

# I. Establish a Comprehensive Needs Assessment Planning Team

CNA Planning Team Members		
<i>Note: Add or subtract rows as needed.</i>		
Name	Stakeholder Group(s)	Role(s)
Jeff Bell	Administrator	Co-Chair
Audrey Jackson	Administrator	Co-Chair
Ryan Wagner	Administrator	
Brian Dugger	Administrator	
Dawn Franklin	Special Education	
Carri Randall	Educator	
Dave Nuckles	Parent	
Robin Dorsett	Parent	
<i>Note: Use the tables below to name the topics that committees will study to support the CNA process as well as the members of these committees, modifying the tables as needed.</i>		
<i>Note: TSI identified schools must include a domain of study specific to each subgroup identified as low performing.</i>		
Committee's Domain of Study: Special Education SAT Scores		
Name	Stakeholder Group(s)	Role(s)
Dawn Franklin	Special Education	Data Analysis
Audrey Jackson	Administration	Data Analysis
Brian Dugger	Administration	Data Analysis
Carri Randall	Educator	Data Analysis
Dave Nuckles	Parent/Educator	Data Analysis
Committee's Domain of Study: Special Education Graduation Rate		
Name	Stakeholder Group(s)	Role(s)
Ryan Wagner	Administration	School background data

Robin Dorsett	Parent	Student and Staff Data
Audrey Jackson	Administration	Graduation Data Comparison

## II. Develop a vision of excellence

### Vision of Excellence

*Note: Adjust the length of this table cell as needed.*

#### WE BELIEVE:

- Our students can and should maintain high expectations of themselves and positive attitudes toward the learning process. We mean they take ownership of their learning, pay attention in class, are curious, ask questions, participate, challenge themselves and take initiative.
- Our faculty can and should maintain high expectations of the students and positive attitudes toward the learning process. We mean they display a passion for education by being enthusiastic, caring, positive, approachable, challenging students to explore new areas and to excel in areas of personal interests and abilities.
- Our students can and should produce favorable results through organization, discipline, and work ethic. We mean they are task-oriented, work diligently, complete all assignments, strive for perfect attendance, study for tests and quizzes outside the classroom, arrive in class prepared to learn and to work, have a four-year plan and review it regularly and assess their academic and personal development.
- Our faculty can and should foster favorable results through meaningful student work. We mean they create relevant, useful, and motivating activities, observe school corporation guidelines and state standards, facilitate learning by using diverse methods of instruction, evaluate their own performance and that of their students and maintain accurate records.
- Our students can and should make connections between the classroom and life. We mean they understand the importance of learning, recognize the future implications of present choices, bring general "life" knowledge to the classroom and apply classroom lessons to life.
- Our faculty can and should help students see connections between the classroom and life. We mean they prepare students to be lifelong learners, counsel students concerning career and educational goals, keep abreast of current subject matter and technological innovations and develop content relevant to the students' present and future lives.

- Our students can and should communicate with everyone involved in their education. We mean they keep parents informed of their school lives, ask for additional instruction when necessary and seek guidance from administrators, counselors or other faculty members as needed.
- Our faculty can and should communicate with everyone involved in the educational process. We mean they maintain open communication with stakeholders and employ a team approach to resolve school issues.
- Our students can and should be good citizens of the school and society at large. We mean they respect staff, fellow students and themselves, develop an awareness of community and become productive citizens, recognize and respect cultural, social, and economic diversity, follow school policies regarding attendance, school safety, and conduct, develop strong character and ethical behavior, learn to adapt to change and develop self control and healthy lifestyles.
- Our faculty can and should model and encourage good citizenship at school and in society. We mean they maintain a safe and productive learning environment, exhibit respect for others, recognize cultural, social and economic diversity and display professionalism.

### III. Create a school profile

School Profile
<i>Note: Adjust the table as needed.</i>
Vision
<p>Our vision is to provide for all students a safe and challenging educational environment which fosters the acquisition and development of:</p> <ul style="list-style-type: none"> <li>• reading, writing, math, listening, and speaking skills.</li> <li>• a broad base of knowledge.</li> <li>• critical thinking and problem-solving skills.</li> <li>• adaptability to ever-changing environments.</li> <li>• strong character and healthy lifestyles.</li> <li>• respect for others in an increasingly diverse society.</li> </ul>

## Mission Statement

"Improving Learning, Improving Lives, One Student at a Time."

## Core Beliefs or Core Values

We believe that our students can and should:

- maintain high expectations of themselves and positive attitudes toward the learning process.
- produce favorable results through organization, discipline, and work ethic.
- make connections between the classroom and life.
- communicate with everyone involved in their education.
- be good citizens of the school and society at large.

We believe that our faculty can and should:

- maintain high expectations of the students and positive attitudes toward the learning process.
- foster favorable results through meaningful student work.
- help students see connections between the classroom and life.
- communicate with everyone involved in the educational process.
- model and encourage good citizenship at school and in society.

We believe that parents/guardians can and should share these high expectations of their children.

## Student Demographics

*Data Source 2020-2021 School Year/IDOE Compass*

### *Enrollment*

<i>Grade 9</i>	<i>Grade 10</i>	<i>Grade 11</i>	<i>Grade 12</i>	<i>Total</i>
292	328	363	309	1,292

### *Diversity*

<i>Asian</i>	<i>Black/Afric</i>	<i>Hawaiian/</i>	<i>Hispanic</i>	<i>Multiracial</i>	<i>Native</i>	<i>White</i>
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	<i>an-American</i>	<i>Pacific Islander</i>			<i>American</i>	
1.2%	0.6%	0.2%	1.7%	1.9%	0.5%	94.0%

#### *Student Groups*

<i>Economically Disadvantaged</i>	<i>English Learners</i>	<i>Students with Disabilities</i>
39.6%	0.5%	15.6%

#### **Staff Demographics**

*Data Source 2019-2020 School Year/IDOE Compass*

*91 Full time Educators*

<i>0-2 Years</i>	<i>3-5 Years</i>	<i>6-10 Years</i>	<i>11-15 Years</i>	<i>16-20 Years</i>	<i>20+ Years</i>
19.8%	15.4%	13.2%	12.1%	11.0%	28.6%

#### *Diversity*

<i>Asian</i>	<i>Black/African-American</i>	<i>Hawaiian/Pacific Islander</i>	<i>Hispanic</i>	<i>Multiracial</i>	<i>Native American</i>	<i>White</i>
0%	0%	0%	0%	0%	0%	100%

<i>Ineffective</i>	<i>Improvement Necessary</i>	<i>Effective</i>	<i>Highly Effective</i>
0%	1.2%	45.3%	53.5%

#### **Student Behavior**

*2021-2022 Student Suspensions/Expulsions by Instance*

<i>In-School Suspension</i>	289
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Out-of-School Suspension	72
Expulsion	2

## Student Academic Outcomes

Schools are encouraged to consider using a different format to document student academic outcome data, such as a spreadsheet. This format will make it easier for the CNA planning team to review the data, particularly with an eye towards changes over time. An example of such a spreadsheet is available [here](#).

Gender	Number of Test Takers/ % of Total	Total Score 400-1600 ?	Evidence-based Reading and Writing Score 200-800 ?	Math Score 200-800 ?
All	287 / 100%	957	479	478
Male	142 / 49%	955	474	481
Female	145 / 51%	959	485	475
Another	0 / 0%	N/A	N/A	N/A
No Response	0 / 0%	N/A	N/A	N/A

Gender	Number of Test Takers/ % of Total	Met Both Benchmarks ?	Met No Benchmarks ?	ERW Benchmark (480) ?	Math Benchmark (530) ?
All	287 / 100%	28% Met Both	50% Met None	Met 48% Approaching 5% Strengthen Skills 47%	Met 30% Approaching 11% Strengthen Skills 60%
Male	142 / 49%	30% Met Both	51% Met None	Met 45% Approaching 4% Strengthen Skills 51%	Met 33% Approaching 11% Strengthen Skills 56%
Female	145 / 51%	26% Met Both	48% Met None	Met 51% Approaching 6% Strengthen Skills 43%	Met 26% Approaching 11% Strengthen Skills 63%
Another	0 / 0%	N/A	N/A	N/A	N/A
No Response	0 / 0%	N/A	N/A	N/A	N/A

Race/Ethnicity	Number of Test Takers/ % of Total	Total Score 400-1600 ②	Evidence-based Reading and Writing Score 200-800 ②	Math Score 200-800 ②
All	287 / 100%	957	479	478
White	156 / 54%	1004	499	505
No Response	109 / 38%	893	455	438
American Indian/Alaska Native	8 / 3%	N/A	N/A	N/A
Two or more races	7 / 2%	N/A	N/A	N/A
Hispanic/Latino	5 / 2%	N/A	N/A	N/A
Asian	1 / <1%	N/A	N/A	N/A
Black/African American	1 / <1%	N/A	N/A	N/A
Native Hawaiian/Other Pacific Islander	0 / 0%	N/A	N/A	N/A

Race/Ethnicity	Number of Test Takers/ % of Total	Met Both Benchmarks ①	Met No Benchmarks ②	ERW Benchmark (480) ③	Math Benchmark (530) ③
All	287 / 100%	28% Met Both	50% Met None	Met 48% Approaching 5% Strengthen Skills 47%	Met 30% Approaching 11% Strengthen Skills 60%
White	156 / 54%	39% Met Both	38% Met None	Met 59% Approaching 6% Strengthen Skills 35%	Met 42% Approaching 10% Strengthen Skills 48%
No Response	109 / 38%	12% Met Both	64% Met None	Met 35% Approaching 3% Strengthen Skills 62%	Met 13% Approaching 12% Strengthen Skills 76%
American Indian/Alaska Native	8 / 3%	N/A	N/A	N/A	N/A
Two or more races	7 / 2%	N/A	N/A	N/A	N/A
Hispanic/Latino	5 / 2%	N/A	N/A	N/A	N/A
Asian	1 / <1%	N/A	N/A	N/A	N/A
Black/African American	1 / <1%	N/A	N/A	N/A	N/A
Native Hawaiian/Other Pacific Islander	0 / 0%	N/A	N/A	N/A	N/A

### Summary of Current School Improvement Strategies

Martinsville High School currently has three goals that were set for the 2022-2023 academic school year. Those three goals focused on student growth, with measurable objectives and strategies to attain those goals.



Goal 1 All students at Martinsville High School will become proficient at reading and interpreting a variety of texts in order to analyze them and provide written responses to short answer questions, which will be supported by strong textual evidence.

*Measurable Objective:* By Spring 2023, 50% or more of students will have an observed growth (from Fall 2022) of **5 points or more** on Reading and Language NWEA growth assessments.

*Strategies:* (Writing Strategies)

A. Proper format will be taught by implementing the non-negotiable requirements across the curriculum.

B. Well-constructed writing responses will be taught by implementing the RACE method across the curriculum.

Goal 2: All mathematics students at Martinsville High School will become proficient in the mathematical process, and calculating questions related to number sense, expressions, and computation.

*Measurable Objective:* By Spring 2023, 65% or more of students will have an observed growth (from Fall 2022) of **5 points or more** on Math NWEA growth assessments.

*Strategies:* The administration, guidance staff, and mathematics department chair are looking to meet our goal by creating built in opportunities for interventions/enrichment, a unified curriculum, and common assessments.

Goal 3: All students at Martinsville High School will improve behavior by showing a reduction in the number of referrals and log entries specific to the behaviors of tardiness, citizenship, preparedness, and other minor classroom disruptions.

*Measurable Objective:* Increase student growth in the areas of on-time arrival, homework completion, and citizenship as measured by monthly Skyward data-mining.

*Strategies:* Positive Behavior Interventions and Supports (PBIS) and Trust Based Relational Interventions (TBRI) incorporated throughout the school year. Utilization of a newly hired social worker and creation of small groups by the counseling department.

Goal 4: Reduce failing grades in each department, compared to the 2021-2022 school year.

*Measurable Objective:* Reduce failing grades each trimester based on trimester grades from 2021-2022 by 10%.

*Strategies:* Implementation of "Failure is Not An Option" RTI programming and designated PLC time for teachers to focus on RTI strategies.

*Martinsville High School offers a wide variety of core curricular classes as well as advanced placement, dual credit, and vocational opportunities for all students. Core classes follow Indiana academic standards and prepare students for Core 40, Academic Honors, and Technical Honors diplomas. MHS offers advanced placement classes in Calculus AB/BC, Statistics, Biology, Chemistry, Physics, Computer Principles A, US Government, European History, Microeconomics, World History, French, and Spanish. Currently, 185 students are enrolled in one or more AP classes. In 2022, we added a Pre-AP English 1 class that has an enrollment of 97 students. Students also have the ability to earn dual credit for high school and college. Martinsville High School in partnership with Vincennes University, Ivy Tech, Indiana University, and University of Southern Indiana provide students with experience, hands on learning, and critical thinking in classes such as Animal Science, Horticulture, Landscape Management, Agriculture Technology, Agricultural Management, Introduction to Accounting, Business Management, Principles of Marketing, Entrepreneurship, Advanced Speech, English, Theatre, Pre-Calculus, Calculus, US History, Introduction to Engineering, Automotive Technology, Precision Machinery, Radio and Television, Architecture and Drafting, Mechanical Drafting, Construction, and Criminal Justice. Enrollment numbers for these classes are around 1,300 (understanding that some students take more than one of these types of classes). MHS continues to expand out Project Lead the Way (PLTW) programming in engineering, computer science, and biomedical classes. Students enrolled in MHS can also attend Hoosier Hills (career center) beginning in 11th grade. Students can attend programs here that aren't offered at MHS. All of the programs are two year. Martinsville works diligently to provide students with 21st century learning skills and experiences that will prepare them for their future careers and life experiences. MHS offers 27 pathways through Next Level Career Pathways (NLPS).*

### Summary of Formative and Summative Assessments

*Teachers at Martinsville High School use a variety of assessment tools to gather data which helps to make informed decisions about instruction.*

#### **Examples of Formative Assessments Used at Martinsville High School**

*Writing Samples*

*Journals*

*Exit Tickets*

*Practice Quizzes*

*Written Questions / Exercises*

*Meaningful Homework Assignments*

*Graphic Organizers*

*Class Discussion*

*Conversations With Individual Students*

*Observations While Students Are Working In Class*

*Experimental Investigations*

Kahn Academy

**Websites Used for Formative Assessment**

Study Island

Read 180

Quizlet

Quizizz

Kahoot!

Go Formative

Desmos

my.mheducation (McGraw-Hill)

**Examples of Summative Assessments Used at Martinsville High School**

Unit Exams

Common Course Final Exams

Final Course Projects / Presentations

Senior English Project

Research Paper

Self Evaluation - Art Projects

Portfolios

ILearn- Biology

PSAT

SAT

AP Exams

NWEA

**Summary of Academic Intervention and Enrichment Programs**

*When entering Martinsville High School, students have several opportunities to participate in academic intervention or enrichment programs. Within their ninth grade year, students that are performing below grade level with reading comprehension have the opportunity to participate in Read 180. Read 180 is a full year program that is taken as an elective within their daily schedule. Prior to their 9th grade year, students also have the opportunity to participate in Systems 44 to improve their decoding, phonics, and word reading abilities. Systems 44 is a full year program that is taken within their daily schedule at John R. Wooden Middle School. When entering ninth grade, students who are performing below grade level in mathematics can participate in Math Lab during the first trimester of the year, prior to beginning Algebra 1. Martinsville High School also allows students to stay after school for study tables to receive enrichment instruction needed for success. Special Education students are able to stay after school Monday-Thursday to receive assistance with homework, reteaching of concepts, or to finish assessments. A licensed special education teacher is available for study tables each of these days. Students that have an IEP or a 504 plan also*

have the opportunity to participate in a Basic Skills class within their daily schedule. This class is run by either a licensed special education teacher or an instructional assistant. While learning from home, students also have the opportunity to participate in zoom meetings with teachers and instructional assistants to receive intervention and enrichment opportunities. Students that have an Individualized Education Plan also have the opportunity to participate in remedial virtual classes to offer remediation prior to required courses. Martinsville High School also offers enrichment programs that allow students to gain further information than their typical student day. Students are able to participate in various clubs and competitions, including Academic Decathlon, Robotics, World Language clubs, and publication/video productions.

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

Martinsville High School recognizes that all students do not need the same supports to have success. Students and families are able to express a desire to participate in our ACE program. Students with an IEP that also struggle to maintain appropriate behaviors within the General Education classroom participate in our CHAMPS program. Students that struggle cognitively and are unable to participate in the General Education classroom participate in our Applied Skills classes. With both of these programs, students are still able to participate in the General Education Setting, but have added supports (behavioral, emotional, and/or academic). In 2022-2023, MHS implemented the Failure is Not An Option Program. This program seeks to identify students who are struggling in class who are not responding to traditional classroom intervention and pairs them with a case manager who can try additional interventions and supports.

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

Martinsville High School and the MSD of Martinsville utilizes a consortium applicant database for promoting open positions to attract potential applicants. Connections with regional universities that have education programs have also been created to help find new teachers. For any given open position, the high school tries to interview as many qualified candidates as possible and, when applicable, utilizes multiple rounds of interviews to narrow down the candidates to select the individual with the most qualifications. The MSD of Martinsville offers a new teacher orientation for all new teaching staff and all first-year teachers are paired up with a veteran teacher as part of our mentor program. Department chairs at the high school also provide additional support and serve as a first point of contact for new staff. The MSD of Martinsville offers all staff pay based on a scale commensurate to the years of experience served in the district in their respective positions. Staff are also offered opportunities for professional growth through internal transfers to preferred positions as they become available.

*Starting in the 2021-2022 school year, MHS will initiate an additional year of mentor/mentee training for second year teachers. This will build on the first year program and help build the repertoire and skill set for each teacher.*

*Starting in the 2022-2023 school year, MSD of Martinsville started WELL Wednesdays. WELL Wednesdays provide a 2-hour PLC/PD block every Wednesday for teachers to support collaboration and improve student achievement.*

#### **Summary of Teacher and Staff Professional Learning Opportunities**

*Martinsville staff are offered multiple professional development opportunities by way of mandatory professional development workshops and elective/requested professional development opportunities. The high school staff also participates in professional learning communities (PLCs) to have an opportunity to collaborate with their colleagues to enrich the curriculum, instruction, and develop assessments that effectively determine mastery of the content.*

*Examples of Professional Development: TBRI Training and Consultation, Co-teaching strategies, CPI, NIET, WELL Wednesdays, and PLCs.*

#### **Summary of Teacher and Staff Coaching and Evaluation Model**

*The MSD of Martinsville utilizes a modified version of the RISE evaluation model. The RISE evaluation model assesses teachers based on 3 domains: Domain 1: Purposeful Planning (10%), Domain 2: Effective Instruction (80%), and Domain 3: Professionalism (10%). Each teacher is evaluated 2 times a year: 1 short evaluation (10-15 minutes) and one long evaluation (full class period). Teachers who have had two or more consecutive effective or highly effective evaluations may elect to reduce the length of their full observation. Results of each observation are shared with the staff after each has been scored on the RISE rubric along with appropriate feedback from the observer. A more in-depth post-observation meeting is held for the long observations. At the conclusion of the school year, an educator effectiveness rating (EER) score is calculated based on the results of all 3 observations which is combined with a school-wide learning outcome metric in a formula to determine the final evaluation score.*

#### **Summary of Key Family and Community Engagement Strategies**

*MSD of Martinsville has great pride when it comes to working with our family and community members. It is our mission to listen, learn, and work together as a team with stakeholders to discuss and improve the quality of our schools and educational opportunities we provide our students. Family and community involvement plays a major role in student academic achievement and growth. This includes gaining the support of local businesses, community organizations, churches, and multiple diverse groups throughout the state. Martinsville High School's strategy for ensuring the partnership between families and communities is an*

ongoing effort. We pride ourselves in supporting different community events and activities, supporting and sharing our success on our social media sites, and keeping parents involved and informed of their students' academic and extracurricular activities here at school. MHS will continue to work with stakeholders to innovate ways that keep students engaged, connected, and prepared for their future.

MHS is working with the district to provide WiFi "Hot Spots" for students working virtually through our Artesian Online Program or students who are unable to afford WiFi.

#### List of Community Partnerships

##### **Local Service Organizations**

Elks CLub  
Kiwanis CLub  
Lions Club

##### **Not for Profits**

YMCA  
Morgan County Public Library  
Community Foundation of Morgan County  
Adult and Child  
United Way-> Read Up  
Churches in MIssion  
Hoosier Harvest Church

##### **Companies**

Duke Energy  
REMC  
HomeBank  
Economy Heating and Cooling  
Shields Designs  
BMO Bank  
TCC Verizon  
Morgan Insurance  
State Farm Insurance

#### **IV. Identify focus areas**

Note: Any TSI-identified subgroups must be included as a focus area. While TSI schools may choose to identify additional focus areas, they are only required to address the focus areas aligned to their identified subgroups.

### **Identification of Focus Areas for Additional Data Collection and Analysis by Comparing the School's Vision of Excellence and the School Profile**

- reading, writing, math, listening, and speaking skills
- a broad base of knowledge.
- critical thinking and problem-solving skills.
- adaptability to ever-changing environments.
- strong character and healthy lifestyles.
- respect for others in an increasingly diverse society.

### **Description of the Gaps Identified between the Vision of Excellence and School Profile**

The identified gap for Martinsville High School is in the proficiency of the students with disabilities subgroup and their overall proficiency. Students in the subgroup performed lower than the target proficiency rate, as well as their peers. This gap does not align with the school's vision to have all students proficient in reading, writing, math, listening and speaking skills. Additionally, within the math proficiency and achievement, it is noted that students in the subgroup may lack critical thinking and problem solving skills, resulting in the school not obtaining the vision for students to have a broad base of knowledge as well. Students with disabilities earn Core 40/Academic Honors/Technical Honors diplomas less than students without disabilities. Students with disabilities elect to move to the general diploma track at a higher rate than students without disabilities. This is mainly due to the algebra II requirement.

### **Description of Focus Area 1**

Students with disabilities subgroup meeting the college readiness cut score of 530 on mathematics on the SAT.

### **Description of Focus Area 2**

Students with disabilities subgroup meeting the college readiness cut score of 480 on evidence-based reading and writing on the SAT.

### **Description of Focus Area 3**

Students with disabilities subgroup diploma pathways and distinctions at a minimum of Core 40.

## **V. Collect additional data on focus areas**

### Additional Data Sources Collected

*Note: Adjust the table as needed, adding or subtracting rows based on the number of focus areas identified during the previous phase of the CNA process and the specific stakeholder groups that feedback was collected from.*

### Additional Data Collected for Focus Area 1

Description of additional data collected for focus area 1:

Student proficiency rates were analyzed for the special education subgroup in comparison to the general population.

Provide links to the additional data and/or key takeaways from data collected for this focus area:

SAT Policy Committee establish benchmarks for Mathematics

Below College Ready: 200-450

Approaching College Ready: 460-520

At College Ready: 530\*-800

The students of Martinsville High School data and the special education subgroup:

Total Students Tested: 31

Below College Ready: 26 students/84%

Approaching College Ready: 0 students/0%

At College Ready: 5 students/16%

Average Score: 410

The students of Martinsville High School data **NOT** in the special education subgroup:

Total Students Tested: 256

Below College Ready: 105 students/41%

Approaching College Ready: 70 students/27%

At College Ready: 81 students/32%

Average Score: 486

State Average: 478

School Average: 478

### Additional Data Collected for Focus Area 2

Description of additional data collected for this focus area 2:



Student proficiency rates were analyzed for the special education subgroup in comparison to the general population.

Provide links to the additional data and/or key takeaways from data collected for this focus area:

SAT Policy Committee establish benchmarks for Evidence-Based Reading and Writing  
Below College Ready: 200-440  
Approaching College Ready: 450-470  
At College Ready: 480\*-800

The students of Martinsville High School data and the special education subgroup:

Total Students Tested: 31  
Below College Ready: 24 students/77%  
Approaching College Ready: 1 students/4%  
At College Ready: 6 students/19%  
Average Score: 417

The students of Martinsville High School data **NOT** in the special education subgroup:

Total Students Tested: 256  
Below College Ready: 100 students/39%  
Approaching College Ready: 24 students/9%  
At College Ready: 132 students/52%  
Average Score: 487

State Average: 483  
School Average: 479

### Additional Data Collected for Focus Area 3

Description of additional data collected for this focus area 3:

#### 2020-2021

Total SPED -24  
0 Academic Honors  
1 Tech Honors  
8 Core 40  
14 General  
2 Cert of Comp

#### 2019-2020:

Total SPED - 40  
 2 Academic Honors  
 3 Tech Honors  
 16 Core 40  
 16 General  
 3 Cert of Comp

2018-2019:

Total SPED - 36  
 0 Academic Honors  
 0 Tech Honors  
 9 Core 40  
 17 General  
 9 Cert of Comp

2017-2018:

Total SPED - 42  
 1 AH  
 1 Tech Honors  
 18 Core 40  
 13 General  
 9 Cert of Comp

Provide links to the additional data and/or key takeaways from data collected for this focus area:

[SPED Cohort Document](#)

Summary of Stakeholder Feedback Data

Stakeholder group	Method(s) used to collect feedback	Number of stakeholders Who provided feedback	Links to data reports and/or summaries of key takeaways
<i>Example: Family members</i>	<i>Example: Survey, focus group</i>	<i>Example: 54 via survey, 8 via focus group</i>	<i>Example: Embedded link to a report provided by the family survey vendor</i>


## VI. Analyze data to determine key findings and root causes

*Note: The focus areas outlined below should address (1) student achievement in relation to rigorous state academic standards and (2) the needs of those children who are failing or are at-risk of failing to meet the rigorous state academic standards.*

Data Analysis, Key Findings, and Root Causes		
<i>Note: Adjust the table as needed.</i>		
Focus Area 1		
<p>Conclusions from data quality check for Focus Area 1:</p> <p>Students in the special education subgroup performed below the school and state average on the Mathematics portion of the SAT.</p>		
<p>Updated description of Focus Area 1 (based on additional data collected during phase four of the CNA process):</p> <p>Martinsville High School will utilize instructional planning data from PSAT and NWEA testing to identify specific areas of instructional weaknesses in the area of Mathematics. MHS staff will differentiate instruction and meet students where they are to ensure they have the foundational skills to be successful.</p>		
Description of key findings for Focus Area 1 (strength or area for growth)	Summary of supporting data for key findings from Focus Area 1	Root causes for key findings from Focus Area 1
The subgroup performed below the state average, below the average for the Non-SPED subgroup, and had a lower percentage of students who met the College Ready Benchmark as defined by the SAT Policy Committee.	<p><u>SPED Subgroup</u>  Below College Ready:84%  Approaching College Ready:0%  At College Ready:16%  Average Score: 410</p> <p><u>Non-SPEDSubgroup</u>  Below College Ready: 41%  Approaching College Ready: 27%  At College Ready:32%  Average Score: 486</p> <p>State Average: 478</p>	<p>Insufficient co-teaching model.</p> <p>Insufficient management of differentiated instructional strategies.</p> <p>Focus on progression through material vs. mastery of material, especially foundational material.</p> <p>Failure to use PSAT/NWEA data for instructional planning.</p>

Summative and Formative data alignment	Student grades on formative and summative assessments do not align with SAT outcomes	Formative and Summative data not aligning Tracking homework vs assessments to outcome
Student outcomes on middle school assessments	Students in the subgroup are entering the high school with prior deficiencies	Designate specific sections for co-teaching to assist students with the largest deficiencies and utilize NWEA data for instructional planning.

## Focus Area 2

Conclusions from data quality check for Focus Area 2:

Students in the special education subgroup performed below the school and state average on the Evidence-Based Reading and Writing portion of the SAT.

Updated description of Focus Area 2 (based on additional data collected during phase four of the CNA process):

Martinsville High School will utilize instructional planning data from PSAT and NWEA testing to identify specific areas of instructional weaknesses in the area of Evidence-Based Reading and Writing. MHS staff will differentiate instruction and meet students where they are to ensure they have the foundational skills to be successful.

Description of key findings for Focus Area 2 (strength or area for growth)	Summary of supporting data for key findings from Focus Area 2	Root causes for key findings from Focus Area 2
The subgroup performed below the state average, below the average for the Non-SPED subgroup, and had a lower percentage of students who met the College Ready Benchmark as defined by the SAT Policy Committee.	<u>SPED Subgroup</u> Below College Ready: 7% Approaching College Ready: 4% At College Ready: 19% Average Score: 417  <u>Non-SPED Subgroup</u> Below College Ready: 39%	Insufficient co-teaching model.  Insufficient management of differentiated instructional strategies.  Focus on progression through material vs. mastery

Summative and Formative data alignment	Approaching College Ready: 9% At College Ready: 52% Average Score: 487  State Average: 483	of material, especially foundational material. Failure to use PSAT/NWEA data for instructional planning.  Focus lacking on critical thinking skills  Formative and Summative data not aligning Tracking homework vs assessments to outcome
Student outcomes on middle school assessment	Students in the subgroup are entering the high school with prior deficiencies	Designate specific sections for co-teaching to assist students with the largest deficiencies

Focus Area 3		
<p>Conclusions from data quality check for Focus Area 3:</p> <p>Students in the subgroup are graduating but with either a waiver or designation below the Core 40 diploma requirements</p>		
<p>Updated description of Focus Area 3 (based on additional data collected during phase four of the CNA process):</p> <p>Students in the subgroup will be on target for a Core 40 diploma, if the state assessment is not Passed or Pass+ the student will opt into the pathways to obtain a Core 40.</p>		
Description of key findings for Focus Area 3 (strength or area for growth)	Summary of supporting data for key findings from Focus Area 3	Root causes for key findings from Focus Area 3
The subgroup data is trending downward compared to 2019-2020 in diploma types earned.	<u>2020-2021</u> Total SPED -24 0 Academic Honors 1 Tech Honors 8 Core 40	The same standards for the general population were not enforced with the subgroup

<p>A higher percentage of students received general diplomas compared to Core 40</p>	<p>14 General 2 Cert of Comp</p> <p><u>2019-2020:</u> Total SPED - 40 2 Academic Honors 3 Tech Honors 16 Core 40 16 General 3 Cert of Comp</p> <p><u>2018-2019:</u> Total SPED - 36 0 Academic Honors 0 Tech Honors 9 Core 40 17 General 9 Cert. of Comp.</p> <p><u>2017-2018:</u> Total SPED - 42 1 AH 1 Tech Honors 18 Core 40 13 General 9 Cert. of Comp.</p>	<p>COVID made it more difficult for our SPED population to earn Core 40 due to lockdowns, mandatory isolations, and mandatory quarantines. These students benefit from direct instruction.</p> <p>Algebra II continues to be a differentiator between General and Core 40 designations .</p>
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## School Improvement Plan Template

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

### Phases

- I. Form a School Improvement Plan development team
- II. Review focus areas, key findings, and root causes
- III. Describe the school's core components to identify opportunities to address focus areas
- IV. Select evidence-based interventions that address the school's focus areas
- V. Design a professional development plan
- VI. Develop a roadmap to guide implementation of the school improvement plan



# I. Form a School Improvement Plan Development Team

## SIP Development Team Members

*Note: Add or subtract rows as needed.*

Name	Stakeholder Group(s)	Role(s)
Jeff Bell	Administrator	Co-Chair
Ryan Wagner	Administrator	
Audrey Jackson	Administrator	Co-Chair
Brian Dugger	Administrator	
Dawn Franklin	Special Education	
Carri Randall	Educator	
Dave Nuckles	Parent/Educator	
Robin Dorsett	Parent	

*Note: Use the tables below to name the topics that committees will focus on to support the process of developing a SIP as well as the members of these committees, modifying the tables as needed.*

*Note: TSI identified schools must include a domain of study specific to each subgroup identified as low performing.*

### Committee's Focus: Math

Name	Stakeholder Group(s)	Role(s)
Dawn Franklin	Special Education	
Dave Nuckles	Parent/Educator	
Jeff Bell	Administration	
Audrey Jackson	Administration	

### Committee's Focus: ELA

Name	Stakeholder Group(s)	Role(s)
Audrey Jackson	Administration	
Robin Dorsett	Parent	

Dawn Franklin	Special Education	
Carri Randall	Educator	
Jeff Bell	Administration	

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

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

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

Review of Focus Area 1	
Description of Focus Area 1: Increase the special education student population performance on Math ISTEP exams.  (Click <a href="#">here</a> to return to the description of Focus Area 1 from the CNA)	
Modified Description of Focus Area 1: Martinsville High School will better utilize predictive data from PSAT and NWEA for instructional planning purposes to better identify foundational gaps in mathematics. MHS will provide additional supports to students who are predicted to perform at below the college-ready benchmark or approaching the college-ready benchmark.	
Description of key findings for Focus Area 1 (strength or area for growth)	Root causes for key findings from Focus Area 1

<p>(Click <a href="#">here</a> to return to the description of key findings for Focus Area 1 from the CNA)</p> <p>The subgroup performed below the state average, below the average for the Non-SPED subgroup, and had a lower percentage of students who met the College Ready Benchmark as defined by the SAT Policy Committee.</p> <p>Summative and Formative data alignment</p> <p>Student outcomes on middle school assessments</p>	<p>(Click <a href="#">here</a> to return to the root causes for Focus Area 1's key findings from the CNA)</p> <p>Insufficient co-teaching model.</p> <p>Insufficient management of differentiated instructional strategies.</p> <p>Focus on progression through material vs. mastery of material, especially foundational material.</p> <p>Failure to use PSAT/NWEA data for instructional planning.</p> <p>Formative and Summative data not aligning</p> <p>Tracking homework vs assessments to outcome</p> <p>Designate specific sections for co-teaching to assist students with the largest deficiencies and utilize NWEA data for instructional planning.</p>
<p>Modified description of key findings for Focus Area 1 based on the SIP development team's discussion</p>	<p>Modified root causes for key findings based on the SIP development team's discussion</p>
<p>Lack of supportive programming for initial and remediation instruction.</p> <p>Lack of utilizing instructional planning reports.</p> <p>Moving though content based on pacing guides and not mastery.</p>	<p>Implementation of remedial programs from feeder school and Failure is Not An Option Programming 22-23.</p> <p>Impact of support in co-teaching vs impact of instructional assistant in classroom</p> <p>Implementation of WELL Wednesday time for PLC/PD 22-23 school year.</p> <p>Addition of NWEA testing being utilized three times a year to show student weaknesses and strengths 22-23 school year.</p>

## Review of Focus Area 2

Description of Focus Area 2: Increase the special education student population performance on English ISTEP exams.

(Click [here](#) to return to the description of Focus Area 2 from the CNA)

<p>Modified Description of Focus Area 2:</p> <p>Martinsville High School will better utilize predictive data from PSAT and NWEA for instructional planning purposes to better identify foundational gaps in evidence-based reading and writing. MHS will provide additional supports to students who are predicted to perform at below the college-ready benchmark or approaching the college-ready benchmark.</p>	
<p>Description of key findings for Focus Area 2 (strength or area for growth)</p>	<p>Root causes for key findings from Focus Area 2</p>
<p><i>(Click <a href="#">here</a> to return to the description of key findings for Focus Area 2 from the CNA)</i></p> <p>The subgroup performed below the state average, below the average for the Non-SPED subgroup, and had a lower percentage of students who met the College Ready Benchmark as defined by the SAT Policy Committee.</p> <p>Summative and Formative data alignment</p> <p>Student outcomes on middle school assessments</p>	<p><i>(Click <a href="#">here</a> to return to the root causes for Focus Area 2's key findings from the CNA)</i></p> <p>Insufficient co-teaching model.</p> <p>Insufficient management of differentiated instructional strategies.</p> <p>Focus on progression through material vs. mastery of material, especially foundational material.</p> <p>Failure to use PSAT/NWEA data for instructional planning.</p> <p>Formative and Summative data not aligning Tracking homework vs assessments to outcome</p> <p>Designate specific sections for co-teaching to assist students with the largest deficiencies and utilize NWEA data for instructional planning.</p>
<p>Modified description of key findings for Focus Area 2 based on the SIP development team's discussion</p>	<p>Modified root causes for key findings based on the SIP development team's discussion</p>
<p>Lack of supportive programming for initial and remediation instruction.</p> <p>Lack of utilizing instructional planning reports.</p>	<p>Implementation of remedial programs from feeder school and Failure is Not An Option Programming 22-23.</p> <p>Impact of support in co-teaching vs impact of instructional assistant in classroom</p>

Moving though content based on pacing guides and not mastery.	<p>Implementation of WELL Wednesday time for PLC/PD 22-23 school year.</p> <p>Addition of NWEA testing being utilized three times a year to show student weaknesses and strengths 22-23 school year.</p>
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Review of Focus Area 3	
<p>Description of Focus Area 3: Increase the rate that special education students are earning Core 40 diploma designations.</p> <p><i>(Click <a href="#">here</a> to return to the description of Focus Area 3 from the CNA)</i></p>	
<p>Modified Description of Focus Area 3:</p> <p>Increase the rate that special education students are earning Core 40 diploma designations by 10%.</p>	
Description of key findings for Focus Area 3 (strength or area for growth)	Root causes for key findings from Focus Area 3
<p><i>(Click <a href="#">here</a> to return to the description of key findings for Focus Area 3 from the CNA)</i></p> <p>MHS students are not earning the state default Core 40 diploma. Instead, students are earning General Diplomas or Certificate of Completions. Educational testing on some of these students suggest they are capable of earning Core 40 diplomas.</p>	<p><i>(Click <a href="#">here</a> to return to the root causes for Focus Area 3's key findings from the CNA)</i></p> <p><i>Students are not proving to be successful in Algebra II which is required for Core 40.</i></p> <p><i>Parents/Students are electing to drop students to Certificate of Completion or General Diploma designation when the student is capable of earning a diploma.</i></p>
Modified description of key findings for Focus Area 3 based on the SIP development team's discussion	Modified root causes for key findings based on the SIP development team's discussion

Lack of options to meet diploma requirements i.e. mathematics.	<p>Students have the opportunity to obtain a core 40 diploma with a pathway completed rather than electing to complete a general diploma</p> <p>Alternate placement: Student Intervention Team to analyze effectiveness for subgroup in Hammons (alternative program)</p> <p>Implementation of WELL Wednesday time for PLC/PD 22-23 school year.</p> <p>Implementation of remedial programs from feeder school and Failure is Not An Option Programming 22-23.</p>
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**III. Describe the school's core components to identify opportunities to address focus areas**

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

Description of Core Component: Safe Learning Environment
<ol style="list-style-type: none"> <li>1. How will the school maintain a safe and disciplined learning environment for students and teachers?</li> <li>2. How will the school ensure clear expectations are communicated to students?</li> <li>3. How will the school create an environment in which there is genuine respect for students and a belief in their capability?</li> <li>4. How will the school utilize a multi-pronged approach including early intervention and positive behavior support to create a safe learning environment?</li> </ol>
<p>At Martinsville High School we strive to be a safe school. We currently have over eighty security cameras both inside and outside of the school. The footage on these security cameras is viewed daily through a large television in the office, which is on during school hours. All exterior doors are locked. If visitors want to enter the building, they must ring a bell which alerts the office staff of a visitor. The office staff uses the Aiphone system to show them the person that wants to enter the building. The office staff can speak to the visitor before</p>

authorizing access to them into the building. If it is safe for the visitor to enter the building, the office staff will unlock the door from their phone system and allow the person into the building. All visitors must sign-in at the office using our School Check-In System and obtain a visitors sticker. This allows all other staff members to see that the visitor has checked in at the office. If a person were to walk around the school without a visitor's sticker, staff members are to question the visitor and direct them to the office to sign in.

In 2021, each MHS employee was provided ALICE Training. Training for students began in 2022. ALICE Training and drills continue for students and staff. Each room in the building has an emergency bag that consists of emergency cards, a first aid kit, a flashlight, and class rosters. Along with the emergency kits in each room, there is also an intercom button that can be pressed to contact the front office in case of an emergency. All classroom doors also have an interior locking mechanism to safely lock the door without having to open the door and lock from the outside.

Through a Kendrick Foundation grant, our school nurse was able to obtain 3 AEDs for our school. One is located in the gymnasium, one in the cafeteria, and the other is located in the staff lounge. Several staff members have been trained on how to use the AEDs if needed. We have also purchased an "Evak-u-trak", which allows individuals who cannot walk, to safely maneuver the stairs and exit the building safely.

Safety drills are practiced on a regular basis. A fire drill is practiced once a month as well as tornado drills and man-made disaster drills, which are being practiced each semester. Often, during fire drills, we "block" different exits out of the building so that the staff and students can strategize alternate routes in the case of a real fire in the building.

Some other security measures include practicing a school-wide evacuation in case of an emergency. We release by floor, the second floor first, then the first floor. We have staff members stationed throughout the building and along the route to direct students to the appropriate location. We also have staff members that sweep the building in order to ensure all exit safely.



MHS regularly has one full-time law enforcement officer in our building, with another one engaged in teaching a class in the mornings, and a third here in the morning conducting truancy meetings. Additionally, we have K9 searches at least twice a year searching both the exterior and interior of the building for narcotics.

In an effort to communicate to all of our families at once, the MSD of Martinsville has a calling service called School Manager. These systems allow principals to record messages and send "all calls" to the entire student population. This system also has a texting and emailing feature, which allows us to get our messages out to their home telephones, cell phones, and email accounts.

The MSD of Martinsville has a school tip line. This system allows students, parents, or community members the ability to anonymously leave a message about any information they feel is necessary for school administrators to know.

Along with being safe, Martinsville High School is also disciplined. At MHS we use a school-wide behavior plan based on Positive Behavior Intervention and Supports. Students have the opportunity to earn positive points when they are doing a great job which can be redeemed at our bookstore for items such as candy, pop, prom tickets, and open campus lunch, etc. Consequences such as teacher conference, note sent home, parent phone call, conversation with principal, in school suspension, etc. could take place based on how many negative points a student receives in a week. In 2018-2019 MHS implemented the PRIDE program; Persistence, Respectfulness, Initiative, Dependability, and Efficiency as a framework for our PBIS program.

Trust-Based Relational Interventions (TBRI) was implemented at MHS in 2020 with training for all new staff annually. TBRI supports students and staff on de-escalation strategies and understanding of how ACEs/Childhood trauma impacts behavior.

#### Gap Analysis: Safe Learning Environment

How will the school's plan for fostering a safe learning environment also help the

In what ways does the school's plan for fostering a safe learning environment *not* help

school address its focus areas?	the school address its focus areas?
For Focus Area 1: PRIDE/PBIS/TBIS will help teach and support lagging skills that cause students to miss vital classroom instruction in math.	For Focus Area 1: No support/remediation is provided to students who miss math class for disciplinary reasons beyond what is required by law. Ex. Beyond 10 day suspension.
For Focus Area 2: PRIDE/PBIS/TBIS will help teach and support lagging skills that cause students to miss vital classroom instruction in English.	For Focus Area 2: No support/remediation is provided to students who miss English class for disciplinary reasons beyond what is required by law. Ex. Beyond 10 day suspension.
For Focus Area 3: PRIDE/PBIS/TBIS will help teach and support lagging skills that cause students to miss vital classroom instruction that result in failing the class and becoming further behind in credits.	For Focus Area 3: No support/remediation is provided to students who miss multiple classes for disciplinary reasons beyond what is required by law. Ex. Beyond 10 day suspension.

#### Description of Core Component: Curriculum

1. Provide an overview of the school's curriculum, including, but not limited to:

- 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.

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

- A description of the school's curriculum review and adoption process;  
4 years ago we implemented professional learning communities which began with teachers re-evaluating their course curriculum. The first step in the process was to review the course standards and rank the standards by importance to determine how much focus to place on each one. The next step involved the creation of pacing guides to determine how much time would be spent focusing on each standard and to ensure all teachers of the same course are teaching the same topics. Common assessments are then created within the PLC groups based on the prioritization of the standards. This process is continually repeated during the PLC/WELL Wednesday discussions on a weekly basis.

- A description of the school's curriculum for Tier I instruction as well as a brief rationale for using these curricular resources;

Teachers use a variety of curricular resources depending on the course. All Tier 1 instruction begins with the standards as a foundation. In many cases, teachers build upon the standards with additional supplementary content as deemed appropriate. Course-specific curricular resources range from textbooks (online and hard copy), primary documents, lab materials, research databases, project materials, etc. The variety of curricular resources are used to provide students with differentiated instruction that addresses the various learning styles of each individual student.

- A description of the school's curriculum academic interventions as well as a brief rationale for using these curricular resources; and

Our academic interventions start in the classroom. Many of our teachers provide students with work time during class to allow them to have the opportunity to assess student mastery and dedicate class time to working with the students one-on-one in the classroom environment. We also provide targeted classrooms with instructional aides or co-teachers to increase the amount of one-on-one interventions in the classroom setting. For special education students we host a couple of resource rooms that they can use to receive their individual accommodations that cannot be provided in the classroom setting. Furthermore, we utilize a dedicated period each day for students to use to complete school work and receive academic assistance. After school we host a dedicated school work environment with a certified teacher for both general education and special education students during which time students can receive help and complete work.

- 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.

Many of our courses which include content that focuses on the study of different cultures uses the opportunity to teach students about different cultures to educate our students on the various cultures that exist in our society. We also implement Trust Based Relational Intervention supports throughout the day which often address the differences that exist between students ethnically and socio-economically.

#### 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?
<p>For Focus Area 1:</p> <p><i>Adding co-taught instruction for core classes, including math. Two instructors will be able to differentiate and teach standards in a differentiated approach, focusing on students with IEPs.</i></p>	<p>For Focus Area 1:</p> <p>All students are not in co-taught classes. Additionally, there has been an ongoing struggle to appropriately implement co-taught classes.</p>
<p>For Focus Area 2:</p> <p><i>Adding co-taught instruction for core classes, including math. Two instructors will be able to</i></p>	<p>For Focus Area 2:</p> <p>All students are not in co-taught classes.</p>

<i>differentiate and teach standards in a differentiated approach, focusing on students with IEPs.</i>	Additionally, there has been an ongoing struggle to appropriately implement co-taught classes.
For Focus Area 3:  Students are offered a variety of classes that will help them achieve their academic Core 40 diploma, tracking students who do not pass the state assessment an option to complete a pathway to better meet their academic strengths	For Focus Area 3:  Students must still meet the academic standard therefore the rigor remains the same causing some coursework to still remain a barrier for the students in the subgroup.

Description of Core Component: Assessment	
<ol style="list-style-type: none"> <li>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: <ul style="list-style-type: none"> <li>• A description of the school's interim assessments, including the frequency with which they will be administered;</li> <li>• A brief rationale for using these interim assessments;</li> <li>• 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;</li> <li>• A description of the school's expectations for daily and/or weekly formative assessments (e.g., exit tickets); and</li> <li>• 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.</li> </ul> </li> </ol>	
<p><b><i>Examples of Formative Assessments Used at Martinsville High School</i></b></p> <p><i>Writing Samples</i></p> <p><i>Journals</i></p> <p><i>Exit Tickets</i></p> <p><i>Practice Quizzes</i></p> <p><i>Written Questions / Exercises</i></p> <p><i>Meaningful Homework Assignments</i></p> <p><i>Graphic Organizers</i></p> <p><i>Class Discussion</i></p> <p><i>Conversations With Individual Students</i></p> <p><i>Observations While Students Are Working In Class</i></p> <p><i>Experimental Investigations</i></p>	

**Websites Used for Formative Assessment**

Study Island

Read 180

Quizlet

Quizizz

Kahoot!

Go Formative

Desmos

my.mheducation (McGraw-Hill)

**Examples of Summative Assessments Used at Martinsville High School**

Unit Exams

Common Course Final Exams

Final Course Projects / Presentations

Senior English Project

Research Paper

Self Evaluation - Art Projects

Portfolios

ILEARN

SAT

AP Exams

NWEA

PSAT

Educators at MHS are encouraged to use formative assessments within each cluster of standards. This will drive enrichment and remediation within the classroom setting. This data and summative data are tracked within the departments as they meet with their professional learning communities. District instructional coaches and administration will drive professional development for educators based on student outcomes and teacher effectiveness. The model is developed at the district level and is provided as a structure that is adapted to the needs of the high school.

**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 *not* help the school address its focus areas?

For Focus Area 1:

*Student outcomes on formative and summative assessments should be predictive of the state assessment outcome*

For Focus Area 1:

Students do not perform the same on formative and summative assessments. Accommodations may not be the same for both assessment types

<p>For Focus Area 2:</p> <p><i>Student outcomes on formative and summative assessments should be predictive of the state assessment outcome</i></p>	<p>For Focus Area 2:</p> <p>Students do not perform the same on formative and summative assessments. Accommodations may not be the same for both assessment types</p>
<p>For Focus Area 3:</p> <p>Students are offered an alternate pathway if they are not able to pass the state assessment</p>	<p>For Focus Area 3:</p> <p>That students are still earning lower diploma designations due to the coursework if a pathway waiver is granted.</p>

Description of Core Component: Instruction	
<ol style="list-style-type: none"> <li>1. What strategies will teachers and staff use to promote authentic versus compliant <u>student engagement</u>?</li> <li>2. How will teachers and staff bridge cultural differences through effective communication?</li> <li>3. What strategies will teachers and staff use to provide all students with opportunities to learn at <u>all Depth of Knowledge levels</u>?</li> <li>4. What strategies will teachers and staff use to monitor and adjust instruction during individual lessons?</li> <li>5. What strategies and systems will the school put in place to ensure teachers vary their instructional strategies?</li> <li>6. How will teachers and staff vary their instructional strategies to accommodate diverse learning styles and language proficiency?</li> </ol>	
<ol style="list-style-type: none"> <li>1. What strategies will teachers and staff use to promote authentic versus compliant <u>student engagement</u>?  Teachers frequently tie in course content to the lives of students and the world around them to engage them in understanding how it connects to them. Teachers also utilize various classroom activities that apply different learning styles to improve authentic student engagement including kinesthetic learning, intrapersonal learning, interpersonal learning, visual learning, and auditory learning. Our teachers also implement TBRI strategies to improve relationships with students that help to improve student engagement. Mastery will be discussed during PLC time. Specifically, what it looks like and how grading practices reflect it.</li> <li>2. How will teachers and staff bridge cultural differences through effective communication?  Our implementation of TBRI strategies will help teachers reach students to meet their individual needs through relationship building across all cultures represented in their classrooms.</li> <li>3. What strategies will teachers and staff use to provide all students with opportunities to learn at <u>all Depth of Knowledge levels</u>?  In our PLCs, our staff consistently re-evaluate their assessment questions for the depth of</li> </ol>	

knowledge they are assessing and strive to include more higher level questions/tasks. In the 2022-2023 school year, MHS implemented WELL Wednesdays, which provided a 2-hour block each Wednesday for PD and PLC time for teachers. PLC time follows Dufour's 4 driving questions:

1. What do we expect students to learn?
2. How will we know if they learn?
3. How do we respond when students experience difficulty in learning?
4. How do we respond when students do learn?

The MSD of Martinsville continues to partner with NIET (National Institute for Teaching Excellence) and has formed an ILT (Instructional Leadership Team) that consists of 3 teachers and administration to help support data driven best instructional practices.

4. What strategies will teachers and staff use to monitor and adjust instruction during individual lessons?

As a part of our evaluation tool, RISE, teachers are expected to adjust their instruction for misunderstanding through the use of continual formative assessment throughout a lesson. The adjustments are expected to be scaffolded and re-taught in a different way than what was initially used.

5. What strategies and systems will the school put in place to ensure teachers vary their instructional strategies?

As part of our evaluation rubric, teachers are expected to utilize multiple types of instructional strategies during a lesson to address as many learning styles as possible. Teachers also use their PLC groups to share instructional strategies so that they have various options to choose from making it more accessible for them to have the knowledge of different instructional strategies available for them to use.

6. How will teachers and staff vary their instructional strategies to accommodate diverse learning styles and language proficiency?

From collaboration in their PLC groups, teachers will share various instructional strategies to give themselves more tools and ideas to utilize in their instruction. We also provide staff with various instructional technology resources that further help to diversity the learning styles that are applied in the classroom instruction.

#### Gap Analysis: Instruction

How will the school's plan for instruction also help the school address its focus areas?	In what ways does the school's plan for instruction <i>not</i> help the school address its focus areas?
For Focus Area 1: TBRI will help teachers within the building to address the whole child and understand where the students are emotionally to help them be as successful as possible in all realms for their education.	For Focus Area 1: COVID has created a new level of social-emotional problems for students as well as increased apathy/attendance issues. Staff, even with understanding of the whole child, struggle to engage the child academically if the student is not in a

	head-space to learn. Staff are meeting the non-academic needs first at times.
For Focus Area 2: Effective implementation of WELL Wednesdays/PLC. Specifically, what mastery looks like.	For Focus Area 2: Provides the tools for teachers to use, but doesn't guarantee transference into the classroom.
For Focus Area 3: Utilize NWEA and PSAT data to drive instructional practices in math/ELA classrooms and to create remedational settings.	For Focus Area 3: Staff buy-in outside of math/ELA. Utilizing data and not just gathering data.

#### Description of Core Component: 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 Martinsville High School we are committed to the education of all our students, regardless of race, ethnicity, language, culture, socio-economic status, or learning ability. In order to grow as a staff in our awareness and effectiveness as educators in cultural competency, we have developed the following steps. First, beginning in the school year 2019-2020 we instituted a CHAMPS program designed to work with students who enter high school with behavior not conducive to learning which teaches students the skills necessary to be successful in school and in the workforce. Secondly, we created a daily thirty minute opportunity for all students to receive academic interventions and/or enrichment with their respective teachers, or join a school club(s) that allows students to identify and support one another. Thirdly, we host an annual school convocation that covers many current trends including bullying, sexting, drugs, and conflict resolution. Finally, we create an Artesian



PRIDE committee composed of all staff members that look to support and include all students in the learning process.

### 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: Students and staff will be able to utilize Artesian Period to receive additional instruction in math.	For Focus Area 1: Students who miss school/class or who fall behind due to lack of comprehension have no additional built in time during the day to address needs in math. After school options are available, but SES prevents some students from utilizing due to transportation.
For Focus Area 2: Students and staff will be able to utilize Artesian Period to receive additional instruction in English.	For Focus Area 2: Students who miss school/class or who fall behind due to lack of comprehension have no additional built in time during the day to address needs in English. After school options are available, but SES prevents some students from utilizing due to transportation.
For Focus Area 3: Students and staff will be able to utilize Artesian Period to receive additional instruction in any class the student is struggling in as well as instruction from their TOR or guidance counselor for targeted learning.	For Focus Area 3: Students who miss school/class or who fall behind due to lack of comprehension have no additional built in time during the day to address needs in classes they fall behind in. After school options are available, but SES prevents some students from utilizing due to transportation.

### Description of Core Component: 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?

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

At Martinsville High School we have many ways we connect with our parents. The first is our Family Service Coordinator. She builds connections from the school to any at risk student and family. Secondly, is our monthly "Parent Advisory" meeting. We send out an invitation every month for parents to come to an information sharing meeting at the high school and illicit feedback on various topics pertinent to their child. The meetings usually last an hour and the conversation is two-way with constructive feedback given by the parents. Thirdly, the MSD of Martinsville has Skyward Family Access. This online platform allows parents to monitor their child's classroom performance and financial accounts. Fourthly, we have an "Open House" prior to the start of school in which students, parents, and family members can meet their teachers, tour the school, and gather information about the location of their locker, functionality of their Chromebook, and many other opening day essentials.

#### Gap Analysis: 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?
<p>For Focus Area 1:</p> <p>Families will have direct access to student scores and overall grades for understanding of performance via Skyward and Google Classroom. Families will receive communication from the school concerning expectations and the ability to get to know the students' teachers.</p>	<p>For Focus Area 1:</p> <p>Not all families understand the correlation of formative and summative assessment scores. Families may also not be able to assist the student with academic coursework.</p>
<p>For Focus Area 2:</p> <p>The MHS Guidance department will host multiple informative events, such as: 8th grade parent night, individual class events, FASFA events, and College and Career Readiness events.</p>	<p>For Focus Area 2:</p> <p>Events are in the evenings, and not all families are able, willing, or capable of attending.</p>

For Focus Area 3: Families will have access to information about options for their high school students. Additionally, the TOR can work with families in addition to the counselor to discuss diploma types for the subgroup.	For Focus Area 3: Not all families value the achievement of Core 40 or higher.
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### Description of Core Component: Technology

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

Martinsville High School is a one to one technology school. Students are provided with a chromebook that allows them access to academic programming and instruction. Students have access to Google Classroom where daily instruction can be provided. Additionally, they have access to instructional software that can be used for remediation and enrichment of core academic instruction. The following curriculum programming will be utilized via technology for the 2022-2023 school year.

- Study Island
- Khan Academy
- NWEA
- Lexile (Read 180 Only)
- Read 180
- APEX

### Gap Analysis: Technology

How will the school's technology plan also help the school address its focus areas?	In what ways does the school's technology plan <i>not</i> help the school address its focus areas?
For Focus Area 1: APEX will be used for an alternative means of instruction and for credit recovery. Specifically, students who have failed ELA and math courses will be placed in an APEX lab with an ELA or math teacher to assist in a blended learning format.	For Focus Area 1: Live instruction is always preferred. Students that are experiencing apathy may struggle further in APEX classes. It does not address learning gaps from Algebra I which hinders Algebra II performance and credit potential.
For Focus Area 2: Incoming 9th grade students who are not reading at grade level based on LEXILE, will be placed in Read 180. Students in ELA will	For Focus Area 2: Once students move on from the 9th grade, no reading interventions are offered. Thus, if students are not reading at grade level they

have a customized Study Island track based on NWEA needs.	are on their own. Based on Fall 2022 NWEA results, 165-9th grade, 169- 10th grade, and 81-11th grade students are reading below grade level.
For Focus Area 3: 9th-11th grade students will participate in NWEA testing 3 times a year. Data will be used to predict/show growth and drive instructional practices.	For Focus Area 3: If we can find a way to adequately address all learning gaps while still moving students forward this would address focus areas. The challenge is finding a way to accomplish.

Description of Core Component: Transition to Elementary School (for elementary schools only)	
<p><i>Note: For more information about Indiana's graduation pathways, please review <a href="#">this memo</a> from the Indiana State Board of Education.</i></p> <p>1. How will the school assist preschool students with the transition to elementary school?</p>	
NA	
Gap Analysis: Transition to Elementary School	
How will the school's transition to elementary school supports also help the school address its focus areas?	In what ways does the school's transition to elementary school supports <i>not</i> help the school address its focus areas?
For Focus Area 1: NA	For Focus Area 1: NA
For Focus Area 2: NA	For Focus Area 2: NA
For Focus Area 3: NA	For Focus Area 3: NA

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

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

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?

#### #1

a. MHS is one of the few high schools that pays tuition and fees for all dual credit courses: IUB, AP, Vincennes, USI, etc.

There are no deterrents to students from lower socio-economic backgrounds.

b. Counselors meet with students while scheduling classes and help identify dual credit and AP classes relevant to the student's interests and ability level.

c. For the workforce (and secondary education as well), the senior success center hosts at least 4 large events each year, forging relationships between high schools students and post-secondary opportunities.

#### #2

a. Students are given criteria for all three state-approved diplomas, in 8th grade, so they are aware of all options.

b. Students interested in Purdue, IUB, or private colleges are automatically encouraged to pursue an academic honors diploma (AHD).

c. MHS pays tuition and fees for American Sign Language (through IOA, \$550 per year per student), which is required to earn an honors diploma. MHS French and MHS Spanish are structured to prepare students for AP exams, in their respective subjects, and they are extremely rigorous, likely for the top 10-15% of a given class. ASL allows the remaining 90-85% of a class to pursue an honors diploma. In 2022-2023, a 2nd track was added for French and Spanish that allowed students to earn credit needed for the AHD, but did not

follow a AP pathway.

d. If there is room in a student's schedule, all students must attempt ICP or algebra-II, which are required to earn a core-40 diploma and which are the only classes separating a core-40 diploma from a general diploma. (exempt students are seniors with 15 classes required for a general diploma)

### #3

In addition to earning a core-40 diploma, the honors diploma requires two dual credits classes, a 4th year of math, 3 years of world language, and two fine arts credits. MHS offers 15 AP classes, 1 Pre-AP class, and at least 7 dual credit classes (that count toward an AHD), 2 opportunities for 4th year of math (stats for social science and pre-cal for hard sciences), 3 types of world language, and at least 10 types of fine art (art history and music history for non-art students).

### #4

- a. All seniors complete a senior project in English 12 = project-based learning
- b. Students can have employers complete an employment verification form = work-based experience
- c. Seniors can participate in Mr. Dearlove's internship program = work-based experience
- d. Students can participate in leo club, interact, or key club (school activities) = service-based learning

### #5

a. MHS currently offers 28 Next Level Career Pathways/Programs of Study: MHS offers at least 24 CTE programs that are typically offered at regional vocational centers (C9, hoosier hills, Area 30, etc).

Our INTERs report pulled 4,600 students in CTE classes.

b. AP/IB/Dual Credit : MHS offers 9 AP classes and at least 7 dual credit classes, in various subjects that meet the needs/interests of a diverse student population.

c. ASVAB: MHS offers the ASVAB at least once a year, twice pending the ASVAB corporation's availability.

d. SAT/ACT : MHS administers the Saturday SAT in October, removing transportation obstacles for students from lower socio-economic backgrounds. All 11th grade students take the School Day SAT in March.

e. PSAT: All 10th and 11th grade students take the PSAT in October.

f. Honors Diploma: The Class of 2021 earned 98 honors diplomas (86 AHD, 12 THD), out of roughly 283 graduates.

THDs are easier to earn due to the abundance of CTE classes offered at MHS.

AHDs are easier to earn due to the opportunities in dual credit, fine art, and world language.

Gap Analysis: High School Graduation Supports	
How will the school's graduation supports also help the school address its focus areas?	In what ways does the school's graduation supports <i>not</i> help the school address its focus areas?
For Focus Area 1: 44/282 2021 graduated earned a general diploma compared to a Indiana Core 40 defined default diploma. Algebra II continues to be the hurdle between a Core 40 and general diploma designation.	For Focus Area 1: Students that pass Algebra II are still performing below College and Career Readiness on the SAT.
For Focus Area 2: MHS has a College and Career Coordinator. The College and Career Coordinator works with students to make sure that all students have a "plan" when they walk across the stage. Various events are held including College and Career Fairs, FASFA Nights, etc.	For Focus Area 2: If students are not graduating, then beyond high school is limited.
For Focus Area 3: Increased types of NLPS pathways and AP courses allow for a great opportunity for students to earn college credit and/or certifications in a career field.	For Focus Area 3 Pathway and AP courses are beyond the traditional required courses of ELA, math, social studies, science, etc. If students have not mastered the foundational classes, they cannot move forward with advances or career courses.

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

Evidence-Based Interventions for Focus Area 1
<p>Summarize the strategies from the core components in SIP Phase 3 that address this focus area:</p> <ul style="list-style-type: none"> <li>• Co-teaching within core classes</li> <li>• Remedial track for students in core classes-trimesters</li> <li>• Technology integration and test preparation</li> <li>• WELL Wednesday- PLC and PD time- Focus on mastery/reteaching</li> <li>• NWEA testing and data analysis</li> <li>• Failure is Not An Option</li> <li>• APEX Labs specific to math</li> <li>• SAT Prep Classes</li> </ul>

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

- Academic levels at entry to high school
- Apathy
- COVID-19 gaps
- Attendance

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

- SAT strategies that are taught in all classes, not just math.
- RTI programming (Failure is Not An Option)



## Evidence-Based Interventions for Focus Area 2

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

- Co-teaching within core classes
- Remedial track for students in core classes-trimesters
- Technology integration and test preparation
- WELL Wednesday- PLC and PD time- Focus on mastery/reteaching
- NWEA testing and data analysis
- Failure is Not An Option
- APEX Labs specific to ELA
- SAT Prep Classes

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

- Academic levels at entry to high school
- Apathy
- COVID-19 gaps
- Attendance

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

- SAT strategies that are taught in all classes, not just ELA.
- RTI programming (Failure is Not An Option)

## Evidence-Based Interventions for Focus Area 3

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

- Tracking students on graduation pathways in lieu of waivers
- Counseling meetings for all students, specifically with TOR present
- College Open House during the school day
- Apex Lab specific to math to address Algebra II
- Increase pathways available in-house
- Expansion of Hammons

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

- Academic levels at entry to high school
- Apathy
- COVID-19 gaps
- Attendance

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

- RTI programming (Failure is Not An Option)
- Trust Based Relational Interventions (TBRI)

## V. Design a professional development plan

Please complete this section of the SIP using [this template](#), the template provided below, or a locally-developed resource that fulfills the requirements outlined in the “Connections to State and Federal Requirements” section of SIP Phase 5.

Be sure to include a discussion of how professional development will, at a minimum, (1) increase cultural competency in the school’s educational environment and (2) improve instruction using student assessment data.

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

Professional Development Plan		
Set Goals		
Given the school's improvement priorities (e.g., strategies for its core components and evidence-based interventions) define goals for this professional development plan. Provide a brief rationale for each professional development goal in relation to one or more of the school's focus areas.		
PD Goal #	Goal Description	Goal Rationale
1	Teachers will participate in co-teaching training and implement the strategies within their classrooms.	Co-teaching will impact the instruction within the classroom with two teachers, a core instructor and special education staff.
2	Teachers will receive training in SAT Prep math and ELA strategies to be implemented in all classrooms.	Teachers will learn how they can utilize SAT strategies within their classrooms to improved instruction. Strategies will be chosen based on improvement on instruction and not how to “beat the test.”
3	Teachers will participate in WELL Wednesdays weekly following Defour’s PLC model.	Teachers will be provided time to collaborate and focus on the 4 PLC Questions: 1. What do we expect students to learn? 2. How will we know if they learn? 3. How do we respond when students experience difficulty in

		learning? 4. How do we respond when students do learn?
<i>Professional Development Offerings</i>		
For each of the school's professional development goals, define how administrators, teachers, and/or staff will receive professional development both in terms of their initial training as well as ongoing professional development to support implementation.		
PD Goal #	Initial Professional Development	Follow-up Professional Development to Support Implementation
1	Understanding of co-teaching strategies/approaches	Feedback within the co-teaching setting and review of data after co-teaching is implemented.
2	SAT Prep/Boot Camp provided by College Board and GEAR-Up Purdue for Administration and content specialist	Team discussion of strategies to utilize and teach to the entire staff.
3	WELL Wednesday PLC training	WELL Wednesday data and observations. Support from NIET and ILT.
<i>Professional Development Resources</i>		
For each of the school's professional development goals, identify the resources needed to meet these goals through initial and follow-up professional development.		
PD Goal #	Resources Needed for Initial PD	Resources Needed for Follow-up PD to Support Implementation
1	30 Days to A Co-Taught Classroom Book, virtual training videos/resources provided on IIEP Resource about Co-Teaching.	Additional training from IIEP Resource for behavior, MTSS, instructional design, and student engagement.
2	College Board/IDOE Understanding SAT Data Workshop and Gear-Up Bootcamp	SAT Success Book and Binder. Potential of whole staff or student boot camp
3	PLC Instructional Resources and Solution Tree Resources	NIET Partnership ILT Strength
<i>Professional Development Evaluation</i>		
For each of the school's professional development goals, define the method(s) for measuring		

the impact of the associated professional development. Map out an evaluation plan by identifying the individual(s) responsible for collecting, analyzing, and facilitating the review of data to assess the impact of the professional development as well as when this evaluation will occur.

PD Goal #	Method(s) for Measuring PD Impact	Plan for Measuring PD Impact
1	Reduction of F's in ELA and math NWEA Growth Data	Reduction of F's- Audrey Jackson NWEA Growth Data- Audrey Jackson (Jan. and May)
2	Lesson Plans to Demonstrate Use	SAT Data- Audrey Jackson (summer 2023)
3	Survey PLC Agendas Reduction of F's NWEA Growth Data	Survey- Suzie Lipps (ongoing) PLC Agenda- Audrey Jackson (weekly) Reduction of F's- entire staff (each trimester) NWEA Growth Data- Audrey Jackson (Jan. and May)

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

Please complete this section of the SIP using [this template](#) or a locally-developed resource that fulfills the requirements outlined in the "Connections to State and Federal Requirements" section of SIP Phase 6.

SMART Goal #1	
<p>SAT Policy Committee establish benchmarks for Mathematics Below College Ready: 200-450 Approaching College Ready: 460-520 At College Ready: 530*-800</p> <p>The students of Martinsville High School data and the special education subgroup:</p> <p>Total Students Tested: 31 Below College Ready: 26 students/84% Approaching College Ready: 0 students/0% At College Ready: 5 students/16% Average Score: 410</p> <p>The students of Martinsville High School data <b>NOT</b> in the special education subgroup: Total Students Tested: 256 Below College Ready: 105 students/41% Approaching College Ready: 70 students/27% At College Ready: 81 students/32% Average Score: 486</p> <p>NWEA (Fall 2022) - 42% are at or above meets expectations PSAT (Fall 2021) 35%- <b>Met</b> 9%- <b>Approaching</b> 56%- <b></b></p> <p><b>Goal: Martinsville High School has a goal to have 44% of students to be scored college ready on the math portion of 2023 SAT School Day (taken March 2023). Additionally, 20% of students who identify as SPED students will score college ready.</b></p>	
Aligned Focus Area	SAT Math
Professional	Gear-UP Bootcamp

Development	IDOE/College Board SAT Data Workshop WELL Wednesday
Benchmark of Success (Dates)	Gear-UP Bootcamp- Summer 2022 (multiple dates) SAT Data Workshop- June 15, 2022 NWEA- August '22, December '22, and May '23. PSAT- October 2023
Key Action Steps (Staff Responsible)	Bootcamp- Jackson, Randall, and Nuckles SAT Data Workshop- Jackson and Dugger WELL Wednesday- Jackson/Whole Staff NWEA- Jackson/ Whole Staff PSAT- Jackson/Whole Staff
Year 2 Goal	<b>Martinsville High School has a goal to have 47% of students to be scored college ready on the math portion of 2024 SAT School Day (taken March 2024). Additionally, 23% of students who identify as SPED students will score college ready.</b>
Year 3 Goal	<b>Martinsville High School has a goal to have 50% of students to be scored college ready on the math portion of 2025 SAT School Day (taken March 2025). Additionally, 25% of students who identify as SPED students will score college ready.</b>

SMART Goal #2	
<p>SAT Policy Committee establish benchmarks for Evidence-Based Reading and Writing</p> <p>Below College Ready: 200-440</p> <p>Approaching College Ready: 450-470</p> <p>At College Ready: 480*-800</p>	
<p>The students of Martinsville High School data and the special education subgroup:</p> <p>Total Students Tested: 31</p> <p>Below College Ready: 24 students/77%</p> <p>Approaching College Ready: 1 students/4%</p> <p>At College Ready: 6 students/19%</p> <p>Average Score: 417</p>	
<p>The students of Martinsville High School data <b>NOT</b> in the special education subgroup:</p> <p>Total Students Tested: 256</p>	

Below College Ready: 100 students/39%  
 Approaching College Ready: 24 students/9%  
 At College Ready: 132 students/52%  
 Average Score: 487

State Average: 483  
 School Average: 479

NWEA (Fall 2022) - 41% are at or above meets expectations  
 PSAT (Fall 2021)

59%- Met

9%- Approaching

32%-

**Goal: Martinsville High School has a goal to have 50% of students to be scored college ready on the evidence based reading and writing portion of 2023 SAT School Day (taken March 2023). Additionally, 20% of students who identify as SPED students will score college ready.**

Aligned Focus Area	SAT- Evidence Based Reading and Writing
Professional Development	Gear-UP Bootcamp IDOE/College Board SAT Data Workshop WELL Wednesday
Benchmark of Success (Dates)	Gear-UP Bootcamp- Summer 2022 (multiple dates) SAT Data Workshop- June 15, 2022 NWEA- August '22, December '22, and May '23. PSAT- October 2023
Key Action Steps (Staff Responsible)	Bootcamp- Jackson, Randall, and Nuckles SAT Data Workshop- Jackson and Dugger WELL Wednesday- Jackson/Whole Staff NWEA- Jackson/ Whole Staff PSAT- Jackson/Whole Staff
Year 2 Goal	<b>Martinsville High School has a goal to have 50% of students to be scored college ready on the evidence based reading and writing portion of 2023 SAT School Day (taken March 2023). Additionally, 20% of students who identify as SPED students will score college ready.</b>
Year 3 Goal	<b>Martinsville High School has a goal to have 50% of students to be scored college ready on the evidence based reading and writing portion of 2023 SAT School Day (taken March 2023). Additionally, 20%</b>



	of students who identify as SPED students will score college ready.
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SMART Goal #3	
<p>In 2021, 12% (30/258) of non-SPED identified students earned a general diploma designation and 58% (14/24) of SPED identified students earned a general designated diploma.</p> <p><b>Goal: The MHS graduating class of 2022 will increase the Core 40 Diploma designation by 10% and decrease the General Diploma designation by 10% compared to the graduating class of 2021.</b></p>	
Aligned Focus Area	Graduation Rate- SPED Core 40
Professional Development	WELL Wednesday Failure is Not An Option (RTI)
Benchmark of Success (Dates)	Trimester Grade- November '22, February '23, and '23 May Counselor Meetings- Yearly Pathways- Yearly
Key Action Steps (Staff Responsible)	APEX- Content Specific Teacher- ELA/Math Departments ICP moved to freshman year- Science Department/ STEM Coordinator Trimester Schedule- low general/general options- Counselors CHAMPS Program- SPED Department
Year 2 Goal	<b>The MHS graduating class of 2023 will increase the Core 40 Diploma designation by 10% and decrease the General Diploma designation by 10% compared to the graduating class of 2022.</b>
Year 3 Goal	<b>The MHS graduating class of 2024 will increase the Core 40 Diploma designation by 10% and decrease the General Diploma designation by 10% compared to the graduating class of 2023.</b>