and PFW also offer dual enrollment classes for New Haven High School students. Students are given release time to attend classes at these universities and earn college credit while still attending high school.

All students can recover credits utilizing the Edgenuity program in the Bulldog Learning Center Lab. Students Who have not successfully passed the I-STEP+/ILEARN assessment are assigned to remediation classes based on need. Teachers are available in all subject areas to meet with students before and after school hours for individualized tutoring and academic support. English language acquisition learners also have tutoring available before and after school. Academic development math and reading classes have been added to assist students who are lacking essential skills in math and reading. Continuing the practice from last year, during the 2019-20 school year, students are placed in a 30-minute Success Time. To start the year, Success Times are based on grade level and will include digital literacy training, freshman transition support, assistance with logging in to track grades, Positive Behavior Interventions and Support (P.B.I.S.) lessons, Kindness Challenge lessons and other start-of-

the-year needs. For the remainder of the year, students will be grouped according to their academic needs for tutorials or enrichment. Assessment and grade data will be reviewed and used to re-group students throughout the school year. Success classes are also utilized as an intervention for sophomore students that take ILEARN and the PSAT. The PSAT scores are then used to identify specific interventions for students as they take the SAT and ACT tests during junior and senior year. New Haven High School also offers the SAT Preparation course as an elective for juniors and seniors

Individual Learning Plans (ILP) and Individual Education Plans (IEP) are provided to all staff via certified English Learner (EL) and Special Education instructors. Training and modification examples are made available for all staff members. Special Education and EL students benefit from co-taught courses, as well as individual peer and adult help during the day. The support of a paraprofessional in a resource rooms is available to all qualified special education students. Another paraprofessional works directly with EL students in selected general education classrooms. The school district employs a Burmese Parent Liaison and a Spanish Parent Liaison to assist with parent conferences and phone calls. Students requiring flexible and/or alternative learning environments are selectively recommended for the EACS Alternative School. Students at the Alternative School can receive accelerated classes, remedial classes, credit recovery, and classes focused on “project based” and collaborative learning.

At least 4 different professional development dates have been set for 2019-2020 school year, to facilitate timely analysis of key data. These two dates will be funded through Title II monies. These sessions will help the staff analyze bundle assessment and NWEA data and develop appropriate interventions.

Two district-wide professional development (PD) days are scheduled for the 2019-2020 school year. The focus of the professional development will be on Professor John Hattie Visible Learning model. Visible Learning is a synthesis of more than 800 meta-studies covering more than 80 million students. This research reveals which education variables have the biggest impact on learning. Visible learning is the model of professional learning that takes the theory of Hattie’s research and puts it into a practical model for teacher and school administrators.

Additional training will be provided throughout the year for special education, English Learners, and the Visible Learning model. As the staff completes training in the Visible Learning model, principal-led learning log meetings will be scheduled in the Professional Development Data Room. This year, a core team of administrators and support personnel meet to analyze data as a group. Staff is organized into grade-level teams, to better track and monitor individual student data and create customized interventions for low-achieving students. Our instructional coach will make time during the school day to increase the monitoring and staff contact with the students who struggle the most academically.

Schools in EACS release students a half-hour early every Wednesday to give teachers more time to collaborate. Half of these collaboration days are scheduled for administration-led professional development. Department chairperson meetings are typically held twice monthly and generally focus on data and instruction. The instructional coach meets with the Language Arts department on a weekly basis to review curriculum pacing and strategies. The Assistant Principal meets with the Math department weekly to ensure all curriculum is being followed as well as bundle assessment data is being analyzed.



Gap Analysis: Curriculum

How will the school's curricular resources also help the school address its focus areas?	In what ways do the school's curricular resources <i>not</i> help the school address its focus areas?
All special education students will be placed in an Academic Development class to help with test taking strategies, problem solving, analyzing text and writing. Teaching methods survey was sent to all teachers to check for best practices.	For Focus Area 1: There is only one curriculum for all students in a subject area, with accommodations and modifications for SPED students
For Focus Area 2: All curricular subjects need to help address deficits with problems solving	For Focus Area 2: PD planned once a month
For Focus Area 3: All curricular areas need to help address issues in reading comprehension	For Focus Area 3: PD planned for collaboration once a month

Description of Core Component: Assessment

Provide an overview of the assessments that will be used in the school in addition to the statewide testing system, including, but not limited to:

- A description of the school's interim assessments, including the frequency with which they will be administered;
- A brief rationale for using these interim assessments;
- A description of how teachers and staff will be provided ongoing professional development to support their use of student data from these interim assessments to inform instruction;
- A description of the school's expectations for daily and/or weekly formative assessments (e.g., exit tickets); and
- A description of how teachers and staff will be provided ongoing professional development to support their use of daily and/or weekly formative assessments to inform instruction.

A variety of assessment tools are utilized to monitor student progress and assist with course selection. The following assessments are used:

NWEA- English and Math assessments are given three times during the school year to all students. These assessments align closely with state standards and are designed to help target instruction and improve student learning by delivering detailed insight on student strengths and areas for additional instruction, prior to taking the End of Course Assessments. One school goal is to Increase scores from BOY to EOY by 10%, in both reading and math, namely by moving 30 students from the yellow section to the Green or Blue section

Algebra 1 and English 10 and ISTEP- Statewide Summative Assessments used to determine qualification for graduation and school accountability

PSAT - provides data used to place students in Advanced Placement classes and monitor college readiness.

SAT – an aptitude test, used to determine college entrance readiness.

ACT – an achievement test, used to determine college entrance readiness.

AP Exams – a multiple-component test, used to earn college credit, placement, for qualifying scores.

The Armed Services Vocational Aptitude Battery (ASVAB) is a multiple-choice test, administered by the United States Military Entrance Processing Command, used to determine qualification for enlistment in the United States Armed Forces. This test is also an allowed test for a graduation pathway.

Edgenuity- used to measure mastery in subject areas for credit recovery.

ISTEP+ (8th and 10th grade scores)- Statewide Summative Assessment used to place students in freshman math and language arts courses and to determine student growth data in these areas.

Ilearn grade 8 – Statewide summative Assessment

Ascend Math- Used in special education classes as a formative assessment and remediation tool.

Bundle Assessments (Scantron software) Administered to students in Math and Language Arts approximately every 4.5 weeks. Data from the bundle assessments is used to drive instruction through daily math review (DMR) and daily language review (DLR) activities. Data from bundle assessments will also determine a student's eligibility for tutorials or enrichment during Success Time.

Indiana Resource Network

Indiana Secondary Transition Resource Center

The HANDS in Autism Resource Center

Indiana Center for Assessment and Instruction (ICAI)

Gap Analysis: Assessment

How will the school's assessment plan also help the school address its focus areas?	In what ways does the school's assessment plan <i>not</i> help the school address its focus areas?
All special education students will be placed in an Academic Development class to help with test taking strategies, problem solving, analyzing text and writing. In 2019, 44 11th grade students were identified as Special Ed with only 13 passing. All 31 non-pass students are placed with academic support.	For Focus Area 1: Teaching methods survey was sent to all teachers to check for best practices. Same subject areas had different methods.
For Focus Area 2: Problem solving strategies need to be implemented in similar ways to avoid confusion.	For Focus Area 2: Teaching methods survey was sent to all teachers to check for best practices. In monthly department meetings, teachers will share out at least one alternative way used to assess learning, however, the state ISTEP test offers no differentiation. All the same test with the same cut score for all students.

<p>For Focus Area 3:</p> <p>Reading comprehension can be assessed in all curricular areas</p>	<p>For Focus Area 3:</p> <p>In monthly department meetings, teachers will share out at least one alternative way used to assess learning, however, the state ISTEP test offers no differentiation. All the same test with the same cut score for all students.</p>
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Description of Core Component: Instruction

What strategies will teachers and staff use to promote authentic versus compliant [student engagement](#)?
 How will teachers and staff bridge cultural differences through effective communication?
 What strategies will teachers and staff use to provide all students with opportunities to learn at [all Depth of Knowledge levels](#)?
 What strategies will teachers and staff use to monitor and adjust instruction during individual lessons?
 What strategies and systems will the school put in place to ensure teachers vary their instructional strategies?
 How will teachers and staff vary their instructional strategies to accommodate diverse learning styles and language proficiency?

Each department was asked to provide feedback for these questions. Below are the responses.
[SIP instruction responses 2019.pdf](#)

Gap Analysis: Instruction

<p>How will the school's plan for instruction also help the school address its focus areas?</p>	<p>In what ways does the school's plan for instruction <i>not</i> help the school address its focus areas?</p>
<p>All special education students will be placed in an Academic Development class to help with test taking strategies, problem solving, analyzing text and writing. In 2019, 44 11th grade students were identified as Special Ed with only 13 passing. All 31 non-pass students are placed with academic support. Teaching methods survey was sent to all teachers to check for best practices.</p>	<p>For Focus Area 1:</p> <p>Instruction for all students as well as SPED students will remain intense. Evaluations are preformed weekly with feedback given to teachers.</p> <p>2019-20 Certified Staff Evaluation.pdf</p>
<p>For Focus Area 2:</p> <p>Graduation rate for SPED students is a focus area. In order for students to graduate, one criterion is to pass the ISTEP test. We placed all special education students in Academic development classes to help support problem solving barriers</p>	<p>For Focus Area 2:</p> <p>CTE teachers will help guide staff development when needed to enhance PS instructional strategies.</p> <p>New Haven High School CTE Teachers.pdf</p>
<p>For Focus Area 3: Graduation rate for SPED students is a focus area. In order for students to graduate, one criterion is to pass the ISTEP test. We placed all special education</p>	<p>For Focus Area 3:</p> <p>Reading strategies such as ones used in READ 180 will be implemented int the 7th and 8th grade classes to help</p>

students in Academic development classes to help support reading comprehension deficits.	students develop better reading comprehension strategies.
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Description of Core Component: Cultural Competency

Provide an overview of the school’s cultural competency strategies, including, but not limited to:
 A description of the school’s methods for improving the cultural competency of the school’s teachers, administrators, staff, parents, and students;
 A description of how teachers and staff will learn about students’ cultures;
 A description of how teachers and staff will utilize resources in the students’ communities;
 A description of the school’s methods for increasing educational opportunities and educational performance for each student subgroup; and
 A description of the areas in which additional professional development is necessary to increase cultural competency in the school’s educational environment.

Culture plays a role in how students learn. Understanding and embracing cultural differences at every level, from administration down to the student body, ensures that all students feel safe and comfortable at school. To accomplish this goal, NHJSH is improving the existing PBIS to encourage behaviors we want to promote. Among the improvements to create a culturally responsive PBIS, New Haven Jr. Sr. High School, in partnership with the Bowen Center, is in the process of designing lesson plans to teach desired behaviors, as well as revising the behavior matrix and student handbook. In addition, new incentives are being established to acknowledge the behaviors we want to promote. Our goal with PBIS is to reduce the number of office referrals, suspensions, and expulsions. PBIS provides our staff with a culturally responsive resource to acknowledge positive behaviors. A survey was given to 87 juniors regarding climate an culture. Results indicate that most students feel accepted, but that teachers do not understand or are compassionate regarding socio-economic and diversity issues.

[..\Diversity Survey Data - All.pdf](#)

Gap Analysis: Cultural Competency

How will the school’s cultural competency plan also help the school address its focus areas?	In what ways does the school’s cultural competency plan <i>not</i> help the school address its focus areas?
All special education students will be placed in an Academic Development class to help with test taking strategies, problem solving, analyzing text and writing.	For Focus Area 1: We need to teach diversity teaching strategies. Survey given to show student perceptions
For Focus Area 2: Graduation rate for SPED students is a focus area. In order for students to graduate, one criterion is to pass the ISTEP test. We placed all special education students in Academic development classes to help support problem solving barriers	For Focus Area 2: It seems our math teachers no longer believe the principles of mathematics. They are continually in search of a fix that will make it easy, relevant, fun, and even politically relevant. We are implementing “Number Talks” this year to talk about various ways to solve problems.

<p>For Focus Area 3: Graduation rate for SPED students is a focus area. In order for students to graduate, one criterion is to pass the ISTEP test. We placed all special education students in Academic development classes to help support reading comprehension deficits.</p>	<p>For Focus Area 3: Ensuring that text on state tests are culturally sound is a concern. Texts attempt to address this issue but students today have a TEXT language that may appear in written form on the test. A survey sent to LA teachers said this happens in the classroom.</p>

Description of Core Component: Family Engagement

How will the school work to maximize the engagement of family members in the school, including to improve student academic outcomes?

Teachers are in regular contact with student's parent/guardian regarding performance in class and encourage collaboration from parents. Parent or guardian are invited to attend meetings hosted by Guidance Department during the year. Parent teacher conferences. Continue to send out weekly progress reports for parents to see, college go week info sent out to parents. The school will offer parent teacher conferences where teachers and parents can collaborate to work with the student, teachers will contact parents/guardians on a regular basis with the intention of collaborating, updating progress and suggesting interventions. Parents and guardians are invited several times a year to set up or attend meetings with The Guidance Department to discuss graduation progress and class performance.

What strategies will the school use to increase family and community engagement, including family literacy programs?

Keep promoting events happening at the school through social media..websites/emails. Parent teacher conferences, open houses, events that highlight student work, skills and talent.

What strategies will the school use to understand parents' hopes, concerns, and suggestions?

Open houses, assemblies, school tour, student presentations (i.e. showcase art projects, concerts) Social Media, school website/emails. In order to do this, we would need some type of feedback so maybe a survey or suggestion box or even something on a social media platform (question of the day type thing) where the community can give suggestions/feedback.

How will the school keep parents apprised of services offered by the school?

Professional development, highlight full time Burmese translator who is part of the community. Social media, all calls, post cards mailed home, text messages, events calendar etc.

How will the school ensure its staff have the cross-cultural skills necessary for successful collaboration with family members?

Guidance department sends out postcards highlighting services offered by the school. Senior Night, FASFA night. Social media, all calls, post cards mailed home, text messages, events calendar etc.

Note: When describing the school's parent and family engagement policy, please be sure to include a school-parent compact outlining shared responsibility for high student academic achievement, per 511 Indiana Administrative Code 6.2-3.

Parent Survey

The Parent Survey indicated a high level of satisfaction with school programming and servicing at New Haven Jr. Sr. School. There were 86 parents who responded to the survey during September of 2018. Based on the survey results, we found multiple areas of strength and a few areas to improve.

Strengths:

Parents believe they are welcome to visit and partner with our school to service their students. Respondents indicated that teachers and administrators were responsive to concerns and questions. Results overwhelmingly showed that parents believe high standards exist for behavioral and academic expectations. Nearly every respondent indicated the environment is safe for learning. Our school counselors and teachers are also seen as helpful and effective. Another strength is 99% of parents believe the administrators are continuously working to make improvements at New Haven Jr. Sr. School. Another positive increase seen was 102 respondents feel more aware of school activities since implementation of the automated telephone system. Most importantly, of the 120 respondents, every person indicated they were pleased with the educational opportunities available for their students at New Haven.

Weaknesses:

Seven of the 106 respondents indicated that there is no computer access in their home available for their child to use. As our district becomes more technology-driven, utilizing eLearning days, Canvas, and Showbie, we are finding that some of our families lack the resources at home for technology-based learning. In addition, 32 of the 106 respondents stated that they visit the NHMS website few times to never.

Parental Participation in the School

Parental participation has been a point of emphasis over the past four years at NHJH. We have parents and community members that are a part of the school improvement team and their input has been valuable to the process as a whole. Parental involvement continues to be an area we need to nurture and promote.

The following are ways NHJH communicates with parents and community:

- District and School Website
- Quarterly Newsletters
- Teacher/Administration/Guidance Email and Phone calls to parents
- Parent Survey
- Parent Access to Electronic Grade Book
- Access to SIP plan as well as parental input
- School Messenger System
- Weekly grade updates by email
- Canvas access

During the school year, the school provides regular opportunities for parents/guardians to visit and become involved in the children's education. Some of those opportunities include, but are not limited to, the following:

- Attendance area parent/community events sponsored by New Haven schools
- Registration
- Back-to-School Night
- Parent/Teacher Conferences
- Band and Choir programs
- Athletic Events
- Field Trips
- 8th Grade Graduation
- Open invitation to eat lunch with students

- Volunteer opportunities
- Flying Aces
- Veterans Day Program

Gap Analysis: Family Engagement

<p>How will the school's family engagement plan also help the school address its focus areas?</p>	<p>In what ways does the school's family engagement plan <i>not</i> help the school address its focus areas?</p>
<p>All special education students will be placed in an Academic Development class to help with test taking strategies, problem solving, analyzing text and writing. In 2019, 44 11th grade students were identified as Special Ed with only 13 passing. All 31 non-pass students are placed with academic support. Teaching methods survey was sent to all teachers to check for best practices.</p>	<p>For Focus Area 1: Parent communications include a monthly school newsletter, the school website, Canvas website (for teacher lesson plans), School Messenger phone and e-mail communications, one parent-teacher conferences, Parent Access log-in (for student grades, attendance, lunch account balances, discipline records, and transcript information), a school open house night, grade-level parent meetings, FAFSA financial aid workshops and personal assistance, weekly progress reports e-mailed to parents, and freshman orientation</p>
<p>For Focus Area 2: Graduation rate for SPED students is a focus area. In order for students to graduate, one criterion is to pass the ISTEP test. We placed all special education students in Academic development classes to help support problem solving barriers</p>	<p>For Focus Area 2: Burmese and Spanish translators are frequently used to facilitate effective communications with parents who speak limited English. This communication may be over the phone, in conferences, or through home visits.</p>
<p>For Focus Area 3: Graduation rate for SPED students is a focus area. In order for students to graduate, one criterion is to pass the ISTEP test. We placed all special education students in Academic development classes to help support reading comprehension deficits.</p>	<p>For Focus Area 3: New Haven High School parents are involved in the school improvement process through the following organizations: Career Majors Advisory Boards, Dawg Dads, and a Parent Advisory Committee (PAC). Administration communicates with the PAC group weekly. Parent booster groups for band, wrestling, and football assist with specific group activities and fundraising</p>

Description of Core Component: Technology

How will the school coordinate its technology initiatives, in service of improving student academic outcomes?

Over the past five years, NHJSH has significantly increased technology use throughout the building. One-to-one iPads, Canvas, Pearson e-ext, and various applications to support the curriculum are some of the digital technology available to students. All core subject classrooms have a Smart Board, projectors, and Apple TV.

Teachers have access to a technology coach each week that assists in implementing and utilizing the iPad effectively. All teachers have been trained on how to enter information on Canvas in order to provide parents and stakeholders with an overview of the materials covered by the teacher during the week. Also, teachers include daily lesson plans, homework, and e-learning assignments for parents to access on Canvas. The district's core curriculum is also available to teachers on the district shared drive. Special education staff has been trained on how to access and complete Individualized Education Plans (IEP) for their students on the ISTAR program provided by the state. All EACS parents are given the opportunity to electronically access their student's grades, attendance, discipline, and emergency contact information.

Gap Analysis: Technology

How will the school's technology plan also help the school address its focus areas?	In what ways does the school's technology plan <i>not</i> help the school address its focus areas?
<p>For Focus Area 1: <i>All students have Ipads that are used for all classes. Other technology such as communicators are also utilized.</i></p>	<p>For Focus Area 1: At times, students find ways to work around firewalls and attempt to play games because they are bored.</p>
<p>For Focus Area 1: <i>All students have Ipads that are used for all classes. Other technology such as communicators are also utilized.</i></p>	<p>For Focus Area 2: Ensuring on task behavior</p>
<p>For Focus Area 3: <i>All students have Ipads that are used for all classes. Other technology such as communicators are also utilized.</i></p>	<p>For Focus Area 3: At times, students find ways to work around firewalls and attempt to play games because they are bored.</p>

Description of Core Component: Transition to Elementary School **(for elementary schools only)**

Note: For more information about Indiana's graduation pathways, please review [this memo](#) from the Indiana State Board of Education.

How will the school assist preschool students with the transition to elementary school?

NOT APPLICABLE

Gap Analysis: **Transition to Elementary School**

How will the school's transition to elementary school supports also help the school address its focus areas?	In what ways does the school's transition to elementary school supports <i>not</i> help the school address its focus areas?
For Focus Area 1: NOT APPLICABLE	For Focus Area 1: NOT APPLICABLE
For Focus Area 2: NOT APPLICABLE	For Focus Area 2: NOT APPLICABLE
For Focus Area 3: NOT APPLICABLE	For Focus Area 3: NOT APPLICABLE

Description of Core Component: High School Graduation Supports (for High Schools only)

Note: For more information about Indiana's graduation pathways, please review [this memo](#) from the Indiana State Board of Education. – Questions answered by our Graduation Pathways coach. NHJSH is fortunate enough to have a person on staff to keep track of all pathway information.

How will the school promote opportunities for secondary education and workforce to students (e.g., Advanced Placement, International Baccalaureate, Dual Credit)?

How will all students be encouraged to earn an academic honors diploma or complete the Core 40 curriculum?

What courses will the school offer to ensure all students can be eligible to receive an academic honors diploma?

How will all students be provided opportunities to demonstrate employability skills?

How will all students have an opportunity to complete a postsecondary readiness competency?

How will the school promote opportunities for secondary education and workforce to students (e.g., Advanced Placement, International Baccalaureate, Dual Credit)? New Haven High School offers sixteen dual credit courses with three local universities, Purdue Fort Wayne, Ivy Tech, and Trine University. These courses are offered within the curriculum areas of math, science, English, social studies, world language, and Project Lead the Way Engineering and BioMedical. Some of these courses are also available as an Advanced Placement course that students may opt to take the AP Exam. However, most students choose the dual credit option over the AP exam option. We do offer Chemistry AP as a stand-alone advanced placement course. At this time New Haven High School is not an International Baccalaureate school.

How will all students be encouraged to earn an academic honors diploma or complete the Core 40 curriculum? During the scheduling process, counselors provide all students with information regarding the diploma options. When meeting individually with students, counselors encourage all students to work towards the Core 40 diploma and those students who are eligible to earn the academic or technical honors diploma are supported in reaching that goal. Schedules are created with the mindset that all students can work towards the honors diploma and encouraged to retake courses if they earned below a C- or their GPA drops below a 3.0. With the implementation of the Graduation Pathways Diploma, counselors and the graduation pathways coach have shared with students the importance of working towards the honors diploma because it can satisfy two of the "buckets" of the new diploma.

What courses will the school offer to ensure all students can be eligible to receive an academic honors diploma? New Haven High School offers three World Language options, numerous math and science classes following a traditional sequence, many art, music and theatre courses to provide students with options to receive an academic honors diploma. With the development of the EACS career center, our students will also have more opportunities to earn the technical honors diploma as well with offerings in Robotics, Pre-pharmacy, CNA, computer technology, and construction. In addition, the sixteen dual credit courses offered also provide the opportunities for the students to meet that additional requirement for the honors diploma.

How will all students be provided opportunities to demonstrate employability skills? The graduation pathway coach will be meeting with students on a regular basis in classroom settings to provide

instruction of the employability skills and teaching students how to implement and document how they are demonstrating the required employability skills. Students can demonstrate these skills through a variety of ways such as involvement in an athletic team, music or band organization, club, outside service organization or work experience. In addition, the class of 2023 will be engaging in a school wide project-based learning experience with the Kindness Challenge.

How will all students have an opportunity to complete a postsecondary readiness competency? New Haven High School will offer every opportunity listed for students to complete a postsecondary readiness competency including all of the honors diplomas except for the International Baccalaureate, SAT and ACT benchmarks, ASVAB Career Test, credential or certification through Anthis and EACS Career Center, apprenticeship through our Associated Builders and Contractors program, CTE concentrator through numerous programs, dual credit and an adopted civic arts locally created pathway. The graduation pathways coach will be monitoring the completion of these competencies for all students.

Academic Honors Diploma and Core 40

Provisions to offer needed courses and encourage students to earn an AHD or Core 40 Diploma. Students at NHHS are expected to take four full years of math. Upper-level math courses include Pre-calculus, Calculus, Probability & Statistics, and Finite Math. A variety of fine arts classes are available; vocal music, instrumental music, theater, and visual arts. Spanish, French and American Sign Language are offered for those who seek an AHD diploma. Grades are monitored quarterly by guidance counselors.

For the 2018-2019 school year, 22.2% (50 students) of NHHS graduates earned an Academic Honors, 2.2% (5 students) earned a Technical Honors Diploma, 2.2% (5 students) earned both an Academic Honors and Technical Honors Diploma and 60.9% (137 students) earned a Core 40 Diploma. However, 12.4% (28 students) earned a general diploma. This shows that progress has been made regarding pushing students to earn a higher diploma. Overall, 87.5% of our students are prepared to attend a post-secondary institution. Passing Algebra II has been the biggest obstacle for students earning a Core 40 diploma. The implementation of a new Algebra Enrichment course as well as a basic skills course aimed at increasing math skills. As students have more success in math, they will be in a better position to complete the higher-level math courses, such as Algebra II. All math teachers and one administrator provide math tutoring in the morning and afternoon. In addition, our Credit Recovery Room will also benefit from the assistance of a licensed math teacher one period per day. Teachers continue to expose students to on-line math help, such as Kahn Academy and encourage students to call 877-ASK-ROSE for additional help from home. Re-grouping students for Success Time based on NWEA and ISTEP scores will also provide additional tutorial support for students.

The biggest obstacle for students earning an Academic Honors Diploma has been them earning a "C" or better in all of their required classes and earning a 3.0/4 or better grade point average. The introduction of Success Time is expected to have a positive impact on these areas. Interventions have included dividing our team approach to Red, Yellow and Green. The purpose of the green team is to keep students on track for the AHD and ATD diplomas. The Yellow team will push students to earn the higher diploma types while keeping those from dropping to the general diploma types. The Red team will focus on keeping students on track with credits to ensure graduation. The duties of the counseling staff have also been re-aligned so counselors assist the same students over the course of several years, instead of handling a new grade level of students each year. When guidance counselors have a deeper understanding of a student's issues and academic trends, they are able to be a greater influence on that student and his/her performance.

Gap Analysis: High School Graduation Supports

How will the school's graduation supports also help the school address its focus areas?	In what ways does the school's graduation supports <i>not</i> help the school address its focus areas?
For Focus Area 1: All special education students will be placed in an Academic Development class to help with test taking strategies, problem solving, analyzing text and writing.	For Focus Area 1: Too many students were not placed in AD classes. We fixed that 2019-2020 school year. All are in a AD or remediation class.
For Focus Area 2: Increase Problem Solving in all curricular areas	For Focus Area 2: All teachers will focus on PS strategies and share at monthly collaboration meetings.
For Focus Area 3: Increase Reading Comprehension in all curricular areas	For Focus Area 3: All teachers will focus on reading comprehension strategies and share at monthly collaboration meetings.

IV. Select evidence-based interventions that address the school's focus areas

Evidence-Based Interventions for Focus Area 1

Summarize the strategies from the core components in SIP Phase 3 that address this focus area:

NHHS overcame a declining graduation rate. The overall demographics of the school changed significantly in 2011-2012 and continue to change each year, bringing significantly increased numbers of certificate-track students, English Language Learners, and transient students. Along with this demographic change, many of the new students were credit deficient. Interventions were implemented in 2016-17 and NHHS experienced a decent increase in the graduation rate for In addition, implementing an in house credit recovery program, which is closely monitored, will also increase this rate. In the 2019 cohort group for NHHS we have 226/268 to graduate by October 2019 to achieve 84.3% graduation rate. Currently 7% or about 15 students are on certificate track; therefore, our ceiling is 93%. NHHS will continue to monitor our 5-year cohort in order to receive growth points according to the new IDOE Growth model. Student transiency continues to be an issue. 59% of the 2019 graduating class were identified as transient student. Of the 34 students that dropped out of school, 26 were transient students and half of those were identified as SPED.

Describe the key findings and root causes, if any, for this focus area that are *not* sufficiently addressed by these strategies from the core components:

Student transiency continues to be an issue. 59% of the 2019 graduating class were identified as transient student. Of the 34 students that dropped out of school, 26 were transient students and half of those were identified as SPED. This statistic this year is at 180 WD and 157 move-in students.

Describe the evidence-based intervention(s) that the school has identified to address the key findings and root causes for this focus area that are not sufficiently addressed by strategies from the core components:

Guidance counselors meet with all 8th graders to explain the differences between middle and high school. A parent meeting is held in the late winter to review graduation requirements for incoming 9th graders. Once the school year begins, all new enrollments are provided with a tour and orientation.

Evidence-Based Interventions for Focus Area 2

Summarize the strategies from the core components in SIP Phase 3 that address this focus area:

For the 2018 – 19 A-F report card, NHHS MA ISTEP + data fell below the state average by 10 %. The state average was 35% ILEARN Data fell above the district average yet below the state level. Students must be enrolled at NHHS for at least 162 of the 180 days of their sophomore year to count towards NHHS accountability data. Strategies for SPED students are in place. All 31 of the tested students that did not pass one or both portions of the ISTEP were placed in an Academic Development class.

Describe the key findings and root causes, if any, for this focus area that are *not* sufficiently addressed by these strategies from the core components:

The areas showing greatest need for immediate improvement are Algebra-1 ISTEP+ scores, Language Arts-10 ISTEP+ scores, and the on-time graduation rate which changed this year. Improvement in those areas will be essential to maintaining New Haven High as a “B” school on the current A-F grading model. We have 268 in our cohort, with 8 earning Certificates of Completion or retained, 34 dropouts, 1 homebound, 3 unknown status and 2 continuing at EAAS with hopes of completing by October 1st deadline. At this rate, with a beginning percentage at 93.02% given that the state will not count certificate track students, and with 23 dropouts, NHHS is sitting at 84.31%. NHHS was also audited for graduation cohort status and found 10 students with unknown status, thus the goal of 80%. To recover from the drop for 2018 cohort group, early efforts to find students that are credit deficient or listed as dropouts are already underway.

Describe the evidence-based intervention(s) that the school has identified to address the key findings and root causes for this focus area that are not sufficiently addressed by strategies from the core components:

Evidence shows that although our MA pass rate is low, we are graduating students using other means such as ASVAB, Pathways, or waivers as a last resort. Graduation for all students is our end game.

Evidence-Based Interventions for Focus Area 3

Summarize the strategies from the core components in SIP Phase 3 that address this focus area:

For the 2018 – 19 A-F report card, NHHS LA ISTEP + data fell below the state average by 8.9 %. The state average was 60% ILEARN Data fell above the district average yet below the state level. Students must be enrolled at NHHS for at least 162 of the 180 days of their sophomore year to count towards NHHS accountability data. Strategies for SPED students are in place. All 31 of the tested students that did not pass one or both portions of the ISTEP were placed in an Academic Development class.

Describe the key findings and root causes, if any, for this focus area that are *not* sufficiently addressed by these strategies from the core components:

Standardized testing in Indiana has been questionable repeatedly over the past decade. ISTEP, which was given for 30 years through 2018 and is still being used in Indiana high schools, was plagued with technological issues as well as VERY low state averages. And now, following the transition to ILEARN, state test scores are said to be low in both English and math. Federal report card reported ISTEP pass rate was 30.5% for SPED, and 25% for general education students.

Describe the evidence-based intervention(s) that the school has identified to address the key findings and root causes for this focus area that are not sufficiently addressed by strategies from the core components:

The areas showing greatest need for immediate improvement are Algebra-1 ISTEP+ scores, Language Arts-10 ISTEP+ scores, and the on-time graduation rate which changed this year. Improvement in those areas will be essential to maintaining New Haven High as a “B” school on the current A-F grading model.

V. Design a professional development plan

Goal #1: All students at New Haven Jr./Sr. High school will demonstrate proficient understanding when reading, comparing, and responding to a range of grade-level appropriate texts, including literature and nonfiction. Special concentration placed on SPED populations since our federal report card was at the F level at 30.5% passing.

As a subgroup, English Learners will increase their overall Algebra-1 ECA passing rate by 10%.

Support Data (List sources from profile used in selecting the goal): Algebra ISTEP/ILEARN Results A-F Grade Accountability Documents (IDOE) Predictive NWEA results	Standardized Assessments: Algebra ISTEP results, 2018-2019 Predictive NWEA	Local Assessments: Bundle Performance Tasks 4.5 Week Bundle Assessments Daily Math Review (DMR)
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Intervention: Teachers will utilize data to drive instruction. Root Cause: Lack of data analysis and differentiated instruction. Low levels of basic math skills.

	Activity	Person(s) Responsible	Timeline		Resources	Monitoring Activities
			Beginning	End		
1	Students will participate in Daily Math Review (DMR) activities during math class that focus on gaps in prior knowledge based on data.	All math teachers Administration	August 2019	Ongoing	Math XL Course text/materials Chapter tests Bundle assessments	Administration Walk-throughs. Department Collaboration. Principal Learning Log Meetings.
2	Students will be tested three times each school year using Predictive NWEA. Data analysis meetings after each NWEA assessment with all Algebra 1 teachers, to identify performance deficiencies, best teaching strategies, and ideas for differentiated instruction.	Algebra/ECA/remedial math teachers Instructional Coach Administration	October 2019	Ongoing	NWEA Matrix Reports Instructional Coach District Office Standards Copy of test questions	Data analysis meetings. Department collaboration records. Results posted in Professional Development
3	Students will take standards-based bundle assessments every 4.5 weeks that align to EACS curriculum bundles and College Career Ready Indiana Academic Standards (CCRIAS).	All math teachers Instructional Coach Administration	October 2019	Ongoing	Scantron testing software EACS curriculum bundles Testing Matrix iPads	Collab Meetings. Data Meetings. Results posted in Professional Development Data Room.

4	Success Time. Students will be placed in groups according to bundle assessment results for re-teaching specific skills. Students will be re-grouped, based on data. Success Time teachers will also help students analyze their personal test data, monitor missing work, track grade progress, and teach related skills.	All Teachers Guidance Administration	October 2019	Ongoing	NWEA test results Scantron testing software EACS curriculum bundles Testing Matrix Parent Access Login	Administration Walk-throughs. Admin meetings with Guidance to discuss re-grouping. Departmental feedback from collaboration.
7	Coaching in EL strategies. A new translator and the new instructional coach will be trained in the new WIDA standards and research-based instructional strategies for EL students. Those staff members will then train general education classroom teachers and administrators.	All Teachers Guidance Administration	September 2019	Ongoing	Data room WIDA assessment materials RDS Book: Strategies for Success with English Language Learners by Virginia Rojas WIDA standards	WIDA Assessment ECA data for EL students Report card data for EL students
8	The EL paraprofessional and full time interpreter will assist in multiple sections of Algebra classes for the purpose of supporting EL students without removing them from the general education classroom. The translator will also offer part-time assistance in these classes each week. After school tutoring is now available as well.	EL paraprofessional Interpreter	August 2019	Ongoing	Teacher edition of textbook Book: Strategies for Success with English Language Learners by Virginia Rojas WIDA standards	Classroom assessment data for EL students. ECA data for EL students. Administration walk-throughs.

Goal #2: All students at New Haven Jr./Sr. High school will demonstrate proficient mathematical and problem-solving skills. Students will also increase skills such as communicating ideas, and applying mathematical knowledge to a variety of situations. Special concentration placed on SPED populations since our federal report card was at the F level at 30.5% passing.

As a subgroup, English Learners will increase their overall English-10 ISTEP passing rate by 10%.

Support Data (List sources from profile used in selecting the goal): Language Arts ISTEP results, A-F Grade Accountability Documents (IDOE) NWEA) Results	Standardized Assessments: NWEA Language Arts-10 Scholastic Reading Inventory	Local Assessments: 4.5 Week Bundle Assessments Daily Language Reviews
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Intervention: Teachers will utilize data to drive instruction.	Root Cause: Lack of data analysis and differentiated instruction.
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	Activity	Person(s) Responsible	Timeline		Resources	Monitoring Activities
			Beginning	End		
1	Students will participate in Daily Language Review (DLR) activities during language arts classes that focus on gaps in prior knowledge based on data.	LA Teacher Instructional Coach Administration	August 2019	Ongoing	Course text/materials Chapter tests Bundle assessments	Administration Walk-throughs. Department Collaboration. Principal Learning Log Meetings.
2	Students will be tested three times each school year using NWEA data. Data analysis meetings after each NWEA assessment with all English-10 teachers, to identify performance deficiencies, best teaching strategies, and ideas for differentiated instruction.	LA Teachers Instructional Coach Administration	November, 2019	Ongoing	NWEA Matrix Reports Instructional Coach District Curriculum Office Standards Copy of test questions	Data analysis meetings. Department collaboration records. Results posted in Professional Development Data Room.
3	Students will take standards-based bundle assessments every 4.5 weeks that align to EACS curriculum bundles and College Career Ready Indiana Academic Standards.	All LA teachers Instructional Coach Administration	September 2019	Ongoing	Scantron testing software EACS curriculum bundles Testing Matrix iPads	Principal Learning Log Meetings. Data Meetings. Results posted in Professional Development Data Room.
4	Success Time. Students will be placed in groups according to bundle assessment results for re-teaching specific skills. Students will be re-grouped, based on data.	All Teachers Guidance Administration	October 2019	Ongoing	NWEA test results Scantron testing software	Administration Walk-throughs. Admin meetings with Guidance to discuss re-

	Success Time teachers will also help students analyze their personal test data, monitor missing work, track grade progress, and teach related skills.				EACS curriculum bundles Testing Matrix Parent Access Login	grouping. Departmental feedback from collaboration.
7	Whole-staff professional development based on Utilizing vocabulary strategies. This professional development will focus on new reading strategies to be used across the curriculum to boost reading comprehension skills for students.	Administration All Teachers Instructional Coach	February 2019	May 2020	Book: Visible Learning – John Hattie	Administration Walk-Throughs. Collaboration notes. Feedback from instructional coaches and department chairs.
8	Coaching in EL strategies. A new translator and the new instructional coach will be trained in the new WIDA standards and research-based instructional strategies for EL students. Those staff members will then train general education classroom teachers and administrators.	All Teachers Guidance Administration	October 2019	Ongoing	Data room WIDA assessment materials RDS	WIDA Assessment ECA data for EL students Report card data for EL students
9	A Highly Qualified LA teacher will co-teach in multiple sections of English-9,10, to further support EL students without removing them from the general education environment.	EL Instructor English-9, 10 teachers Administration	August 2019	Ongoing	Book: Strategies for Success with English Language Learners by Virginia Rojas WIDA standards	Administration walk-throughs. ECA data for EL students. NWEA data for EL students.

Goal #3: At least 85% of our A-F accountability cohort will pass the ISTEP+ Language Arts/Math test or Postsecondary-Ready Competencies (Graduation Pathways) such as ACT, SAT, ASVAB by the end of their 12th grade year to graduate.

The same rate will be in place for English Learners students

Support Data (List sources from profile used in selecting the goal): 2017-2018, 2018-2019 graduation rate A-F Grade Accountability Documents (IDOE)		Standardized Assessments: ISTEP, SAT, ASVAB, ACT		Local Assessments: Graduation Pathways (Locally Developed)		
Intervention: Grade and credit monitoring.				Root Cause: Students lack the required credits for on-time graduation.		
	Activity	Person(s) Responsible	Timeline		Resources	Monitoring Activities
			Beginning	End		
1	Credit evaluations will be conducted at least three times each school year.	Guidance	August, 2019	Ongoing	AS400 software	Data Meetings. Results posted in Professional Development Data Room
2	Schedule family conferences for students who are credit deficient.	Guidance	September, 2019	Ongoing	AS400 software RDS software Parent Access Diploma requirements Waiver requirements	Data Meetings. Results posted in Professional Development Data Room
3	Update student graduation trackers , to encourage student self-monitoring of progress toward graduation.	Administration Guidance	October 2019	Ongoing	Parent Access Diploma requirements Waiver requirements	Students share cards with admin and in scheduling meetings.
4	Implement PBIS tiered intervention strategies to increase student motivation.	Administration All staff	August 2019	Ongoing	District-wide meetings District funding Student Services	Inventory of prizes redeemed. Student Score cards

5	<p>Success Time. Students will be placed in groups according to bundle assessment results for re-teaching specific skills. Students will be re-grouped, based on data. Success Time teachers will also help students analyze their personal test data, monitor missing work, track grade progress, and teach related skills.</p>	All Teachers Guidance Administration	August 2019	Ongoing	NWEA test results Beacon- testing software EACS curriculum bundles Testing Matrix Parent Access Login	Administration Walk-throughs. Admin meetings with Guidance to discuss re-grouping Departmental feedback from collaboration
6	<p>Enroll students in the Credit Recovery Lab as a way of encouraging students to make up missing credits in a timely fashion.</p>	Guidance Administration	August 2019	Ongoing	Edjenuity Computer lab	Administration walk-throughs. Guidance to review course progress & credits earned
7	<p>Select students to attend the EACS Alternative School based on the number of credits they are deficient and their likelihood of finishing successfully in this alternative setting.</p>	Administration Guidance Student Services ALT school staff	August 2019	Ongoing	Credit Recovery Computer Lab	Guidance to review course progress & credits earned
8	<p>Staff data teams. Teams are being reorganized into ability level teams, to focus on the “whole child” and all factors contributing to graduating on time. EL students are being monitored by the EL teacher as far as graduation rate with about 90% passage rate.</p>	Entire staff	September 2019	Ongoing	RDS Graduation Tracker Data Room/Boards EL teacher	Data team meetings. Admin/guidance staff meeting report-out. Number of students in the “red or yellow” zone in the data room

Results-Based Staff Development Plan

New Haven High School

Intervention: Teachers will utilize data to drive instruction and integrate new reading comprehension strategies across all content areas.

8-Step Success time based on data

Staff Development Outcome		Measure of Effectiveness		Student Outcomes	
Staff will utilize 4.5 week assessments and Predictive NWEA to differentiate their instruction.		The staff will utilize data-based Daily Math Reviews and Daily Language Reviews in their classrooms. Administration will observe during observations and Walk-thrus.		Increase standardized test scores to improve Federal report card status as well as the end game of graduation.	
Level	Activity	Person Responsible	Evidence of Attainment	Resources	Timeline
Knowledge	The instructional coach will collaborate and/or train the staff in disaggregating data and interventions to use to address gaps in instruction.	SIP Team Instructional Coach Principal	Dates of Trainings and Attendance	Professional Resources District Curriculum Office	2018-2019
Model/ Demonstration	Staff, as well as the instructional coach, will implement three new reading strategies each nine week quarter. New EL strategies will also be taught throughout the year. (Reference: Math and Lang Arts goals.)	SIP Team Instructional Coach	Collaboration Forms, Learning Log Meetings	Book: Content Area Reading by Steineke and Daniels Student Work	Collaboration Wednesdays 2018 - 2019
Low-risk Practice	The instructional coach will meet with teachers during individual plan time in order to discuss and practice various strategies.	Instructional Coach	Instructional Coach log and notes	Professional Resources	2019-2020
On-the Job Practice	Administrators will conduct walk-thrus and give feedback to staff.	Administrator	Walk-through Dates and Feedback	Feedback Forms	2019-2020
Follow Up	Staff will participate in an ongoing review of student scores on SRI, NWEA, ECA and 4.5 weeks assessments to monitor growth.	SIP Team	Date of Meeting, Data Boards	Data Sheet	2019-2020

Results-Based Staff Development Plan New Haven Middle School

Intervention: Students will receive instruction in math computation as well as algebra and functions in a variety of settings.

Staff Development Outcome: Staff will strengthen their instructional strategies in math computation, algebra, and functions.		Measure of Effectiveness: The staff will be able to identify and teach strategies in computation, algebra, and functions, specifically DMR. Administrators will observe teachers using the strategies during observations and walk-throughs.		Student Outcome: Students will show growth in the sub scores on achievement tests.	
Level	Activity	Person (s) Responsible	Evidence of Attainment	Resources	Timeline
Knowledge	The instructional coach will work with math teachers to collaborate and/or train the staff in the implementation of DMR, with an emphasis on computation, algebra, and functions.	School Improvement Team Instructional Coach Math Teachers	Dates of Trainings	District Curriculum and Professional Resources	2017-2020
Model/Demonstration	Staff and the instructional coach will demonstrate the strategies in their classrooms and discuss during collaboration.	School Improvement Team Instructional Coach Math Teachers	Collaboration Forms	Books and Student Work	Collaboration Wednesdays
Low-Risk Practice	The instructional coach will meet with teachers before and after Bundle and NWEA testing in order to discuss and practice various strategies.	Instructional Coach Math Teachers	Instructional Coach Log	Professional Resources	2017-2020
On the Job Practice	Administrators conduct walk-throughs and provide feedback.	SIP Team Administrators	Walk-through Dates and Feedback	Feedback Forms	2017-2020
Follow Up	During learning log meetings with the principal and instructional coach, teachers will share a strategy/activity they tried with their students.	8-Steps Grade Level Teams Principal	Date of Learning Log Meetings	Collaboration Forms and Materials for Activities	2017-2020
Long-Term Maintenance	The instructional coach will work with new staff members to help them understand the 8-Steps School Improvement Model as well as the DMR Model.	School Improvement Team Instructional Coach	Collaboration Forms Instructional Coach Log	District Curriculum and Professional Resources	2017-2020

Note: Indiana Administrative Code requires that each school provide an assurance through the signature of an exclusive representative of the LEA that the professional development program complies with the State Board's core principles for professional development. (511 IAC 6.2-3)

VI. Develop a roadmap to guide implementation of the school improvement plan

Research-Based Principles for Comprehensive Reform at New Haven Junior Senior High School

NHJSH received bonus points for re-testers passing the state exams in time for graduation. This is indicative of the success of the remediation efforts.

Re-testers for ISTEP+ performed poorly in all categories of the exam. This reflects their inadequate mastery of basic math skills. The new Algebra Enrichment course should help boost these skills. Research shows that a positive and supportive relationship between teacher and student directly correlates to student performance. With this in mind, teachers' strengths in interpersonal relations were considered when creating the master teaching schedule.

The 2018-19 school year is the 8th year EACS has utilized the bundle curriculum and teachers are becoming more skilled at creating daily math review (DMR) activities that truly address gaps in prior knowledge. Access to the USA Test Prep website has been purchased for all Algebra teachers, to assist them in quickly creating DMRs that address the standards in which students are weak. These interventions should assist all students scheduled to take the ECA or ISTEP+ exam.

A review of disaggregated data shows a significant achievement gap in the performance of NHHS's key subgroups of special education, black, and free/reduced lunch students on the Algebra ECA exam. Guidance counselors review the schedules for special education students and have paired the majority of students needing help with the ECA exam with a special education teacher for Success Time.

With common assessment data easily available for each teacher to analyze, teachers are becoming more skilled at creating daily language review (DLR) activities that truly address gaps in prior knowledge. NHHS has a Language Arts Instructional Coach on staff to assist teachers with analyzing data, developing new strategies, locating instructional resources, and coaching teachers on weak areas as observed by administration. The reading across the curriculum initiative, the new Reading Foundations class, and introduction of reading comprehension strategies are all aimed at improvements in this area. In addition, reading within the content area is another strategy that ALL teachers will utilize to improve ECA scores as well.

NHJSH has created a Professional Development Data Room aimed at helping staff monitor and analyze school performance data more closely. Principal-led data log meetings are scheduled at regular intervals throughout the school year. All administration has practiced how to more effectively handle conversations with families and students wanting to drop out of school. As the tone of these conversations change and other options are explained to families, the graduation rate is expected to increase. Involving staff in close monitoring of specific students and their paths towards graduation will also help students to earn the credits necessary for graduation in a timely manner.

The 8-Step School Improvement Process and the school's Data Room will also help NHHS monitor attendance data more closely. The Dean of Students is tasked with monitoring attendance data, and this will result in increased follow-up and family contacts. The increased

levels of follow-up will also result in a greater number of students being referred to SOCAP in a timely manner, and/or students losing their driver's licenses and work permits.

The juvenile court system received grant funding to establish a program called "Check & Connect". The program is designed to assist students that have attendance problems. The program is also designed to monitor the students' behavior and academic progress. The courts have hired a person to work 25 hours per week at NHHS under the Check and Connect Program. This person who will monitor the students' progress at NHHS and will be assigned a caseload of 25 students. The small caseload allows for intensive interventions and sustainable changes. The goal is to establish positive relationships with students and their families and to correct school attendance problems for those students.

Measures to Include Teachers in Academic Assessments

Teacher representatives, instructional coach, principal, and district representatives review and design assessments to be conducted on an annual basis or semi-annual basis. Current instructional measures along with data are utilized in making decisions concerning the improvement of individual student achievement levels and the overall instructional program.

Teachers collect, report, and use data for reading fluency, comprehension, writing language, math computation, and problem solving. ISTEP+, 4.5 week assessments, and other data are collected throughout the year. Data from all of these assessments are used to guide and target instruction.

Initially, the instructional coach and classroom teachers analyze assessment data to determine achievement levels of individual students. Instructional and curricular decisions are made regarding remediation and intervention on an individual, small group, or whole group basis. Adjustments in the pace and content are made based on the needs of students across the grade level.

Then, the data is analyzed at a school level. Departments use weekly collaboration time as well as in service time for data analysis. Current data is analyzed to determine weaknesses and strengths in the curriculum and/or instruction. Teachers identify best practices, strategies and/or curriculum changes to improve student learning and performance.

The final step is to have members of the Math and Language Arts committees review, develop, and articulate implementation action plans. After a period of implementation, it is the committees' responsibility to reconvene, review, and modify when necessary the plan of action.

*Use the following list to identify the location of the required, implied, and suggested items within your school improvement plan. Black = PL 221 Blue=District Components Green=School wide Components

Present	Item	Page #
✓	Narrative description of the school, the community, and the educational programs	4,5
✓	Description and location of curriculum (Core Curriculum for grades 9-12 language arts and 9-12 for math is located in iTunesU. All other curriculum descriptions should reflect a school's specific guidelines. "The curriculum supports the teaching of the College and Career Ready Indiana Academic Standards")	13,35,36,37,38
✓	Titles and descriptions of assessment instruments to be used in addition to ISTEP+ (See EACS Assessments lists and descriptions of EACS Assessments behind the Accountability Tab.)	14,15,16,17
✓	Statement of mission, vision, or beliefs (Review with students, parents, and staff on a regular basis and make changes as necessary. Also, make sure that a copy is posted in all rooms in the school.)	5
✓	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 Utilize the Indiana DOE site for the most current ISTEP+ data. Each school should have at least one focus goal in math and language arts (must have at least two goals – one in each area.)	6,7,8,9,10,
✓	Information about how the school's curriculum supports the achievement of Indiana Academic Standards (In grades 9-12 language arts and 9-12 math, the College & Career Ready Indiana Academic Standards (CCRIAS) are bundled together to provide a seamless curriculum for all students including interventions and extensions. Grades outside of the new core curriculum will need to review their plans for necessary changes.)	35,36,37,38
✓	Information about how the school's instructional strategies support the achievement of Indiana Academic Standards (The instructional practices that are implemented with the core curriculum are research-based and support the achievement of CCRIAS. This should include the required 90 minute reading block for K-6. (not a sixth grade at a middle school) Grades outside of the new core curriculum will need to review their plans for necessary changes. All instructional strategies are based on the analysis of universal screeners.)	40

	#2 Implementation of schoolwide reform strategies that focus on test taking strategies and problem solving	
✓	Conclusions about student achievement, based on information from ISTEP+ and other assessment strategies (Upon review of data, schools will need to form conclusions regarding student strengths and weaknesses in the areas of language arts and math. Utilize the Indiana Turnleaf site for the most current ISTEP+ data #8 Opportunities and expectations for teachers to be included in the decision making related to the use of academic assessment results leading to the improvement of student achievement	38,39
✓	Parental participation in the school (planning, reviewing the SIP) (Make sure at least one parent is on the SIP team. They should participate and be aware of the school's data and goals as well as vision, mission, and beliefs. Be sure to include a list of parent communications and a list of events that support parental involvement.) #6 Strategies to increase parental involvement, such as literacy services. #6b Strategies to involve parents in the planning, review, and improvement of the schoolwide plan.	42,43
✓	Technology as a learning tool (Review current plan and be sure to include the following: Edjenuity, SmartBoards, Math Pilot (6-8), K-5 Teacher iPads, District mobile iPad lab to be shared, and Acelink.)	44,45
✓	Safe and disciplined learning environment (Restorative Practices, Character Counts, Positive Behavior Intervention Strategies (PBIS), Challenging Behaviors- Bullying, Alternative Behavior, and Check and Connect) –See Student Support Tab	33,34
✓	Professional development (Instructional Coaches – see Curriculum Tab, Book Talks, Webinars, Collaboration Meetings) Building level professional development initiatives	18,19
✓	Student achievement objectives/goals, derived from an assessment of the current status of educational programming on attendance (Review current plan and determine if you need a goal to maintain or increase current attendance rate.)	23
✓	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 (After analyzing data from information above, determine at least one language and one math goal.)	11,12
✓	Student achievement objectives/goals, derived from an assessment of the current status of educational programming on graduation rate (for secondary schools). (Review current plan to determine if changes are necessary in order to meet State requirements.)	11,12
✓	Specific areas where improvement is needed immediately (Focus area CNA)(List the goals that need immediate attention	23

	and the data sources that were used in the decision making process.)	
✓	Benchmarks for progress that specify how and to what extent the school expects to make continuous improvement in all areas of the educational system (Action Plans must contain the benchmarks that are in line with AYP requirements. Schools in the 95% range need to maintain levels, schools in the 90% range need to increase at least 2%, schools in the 80% range need to increase at least 5%, if you are below AYP, you must increase 10% or more.) AYP Expectations – at a bare minimum make all safe harbor requirements	24,25,26,27,28
✓	Graduation rate (HS only) (Review current plan to determine if changes are necessary in order to meet new State requirements.)	47,48
✓	Proposed interventions (strategies) based on student achievement objectives/goals EACS assessments and definitions, Scheduling of intervention time, and collaborate with colleagues for new intervention ideas.) #8 Opportunities and expectations for teachers to be included in the decision making related to the use of academic assessment results leading to the improvement of student achievement	49,50,51
✓	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. (Instructional coaches, webinars, collaboration, project based learning, and book talks/articles) Professional development/ Collaboration that emphasizes that all teachers are reading/writing teachers regardless of content area. See Curriculum Tab #4 High quality and on-going professional development for teachers, principals, and paraprofessionals	19,20,21,22 52,53,54,55,56,57
n/a	Statutes and rules to be waived	n/a
✓	Three (3) year time line for implementation, review, and revision (AYP bar continues to increase)	58.59
✓	Cultural Competency (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	41

	(3) recommend areas in which additional professional development is necessary to increase cultural competency in the school's educational environment. (This can be written in as part of the Action Plan or Professional Development Plan. Some examples include: boy/girl, ESL, African American, Special Education, etc.)	
✓	#3 Highly qualified teachers in all core content area classes	4,5
✓	#5 Strategies to attract high-quality, highly qualified teachers to this school.	17,18
n/a	#7 Plans for assisting preschool children in the transition from early childhood programs ... secondary schools – plans for transitioning new students	n/a
n/a	#10 Coordination and integration of federal, state, and local funds; and resources such as in-kind services and program components. #10a A list of programs that will be consolidated under the school wide plan (if applicable)	n/a

NEWHAVEN BULLDOGS



Anna Murphy
Principal

Rebecca Christensen
Assistant Principal

David Stinson
Assistant Principal

Joe Brinker
Dean of Students

Andrew Wagner
AD/AP

I support the implementation of the 2019-2020 School Improvement Plan for New Haven High School. By my signature, I attest my willingness to support the implementation of this plan.

Anna Murphy, Principal

Chad Houser, Principal

David Stinson, Assistant Principal

Rebecca Christensen, Assistant Principal

Joseph Brinker, Dean of Students

Andrew Wagner, Athletic Director/Assist. Principal

Michelle DeCamp, Instructional Coach

Maureen O'Donoghue, Director of Guidance

Terri Wallace, Parent and English Dept. Chair

Mindy Scheumann, SPED Teacher

Jana Gepfert, Graduation Pathways Coach

Paul Hoffman, Technology Coach

Sara Smith, Secretary

Dylan Caudill, Student