

School Name: Eminence Jr-Sr High School

School Number: 6325

Street Address: 6760 N SR 42

City: Eminence

Zip Code: 46125

COMPREHENSIVE NEEDS ASSESSMENT/SCHOOL
IMPROVEMENT PLAN

For implementation during the following years: 2019-2022, 2020-2023, 2021-2024, 2022-2025 (Highlight implementation years)

----- **CONTACT INFORMATION** -----

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Read all the way through this document before beginning your work.

--- BASIC REQUIREMENTS ---

Principals are required to coordinate the development of an initial three (3) year strategic and continuous school improvement and achievement plan and to annually review these plans. Whether developing a new plan or updating an existing plan, schools must assess their progress and make necessary changes to ensure continuous improvement.

When completed, this document satisfies requirements in Indiana's Every Student Succeeds Act (ESSA) Plan, federal and state laws, and requirements for Title I Schoolwide Programs. This template contains components that may or may not apply to all schools at all times. **Indication as to who is required to complete a section is noted at the beginning of each Core Element area.**

Common abbreviations used in the plan are:

ESSA	Every Student Succeeds Act – replaced No Child Left Behind in the reauthorization of federal education law
TSI	Targeted Support and Improvement – federal government school designation under ESSA
ATSI	Additional Targeted Support and Improvement – federal government school designation under ESSA
CSI	Comprehensive Support and Improvement – federal government designation under ESSA

Who is required to submit a school improvement plan (SIP)? **All public and private schools**

Who is required to submit a comprehensive needs assessment (CNA)? **Schools that receive Title I funds AND schools classified as TSI, ATSI, and/or CSI**

Who is required to use the Indiana Department of Education's SIP template? **Schools classified as TSI, ATSI and/or CSI**

Who is required to use the Indiana Department of Education's CNA template? **Schools classified as CSI**

If you are unsure of your school's identification as TSI, ATSI, and/or CSI, you can find out [HERE](#).

(Highlight answer choices below.)

This is an initial three (3) year plan. Yes No	This is a review/update of a plan currently in use. Yes No
This school is identified as the following by the federal government: (Highlight all that apply) TSI, ATSI, CSI	
(TSI only) Underperforming student groups identified by the federal government: (highlight all that apply) ELA, Math, Attend., Grad., Spec. Ed., ELL, Free/Red., Hisp., Black, White, Multi-Racial, Asian, Am. Indian/AK Nat., Native HI/Other Pac. Is.	
This school receives Title IA funding. Yes No	Is the school's Title I program Schoolwide or Targeted Assistance ? SW TA
<i>*If you are unsure about Title IA funding and/or the type of program, contact your federal programs specialist.</i>	

--- PLANNING COMMITTEE [Required for all] ---

Schools that are required to conduct a comprehensive needs assessments (CNA) and/or school improvement plan (SIP) must assess the school's needs using a committee comprised of stakeholders, including, but not limited to teachers, administrators, parents, and community and business leaders. Some schools may opt to have separate committees for conducting the needs assessment and developing the school improvement plan, while others may not. Simply indicate if a member serves on either or both in the "Committee(s)" column. Many schools may have sub-committees to focus on prioritized areas such as language arts, math, attendance, etc. Indicate this in the "CNA/SIP Sub-committee(s) column below. To be sure the needs of each underperforming student group are addressed, **schools classified as TSI or ATSI must have a sub-committee for each underperforming group.**

List members of the committee below and highlight the committee(s) on which they serve. If a member serves on more than one subcommittee, list all those on which the member serves.

Member Name	Title	Committee(s)	CNA/SIP Sub-committee(s)
Brain Burelison	Principal	CNA, SIP, Both	FRL
Jama Hoover	Science Teacher	CNA, SIP, Both	FRL
Riesha Dittimore	Math Teacher	CNA, SIP, Both	FRL
Cassie Miller	Special Education Teacher	CNA, SIP, Both	FRL
Kerry Anderson	ELA Teacher	CNA, SIP, Both	FRL
		CNA, SIP, Both	
		CNA, SIP, Both	
		CNA, SIP, Both	
		CNA, SIP, Both	
		CNA, SIP, Both	
		CNA, SIP, Both	
		CNA, SIP, Both	
		CNA, SIP, Both	

		CNA, SIP, Both	
		CNA, SIP, Both	
		CNA, SIP, Both	
		CNA, SIP, Both	
		CNA, SIP, Both	
		CNA, SIP, Both	

--- ALIGNMENT [optional] ---

A systems-based approach to continuous school improvement involves alignment across the district. While still being attentive to their unique needs, schools should align curricular, instructional, and assessment programs with the district's vision, mission, and goals.

Assess the school's alignment with the district using this page. If necessary, work with district personnel to make necessary changes before moving forward with the needs assessment. If there is not enough room to type or cut-and-paste the information below, attach appropriate documents.

District Vision: Our vision is to provide an environment where students will believe in themselves, reach their highest potential, and ready themselves for college and a career.

School Vision: Our vision is to provide an environment where students feel safe to extend themselves beyond what is comfortable to defy limitations and attain what is possible by engaging in rigorous and relevant learning experiences that cultivate integrity, ingenuity, and independence.

District Mission: It is the mission of the Eminence Community School Corporation's staff to engage students in critical thinking, creativity, collaboration, and communication every day to prepare them for college and a career.

School Mission: It is the mission of the Eminence Community Schools' staff to engage students in critical thinking, creativity, collaboration, and communication every day to prepare them for college and a career.

District Goals:

Does the school's vision support the district's vision?	Yes	No
Does the school's mission support the district's mission?	Yes	No
Do the school's mission and vision support district goals?	Yes	No

If the school's mission, vision, and/or goals are not aligned with those of the district, what steps will the school take to do so?

SECTION A: Review Essential Information

All schools are required to provide basic information about the following **core elements**: curriculum; assessment; safe and disciplined learning environment; technology; cultural competency; parental involvement; secondary offerings; and, career awareness and development. Information requested in the following sections is intended to promote discussion about how the core element might be aiding or inhibiting continuous school improvement efforts. Responses are NOT to monitor compliance. After discussion, place an 'x' in the last column if the items should be considered by the school's planning team when reviewing data and/or developing school goals. Do this for all tables where the 'x' column exists.

Core Element 1: Curriculum [Required for all]

List primary curriculum resources (i.e. adopted materials) and supplementary materials such as online subscriptions or other such materials used by the majority of teachers. Subject/Courses should include: English/language arts, math, social studies, science, visual arts, music, health, and physical education. Assess the degree to which these resources are aligned with the Indiana Academic Standards. Consider the need to keep, replace, or discontinue use of materials that are not essential for instruction. If room does not allow for all resources to be listed below, continue the list on a separate page and attach it to this document. Secondary schools may attach or link course descriptions.

Subject/ Course	Grades	Resource Name	Aligned to IAS	Tier (highlight all that apply)	Rationale for Resource Use	Continue Use?	X
ELA	6-12	Equitable Education Solutions ELA Curriculum Maps	Yes No	Tier 1, 2, 3	Maps facilitate instruction of ELA Indiana Academic Standards (IAS)	Yes No	X
Math	6-12	Equitable Education Solutions Math Curriculum Maps	Yes No	Tier 1, 2, 3	Maps facilitate instruction of math IAS	Yes No	X
ELA	6-12	iReady Personalized Instruction	Yes No	Tier 1, 2, 3	Curriculum affords personalized reading instruction aligned with IAS	Yes No	
Math	6-9	MobyMax	Yes No	Tier 1, 2, 3	Resource provides differentiated math instruction to close gaps in achievement	Yes No	
Math	6-8	Go Math	Yes No	Tier 1, 2, 3	Resource provides differentiated math instruction to close gaps in achievement	Yes No	
			Yes No	Tier 1, 2, 3		Yes No	

			Yes No	Tier 1, 2, 3		Yes No	
			Yes No	Tier 1, 2, 3		Yes No	
			Yes No	Tier 1, 2, 3		Yes No	
			Yes No	Tier 1, 2, 3		Yes No	
			Yes No	Tier 1, 2, 3		Yes No	

Core Element 1: Curriculum [Required for all]

continued

Core Element 1: Curriculum						
	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
The school uses district-established curriculum that is aligned to the Indiana Academic Standards.	0%	0%	0%	20%	47%	33%
Pacing guides and/or curriculum maps are used to plan and teach a standards-based curriculum.	0%	7%	0%	20%	53%	20%
Teachers and staff are engaged in cross grade-level articulation of standards.	0%	13%	20%	33%	13%	20%
A culturally responsive curriculum is used to ensure all students' cultural differences are recognized and appreciated.	7%	7%	7%	40%	33%	7%

The public may view the school's curriculum in the following location(s):

- Curriculum is available at the district and school offices.

Core Element 2: Instructional Program [Required for all]

Schools are required to address the learning needs of all students and develop strategies, programs, and services to address such needs. Sound instructional practices are essential for students to reach the highest levels of academic achievement.

Core Element 2: Instructional Program						
	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
The school has a process for identifying the exceptional learning needs of students who are highly proficient and at risk of failure.	0%	7%	0%	27%	53%	13%
A process for coordinating instructional services (e.g. Head Start, adult education, etc.) is in place.	7%	7%	20%	13%	33%	20%
A variety of instructional strategies are employed to meet the diverse learning needs of students.	0%	7%	7%	13%	53%	20%
Teachers use strategies that monitor and adjust instructional during lessons (e.g. adjusted based on checks for understanding).	0%	7%	7%	13%	47%	27%
Teachers ensure students are engaged in cognitively complex tasks (including varying depth of knowledge) during instruction.	7%	0%	7%	13%	47%	27%
Teachers use instructional strategies that ensure students have multiple means of accessing instructional content.	0%	7%	0%	27%	40%	27%
Instructional strategies provide students with multiple options for illustrating their knowledge.	0%	7%	7%	33%	27%	27%
Instructional strategies foster active participation by students during the instructional process.	7%	0%	0%	20%	40%	33%
Teachers and staff promote authentic learning and student engagement across all content areas.	0%	7%	0%	40%	33%	20%
Strategies and instructional methods ensure equity of opportunity for all students during the learning process.	0%	7%	13%	20%	40%	20%
Instructional strategies assist with bridging the cultural differences in the learning environment.	7%	7%	0%	40%	27%	20%
Teachers and staff integrate evidence-based strategies during Tier II and Tier III instruction.	7%	0%	7%	40%	20%	27%
Teachers work collaboratively to support and refine instructional effectiveness (e.g. with feedback, coaching, etc).	7%	7%	20%	27%	20%	20%
High expectations for academic achievement are made clear to students and supported with adequate scaffolding and resources.	0%	7%	13%	13%	47%	20%

For Title I schools with Schoolwide Programs only:

Describe activities and programs implemented at the school to ensure that students who have difficulty mastering proficient and advanced levels of academic achievement are provided with effective and timely additional assistance.

- NA

Core Element 3: Assessment [Required for all]

List the assessments used **in addition to** the following statewide assessments: ILEARN, IREAD, I AM, ISPROUT, and PSAT. Include type of assessment (benchmark, common formative, or summative), the frequency with which these are administered, and a brief rationale for their use. To find out more about formative, interim, and summative assessments, click [HERE](#). Consider the need to keep, replace, or discontinue use of each assessment based on the value and use of the data it provides.

Assessment Name	Grade(s)	Frequency	Type and Rationale for Use	Continue Use	X
iReady	9-12	Benchmark , Com. Form., Summative, Other	This interim assessment evaluates students' development of the knowledge and skills outlined in the IAS and is used as a driver for remediation.	Yes No	

Tiered Assessments	9-12	Benchmark, Com. Form., Summative, Other	This common formative assessment is used to identify students' progression towards mastery of IAS and guide instruction	Yes	No	
		Benchmark, Com. Form., Summative, Other		Yes	No	
		Benchmark, Com. Form., Summative, Other		Yes	No	
		Benchmark, Com. Form., Summative, Other		Yes	No	
		Benchmark, Com. Form., Summative, Other		Yes	No	
		Benchmark, Com. Form., Summative, Other		Yes	No	
		Benchmark, Com. Form., Summative, Other		Yes	No	
		Benchmark, Com. Form., Summative, Other		Yes	No	
		Benchmark, Com. Form., Summative, Other		Yes	No	

Core Element 3: Assessment						
	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
A system is in place to use assessment data to make decisions about programs, practices, and instruction.	7%	0%	7%	33%	27%	27%
The school uses assessment data to identify students for Tier II and Tier III instruction.	7%	0%	20%	20%	27%	27%
Locally created assessments are reviewed and revised regularly to ensure priority standards are being measured at the appropriate levels of depth and rigor.	7%	7%	7%	27%	40%	13%

For Title I schools with Schoolwide Programs only:

Describe opportunities and expectations for teachers to be included in decision-making related to the use of academic assessment results, where the intent is improved student achievement.

- NA

Core Element 4: Coordination of Technology Initiatives [Required for all]

Core Element 4: Coordination of Technolog Initiatives						
	Strongly Disgree	Disgree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
The school has a process for integrating technology into the instructional program to promote learning.	0%	0%	0%	27%	33%	40%
A plan is in place to provide in-service training in the use of technology.	0%	0%	13%	7%	47%	33%
Protocols and criteria are used to review and select technology hardware, software, and instructional programs.	0%	7%	27%	20%	33%	13%
There are established procedures for maintaining technology equipment.	0%	7%	13%	27%	33%	20%
Sufficient infrastructure exists to support instructional, assessment, and operational needs.	7%	0%	7%	20%	47%	20%

Briefly describe how technology is used by students to increase learning.

- Eminence Jr-Sr High School is one-to-one in their application of technology with all students assigned a Chromebook. Students are given opportunities to advance their mastery of standards through activities on iReady. This past year, we implemented eLearning days to provide instruction without interruption when school cancellations occur. Additional applications of technology include the use of Google Classroom to post and submit assignments.

Core Element 5: Career Awareness and Development [Required for all]

Answer the questions for the grade levels in your school.

Grades K-5 only

What career awareness activities are provided for students? (Highlight all that apply)	
Not currently implementing career awareness activities	Career Day/Fair or Community Day
Career Simulation (JA/Biztown, etc.)	Career-focused clubs (Robotics, agricultural garden, STEM, etc.)
Career-focused classroom lessons	Guest speakers
Other	

If "Not currently implementing career exploration activities" was checked above, explain why.

Grades 6-8 only

What career awareness activities are provided for students? (Highlight all that apply)	
Not currently implementing career information activities.	Career-related courses
Career-focused classroom lessons	Job-site tours
Guest speakers	Career Day/Fair or Community Day
Career-focused clubs (i.e., Robotics, Agriculture Garden, STEM, etc.)	Online career navigation program
Other	

If “Not currently implementing career exploration activities” was checked above, explain why.

Grades 9-12 only (add others in blanks as necessary)

What career awareness activities are provided for students? (Highlight all that apply)	
Not currently implementing career information activities.	Career-related courses
Job-site tours	Job-site tours
Guest speakers	Career Day/Fair or Community Day
Career-focused clubs (i.e., Robotics, Agriculture Garden, STEM, etc.)	Online career navigation program
Industry-related Project-Based Learning	
Job shadowing	

If “Not currently implementing career exploration activities” was checked above, explain why.

Core Element 6: Safe and Disciplined Environment [Required for all]

All schools are required to develop a school safety plan. That plan is not part of this document. Since student safety and social-emotional well-being are crucial factors in learning, the questions below are intended to promote conversation about how the school’s environment adds to or takes away from student learning.

Core Element 6: Safe and Disciplined Environment						
	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
Practices are in place to develop and maintain a positive school climate between staff, students, and families.	7%	0%	0%	13%	40%	40%
A multi-tiered system of supports (MTSS) provides students with academic, behavioral, and social-emotional care and early intervention.	7%	0%	0%	20%	47%	27%
Discipline rules are established, and copies of the rules are made available to students and their parents/guardians.	0%	0%	7%	20%	33%	40%
Discipline rules to prevent bullying are in place and include education, parental involvement, and intervention.	0%	0%	7%	27%	47%	20%
A suicide awareness and prevention policy is in place and staff have been appropriately trained.	0%	13%	0%	20%	47%	20%
High expectations for behavior and attendance are communicated to families and consistently reinforced by all staff.	0%	13%	7%	20%	27%	33%
All staff express belief that all children can learn and consistently encourage students to succeed.	7%	0%	0%	20%	33%	40%
The school develops staff capacity to create positive classroom and school climates that are culturally responsive.	0%	13%	0%	20%	47%	20%

Core Element 7: Cultural Competency [Required for all]

List the racial, ethnic, language-minority, and socio-economic groups in your school's population. Provide strategies and indicate whether or not professional development is needed to successfully implement these strategies. Any such professional development should be detailed in the professional development plan portion of this document. Cultural competency considerations are embedded throughout this document

Identify the racial, ethnic, language-minority, and socio-economic groups in your school by **highlighting** groups below.

American Indian/Alaskan Native	English Language Learner	Multiracial
Asian	Free/Reduced Lunch	Native Hawaiian or Other Pacific Islander
Black	Hispanic Ethnicity	White

Describe how racial, ethnic, language-minority, and socio-economic groups are identified.

- Through the use of state data reports.

Describe strategies for increasing educational opportunities and performance for students in groups identified for the school.

- The school has established a Fishbowl Committee solely devoted to the creation of a positive, safe, and nurturing culture and climate where relationship building is priority. This committee

also schedules events to recognize students for effort and progress, as well as community building activities.

- The staff has made efforts to transition to behavioral and disciplinary practices that are restorative to bolster student-teacher relationships and create a safe, nurturing learning environment. These efforts will continue with additional focus placed on the integration of behavioral policies and practices aligned with social-emotional learning.

What professional development might be necessary for staff to work effectively in cross-cultural situations?

- As part of the collaborative thought process, the need for additional cultural competency training was highlighted including the impacts of poverty and trauma, staff mindset, trauma-responsive practices, secondary stress and trauma, and resiliency training.

What curriculum materials are used to ensure all students' cultural differences are recognized and appreciated?

- In response to the identification of the need for furthering cultural competency, the staff will pursue culturally responsive materials reflective of and relevant to the diversity present in the student population to add to available curricular resources.

Core Element 8: Review Attendance [Required for all]

Reduction of absenteeism is a top priority for Indiana schools. Students are considered chronically absent when they are not in attendance for ten percent of the school year. This equates to approximately 18 days of school.

Number of students absent 10% or more of the school year. Last year: 24 Two
Years Ago: 50 Three Years Ago: 45

What may be contributing to the attendance trend?

- While the importance of attendance is continually emphasized with students and parents, impediments related to socioeconomic challenges including familial trauma and limited resources contribute to the chronic absenteeism observed. Continued social-emotional and cultural competency training will further cultivate positive, supportive, mutually respectful relationships between staff and families ensuring parents feel welcome and comfortable seeking support and assistance. These efforts will bolster student-level support as well as guarantee a warm, nurturing learning environment where students feel safe and accepted, which is conducive to increased attendance rates. It should be noted that COVID-19 will create additional barriers in the school improving attendance rates for the 2021-2021 school year.

What procedures and practices are being implemented to address chronic absenteeism?

- To effectively track attendance data, teachers submit attendance on Harmony at the beginning of each period. An attendance secretary tracks absences and calls parents regarding any unexcused absences. Letters are sent to parents upon the student receiving three, five, seven, and 10 absences. Upon the receipt of 10 unexcused absences, the prosecutor is contacted, and a certified letter is mailed home to inform parents of the contact and possible repercussions should the student continue to accrue absences. Students are provided with opportunities to complete any work missed due to an absence.

If procedures or practices to reduce chronic absenteeism are in place, how are the results monitored?

Core Element 8: Review Attendance						
	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
The school has and follows a chronic absence reduction plan.	7%	13%	20%	20%	27%	13%
A multi-tiered system of supports (MTSS) is in place to identify and help the academic, behavioral, and/or social emotional needs of chronically absent students.	7%	13%	13%	33%	13%	20%

Core Element 9: Parent and Family Engagement [Required for all]

How does the school maximize family engagement to improve academic achievement?

- Information apprising parents of academic programs and initiatives and how to support academic achievement at home are shared via newsletters and emails and during parent teacher conferences. Family events to support and celebrate academic achievements are held intermittently throughout the year.

In what ways are parents/families able to express ideas, concerns, and/or suggestions?

- Given Eminence Jr-Sr High School's small size, administrators and teachers have developed strong relationships conducive to the open sharing of ideas, concerns, and suggestions with parents and families. The school utilizes several means of communication including phone calls, emails, and conferences to encourage frequent and open dialogue among the school and families. In addition, parent surveys have been deployed on several occasions during the school improvement process to elicit feedback regarding families' visions for the future of the school.

In what ways does the school involve parents/families to maintain or increase high levels of student attendance?

- The school communicates early and often with parents and families when attendance becomes problematic in order to proactively support families with improving attendance. The importance of attendance is routinely stressed with students and families with recognition awarded for students who have adequate attendance or who have demonstrated improvements in attendance.

How do teachers and staff bridge cultural differences through effective communication?

- Teachers and staff have incorporated multiple means of communication in order to encourage parents to contact staff in a way that is comfortable for them. The school has incorporated additional strategies for sharing information through the use of technology to increase the audience reached by posting on social media platforms, emailing parents, and deploying all calls. Furthermore, the school will be engaging in cultural competency PD opportunities to further enhance staff's ability to communicate cross-culturally.

Core Element 9: Parent and Family Engagement [Title I Schoolwide only]

The following is specific to Title I Schoolwide Programs.

Describe strategies used to increase parental involvement.

- NA

How does the school provide individual academic assessment results to parents/guardians?

- NA

How does the school involve parents in the planning, review, and improvement of the schoolwide plan?

- NA

Core Element 10: Provision for Secondary Schools [Secondary schools only]

How do course offerings allow all students to become eligible to receive an academic honors diploma?

- Eminence Jr-Sr High School has taken steps to support students in their pursuit of earning an academic honors diploma through additional and flexible course offerings. Foreign language courses are offered through Indiana Online Academy to allow for more flexibility in how and when students attain course credit. Moreover, Area 30 and the Ivy Tech courses afford students with ample opportunities to fulfill one of the A-F requirements.

How are all students encouraged to earn an Academic Honors Diploma or complete the Core 40 curriculum?

- In 8th grade, students participate in a presentation about high school, credits, graduation pathways, and diploma types. All students begin on a Core 40 diploma track with adjustments made as needed in response to students' desired track and postsecondary goals. Adequate opportunities for students to attain the necessary credits and required coursework are provided throughout the school year as well as through online classes and summer school.

How are advanced placement, dual credit, international baccalaureate, and CTE opportunities promoted?

- During the presentation for 8th grade students regarding high school, students are informed of all the options available in high school. This presentation is followed by a parent Q & A where parents are apprised of the various college and career pathways, options to meet the requirements and the benefits for each. Students currently enrolled in dual credit and CTE courses also encourage their peers to enroll as they frequently share their experiences and the benefits of Area 30 and the Ivy Tech courses.

Graduation rate last year: 91.9%

Percent of students on track to graduate in each cohort:

Core Element 11: Provision for Title I Schools Operating a Schoolwide Program

This section applies only to schools that receive Title I funding and operate a Schoolwide Program

Describe how your school coordinates and integrates Federal, State, and local funds and resources, such as in-kind services and program components.

- NA

Provide a list of programs that will be consolidated under the schoolwide plan (if applicable).

- NA

Describe the school's plan for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a state-run preschool program.

- NA

Describe strategies used to attract high-quality teachers to your school and/or district. Examples could include: Mentoring and induction programs; recruitment incentives; high-quality professional development; partnerships with teacher preparation programs; and, career pathways for teachers leaders.

- NA

Provide a list of all instructional staff. Include licensure/certification and current class/subject areas being taught. To provide this information, you may include a link, attach the information to this document, or list the information in the table below

Staff Name	Licensure/Certification	Assigned Class/Subject
Caylynn Snider	5-12 Language Arts; REPA	ELA
Emily Coke	5-12 Social Studies, specialization in Government	Social Studies
Frank Stenger	Transition to Teaching Permit 5-12	Math
Jama Hoover	Instructional Accomplished Practitioner Middle School/Junior High School	Chemistry
Riesha Dittmore	K-6 Elementary Generalist, Math 5-12 REPA 3	Math
Eric Prosser	Animal Science Natural Resources (formerly Natural Resource Mngmnt) Intro to Ag, Food & Nat Resource (formerly Fund of Ag Sci) REPA 3	Ag
Kris Feutz	Gen Ed. 1-6, 7/8 non dept.; SS endorsement 7-9	Social Studies
Peaches Stevens		
Kerry Anderson	5-9 English/ Language Arts REPA	ELA
Burris		
Tina Hall	General Elementary, Science 1-9 Rules 46-47; Math 5-9 REPA	Math
Cassie Miller	Elementary/Intermediate generalist, Mild Intervention Rules 2002	SPED
Davis	Special Education (Mild Intervention) PE,	SPED
Carla Bradley	Visual Arts Education K-12 rules 46-47	Art
Matt Moody	Instrumental and General Music K-12 REPA 3	Music

SECTION B: Needs Assessment

Every school is required to address the learning needs of all students, including programs and services for exceptional learners (special education and high ability). Below is a list of possible sources of data to help evaluate your school's current performance in the steps below. Schools are not required to use each of these, but data must be used in determining where improvement is needed immediately. This information is necessary when performing the Gap Analysis and Root Cause Analysis. Mark "X" next to each source of data used in the following steps and attach or link the data reviewed for this plan.

General Academic and Schoolwide			WIDA	Special Education			High Ability
<input checked="" type="checkbox"/>	Statewide Assessments		Individual Learning Plans (ILPs)		IAM Assessment		Aptitude Assessment (e.g. CogAT)
	Districtwide Assessments	<input checked="" type="checkbox"/>	Performance Gap Data		Individual Education Plans (IEPs)		Current High Ability Grant
<input checked="" type="checkbox"/>	Assessment by Student Group		ESL Staff Training	<input checked="" type="checkbox"/>	Performance Gap Data	<input checked="" type="checkbox"/>	Performance Gap Data
<input checked="" type="checkbox"/>	Common Formative Assessments		Service Delivery Model		Special Education Training for Staff		High Ability Training for Staff
	PSAT/SAT/ACT Assessments	<input checked="" type="checkbox"/>	Federal (ESSA) Grade for Group		Approved Testing Accommodations		Service Delivery Model
	Dyslexia Screening Data		Current Title III Grant	<input checked="" type="checkbox"/>	Federal (ESSA) Grade for Group		
<input checked="" type="checkbox"/>	Common Formative Assessments		Parental Involvement		IEP Compliance Report		
<input checked="" type="checkbox"/>	Attendance Reports – general and by student groups		WIDA		Special Education Staff Assignments		
<input checked="" type="checkbox"/>	Survey of Students, Staff, Parents, and/or Community	Be sure there is no personally identifiable information for students in any/all linked/uploaded data.					
	Staff Attendance						

Step 1: Review Potential Issues from the Core Elements

In this section, the committee should begin reviewing the information from the core elements in Section A. Look back at the information in Section A. If there were items checked (X) for further discussion, note them below and discuss them considering the following two questions:

Do these issues significantly impact our current school goals as strengths or problems?

Do these issues present significant strengths or problems not already addressed by goals in our current school improvement plan?

If there is an issue that fits one of the above, note the issue and consider it when determining whether to conduct a Gap Analysis.

Step 2: Evaluate Progress on Current School Goals

If there is evidence that current school goals are priorities where improvement is needed immediately, schools should continue working toward meeting these goals. The section below is a brief review of current goals. This is intended to help you decide if these goals should continue to be the focus of improvement efforts. To analyze the progress of current goals and look for any gaps in performance, the committee should use a variety of data. **Schools with identified underperforming student groups must analyze data about these groups, including but not limited to: assessment, attendance, and behavior.** All schools are required to consider the needs of exceptional learners (special education and high ability) using data to assess their progress.

Review current goals using data referenced above. Current goals may need to be modified based on your findings. This is done in the Goals section.

Goal 1

Measurable outcome met? **In Progress**

Students at Eminence Jr-Sr High School will demonstrate an increase in proficiency in English/Language Arts and Math according to ILEARN Grade 10 assessment data for the 2019-2022 school years based on the following increments:

- SY 2019-2020: 2.6% increase in ELA and 4.5% in Math proficiency

If the goal was met, how will the school further improve or sustain this level of performance?

If the goal was not met, explain why.

- Due to COVID-19, spring assessment data is not available.

If the goal was not met, should the school continue to work toward this goal? **Yes** **No**

Goal 2

Measurable outcome met? **In Progress**

Students at Eminence Jr-Sr High School will demonstrate an increase in academic growth to proficiency in both English/Language Arts and Math as measured by performance on the ISTEP+ 10 assessment and/or state standardized assessment in the following increments:

- A 7% decrease in the number of students receiving low growth in ELA
- A 4.7% increase in the number of students demonstrating high growth in ELA
- A 15.4% decrease in the number of students receiving low growth in Math
- A 9.8% increase in the number of students demonstrating high growth in Math

If the goal was met, how will the school further improve or sustain this level of performance?

If the goal was not met, explain why.

- Due to COVID-19, spring assessment data is not available.

If the goal was not met, should the school continue to work toward this goal? **Yes** **No**

Goal 3

Measurable outcome met? **In Progress**

Eminence Jr-Sr High School will demonstrate an increased graduation rate and number of students identified as model attendees, as well as improve their current attendance rate of 93%, throughout the 2019-2022 school years in order to increase participation in instructional time according to the following increments:

- 2.5% increase in graduation rate; increase of 5 students attaining model attendee status; attain a 95% attendance rate

Free and Reduced Lunch Student Subgroup:

- ELA: 3.1% increase in proficiency; 3.6% decrease in low growth; 1% increase in high growth
Math: 5.1% increase in proficiency; 8.5% decrease in low growth; 4.3% increase in high growth

If the goal was met, how will the school further improve or sustain this level of performance?

If the goal was not met, explain why.

- Due to COVID-19, spring assessment data is not available.

If the goal was not met, should the school continue to work toward this goal? **Yes** **No**

SECTION C: Analysis

Step 1: Conduct a Gap Analysis

A Gap Analysis is a procedure for determining needs by highlighting differences between a school's desired performance and its actual performance.

Data about the school's current performance should drive discussions about these differences.

In Sections A and B, the committee analyzed the school's performance in a number of areas. This included core elements of the school and

current school goals. For the first column the committee should consider two questions:

- 1) Are our current goals still areas where improvement is needed immediately?
- 2) What concerns did we find when studying the core elements that might be serious enough to need improvement immediately?

Now the committee will conduct a Gap Analysis to identify the most significant barriers to the school's success.

Here's an **example** of how a committee member might explain the gap analysis process:

During our discussion about the core elements we felt student misbehavior has gotten worse. If that's the case, it is counter to what we believe. We are committed to providing all students with a safe and disciplined learning environment. We want to find out if discipline is a real problem based on data. We'll state our commitment about a safe environment in the 1st column. It is not a current goal, so we'll put "No" in the 2nd column. We'll collect discipline data and summarize our findings in the 3rd column. We'll compare what we're committed to regarding student safety with what the data shows. We'll state our finding in the 4th column. If there is a significant difference between what we are committed to and what is actually happening, we'll consider this a gap and put a check in the 5th column. Lastly, we'll compare this with other gaps we found on this chart. We'll prioritize these in the final (6th) column (rank your priorities).

1	2	3	4	5	6
Desired Performance Indicators Based on Prioritized Goals/Characteristics	Current Goal	Actual Performance Based on School Data	Brief Description Comparing Current Performance to Desired Performance	Gap	Priority
A safe and disciplined school learning environment that ensures environment provides an education-Data indicates that students al atmosphere conducive to misbehavior resulting in	No X	In-school suspensions increased 15% over the last 2 years. Suspensions & expulsions increased 8% & 4% re-	We are committed to a safety and well-being for all. do not feel safe and that		1

learning and personal well-being.
has increased.

respectively. Survey: 45% of students suspensions and expulsions
do not feel safe at school.

There is no requirement for the number of performance indicators you investigate. **Schools with identified underperforming student groups must include a desired performance indicator relevant to each of these groups.**

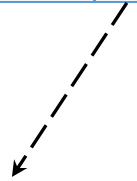
GAP ANALYSIS TEMPLATE

Desired Performance Indicators Based on Prioritized Goals/Characteristics	Part of Current Goal?	Actual Performance Based on School Data	Brief Description Comparing Current Performance to Desired Performance	Gap	Priority
All students will reach grade level proficiency identified by the Indiana Academic Standards as determined by formative, interim, and summative (e.g., ILEARN) assessments.	Yes No	An analysis of three-year trend data reveals a low percentage of students are achieving proficiency in ELA and math. On average, 30.1% of students have passed the math state assessment for the last 3 years. In the last 2 years, math has had a -29 percentage points change. On average, 53.4% of students have passed the ELA state assessment for the last 3 years. In the last 2 years, ELA has had a -18.1 percentage points change. Students have achieved higher pass rates in ELA than math by 23.3% on average over the past three years.	We are committed to ensuring all students are progressively advancing towards being on grade level. We recognize that ISTEP+ results from the 2018-2019 school year provide a base level from which we are determined to improve.	x	1
All students demonstrate one or more academic year's growth as determined by state assessments. Furthermore, those students who were previously DNP will achieve high growth to ensure achievement	Yes No	On average, 50.1% of students have demonstrated low growth on the math state assessment over the last 3 years. On average, 30.8% of students have demonstrated high growth on the math assessment over the last 3 years. Over the last 2 years, the percentage of	State assessment data indicate an increase in students receiving low growth in both ELA and math. Ensuring adequate levels of academic growth is central to our desire that all our students reach their greatest individual potential and have the	x	2

gaps are progressively reduced over time.		<p>students in low growth for math has increased by 25.8. Over the last 2 years, the percentage of students in high growth for math has decreased by 36.4.</p> <p>On average, 41.4% of students have demonstrated low growth on the ELA state assessment over the last 3 years. On average, 39.4% of students have demonstrated high growth on the ELA state assessment over the last 3 years. Over the last 2 years, the percentage of students in low growth for ELA has increased by 19.4. Over the last 2 years, the percentage of students in high growth for ELA has decreased by 24.</p>	opportunity to achieve academic and post-secondary success.		
All students participate in a learning community that not only fosters their academic achievement but also ensures the development of dynamic and relevant social-emotional skills.	Yes No	Teacher and building leadership focus group discussions, stakeholder survey information, and the SEL audit identified the presence of, and the resulting student behavior related to, chronic stress and trauma incurred as a result of ongoing economic hardship. Moreover, attendance data revealed a model attendee rate of 65.3%, which is below the ESSA identified goal rate of 80%.	Multiple sources of data reveal the need for a systemic approach to students' holistic development. It is recognized that the circumstances surrounding the COVID-19 pandemic will likely exacerbate the need for SEL intervention and support. We are committed to providing the necessary support to overcome obstacles and offer every opportunity to develop the requisite dispositions for future success.	X	3
All students receive the individualized support needed in a learning environment that is cognizant, accepting, and responsive to their unique experiences and backgrounds.	Yes No	<p>Economically Disadvantaged:</p> <p>An analysis of state assessment data for the past two years for the subgroup of Free & Reduced Lunch (FRL) identified a DNP rate of 63.3% on the ELA assessment and 91.7% on the math assessment with a pass rate change of -12.2 and -5</p>	Given the disparity in proficiency and growth rates demonstrated by students in the subgroup of FRL, it is our goal to take the necessary steps to create a learning environment supportive of students who come from differing backgrounds that is conducive to relationships building and	X	4

		percentage points respectively from the 17-18 SY to the 18-19 SY. Moreover, disproportionate rates of low growth rates have been observed with 59.6% demonstrating low growth in ELA and 60.9% demonstrating low growth in math.	effectively closing gaps in achievement.		
--	--	--	--	--	--

List the top 3 or 4 on the next page in the column, *Identified Priorities from Previous Chart*.



Step 2: Conduct Root Cause Analyses

Based on review of data from the Gap Analysis, list at least 3 priorities where improvement is needed immediately in the chart below. Schools classified at TSI/ATSI should consider priorities pertaining to the underperforming groups for which they have been identified.

Determine the root cause(s), or underlying cause(s), for the gaps in the prioritized areas.

A Root Cause Analysis is a process for determining underlying causes for problems. The recommended tool for this is 5-Whys. An illustration of this process is found [HERE](#). Although conducting a root cause analysis is required, schools may use any recognized method/tool of their choice. CSI and TSI/ATSI schools must attach documentation of their root cause analysis (e.g. Word/Google document, pdf, photo of wall chart, etc.).

Identified Priorities from Previous Chart	List Root Cause(s)
1- Academic Proficiency	<i>Please see Appendix H for a detailed cause map that identifies the components of this focus area's root cause.</i>
2- Academic Growth	<i>Please see Appendix H for a detailed cause map that identifies the components of this focus area's root cause.</i>
3- SEL	<i>Please see Appendix H for a detailed cause map that identifies the components of this focus area's root cause.</i>
4-Low Performing Student Group: Economically Disadvantaged	<i>Please see Appendix H for a detailed cause map that identifies the components of this focus area's root cause.</i>



*Write your Goal(s) from these.
Develop strategies from these.*

SECTION D: School Improvement Plan and Professional Development Plan

The school improvement and professional development plans are developed once immediate needs are identified. The plans are developed from these needs and are the filter through which most decisions are made. The school improvement plan and professional development plan drive all aspects of continuous improvement efforts for the school.

1. Develop school improvement plan goals from the identified priorities. Based on your review of data, goals may be:
 - a. A continuation of existing goals and/or
 - b. New goals, based on areas where improvement is needed immediately.
2. Develop a professional development plan, basing professional development goals on:
 - a. Strategies in the school improvement plan;
 - b. Other areas, apart from the improvement plan, where professional development is a priority.
3. Identify and note possible funding sources from local, state, and federal resources that may support the plan(s).

Possible Funding Sources		
Title IA Title II Title IV School Improvement (SIG)	McKinney-Vento High Ability Early Literacy Twenty-first Century After School Program Rural and Low Income Schools	General funds

School Improvement Plan

Using the Goal Template

Goals

Are a result of identified priorities (where improvement is needed immediately)

Are based on a 3-year plan, starting with the current year (Goal 1) and followed by succeeding years ("Yr 2" and "Yr 3").

Evidence-Based Strategy

A strategy is a specific plan of action to accomplish a goal. Strategies must be supported by evidence considered to be strong or moderate. Find out about evidence-based interventions [HERE](#). In the school improvement plan, check if professional development is needed to successfully implement the strategy. These activities may be replicated and expanded on in the professional development plan.

Strategy Action Steps

Action steps are specific actions necessary to implement a strategy. In the template, schools may have more or less than four (4) action steps. Space is provided for four. Add additional steps if needed.

GOAL 1	<p>In order to increase the number of students demonstrating grade-level proficiency, Eminence Jr-Sr High School will continue the process of refining a guaranteed and viable curriculum in alignment with Indiana Academic Standards for the core content areas, ensuring the incorporation of culturally relevant curricular resources and a comprehensive and balanced assessment system to propel student outcomes as evidenced by the following gains as demonstrated on ISTEP+:</p> <ul style="list-style-type: none"> • Improved walkthrough data • 7.2% increase in students achieving proficiency in ELA • 10.3% increase in students achieving proficiency in Math 		
Data Checkpoints (dates)	September	January	May
Evidence at Checkpoints	Curriculum Audit and Assessment Audit	Increased course assessment scores	Increased standardized assessment scores Curriculum Audit and Assessment Audit
Evidence- Based Strategy 1	<ul style="list-style-type: none"> • Carlson, D., Borman, G. and Robinson, M. (2011). A Multistate District-Level Cluster Randomized Trial of the Impact of Data-Driven Reform on Reading and Mathematics Achievement. Educational Evaluation and Policy Analysis, 33(3), pp.378-398. • Furtak, E., Primo., M. (2007). Exploring Teachers' Informal Formative Assessment Practices and Students' Understanding in the Context of Scientific Inquiry. Journal of Research in science Teaching. VOL. 44, NO. 1, PP. 57-84. • Crawford Burns, R. (2001). Curriculum Mapping. [online] Ascd.org. Available at: 		PD Needed: Yes No

	http://www.ascd.org/publications/curriculum-handbook/421/chapters/Overview.aspx .			
Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
Action Step 1	Develop an electronic non-evaluative walkthrough form to provide teachers with formative feedback and inform ongoing coaching.	September-December 2020	Administrative team, teacher leaders, instructional coaches	Teachers implement curriculum maps with fidelity.
Action Step 2	ELA and Math: Continue building common course assessments	January-March 2021	Administrative team, teacher leaders, instructional coaches	ELA and Math courses will have common assessments aligned to each priority standard.
Action Step 3	ELA and Math: Monitor the continuous implementation of curriculum maps.	Fall 2022	Administrative team, teacher leaders, instructional coaches	All teachers will continue to implement and refine curriculum maps.
Yr. 2 Measurable Objective	Eminence Jr-Sr High School will continue to revise and refine curriculum based on changes in state requirements and standards for the 2021-2022 school year. The continued revision and refinement of curriculum will be demonstrated by the following data. <ul style="list-style-type: none"> ● Increased percentages of students demonstrating proficiency on standardized assessments ● An increased percentage of students on track to fulfill bucket 1 of graduation pathways 			
Yr. 3 Measurable Objective	Eminence Jr-Sr High School will continue to revise and refine curriculum based on changes in state requirements and standards for the 2022-2023 school year. The continued revision and refinement of curriculum will be demonstrated by the following data. <ul style="list-style-type: none"> ● Increased percentages of students demonstrating proficiency on standardized assessments ● An increased percentage of students on track to fulfill bucket 1 of graduation pathways 			

GOAL 2	<p>In order to increase the percentage of students demonstrating high levels of growth toward proficiency, Eminence Jr-Sr High School will continue professional learning and coaching to increase the fidelity of implementation of high-yield instructional strategies throughout the building. The effectiveness of this will be demonstrated with the following data:</p> <ul style="list-style-type: none"> • Walkthrough data • An 5.4% increase in students achieving high growth in ELA • An 6.7% increase in students achieving high growth in math • A 9.7% decrease in students achieving low growth in ELA • A 8.6% decrease in students achieving low growth in math 			
Data Checkpoints (dates)	October	February	May	
Evidence at Checkpoints	Formative & Interim Assessment Data	Formative & Interim Assessment Data	Summative Assessment Scores	
Evidence- Based Strategy 1	<ul style="list-style-type: none"> • Goddard, R., Hoy, W. and Hoy, A. (2000). Collective Teacher Efficacy: Its Meaning, Measure, and Impact on Student Achievement. American Educational Research Journal, 37(2), pp.479-507. • Rubie-Davies, C., Peterson, E., Sibley, C., & Rosenthal, R. (2015). A teacher expectation intervention: Modelling the practices of high expectation teachers. Contemporary Educational Psychology, 40, 72-85. doi: 10.1016/j.cedpsych.2014.03.003 			PD Needed: Yes No
Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
Action Step 1	Engage teachers in job embedded training specific to research-based high yield instructional strategies.	Oct. 2020-June 2021	Building leadership, instructional coaches, EES	Classroom walkthroughs indicate fidelity of implementation of evidence-based instructional best practices.
Action Step 2	Develop an electronic walkthrough tool specific to the training teachers have received.	Oct. 2020-June 2021	Building leadership, instructional coaches, EES	The administrative leadership team can efficiently utilize the walkthrough tool. The initial data indicates inter-rater

				reliability.
Action Step 3	Conduct classroom walkthroughs that result in teachers receiving non evaluative, formative feedback.	Sept. 2020-Jun. 2021	Building leadership	Teachers surveys indicate feedback is viewed as formative and beneficial to improving instructional practices.
Yr. 2 Measurable Objective	<p>Increased collective teacher efficacy, through the implementation of a schoolwide instructional priorities model comprised of high-yield instructional practices, will render improved student growth rates on the SY 2021-2022 ILEARN in the following increments:</p> <p>*14.5% decrease in students achieving low growth in ELA *13.1% decrease in students achieving low growth in Math</p> <p>*8.1% increase in students achieving high growth in ELA *12.9% increase in students achieving high growth in Math</p>			
Yr. 3 Measurable Objective	<p>Increased collective teacher efficacy, through the implementation of a schoolwide instructional priorities model comprised of high-yield instructional practices, will render improved student growth rates on the SY 2022-2023 ILEARN in the following increments:</p> <p>*19.2% decrease in students achieving low growth in ELA *23.1% decrease in students achieving low growth in Math</p> <p>*10.8% increase in students achieving high growth in ELA *17.2% increase in students achieving high growth in Math</p>			

GOAL 3	<p>Eminence Jr-Sr High School will engage in a process of systemic refinement of social-emotional learning practices to effectively integrate the SEL schoolwide to ensure the holistic development of students in alignment with positive behavioral practices to cultivate an equitable and inclusive learning environment responsive to student diversity and facilitate data-based decision making regarding the provision of tiered social, emotional, and behavioral interventions through MTSS as evidenced by:</p> <p>SY 2020-2021: Whole School:</p> <ul style="list-style-type: none"> • 2.3% increase in number of students identified as model attendees • 1% decrease in disciplinary incidents • an improvement in culture and climate data <p>FRL:</p> <ul style="list-style-type: none"> • ELA: an increase of 7.4% in students demonstrating proficiency; a 14.9% decrease in low growth rates; a 9.6% increase in high growth rates • Math: an increase of 10.7% in students demonstrating proficiency; a 15.3% decrease in low growth rates; a 11.6% increase in high growth rates 			
Data Checkpoints (dates)	September	January	April	June
Evidence at Checkpoints	SEL Educator Survey Data Improving Attendees Suspension Data	SEL Educator Survey Data Improving Attendees Suspension Data	SEL Educator Survey Data Improving Attendees Suspension Data Climate and Culture Data	SEL Educator Survey Data Model Attendees Suspension Data
Evidence- Based Strategy 1	<ul style="list-style-type: none"> • Payton, J., Weissberg, R., Durlak, J., Dymnicki, A., Taylor, R., Schellinger, K., & Pachan, M. (2008). <i>The Positive Impact of Social and Emotional Learning for Kindergarten to Eighth-Grade Students</i>. Collaborative for Academic, Social, and Emotional Learning. • Goddard, R., Hoy, W. and Hoy, A. (2000). <i>Collective Teacher Efficacy: Its Meaning, Measure, and Impact on Student Achievement</i>. American Educational Research Journal, 37(2), pp.479-507. 			PD Needed: Yes No
Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
Action Step 1	All staff training on Equity in Education and establish SEL	Sept. 2020-Oct. 2020	School Leadership and school staff	Pre/Post Self-Efficacy survey

	Leadership Team			
Action Step 2	Personalize SEL support through data dive including classroom observations, behavior data, surveys, etc.	Oct. 2020-Dec. 2020	SEL Leadership Team	Implemented schoolwide screener and assessment schedule
Action Step 3	Engage in professional learning based on data and provide classroom modeling in SEL best practices aligned to IDOE's SEL Competencies	Jan. 2021-June 2021	School staff	Teacher exit tickets and Pre/post observations
Action Step 4	Create SEL strategic plan including vision, mission, goals, communication plan, and policy and procedure documents to support framework	Jan. 2021-Aug. 2021	SEL Leadership Team	SEL strategic plan that includes 3-year goals for SEL implementation
Action Step 5	Progress monitoring SEL strategic plan using PDSA model	Aug. 2021-ongoing	SEL Leadership Team	Progress monitoring report
Yr. 2 Measurable Objective	Eminence Jr-Sr High School will progressively develop a SEL Framework to support implementation and a positive culture and climate as part of the school's MTSS framework that systematically facilitates data-based decision making around providing the tiered academic, behavioral, and social supports as indicated by: <ul style="list-style-type: none"> ● 4.6% increase in number of students identified as model attendees ● 1% decrease in disciplinary incidents ● an improvement in culture and climate data 			
Yr. 3 Measurable Objective	Eminence Jr-Sr High School will progressively develop a SEL Framework to support implementation and a positive culture and climate as part of the school's MTSS framework that systematically facilitates data-based decision making around providing the tiered academic, behavioral, and social supports as indicated by: <ul style="list-style-type: none"> ● 6.9% increase in number of students identified as model attendees ● 1% decrease in disciplinary incidents ● an improvement in culture and climate data 			

Professional Development Plan

Professional development and training are not the same. Training involves a short-term goal that has an immediate impact on some aspect of a job, such as learning to use an on-line gradebook or attendance program. Professional development is career focused, and impacts a worker's effectiveness in performance. Development occurs over time and requires job-embedded coaching and collaboration.

Write professional development goals below. These should connect with and support the school improvement plan.

Professional Development Goal 1: Guaranteed and Viable Curriculum- Implementation and Refinement	In order to establish and uphold clear and high expectations for all students, teachers will increase fidelity of implementation and engage in a process of refinement of standards-based curriculum maps for each course. This will ensure equity and rigor is in place for all students. Through these maps, teachers will work to increase student engagement and academic outcomes for all.	Linked SIP Goals <div>Yes</div> No
Possible Funding Source(s)	SIG funds and other local, state, and federal funds such as but not exclusive to Title I, Title II, and Title III.	
Evidence of Impact	<ul style="list-style-type: none">• Data from classroom observations will indicate rigor and standards-alignment are present.• Assessments will include higher levels of Depth of Knowledge and a stronger alignment to Indiana standards.• Student growth and achievement performance on standardized assessments will increase in alignment with Goal 2.	
Plan for coaching and support during the learning process: <ul style="list-style-type: none">• Eminence Jr-Sr High School will partner with a technical assistance provider to provide ongoing support in curriculum mapping and refinement.• Administrators will work to provide protected time for teachers to collaborate on curriculum map refinement.• Follow-up supports will be provided by administrators.		
How will effectiveness be sustained over time? <ul style="list-style-type: none">• Teachers will engage in a process for reflection and refinement after each unit of study.• Core curricular elements will continue to be refined as teachers improve the maps.• Time during team meetings will be devoted to continuous conversations regarding curriculum maps and resources.		

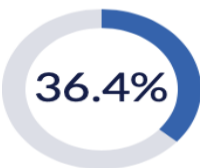
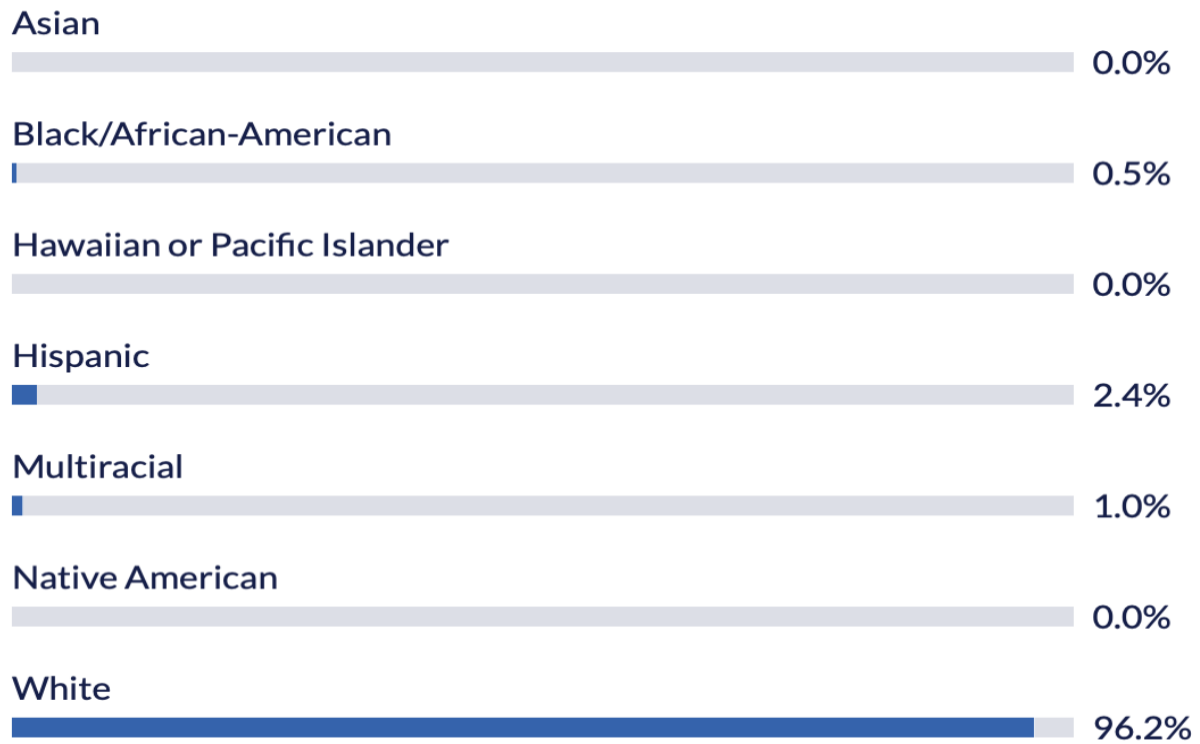
Professional Development Goal 2: Instructional Priorities Model	Eminence Jr-Sr High School will engage in professional learning cycles in order to increase collective teacher efficacy by ensuring the implementation of high-quality instructional practices throughout the building.	Linked SIP Goals <div>YesNo</div>
Possible Funding Source(s)	SIG funds and other local, state, and federal funds such as but not exclusive to Title I, Title II, and Title III.	
Evidence of Impact	<ul style="list-style-type: none">Classroom observation data will indicate that teachers are utilizing the high-yield instructional strategies supported by continuous professional learning.A process to regularly conduct non-evaluative walkthroughs and offer formative feedback and ongoing coaching for teachers who need increased support.A cycle of instructional coaching aligned to the instructional prioritiesStudent growth and achievement will improve in alignment with Goal 1.	
Plan for coaching and support during the learning process: <ul style="list-style-type: none">Data from informal classroom observations and walkthroughs will allow the Eminence Jr-Sr High School administration to provide differentiated support to aid teachers in the continuous improvement of instructional practices. Support will include modeling, professional development opportunities, and critical coaching conversations.		
How will effectiveness be sustained over time? <ul style="list-style-type: none">Coaches and administrators will work to create a collaborative environment in which teachers can discuss and plan instructional practices together.Eminence Jr-Sr High School will work to provide opportunities for teachers to engage in peer observations.Job-embedded support will be provided for all teachers.		

Professional Development Goal 3	Eminence Jr-Sr High School SEL Leadership Team will collaboratively construct a SEL Framework to support teachers in the integration of SEL in curriculum and instruction in alignment with the schoolwide positive behavioral system in order to facilitate improved climate and culture and the provision of data responsive intervention through MTSS.	Linked SIP Goals Yes No
Possible Funding Source(s)	Local, state, or federal funds such as but not exclusive Title I, Title II, Title III, Title IVa, SIG funds	
Evidence of Impact	-Classroom observation data reflects student and teacher use of SEL best practices. -Student focus groups reveal increased student awareness of key SEL skills and practices. -Behavioral and attendance data improves and the year 1, 2, and 3 measurable objectives detailed in GOAL 3 are met.	
Plan for coaching and support during the learning process: Modeling of SEL strategies will be afforded to build teacher capacity and bolster fidelity. Data gathered from teacher surveys, exit tickets, grade level team meeting discussions, and student focus groups will be utilized to provide targeted additional supports.		
How will effectiveness be sustained over time? SEL training and support will be included in the overall MTSS framework. Further, aspects of the training received and practices adopted will be included in the system for teacher onboarding.		

Appendix A: School Profile

School Profile
<p>Eminence is a small, rural community located in the northwest corner of Morgan county 35 miles to the west of Indianapolis. The quaint community offers a sense of nostalgia only having a small convenience store, branch bank, post office, volunteer fire station, and a smattering of other small, locally owned businesses. While historically a farming community with many community members remaining in agriculture, this number is waning. Interstate 70 traverses the district making it convenient for parents to commute to the factories and businesses in or near Indianapolis. The community has seen recent housing development but continues to view itself as rural. Eminence Jr-Sr High School, which is located in a shared building with the preschool and elementary, serves a total of 365 students grades PK-12. The school began in the late 1880's and has undergone a series of renovations throughout its history including two complete restorations due to fire. The corporation completed its most recent renovation and building program in 2017. Eminence Community Schools is the heart and livelihood of this community and hosts many community events throughout the year.</p>
Vision
<p>Our vision is to provide an environment where students believe in themselves, reach their highest potential, and ready themselves for college and career.</p>
Mission Statement
<p>It is the mission of the Eminence Community Schools' staff to engage students in critical thinking, creativity, collaboration, and communication every day to prepare them for college and a career.</p>
Core Beliefs or Core Values
<p>Eminence Community Schools believes that our school community is a family, and as such, we readily support each other and place relationships at the forefront of all we do. Our goal is to create learning experiences that relate to students' lives and current situations, meet them where they are and provide the guidance and coaching to accelerate learning in order for students to reach their full potential. We approach education holistically, placing emphasis not only on the development of academic knowledge and skills, but also adaptive, social, and emotional capacities that are vital for individuals to thrive in today's society. Students gain necessary skills through hands-on, real life learning experiences that build students' capacities to communicate, collaborate, utilize technology, problem-solve, and innovate.</p>

Student Demographics



Economically
Disadvantaged



Students with
Disabilities

Staff Demographics

The staff at Eminence Jr-Sr High School consists of 24 educators with varying levels of experience.



Student Behavior



School-related arrests

0

[View Details](#)

Referrals to law enforcement

0

[View Details](#)

Safety and disciplinary incidents

15

[View Details](#)

Summary of Current School Improvement Strategies

Over the past school year, Eminence Jr-Sr High School has engaged in a process of curriculum and instruction refinement. With the support of Equitable Education Solutions, the school has developed ELA and math curriculum maps grounded in the knowledge and skills included in the Indiana academic standards. Through this process, we have increased rigor and engagement, vertical alignment, cross-curricular instruction, and our ability to obtain assessment data reflective of student mastery to drive instruction. Furthermore, we have collectively developed an Instructional Priorities Model consisting of high-yield instructional strategies to elevate collective teacher efficacy. By leveraging these strategies, classrooms benefit from the explicit identification and communication of expectations, increased self-agency and efficacy, an improved process for creating and monitoring goals, and more effective differentiation. Lastly, the school has developed a Profile of a Graduate to communicate with all stakeholders the targeted academic and social-emotional competencies and desired outcomes for students who graduate from Eminence Jr-Sr High School. This will bolster tracking of graduation pathway requirements and ensure a concerted effort is made toward the acquisition of college and career readiness skills.

Summary of Core Curricula

Eminence Junior-Senior High School has recently engaged in a process of revising curriculum maps to reflect current Indiana academic standards. This process has included the identification of priority standards, which are spiraled throughout the school year, as well as the development of proficiency scales and tiered assessments. High relevancy units have been created using the priority standards, as well as identified supporting standards, to increase engagement and rigor. Teachers have retained autonomy in the selection and implementation of curricular resources used for courses.

Summary of Formative and Summative Assessments

In addition to the annual state standardized assessment, Eminence High School reviews SAT and ACT data to evaluate the efficacy of current programming. The iReady assessment is administered as an interim assessment to identify students' progression toward the mastery of Indiana academic standards. Furthermore, teachers have created tiered assessments in conjunction with unit development to identify mastery of standards and drive remedial efforts. Additional formative assessment measures including grading rubrics, quizzes, and exit tickets are implemented in order to collect data highlighting student mastery and as a driver of instruction.

Summary of Academic Intervention and Enrichment Programs

Our high ability program provides services for students who have been identified through a multi-faceted assessment process as high ability in the core academic areas of math and language arts. Services are provided through differentiated curriculum, brain compatible practices, and enrichment.

List of Other Programs for Students (Schoolwide or Targeted to Specific Groups of Students)

Eminence High School recently implemented STEM units for all students. The teaching methods are inquiry-based, process-focused, and student-centered. The STEM lessons incorporate interest led investigations that provide students with ownership over their learning. Teamwork, collaboration and communication are targeted. Students have the freedom to think critically, creatively, and be innovative.

Summary of Teacher and Staff Recruitment, Selection, Induction, and Retention Strategies

There are several supportive measures embedded in new-hire procedures to assist new teachers as they acclimate to the role of full-time educator. A teacher mentor, who has been identified as highly effective, is assigned to all new teachers. Mentoring policy and procedures documents are used for all mentors and mentees outlining the responsibilities of the program. In conjunction with the district, Eminence High School strives to attract and retain highly qualified and effective staff through a variety of ways including the following:

- Teachers have the opportunity to meet at least once weekly to analyze data and discuss strategies to help increase student achievement during 50 minute professional learning meetings every Wednesday following dismissal. Teachers also have the opportunity to participate in professional development throughout the school year and during the summer.
- Eminence Community School Corporation provides a competitive salary and benefit package.

Summary of Teacher and Staff Professional Learning Opportunities

We have focused our professional learning with the help of Equitable Education Solutions. Administrators use their online suite of modules and book studies to guide staff development. Trainers from EES guide our teachers as they develop effective curriculum, increase student engagement, create rigorous assessments, and implement STEM in their lessons. We also spend time collaboratively reflecting on data and learning to use the resources the IDOE has provided on ISTEP+. Every week, all staff attend professional development on Wednesday from 3:10-4:00pm. Training during the 2018-19 school year included inquiry-based learning strategies through commitment to STEM practices and utilizing data from formative assessments (tiered assessments) to develop and implement strategies to improve performance.

Summary of Teacher and Staff Coaching and Evaluation Model

Eminence High School uses a modified RISE evaluation plan. This plan was adopted several years ago and has recently been modified to allow for two long observations and one short observation for each certified staff member annually. A formal meeting is held after each long observation. Teachers may request more observations. A non-evaluative walkthrough system (NEWTS) is also being utilized to provide targeted observation and feedback to teachers. Equitable Education consultants also conduct observations of our staff and share data with the principal. An after school professional development program called Eminence Teacher Academy is available that focuses on quality instruction. Four professional learning groups are available to teachers including Response to Intervention, STEM, instructional best practices, and technology effectiveness. Participants will receive additional observations and feedback relating to the topics covered.

Summary of Key Family and Community Engagement Strategies

Teachers and school officials communicate with parents via e-mail or in writing more easily using convenient features within Harmony. Teachers have been encouraged to check-in with parents on a regular basis regarding academic and behavior concerns or accomplishments. In addition, the staff is required to make two positive family contacts each week. Teachers are also required to provide all lesson plans for easy access to homework assignments. Eminence has a K-12 Parent Teacher Organization (PTO) that meets regularly throughout the school year. The PTO helps provide for organization and funding of school activities.

List of Community Partnerships

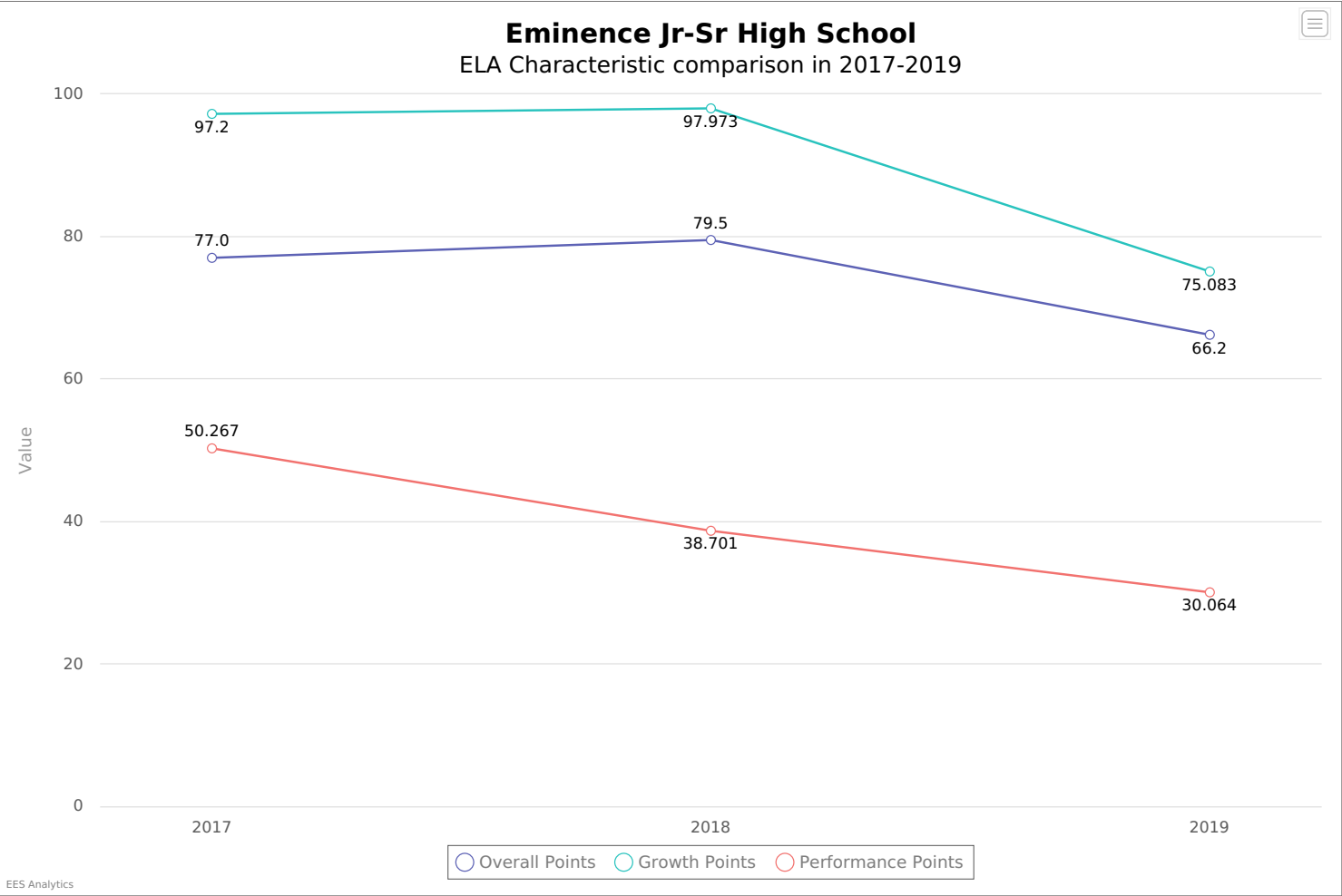
The school building is used as a community center, and many community activities are scheduled at the school during the year. The school is the livelihood of this community. Eminence Christian Church partners with our school to provide weekend food backpacks for our students and families. They also help us stock the Comfort Closet that provides hygiene products to our students.



Appendix B

Report Card Analysis

Default Report for Eminence Jr-Sr High School



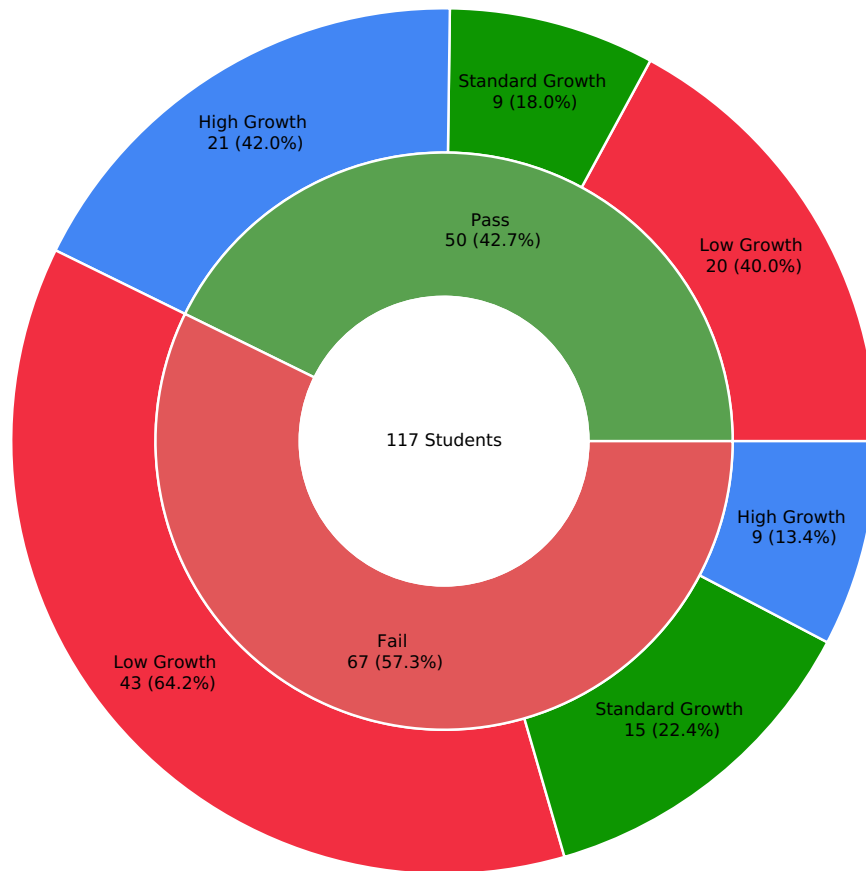
The overall points earned in the accountability system was 77.0 in 2017. It was 79.5 in 2018 and 66.2 in 2019. The difference over the last two years in -10.8.

The performance points earned in the accountability system was 50.267 in 2017. It was 38.701 in 2018 and 30.064 in 2019. The difference over the last two years in -20.203.

The growth points earned in the accountability system was 97.2 in 2017. It was 97.973 in 2018 and 75.083 in 2019. The difference over the last two years in -22.117.

Eminence Jr-Sr High School

ELA Proficiency and Growth for 2019



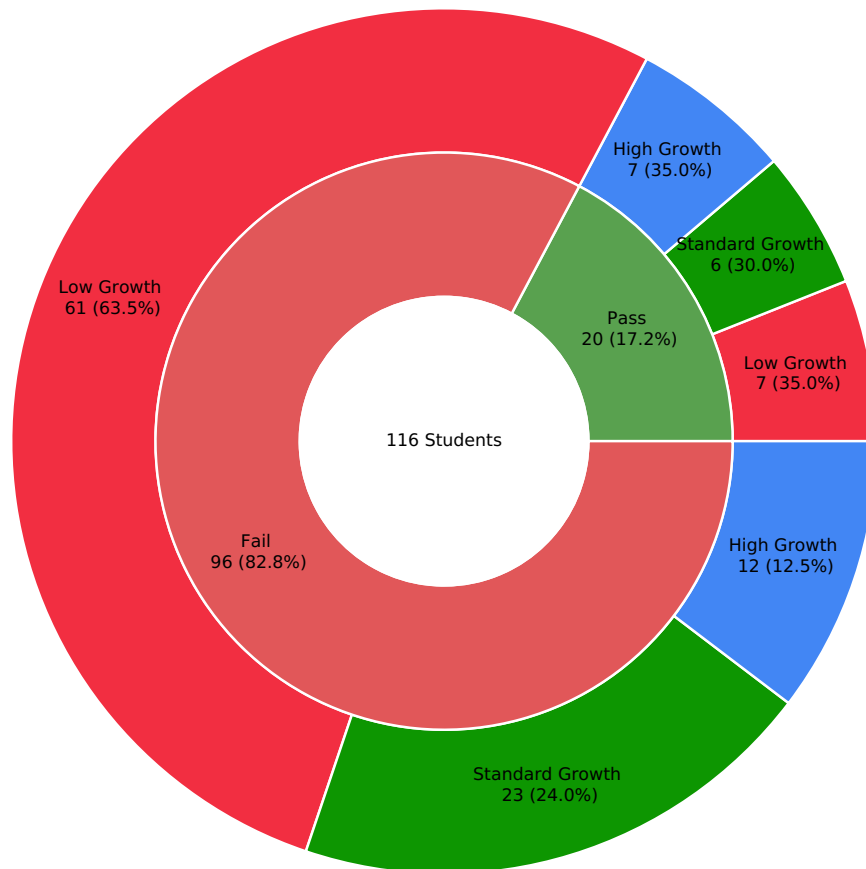
EES Analytics

Of the 117 students, there were 42.7% who passed and 57.3% who did not pass. Of the students who passed, there were 42.0% demonstrated high growth, 18.0% demonstrated standard growth, and 40.0% demonstrated low growth. For the students who did not pass, there were 13.4% demonstrated high growth, 22.4% demonstrated standard growth, and 64.2% demonstrated low growth.

- + A high percentage of the students who passed were in the high growth category with 42.0%, this indicates that these students had more than one-year growth when compared to their academic peers.
- A high percentage of the students who did not pass were in the low growth category with 64.2%, this indicates that these students had less than one-year growth when compared to their academic peers.

Eminence Jr-Sr High School

MATH Proficiency and Growth for 2019



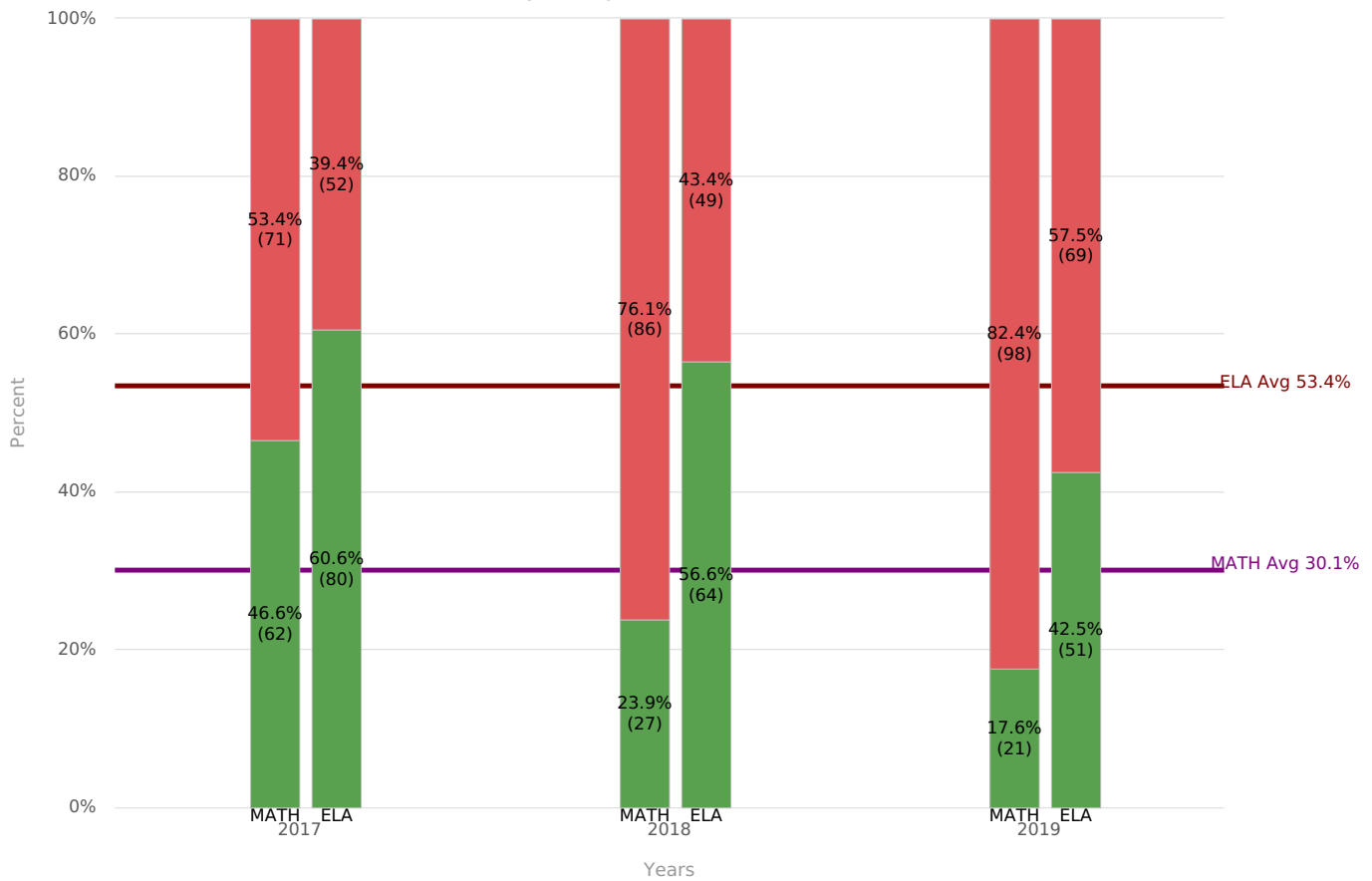
EES Analytics

Of the 116 students, there were 17.2% who passed and 82.8% who did not pass. Of the students who passed, there were 35.0% demonstrated high growth, 30.0% demonstrated standard growth, and 35.0% demonstrated low growth. For the students who did not pass, there were 12.5% demonstrated high growth, 24.0% demonstrated standard growth, and 63.5% demonstrated low growth.

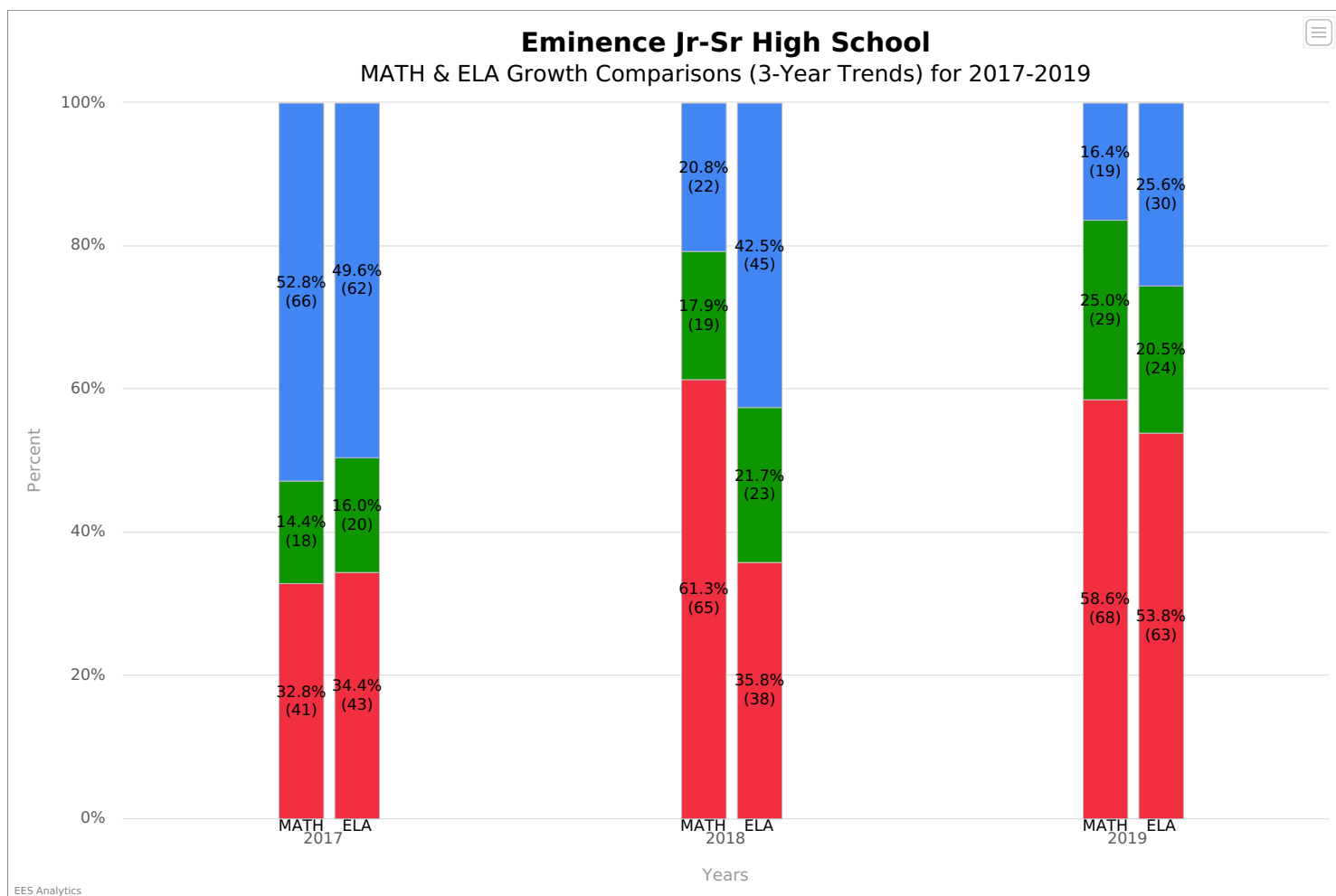
- A high percentage of the students who did not pass were in the low growth category with 63.5%, this indicates that these students had less than one-year growth when compared to their academic peers.

Eminence Jr-Sr High School

MATH & ELA Proficiency Comparisons (3-Year Trends) for 2017-2019



On average, 30.1% of students have passed the Math test for the last 3 years. In the last 2 years, Math has had a -29.0 percentage points change. On average, 53.4% of students have passed the ELA test for the last 3 years. In the last 2 years, ELA has had a -18.1 percentage points change. Students have achieved higher pass rates in ELA than Math by 23.3% on average over the past three years.

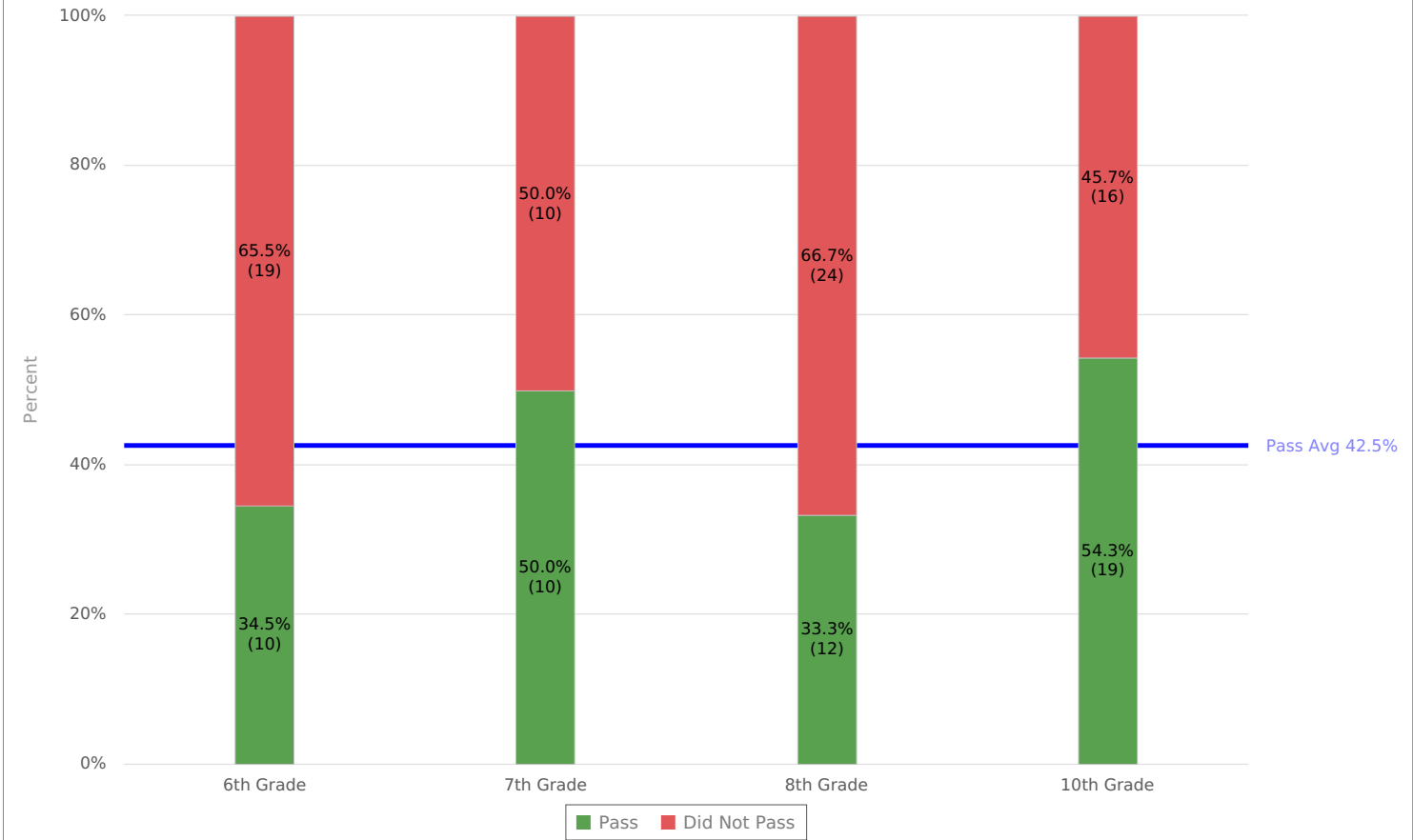


On average, 50.1% of students have demonstrated low growth on the MATH test over the last 3 years. On average, 30.8% of students have demonstrated high growth on the MATH test over the last 3 years. Over the last 2 years, the percentage of students in low growth for MATH has increased by 25.8. Over the last 2 years, the percentage of students in high growth for MATH has decreased by 36.4.

On average, 41.4% of students have demonstrated low growth on the ELA test over the last 3 years. On average, 39.4% of students have demonstrated high growth on the ELA test over the last 3 years. Over the last 2 years, the percentage of students in low growth for ELA has increased by 19.4. Over the last 2 years, the percentage of students in high growth for ELA has decreased by 24.0.

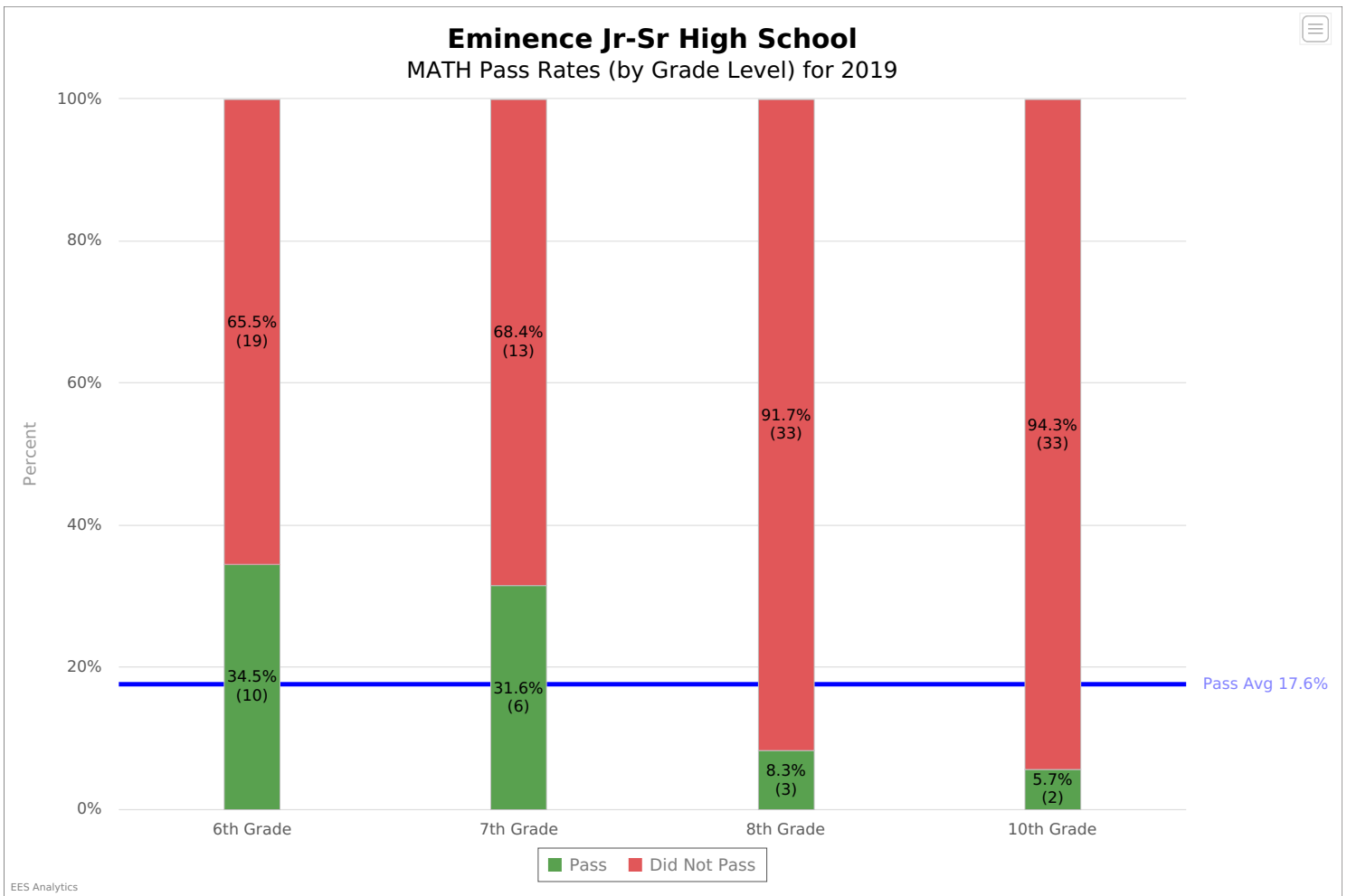
Eminence Jr-Sr High School

ELA Pass Rates (by Grade Level) for 2019



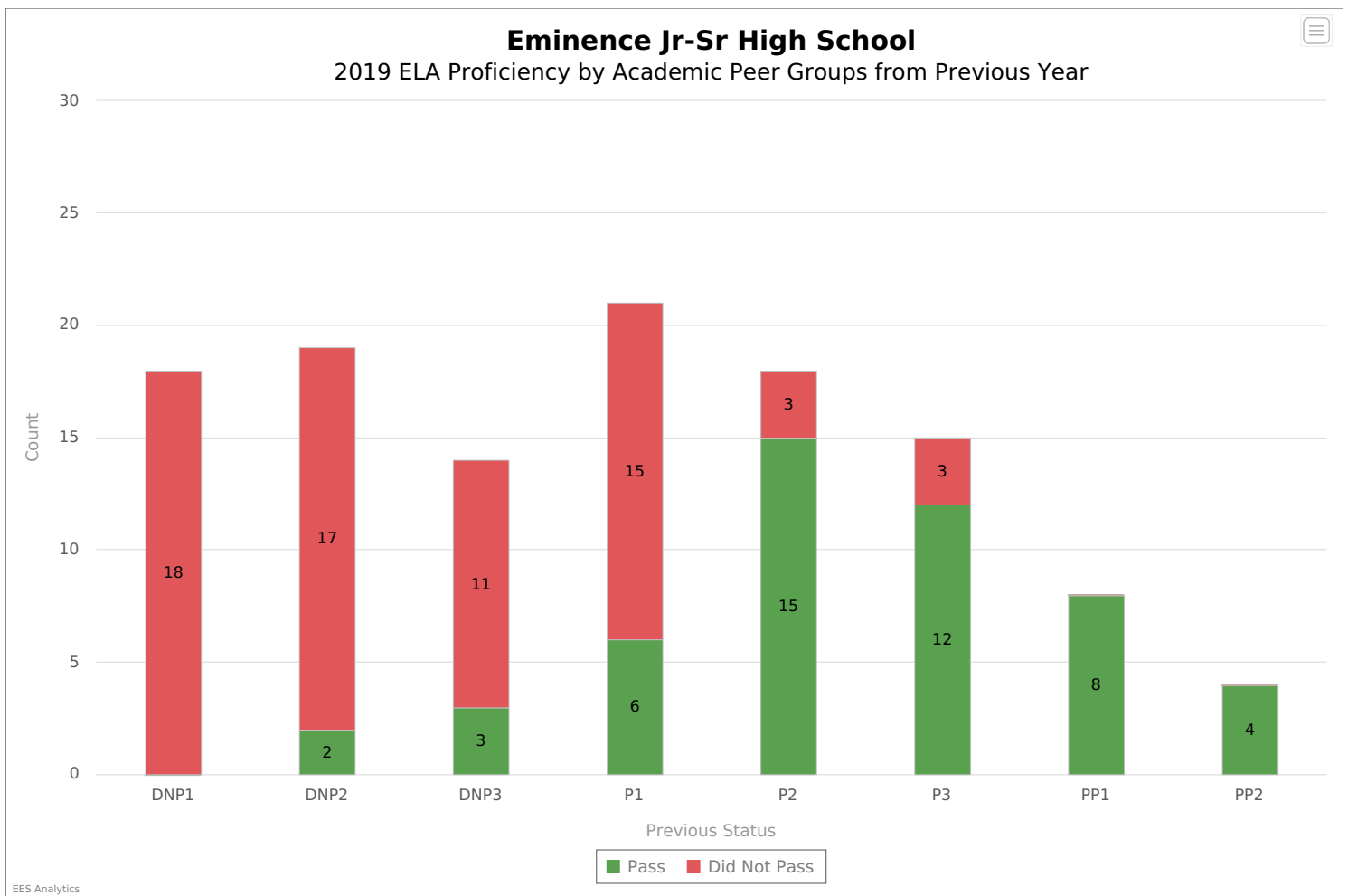
The 10th grade had the highest percentage of students passing. This grade level was 11.8 percentage points above the average passing percentage for the school. The 8th grade had the lowest percentage of student passing. This grade level was 9.2 percentage points below the average passing percentage for the building. There is a 21.0 percentage point spread between the highest and lowest passing percentage.

- + If all grade levels were performing at the level of the 10th grade next year, then the building would make significant progress in closing the achievement gap (decreasing the number of students not passing by half within five years) as they would have a 11.8% increase over current passing rates, which would be 6.0% higher than the projected 5.8% increase needed to be on track to closing the achievement gap.



The 6th grade had the highest percentage of students passing. This grade level was 16.8 percentage points above the average passing percentage for the school. The 10th grade had the lowest percentage of student passing. This grade level was 11.9 percentage points below the average passing percentage for the building. There is a 28.8 percentage point spread between the highest and lowest passing percentage.

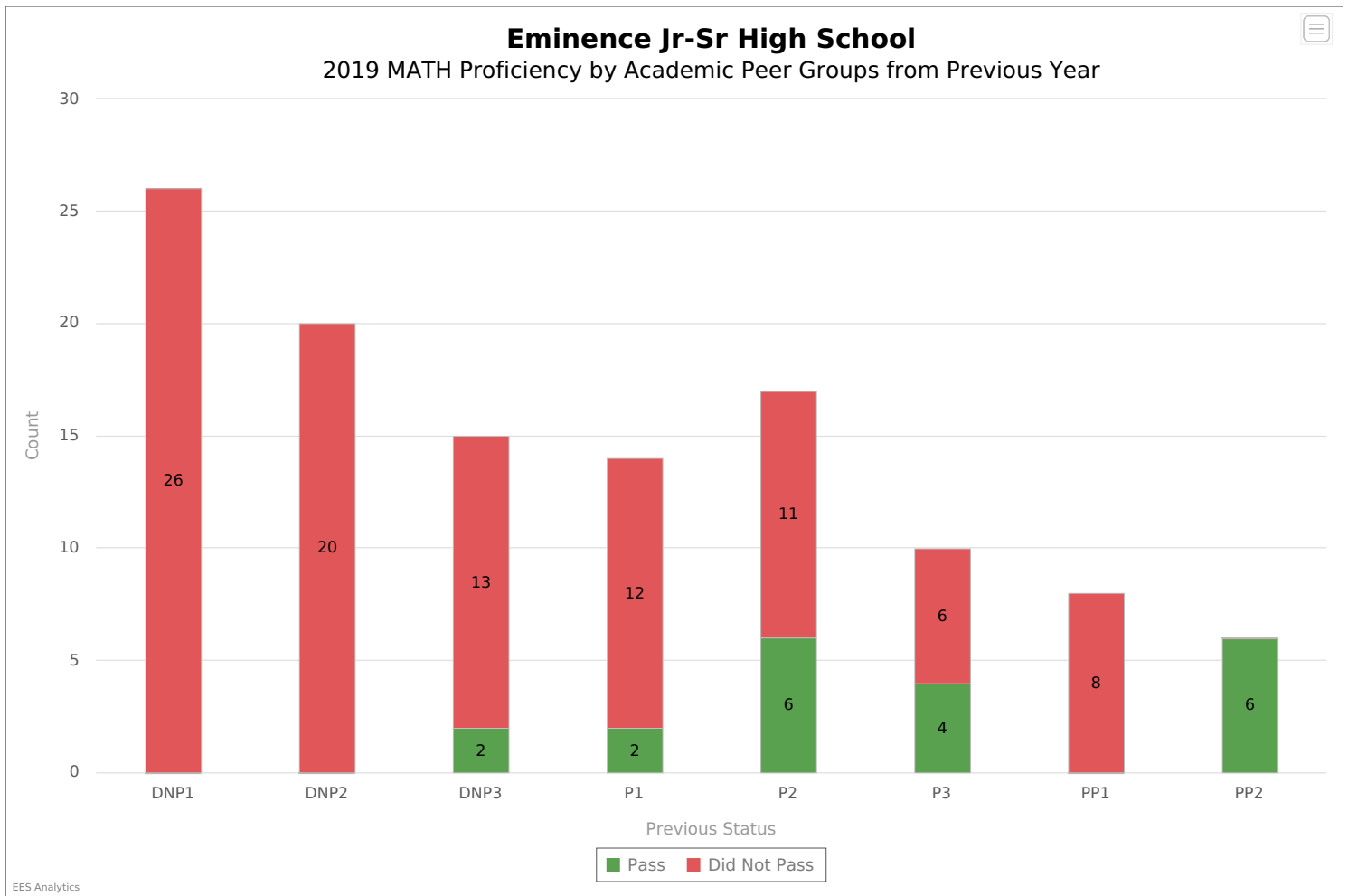
- + If all grade levels were performing at the level of the 6th grade next year, then the building would make significant progress in closing the achievement gap (decreasing the number of students not passing by half within five years) as they would have a 16.8% increase over current passing rates, which would be 8.6% higher than the projected 8.2% increase needed to be on track to closing the achievement gap.



Of the 66 students who passed the previous year, there were 21 students (31.8%) who did not pass this year.

Of the 51 students who did not pass the previous year, there were 5 students (9.8%) who did pass this year. The net proficiency value (number of students gained minus students lost) was -16. Students who were just above or below the cut line from last year (DNP3 and P1) had a pass rate of 25.7% this year. The year before the pass rate for these students was 60.0%.

- + There were 2 students who made substantial progress by jumping from the bottom two academic peer group levels the previous year to passing this year.
- There were 6 students who had previously scored well above the cut score (P2 academic peer group or higher) the previous year that did not pass this year.



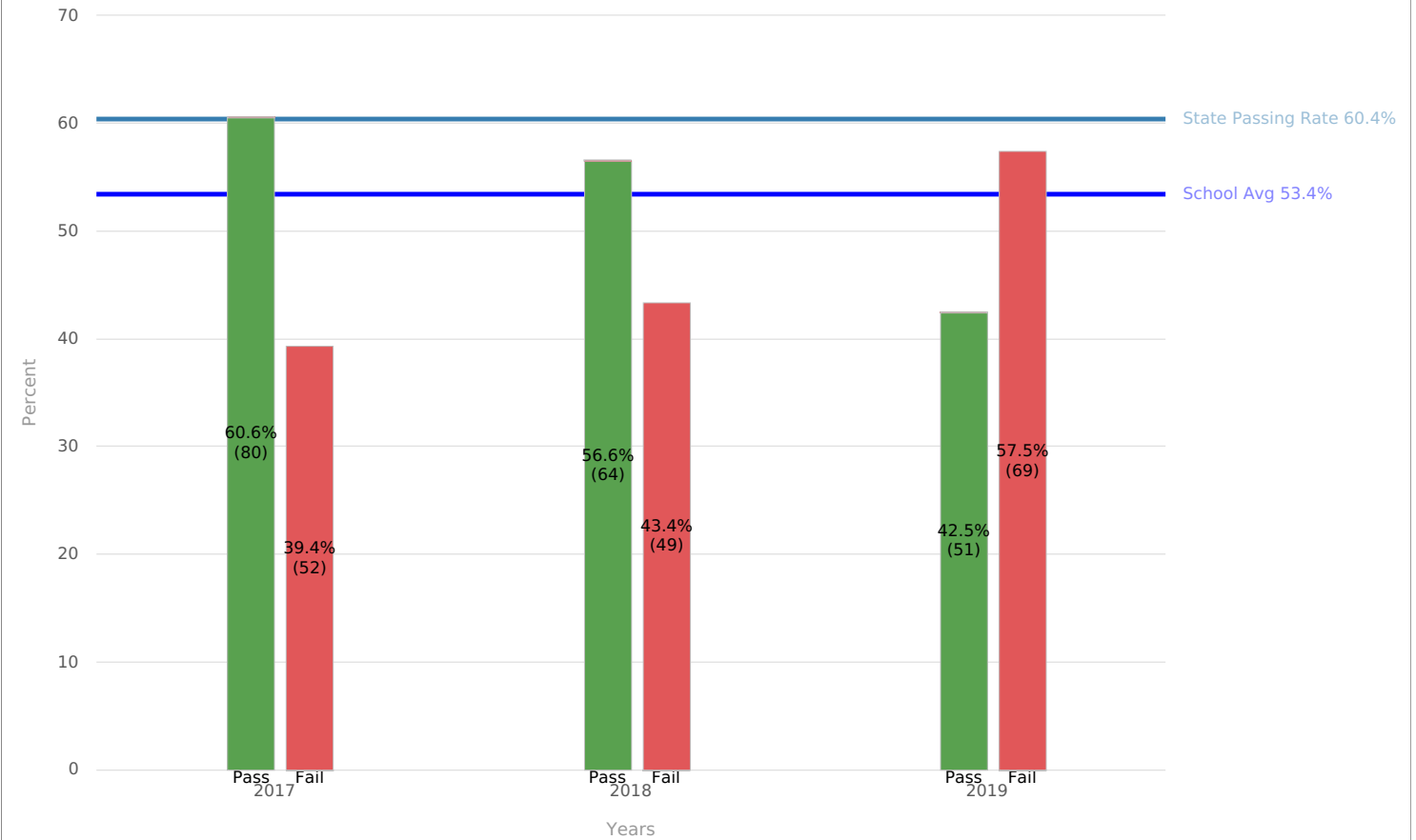
Of the 55 students who passed the previous year, there were 37 students (67.3%) who did not pass this year.

Of the 61 students who did not pass the previous year, there were 2 students (3.3%) who did pass this year. The net proficiency value (number of students gained minus students lost) was -35. Students who were just above or below the cut line from last year (DNP3 and P1) had a pass rate of 13.8% this year. The year before the pass rate for these students was 48.3%.

- There were 25 students who had previously scored well above the cut score (P2 academic peer group or higher) the previous year that did not pass this year.

Eminence Jr-Sr High School

ELA Pass Rates (3-Year Trends) for 2017-2019



EES Analytics

The ELA pass rates for the last three years have gone from 60.6% to 56.6%, and most recently to 42.5%. This indicates a pass rate change of -18.1 percentage points over the last 2 years. To make significant progress in closing the achievement gap in the next five years (decreasing the number of students not passing by half within five years), you would need a 28.8% increase from your current passing rate. That is an annual increase of 5.8%.

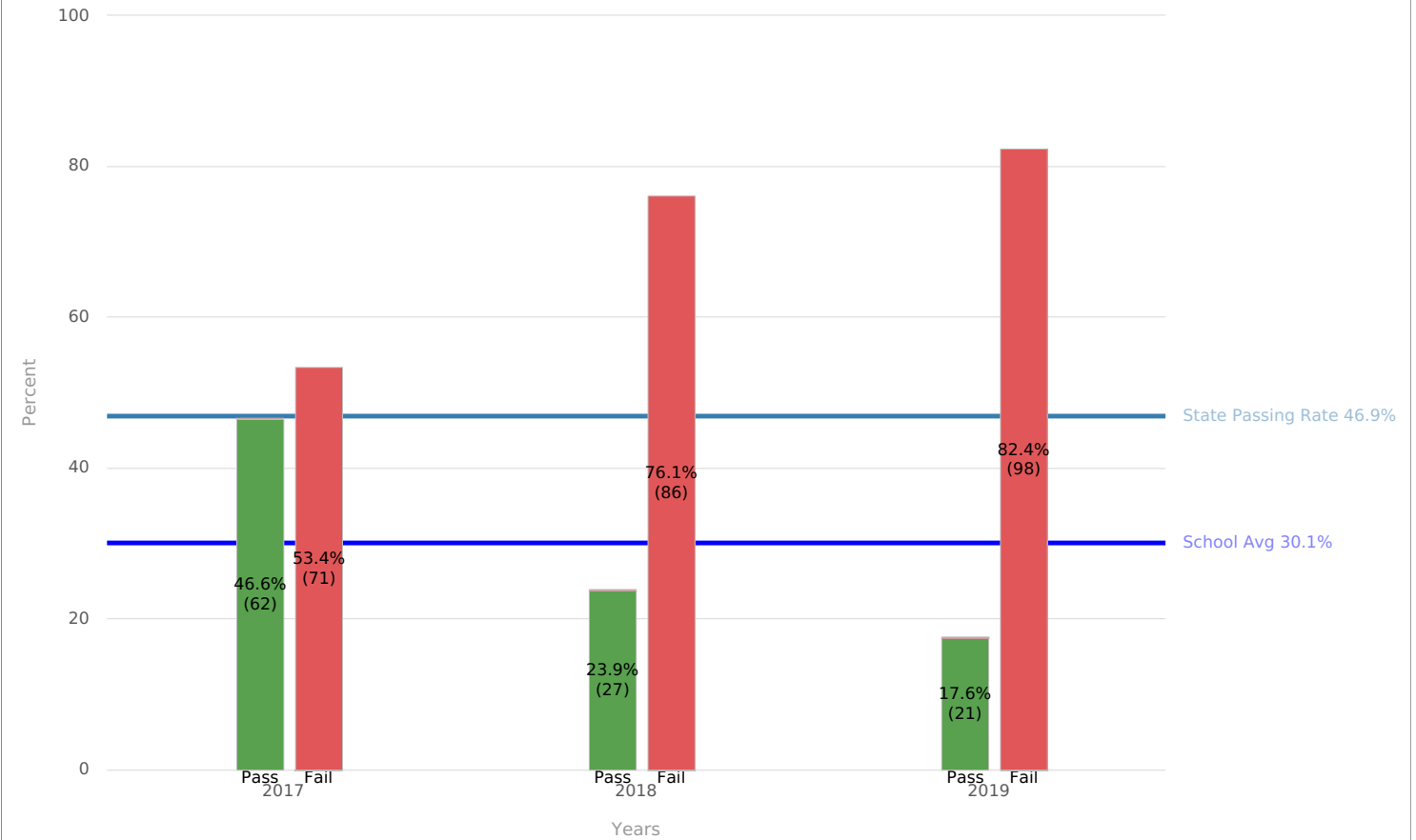
Difference between school and

State Average

-7.0%

Eminence Jr-Sr High School

MATH Pass Rates (3-Year Trends) for 2017-2019

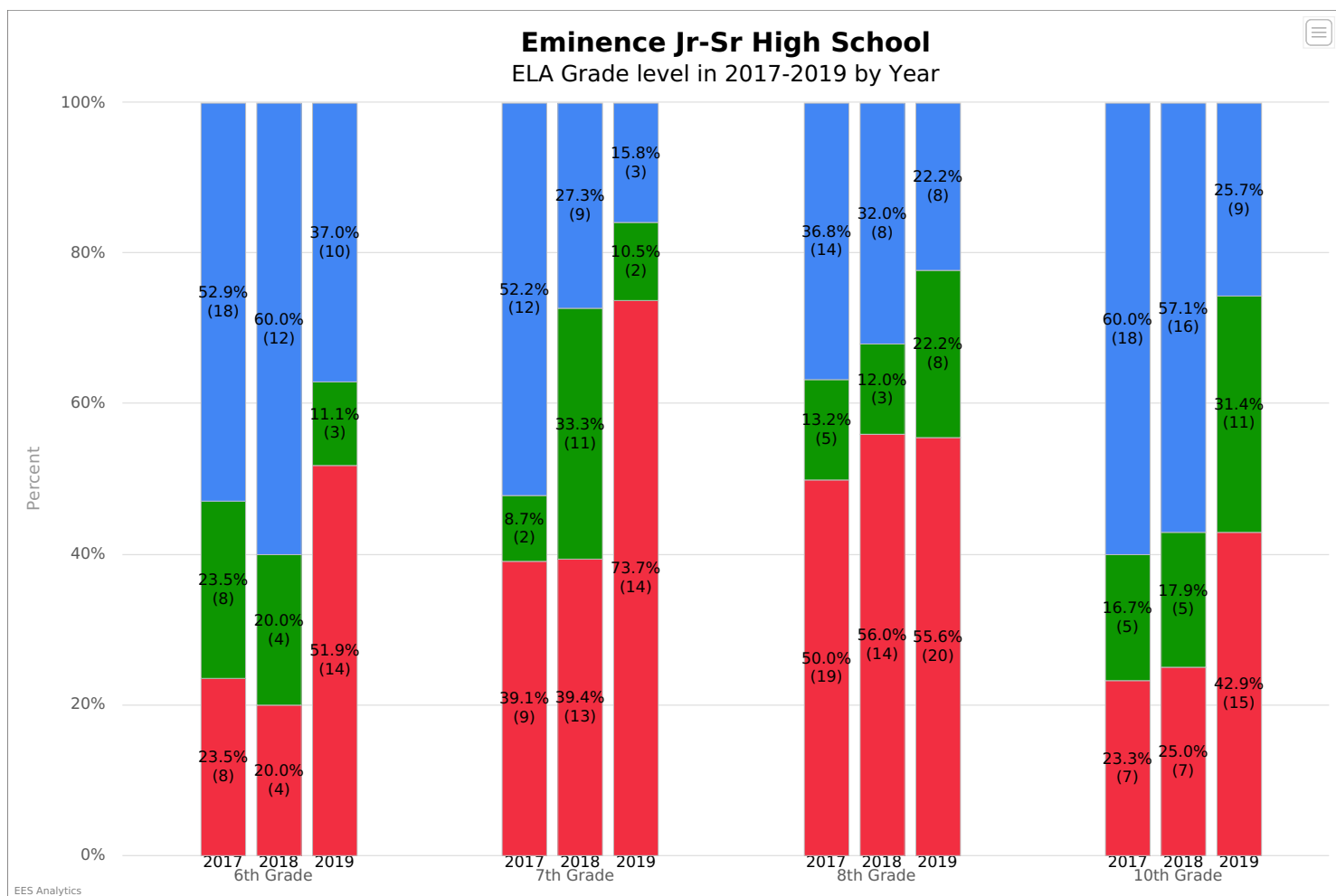


The MATH pass rates for the last three years have gone from 46.6% to 23.9%, and most recently to 17.6%. This indicates a pass rate change of -29.0 percentage points over the last 2 years. To make significant progress in closing the achievement gap in the next five years (decreasing the number of students not passing by half within five years), you would need a 41.2% increase from your current passing rate. That is an annual increase of 8.2%.

Difference between school and

State Average

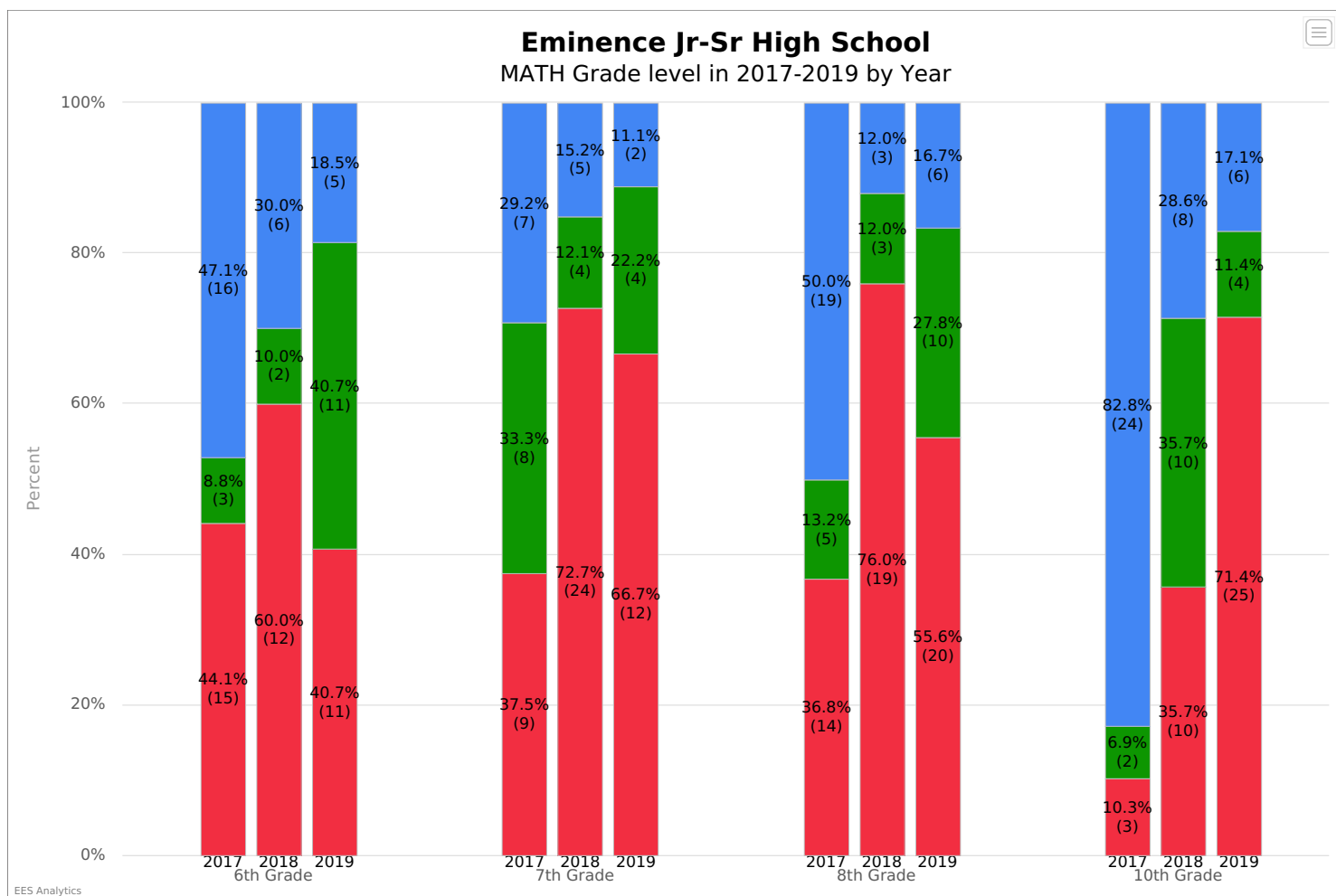
-16.8%



The percentage of students in low growth has gone from 34.4% to 35.8%, and most recently to 53.8%. This is a change of 19.4% over the last 2 years.

The percentage of students in standard growth has gone from 16.0% to 21.7%, and most recently to 20.5%. This is a change of 4.5% over the last 2 years.

The percentage of students in high growth has gone from 49.6% to 42.5%, and most recently to 25.6%. This is a change of -24.0% over the last 2 years.



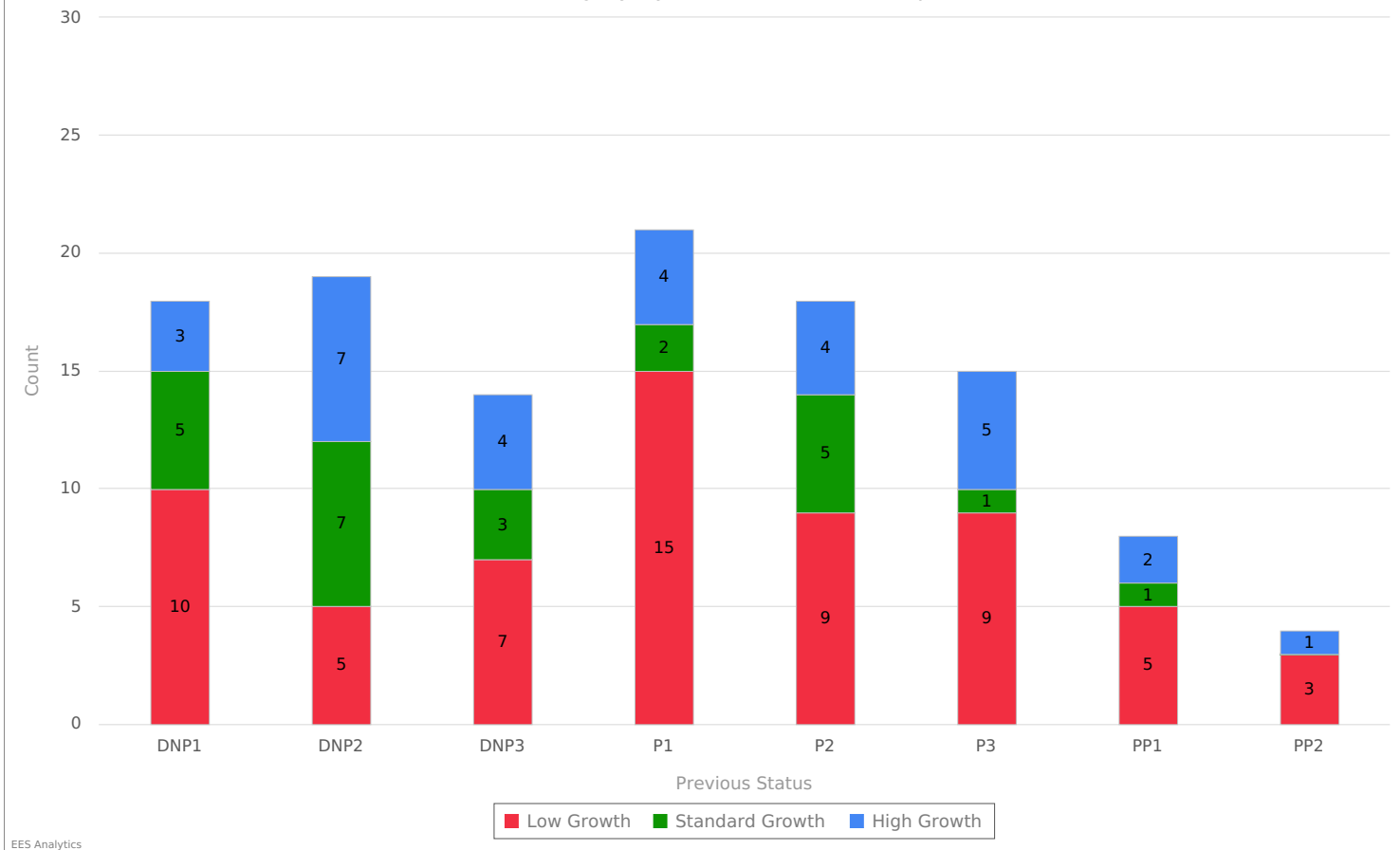
The percentage of students in low growth has gone from 32.8% to 61.3%, and most recently to 58.6%. This is a change of 25.8% over the last 2 years.

The percentage of students in standard growth has gone from 14.4% to 17.9%, and most recently to 25.0%. This is a change of 10.6% over the last 2 years.

The percentage of students in high growth has gone from 52.8% to 20.8%, and most recently to 16.4%. This is a change of -36.4% over the last 2 years.

Eminence Jr-Sr High School

2019 ELA Growth Category by Academic Peer Groups from Previous Year



There were 63 students in the low growth category, which accounts for 53.8%. More specifically, of the students who did not pass the previous year, 43.1% fell into the low growth category meaning they fell even further behind their peers by achieving less than one year of growth.

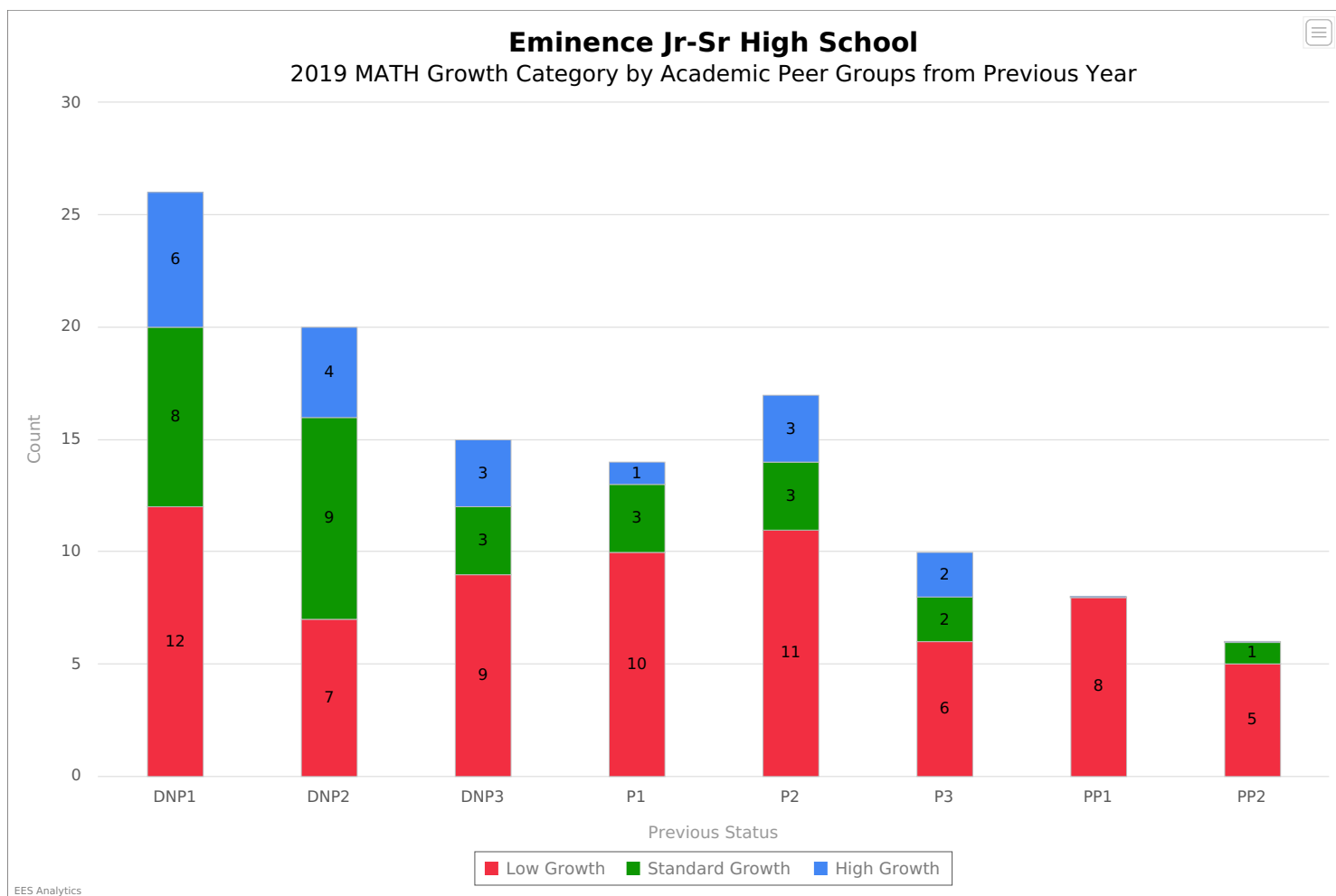
There were 24 students in the standard growth category, which accounts for 20.5%.

There were 30 students in the high growth category, which accounts for 25.6%. More specifically, of last year's students who did not pass, 27.5% attained the high growth meaning they gained ground on their peers and achieved more than one year's growth.

Those students nearest the cut scores (DNP3 and P1) had 62.9% in low growth and 22.9% in high growth. The net growth value (number of high growth students minus low growth students) was -31.

There were **22 students**, 18.8% of the total students, who received **0 points** on the growth accountability measure. Every student receiving a zero substantially impacts your growth calculation and demonstrates that these students are not progressing academically.

- The students furthest behind grade level proficiency (DNP1) only had 16.7% in the high growth category. This indicates not enough students in this category are surpassing a year of growth, which would be needed if they are going to catch their peers.
- There were 63.0% of your highest performing students (P3, PP1, & PP2) that fell in the low growth category. This indicates these students did not demonstrate at least a year of growth and may not be receiving the exposure to academic rigor and opportunities for enrichment needed to grow academically.



There were 68 students in the low growth category, which accounts for 58.6%. More specifically, of the students who did not pass the previous year, 45.9% fell into the low growth category meaning they fell even further behind their peers by achieving less than one year of growth.

There were 29 students in the standard growth category, which accounts for 25.0%.

There were 19 students in the high growth category, which accounts for 16.4%. More specifically, of last year's students who did not pass, 21.3% attained the high growth meaning they gained ground on their peers and achieved more than one year's growth.

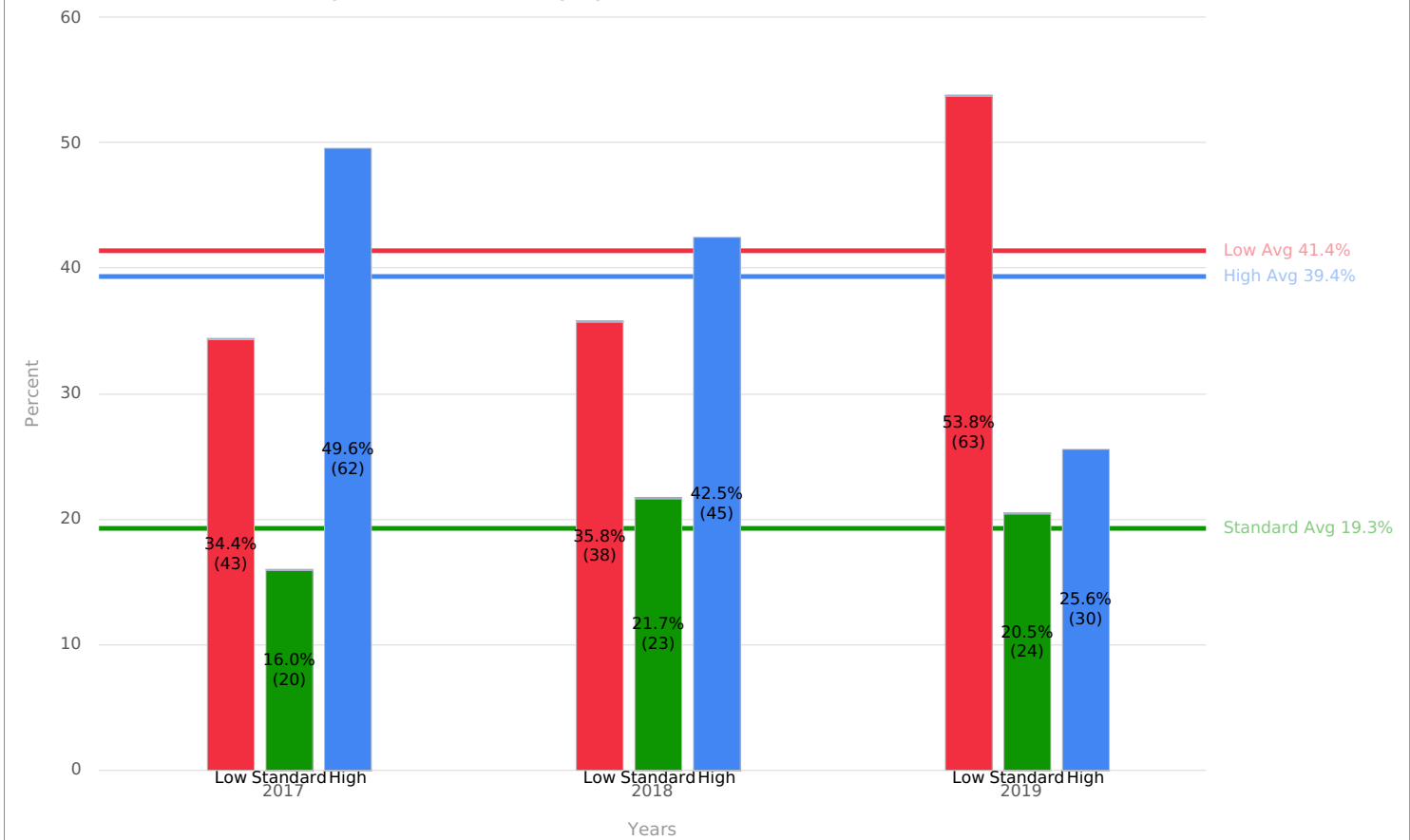
Those students nearest the cut scores (DNP3 and P1) had 65.5% in low growth and 13.8% in high growth. The net growth value (number of high growth students minus low growth students) was -58.

There were **28 students**, 24.1% of the total students, who received **0 points** on the growth accountability measure. Every student receiving a zero substantially impacts your growth calculation and demonstrates that these students are not progressing academically.

- The students furthest behind grade level proficiency (DNP1) only had 23.1% in the high growth category. This indicates not enough students in this category are surpassing a year of growth, which would be needed if they are going to catch their peers.
- There were 79.2% of your highest performing students (P3, PP1, & PP2) that fell in the low growth category. This indicates these students did not demonstrate at least a year of growth and may not be receiving the exposure to academic rigor and opportunities for enrichment needed to grow academically.

Eminence Jr-Sr High School

ELA Percentages of Growth Category Distributions (3-Year Trends) for 2017-2019

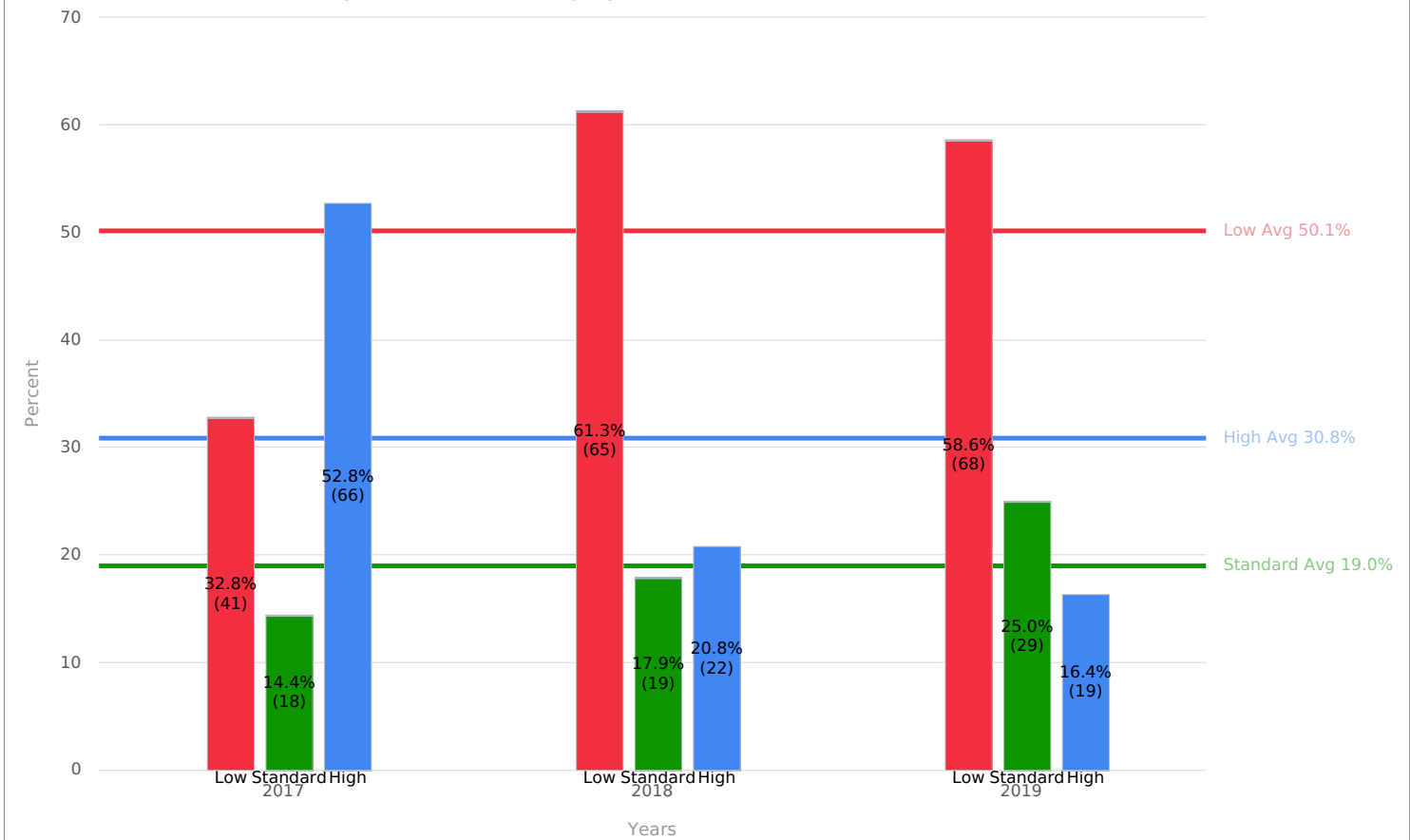


The average percentage of low growth students for the last 3 years has been 41.4%. In the last 2 years, the percentage of students in low growth has increased by 19.4 percentage points. The average percentage of standard growth students for the last 3 years has been 19.3%. The average percentage of high growth students for the last 3 years has been 39.4%. In the last 2 years, the percentage of students in high growth has decreased by 24.0 percentage points.

- An even distribution between the three growth categories would result in 33.3% of students falling in the low growth category. However, you have 53.8% of students demonstrating low growth on the most recent year (20.5% higher than an even distribution) not meeting one year of growth.

Eminence Jr-Sr High School

MATH Percentages of Growth Category Distributions (3-Year Trends) for 2017-2019

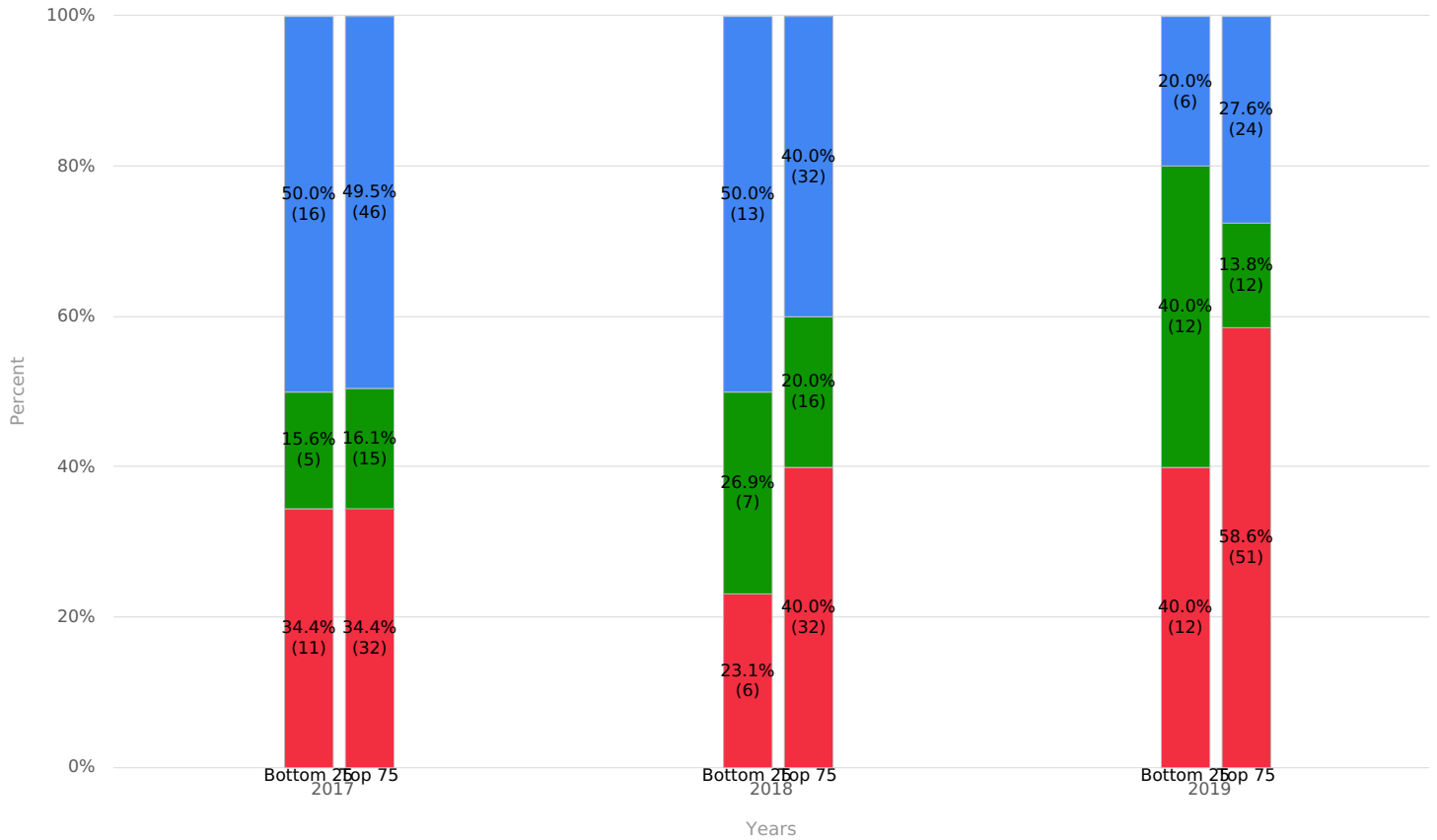


The average percentage of low growth students for the last 3 years has been 50.1%. In the last 2 years, the percentage of students in low growth has increased by 25.8 percentage points. The average percentage of standard growth students for the last 3 years has been 19.0%. The average percentage of high growth students for the last 3 years has been 30.8%. In the last 2 years, the percentage of students in high growth has decreased by 36.4 percentage points.

- An even distribution between the three growth categories would result in 33.3% of students falling in the low growth category. However, you have 58.6% of students demonstrating low growth on the most recent year (25.3% higher than an even distribution) not meeting one year of growth.

Eminence Jr-Sr High School

ELA Percentages of Growth Category Distributions (3-Year Trends) for 2017-2019 for Bottom 25% and Top 75% Student Groups



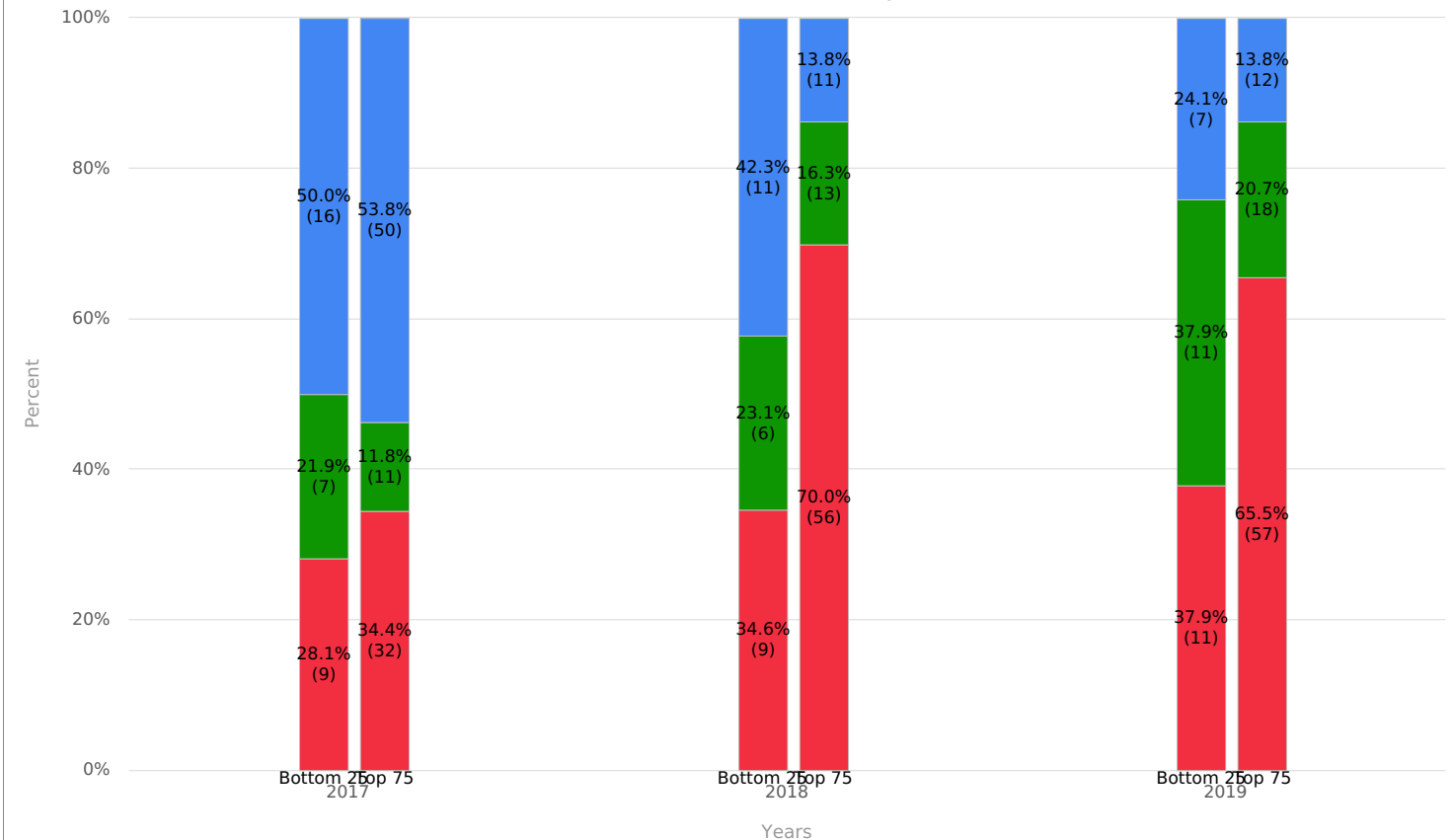
The average percentage of low growth students for the last 3 years has been 33.0% for students in the bottom 25% group. In the last 2 years, the percentage of students in low growth has increased by 5.6 percentage points for the bottom 25% group. The average percentage of standard growth students for the last 3 years has been 27.3% in the bottom 25% student group. The average percentage of high growth students for the last 3 years has been 39.8% for students in the bottom 25% group. In the last 2 years, the percentage of students in high growth has decreased by 30.0 percentage points for the bottom 25%.

The average percentage of low growth students for the last 3 years has been 44.2% for students in the top 75% group. In the last 2 years, the percentage of students in low growth has increased by 24.2 percentage points for the top 75% group. The average percentage of standard growth students for the last 3 years has been 16.5% in the top 75% student group. The average percentage of high growth students for the last 3 years has been 39.2% for students in the top 75% group. In the last 2 years, the percentage of students in high growth has decreased by 21.9 percentage points for the top 75%.

- An even distribution between the three growth categories would result in 33.3% of students falling in the low growth category. However, you have 40.0% of the bottom 25% students in low growth on the most recent year (6.7% higher than an even distribution) not meeting one year of growth and falling further behind their peers.
- An even distribution between the three growth categories would result in 33.3% of students falling in the low growth category. However, you have 58.6% of the top 75% students in low growth on the most recent year (25.3% higher than an even distribution) not meeting one year of growth and falling further behind their peers.

Eminence Jr-Sr High School

MATH Percentages of Growth Category Distributions (3-Year Trends) for 2017-2019 for Bottom 25% and Top 75% Student Groups



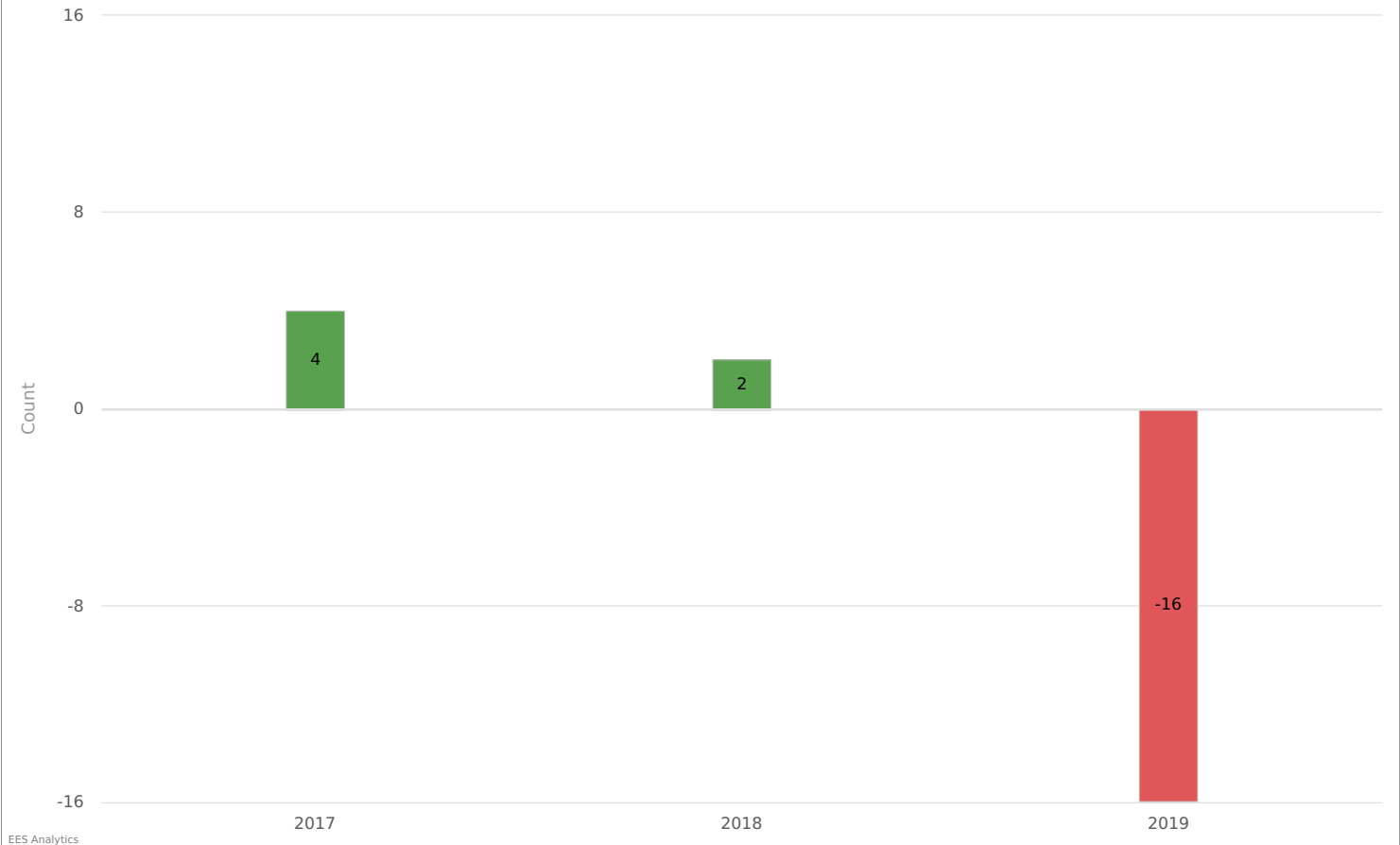
The average percentage of low growth students for the last 3 years has been 33.3% for students in the bottom 25% group. In the last 2 years, the percentage of students in low growth has increased by 9.8 percentage points for the bottom 25% group. The average percentage of standard growth students for the last 3 years has been 27.6% in the bottom 25% student group. The average percentage of high growth students for the last 3 years has been 39.1% for students in the bottom 25% group. In the last 2 years, the percentage of students in high growth has decreased by 25.9 percentage points for the bottom 25%.

The average percentage of low growth students for the last 3 years has been 55.8% for students in the top 75% group. In the last 2 years, the percentage of students in low growth has increased by 31.1 percentage points for the top 75% group. The average percentage of standard growth students for the last 3 years has been 16.2% in the top 75% student group. The average percentage of high growth students for the last 3 years has been 28.1% for students in the top 75% group. In the last 2 years, the percentage of students in high growth has decreased by 40.0 percentage points for the top 75%.

- An even distribution between the three growth categories would result in 33.3% of students falling in the low growth category. However, you have 65.5% of the top 75% students in low growth on the most recent year (32.2% higher than an even distribution) not meeting one year of growth and falling further behind their peers.

Eminence Jr-Sr High School

ELA Proficiency net value Growth Accountability (3-Year Trends) for 2017-2019

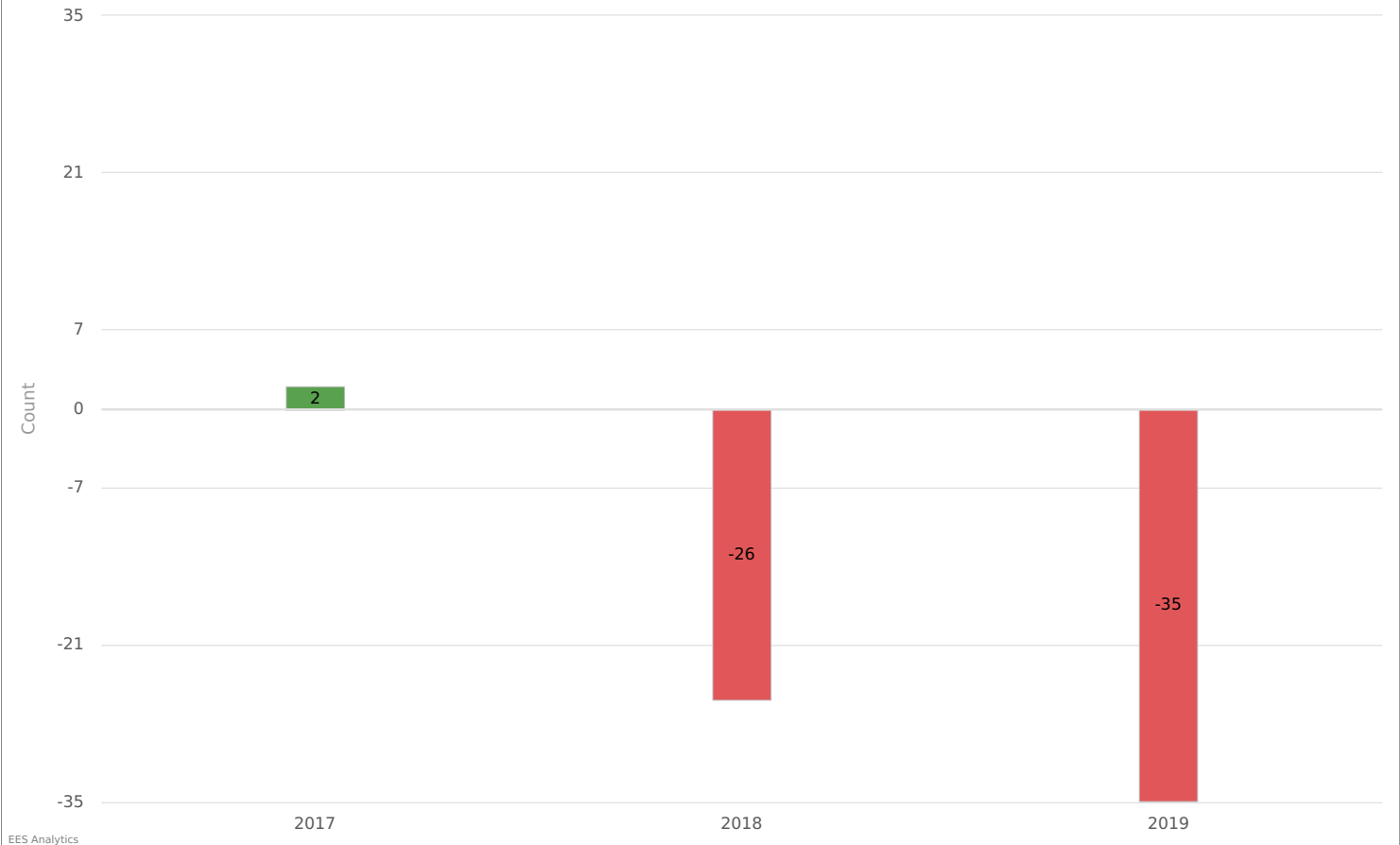


Net Proficiency Value by taking the students that previously failed and now passed minus the students that previously passed and now failed.

Year	Previously Failing Now Passing	Previously Passing Now Failing	Net Proficiency Value
2017	14	10	4
2018	10	8	2
2019	5	21	-16

Eminence Jr-Sr High School

MATH Proficiency net value Growth Accountability (3-Year Trends) for 2017-2019

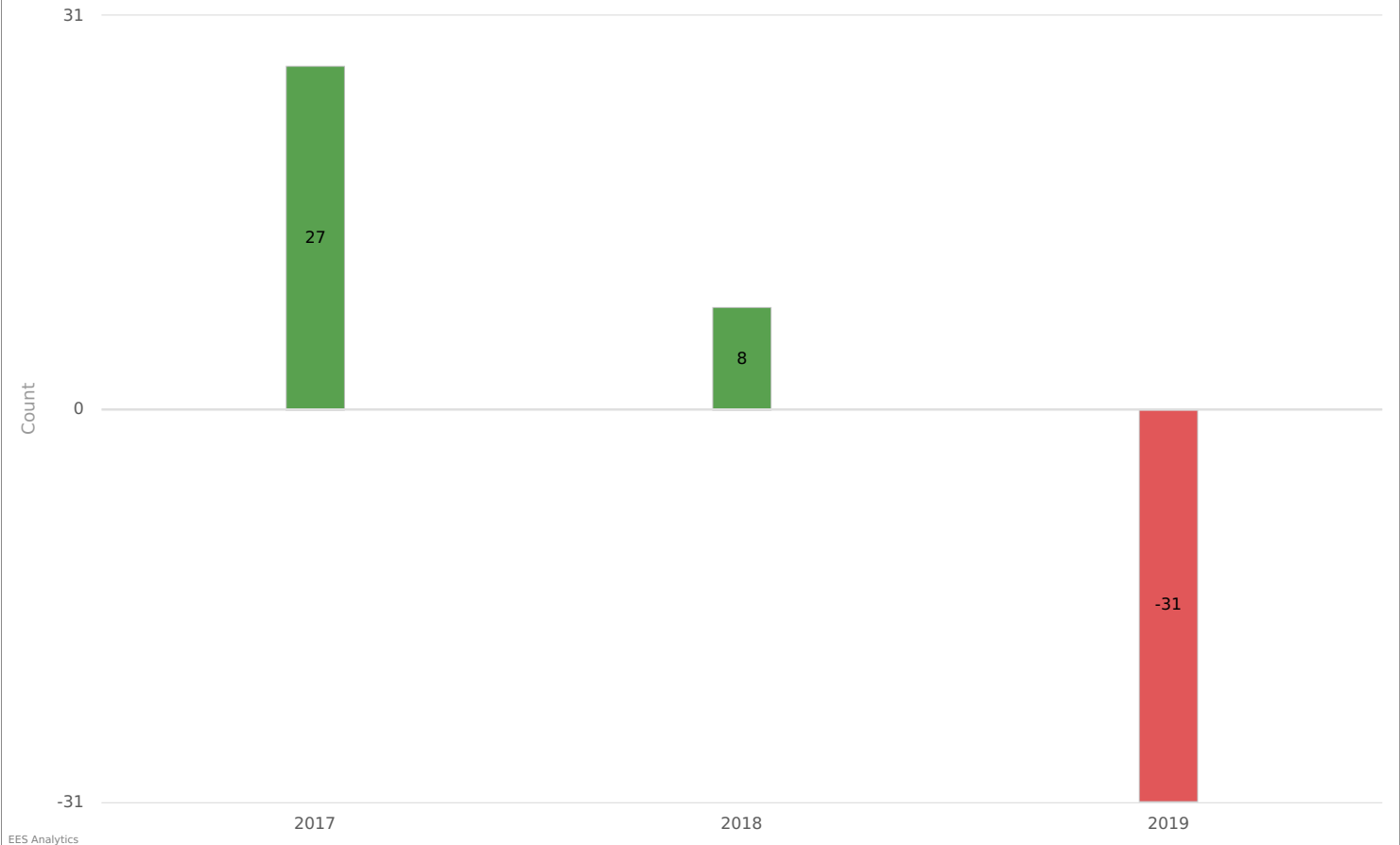


Net Proficiency Value by taking the students that previously failed and now passed minus the students that previously passed and now failed.

Year	Previously Failing Now Passing	Previously Passing Now Failing	Net Proficiency Value
2017	13	11	2
2018	1	27	-26
2019	2	37	-35

Eminence Jr-Sr High School

ELA Growth net value Growth Accountability (3-Year Trends) for 2017-2019

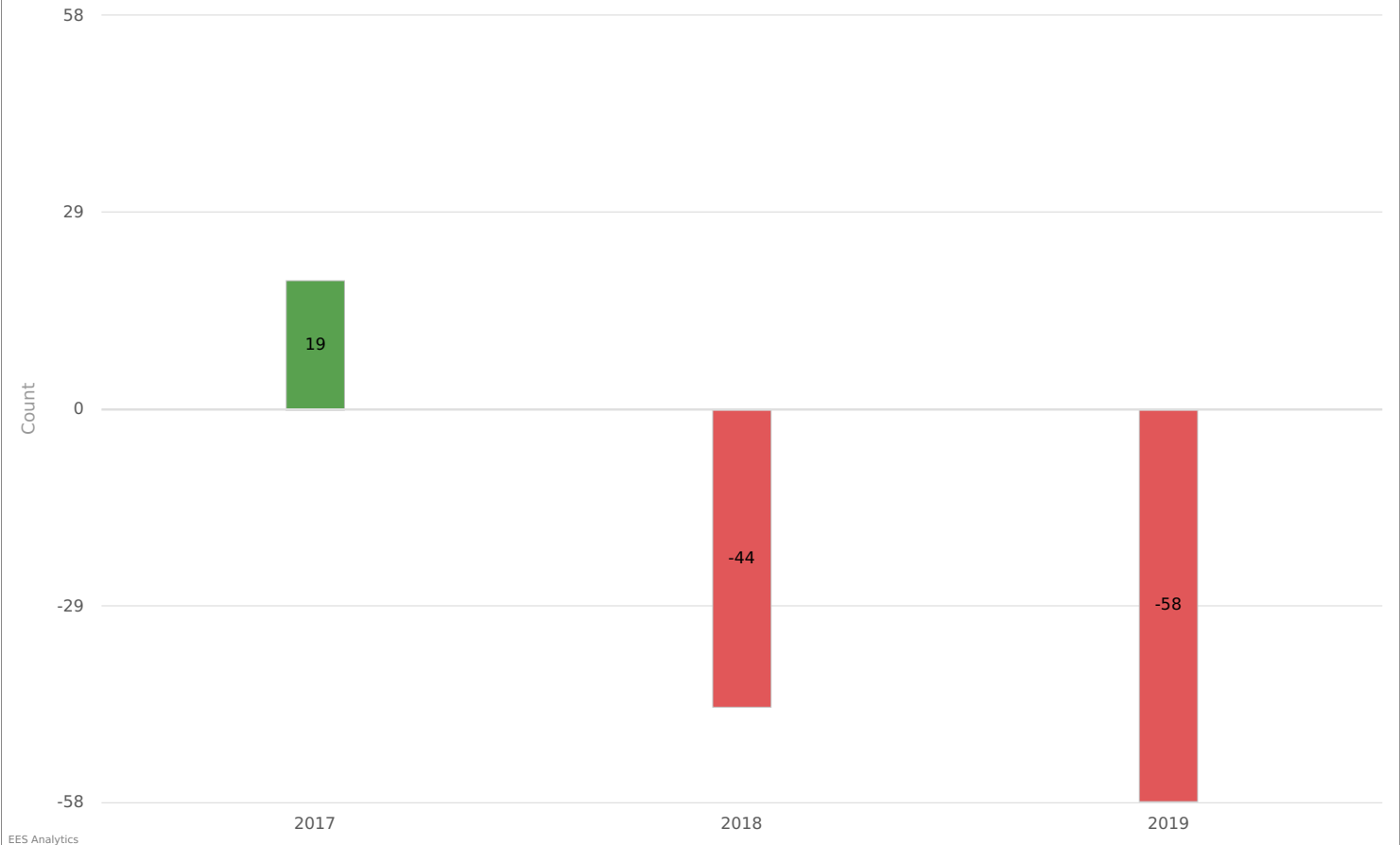


Net Growth Value is calculated by taking the students that were greater than or equal to 50% growth minus the students that were below 50% growth.

Year	50th Percentile or Above	Below 50th Percentile	Net Growth Value
2017	76	49	27 Net Growth Value
2018	57	49	8 Net Growth Value
2019	43	74	-31 Net Growth Value

Eminence Jr-Sr High School

MATH Growth net value Growth Accountability (3-Year Trends) for 2017-2019

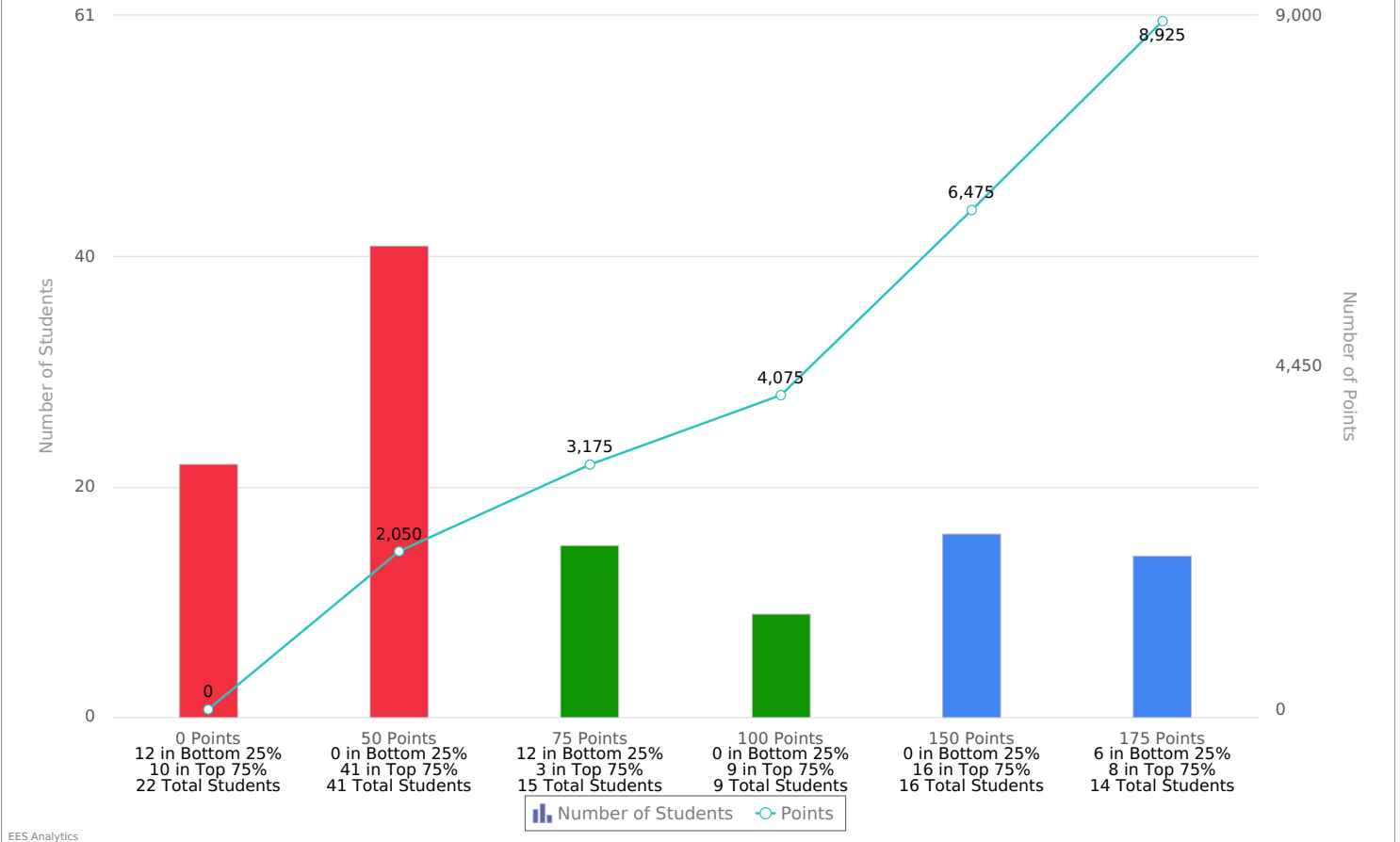


Net Growth Value is calculated by taking the students that were greater than or equal to 50% growth minus the students that were below 50% growth.

Year	50th Percentile or Above	Below 50th Percentile	Net Growth Value
2017	72	53	19 Net Growth Value
2018	31	75	-44 Net Growth Value
2019	29	87	-58 Net Growth Value

Eminence Jr-Sr High School

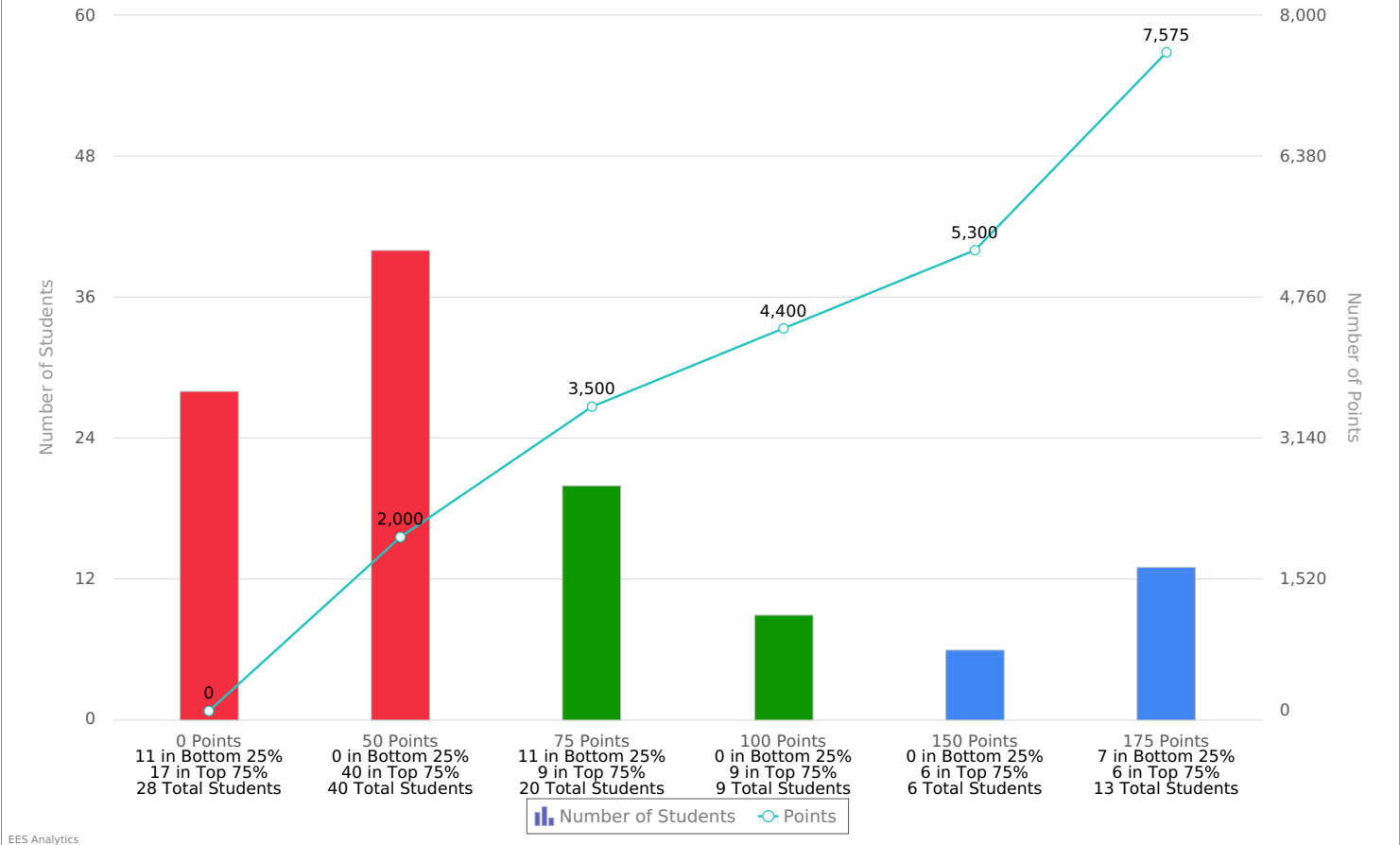
ELA Growth points in 2019



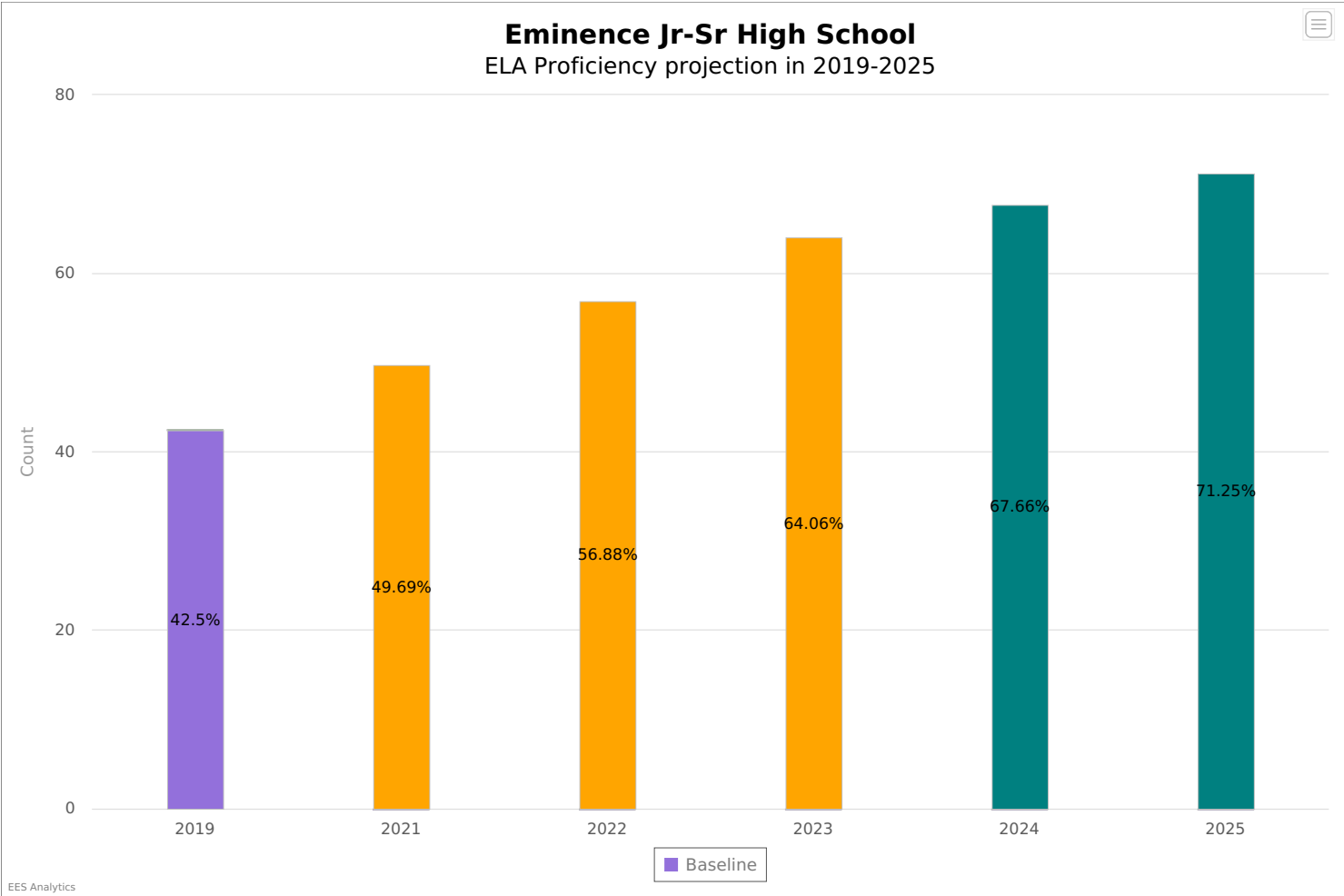
You received a total of **1,950 growth points** from your bottom 25% student group. That is a mean of **65.00 growth points** for the bottom 25% student group. You received a total of **6,975 growth points** from your top 75% student group. That is a mean of **80.17 growth points** for the top 75% student group. Overall, you received a growth score of **72.59 growth points per student**.

Eminence Jr-Sr High School

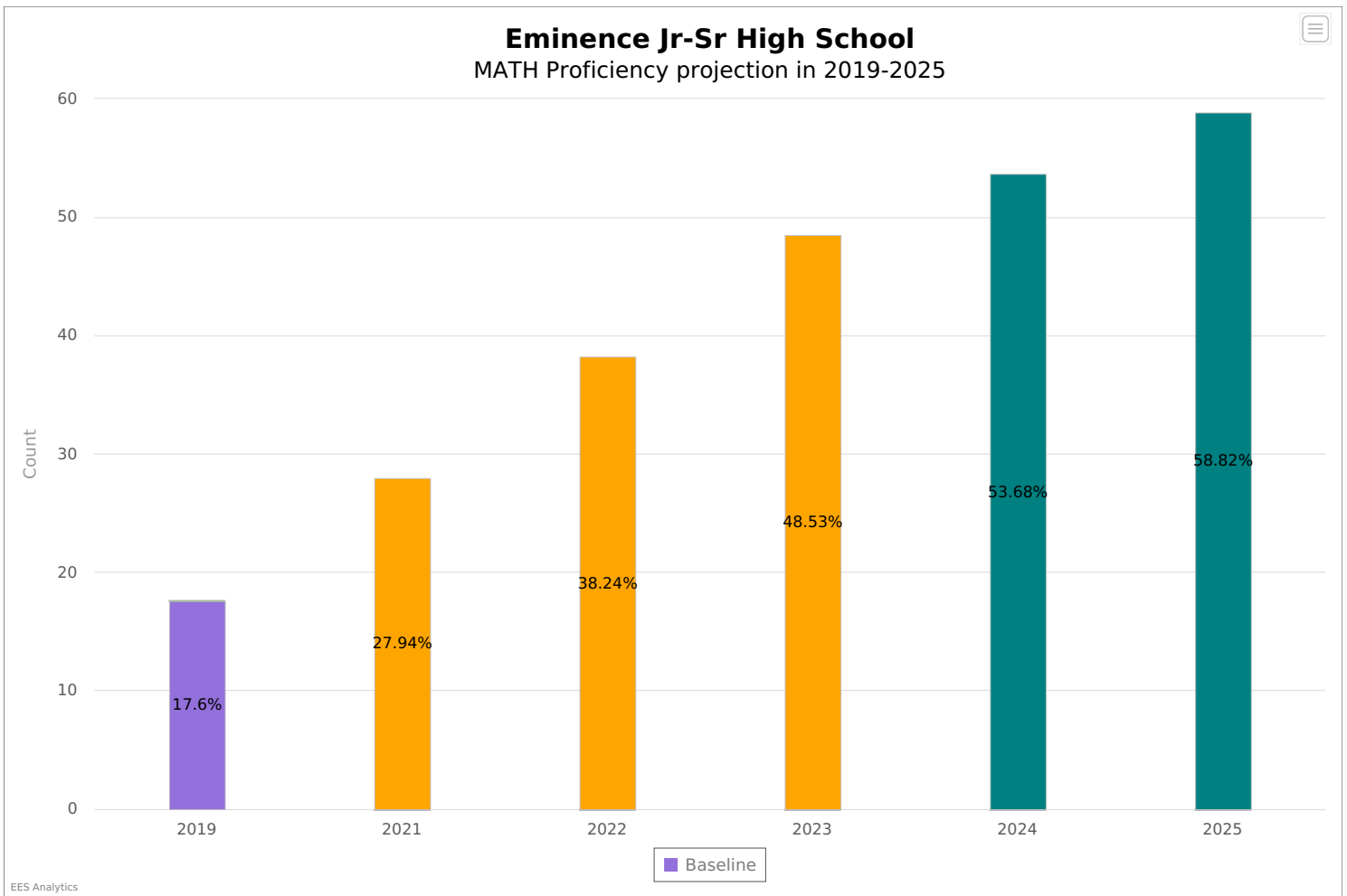
MATH Growth points in 2019



You received a total of **2,050 growth points** from your bottom 25% student group. That is a mean of **70.69 growth points** for the bottom 25% student group. You received a total of **5,525 growth points** from your top 75% student group. That is a mean of **63.51 growth points** for the top 75% student group. Overall, you received a growth score of **67.1 growth points per student**.



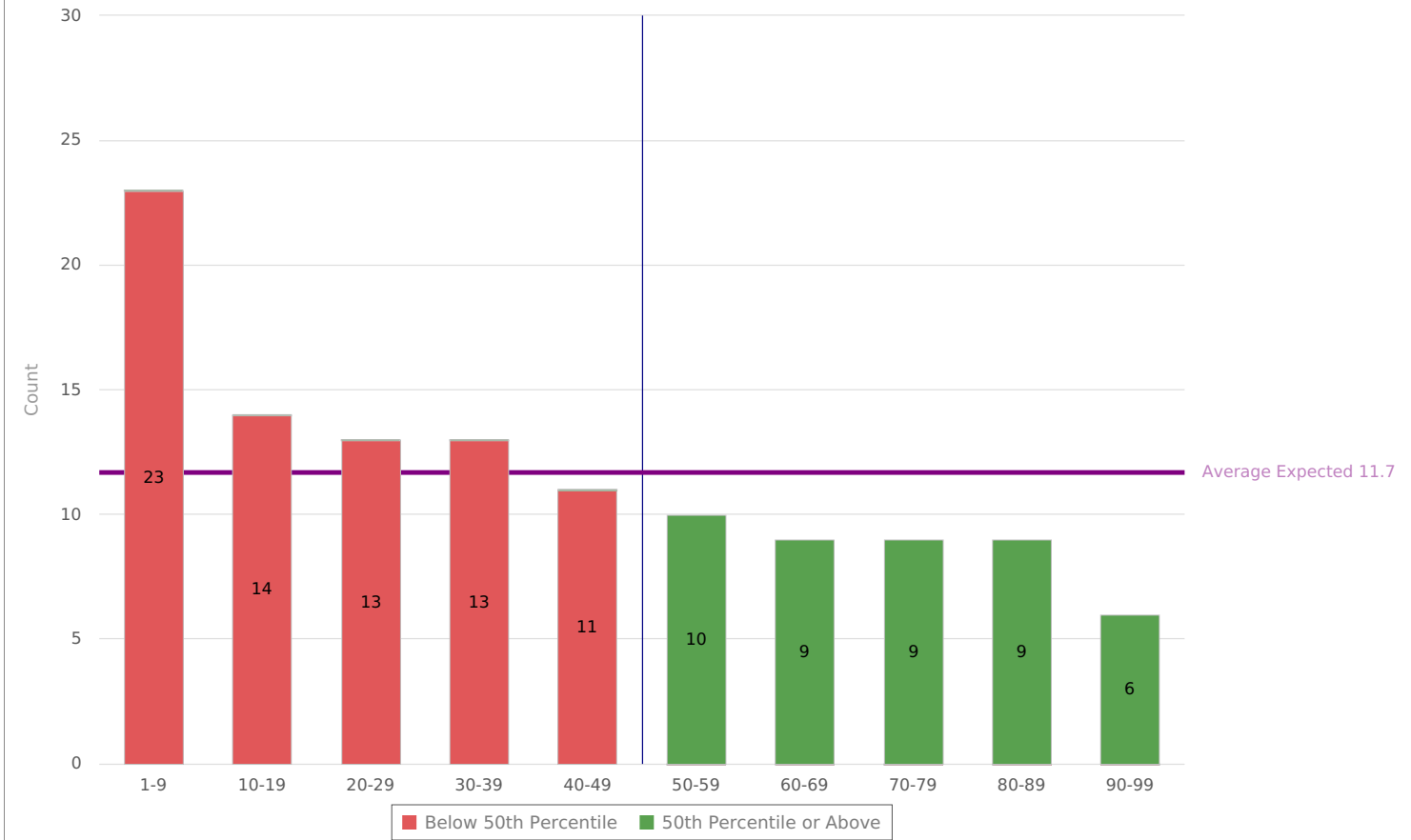
As of 2019, 42.5% of the students passed the ELA state standardized test. The goal under the Indiana ESSA plan is to reduce the number of students not passing by half over a five-year period. To make progress towards this goal by 2022, your pass rate would have to increase by 21.6%. Ultimately, to meet this ambitious goal, it would require an overall 28.8% increase in students passing by 2024. (There was no testing done in 2020)



As of 2019, 17.6% of the students passed the MATH state standardized test. The goal under the Indiana ESSA plan is to reduce the number of students not passing by half over a five-year period. To make progress towards this goal by 2022, your pass rate would have to increase by 30.9%. Ultimately, to meet this ambitious goal, it would require an overall 41.2% increase in students passing by 2024. (There was no testing done in 2020)

Eminence Jr-Sr High School

ELA Growth percentile distribution in 2019

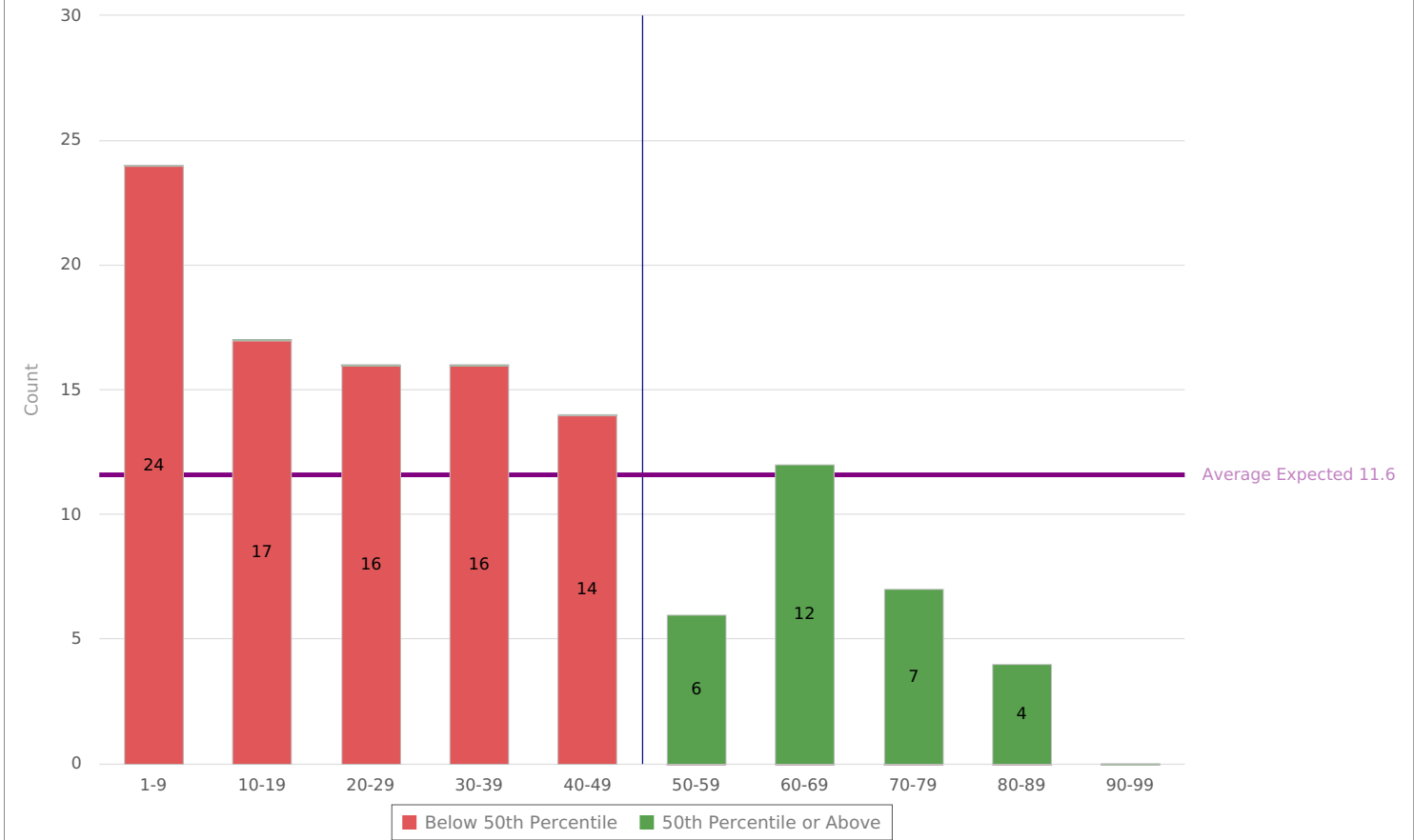


The mean growth percentile of this group is 40.1% and the standard deviation is 28.4. In 2019, there was 63.2% of students that did not meet the 50th percentile of growth, meaning they failed to make 1-year of growth compared to their peers. Throughout the state, 50% of the students would meet that designation, however your student performance demonstrated 13.2% more.

- There was a high percentage of students in the bottom three percentile ranges, 42.7% (total of 1-9, 10-19, and 20-29). It was expected to be around 40% but your student performance had 2.7% more than expected in these lowest performance ranges.

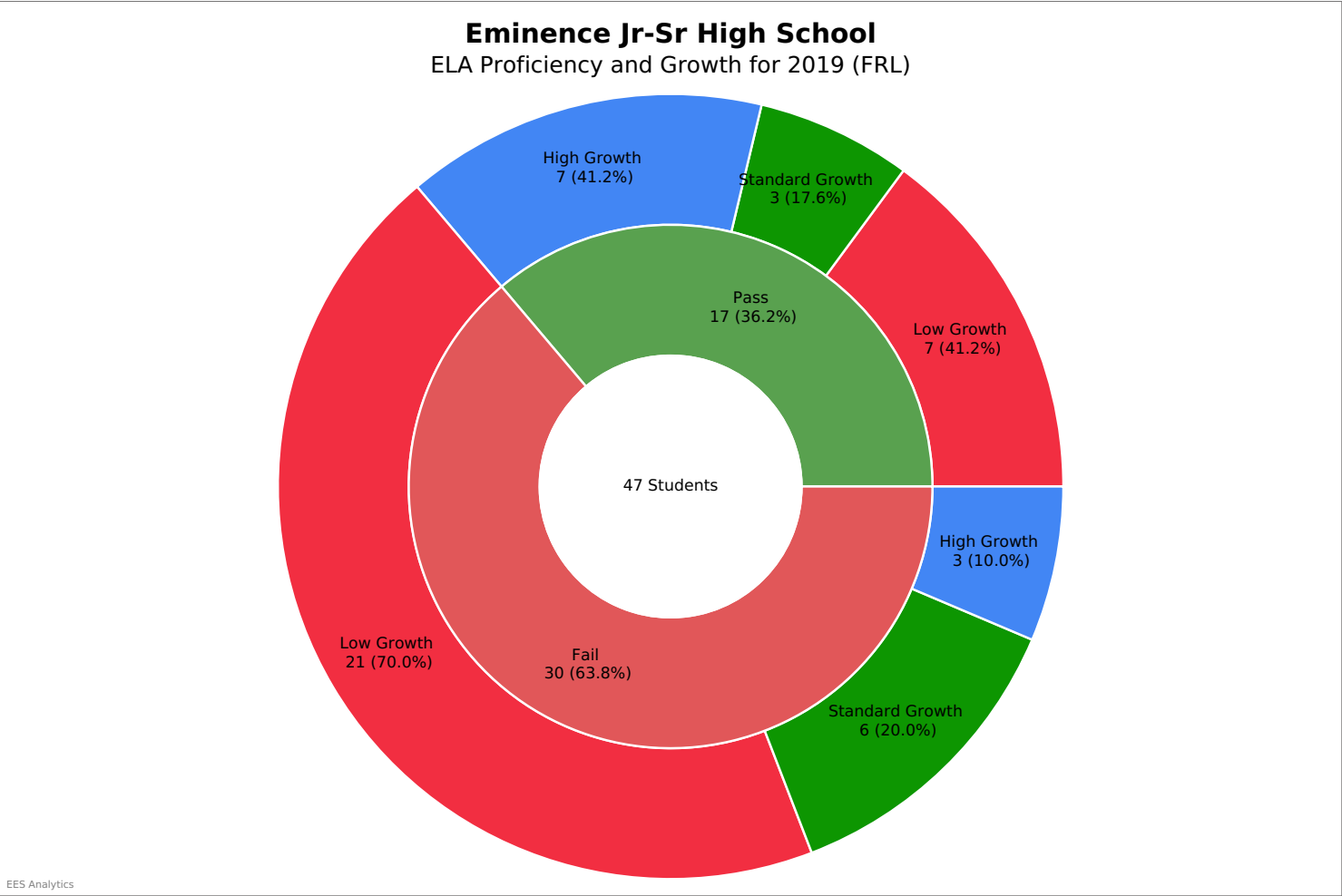
Eminence Jr-Sr High School

MATH Growth percentile distribution in 2019



The mean growth percentile of this group is 33.4% and the standard deviation is 24.1. In 2019, there was 75.0% of students that did not meet the 50th percentile of growth, meaning they failed to make 1-year of growth compared to their peers. Throughout the state, 50% of the students would meet that designation, however your student performance demonstrated 25.0% more.

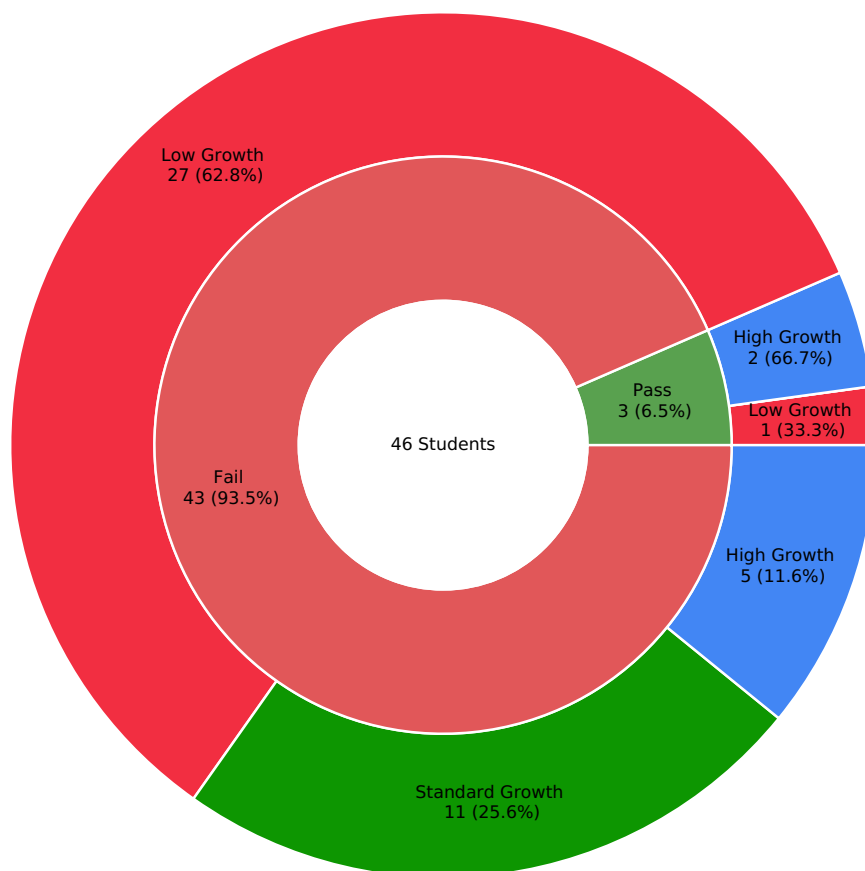
- There was a high percentage of students in the bottom three percentile ranges, 49.1% (total of 1-9, 10-19, and 20-29). It was expected to be around 40% but your student performance had 9.1% more than expected in these lowest performance ranges.



Of the 47 students, there were 36.2% who passed and 63.8% who did not pass. Of the students who passed, there were 41.2% demonstrated high growth, 17.6% demonstrated standard growth, and 41.2% demonstrated low growth. For the students who did not pass, there were 10.0% demonstrated high growth, 20.0% demonstrated standard growth, and 70.0% demonstrated low growth.

- + A high percentage of the students who passed were in the high growth category with 41.2%, this indicates that these students had more than one-year growth when compared to their academic peers.
- A high percentage of the students who passed were in the low growth category with 41.2%, this indicates that these students had less than one-year growth when compared to their academic peers.
- A high percentage of the students who did not pass were in the low growth category with 70.0%, this indicates that these students had less than one-year growth when compared to their academic peers.

Eminence Jr-Sr High School
MATH Proficiency and Growth for 2019 (FRL)



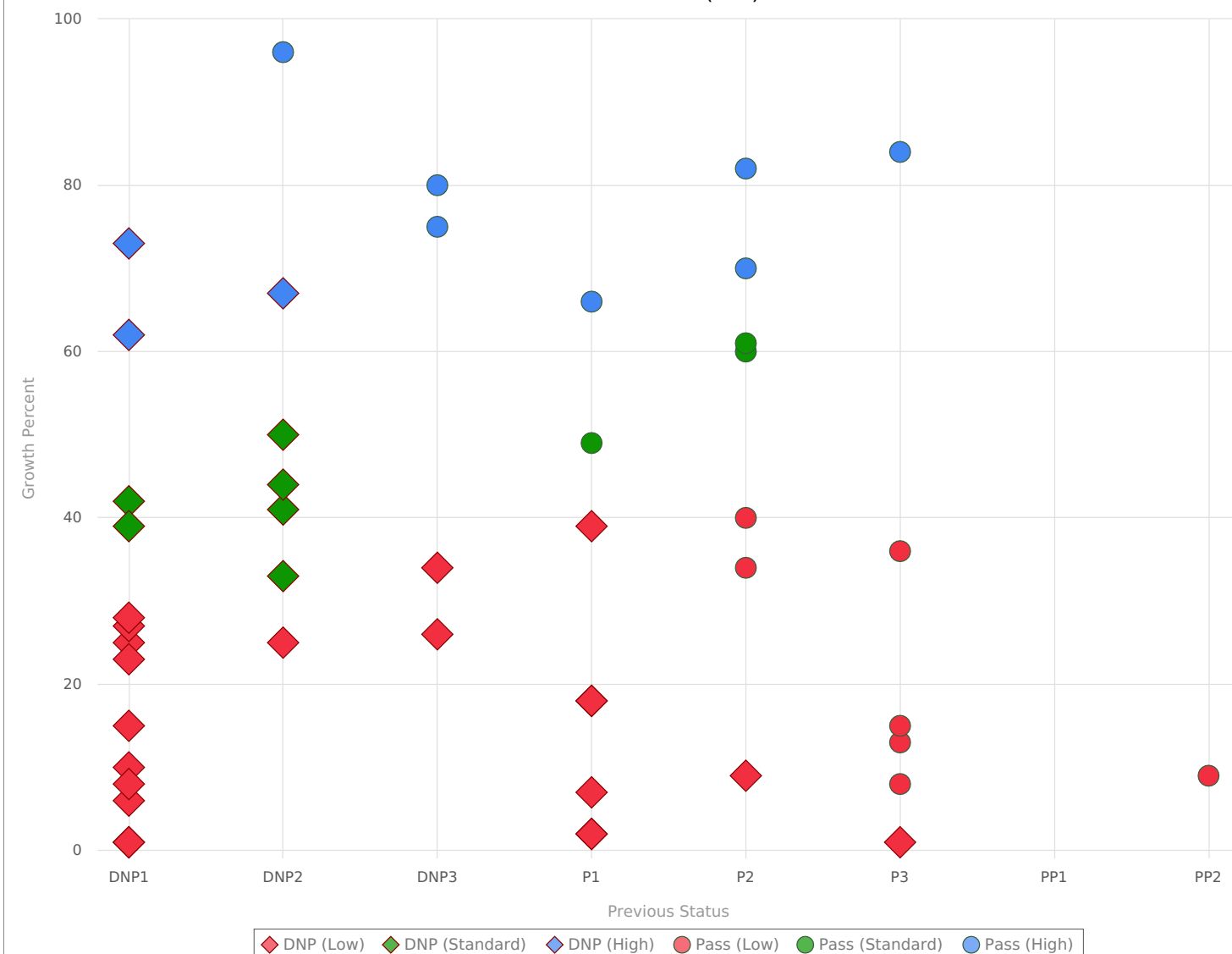
EES Analytics

Of the 46 students, there were 6.5% who passed and 93.5% who did not pass. Of the students who passed, there were 66.7% demonstrated high growth, 0.0% demonstrated standard growth, and 33.3% demonstrated low growth. For the students who did not pass, there were 11.6% demonstrated high growth, 25.6% demonstrated standard growth, and 62.8% demonstrated low growth.

- + A high percentage of the students who passed were in the high growth category with 66.7%, this indicates that these students had more than one-year growth when compared to their academic peers.
- A high percentage of the students who did not pass were in the low growth category with 62.8%, this indicates that these students had less than one-year growth when compared to their academic peers.

Eminence Jr-Sr High School

ELA Previous status (FRL) in 2019



There were 28 students in the low growth category, which accounts for 59.6%. More specifically, of the students who did not pass the previous year, 52.0% fell into the low growth category meaning they fell even further behind their peers by achieving less than one year of growth.

There were 9 students in the standard growth category, which accounts for 19.1%.

There were 10 students in the high growth category, which accounts for 21.3%. More specifically, of last year's students who did not pass, 24.0% attained the high growth meaning they gained ground on their peers and achieved more than one year's growth.

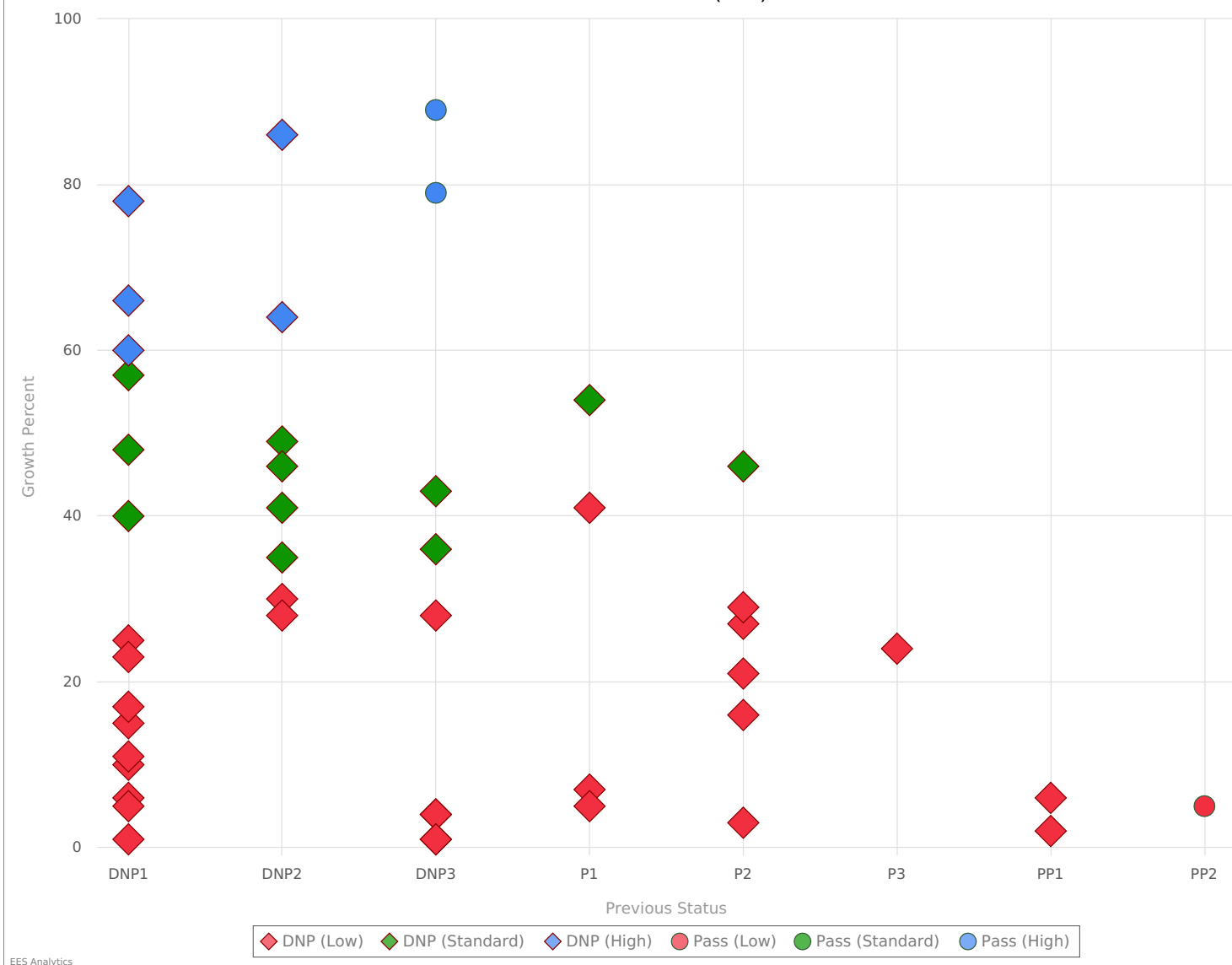
Those students nearest the cut scores (DNP3 and P1) had 66.7% in low growth and 25.0% in high growth. The net growth value (number of high growth students minus low growth students) was -21.

There were **13 students**, 27.7% of the total students, who received **0 points** on the growth accountability measure. Every student receiving a zero substantially impacts your growth calculation and demonstrates that these students are not progressing academically.

- The students furthest behind grade level proficiency (DNP1) only had 14.3% in the high growth category. This indicates not enough students in this category are surpassing a year of growth, which would be needed if they are going to catch their peers.
- There were 85.7% of your highest performing students (P3, PP1, & PP2) that fell in the low growth category. This indicates these students did not demonstrate at least a year of growth and may not be receiving the exposure to academic rigor and opportunities for enrichment needed to grow academically.

Eminence Jr-Sr High School

MATH Previous status (FRL) in 2019



There were 28 students in the low growth category, which accounts for 60.9%. More specifically, of the students who did not pass the previous year, 50.0% fell into the low growth category meaning they fell even further behind their peers by achieving less than one year of growth.

There were 11 students in the standard growth category, which accounts for 23.9%.

There were 7 students in the high growth category, which accounts for 15.2%. More specifically, of last year's students who did not pass, 21.9% attained the high growth meaning they gained ground on their peers and achieved more than one year's growth.

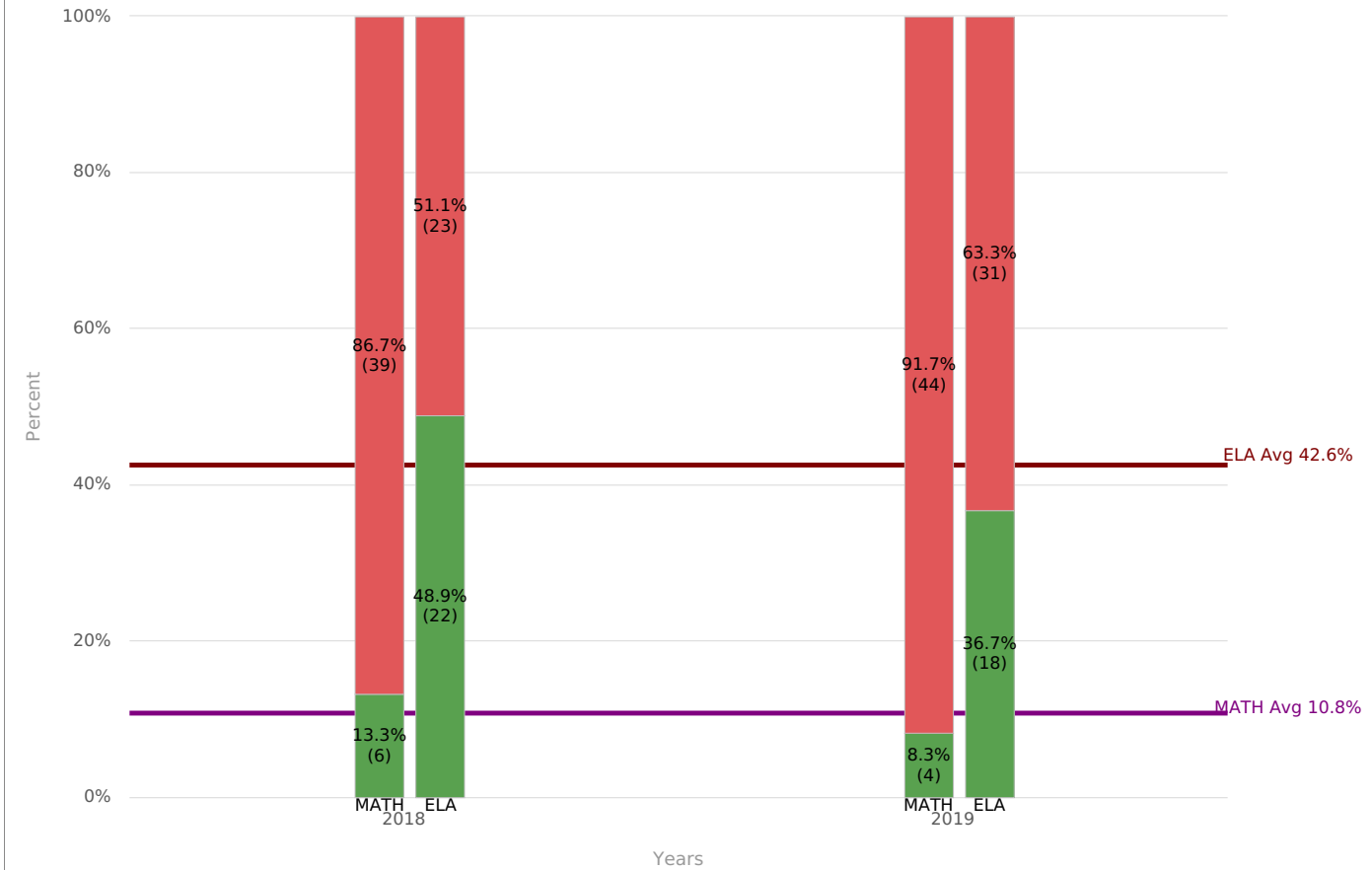
Those students nearest the cut scores (DNP3 and P1) had 61.5% in low growth and 15.4% in high growth. The net growth value (number of high growth students minus low growth students) was -28.

There were **16 students**, 34.8% of the total students, who received **0 points** on the growth accountability measure. Every student receiving a zero substantially impacts your growth calculation and demonstrates that these students are not progressing academically.

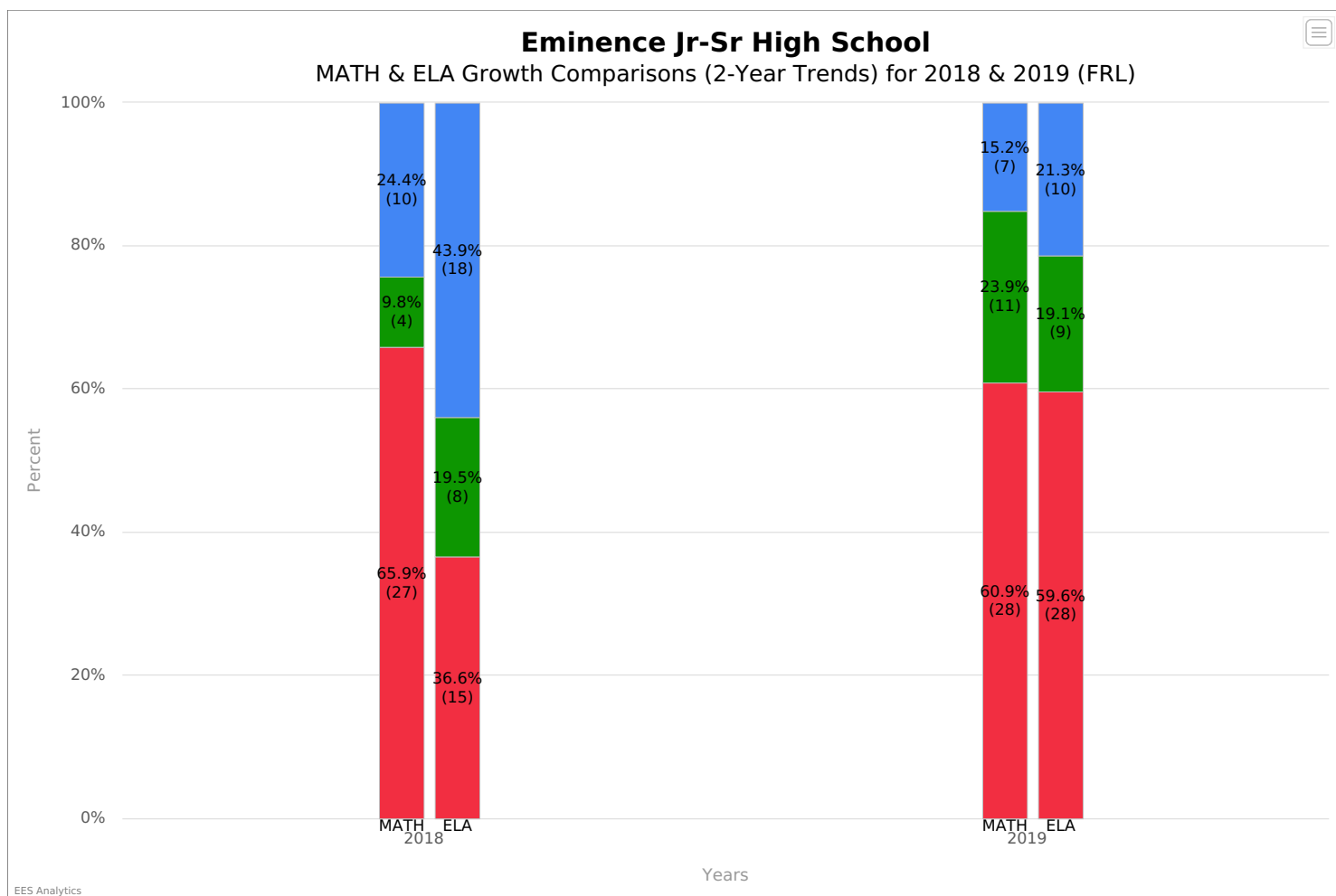
- The students furthest behind grade level proficiency (DNP1) only had 20.0% in the high growth category. This indicates not enough students in this category are surpassing a year of growth, which would be needed if they are going to catch their peers.
- There were 100.0% of your highest performing students (P3, PP1, & PP2) that fell in the low growth category. This indicates these students did not demonstrate at least a year of growth and may not be receiving the exposure to academic rigor and opportunities for enrichment needed to grow academically.

Eminence Jr-Sr High School

MATH & ELA Proficiency Comparisons (2-Year Trends) for 2018 & 2019 (FRL)



On average, 10.8% of students have passed the Math test for the last 2 years. In the last 1 years, Math has had a -5.0 percentage points change. On average, 42.6% of students have passed the ELA test for the last 2 years. In the last 1 years, ELA has had a -12.2 percentage points change. Students have achieved higher pass rates in ELA than Math by 31.8% on average over the past three years.

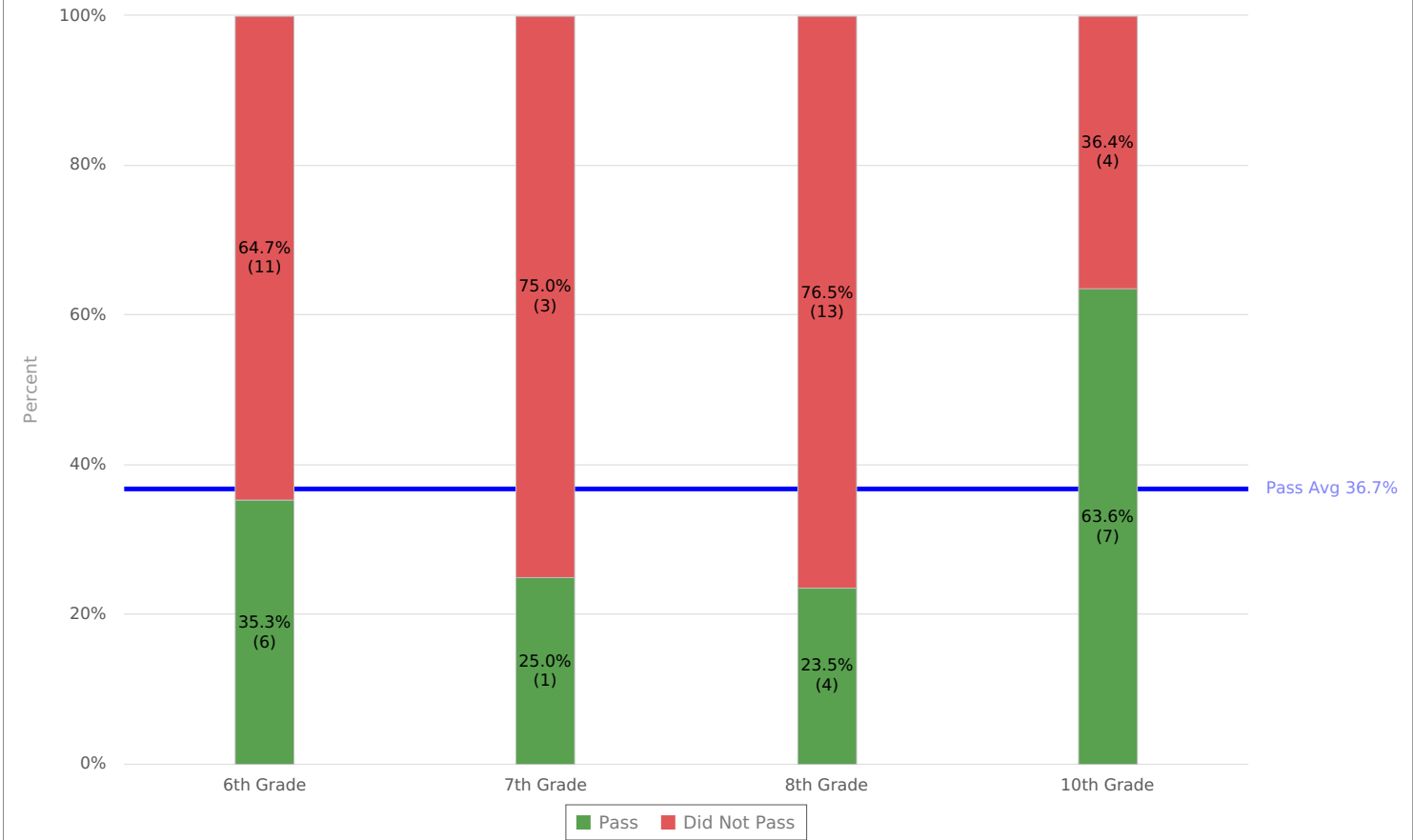


On average, 63.2% of students have demonstrated low growth on the MATH test over the last 2 years. On average, 19.5% of students have demonstrated high growth on the MATH test over the last 2 years. Over the last 1 years, the percentage of students in low growth for MATH has decreased by 5.0. Over the last 1 years, the percentage of students in high growth for MATH has decreased by 9.2.

On average, 48.9% of students have demonstrated low growth on the ELA test over the last 2 years. On average, 31.8% of students have demonstrated high growth on the ELA test over the last 2 years. Over the last 1 years, the percentage of students in low growth for ELA has increased by 23.0. Over the last 1 years, the percentage of students in high growth for ELA has decreased by 22.6.

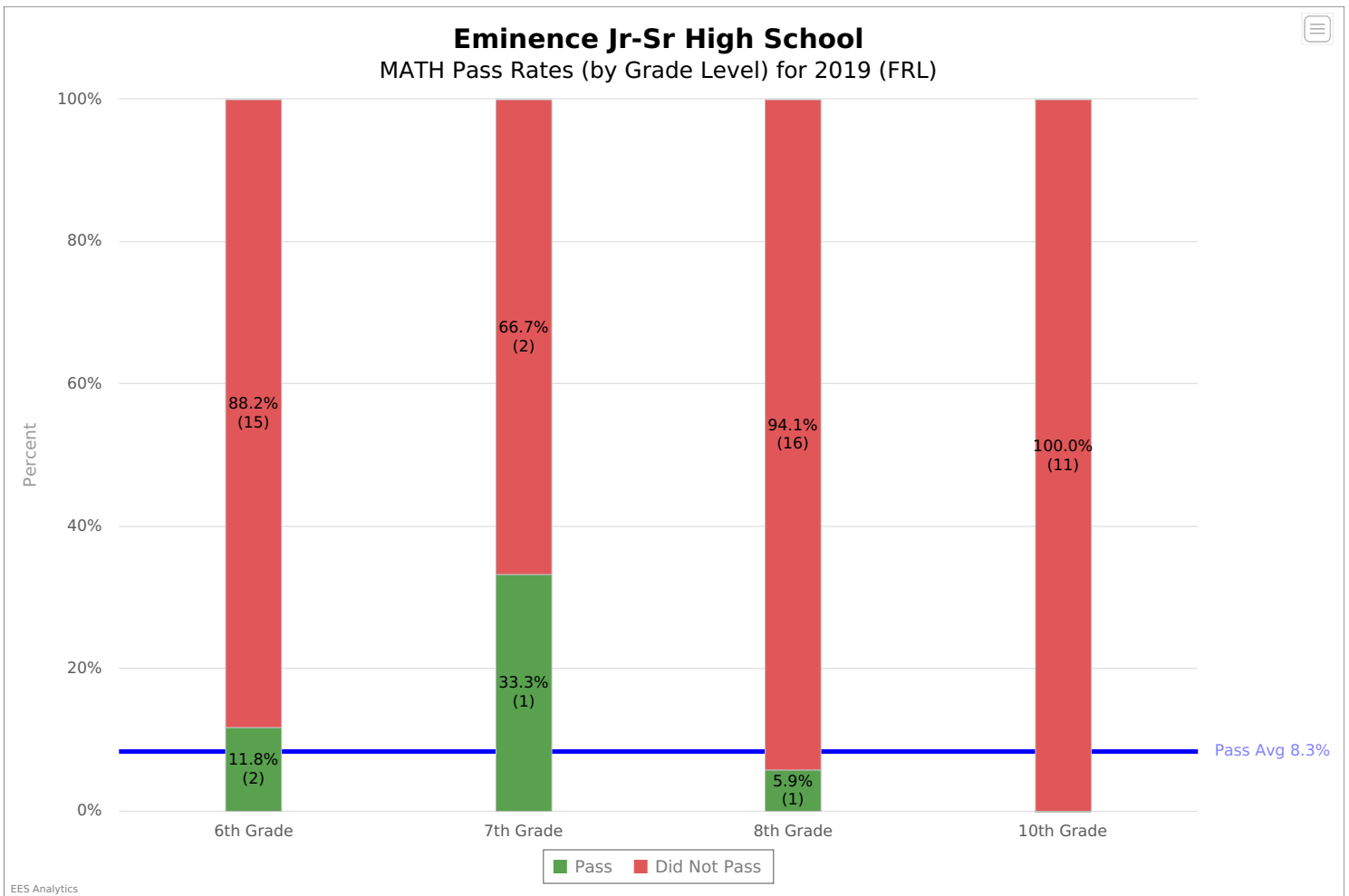
Eminence Jr-Sr High School

ELA Pass Rates (by Grade Level) for 2019 (FRL)



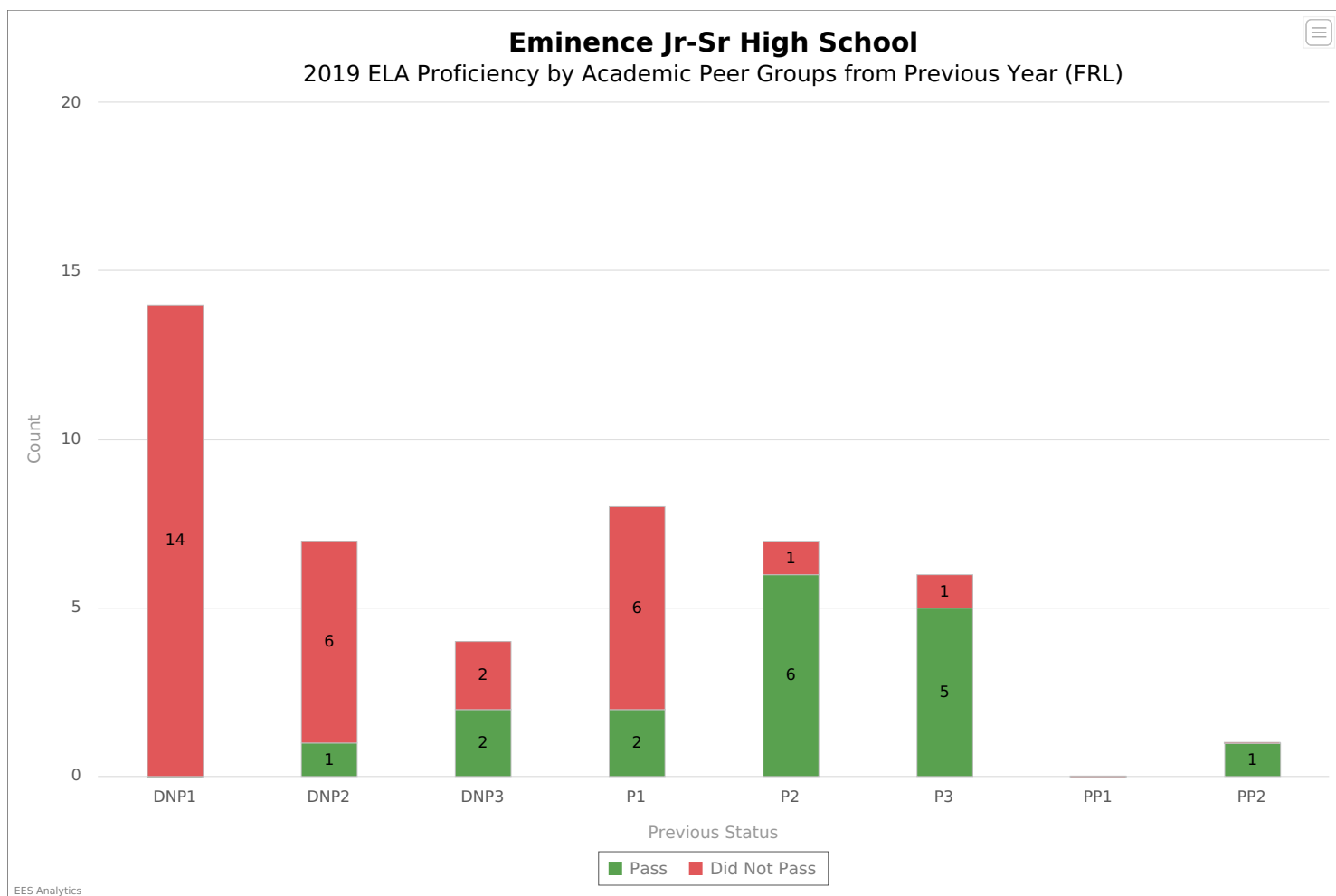
The 10th grade had the highest percentage of students passing. This grade level was 26.9 percentage points above the average passing percentage for the school. The 8th grade had the lowest percentage of student passing. This grade level was 13.2 percentage points below the average passing percentage for the building. There is a 40.1 percentage point spread between the highest and lowest passing percentage.

- + If all grade levels were performing at the level of the 10th grade next year, then the building would make significant progress in closing the achievement gap (decreasing the number of students not passing by half within five years) as they would have a 26.9% increase over current passing rates, which would be 20.6% higher than the projected 6.3% increase needed to be on track to closing the achievement gap.



The 7th grade had the highest percentage of students passing. This grade level was 25.0 percentage points above the average passing percentage for the school. The 10th grade had the lowest percentage of student passing. This grade level was 8.3 percentage points below the average passing percentage for the building. There is a 33.3 percentage point spread between the highest and lowest passing percentage.

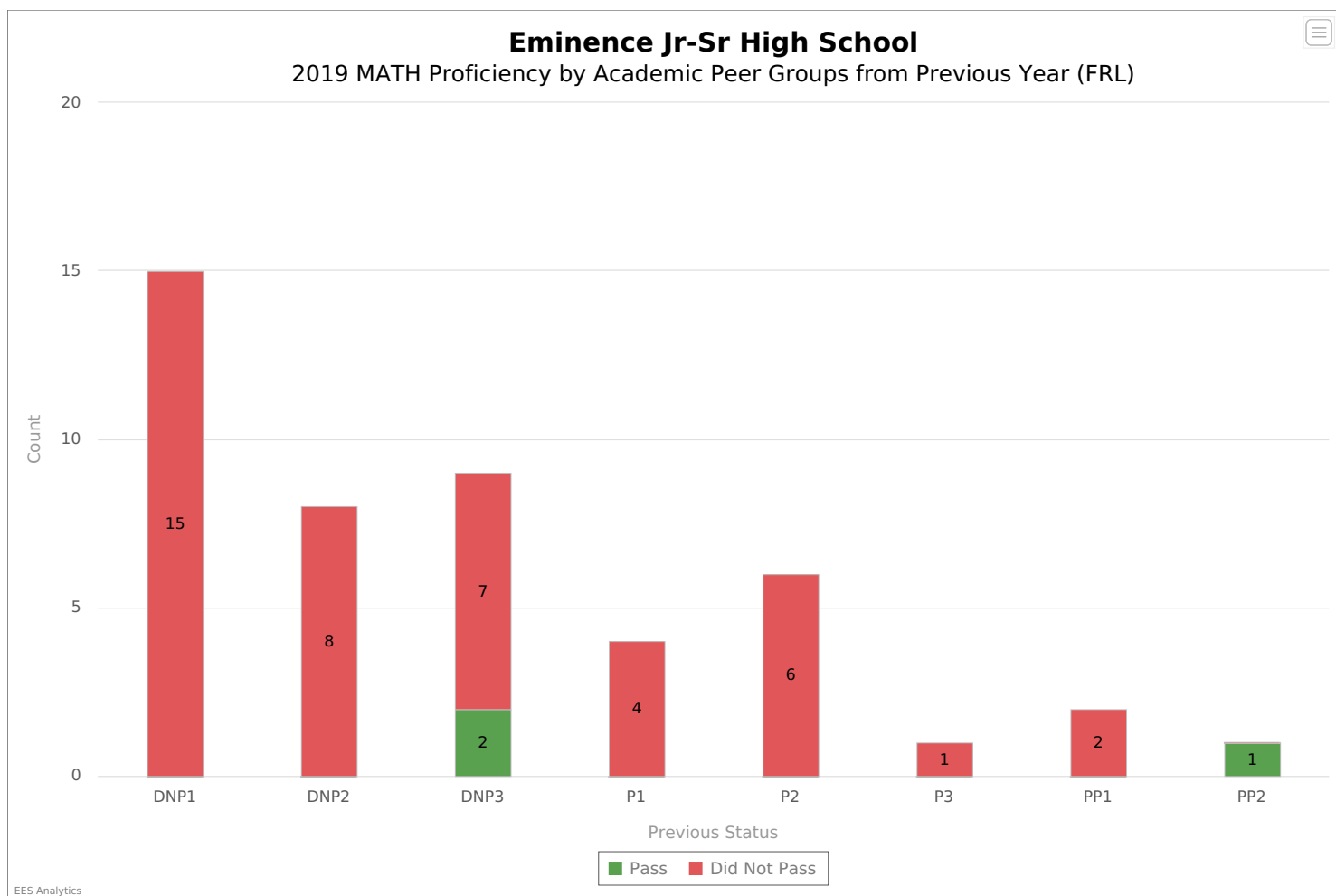
- + If all grade levels were performing at the level of the 7th grade next year, then the building would make significant progress in closing the achievement gap (decreasing the number of students not passing by half within five years) as they would have a 25.0% increase over current passing rates, which would be 15.8% higher than the projected 9.2% increase needed to be on track to closing the achievement gap.



Of the 22 students who passed the previous year, there were 8 students (36.4%) who did not pass this year.

Of the 25 students who did not pass the previous year, there were 3 students (12.0%) who did pass this year. The net proficiency value (number of students gained minus students lost) was -5. Students who were just above or below the cut line from last year (DNP3 and P1) had a pass rate of 33.3% this year. The year before the pass rate for these students was 66.7%.

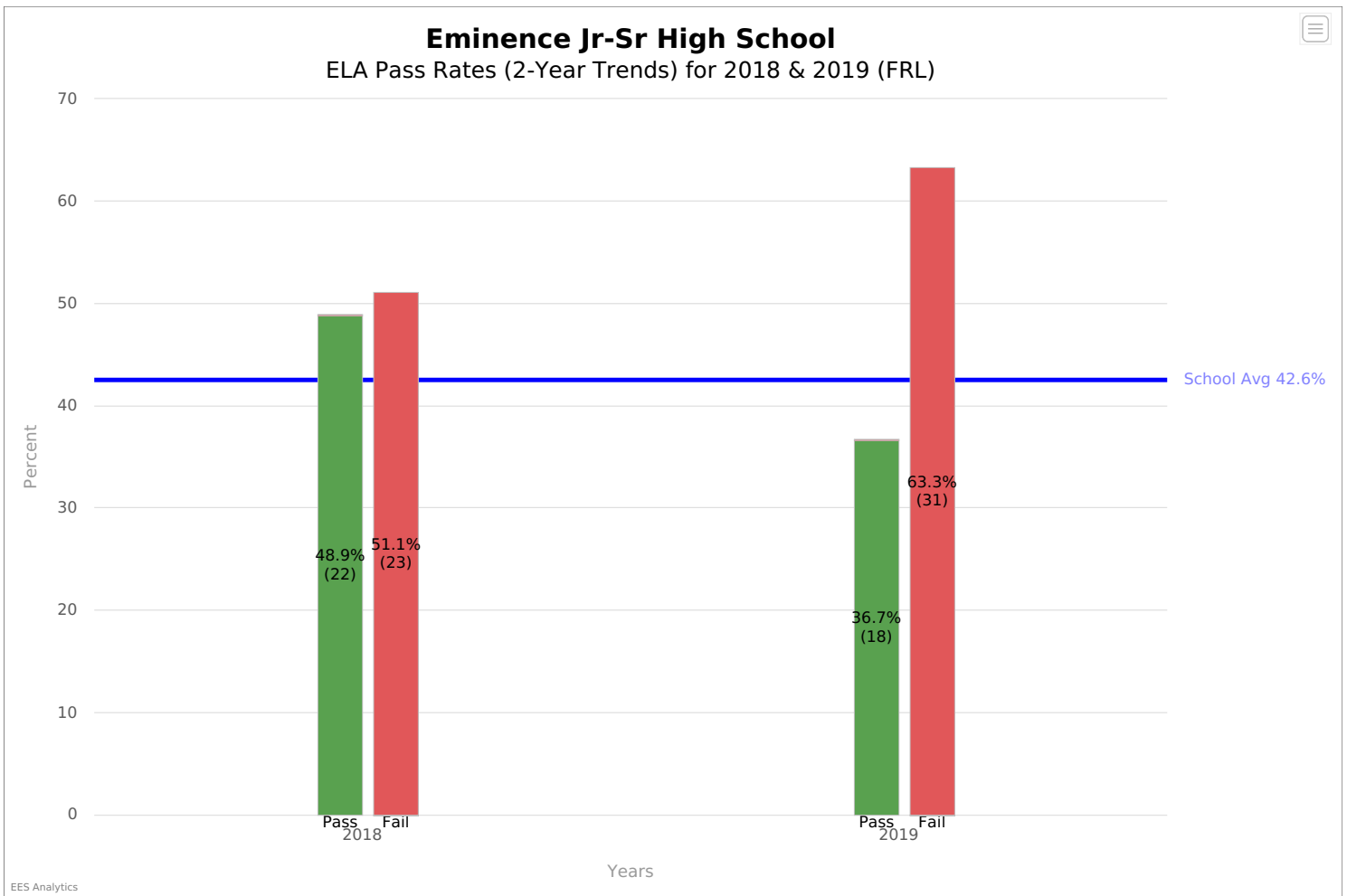
- + Students who just missed passing last year (DNP3 category) had 50.0% of the students pass this year. Such a high percentage should be commended for this group.
- + There were 1 students who made substantial progress by jumping from the bottom two academic peer group levels the previous year to passing this year.
- + There was 50.0% of the students in the DNP3 category from last year that passed on this year's test.
- There were 2 students who had previously scored well above the cut score (P2 academic peer group or higher) the previous year that did not pass this year.
- It should be noted that a large portion of the student population (44.7%) is in the DNP1 or DNP2 academic peer groups, indicating many students started well below grade level.



Of the 14 students who passed the previous year, there were 13 students (92.9%) who did not pass this year.

Of the 32 students who did not pass the previous year, there were 2 students (6.3%) who did pass this year. The net proficiency value (number of students gained minus students lost) was -11. Students who were just above or below the cut line from last year (DNP3 and P1) had a pass rate of 15.4% this year. The year before the pass rate for these students was 30.8%.

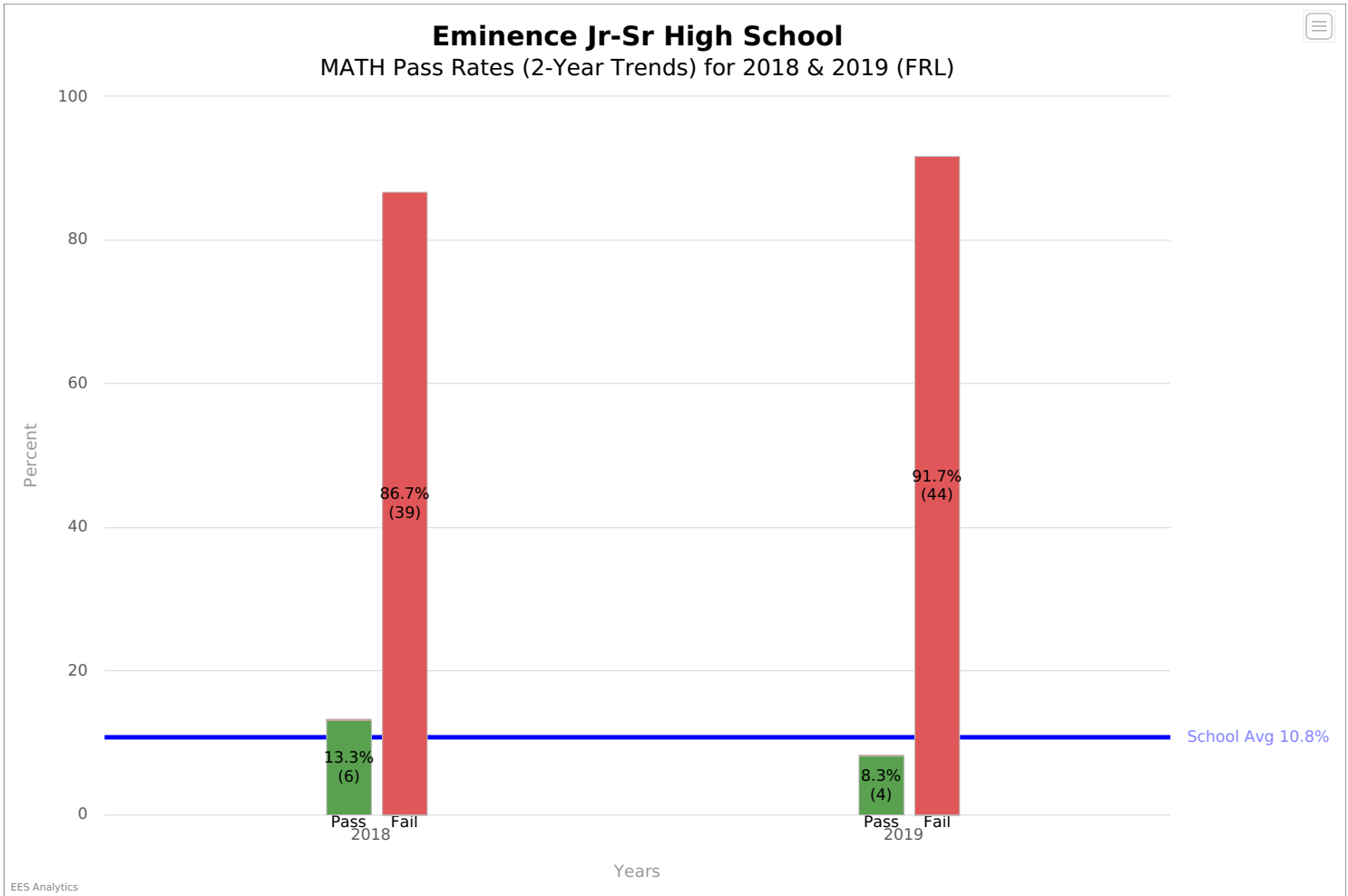
- There were 9 students who had previously scored well above the cut score (P2 academic peer group or higher) the previous year that did not pass this year.
- It should be noted that a large portion of the student population (50.0%) is in the DNP1 or DNP2 academic peer groups, indicating many students started well below grade level.



This indicates a pass rate change of -12.2 percentage points over the last year. To make significant progress in closing the achievement gap in the next five years (decreasing the number of students not passing by half within five years), you would need a 31.6% increase from your current passing rate. That is an annual increase of 6.3%.

Difference between school and

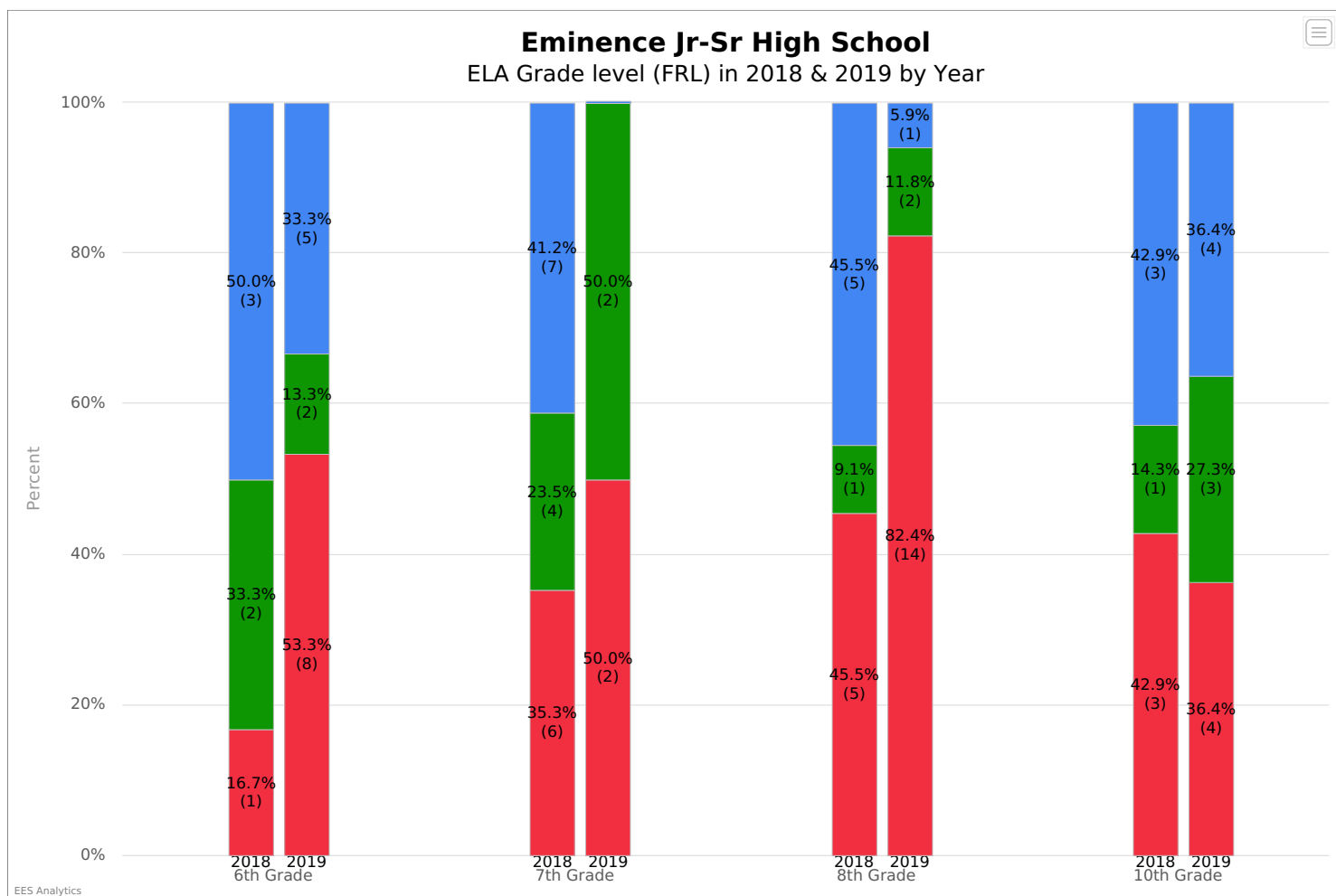
State Average
-17.8%



This indicates a pass rate change of -5.0 percentage points over the last year. To make significant progress in closing the achievement gap in the next five years (decreasing the number of students not passing by half within five years), you would need a 45.8% increase from your current passing rate. That is an annual increase of 9.2%.

Difference between school and

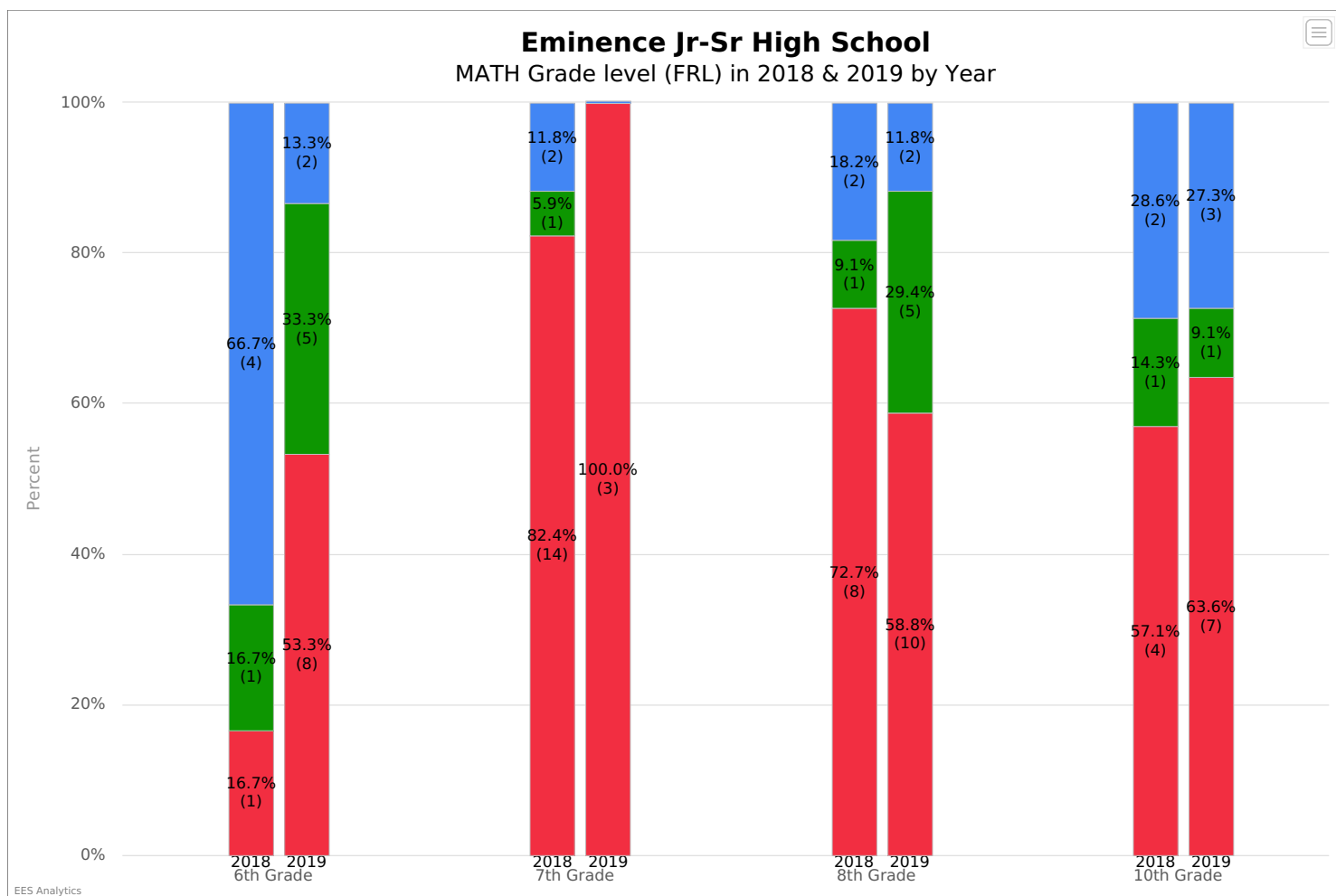
State Average
-36.1%



The percentage of students in low growth has gone from 36.6% to 59.6%. This is a change of 23.0% over the last year.

The percentage of students in standard growth has gone from 19.5% to 19.1%. This is a change of -0.4% over the last year.

The percentage of students in high growth has gone from 43.9% to 21.3%. This is a change of -22.6% over the last year.



The percentage of students in low growth has gone from 65.9% to 60.9%. This is a change of -5.0% over the last year.

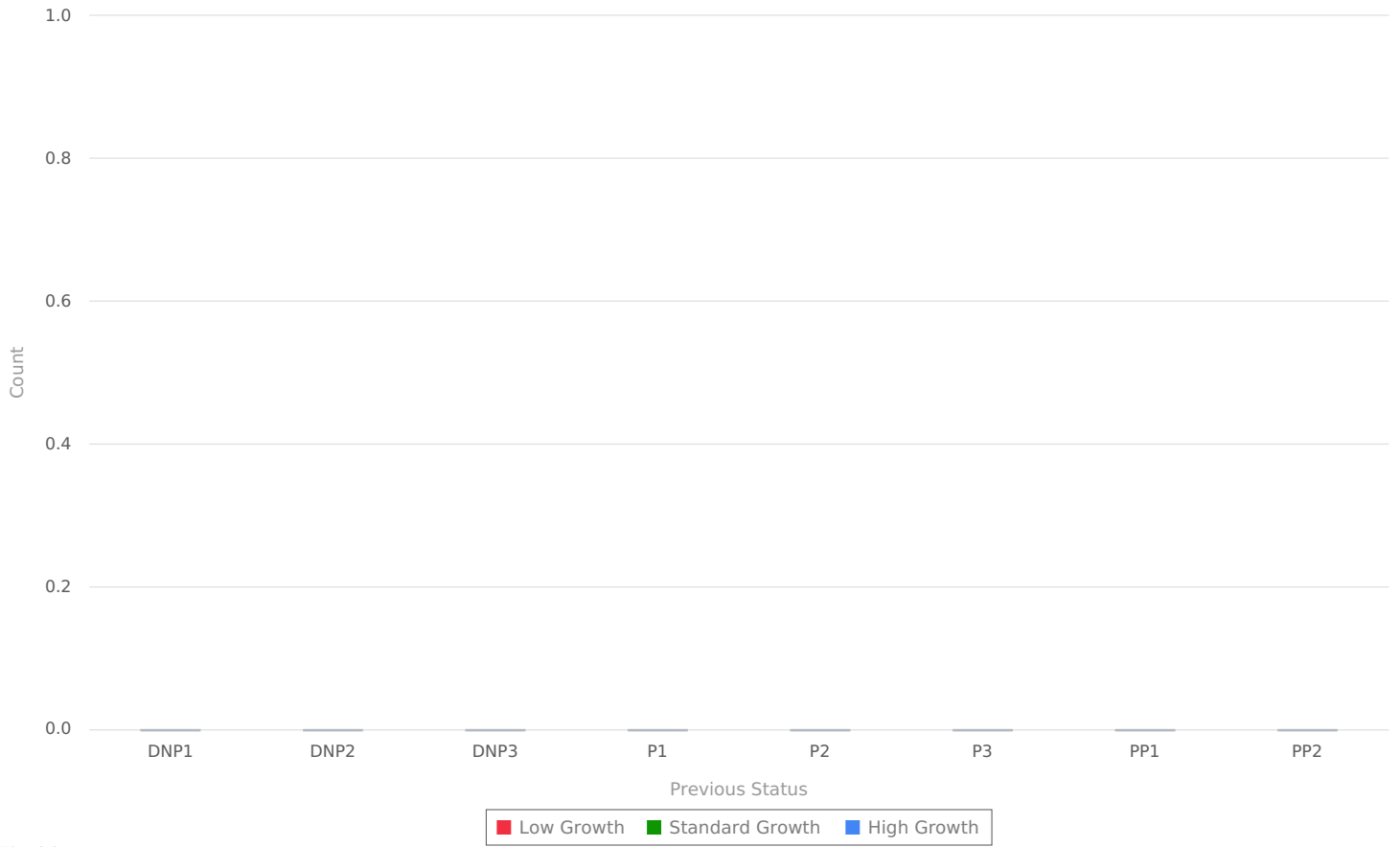
The percentage of students in standard growth has gone from 9.8% to 23.9%. This is a change of 14.2% over the last year.

The percentage of students in high growth has gone from 24.4% to 15.2%. This is a change of -9.2% over the last year.

Eminence Jr-Sr High School



2019 ELA Growth Category by Academic Peer Groups from Previous Year (FRL)

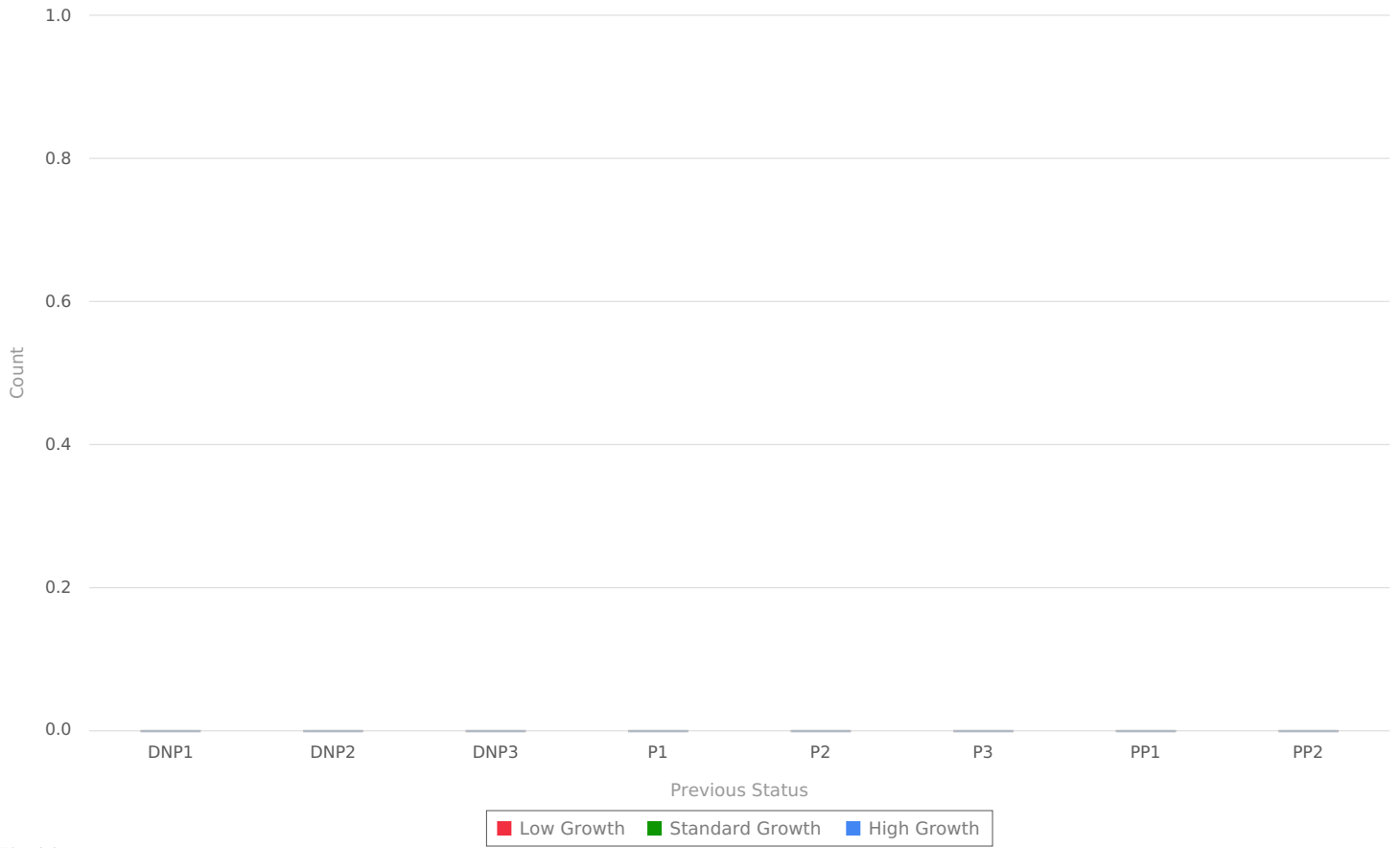


EES Analytics

Eminence Jr-Sr High School

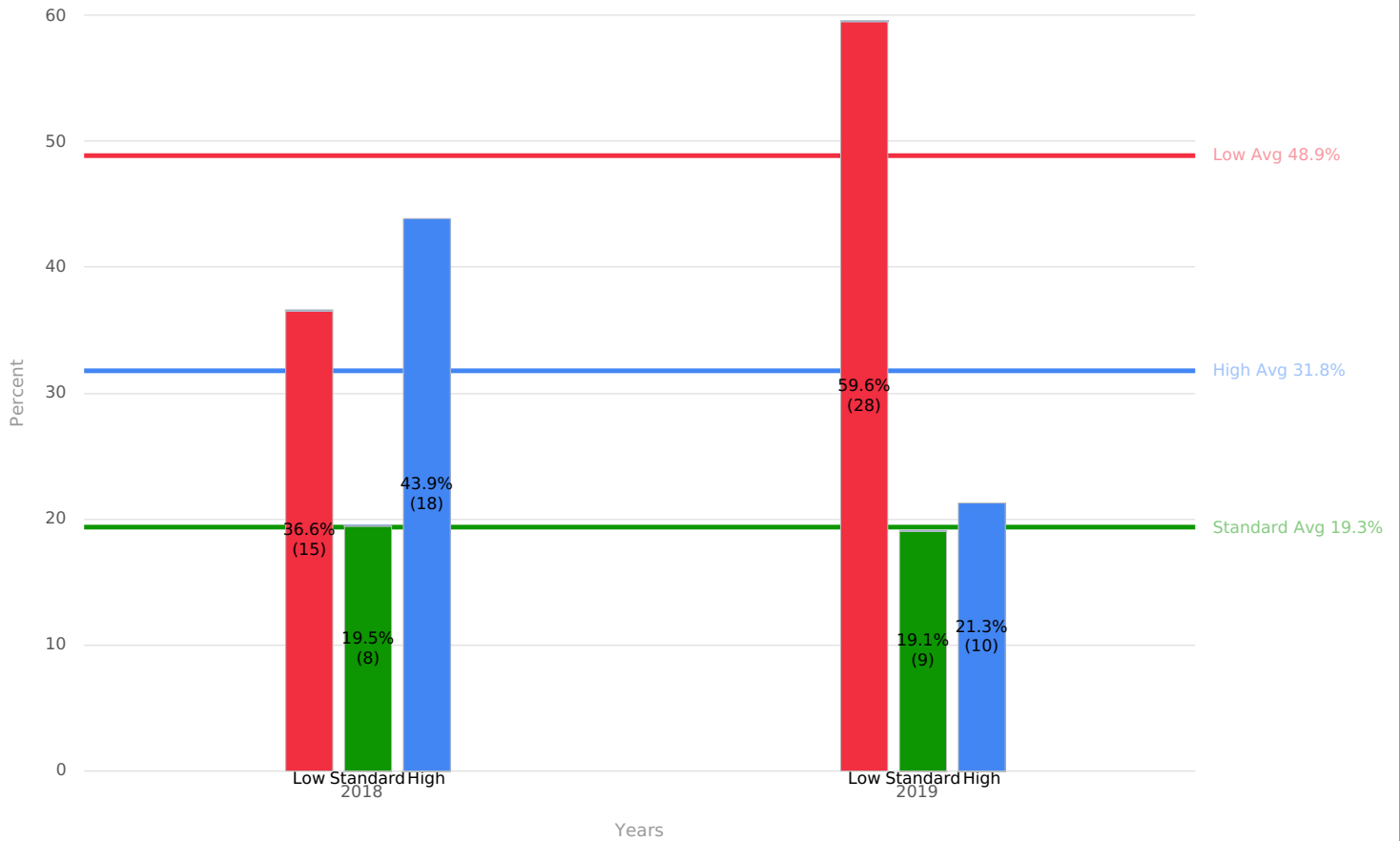


2019 MATH Growth Category by Academic Peer Groups from Previous Year (FRL)



Eminence Jr-Sr High School

ELA Percentages of Growth Category Distributions (2-Year Trends) for 2018 & 2019 (FRL)

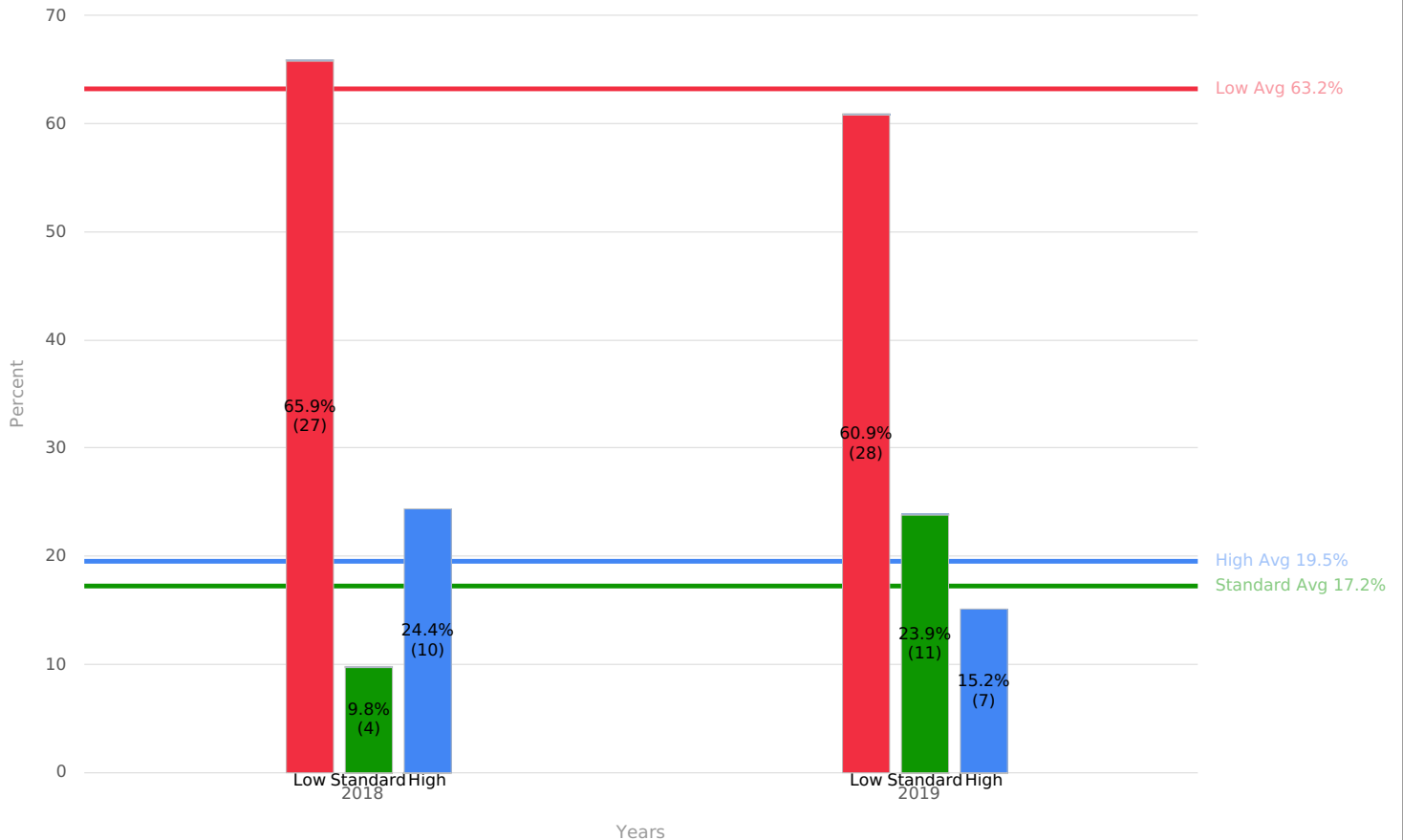


The average percentage of low growth students for the last 2 years has been 48.9%. In the last year, the percentage of students in low growth has increased by 23.0 percentage points. The average percentage of standard growth students for the last 2 years has been 19.3%. The average percentage of high growth students for the last 2 years has been 31.8%. In the last year, the percentage of students in high growth has decreased by 22.6 percentage points.

- An even distribution between the three growth categories would result in 33.3% of students falling in the low growth category. However, you have 59.6% of students demonstrating low growth on the most recent year (26.3% higher than an even distribution) not meeting one year of growth.

Eminence Jr-Sr High School

MATH Percentages of Growth Category Distributions (2-Year Trends) for 2018 & 2019 (FRL)



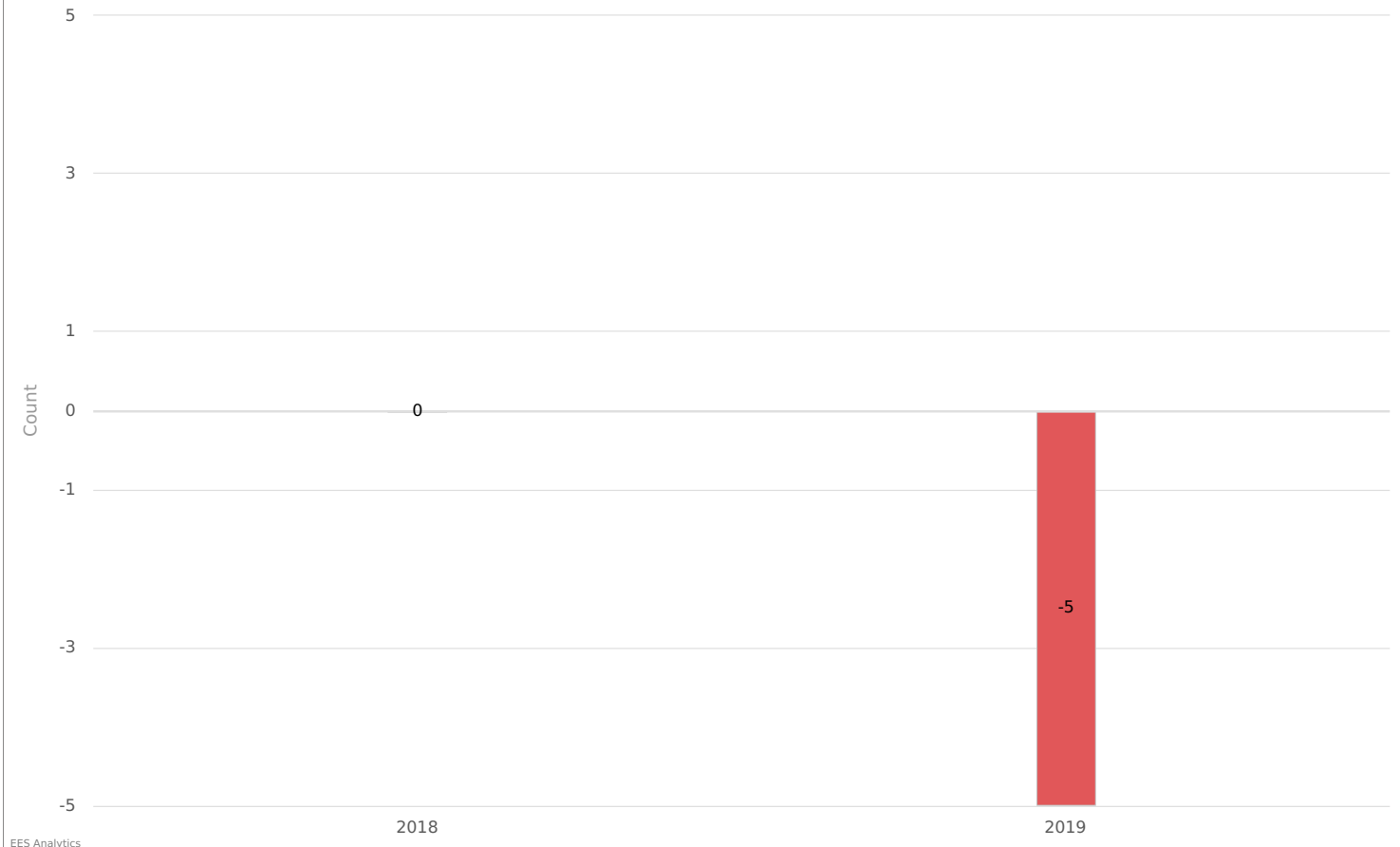
The average percentage of low growth students for the last 2 years has been 63.2%. In the last year, the percentage of students in low growth has decreased by 5.0 percentage points. The average percentage of standard growth students for the last 2 years has been 17.2%. The average percentage of high growth students for the last 2 years has been 19.5%. In the last year, the percentage of students in high growth has decreased by 9.2 percentage points.

- An even distribution between the three growth categories would result in 33.3% of students falling in the low growth category. However, you have 60.9% of students demonstrating low growth on the most recent year (27.6% higher than an even distribution) not meeting one year of growth.

Eminence Jr-Sr High School



ELA Proficiency net value Growth Accountability (2-Year Trends) for 2018 & 2019 (FRL)

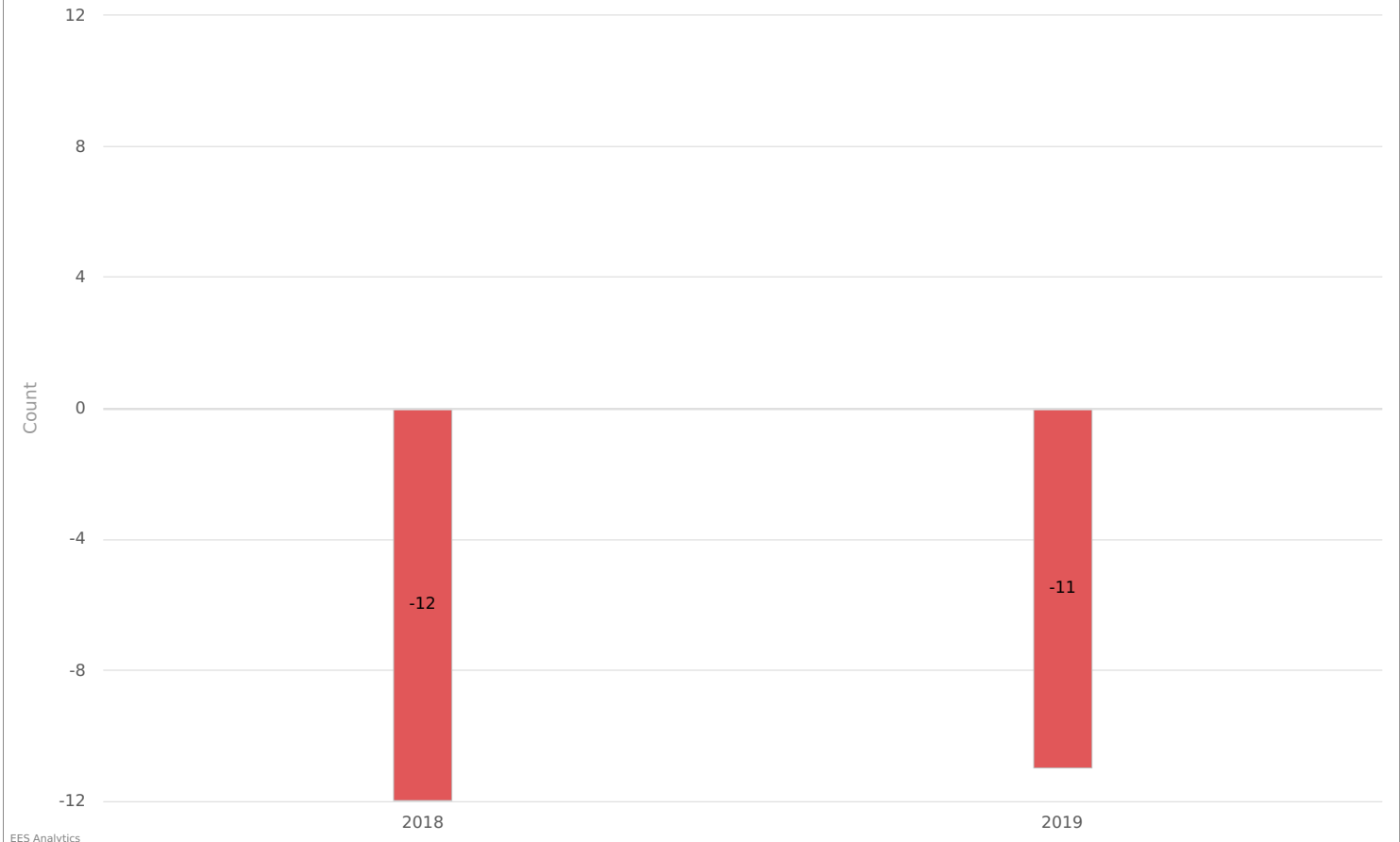


Net Proficiency Value by taking the students that previously failed and now passed minus the students that previously passed and now failed.

Year	Previously Failing Now Passing	Previously Passing Now Failing	Net Proficiency Value
2018	3	3	0
2019	3	8	-5

Eminence Jr-Sr High School

MATH Proficiency net value Growth Accountability (2-Year Trends) for 2018 & 2019 (FRL)

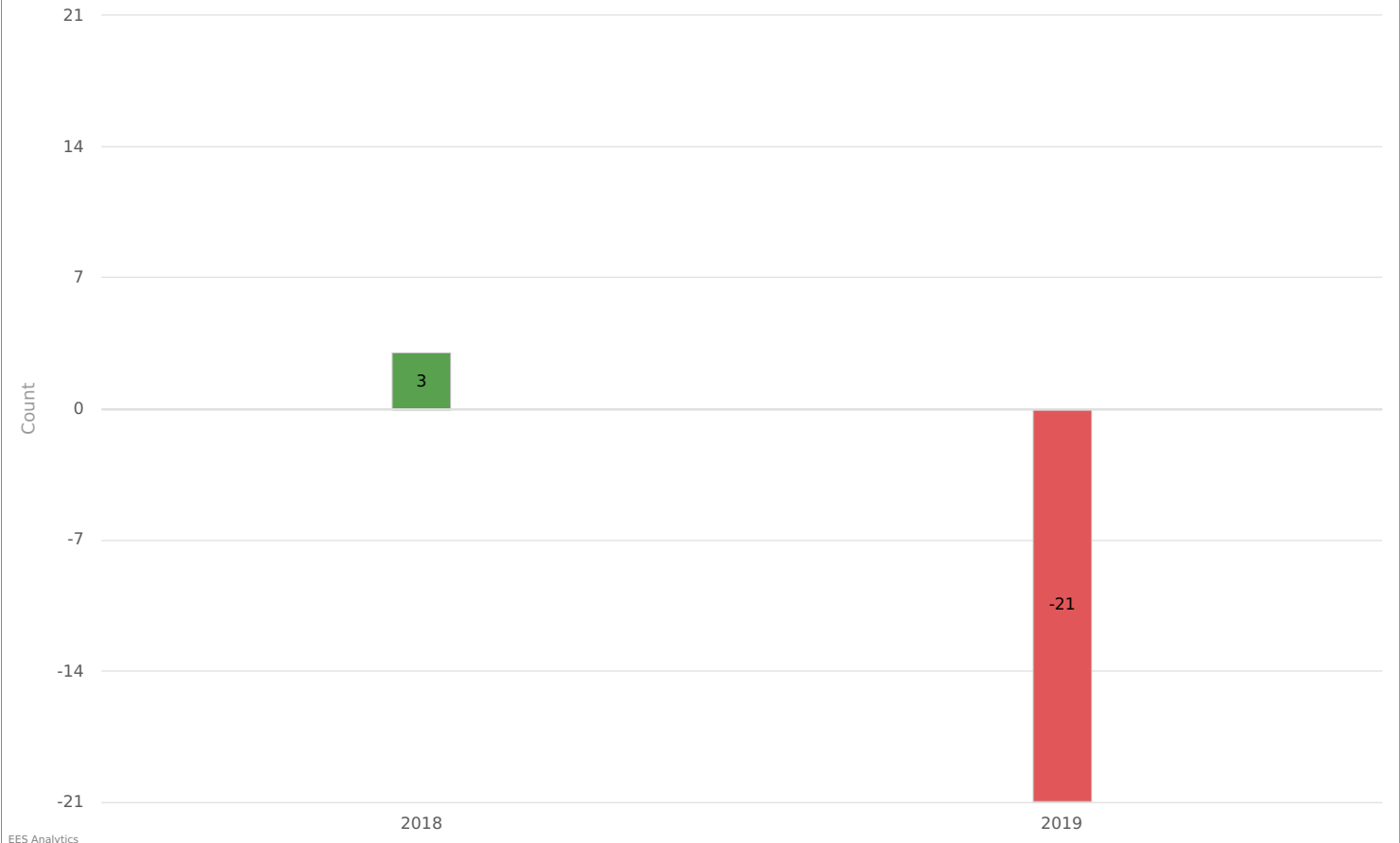


Net Proficiency Value by taking the students that previously failed and now passed minus the students that previously passed and now failed.

Year	Previously Failing Now Passing	Previously Passing Now Failing	Net Proficiency Value
2018	0	12	-12
2019	2	13	-11

Eminence Jr-Sr High School

ELA Growth net value Growth Accountability (2-Year Trends) for 2018 & 2019 (FRL)



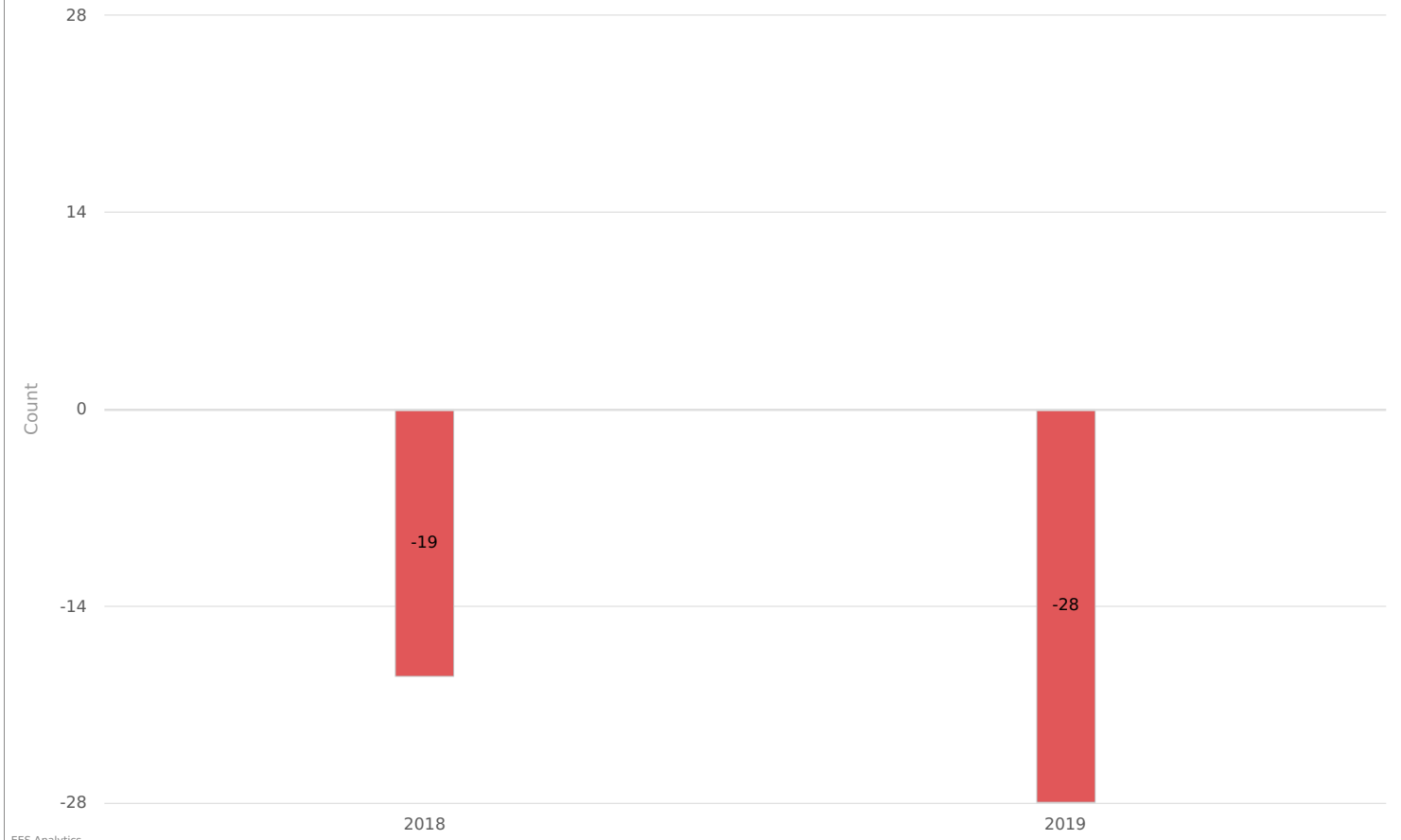
Net Growth Value is calculated by taking the students that were greater than or equal to 50% growth minus the students that were below 50% growth.

Year	50th Percentile or Above	Below 50th Percentile	Net Growth Value
2018	22	19	3 Net Growth Value
2019	13	34	-21 Net Growth Value

Eminence Jr-Sr High School



MATH Growth net value Growth Accountability (2-Year Trends) for 2018 & 2019 (FRL)

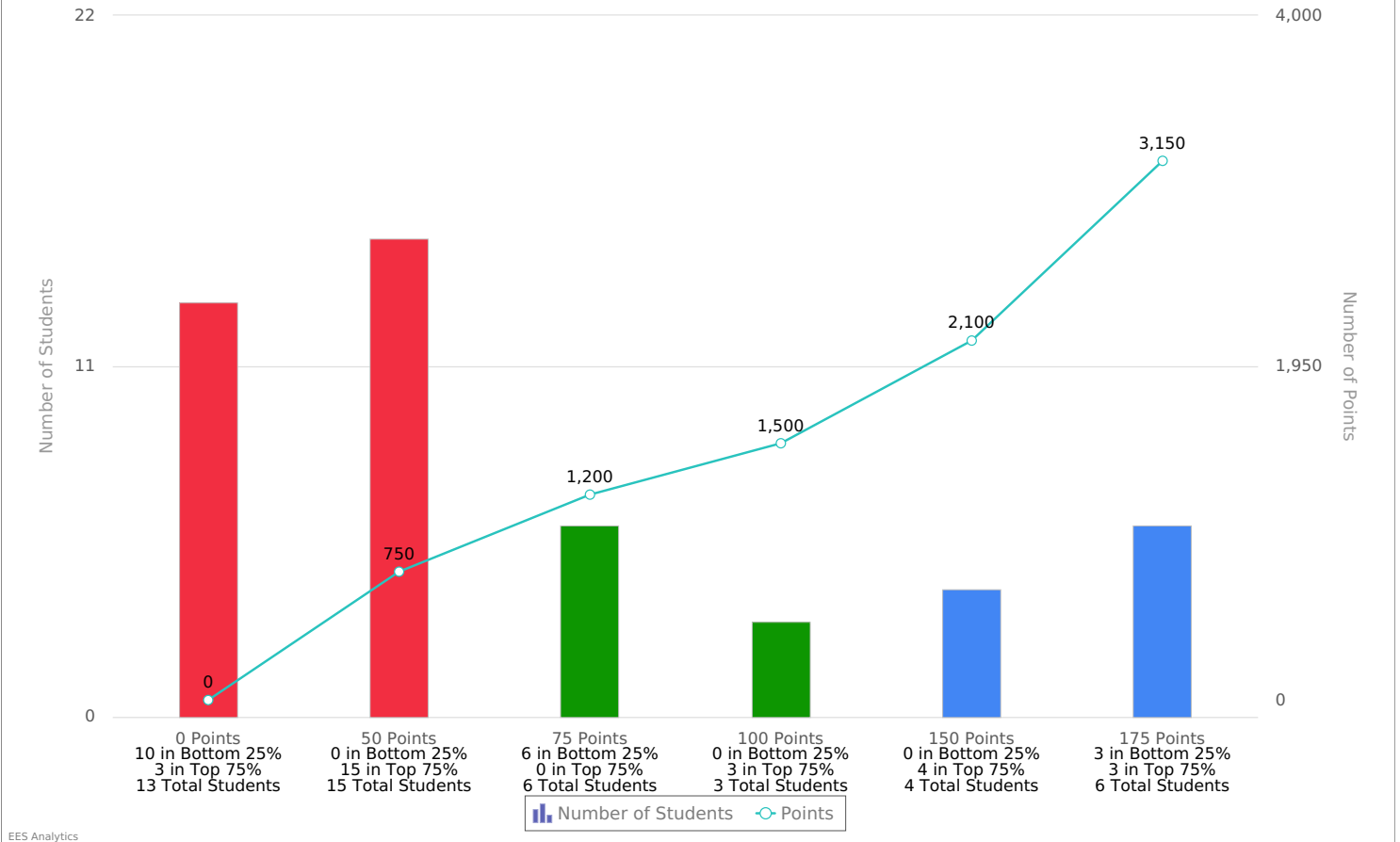


Net Growth Value is calculated by taking the students that were greater than or equal to 50% growth minus the students that were below 50% growth.

Year	50th Percentile or Above	Below 50th Percentile	Net Growth Value
2018	11	30	-19 Net Growth Value
2019	9	37	-28 Net Growth Value

Eminence Jr-Sr High School

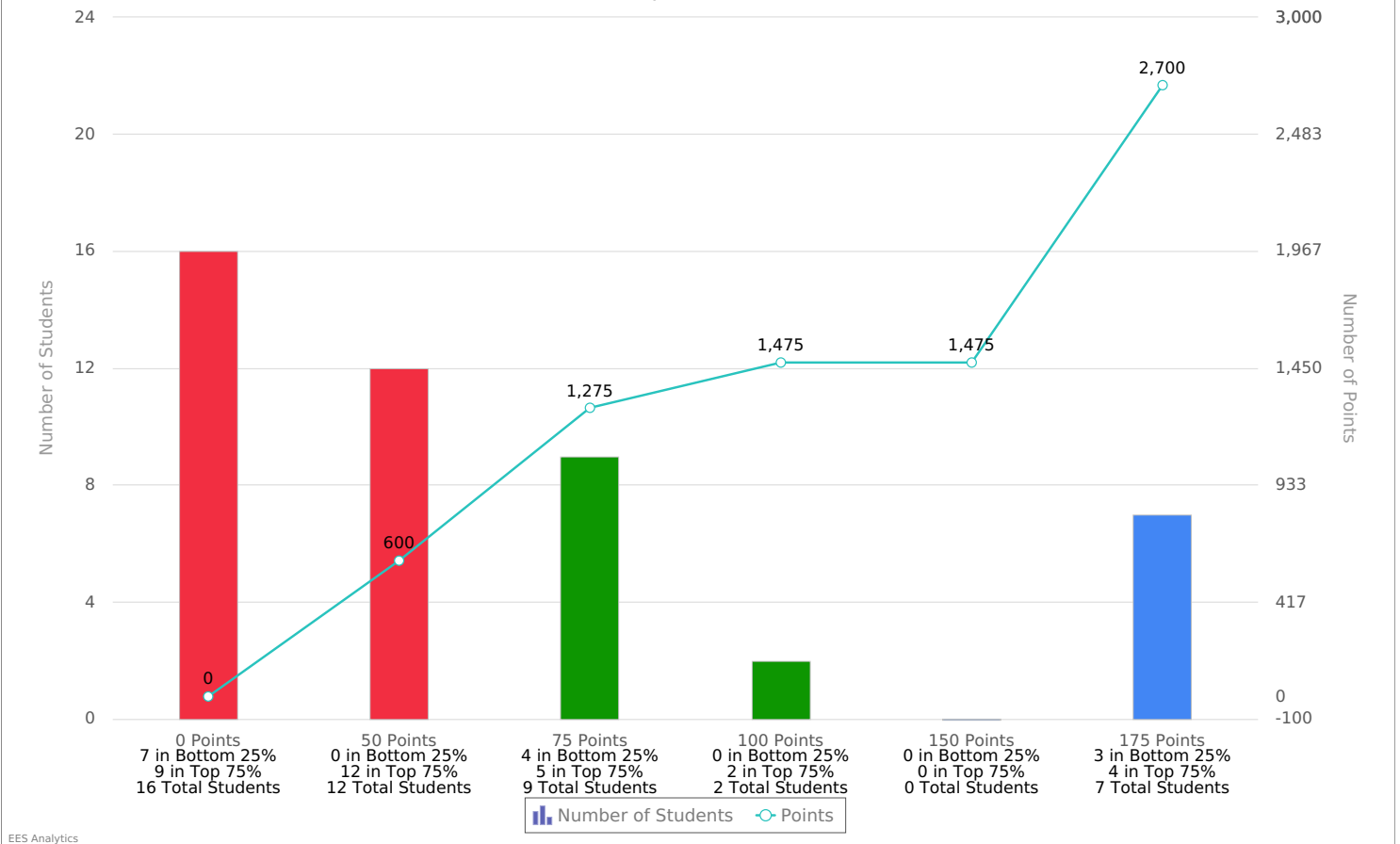
ELA Growth points (FRL) in 2019



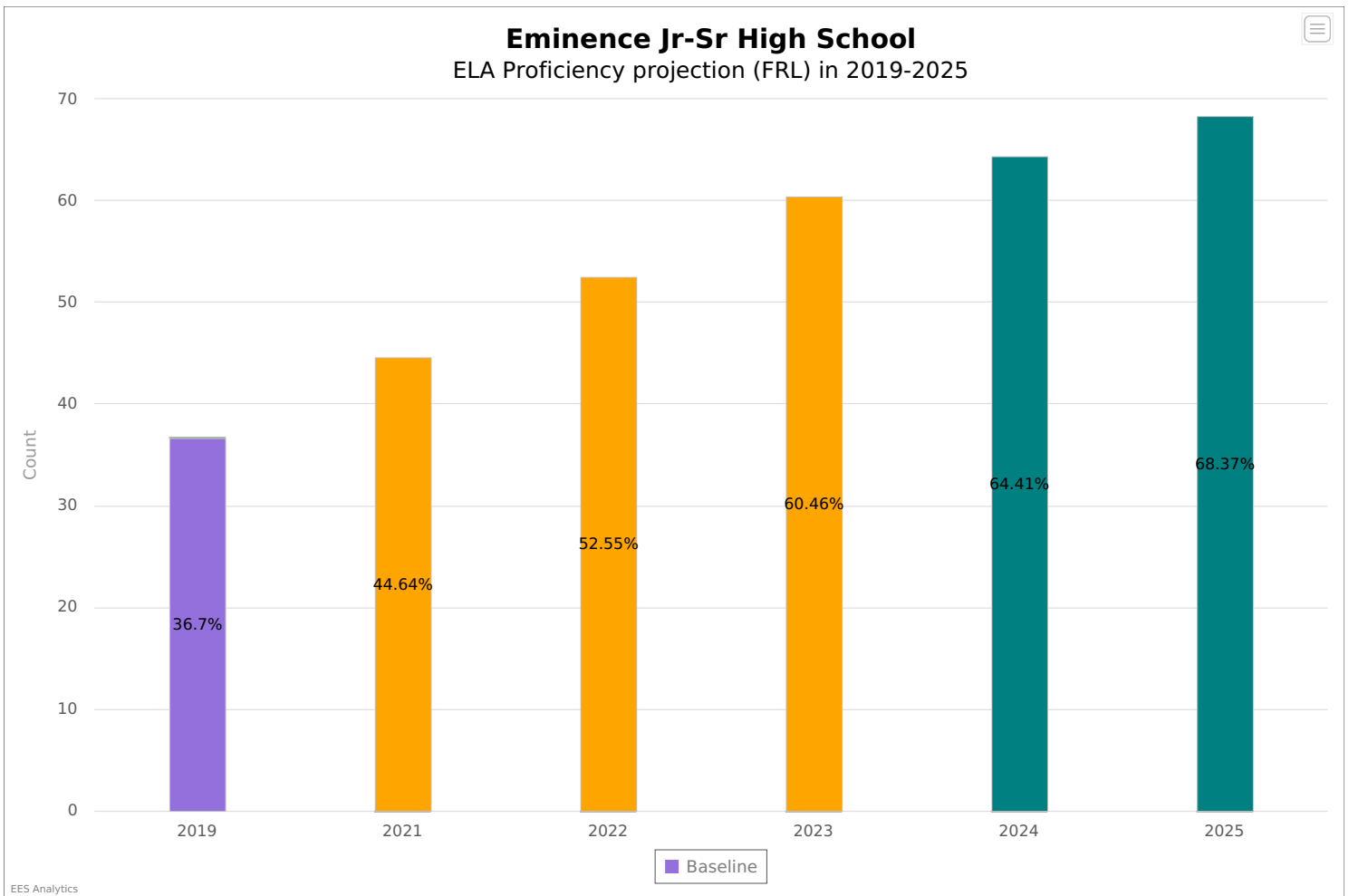
You received a total of **975 growth points** from your bottom 25% student group. That is a mean of **51.32 growth points** for the bottom 25% student group. You received a total of **2,175 growth points** from your top 75% student group. That is a mean of **77.68 growth points** for the top 75% student group. Overall, you received a growth score of **64.5 growth points per student**.

Eminence Jr-Sr High School

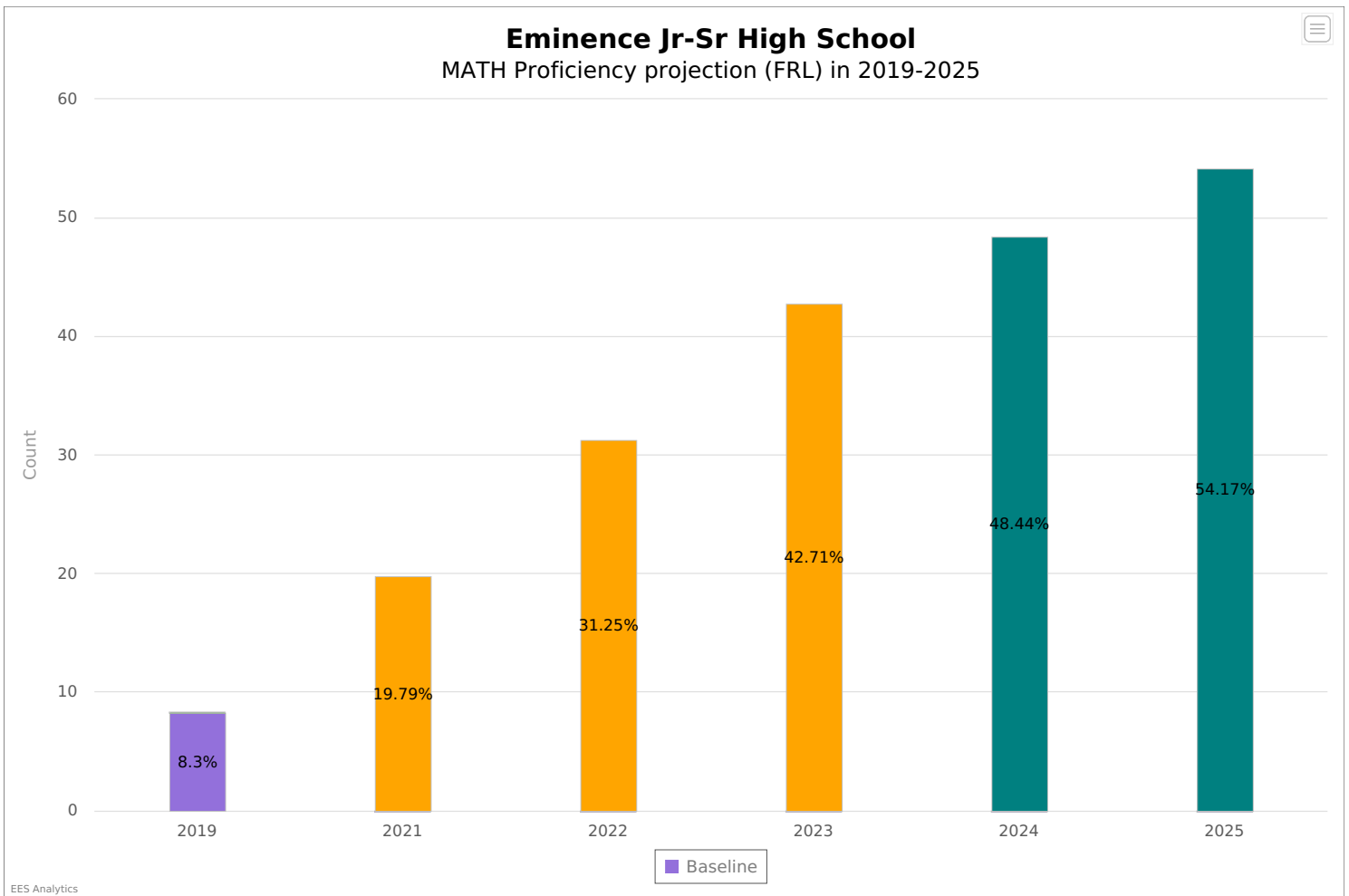
MATH Growth points (FRL) in 2019



You received a total of **825 growth points** from your bottom 25% student group. That is a mean of **58.93 growth points** for the bottom 25% student group. You received a total of **1,875 growth points** from your top 75% student group. That is a mean of **58.59 growth points** for the top 75% student group. Overall, you received a growth score of **58.76 growth points per student**.



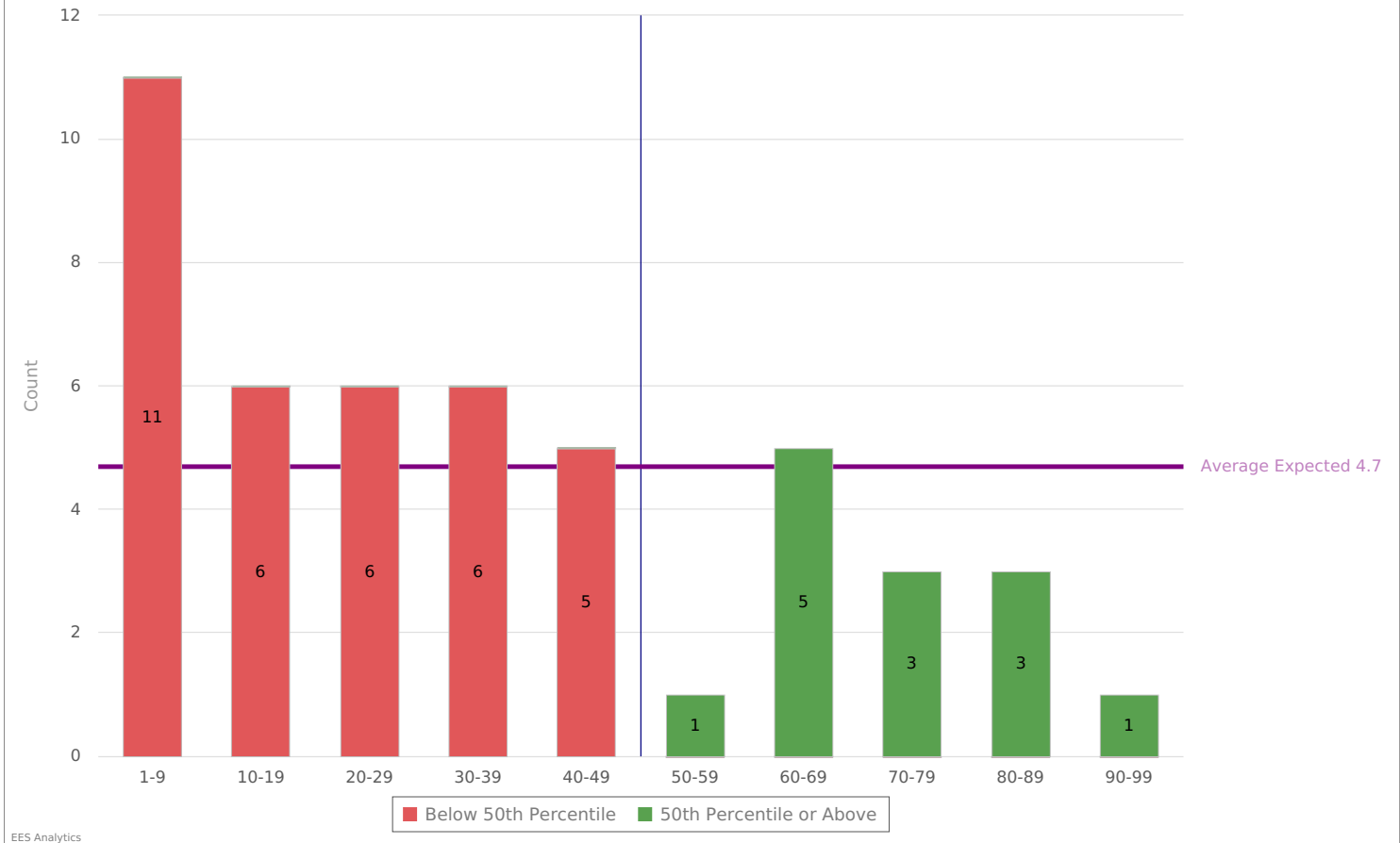
As of 2019, 36.7% of the students passed the ELA state standardized test. The goal under the Indiana ESSA plan is to reduce the number of students not passing by half over a five-year period. To make progress towards this goal by 2022, your pass rate would have to increase by 23.7%. Ultimately, to meet this ambitious goal, it would require an overall 31.6% increase in students passing by 2024. (There was no testing done in 2020)



As of 2019, 8.3% of the students passed the MATH state standardized test. The goal under the Indiana ESSA plan is to reduce the number of students not passing by half over a five-year period. To make progress towards this goal by 2022, your pass rate would have to increase by 34.4%. Ultimately, to meet this ambitious goal, it would require an overall 45.8% increase in students passing by 2024. (There was no testing done in 2020)

Eminence Jr-Sr High School

ELA Growth percentile distribution (FRL) in 2019

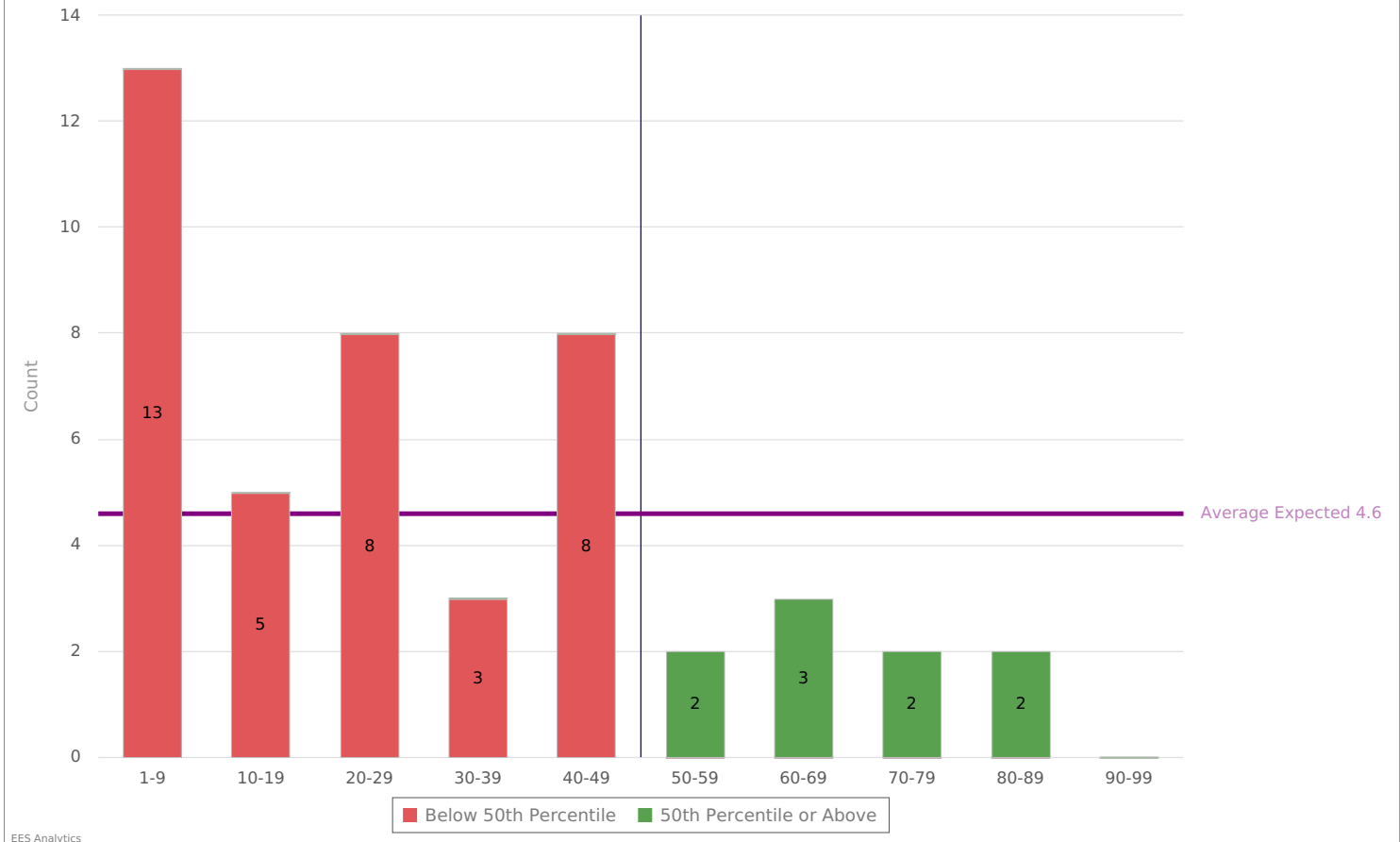


The mean growth percentile of this group is 35.2% and the standard deviation is 26.3. In 2019, there was 72.3% of students that did not meet the 50th percentile of growth, meaning they failed to make 1-year of growth compared to their peers. Throughout the state, 50% of the students would meet that designation, however your student performance demonstrated 22.3% more.

- There was a high percentage of students in the bottom three percentile ranges, 48.9% (total of 1-9, 10-19, and 20-29). It was expected to be around 40% but your student performance had 8.9% more than expected in these lowest performance ranges.

Eminence Jr-Sr High School

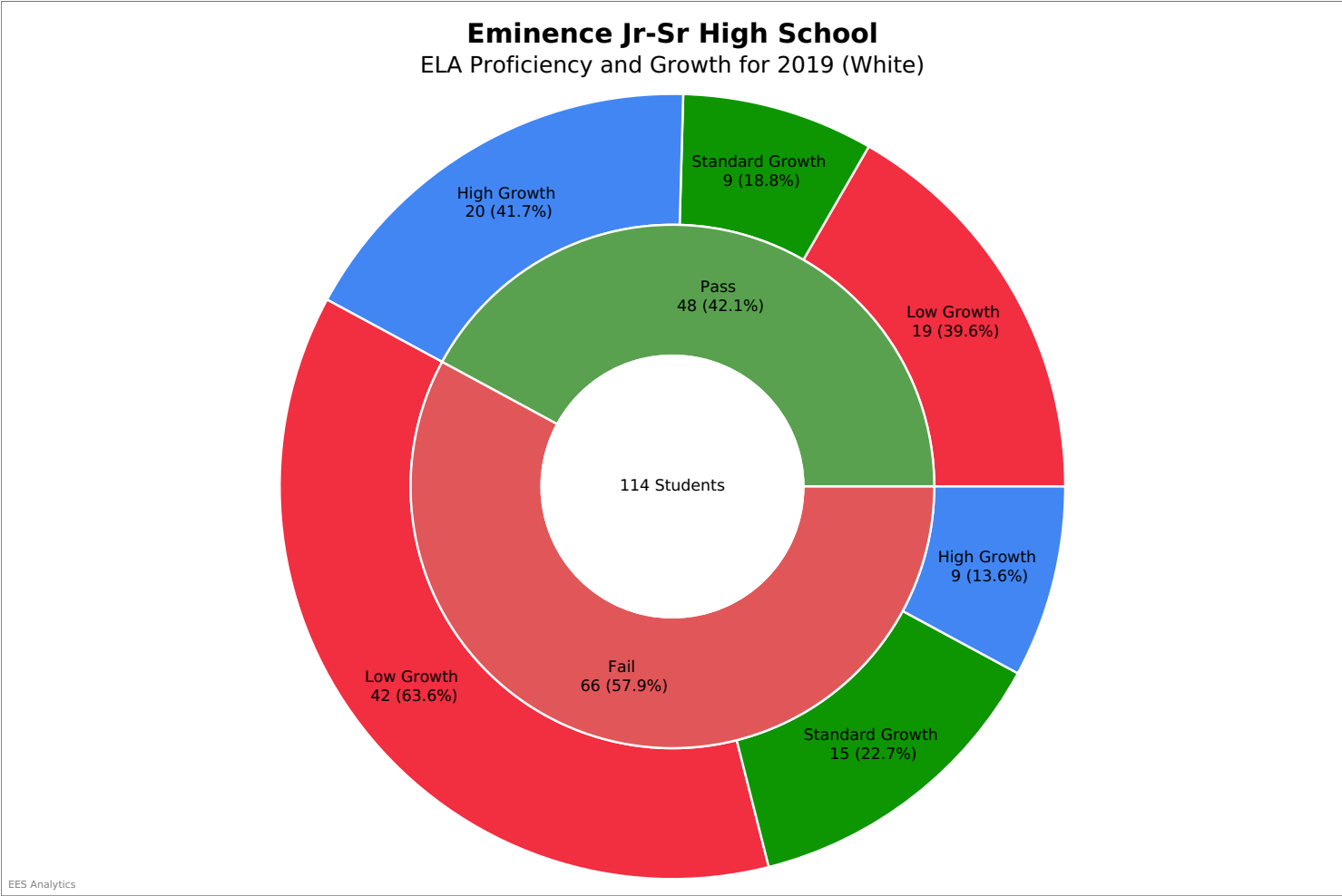
MATH Growth percentile distribution (FRL) in 2019



The mean growth percentile of this group is 30.7% and the standard deviation is 24.8. In 2019, there was 80.4% of students that did not meet the 50th percentile of growth, meaning they failed to make 1-year of growth compared to their peers. Throughout the state, 50% of the students would meet that designation, however your student performance demonstrated 30.4% more.

- There was a high percentage of students in the bottom three percentile ranges, 56.5% (total of 1-9, 10-19, and 20-29). It was expected to be around 40% but your student performance had 16.5% more than expected in these lowest performance ranges.

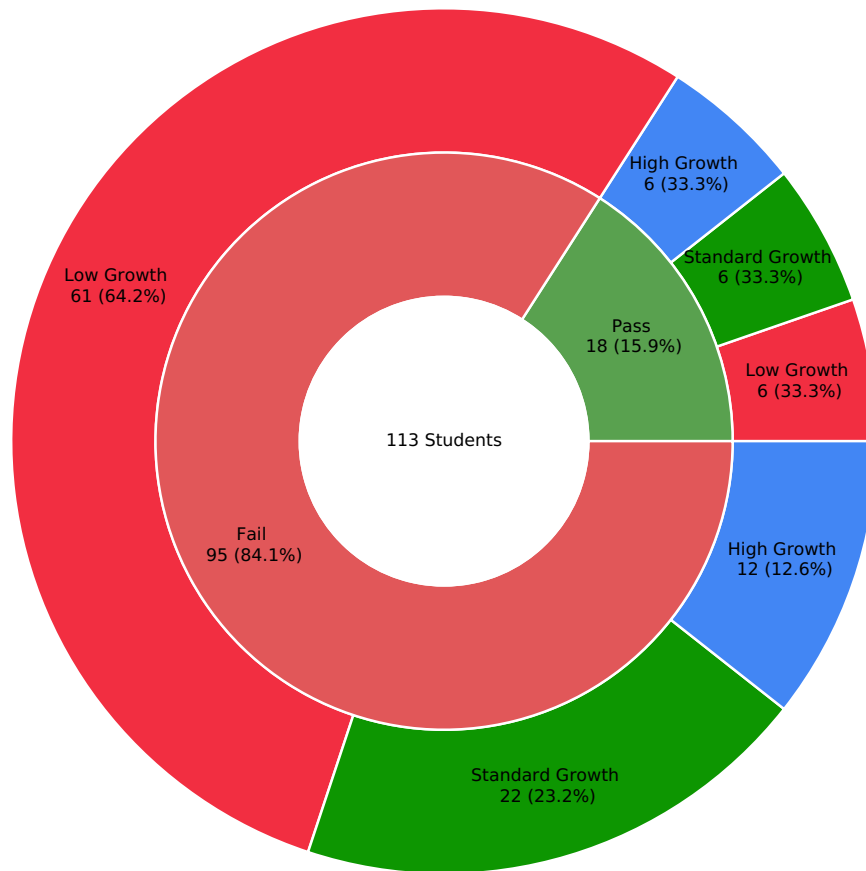
White Group Report for Eminence Jr-Sr High School



Of the 114 students, there were 42.1% who passed and 57.9% who did not pass. Of the students who passed, there were 41.7% demonstrated high growth, 18.8% demonstrated standard growth, and 39.6% demonstrated low growth. For the students who did not pass, there were 13.6% demonstrated high growth, 22.7% demonstrated standard growth, and 63.6% demonstrated low growth.

- + A high percentage of the students who passed were in the high growth category with 41.7%, this indicates that these students had more than one-year growth when compared to their academic peers.
- A high percentage of the students who did not pass were in the low growth category with 63.6%, this indicates that these students had less than one-year growth when compared to their academic peers.

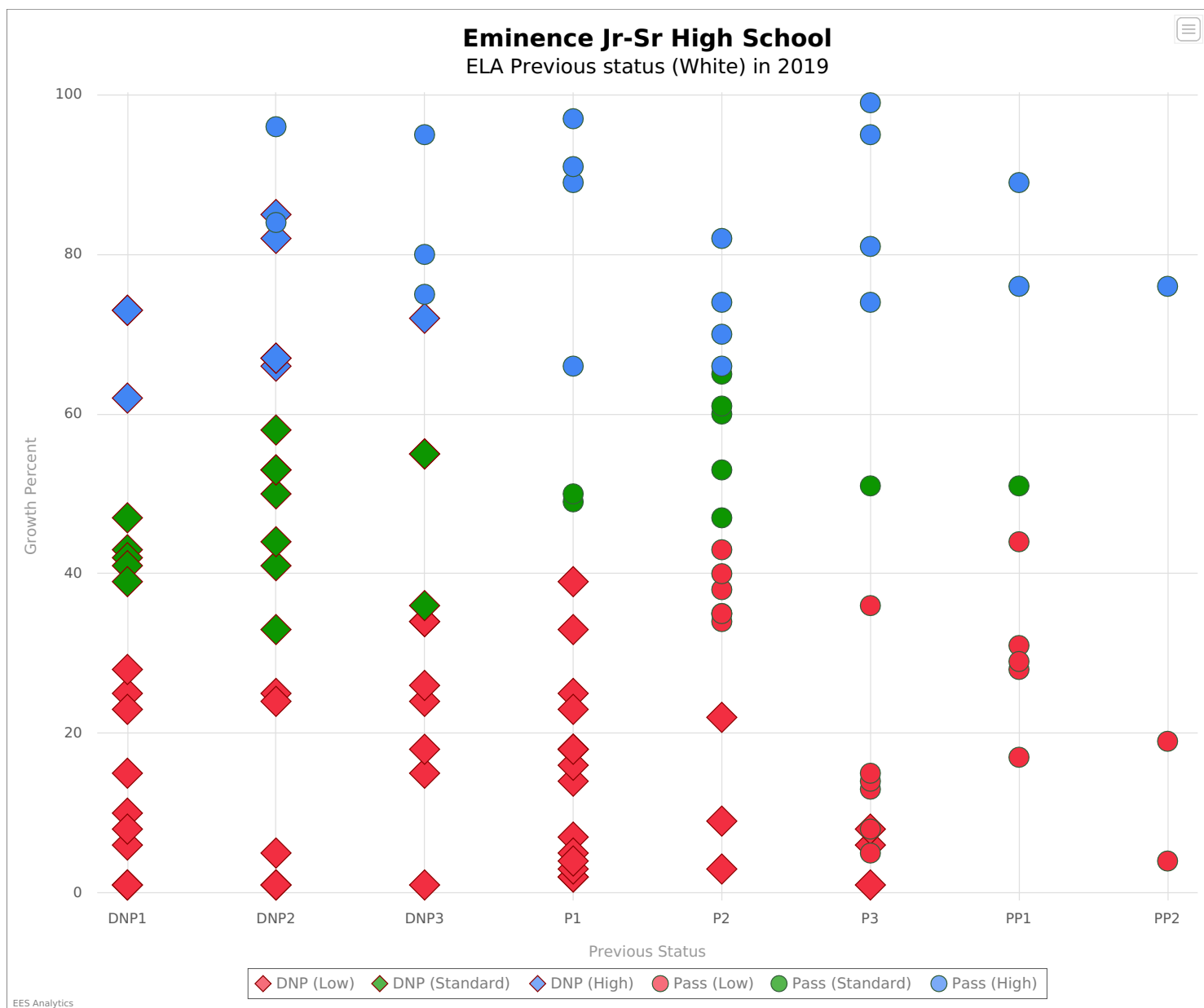
Eminence Jr-Sr High School
MATH Proficiency and Growth for 2019 (White)



EES Analytics

Of the 113 students, there were 15.9% who passed and 84.1% who did not pass. Of the students who passed, there were 33.3% demonstrated high growth, 33.3% demonstrated standard growth, and 33.3% demonstrated low growth. For the students who did not pass, there were 12.6% demonstrated high growth, 23.2% demonstrated standard growth, and 64.2% demonstrated low growth.

- A high percentage of the students who did not pass were in the low growth category with 64.2%, this indicates that these students had less than one-year growth when compared to their academic peers.



There were 61 students in the low growth category, which accounts for 53.5%. More specifically, of the students who did not pass the previous year, 42.0% fell into the low growth category meaning they fell even further behind their peers by achieving less than one year of growth.

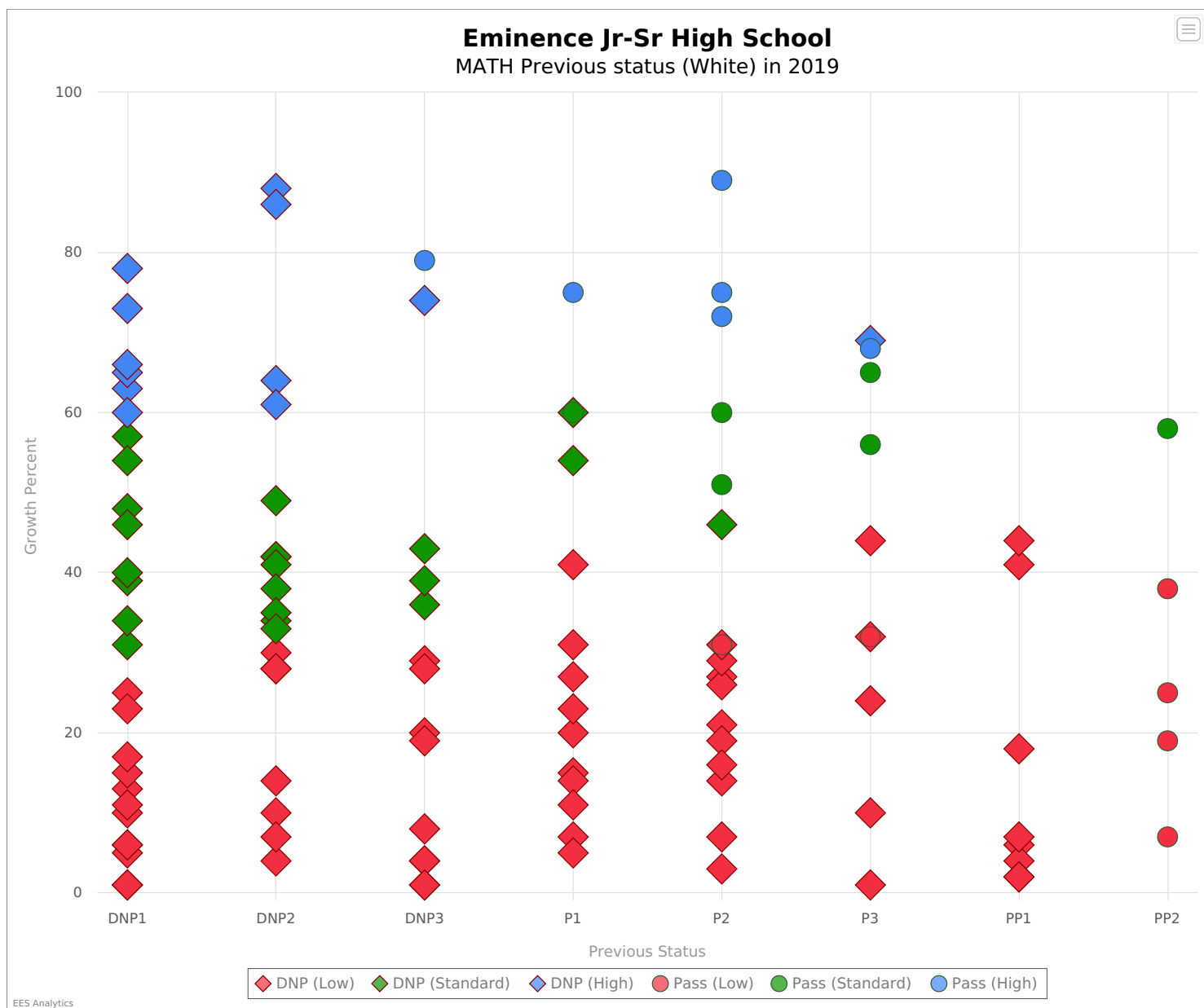
There were 24 students in the standard growth category, which accounts for 21.1%.

There were 29 students in the high growth category, which accounts for 25.4%. More specifically, of last year's students who did not pass, 28.0% attained the high growth meaning they gained ground on their peers and achieved more than one year's growth.

Those students nearest the cut scores (DNP3 and P1) had 62.9% in low growth and 22.9% in high growth. The net growth value (number of high growth students minus low growth students) was -30.

There were **21 students**, 18.4% of the total students, who received **0 points** on the growth accountability measure. Every student receiving a zero substantially impacts your growth calculation and demonstrates that these students are not progressing academically.

- The students furthest behind grade level proficiency (DNP1) only had 17.6% in the high growth category. This indicates not enough students in this category are surpassing a year of growth, which would be needed if they are going to catch their peers.
- There were 64.0% of your highest performing students (P3, PP1, & PP2) that fell in the low growth category. This indicates these students did not demonstrate at least a year of growth and may not be receiving the exposure to academic rigor and opportunities for enrichment needed to grow academically.



There were 67 students in the low growth category, which accounts for 59.3%. More specifically, of the students who did not pass the previous year, 47.5% fell into the low growth category meaning they fell even further behind their peers by achieving less than one year of growth.

There were 28 students in the standard growth category, which accounts for 24.8%.

There were 18 students in the high growth category, which accounts for 15.9%. More specifically, of last year's students who did not pass, 20.3% attained the high growth meaning they gained ground on their peers and achieved more than one year's growth.

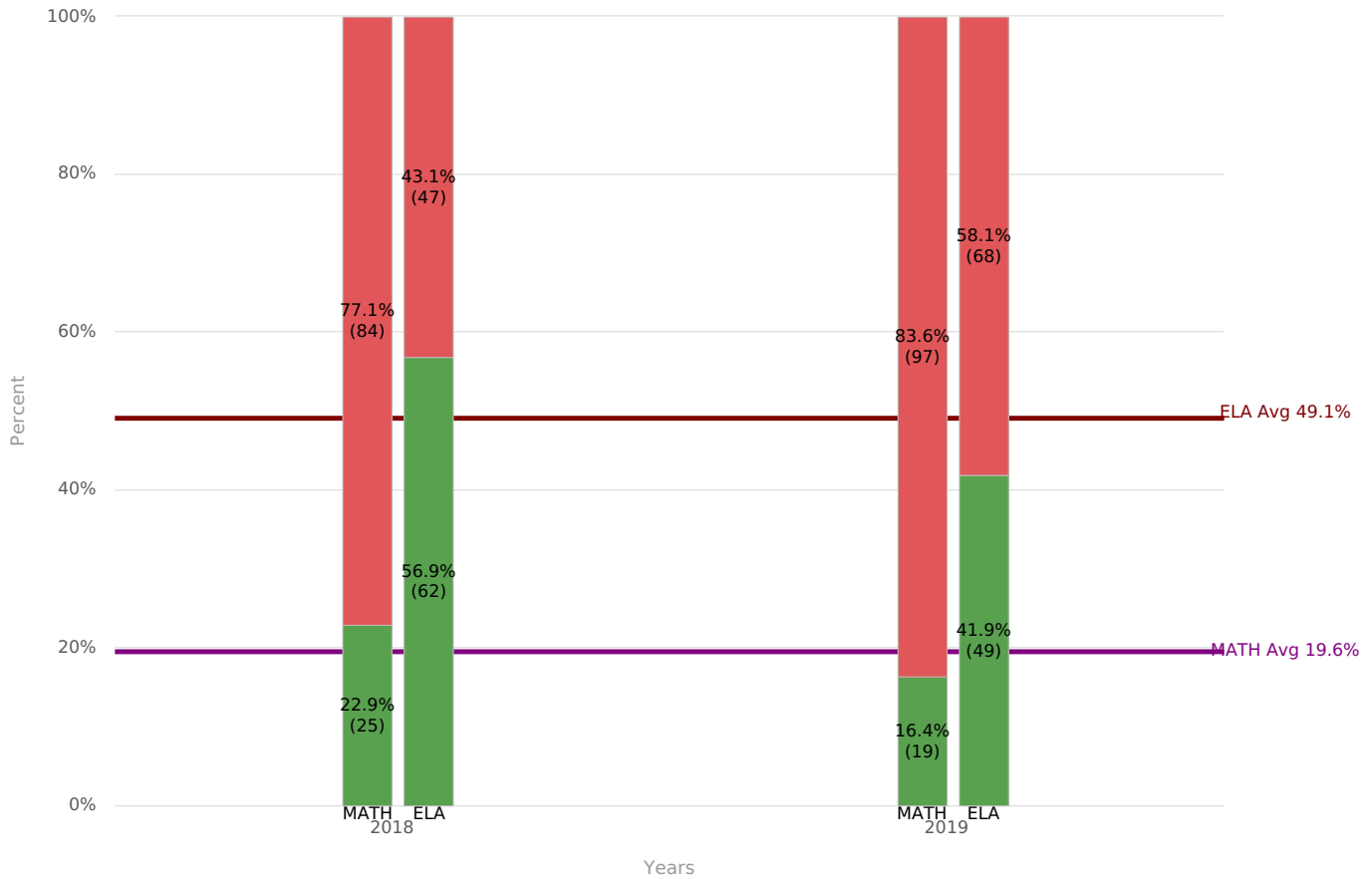
Those students nearest the cut scores (DNP3 and P1) had 67.9% in low growth and 10.7% in high growth. The net growth value (number of high growth students minus low growth students) was -57.

There were **28 students**, 24.8% of the total students, who received **0 points** on the growth accountability measure. Every student receiving a zero substantially impacts your growth calculation and demonstrates that these students are not progressing academically.

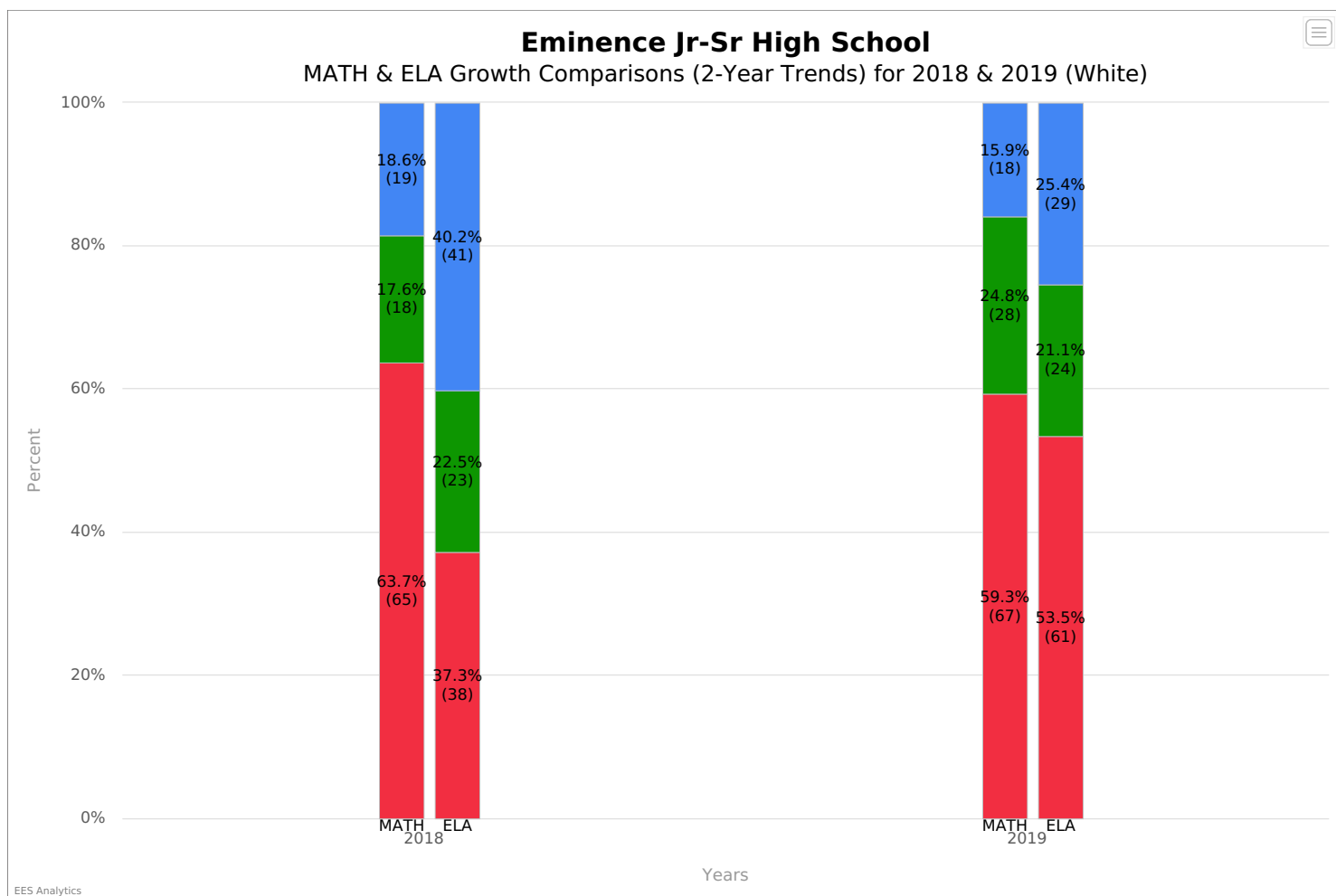
- The students furthest behind grade level proficiency (DNP1) only had 23.1% in the high growth category. This indicates not enough students in this category are surpassing a year of growth, which would be needed if they are going to catch their peers.
- There were 78.3% of your highest performing students (P3, PP1, & PP2) that fell in the low growth category. This indicates these students did not demonstrate at least a year of growth and may not be receiving the exposure to academic rigor and opportunities for enrichment needed to grow academically.

Eminence Jr-Sr High School

MATH & ELA Proficiency Comparisons (2-Year Trends) for 2018 & 2019 (White)

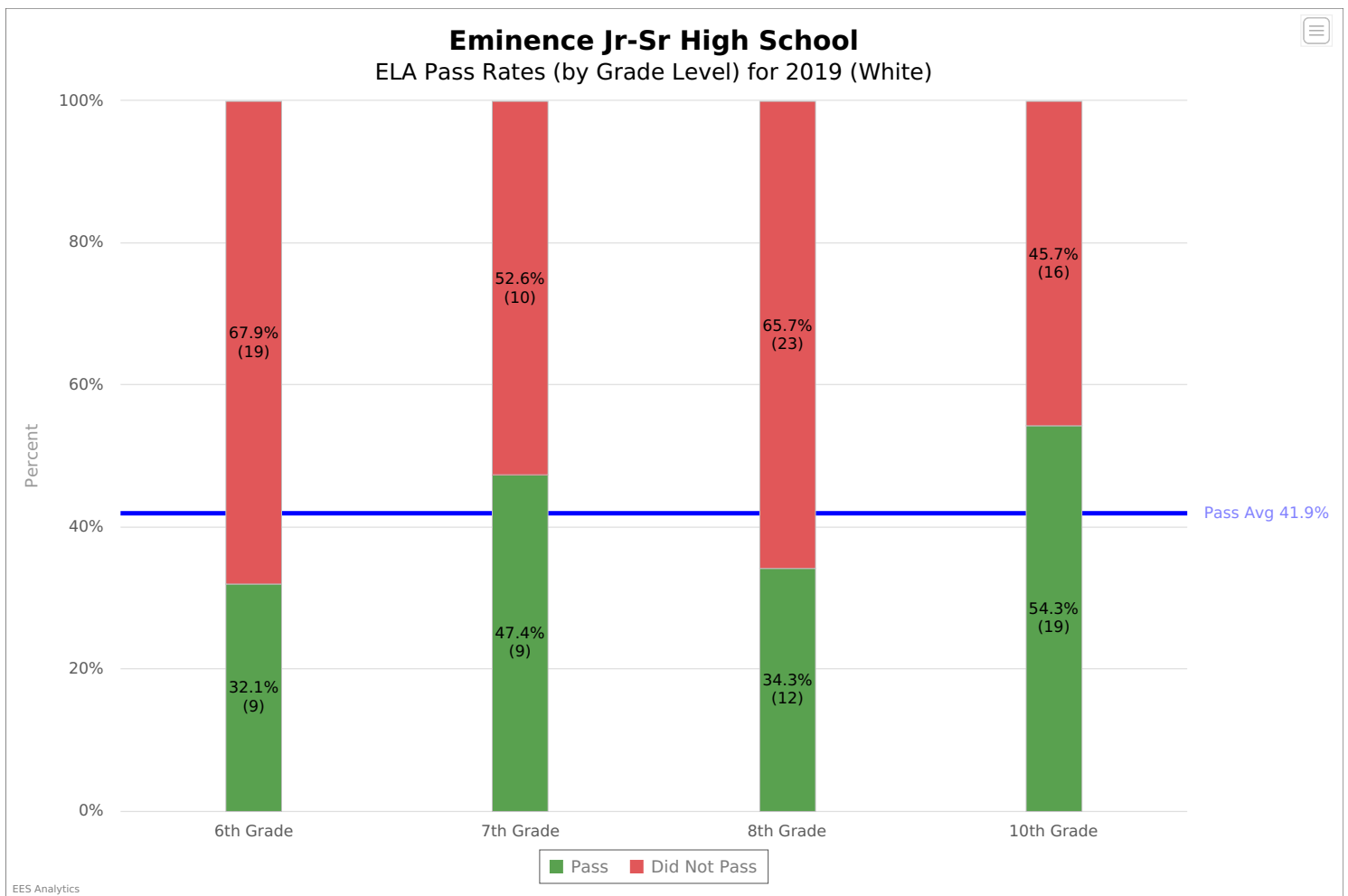


On average, 19.6% of students have passed the Math test for the last 2 years. In the last 1 years, Math has had a -6.6 percentage points change. On average, 49.1% of students have passed the ELA test for the last 2 years. In the last 1 years, ELA has had a -15.0 percentage points change. Students have achieved higher pass rates in ELA than Math by 29.6% on average over the past three years.



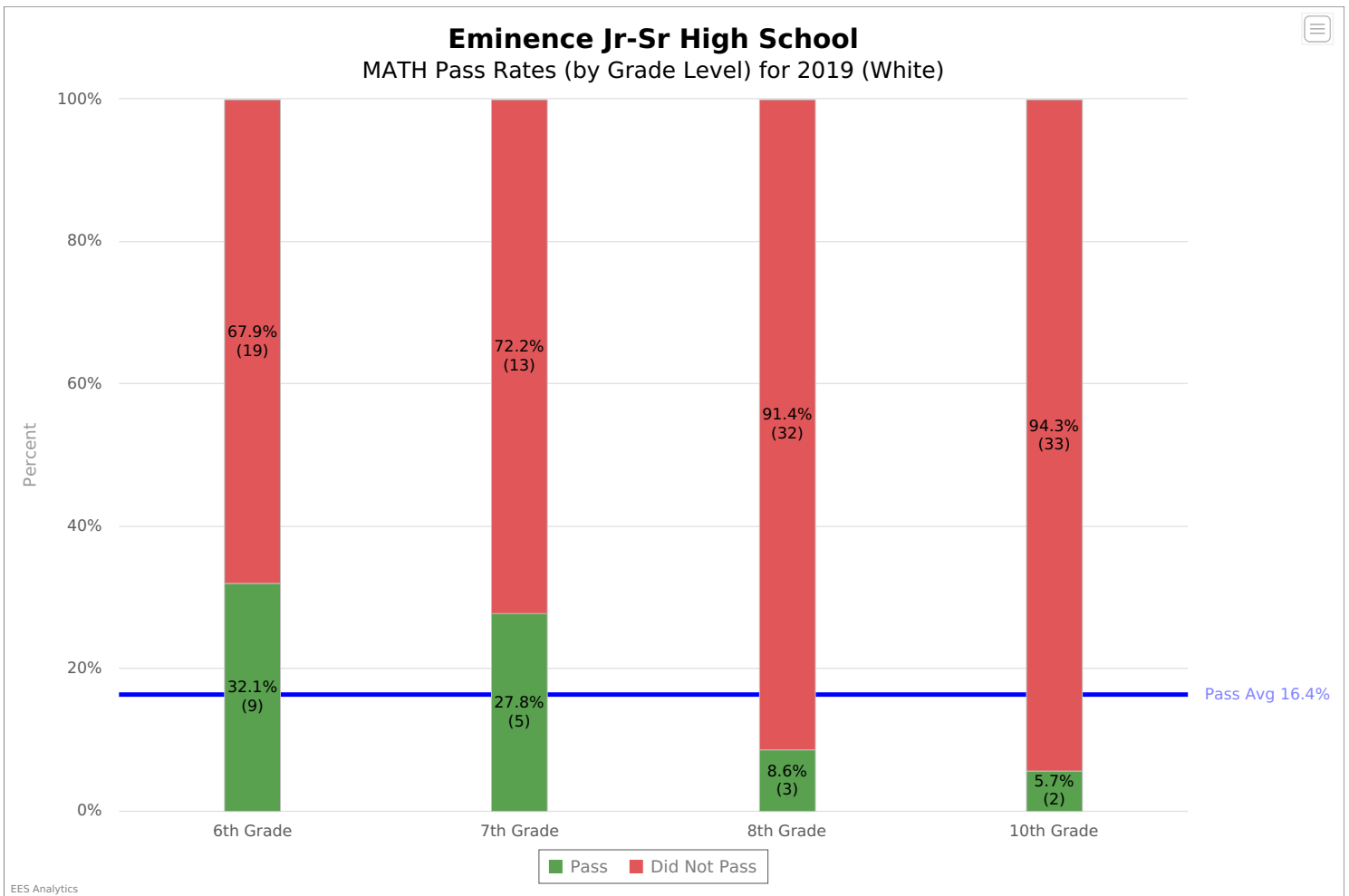
On average, 61.4% of students have demonstrated low growth on the MATH test over the last 2 years. On average, 17.2% of students have demonstrated high growth on the MATH test over the last 2 years. Over the last 1 years, the percentage of students in low growth for MATH has decreased by 4.4. Over the last 1 years, the percentage of students in high growth for MATH has decreased by 2.7.

On average, 45.8% of students have demonstrated low growth on the ELA test over the last 2 years. On average, 32.4% of students have demonstrated high growth on the ELA test over the last 2 years. Over the last 1 years, the percentage of students in low growth for ELA has increased by 16.3. Over the last 1 years, the percentage of students in high growth for ELA has decreased by 14.8.



The 10th grade had the highest percentage of students passing. This grade level was 12.4 percentage points above the average passing percentage for the school. The 6th grade had the lowest percentage of student passing. This grade level was 9.7 percentage points below the average passing percentage for the building. There is a 22.1 percentage point spread between the highest and lowest passing percentage.

- + If all grade levels were performing at the level of the 10th grade next year, then the building would make significant progress in closing the achievement gap (decreasing the number of students not passing by half within five years) as they would have a 12.4% increase over current passing rates, which would be 6.6% higher than the projected 5.8% increase needed to be on track to closing the achievement gap.



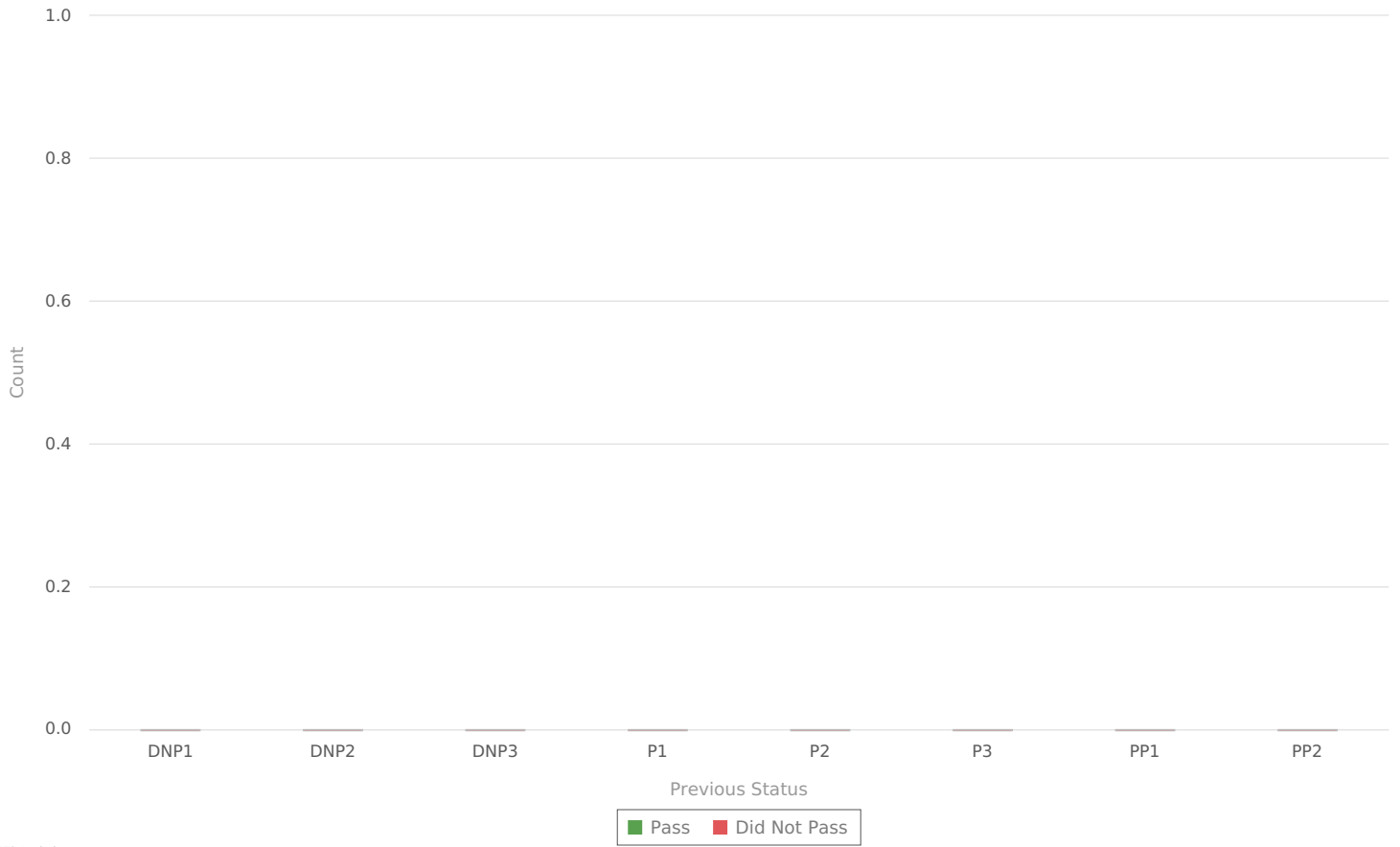
The 6th grade had the highest percentage of students passing. This grade level was 15.8 percentage points above the average passing percentage for the school. The 10th grade had the lowest percentage of student passing. This grade level was 10.7 percentage points below the average passing percentage for the building. There is a 26.4 percentage point spread between the highest and lowest passing percentage.

- + If all grade levels were performing at the level of the 6th grade next year, then the building would make significant progress in closing the achievement gap (decreasing the number of students not passing by half within five years) as they would have a 15.8% increase over current passing rates, which would be 7.4% higher than the projected 8.4% increase needed to be on track to closing the achievement gap.

Eminence Jr-Sr High School



2019 ELA Proficiency by Academic Peer Groups from Previous Year (White)

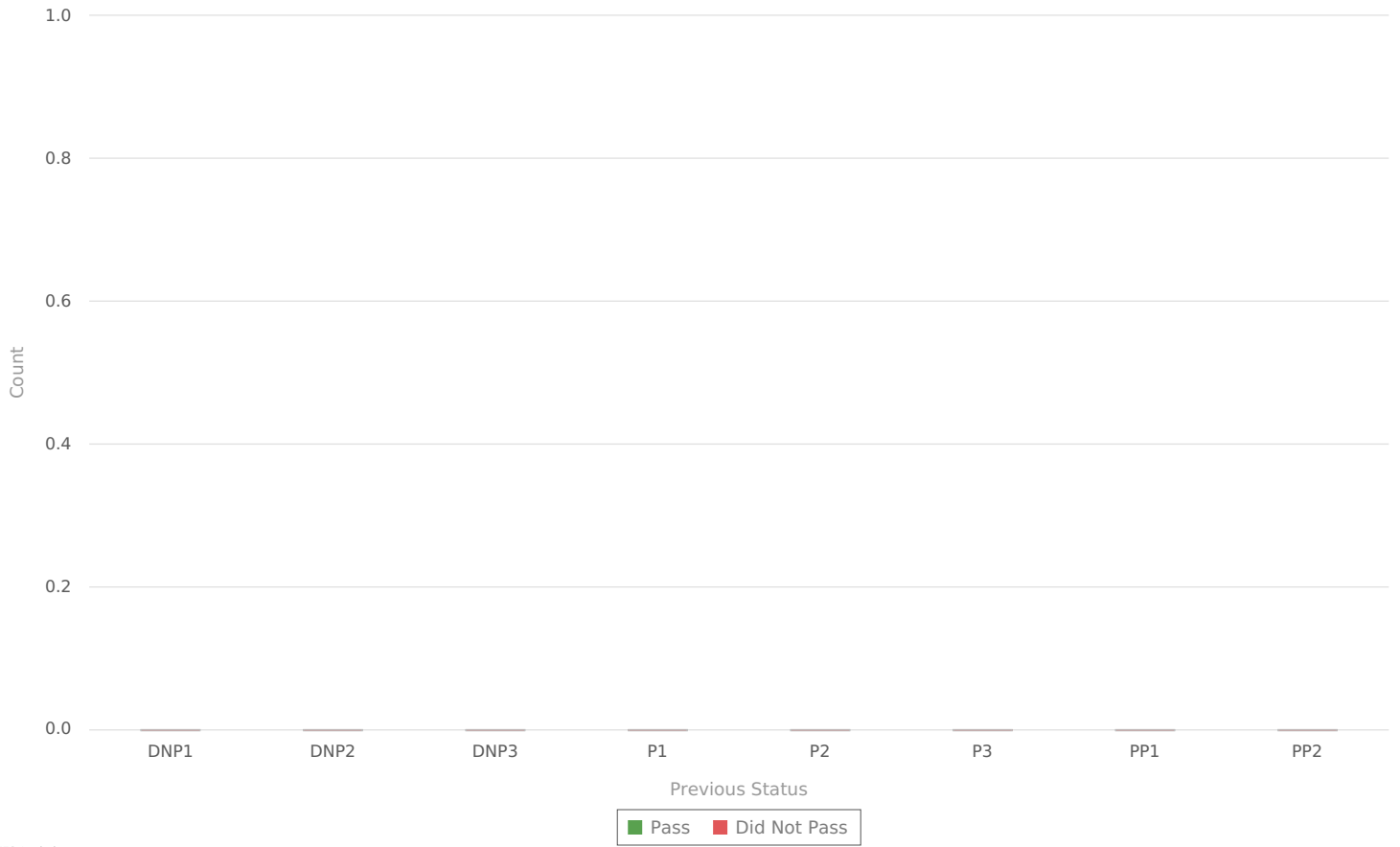


EES Analytics

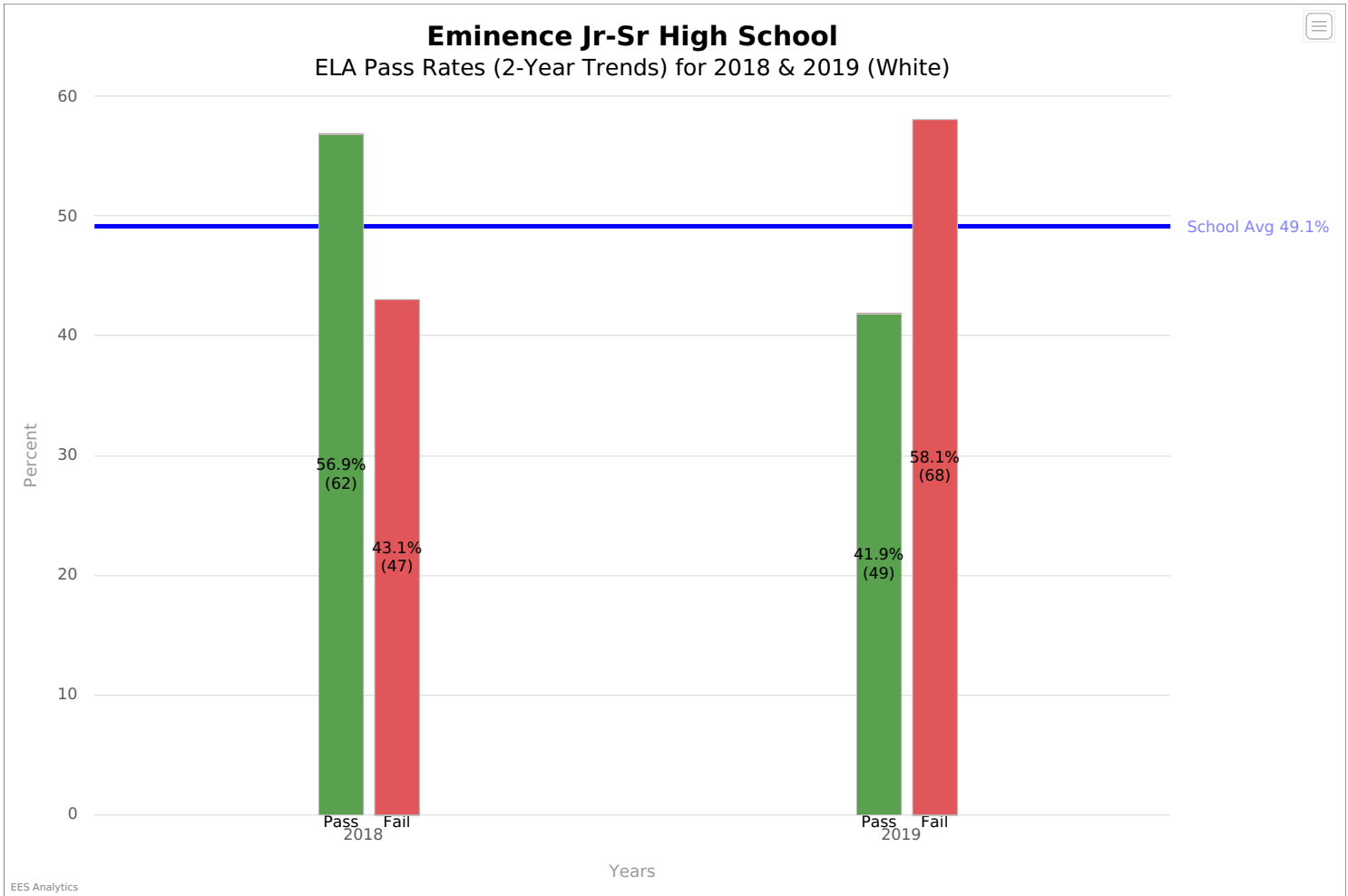
Eminence Jr-Sr High School



2019 MATH Proficiency by Academic Peer Groups from Previous Year (White)



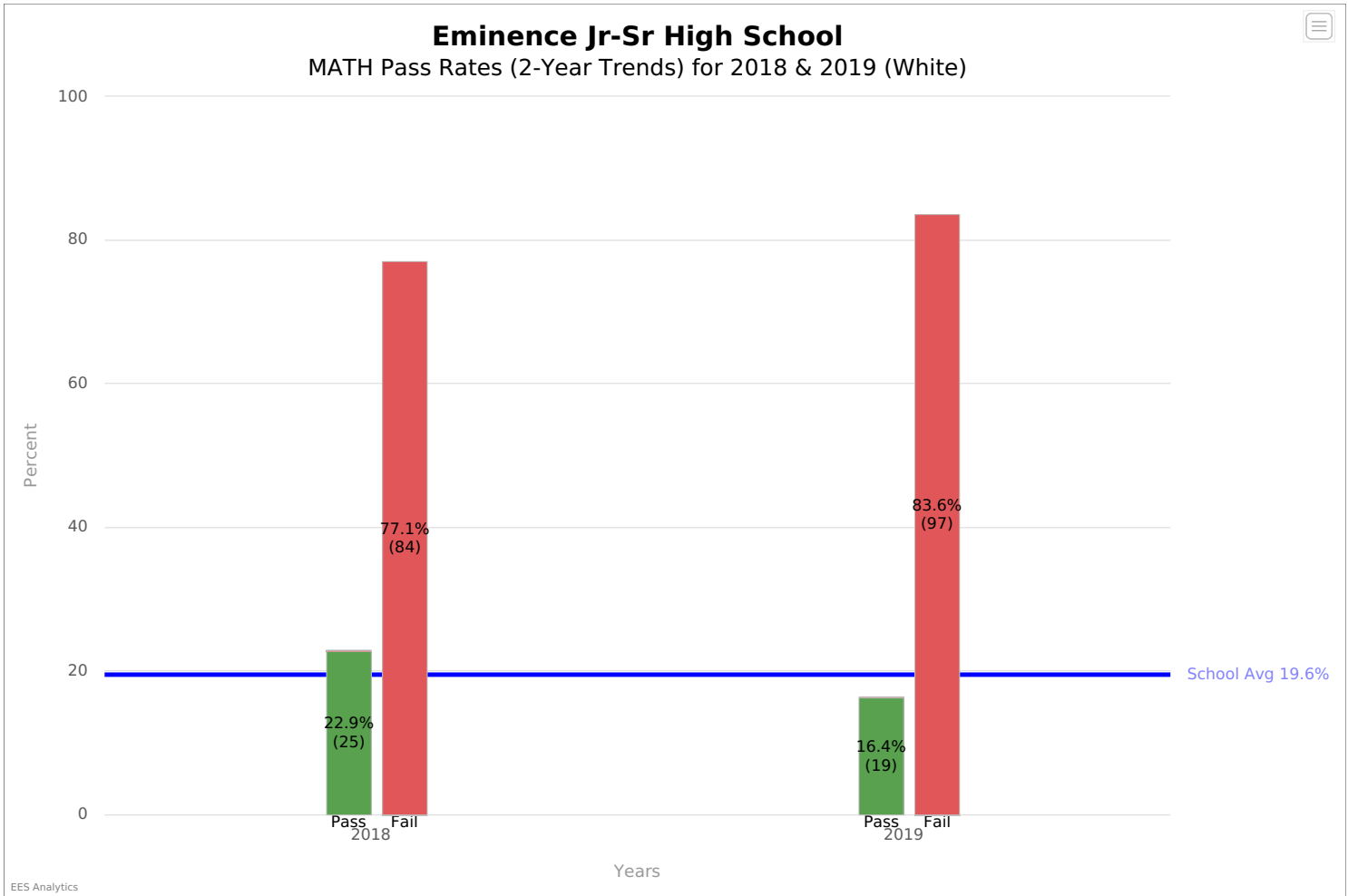
EES Analytics



This indicates a pass rate change of -15.0 percentage points over the last year. To make significant progress in closing the achievement gap in the next five years (decreasing the number of students not passing by half within five years), you would need a 29.1% increase from your current passing rate. That is an annual increase of 5.8%.

Difference between school and

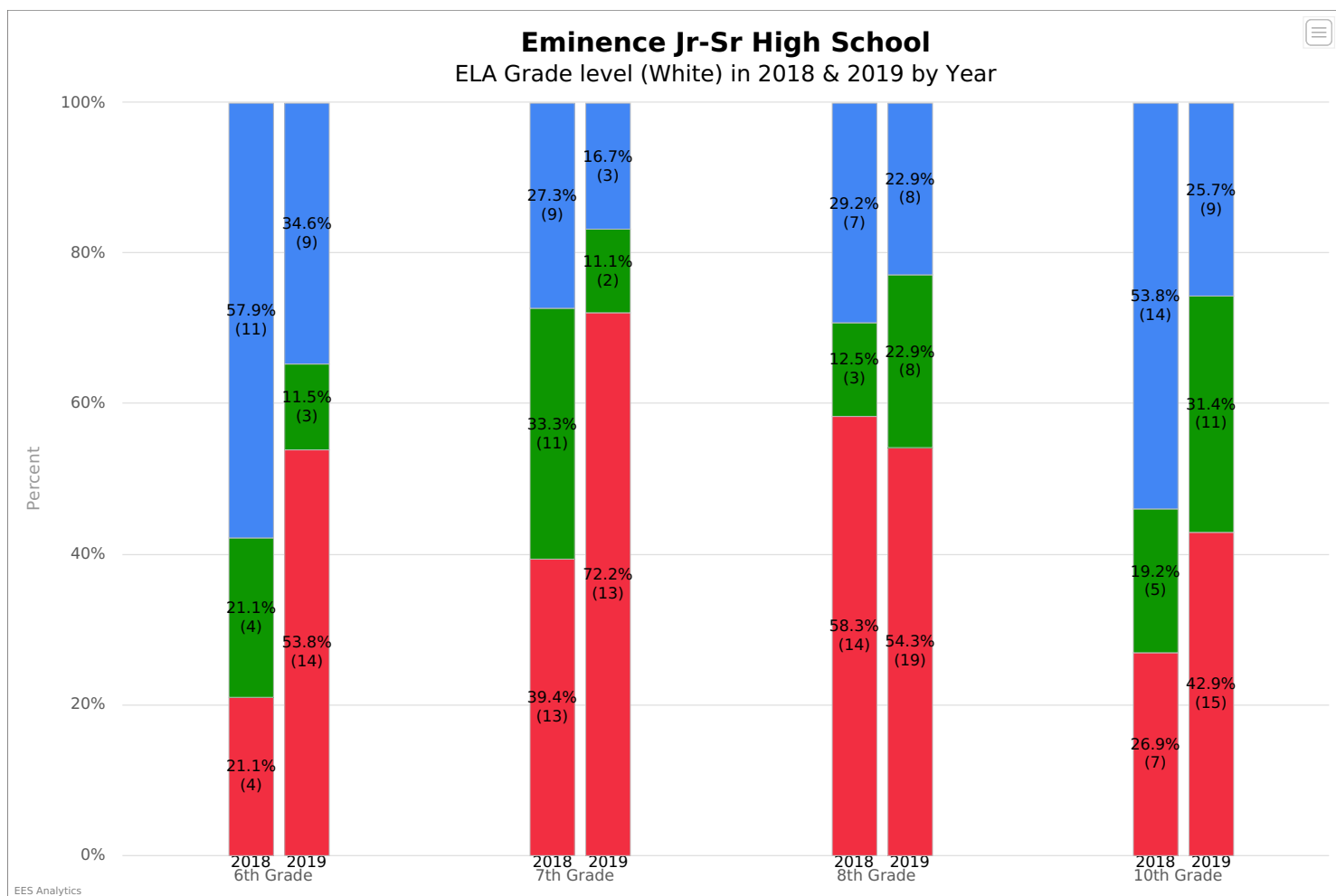
State Average
-11.3%



This indicates a pass rate change of -6.6 percentage points over the last year. To make significant progress in closing the achievement gap in the next five years (decreasing the number of students not passing by half within five years), you would need a 41.8% increase from your current passing rate. That is an annual increase of 8.4%.

Difference between school and

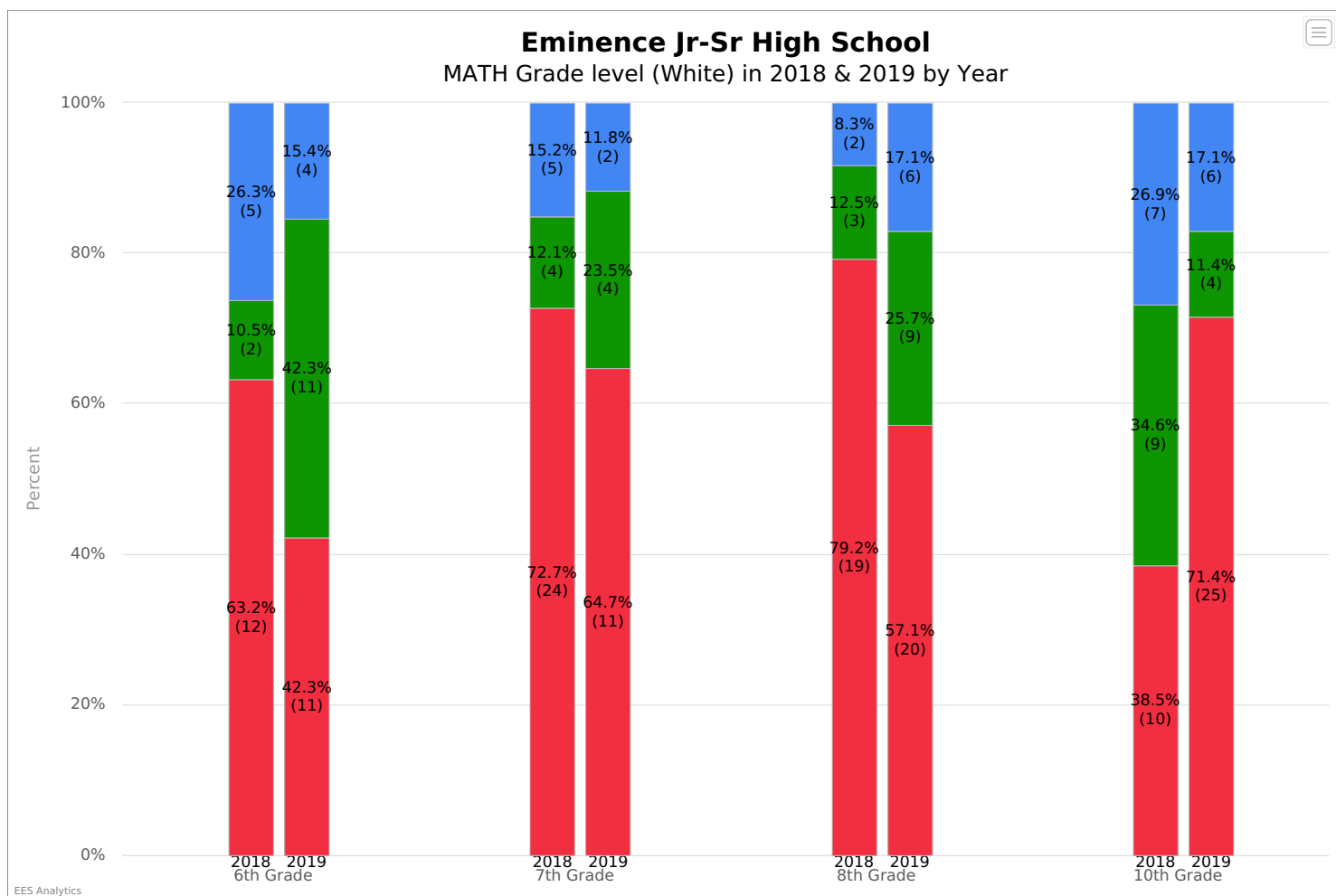
State Average
-27.3%



The percentage of students in low growth has gone from 37.3% to 53.5%. This is a change of 16.3% over the last year.

The percentage of students in standard growth has gone from 22.5% to 21.1%. This is a change of -1.5% over the last year.

The percentage of students in high growth has gone from 40.2% to 25.4%. This is a change of -14.8% over the last year.



The percentage of students in low growth has gone from 63.7% to 59.3%. This is a change of -4.4% over the last year.

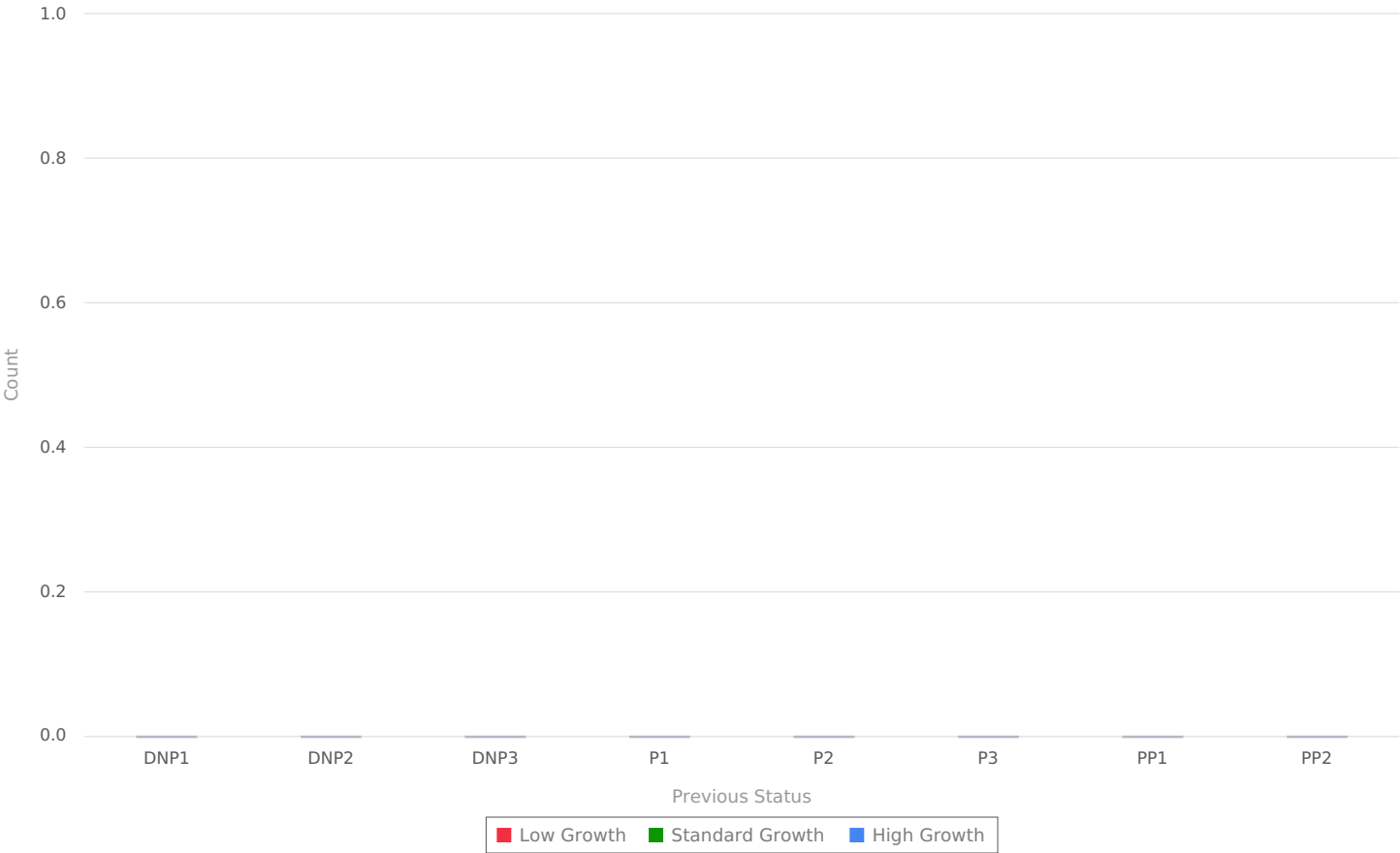
The percentage of students in standard growth has gone from 17.6% to 24.8%. This is a change of 7.1% over the last year.

The percentage of students in high growth has gone from 18.6% to 15.9%. This is a change of -2.7% over the last year.

Eminence Jr-Sr High School



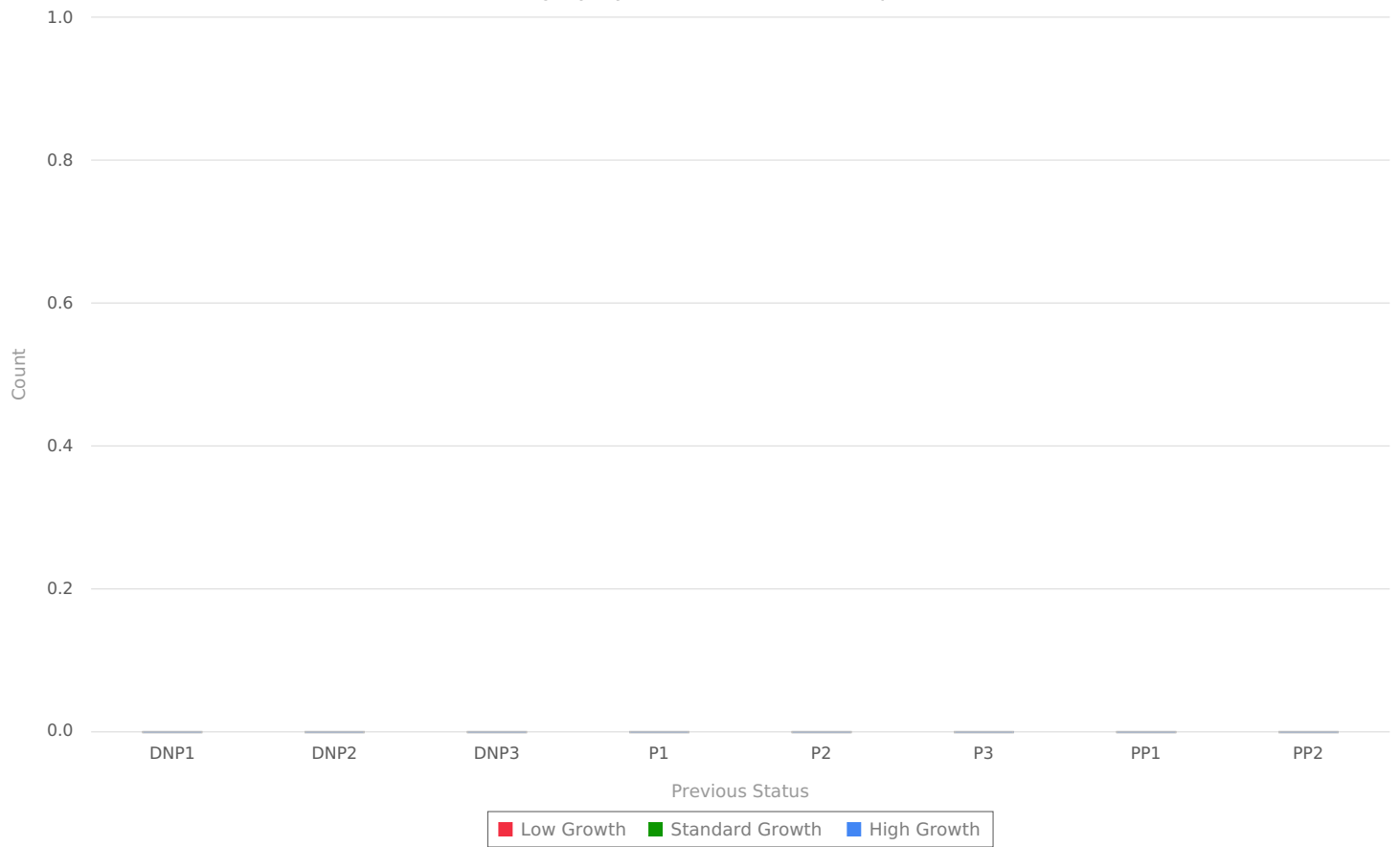
2019 ELA Growth Category by Academic Peer Groups from Previous Year (White)



Eminence Jr-Sr High School



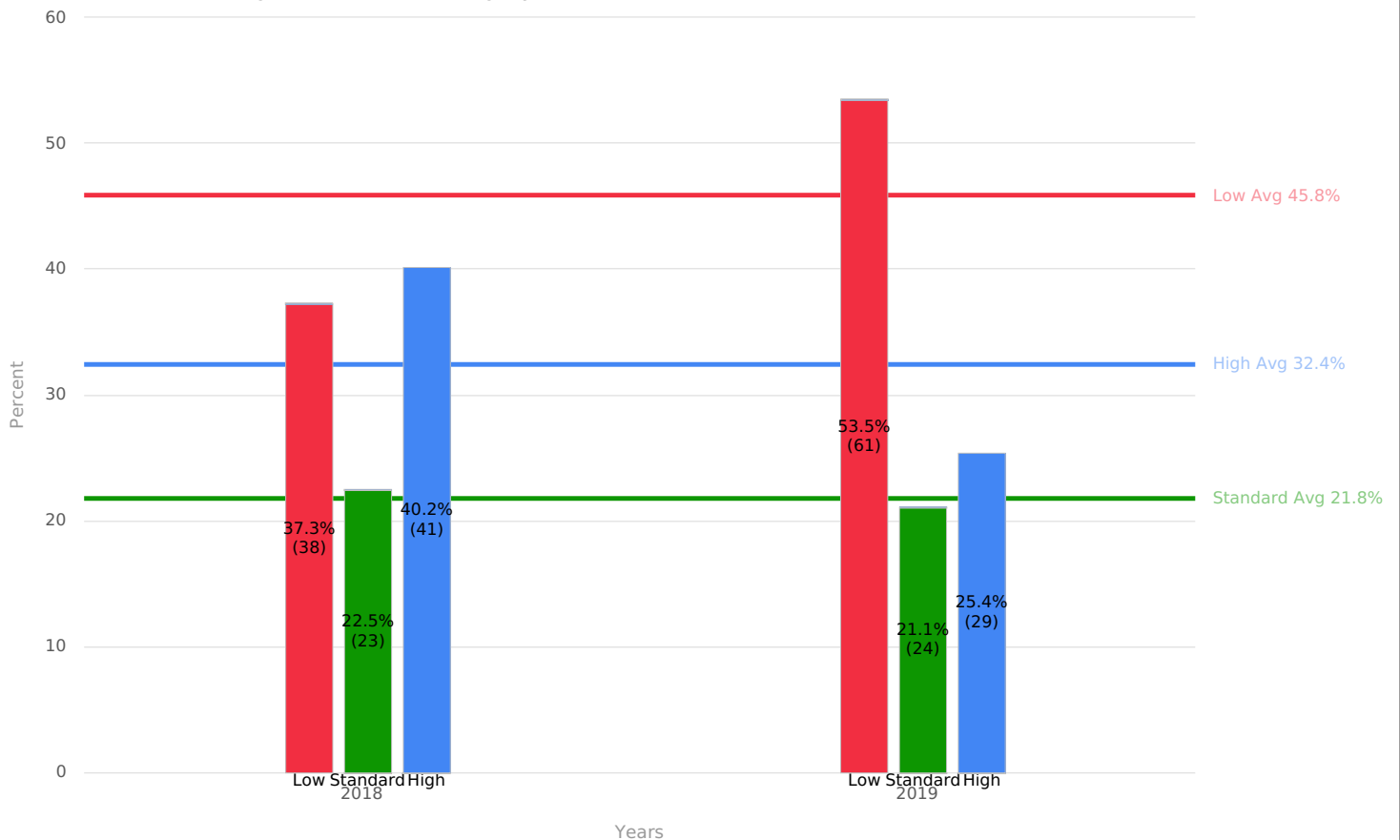
2019 MATH Growth Category by Academic Peer Groups from Previous Year (White)



EES Analytics

Eminence Jr-Sr High School

ELA Percentages of Growth Category Distributions (2-Year Trends) for 2018 & 2019 (White)

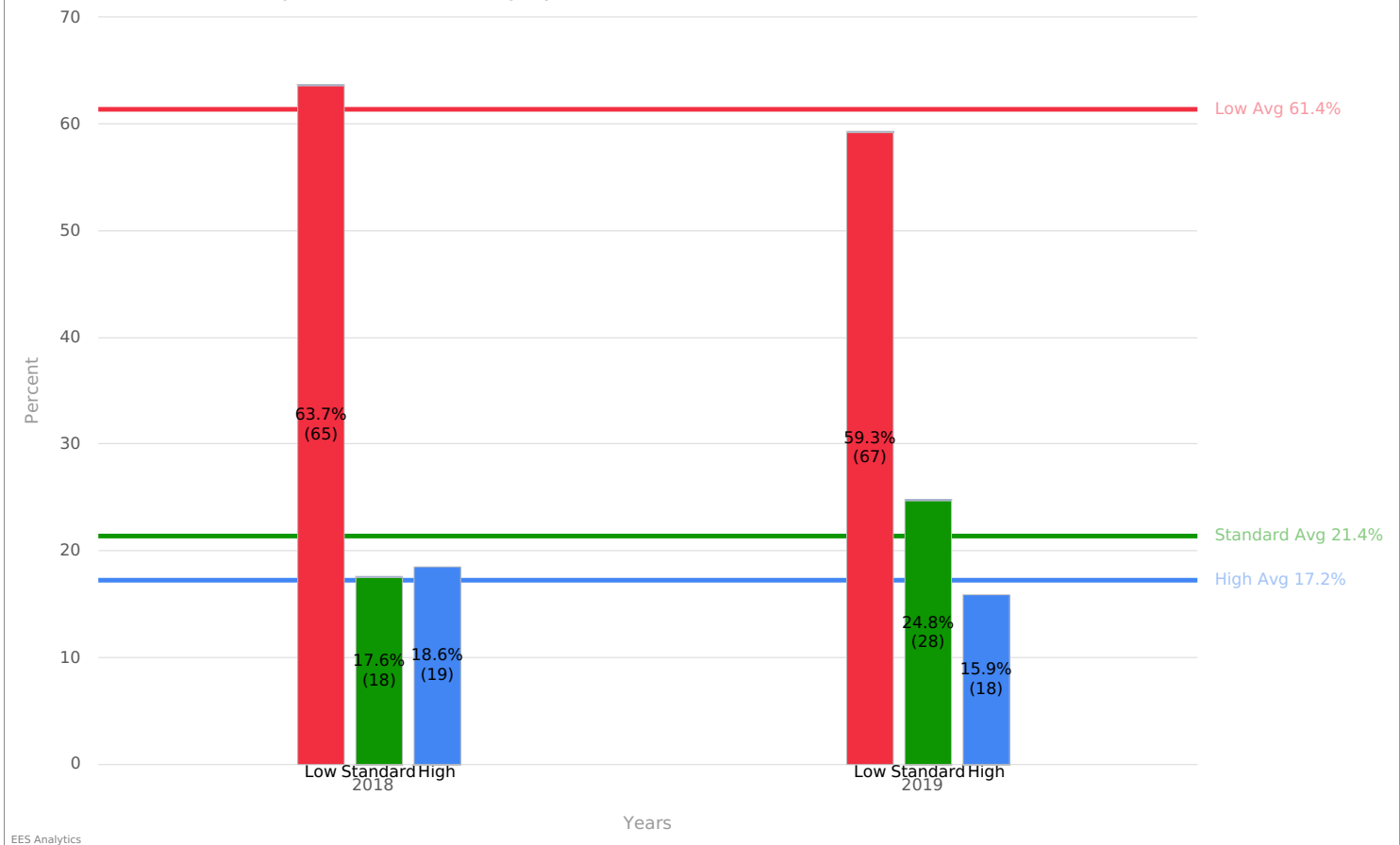


The average percentage of low growth students for the last 2 years has been 45.8%. In the last year, the percentage of students in low growth has increased by 16.3 percentage points. The average percentage of standard growth students for the last 2 years has been 21.8%. The average percentage of high growth students for the last 2 years has been 32.4%. In the last year, the percentage of students in high growth has decreased by 14.8 percentage points.

- An even distribution between the three growth categories would result in 33.3% of students falling in the low growth category. However, you have 53.5% of students demonstrating low growth on the most recent year (20.2% higher than an even distribution) not meeting one year of growth.

Eminence Jr-Sr High School

MATH Percentages of Growth Category Distributions (2-Year Trends) for 2018 & 2019 (White)

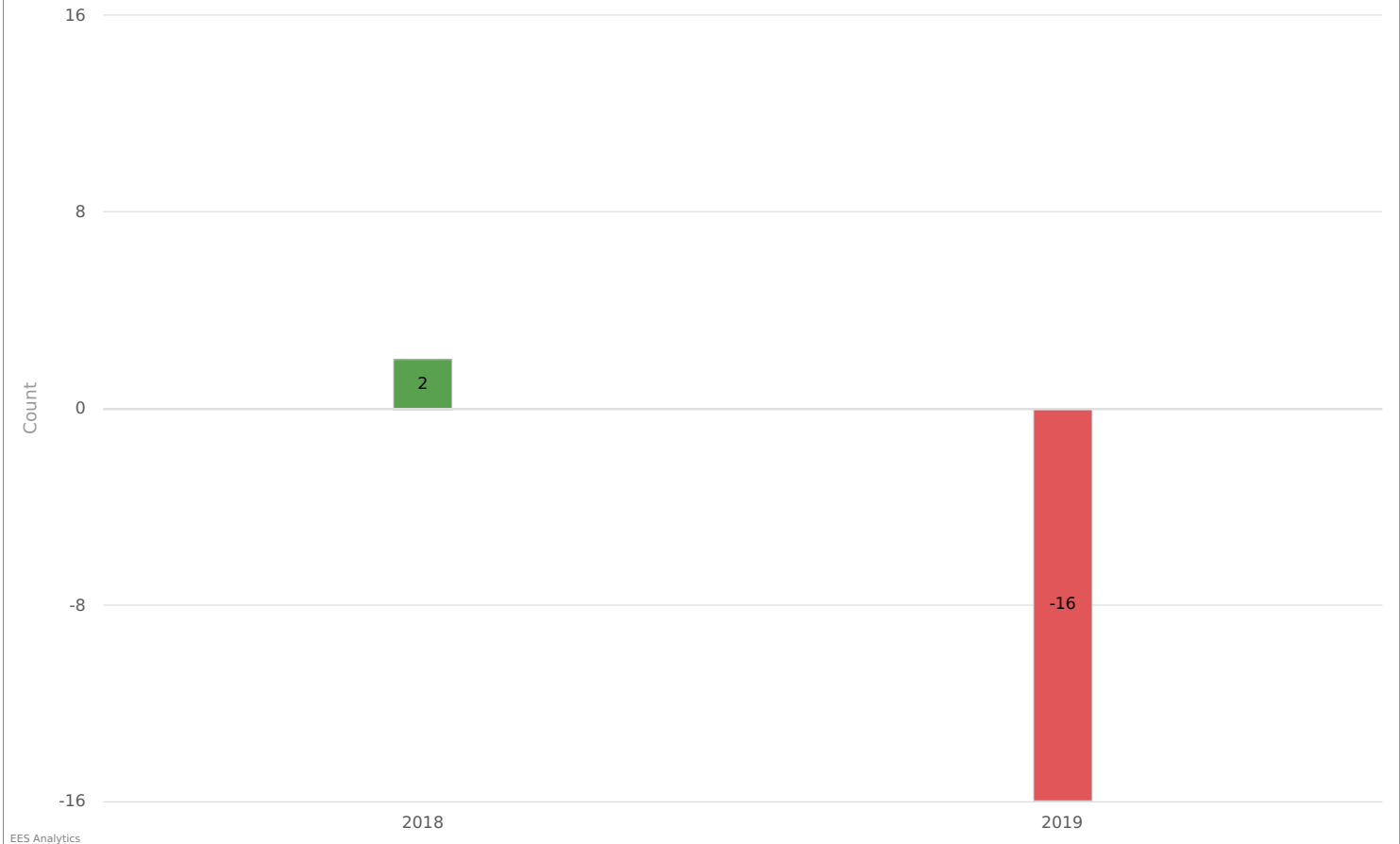


The average percentage of low growth students for the last 2 years has been 61.4%. In the last year, the percentage of students in low growth has decreased by 4.4 percentage points. The average percentage of standard growth students for the last 2 years has been 21.4%. The average percentage of high growth students for the last 2 years has been 17.2%. In the last year, the percentage of students in high growth has decreased by 2.7 percentage points.

- An even distribution between the three growth categories would result in 33.3% of students falling in the low growth category. However, you have 59.3% of students demonstrating low growth on the most recent year (26.0% higher than an even distribution) not meeting one year of growth.

Eminence Jr-Sr High School

ELA Proficiency net value Growth Accountability (2-Year Trends) for 2018 & 2019 (White)



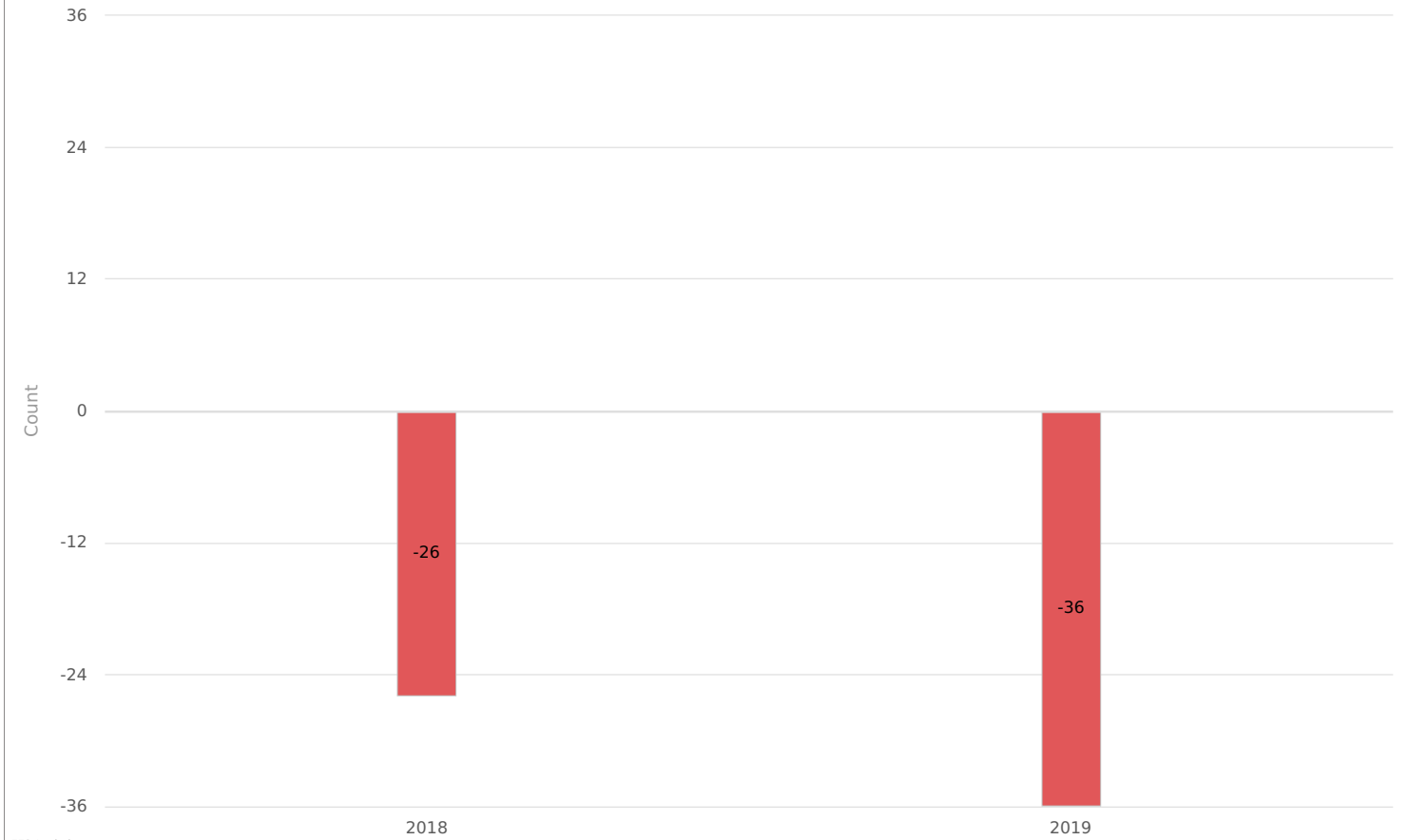
Net Proficiency Value by taking the students that previously failed and now passed minus the students that previously passed and now failed.

Year	Previously Failing	Now Passing	Previously Passing	Now Failing	Net Proficiency Value
2018	10		8		2
2019	5		21		-16

Eminence Jr-Sr High School



MATH Proficiency net value Growth Accountability (2-Year Trends) for 2018 & 2019 (White)



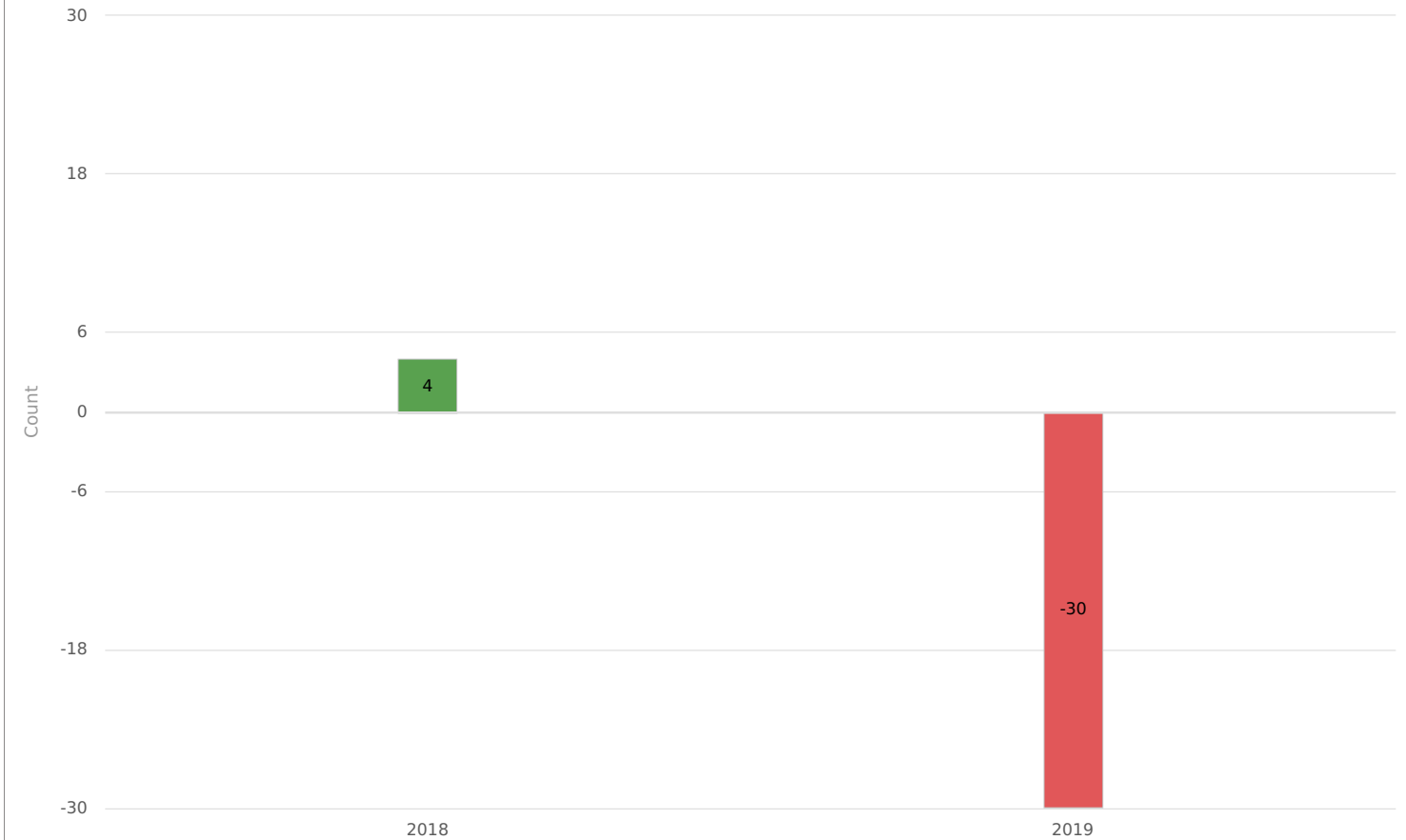
Net Proficiency Value by taking the students that previously failed and now passed minus the students that previously passed and now failed.

Year	Previously Failing Now Passing	Previously Passing Now Failing	Net Proficiency Value
2018	1	27	-26
2019	1	37	-36

Eminence Jr-Sr High School



ELA Growth net value Growth Accountability (2-Year Trends) for 2018 & 2019 (White)



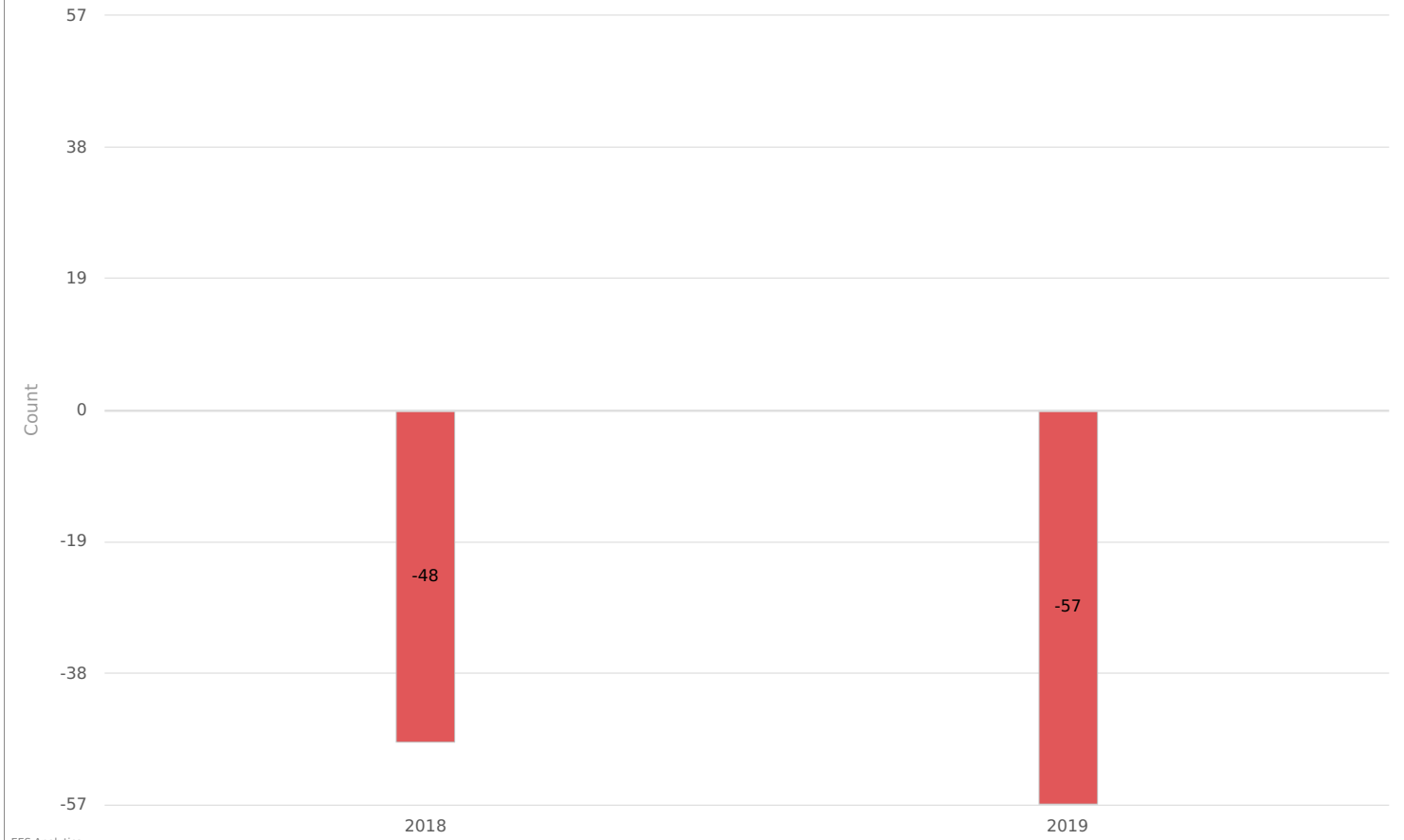
Net Growth Value is calculated by taking the students that were greater than or equal to 50% growth minus the students that were below 50% growth.

Year	50th Percentile or Above	Below 50th Percentile	Net Growth Value
2018	53	49	4 Net Growth Value
2019	42	72	-30 Net Growth Value

Eminence Jr-Sr High School



MATH Growth net value Growth Accountability (2-Year Trends) for 2018 & 2019 (White)

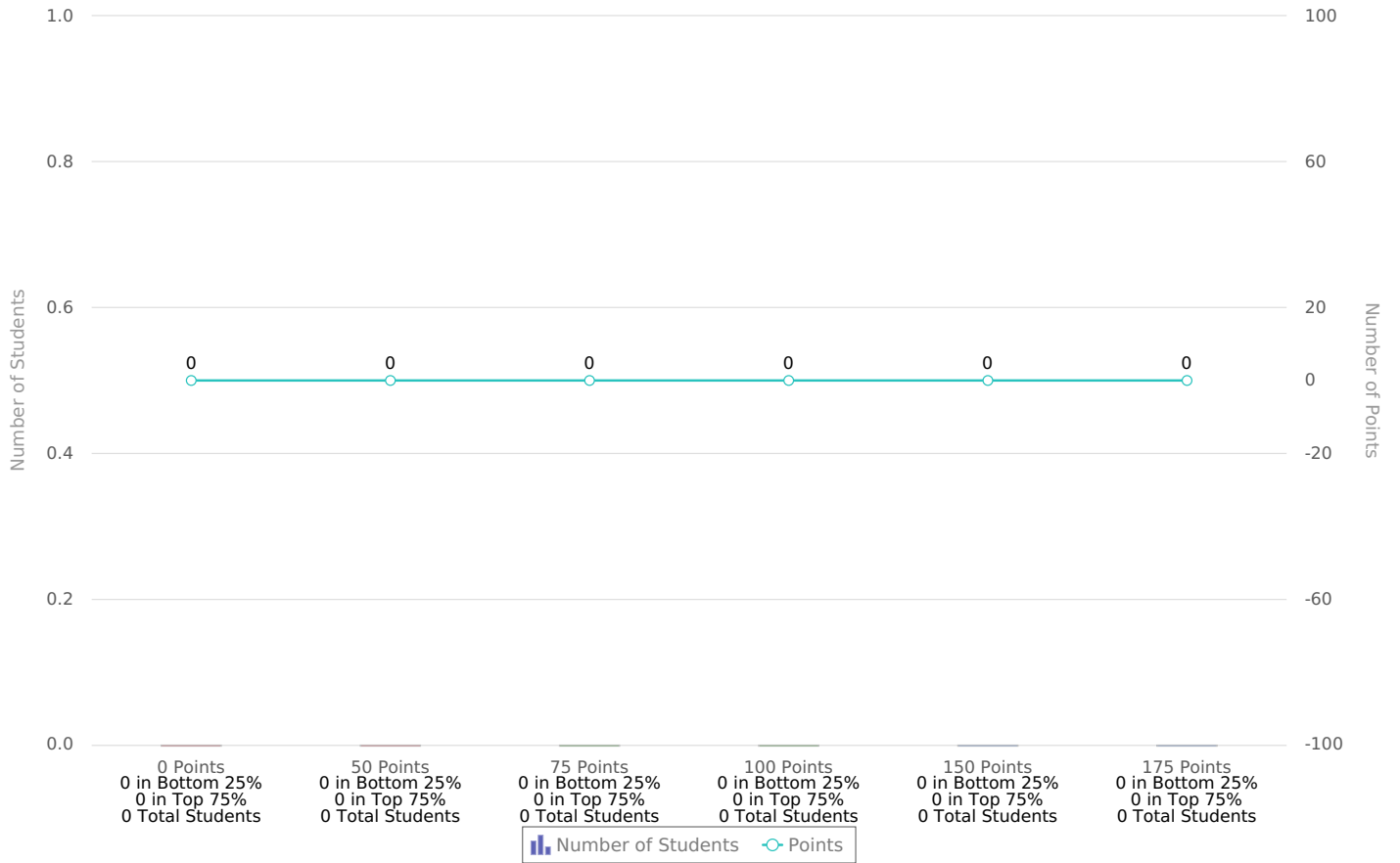


Net Growth Value is calculated by taking the students that were greater than or equal to 50% growth minus the students that were below 50% growth.

Year	50th Percentile or Above	Below 50th Percentile	Net Growth Value
2018	27	75	-48 Net Growth Value
2019	28	85	-57 Net Growth Value

Eminence Jr-Sr High School

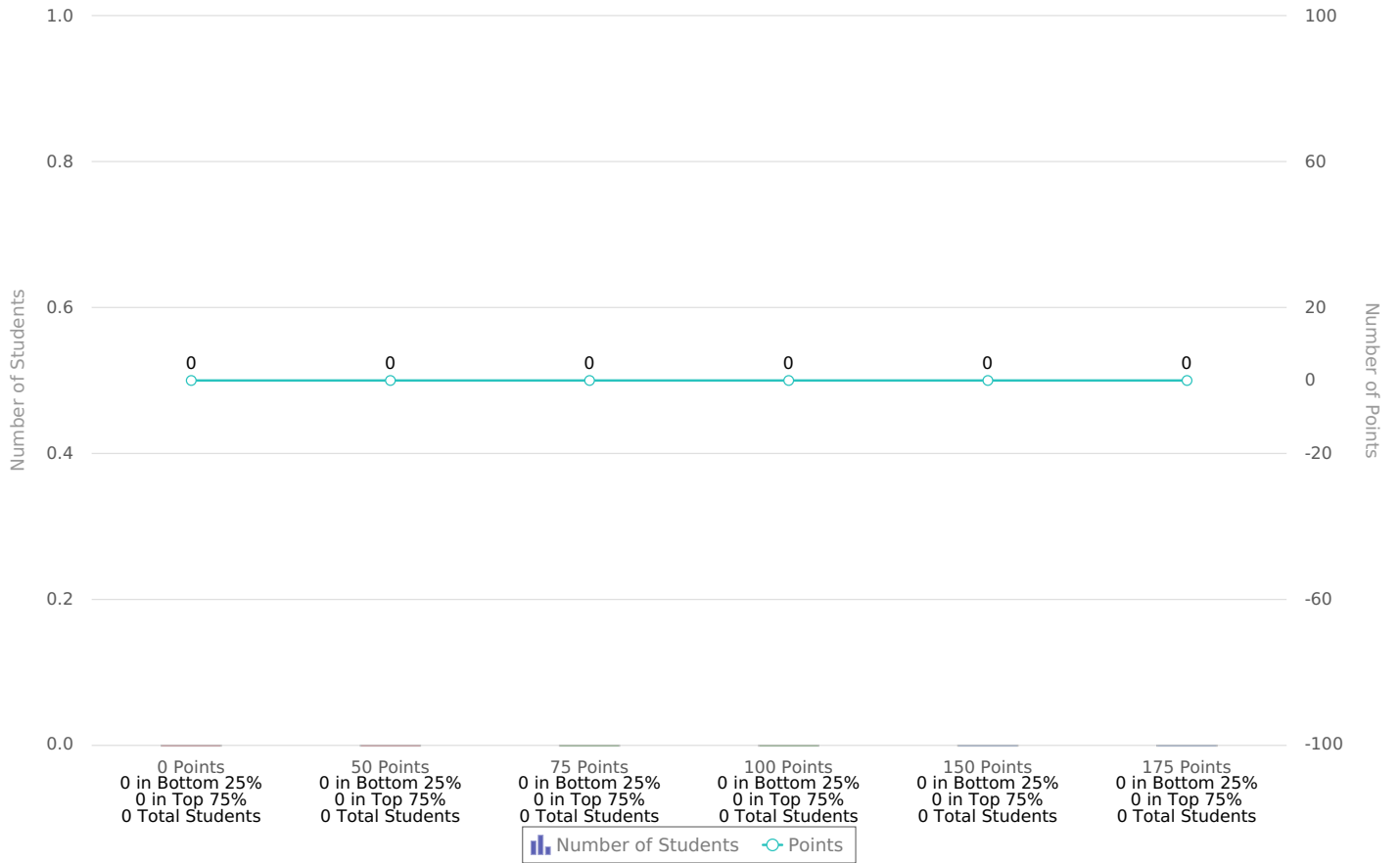
ELA Growth points (White) in 2019



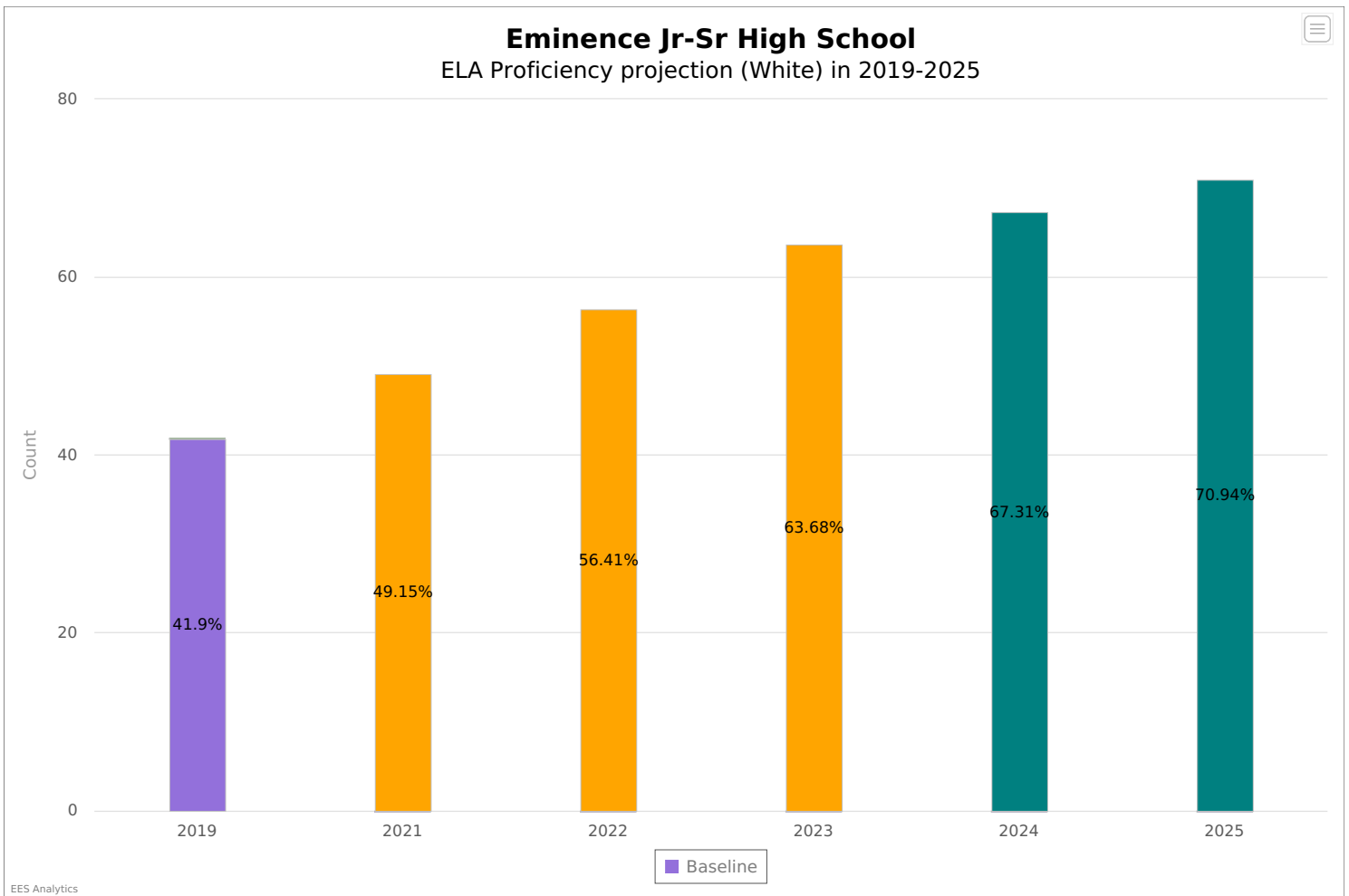
You received a total of **0 growth points** from your bottom 25% student group. That is a mean of **NaN growth points** for the bottom 25% student group. You received a total of **0 growth points** from your top 75% student group. That is a mean of **NaN growth points** for the top 75% student group. Overall, you received a growth score of **NaN growth points per student**.

Eminence Jr-Sr High School

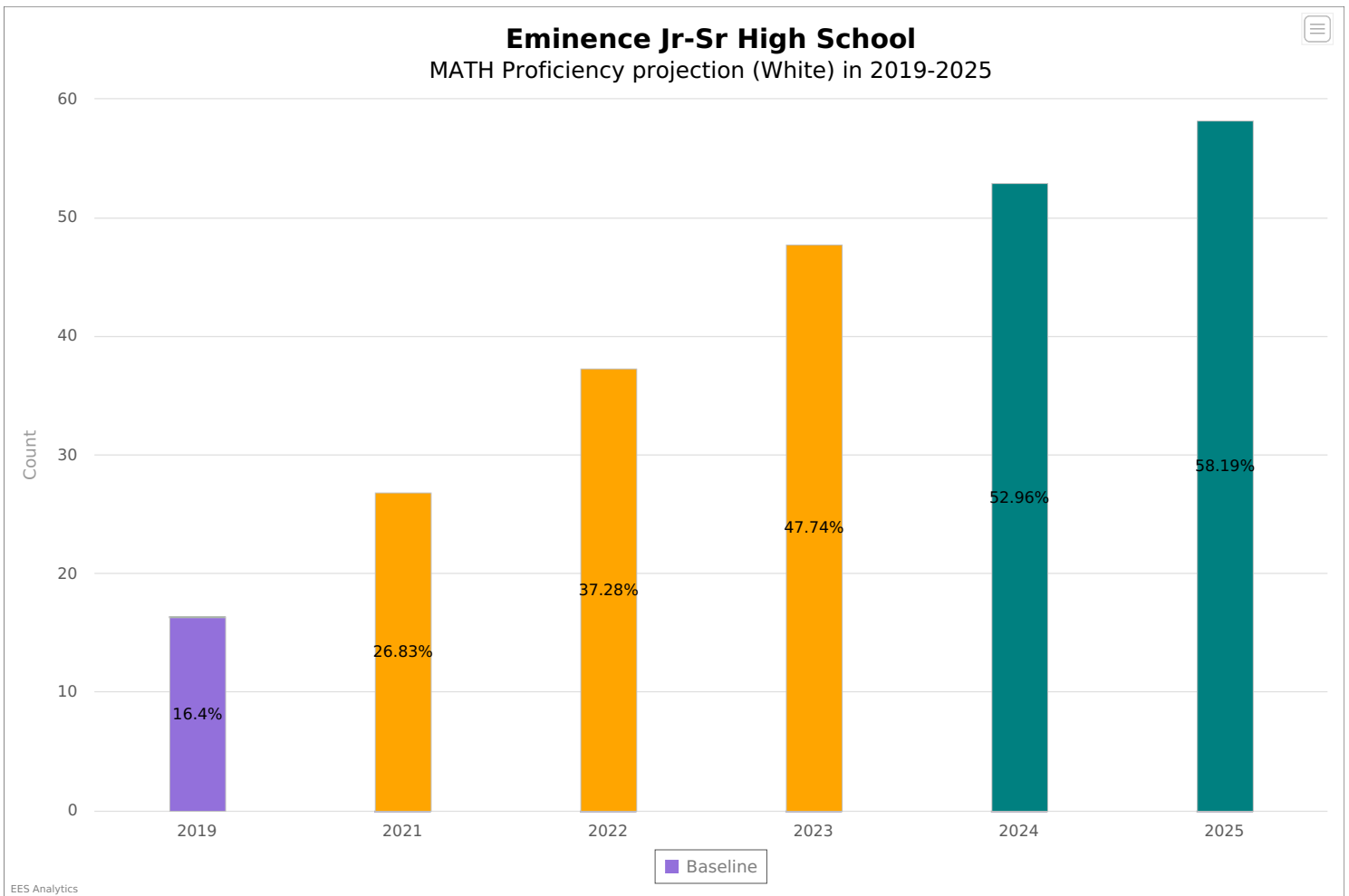
MATH Growth points (White) in 2019



You received a total of **0 growth points** from your bottom 25% student group. That is a mean of **NaN growth points** for the bottom 25% student group. You received a total of **0 growth points** from your top 75% student group. That is a mean of **NaN growth points** for the top 75% student group. Overall, you received a growth score of **NaN growth points per student**.



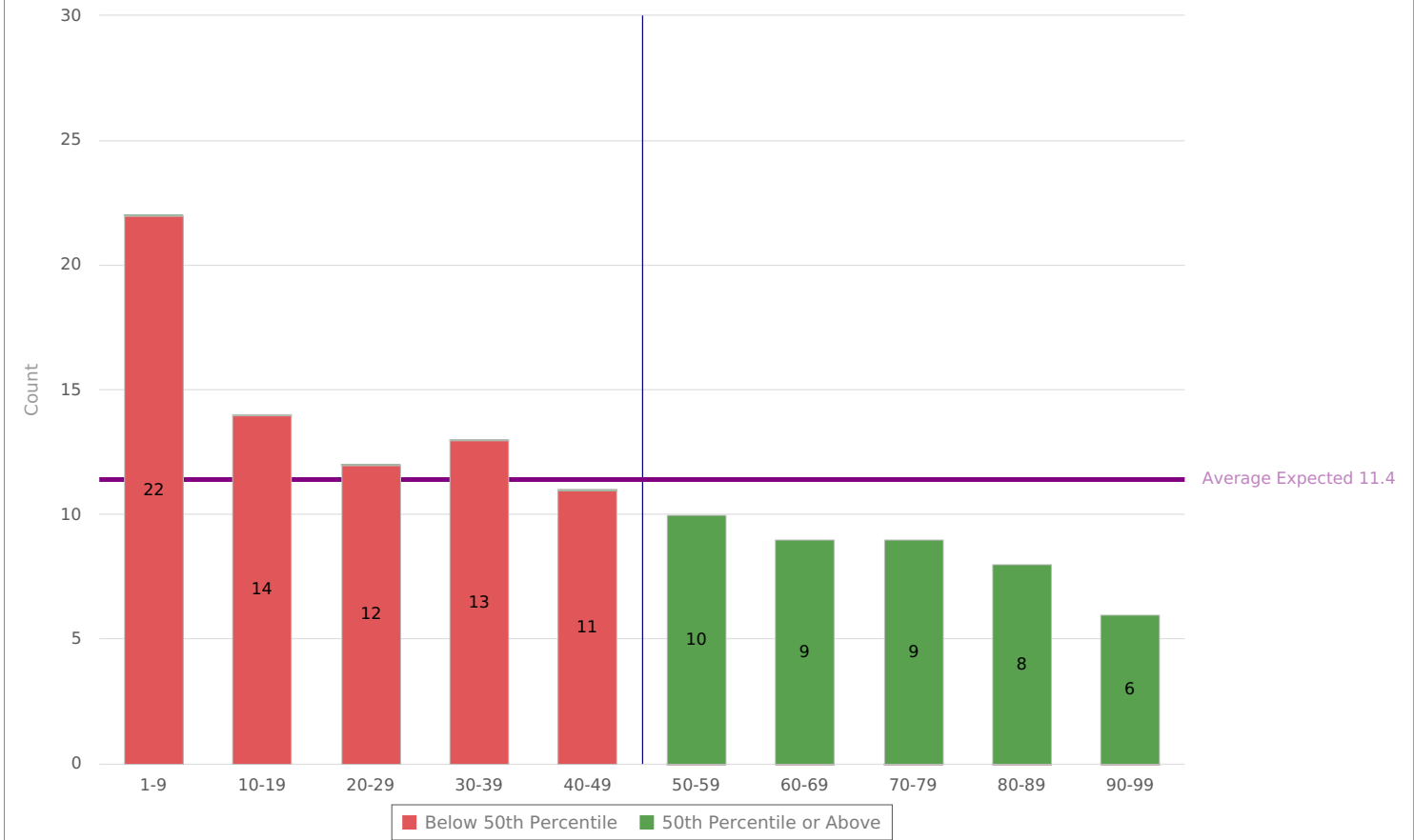
As of 2019, 41.9% of the students passed the ELA state standardized test. The goal under the Indiana ESSA plan is to reduce the number of students not passing by half over a five-year period. To make progress towards this goal by 2022, your pass rate would have to increase by 21.8%. Ultimately, to meet this ambitious goal, it would require an overall 29.1% increase in students passing by 2024. (There was no testing done in 2020)



As of 2019, 16.4% of the students passed the MATH state standardized test. The goal under the Indiana ESSA plan is to reduce the number of students not passing by half over a five-year period. To make progress towards this goal by 2022, your pass rate would have to increase by 31.4%. Ultimately, to meet this ambitious goal, it would require an overall 41.8% increase in students passing by 2024. (There was no testing done in 2020)

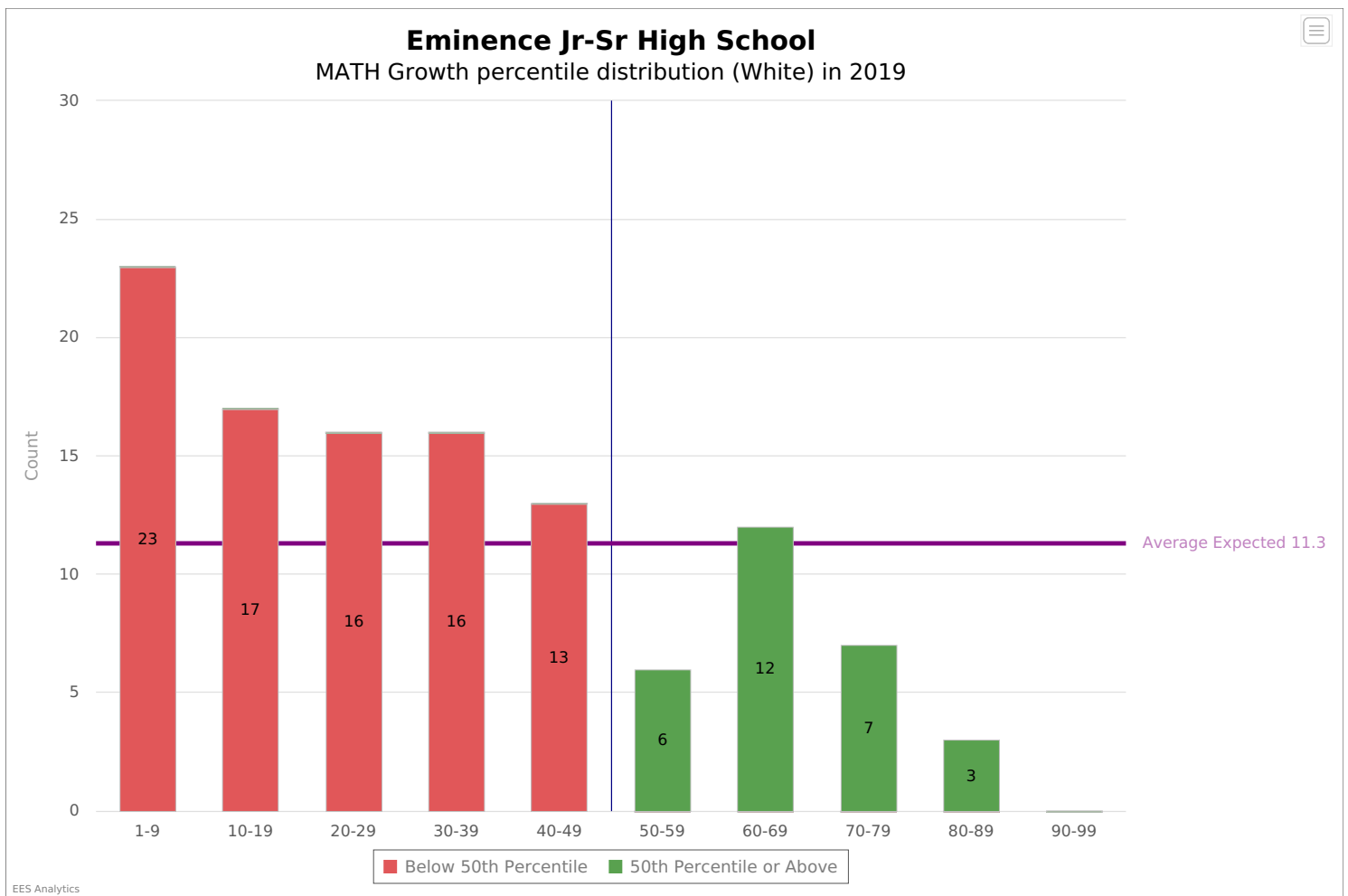
Eminence Jr-Sr High School

ELA Growth percentile distribution (White) in 2019



The mean growth percentile of this group is 40.1% and the standard deviation is 28.3. In 2019, there was 63.2% of students that did not meet the 50th percentile of growth, meaning they failed to make 1-year of growth compared to their peers. Throughout the state, 50% of the students would meet that designation, however your student performance demonstrated 13.2% more.

- There was a high percentage of students in the bottom three percentile ranges, 42.1% (total of 1-9, 10-19, and 20-29). It was expected to be around 40% but your student performance had 2.1% more than expected in these lowest performance ranges.



The mean growth percentile of this group is 33.1% and the standard deviation is 23.7. In 2019, there was 75.2% of students that did not meet the 50th percentile of growth, meaning they failed to make 1-year of growth compared to their peers. Throughout the state, 50% of the students would meet that designation, however your student performance demonstrated 25.2% more.

- There was a high percentage of students in the bottom three percentile ranges, 49.6% (total of 1-9, 10-19, and 20-29). It was expected to be around 40% but your student performance had 9.6% more than expected in these lowest performance ranges.

Vision of Excellence

At Eminence Jr-Sr High School we are dedicated to ensuring our students are afforded every opportunity to develop the academic, social, and emotional skills necessary to thrive following graduation. Through rigorous and robust learning experiences, students cultivate critical thinking, creativity, collaboration, and communication skills required for college and career readiness. By providing relevant content and activities that are responsive to our students' needs, we create lifelong learners who readily seek new information and challenges. We understand that the willingness to accept challenges and grow one's capacities is dependent upon trust and safety. Our goal is to create an environment where students feel accepted, supported, and safe to push themselves beyond their comfort zone to reach their full potential.

We want our students that see the world as malleable - that they can change it and find a place in it. Our students must be competent working with diverse populations, literate in many fields, and able to utilize information to make themselves valuable professionally. We want our students to be kind, work hard, take responsibility, always do their best, and be willing to fail. We hope that as a result of our holistic approach to education, our students emerge as socially conscious agents of change determined to create a better world, individually and collectively.

As educators shaping future leaders, one of the most powerful tools we have is modeling. It is our responsibility as adults to model the behaviors and dispositions we expect our students to possess. By cultivating relationships grounded in mutual trust, respect, and safety, we establish the right to hold high expectations for our students and ask them to extend themselves beyond what is comfortable. Through the implementation of a guaranteed and viable curriculum, we ensure students develop the skills and knowledge to pursue and attain ambitious goals.

Eminence Jr-Sr High School recognizes that the improvement process is ongoing, and in an effort to further our improvement efforts, has sought partnerships that support the learning of students. Partnerships with Ivy Tech and Area 30 provide our students with invaluable college and career opportunities. Our relationship with Old National Trail Special Education Cooperative provides comprehensive support for our students with special needs. Furthermore, we provide mental health support through our partnership with Centerstone. We will continue to build relationships with organizations that encourage community partnerships, promote the school, and provide vital resources for our students.

Our school-wide programs offer students opportunities to develop the necessary knowledge and skills in a format that is relevant and engaging. Through these programs, our school provides cohesive support that craft a community of learners. Students at Eminence Jr-Sr High School are provided opportunities similar to much larger schools, but in a more personalized setting due to our small size. These experiences and the culture of our school provide students with the safety and experiences that encourage independence and motivation.

Our aspirations for students upon graduating from Eminence Jr-Sr High School are that they will be independent, innovative thinkers who go on to better the world around them and society as a whole. Our expectation is that every student is college and career ready and has a plan for their future by the time they leave our school. We know our students are capable of excellence and will excel through the equitable, supportive, and intentional education we have crafted to adequately prepare them for any and all future aspirations and endeavors.

Appendix D: Core Element Descriptions

Description of Core Element 1: Curriculum	
<p>1. Provide an overview of the school's curriculum, including, but not limited to:</p> <ul style="list-style-type: none"> • A description of the school's curriculum review and adoption process; • A description of the school's curriculum for Tier I instruction as well as a brief rationale for using these curricular resources; • A description of the school's curriculum academic interventions as well as a brief rationale for using these curricular resources; and • 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. <p><i>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.</i></p>	
<p>Eminence Junior-Senior High School has recently engaged in a process of revising curriculum maps to reflect current Indiana Academic Standards. This process has included the identification of priority standards, which are spiraled throughout the school year, as well as the development of proficiency scales and tiered assessments. High relevancy units have been created using the priority standards, as well as identified supporting standards, to increase engagement and rigor. Teachers have retained autonomy in the selection and implementation of curricular resources used for courses.</p>	
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?
For Focus Area 1: Proficiency The completion of ELA and math curriculum maps will ensure students are receiving rigorous instruction grounded in IAS.	For Focus Area 1: Proficiency Continued refinement of the implementation of the curriculum maps will bolster efficacy.
For Focus Area 2: Growth The availability of digital learning platforms will facilitate remediation and enrichment efforts.	For Focus Area 2: Growth As the process of personalizing curriculum maps through the alignment of curricular resources continues, it would be of benefit to identify resources that will support student growth.
For Focus Area 3: SEL IDOE SEL Competencies instruction is embedded in the curriculum maps.	For Focus Area 3: SEL The identification of expectations regarding the provision of SEL direct instruction would support implementation efforts.

Description of Core Element 2: Instructional Program

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

We meet the individual needs of each student based on research. What students do during a lesson has a greater impact on student learning than what the teacher does during a lesson. Teachers seek to identify the best instructional resources to drive critical thinking. We examine the various resources available and determine what will help students make progress in their daily pursuit of the intended learning objectives. Using a variety of resources helps to keep learners engaged and developing their skills. For example, working with primary documents (Martin Luther King's "I Have a Dream" Speech, Declaration of Independence, etc.) has proven to increase student achievement more than reading summaries about them in the textbook. The use of labs in Science has proven to allow students to make connections that they are unable to gain from the textbook. The textbook has a place in classrooms when accompanied by other sources to develop a deep understanding and application. After completing the unit, teachers must reflect

- What areas of the post-assessment did students do better on and how was instruction framed when teaching these areas?
- Did the resources help students make connections and apply skills when asked to?
- Were students able to articulate the enduring understandings in their own words upon completing the unit?

PD occurs every Wednesday. Four professional learning communities have been formed, one of which being best practices. This group focuses on breaking down the book *Teach like a champion*. Every two weeks, this group presents two best practice teaching activities that focuses on quality instruction, specifically as outlined in the RISE rubric. Participants will receive additional observations and feedback relating to the topics covered.

Gap Analysis: Instruction Program	
<p>For Focus Area 1: Proficiency</p> <p>The development of the IPM has initiated the systemic shifts in mindsets and practice that generate improved outcomes.</p>	<p>For Focus Area 1: Proficiency</p> <p>We need to continue to refine our implementation of the high-yield instructional practices to increase continuity among the staff.</p>
<p>For Focus Area 2: Growth</p> <p>We are reviewing student level data during our professional learning time on Wednesdays to identify instructional needs.</p>	<p>For Focus Area 2: Growth</p> <p>An allotment of time is needed to provide remediation and enrichment during the school day.</p>
<p>For Focus Area 3: SEL</p> <p>Conversations regarding students' specific SEL needs have been initiated.</p>	<p>For Focus Area 3: SEL</p> <p>As the school shifts to a more comprehensive approach to intervention, the collection of data to isolate SEL needs through the administration of a school-wide screener would create a more intentional approach to SEL instruction and intervention.</p>

Description of Core Element 3: Assessment
<p>1. 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:</p> <ul style="list-style-type: none"> • 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.
<p>In addition to the annual state standardized assessment, Eminence Junior-Senior High School utilizes the iReady assessment platform to identify students' progression toward the mastery of Indiana Academic Standards. Furthermore, teachers have created tiered assessments in conjunction with unit development to identify mastery of standards and drive remedial efforts. Additional formative assessment measures including grading rubrics, quizzes, and exit tickets are implemented in order to collect data pertaining to the effectiveness of instruction. Data boxes facilitate data collection and student goal setting with each student having a folder containing assessment pieces to identify and communicate progress towards learning objectives. Currently, the school is in the process of identifying a time for data analysis.</p>

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?
For Focus Area 1: Proficiency & Growth Interim and formative assessments are reflective of the skills outlined in IAS and are used to inform instruction.	For Focus Area 1: Proficiency Continued refinement of CFAs is needed to ensure assessments are reflective of the level of rigor required to demonstrate mastery.
	For Focus Area 2: Growth The effective triangulation of data utilizing all assessment pieces would render improved data-driven instructional decision making leading to greater growth.
For Focus Area 3: SEL A data-driven instructional model is conducive to the development of social-emotional competencies and employability skills necessary for college and career readiness.	For Focus Area 3: SEL Assessment data specific to the development of SEL competencies to drive instruction and intervention would strengthen SEL efforts.

Description of Core Element 4: Coordination of Technology Initiatives

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

Eminence Junior-Senior High School is one-to-one in their application of technology with all students assigned a Chromebook. Students are given opportunities to advance their mastery of standards through activities on iReady. This past year, we implemented eLearning days to provide instruction without interruption when school cancellations occur. Additional applications of technology include the use of Google Classroom to post and submit assignments. This current school year, the Eminence Virtual Academy was established which helps students learning from home with live streamed classes from Eminence teachers and also partners with a third party program to establish content from a more technological perspective.

Gap Analysis: Coordination of Technology Initiatives

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?
For Focus Area 1: Proficiency We have spent years honing commitment to 4 Cs as core of our technology vision.	For Focus Area 1: Proficiency Online tools aren't necessarily aligned to our standards in scope, rigor, or focus.
For Focus Area 2: Growth Our technology gives us opportunities to differentiate	For Focus Area 2: Growth Technological solutions can emphasize low DOK
For Focus Area 3: SEL Technology would help to share data information.	For Focus Area 3: SEL DIBELS isn't online anymore, and we only get the data hosted online if we input it.

Description of Core Element 5: Career Awareness and Development

1. Provide details on what career awareness activities are provided for students.
2. How is the school including the Indiana Employability Skill Standards into instructional practice?

Eminence offers a wide variety of opportunities for our students to explore potential careers. Juniors and Seniors have the opportunity to apply for admission into Area 30 where they gain career and technical skills required for life after high school. Students have the opportunity to receive career certifications and college credits while attending. Seniors at Eminence have the opportunity to enroll in dual credit Ivy Tech courses and can gain 12 credits which serve both high school credit requirements as well as entry level college credits as well. In January 2020, Eminence entered into an agreement with Ivy Tech for dual enrollment with Ivy Tech. This ensures that juniors may be able to take an additional 18 credits on their own and through their own financial means. This means that students may be able to graduate Eminence Junior-Senior High School with up to 30 college credits. Beginning in the 2021-2022 school year, the administration team is looking at adding dual credit opportunities in the area of business, music, and agriculture. Any student wanting to take AP courses may do so on an individual basis. Students may take these courses on their own using our partnered third party program, APEX. The student will be placed in a highly qualified teacher's classroom for additional assistance in that course.

As Indiana has changed their graduation requirements, Eminence has tried to stay ahead of the curve and better our students for success after they leave us. We have an educational pyramid of success we focus on daily which includes our school improvement plans, helps us stay focused on better professional development opportunities, provides students with various opportunities, and at the top is our overall goal, to ensure that our students are college and career ready. Pathways is an opportunity that provides additional resource time for self-improvement, responsibility skills, community service opportunities, college and career readiness training, social emotional learning, valuable life lessons, and school involvement opportunities such as extra-curricular programming. The students do a lot of work in this class and the payoff besides meeting graduation pathways requirements and gaining valuable life skills could be the use of credits.

Pathways was developed as an idea to not only meet the needs of graduation requirements but also provide our students with valuable life skills that many high school students historically lack upon graduation. We implemented pathways and through trial and error, we have developed our new plans/curriculum moving forward in the coming year. Each day will be set aside to complete various tasks and grade levels also dictate what type of activity is done as well.

Monday- Students will complete weekly grade checks. They will record their weekly progress on weekly monitoring sheets. They will also record any potential missing or low graded assignments and will reach out verbally or in written form (email) to their teachers in hopes of establishing a professional conversation to allow for further clarification of missing assignments or low graded assignments in hopes of redoing them for a better grade.

Tuesday/Wednesday- Every Tuesday and Wednesday will serve as project based pathways days. Each Pathways teacher will spend time at the beginning of the year discussing various school and community based projects that they would like to complete for the year. This can be done in one of three ways.

Each pathway class will pick a larger project to be worked on and completed by the end of the school year. The second project would be two smaller projects to be completed by the end of each semester. The last option is to come up with four mini projects which can be completed at the conclusion of each nine week grading cycle.

(For Example) Eminence is proud of our military and we honor our military proudly. A potential large, year long project is to create a veterans day memorial. In this memorial, each branch of the military would be given a flag and pole with the American flag located in the middle. There would also be a memorial tombstone dedicated to all veterans especially those who have served from our community. The students would be responsible for planning the project, contacting architecture firms, city councils, gaining permits, raising funds, asking for donations, and once complete, planning a ceremony to commemorate the veterans. Students will gain valuable skills in communication, planning, preparation, community service, establishing business connections, monetary skills, as well as gain a sense of pride in gaining a sense of self pride for school improvement.

Thursday- Thursdays will serve as a combination of social emotional learning, career and college readiness, and life lesson days. Our guidance counselor has developed a strong curriculum for teachers to follow to both help guide them in meeting the needs of our students. The following Thursdays will be as follows:

7th grade- Indiana Career Explorer and Everfy.

8th grade- Indiana Career Explorer

9th grade- Neuroscience (14/36) days will be devoted to this lesson

10th grade- Pick a pathway and explore this pathway in major detail

11th grade- Science of happiness

12th grade- portfolio creation and credit recovery periods

Additionally, when social-emotional learning or career exploration is not discussed on a particular Thursday, various life lessons will be discussed and taught. Life lessons will range from finances (balancing a checkbook, writing checks, credits, debits, credit cards, mortgages, buying a car, etc), various housing skills (tiling, drywall, replacing broken or new appliances, etc.), car maintenance (changing a tire, changing oil, jump starting a battery), job skills (interviewing, preparing a resume, filling out applications, professional dress etc), and many more life lessons. We want each student to know “how to life” after school and look back at this class as a valuable asset in knowing that they gained those skills from the Eminence pathways class.

Friday- Fridays will be used in one of three ways. 1) Students can use this time as a study hall 2) Students can use this time to further work on any item discussed earlier in the week (grade checks, reaching out to teachers, pathways projects, or further SEL/career exploration/life lessons 3) Student can use this time to meet with their various clubs or extracurricular activities.

Gap Analysis: Career Awareness and Development

How will the school's career awareness and development efforts also help the school address its focus areas?	In what ways does the school's career awareness and development efforts <i>not</i> help the school address its focus areas?
For Focus Area 1: Proficiency The development of Pathways ensures students are meeting the requirements for graduation.	For Focus Area 1: Proficiency Not all courses have curriculum maps to guide acquisition of IAS.
For Focus Area 2: Growth There is a clear progression among coursework that tracks student growth.	For Focus Area 2: Growth Pathways data are not reviewed in conjunction with intervention efforts.
For Focus Area 3: SEL Pathways supports the development of SEL competencies.	For Focus Area 3: SEL A schoolwide screener would support SEL instruction and intervention by providing assessment data to inform efforts.

Description of Core Element 6: Safe Learning Environment

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

Eminence Junior-Senior High School strives to provide students with a learning environment where they feel safe and secure. Entrances remained locked throughout the school day with visitors gaining access through a buzzer located at the front entrance. Visitors gain entrance through the office staff where it is required that they check-in and receive a name badge to apprise others they have been verified by office staff. Teachers have walkie talkie access, new phones in their classrooms, and the exterior entrance doors have non see through window graphics to help prevent outsiders from seeing inside the school. For the 20-21 SY, a new discipline policy and procedure system was created which includes teacher flow charts to provide explicit identification of the progression of disciplinary actions. In addition, the school implements habitual offender contracts and safety plans to address the behavioral needs of students who exhibit greater challenges complying with school rules. When behavioral impediments continue, students can be placed in the Eminence Virtual Academy as a last resort. In addition, ALICE crisis response program, the safety committee, and weekly admin meetings review current safety policies regularly. Expectations are communicated with students and families through the discipline handbook which is given to each student at the beginning of the school year. This handbook is reviewed with students any time they are sent to the office for disciplinary action to reinforce the expectation. Efforts to support a culture of respect for and belief in students is promoted through evaluation feedback, as well as professional development focusing on student-centered practices, relationships, and social-emotional learning. Proactive measures for early intervention and positive behavior support are implemented through our PBIS system and safety plans.

Gap Analysis: Safe Learning Environment

How will the school's plan for fostering a safe learning environment also help the school address its focus areas?	In what ways does the school's plan for fostering a safe learning environment <i>not</i> help the school address its focus areas?
For Focus Area 1: Proficiency Students feel safe and supported while attending school.	For Focus Area 1: Proficiency There is no system in place to ensure students are provided with additional instructional time when minutes are lost due to behavior.
For Focus Area 2: Growth The PBIS system promotes and rewards appropriate behavior to encourage students to remain in class.	For Focus Area 2: Growth The student handbook is not reviewed with the student population as a whole at the beginning of the school year.
For Focus Area 3: SEL The school promotes an accepting and supportive school culture and climate.	For Focus Area 3: SEL Ensuring that behavioral and disciplinary policies are supportive of SEL initiatives would further cultivate a safe and supportive learning environment.

Description of Core Element 7: Cultural Competency

1. 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.

At Eminence Junior-Senior High School, we are highly invested in the climate and culture of our school. As such, we have established our own Fish Committee whose sole responsibility is to improve the climate and culture of the school. This is done by creating positive programs that incorporate excitement and fun in the educational process. If this is done correctly, consistently, and with true care and desire to positively affect others, the program is highly effective at building positive relationships. With the Fish Philosophy, relationship building and establishing a positive climate and culture are the foundation of the initiative as no other educational programs throughout the pyramid would be successful. Our overall goal in our educational philosophy is to make learning fun. All of the positive results will come from whether or not the staff and students like and enjoy being at school. If we can make the learning environment fun and inviting, we firmly believe that the school will move forward with its success. To further establish the Fish Philosophy at Eminence, we have implemented a number of staff and student awards and recognition, weekly fun items for the staff and student body, a detailed plan for the year including over 50 new school wide positive climate and culture initiatives.

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?
For Focus Area 1: Proficiency A greater sense of community has led to increased student engagement.	For Focus Area 1: Proficiency Instructional resources are not consistently culturally relevant.
For Focus Area 2: Growth Shifts in our school's culture and climate have increased student motivation improving student growth.	For Focus Area 2: Growth The identification of celebration opportunities for students who have demonstrated significant gains would further cultural shifts.
For Focus Area 3: SEL Direct instruction of SEL competencies and the incorporation of culturally responsive practices have generated increased engagement and a decrease in behavioral incidents.	For Focus Area 3: SEL Reviewing disciplinary and behavioral policies and procedures to ensure alignment with culturally responsive practices would further SEL efforts.

Description of Core Element 8: Attendance

1. Provide an overview of how the school tracks attendance (tardy, excused, unexcused) for all students, including subgroups?
2. How will the school track chronic absenteeism and provide supports for students chronically absent?
3. Describe the system to ensure each student receives maximal instructional time as it relates to attendance practices.

Attendance is tracked through Harmony, which has the capability of isolating attendance data for specific subgroups. An attendance secretary tracks absences and calls parents regarding any unexcused absences. Letters are sent to parents upon the student receiving three, five, seven, and 10 absences. Upon the receipt of 10 unexcused absences, the prosecutor is contacted and a certified letter is mailed home to inform parents of the contact and possible repercussions should the student continue to accrue absences. Students are provided with opportunities to complete any work missed due to an absence.

Gap Analysis: Attendance

How will the school's attendance practices also help the school address its focus areas?	In what ways does the school's attendance practices <i>not</i> help the school address its focus areas?
For Focus Area 1: Proficiency Harmony affords for the efficient tracking of data to support students who may have missed instructional time due to absences.	For Focus Area 1: Proficiency & Growth Systems have not been developed to provide compensatory time for students who have missed an excessive amount of instructional time.
For Focus Area 2: Growth Teachers are proactive in their attempts to mitigate academic losses due to absences.	
For Focus Area 3: SEL Harmony allows for attendance data to be disaggregated by subgroup identifying where additional social-emotional efforts could be focused to support attendance.	For Focus Area 3: SEL Continued efforts to refine discipline and behavioral practices to ensure they are conducive to an environment where students feel nurtured, safe, and supported would support SEL efforts.

Description of Core Element 9: Parent and Family Engagement

1. How will the school work to maximize the engagement of family members in the school, including to improve student academic outcomes?
2. What strategies will the school use to increase family and community engagement, including family literacy programs?
3. What strategies will the school use to understand parents' hopes, concerns, and suggestions?
4. How will the school keep parents apprised of services offered by the school?
5. How will the school ensure its staff have the cross-cultural skills necessary for successful collaboration with family members?

Eminence Junior-Senior High School seeks to put proactive measures in place to maximize the engagement of family members in the school. Parents and families are encouraged to attend all school events. Awards programs are held routinely to provide parents with an opportunity to celebrate the successes of their student(s). Adequate measures to ensure information is communicated is integral to increasing engagement; therefore, several methods of communication are implemented including newsletters, mass message system, and social media. Surveys are also periodically deployed in order to gain an understanding of parents' hopes, concerns, and suggestions with newsletters and social media keeping parents apprised of services offered by the school. Continued efforts to increase teachers' capacities to effectively communicate and collaborate with parents are supported through ongoing professional development.

Gap Analysis: Parent and Family Engagement

How will the school's family engagement plan also help the school address its focus areas?	In what ways does the school's family engagement plan <i>not</i> help the school address its focus areas?
For Focus Area 1: Proficiency Opportunities for parents and families to support students' successes has led to an increase in student engagement and remaining in school.	For Focus Area 1: Proficiency Greater parental involvement in the development of graduation plans and post-secondary goals would be beneficial.
For Focus Area 2: Growth Greater communication regarding progress towards student goals has produced an increase in parental support.	For Focus Area 2: Growth Parents lack an understanding of how to foster the acquisition of academic skills at home creating a need for events and communication that bolster their ability to effectively support learning at home.
For Focus Area 3: SEL Engagement activities foster a sense of community and belonging.	For Focus Area 3: SEL A parent education piece related to SEL does not currently exist.

Description of Core Element 10: Provision for Secondary Schools (for High Schools only)

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

1. How will the school promote opportunities for secondary education and workforce to students (e.g., Advanced Placement, International Baccalaureate, Dual Credit)?
2. How will all students be encouraged to earn an academic honors diploma or complete the Core 40 curriculum?
3. What courses will the school offer to ensure all students can be eligible to receive an academic honors diploma?
4. How will all students be provided opportunities to demonstrate employability skills?
5. How will all students have an opportunity to complete a postsecondary readiness competency?

We allow students to earn one of 3 types of diplomas

- Core 40 with Academic Honors
- Core 40 with Technical Honors
- Core 40

Students can graduate by passing ISTEP 10+ or by opting into Pathways until the class of 2023. Area 30 provides our students the opportunity to study in one or more of 18 career and technical education fields. There are 37 college courses available to students at Area 30, and they can earn one or more of 20 different certifications.

We are working towards offering classes from Ivy Tech and having a Senior Academy. Many courses, including AP, are available for credit recovery or just additional opportunities through Apex. Moreover, dual credit courses are available through iCap to students willing to pay the course cost.

We offer pathways in the following fields: Agriculture, Architecture and Construction, Arts, AV Technology and Communication, Business and Marketing, Education and Training, Health Science, Hospitality and Human Services, Information and Technology, Manufacturing and Logistics, Public Safety, STEM, and Transportation and Logistics.

Gap Analysis: Provisions for Secondary Supports

How will the school's post-secondary supports also help the school address its focus areas?	In what ways does the school's post-secondary supports <i>not</i> help the school address its focus areas?
For Focus Area 1: Proficiency Ample opportunities for students to earn their diploma and pursue post-secondary goals are provided.	For Focus Area 1: Proficiency Students should be registered for 21st Century Scholars if eligible.
For Focus Area 2: Growth Increased relevance based on student interest has improved academic outcomes.	For Focus Area 1: Growth The identification of projected coursework and connections to post-secondary goals are not currently provided.
For Focus Area 3: SEL The Pedagogy Playbook offers the explicit identification of SEL competencies and employability skills students should possess upon graduation.	For Focus Area 3: SEL Additional efforts in tracking students' progress towards mastering SEL and employability skills will ensure students attain the necessary competencies for post-secondary success.

Appendix E

As part of the CNA process an injury form focusing on the core elements was given to the instructional staff. It is noted that the same questions utilized on the inquiry form are those listed on the IDOE CNA/SIP template. However, the school chose to utilize a six-point Likert scale rather than a Yes/No response. The resulting data is listed below and reflects the responses of 17 staff members.

Core Element 1: Curriculum

Core Element 1: Curriculum						
	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
The school uses district-established curriculum that is aligned to the Indiana Academic Standards.	0%	0%	0%	20%	47%	33%
Pacing guides and/or curriculum maps are used to plan and teach a standards-based curriculum.	0%	7%	0%	20%	53%	20%
Teachers and staff are engaged in cross grade-level articulation of standards.	0%	13%	20%	33%	13%	20%
A culturally responsive curriculum is used to ensure all students' cultural differences are recognized and appreciated.	7%	7%	7%	40%	33%	7%

Core Element 2: Instructional Program

Core Element 2: Instructional Program						
	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
The school has a process for identifying the exceptional learning needs of students who are highly proficient and at risk of failure.	0%	7%	0%	27%	53%	13%
A process for coordinating instructional services (e.g. Head Start, adult education, etc.) is in place.	7%	7%	20%	13%	33%	20%
A variety of instructional strategies are employed to meet the diverse learning needs of students.	0%	7%	7%	13%	53%	20%
Teachers use strategies that monitor and adjust instructional during lessons (e.g. adjusted based on checks for understanding).	0%	7%	7%	13%	47%	27%
Teachers ensure students are engaged in cognitively complex tasks (including varying depth of knowledge) during instruction.	7%	0%	7%	13%	47%	27%
Teachers use instructional strategies that ensure students have multiple means of accessing instructional content.	0%	7%	0%	27%	40%	27%
Instructional strategies provide students with multiple options for illustrating their knowledge.	0%	7%	7%	33%	27%	27%
Instructional strategies foster active participation by students during the instructional process.	7%	0%	0%	20%	40%	33%
Teachers and staff promote authentic learning and student engagement across all content areas.	0%	7%	0%	40%	33%	20%
Strategies and instructional methods ensure equity of opportunity for all students during the learning process.	0%	7%	13%	20%	40%	20%
Instructional strategies assist with bridging the cultural differences in the learning environment.	7%	7%	0%	40%	27%	20%
Teachers and staff integrate evidence-based strategies during Tier II and Tier III instruction.	7%	0%	7%	40%	20%	27%
Teachers work collaboratively to support and refine instructional effectiveness (e.g. with feedback, coaching, etc).	7%	7%	20%	27%	20%	20%
High expectations for academic achievement are made clear to students and supported with adequate scaffolding and resources.	0%	7%	13%	13%	47%	20%

Core Element 3: Assessment

Core Element 3: Assessment						
	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
A system is in place to use assessment data to make decisions about programs, practices, and instruction.	7%	0%	7%	33%	27%	27%
The school uses assessment data to identify students for Tier II and Tier III instruction.	7%	0%	20%	20%	27%	27%
Locally created assessments are reviewed and revised regularly to ensure priority standards are being measured at the appropriate levels of depth and rigor.	7%	7%	7%	27%	40%	13%

Core Element 4: Coordination of Technology Initiatives

Core Element 4: Coordination of Technology Initiatives						
	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
The school has a process for integrating technology into the instructional program to promote learning.	0%	0%	0%	27%	33%	40%
A plan is in place to provide in-service training in the use of technology.	0%	0%	13%	7%	47%	33%
Protocols and criteria are used to review and select technology hardware, software, and instructional programs.	0%	7%	27%	20%	33%	13%
There are established procedures for maintaining technology equipment.	0%	7%	13%	27%	33%	20%
Sufficient infrastructure exists to support instructional, assessment, and operational needs.	7%	0%	7%	20%	47%	20%

Core Element 6: Safe and Disciplined Environment

Core Element 6: Safe and Disciplined Environment						
	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
Practices are in place to develop and maintain a positive school climate between staff, students, and families.	7%	0%	0%	13%	40%	40%
A multi-tiered system of supports (MTSS) provides students with academic, behavioral, and social-emotional care and early intervention.	7%	0%	0%	20%	47%	27%
Discipline rules are established, and copies of the rules are made available to students and their parents/guardians.	0%	0%	7%	20%	33%	40%
Discipline rules to prevent bullying are in place and include education, parental involvement, and intervention.	0%	0%	7%	27%	47%	20%
A suicide awareness and prevention policy is in place and staff have been appropriately trained.	0%	13%	0%	20%	47%	20%
High expectations for behavior and attendance are communicated to families and consistently reinforced by all staff.	0%	13%	7%	20%	27%	33%
All staff express belief that all children can learn and consistently encourage students to succeed.	7%	0%	0%	20%	33%	40%
The school develops staff capacity to create positive classroom and school climates that are culturally responsive.	0%	13%	0%	20%	47%	20%

Core Element 8: Review Attendance

Core Element 8: Review Attendance						
	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
The school has and follows a chronic absence reduction plan.	7%	13%	20%	20%	27%	13%
A multi-tiered system of supports (MTSS) is in place to identify and help the academic, behavioral, and/or social emotional needs of chronically absent students.	7%	13%	13%	33%	13%	20%

Key Factors from the Teacher Inquiry Form	
Strengths	Areas for Improvement
<ul style="list-style-type: none"> 80% of respondents indicated the school uses a district-established curriculum that is aligned to Indiana Academic Standards. 80% of respondents identified there is a plan in place to provide in-service training in the use of technology. 74% of respondents reported that teachers use strategies that monitor and adjust instruction during lessons. 74% of respondents identified teachers ensure students are engaged in cognitively complex tasks. 74% of respondents indicate a multi-tiered system of supports (MTSS) provides students with academic, behavioral, and social-emotional care and intervention. 	<ul style="list-style-type: none"> 33% of respondents reported teachers are involved in cross grade-level articulation of standards. 33% of respondents indicated a multi-tiered system of supports (MTSS) is in place to identify and help the academic, behavioral, and/or social emotional needs of chronically absent students. 40% of respondents identified the school has and follows a chronic absence reduction plan. 40% of respondents reported teachers work collaboratively to support and refine instructional effectiveness. 40% of respondents indicated the school uses a culturally responsive curriculum to ensure all students' cultural differences are recognized and appreciated.

Curriculum Audit

1

Identify the overall measures for key curriculum components

2

Rate the current levels of process, implementation, and refinement

3

Provide specific feedback for each key component

4

Determine next steps based on evidence and data analysis



EQUITABLE EDUCATION SOLUTIONS
PROMOTING LEARNING FOR ALL STUDENTS

PRIORITIZATION OF STANDARDS

Comprehensive Needs Assessment
for School Improvement Planning



Eminence Jr-Sr
High School

4	EXEMPLARY – Strong evidence of the key component within the measure of application.
3	EVIDENT – Key component is evident and observable within the measure of application.
2	PARTIALLY EVIDENT – Some evidence of the key component is observable within the measure of application.
1	NOT YET EVIDENT – Lack of evidence suggests the key component is not observable within the measure of application.

Use the scale above to rate the below measures of application. Our process is designed to begin with a broad perspective then drill down to your current areas of strength and key components requiring support.

Process (P): There is a consistent, systematic approach to curriculum throughout the building.

Implementation (I): The curriculum map components drive daily instruction.

Refinement (R): There is an evident cycle of learning in order to ensure curriculum maps are rigorous and relevant.

Key Component	Process	Implementation	Refinement	ROW TOTAL
The prioritization of standards that are the most critical per grade level are evident.	4	3	3	10
Objectives and activities align to the rigor of priority standards.	4	2	3	9
There is an allotment of time built in for reteaching/enrichment of standards throughout the year.	1	1	1	3
It is clear how priority standards are consistently cycled back throughout the course of a school year.	4	2	3	9
MEASURES OF APPLICATION TOTALS	13	8	10	31/48



PRIORITIZATION OF STANDARDS

Comprehensive Needs Assessment
for School Improvement Planning



Eminence Jr-Sr
High School

STRENGTHS & OPPORTUNITIES FOR IMPROVEMENT SPECIFIC FEEDBACK: ELA and math curriculum maps that had recently been adopted and personalized were reviewed. The curriculum maps identify priority and supporting Indiana academic standards with the objectives and activities reflective of the level of rigor necessary in order for students to attain mastery. Furthermore, a clear cycling of standards is present in the ELA curriculum maps with many critical concepts revisited throughout the math curriculum maps. While enrichment activities are provided through the high ability programming, an identification of time for remediation and enrichment is lacking from the current schedule.

Key Component	STRENGTHS	OFI'S
The prioritization of standards that are the most critical per grade level are evident.	The current maps possess a clear identification of priority standards reflective of concepts most critical per grade level.	Ongoing formative feedback and coaching regarding the implementation of newly adopted curriculum maps would ensure fidelity in the delivery of curriculum.
Objectives and activities align to the rigor of priority standards.	Objectives and activities are aligned with IAS and reflective of the level of rigor required for students to demonstrate mastery.	Content areas outside of ELA and math continue to develop curriculum maps including objectives and activities aligned with priority standards.
There is an allotment of time built in for reteaching/enrichment of standards throughout the year.	While the current schedule does not allot for a time for remediation or enrichment, school initiatives support teachers' ability to identify the need for and provide remediation and enrichment.	The school would benefit from an allotment of time built into the daily schedule devoted to enrichment and remediation.
It is clear how priority standards are consistently cycled back throughout the course of a school year.	ELA curriculum maps have a clear cycling of standards over the course of the academic year while math curriculum maps revisit critical concepts routinely.	Continued refinement of the cycling of standards based on student assessment data would further leverage the cycling process.



STUDENT LEARNING INDICATORS

Comprehensive Needs Assessment
for School Improvement Planning



Eminence Jr-Sr
High School

4	EXEMPLARY – Strong evidence of the key component within the measure of application.
3	EVIDENT – Key component is evident and observable within the measure of application.
2	PARTIALLY EVIDENT – Some evidence of the key component is observable within the measure of application.
1	NOT YET EVIDENT – Lack of evidence suggests the key component is not observable within the measure of application.

Use the scale above to rate the below measures of application. Our process is designed to begin with a broad perspective then drill down to your current areas of strength and key components requiring support.

Process (P): There is a consistent, systematic approach to curriculum throughout the building.

Implementation (I): The curriculum map components drive daily instruction.

Refinement (R): There is an evident cycle of learning in order to ensure curriculum maps are rigorous and relevant.

Key Component	Process	Implementation	Refinement	ROW TOTAL
Clearly defined learning progressions for each priority standard are demonstrated.	4	3	3	10
Tiered assessments are established for each priority standard.	4	3	3	10
Students are provided choices for how they learn and show mastery of priority standards.	3	3	3	9
MEASURES OF APPLICATION TOTALS	11	9	9	29/36



STUDENT LEARNING INDICATORS

Comprehensive Needs Assessment
for School Improvement Planning



Eminence Jr-Sr
High School

STRENGTHS & OPPORTUNITIES FOR IMPROVEMENT SPECIFIC FEEDBACK: Curriculum maps demonstrate an explicit learning progression supporting learners as they gain knowledge and skills included in the prioritized standards. Moreover, tiered assessments have been developed in conjunction with proficiency scales to clearly identify specific skills reflective of various levels of ability from pre-foundational to mastery. While maps do not currently identify how students are provided choice in how they demonstrate mastery, teachers are continuing to refine and personalize maps utilizing available curricular resources.

Key Component	STRENGTHS	OFI'S
Clearly defined learning progressions for each priority standard are demonstrated.	The development of proficiency scales and tiered assessments will identify where students are in the acquisition of necessary knowledge and skills required to demonstrate mastery and expose any gaps in understanding to effectively inform instruction.	The continued development of proficiency scales for additional content area courses is recommended.
Tiered assessments are established for each priority standard.		An allotment of time during which teachers collaboratively review assessment data obtained through the administration of tiered assessments would bolster remediation and enrichment efforts.
Students are provided choices for how they learn and show mastery of priority standards.	The school has an abundance of curricular resources available to support student choice when demonstrating mastery.	The maps do not include an area for the teacher to identify how students are provided choice in how they learn and demonstrate mastery priority standards.



CORE CURRICULAR ELEMENTS

Comprehensive Needs Assessment
for School Improvement Planning



Eminence Jr-Sr
High School

4	EXEMPLARY – Strong evidence of the key component within the measure of application.
3	EVIDENT – Key component is evident and observable within the measure of application.
2	PARTIALLY EVIDENT – Some evidence of the key component is observable within the measure of application.
1	NOT YET EVIDENT – Lack of evidence suggests the key component is not observable within the measure of application.

Use the scale above to rate the below measures of application. Our process is designed to begin with a broad perspective then drill down to your current areas of strength and key components requiring support.

Process (P): There is a consistent, systematic approach to curriculum throughout the building.

Implementation (I): The curriculum map components drive daily instruction.

Refinement (R): There is an evident cycle of learning in order to ensure curriculum maps are rigorous and relevant.

Key Component	Process	Implementation	Refinement	ROW TOTAL
Enduring understandings that provide an overarching purpose for units of study are identified.	4	2	2	8
Essential questions that promote inquiry within each unit of study are present.	4	2	2	8
The vocabulary included in the curriculum maps include both nouns and assessment verbs.	4	2	2	8
There is a cross-curricular alignment to literacy or other content standards.	4	2	2	8
Employability skills (21 st Century skills) are identified and embedded within the activities of each unit of study.	4	2	2	8
There is a system for teachers to reflect and provide feedback to the units of study.	2	2	2	6
MEASURES OF APPLICATION TOTALS	22	12	12	46/72



CORE CURRICULAR ELEMENTS

Comprehensive Needs Assessment
for School Improvement Planning



Eminence Jr-Sr
High School

STRENGTHS & OPPORTUNITIES FOR IMPROVEMENT SPECIFIC FEEDBACK: Curriculum maps inclusive of the core curricular elements have been adopted with the school engaging in a process of personalizing maps to incorporate available curricular resources.

Key Component	STRENGTHS	OFI'S
Enduring understandings that provide an overarching purpose for units of study are identified.	Enduring understandings that connect current content to long-term outcomes have been developed for each unit of study.	Continued refinement of delivery to ensure teachers are leveraging enduring understandings to establish relevance and engage students would increase efficacy.
Essential questions that promote inquiry within each unit of study are present.	Essential questions that invoke inquiry and critical thinking have been included in the units of study.	Continuity between the question types used for essential questions and assessment items would increase rigor and cognitive complexity of tasks leading to greater transparency of student understanding.
The vocabulary included in the curriculum maps include both nouns and assessment verbs.	Vocabulary lists including related content terms and assessment verbs are incorporated into units.	A cross-curricular approach to vocabulary development would bolster efforts to build students' understanding of terms.
There is a cross-curricular alignment to literacy or other content standards.		
Employability skills (21 st Century skills) are identified and embedded within the activities of each unit of study.	Employability skills standards are embedded in the units of study ensuring opportunities exist for skill development.	While employability skill standards are embedded in the units ensuring direct instruction of competencies, the ongoing incorporation of vernacular reflective of those competencies in instruction would support cultural shifts resulting in greater internalization of skills.
There is a system for teachers to reflect and provide feedback to the units of study.	A section for reflection and refinement has been incorporated into each unit of study.	A consistent time for teachers to collaboratively reflect and refine units of study would be beneficial.



OVERALL REPORT

Comprehensive Needs Assessment
for School Improvement Planning



Eminence Jr-Sr
High School

KEY COMPONENT TOTALS

Key Component	Totals
Prioritization of Standards	31/48
Student Learning Indicators	29/36
Core Curricular Elements	46/72
CURRICULUM AUDIT SCORE	106/156

APPLICATION TOTALS

Key Component	Totals
Process	46/52
Implementation	29/52
Refinement	31/52

ANALYSIS & RECOMMENDATIONS Eminence Jr-Sr High School has engaged in a process of developing a guaranteed and viable curriculum that possesses the cognitive complexity necessary to ensure student acquisition of mastery of the Indiana academic standards. Ongoing reflection and refinement of curriculum maps is recommended to identify and effectively incorporate all available curricular resources to best support student learning. Continued formative feedback to ensure maps are being implemented with fidelity is also recommended, as well as continued refinement of the use of assessment data as a driver of instruction and intervention.



Comprehensive Needs Assessment for School Improvement Planning

Assessment Audit

01

Analysis
from inquiry
forms

02

Assessment
length and skills
addressed

03

Item type
analysis

04

Webb's Depth
of Knowledge

05

Metacognition



EQUITABLE EDUCATION SOLUTIONS
PROMOTING LEARNING FOR ALL STUDENTS

School Eminence Jr/Sr High School

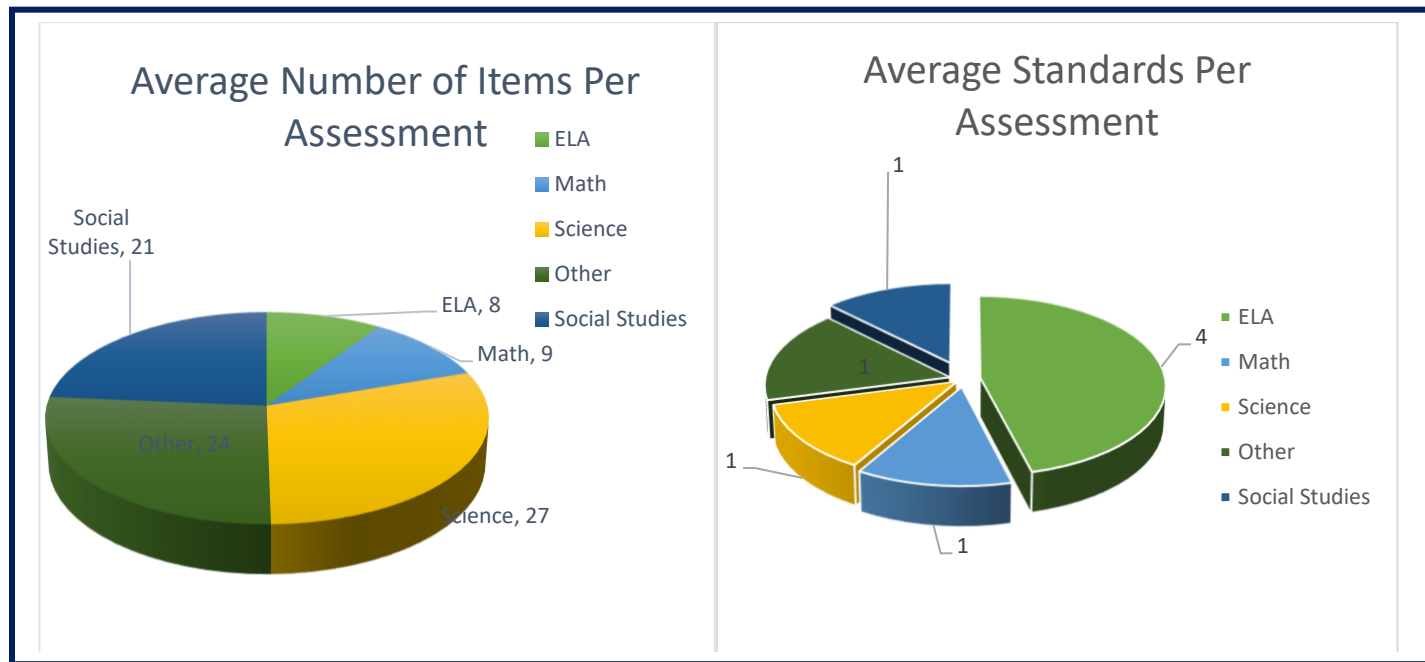
Number of Assessments Analyzed 30

Types of Assessments Analyzed A variety of assessment types, including unit quizzes, exit tickets, bell ringers, and unit assessments, from grades 6-12 were submitted for review. The assessments represent various content areas including ELA, Math, Science, Social Studies, and Vocational Studies.

The assessment audit focuses on the following components:

- Assessment Length and Number of Skills Addressed
- Item Type Analysis
- Webb's Depth of Knowledge
- Metacognition in Assessment

Process for Writing Assessments	
Summary Of the 30 assessments evaluated, 12 demonstrated a teacher created assessment with 18 demonstrating an assessment from an outside source. Assessments represent various evaluation tools from grades six through 12 with 14 ELA assessments, 8 Math assessments, three Science, two Social Studies, and three Vocational Training assessments presented for review.	
Strength	Opportunity for Improvement
The number of teacher created assessments indicate teachers are aligning assessments with student learning objectives. In addition, several assessments demonstrated a variety of questions types indicating the desire to increase understanding of student learning.	In order to support high-quality instruction, assessments can be further developed to encourage higher-order thinking and a strategic assessment design. Furthermore, a clear alignment between assessment items and standards was not evidenced identifying the need for further focus on criterion-based assessment. Though question types were varied, there is an opportunity to increase the rigor and Depth of Knowledge of items on assessments. Additionally, the submitted assessments lack metacognitive tasks and the opportunity for students to extend and explain their thinking.



Assessment Length and Skills Addressed

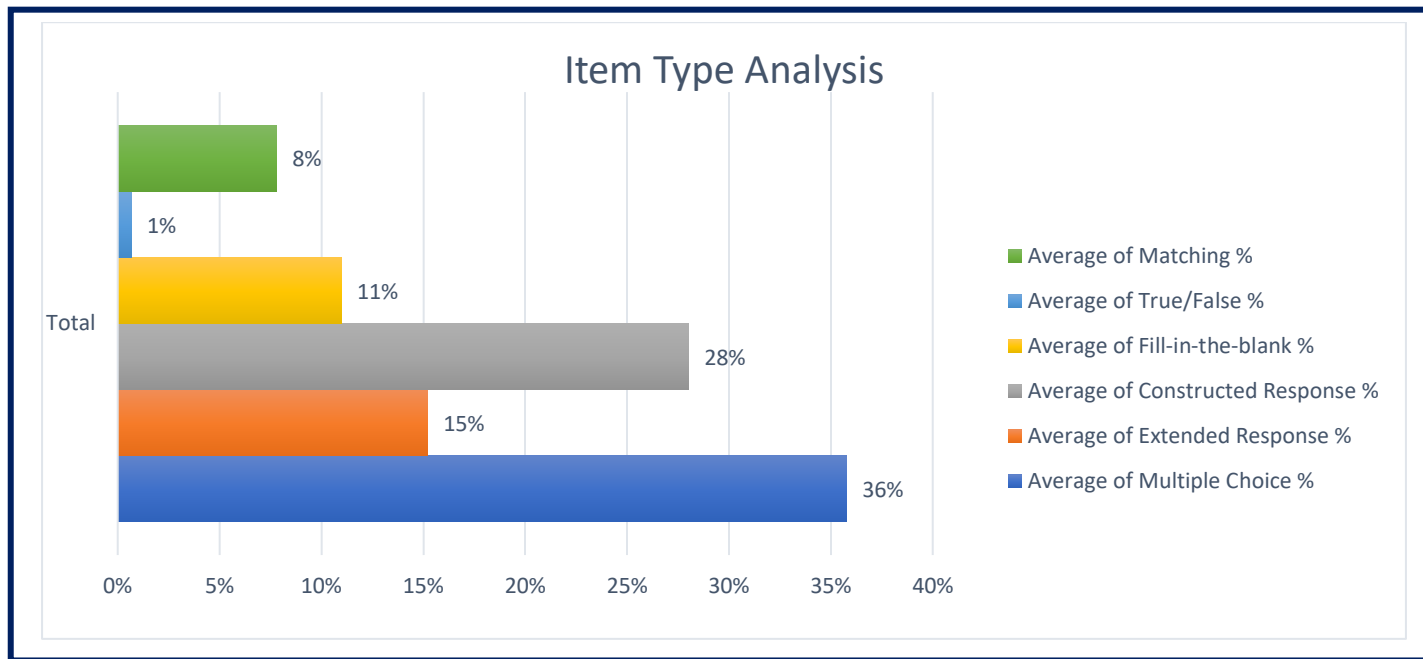
Of the 30 assessments submitted from Eminence Jr/Sr High School, the average number of items on assessments overall was 18. When analyzing the assessments, the average number of items per assessment ranges from a high of 27 items on Science assessments to a low of 8 items on ELA assessments. Math presents with an average of 9 assessment items, while Science presents with an average of 27. Vocational Training assessments were submitted for review with an average of 24 assessment items. Math Science, Social Studies, and Vocational Training assessments assessed an average of one standard per assessment, while ELA assessments evaluated content retention over an average of four standards.

Strength

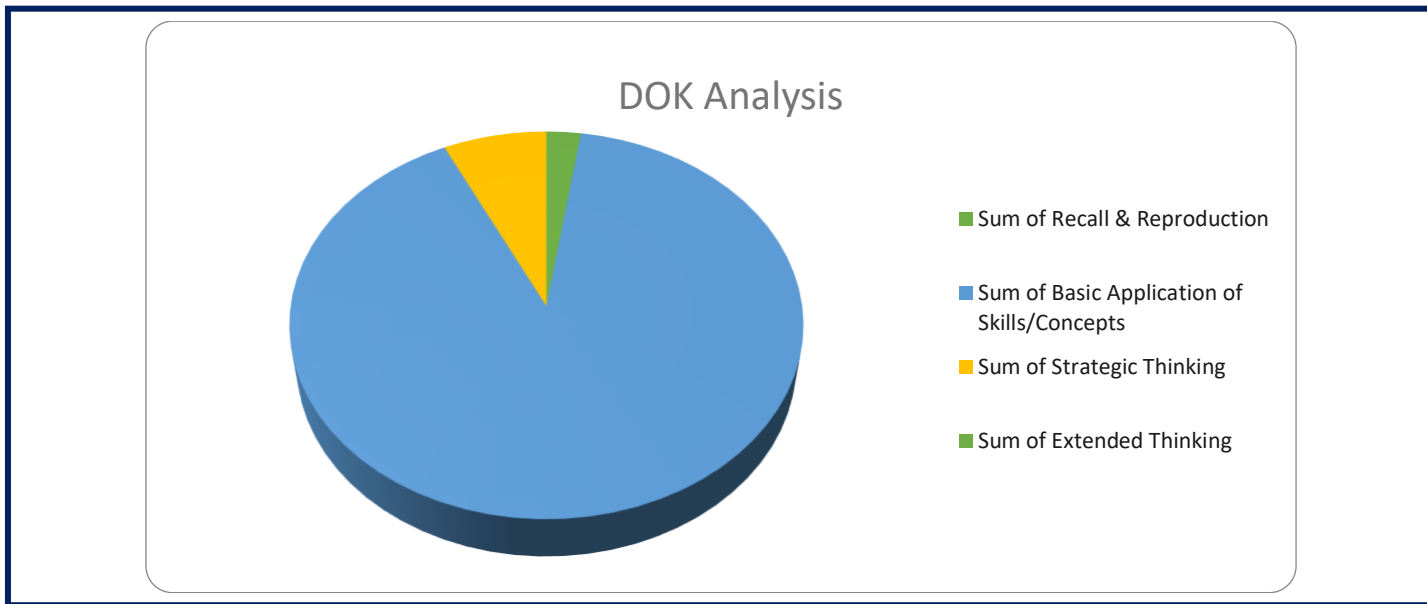
ELA and Math assessments presented with fewer assessment items representing the desire to increase the depth of student assessment versus breadth. Furthermore, Math, Science, Social Studies, and Vocational Training assessments evaluated student performance related to a single standard which is in alignment with current evidence-based practice.

Opportunity for Improvement

Continued refinement of assessments to increase academic rigor would provide a more in-depth understanding of student learning. In addition, the alignment of priority standards with assessment items would assure standard mastery and be a valuable tool in driving instruction.



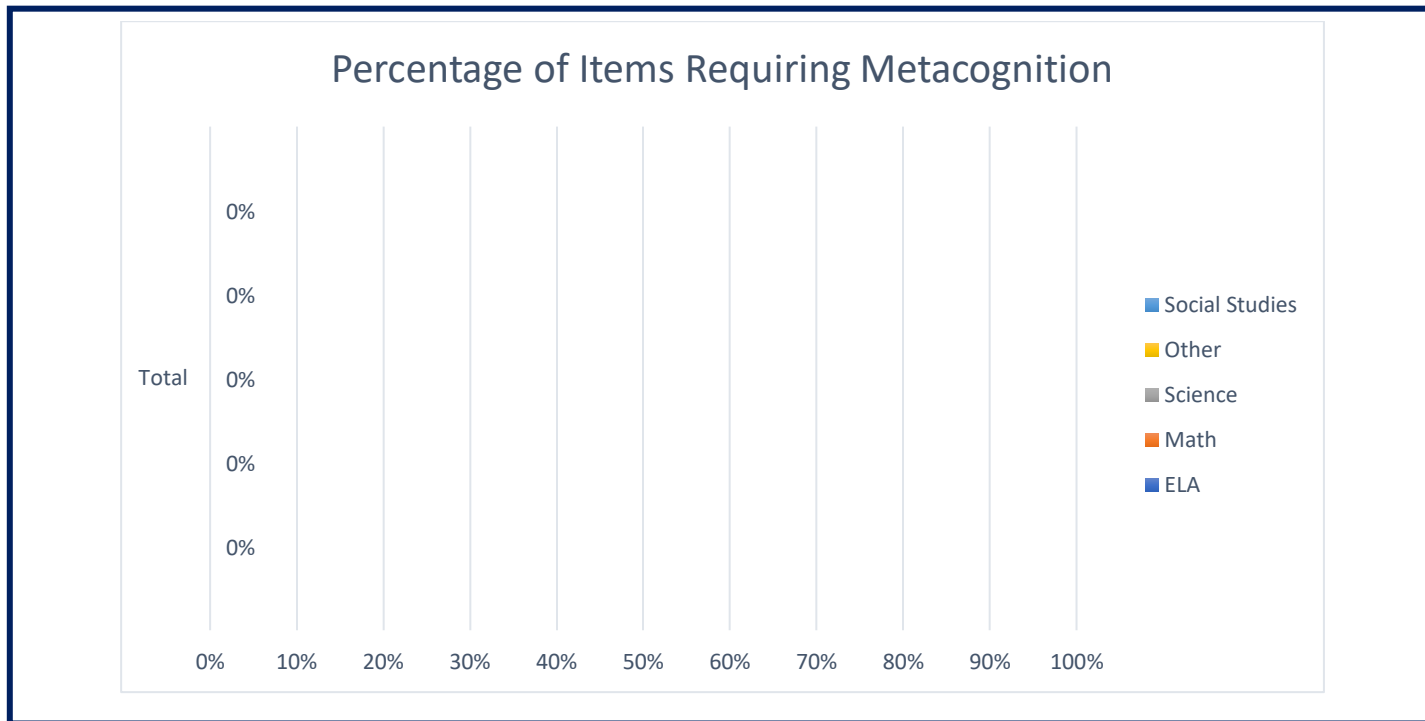
Item Type Analysis	
A total of 354 items were presented in the 30 assessments evaluated. Of those 354 items, 36% presented a multiple-choice format to assess student learning, while 28% were of a constructed response format. The remainder of the items included 15% extended response, 11% fill-in-the-blank, 8% matching, and 1% true/false.	
Strength	Opportunity for Improvement
Students were presented with a variety of item types to demonstrate mastery of a single standard.	While several assessments presented with constructed and extended response item types, 36% of assessment items were multiple-choice. Reducing the number of multiple-choice items and instead evaluating student knowledge with items such as constructed response, extended response, or essay would require students to grapple with their answers in a way that demonstrates what they know and do not know about the standards assessed. Varying with more rigorous item types also elevates literacy across content areas.



Webb's Depth of Knowledge

The submitted assessments from Eminence Jr/Sr High School include 354 assessment questions with a variety of item types; however, when diving into Depth of Knowledge 77% of assessment questions require students to recall and reproduce content knowledge. Further, 22% of assessment questions require basic application of skills and concepts with 1% of assessment questions requiring strategic thinking. Assessment requiring extended thinking was not observed to be included in any of the assessments submitted. Therefore, although a varied item type does exist, the Depth of Knowledge level students are presented to demonstrate their mastery of a standard maintains at a lower level.

Strength	Opportunity for Improvement
Depth of Knowledge analysis through the assessment audit demonstrates that of the higher-level questions presented, most were in Math and ELA assessments. This demonstrates an opportunity of learning that elevates critical thinking in both core content areas.	52% of questions reviewed require students to demonstrate mastery at a lower Depth of Knowledge level with many Science and Social Studies questions consisting of items requiring only recall. While 44% of the items were identified as application items, the majority of those were Math computation items. While fact computation is an important foundational skill, it can be embedded into questions with higher Depth of Knowledge to expose students to rigorous problem types that require strategic thinking.



Metacognition in Assessment

Providing an opportunity for metacognition throughout assessment allows educators an inside track into student thinking, thus giving the educator a true sense of where students reside in the mastery of the standards assessed. Of the submitted assessment questions, the practice of eliciting metacognition to evaluate student learning was not demonstrated.

Strength

Teachers are currently accustomed to creating assessments aligned with learning objectives; therefore, the foundation of the practice to elicit a more meaningful representation of student learning is currently being utilized.

Opportunity for Improvement

Teachers need to become knowledgeable of the use of metacognition as an assessment strategy. Incorporating the practice of responses requiring metacognition will build teachers' capacity to not only assess rigorously, but also analyze student-level data to guide instructional decision making.

Evidence-Based Recommendations

Though a persistent challenge is aligning assessment practices to the daily rigor levels of standards-based instruction, based on evidence, there are few strategic solutions that can be provided to sum up the assessment audit findings for Eminence Jr/Sr High School. We believe that taking these steps will progressively shift teacher practice, while increasing student achievement.



Webb's Depth of Knowledge & Bloom's Taxonomy. Empirical evidence from the audit suggests that teachers may be familiar with Webb's DOK, however, application with designing assessments is a priority area for consideration. In order to develop effective assessments, teachers must be trained on Webb's DOK and Bloom's Taxonomy practices.



Rigorous instructional practices. Appropriate selection of texts and tasks aligned to curriculum maps and corresponding, ongoing assessments are critical to growth of student performance at your school. Mastery models and how they should be utilized in daily delivery of instruction as well as application to assessment are essential to student growth.



Metacognition practices. Focus on *how* students are thinking is equally as important as *what* they are learning. In order for your team to advance student achievement, there must be an effort to increase the amount of metacognition that is happening through daily instruction efforts, as well as embedded in assessments.

The process of adopting *and* sustaining a new approach to assessment requires support. Most schools require support in order to collect and analyze current practices, determine needs, identify priorities and create an implementation plan with core team members to lead assessment practices.

Additionally, capacity-building of team members can be challenging. A school environment must be conducive to failure. This begins with purposeful engagement with all stakeholders and developing buy-in.

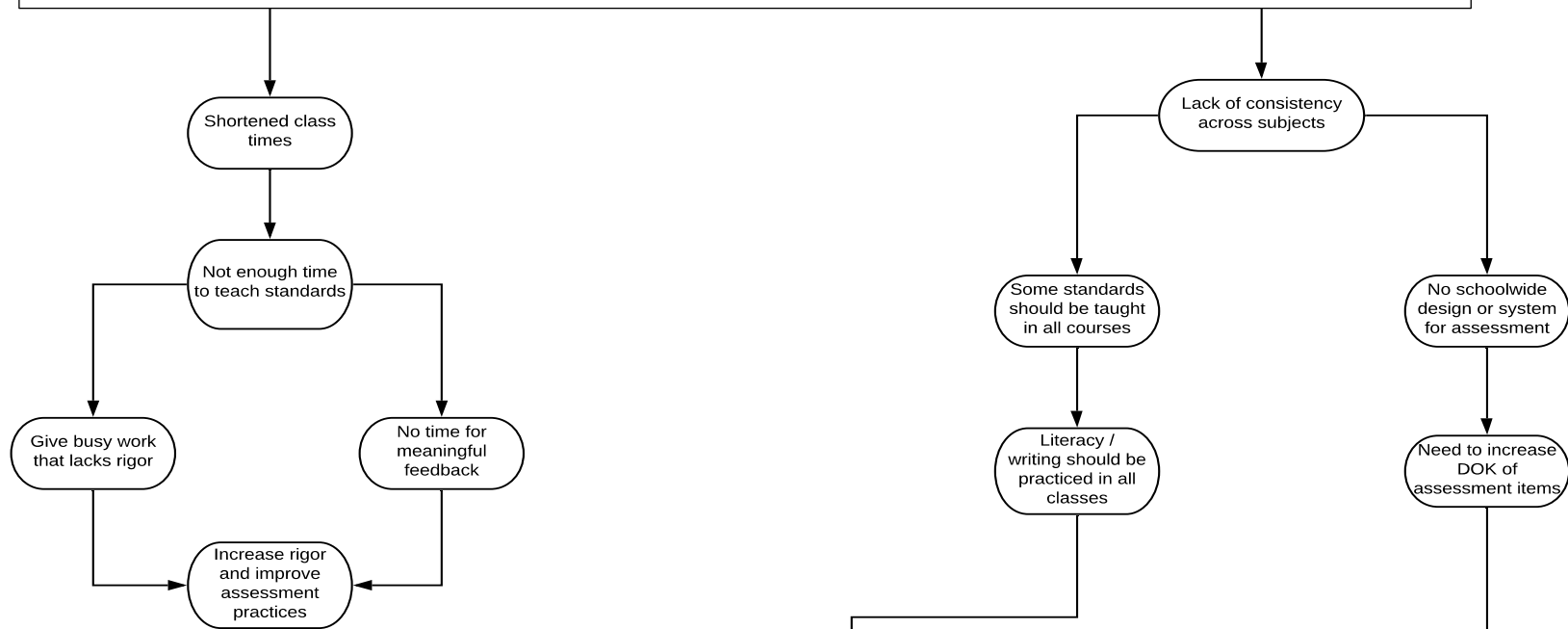
Root Cause Analysis

Comprehensive Needs Assessment for School Improvement Planning

Focus Area 1	Focus Area 2	Focus Area 3	Student Group Focus Area
<p>Proficiency: Due to receiving ELA and math proficiency rates of 42.7% and 17.2%, respectively, on the state assessment, Eminence Jr-Sr High School will continue refining adopted curriculum maps and tiered assessments and move toward implementing maps and assessment pieces with fidelity to offer a guaranteed and viable curriculum.</p>	<p>Growth: Due to disproportionate rates of students demonstrating low growth, 53.8% in ELA and 58.6% in math, Eminence Jr-Sr High School will increase efficacy of the high-yield instructional strategies comprising the Instructional Priorities Model through ongoing formative feedback and coaching.</p>	<p>SEL: In order to attain an 80% model attendee rate, Eminence Jr-Sr High School will create a comprehensive framework to drive SEL efforts to integrate behavioral practices and SEL, foster students' acquisition of social-emotional competencies, and effectively support students in need of individualized intervention to create an equitable learning environment.</p>	<p>Free & Reduced Lunch/ Economically Disadvantaged: Due to disproportionate rates of students in the subgroup of FRL failing to demonstrate proficiency and adequate rates of growth, Eminence Jr-Sr High School will increase cultural competency to provide a safe, supportive learning environment where instruction and supports are responsive to student level data.</p>

Focus Area 1

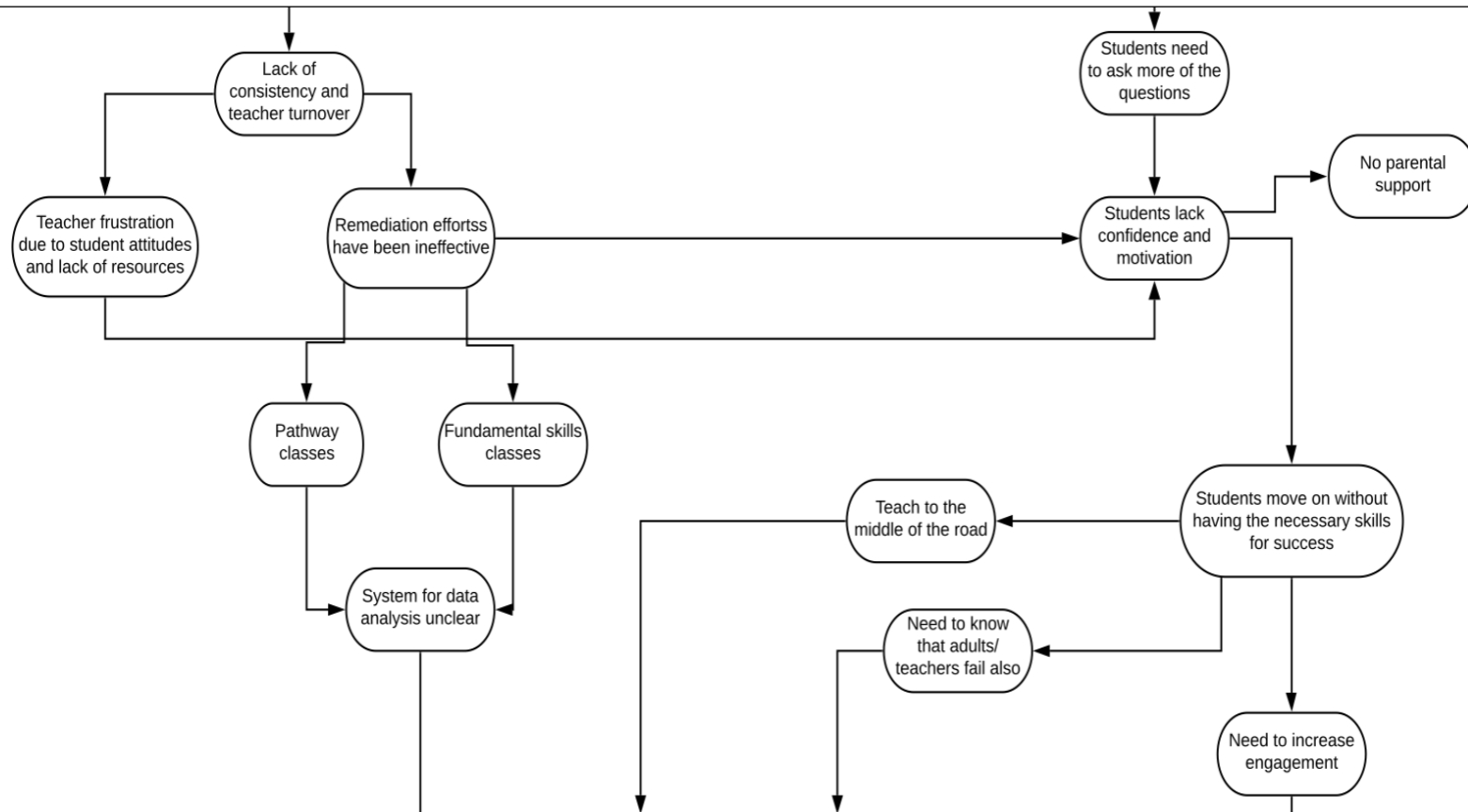
Due to receiving ELA and math proficiency rates of 42.7% and 17.2%, respectively, Eminence Jr-Sr High School will continue refining adopted curriculum maps and tiered assessments and move toward implementing maps and assessment pieces with fidelity to offer a guaranteed and viable curriculum.



Due to increased rates of students failing to demonstrate mastery on ISTEP+, Eminence Jr-Sr High School will continue working towards the provision of a guaranteed and viable curriculum, as well as an assessment system to evaluate student progress towards the mastery of Indiana academic standards, to increase proficiency rates in ELA and math.

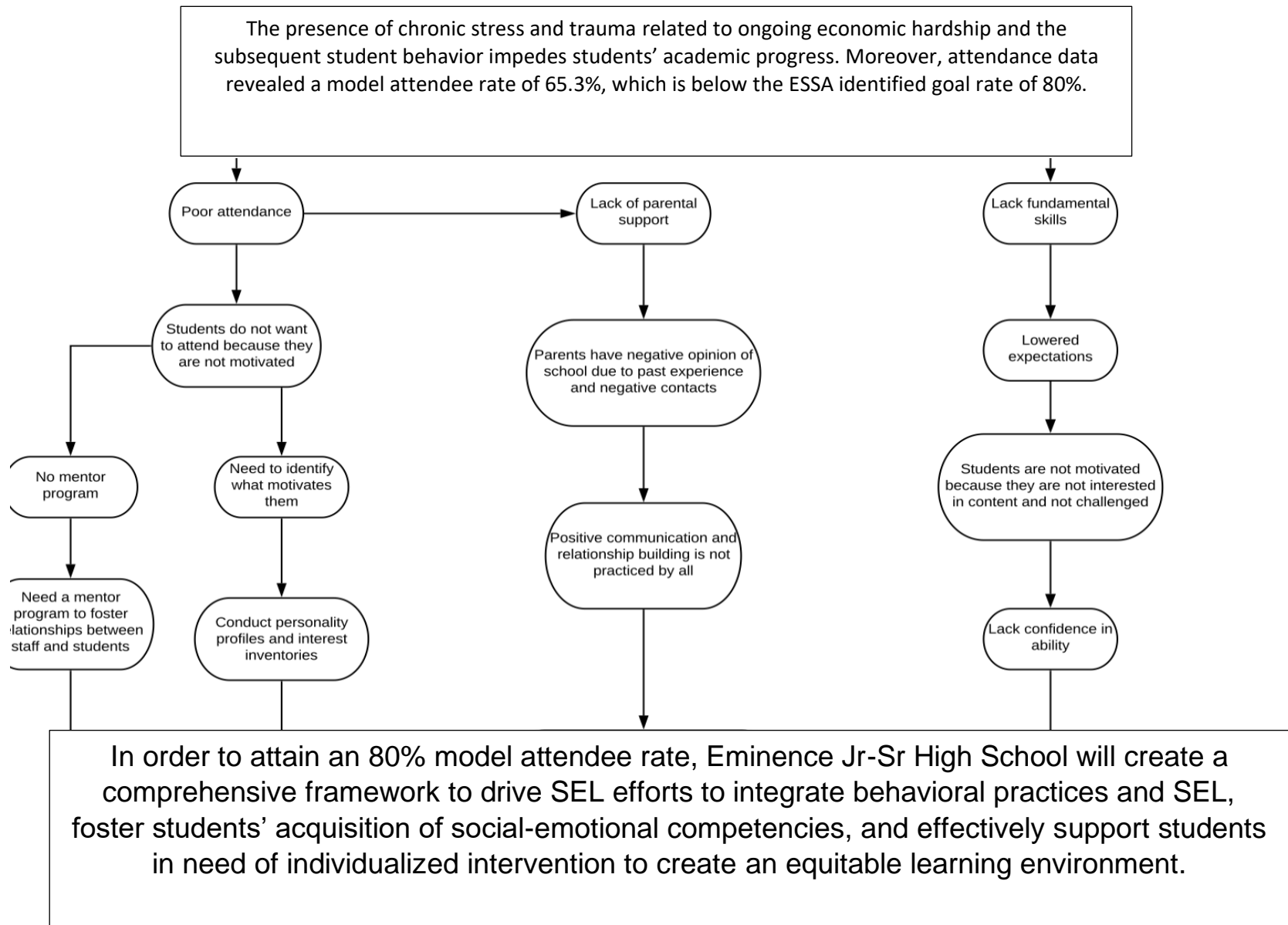
Focus Area 2

Due to disproportionate rates of students demonstrating low growth, 53.8% in ELA and 58.6% in math, Eminence Jr-Sr High School will increase efficacy of the high-yield instructional strategies comprising the Instructional Priorities Model.

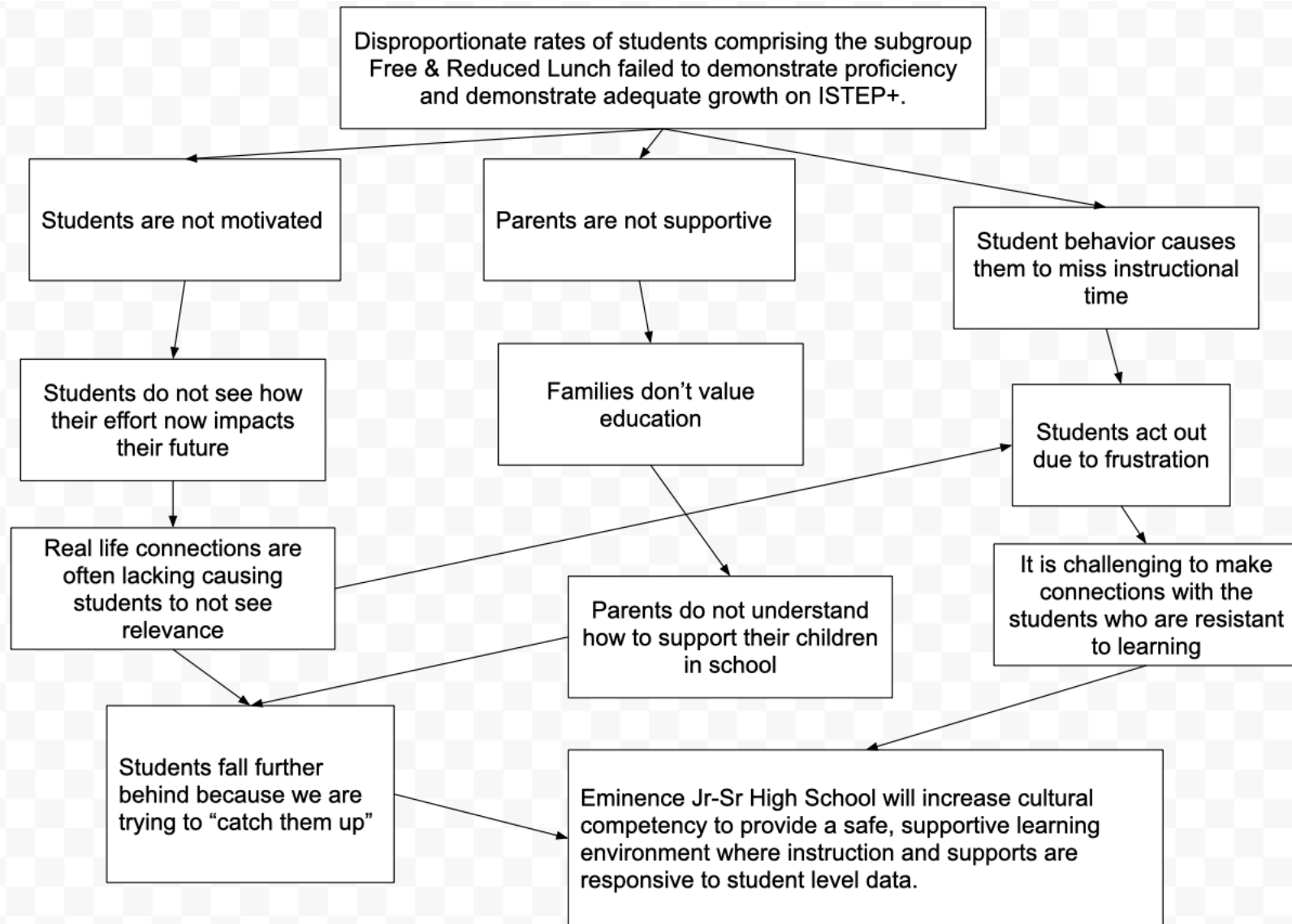


Students have continued to exhibit increased rates of low growth and decreased rates of high growth on ISTEP+ indicating a need for the effective implementation, supported through ongoing formative feedback and coaching, of high-yield instructional strategies as identified by a collectively developed Instructional Priorities Model to increase student growth.

Focus Area 3



Student Group Focus Area



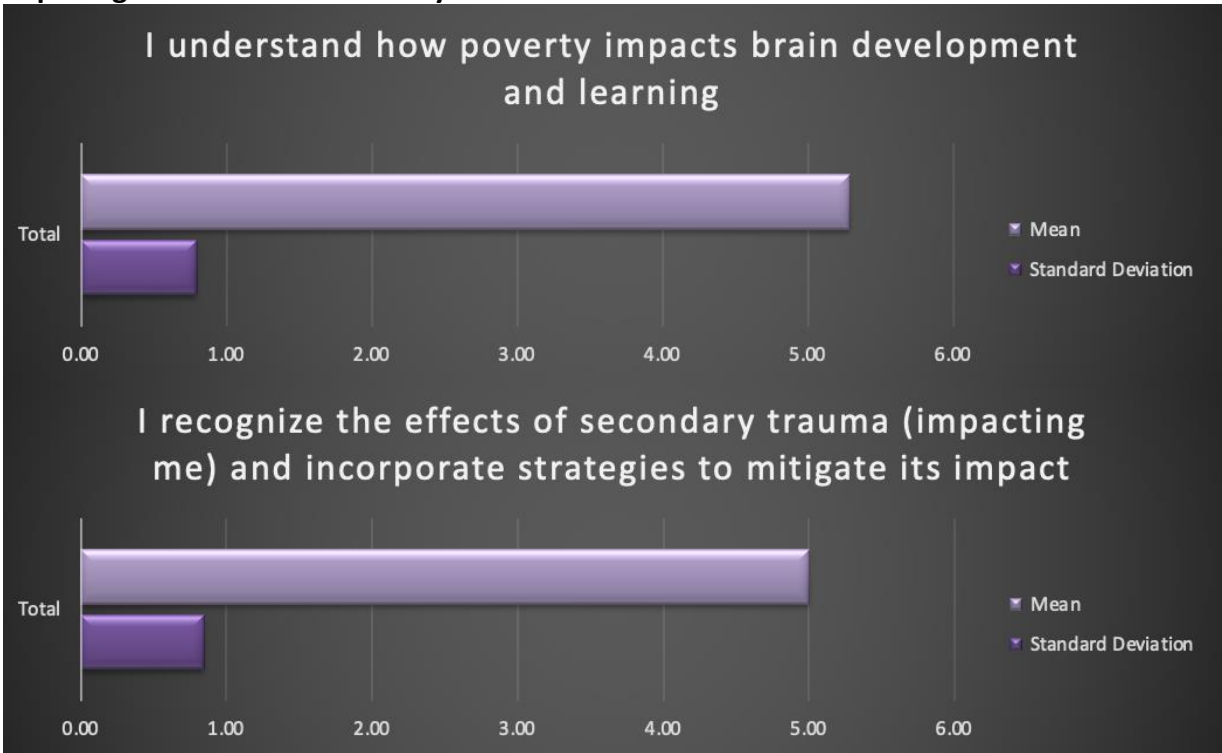
Appendix I: Social and Emotional Learning

Throughout the CNA, we have been gathering data to better inform the needs of our students' social and emotional learning. The following includes data from surveys, instructional investigations, and focus group discussions to inform how the needs of our high-risk students will be addressed through mental health programs, instructional support and mentoring, and non-academic skill improvement strategies.

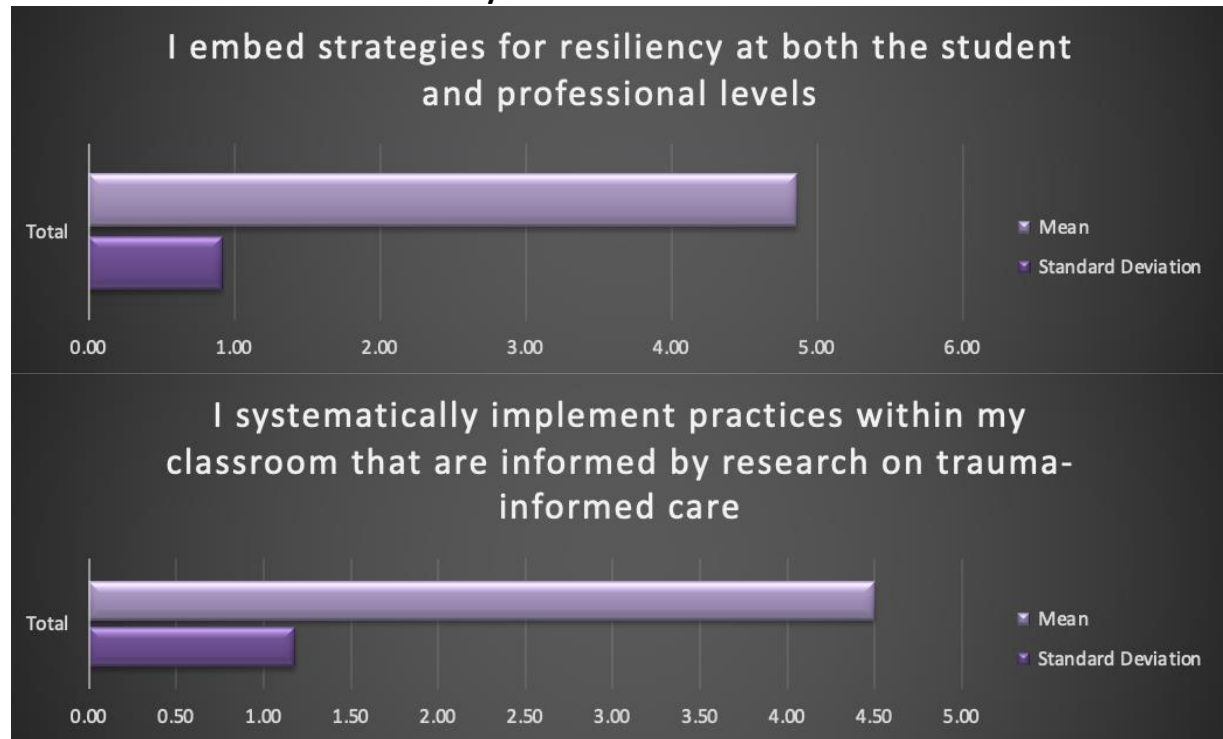
A six-point Likert scale was given to all staff at Eminence Jr-Sr High School with 9 staff members participating. The survey consisted of three areas including questions about educational neuroscience, mindsets for learning, and routines for learning.

Educational Neuroscience

Top 2 Highest Scores from Survey:



Bottom 2 Lowest Scores from Survey:

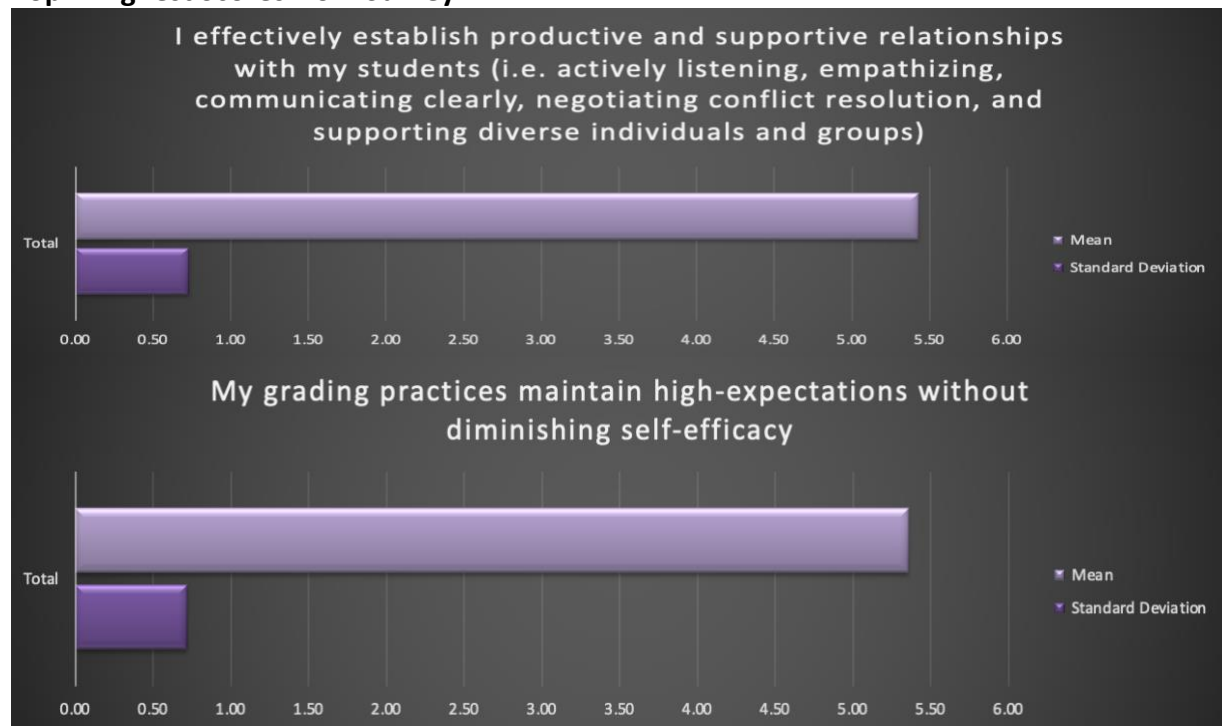


Strength: Teachers report an understanding of the impacts of poverty on brain development which enables them to mitigate the educational repercussions and offer appropriate instructional supports. In addition, teachers are cognizant of the effects of secondary stress and trauma which will increase their ability to recognize and intervene when levels become toxic and have the potential to impact performance.

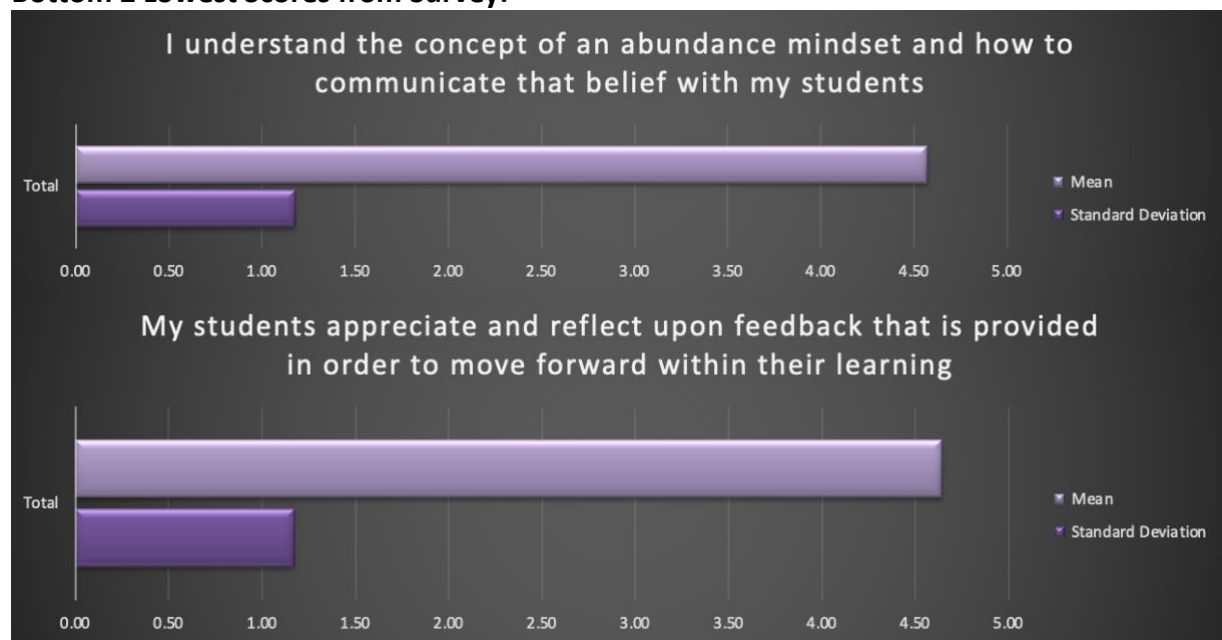
Opportunity for Improvement: If we want to empower students, we must show them how they can control their own cognitive and emotional health and their own learning. Teachers will need to receive training on resiliency and neuroplasticity in order for them to help students become resilient and have a growth mindset.

Mindsets for Learning

Top 2 Highest Scores from Survey:



Bottom 2 Lowest Scores from Survey:

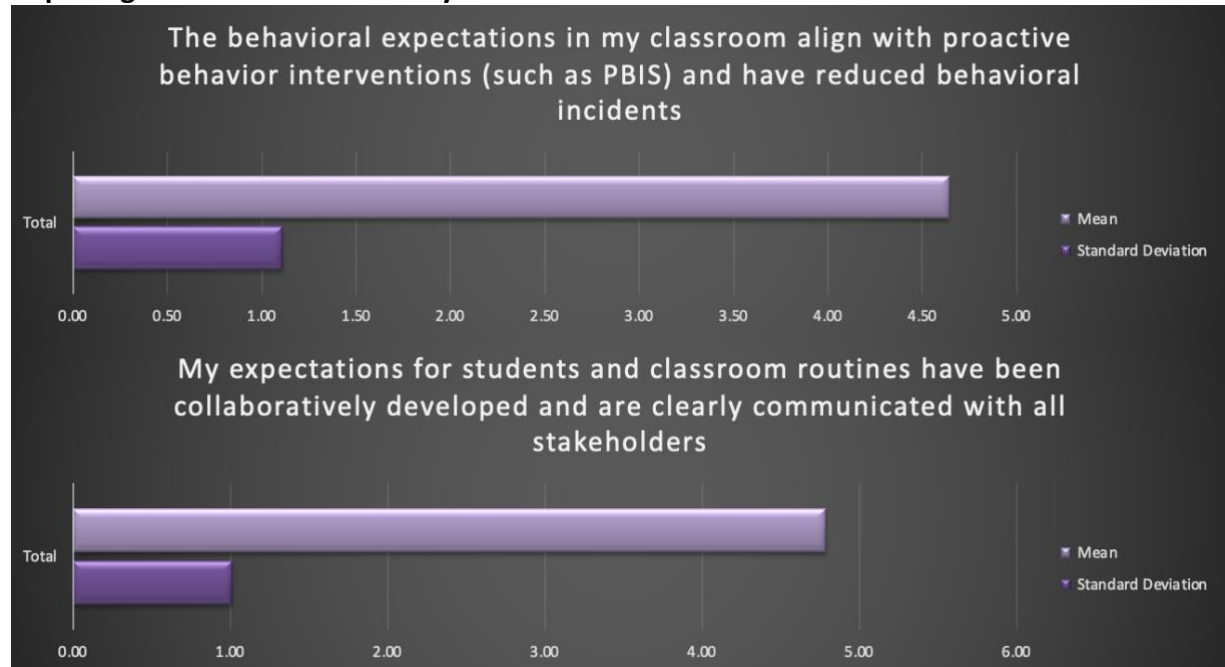


Strength: Research states that children and youth do better in school and life when they are connected to caring adults. Staff at Eminence Jr-Sr High School ensure students have caring adults in the building with whom they have a strong relationship.

Opportunity for Improvement: Students and staff would benefit from training on abundance mindset. Students with an abundance mindset focus on limitless opportunities. They choose to focus on the positive things in their life rather than the negative things.

Routines for Learning

Top 2 Highest Scores from Survey:



Bottom 2 Lowest Scores from Survey:



Strength: Classroom rules and procedures were developed with students allowing them to feel valued. This is critical for promoting a positive and safe learning environment. Allowing students to take ownership over their environment shows them you value their thoughts. One of the most effective and practical ways teachers can give students a say in the classroom is by allowing them to participate in developing the classroom rules or behavior guidelines. Furthermore, classroom expectations were developed in conjunction with positive behavioral strategies to reinforce the student-teacher partnership.

Opportunity for Improvement: Routines that encourage students to be risk-takers and step outside their comfort zones in order to reach their full potential bolster confidence. Effectively setting and tracking goals then readjusting approaches to achieve their goals provides students with a sense of ownership and increases self-agency.