



Noblesville High School

Continuous School Improvement Plan

Section I: School Profile

Vision, Mission, and Commitments:

All Noblesville's schools share a common Mission, Vision, Commitments, and Framework for Learning. These foundation documents collectively define who we are, communicate what we value, guide our work, and drive our decisions as an individual school and district. They are aligned and mutually reinforcing to ensure development of the whole child and the highest levels of academic growth and achievement.

Our mission describes the everyday experiences we provide to our students, staff, and school community: *Noblesville Schools creates an inclusive, learner-centered culture that develops future-ready skills through relevant experiences supported by strong relationships that celebrate diversity and promote equity among students, staff, parents, and the community.*

Our vision describes a future we desire for our students, staff, and school community. We believe that living our mission daily will help us to accomplish this desired future: *We are engaged in intellectual pursuits, inspired to challenge the present, and empowered to adapt, innovate, and succeed today and tomorrow.*

Our commitments describe the behaviors we believe are necessary to live our mission and accomplish our vision. Noblesville Schools is committed to:

- *Teaching students to think critically, engage in dialogue, listen, consider multiple perspectives, use their voice, and value the humanity of others.*
- *Promoting equity, access, participation, and honoring the rights of all students, staff and families through our policies, procedures, and practices.*
- *Responding to and meeting the unique needs of students, staff and families.*
- *Cultivating trust, valuing dignity, empathy, and respect for students, staff, and families through words and actions.*
- *Engaging in ongoing, relevant, equity-centered professional development to create more equitable opportunities for all.*
- *Recruiting, supporting, retaining, and continually developing a culturally competent staff.*

Framework for Learning:

This Framework for Learning establishes the overall and expected organization of curriculum, instruction, assessment, and learning environments within every school and classroom in the district. All practices, professional development, and allocation of resources will directly support and promote the elements of this framework to facilitate the highest levels of academic growth and achievement.

Learning Centered and Collaborative Culture: *Professional Learning Communities facilitate a focus on learning, a collaborative culture, and results orientation. These collaborative teams provide the structure through which the guaranteed and viable curriculum, meaningful learning experiences, and purposeful assessment and reflection are implemented, monitored, and adjusted to facilitate continuous improvement, student learning, and growth and development of the whole child.*

Meaningful Student Learning Experiences: *Meaningful student learning experiences are facilitated through consistent and effective application of clear standards of professional practice and high quality strategies for teaching, leadership, and professionalism. These standards and strategies are commonly defined through our Professional Growth and Evaluation Program, which establishes expectations for all Noblesville Schools educators,*

include students as active participants in their learning, and provide all students the access and opportunity to meet and exceed their potential.

Thoughtfully Designed Curriculum: *Guaranteed curriculum in Noblesville Schools is the path of learning for a yearlong course or grade level content area, designed based on Indiana Academic Standards, by collaborative teacher teams, to achieve student learning of specific academic skills and concepts. The curriculum stems from Indiana Academic Standards and is guided by a backwards design process to create meaningful units of learning for students. Each school ensures that the necessary time is available and protected so all students have the opportunity to learn the guaranteed curriculum.*

Purposeful Assessment and Reflection: *Formal and informal assessments are designed to measure desired learning results established through the guaranteed and viable curriculum. These assessment results are used to provide feedback, facilitate student reflection and goal setting, monitor progress, and inform instructional planning. This purposeful assessment and reflection promotes a collaborative and results-oriented culture focused on student learning and growth.*

Description of the Curriculum:

Curriculum in Noblesville Schools is the path of learning for a yearlong course or grade level content area, designed based on Indiana Academic Standards, by collaborative teacher teams, to achieve student learning of specific academic skills and concepts. The curriculum stems from Indiana Academic Standards and is guided by a backwards design process to create meaningful units of learning for students. Certified teachers at Noblesville Schools examine the Indiana Academic Standards, use a framework to plan units, and then deliver instruction with curriculum materials that support the standards. The curriculum section of the Noblesville Schools' website provides the public information and resources regarding curriculum materials, including instructions for parents to enroll as observers through our Canvas learning management system to access the most up-to-date curriculum content for their child. This step-by-step guide, available in Spanish, is also available to assist parents in this process. Specific details regarding the elementary and secondary curriculum are provided below.

The secondary schools offer a wide variety of course offerings pulled directly from the IDOE approved course list. These courses are updated annually based upon the needs and interests of students and the local community and made publicly available through the schools' individual websites alongside scheduling guides for secondary students and their families as they collaboratively plan a student's pathway for learning.

Name/Description of Assessments in Addition to ILEARN:

- **WIDA ACCESS** – A state assessment for English language learner students in Kindergarten through grade 12 that measures a student's current level of English proficiency and is also used for accountability purposes.
- **Indiana SAT** – A college entrance exam used by colleges and universities to make admissions decisions. The SAT measures a high school student's readiness for college based on their performance in math, evidence-based reading, and writing. The SAT is now used as a high school accountability assessment administered in grade 11.

Section II: Description of Current Educational Programming and Learning Environment

Maintaining a Safe and Disciplined Learning Environment for All Students and Staff:

Noblesville Schools provides a safe and disciplined learning environment for all students and teachers. Each school's handbook is provided annually to parents, available on the district's website, and clearly defines the guidelines and expectations for students and families. Noblesville Schools uses positive behavior supports and restorative practices to promote and maintain a safe and positive learning environment. Schools regularly collect and analyze students' behavior and attendance data as well as surveys regarding the school environment.

Noblesville Schools uses a tiered approach to academics and behavior called Multi-Tiered System of Supports to ensure all students achieve their highest potential. This structure provides the necessary instruction and support for all students to achieve their academic, social, emotional and behavior goals. Noblesville Schools staff utilizes a variety

of data in order to identify and assist students needing additional instruction and/or supports. These data include, but are not limited to, grades, NWEA assessments, attendance, standardized scores, Panorama, and discipline reports.

If a student is having difficulty academically, socially, or behaviorally, school personnel work to assist the student with skills that will help them improve the skills not yet mastered. As supplemental supports become more intense, results are used to make decisions about the need for further research-based instruction and possible educational evaluation for special education services. Noblesville Schools places an emphasis on early identification through universal screenings, supplemental supports and self-advocacy supports for student learning.

Addressing the Learning Needs of all Students, Including Exceptional Learners

Noblesville Schools operates as a Professional Learning Community (PLC). Staff are organized into high performing collaborative teams that meet regularly to focus on student learning. We believe that a team is a group of people working *interdependently* to achieve a *common goal*, for which members are held *mutually accountable*.

Collaborative teams are fundamental to operating successfully as a PLC and include all teachers and staff in a school community. (DuFour, DuFour, Eaker, & Many, 2006. *Learning By Doing: A Handbook for Professional Learning Communities at Work*. Bloomington, IN: Solution Tree). Collaborative teams work together to continuously improve student learning and success by addressing the four questions of a PLC:

1. What do we want students to learn?
2. How will we know if they've learned it?
3. What will we do if they haven't learned it?
4. What will we do if they already know it?

Noblesville Schools also uses a tiered approach called Multi-Tiered System of Supports (MTSS) to ensure all students achieve their highest potential. This structure provides the necessary instruction and supports needed to allow all students to achieve their academic, social, emotional and behavior goals. School staff utilize a variety of data sources to identify and assist students needing additional instruction and/or support. These data sources include, but are not limited to, standardized assessment scores, NWEA scores, locally-developed assessment scores, student grades, attendance, social and emotional data, and discipline reports. Noblesville Schools believes that children do well

when they can. If a student is having difficulty academically, socially, emotionally, or behaviorally, school personnel work to assist the student with skills that will help them improve the skills not yet mastered. As supplemental supports become more intense, results are used to make decisions about the need for further evidence-based instruction and possible educational evaluation for special education services. Noblesville Schools places an emphasis on early identification through universal screenings, supplemental support, and self-advocacy support for student learning. Noblesville Schools provides high ability program services for students who have been identified as performing at high levels academically, attitudinally, and/or through exceptional gifts, talents, motivations, or interests. Therefore, Noblesville Schools acts to identify and challenge students through enriched and accelerated curricula. Students may be identified as high ability in math, English/language arts, or both.

Parental Participation:

Parents and other community members are involved in NHS activities through many informal means and, formally, through the PTO, and other parent groups.

Active NHS parents work on behalf of clubs, academic and athletic teams, and performing arts groups such as band and choir. The Miller Backers, Band Boosters, and Choir Parent Organizations assist students and school personnel in various extracurricular and co-curricular activities. Other parent and community groups active in Noblesville Schools include the Miller Ambassadors, Noblesville Education Foundation, Noblesville Alumni Association, and School Safety Committee. Each of these district committees involves NHS personnel, parents, and/or community members to promote a particular component of the educational program.

Parents are included in NHS educational activities through an annual Open House; meetings with teachers, counselors, and administrators; teacher, school and district websites; parent access to students' grades and attendance through PowerSchool Student Information System; Canvas Learning Management System; electronic newsletters; social media; and automated emails and voicemails. Evening events conducted by the School Counseling Department include Junior Goals Night, Academic Success Night, Financial Aid Night, and Eighth Grade Orientation. In addition, NHS hosts

the Noblesville High School Course Fair, which highlights technology and learning at NHS.

School and community representatives work together on several projects. NHS Marching Millers band participates in the Fourth of July parade. The annual Homecoming parade follows a route from the school to the courthouse square; city fire trucks lead the parade, residents line the parade route, and businesses lend vehicles for parade entries. Commercial interests donate time, money, and prizes for fundraisers. NHS, the single high school in the city and township, remains a focal point for community activities, and school and community personnel cooperate in many events of mutual interest. We recognize the need, however, for an organized group of parents to communicate, assist and have input in the school and its initiatives as a whole.

NHS continues to adapt and keep parents informed. Our digital platforms allow parents to remain involved. The School Counseling department has a Canvas course for parents and students. In addition, annual case conference and 504 plan meetings have shifted to Zoom/conference call format or in-person based on parent choice.

Coordinate Technology Initiatives:

All Noblesville schools coordinate technology initiatives under the guidance of the [District Technology Plan](#). This plan is developed in collaboration with stakeholders from across the school community. Representatives from each school should work in conjunction with district leadership to ensure that the plan reflects the individual needs of each school.

Building level professional learning should include formal and informal opportunities for educators to build confidence and competence to design learning experiences that promote creativity and active learning through the integration of digital curricular resources and tools.

Career Awareness and Career Development Education Curriculum:

Noblesville Schools recognizes that each student, regardless of background, has unique abilities, skills, interests and goals, which will lead to future career pathways. Preparing all students for future career pathways begins in elementary school and spans through high school graduation. Noblesville Schools' career awareness and career development

education curriculum is comprehensive in scope, developmental in nature and is focused on preparing our students for the ever-changing needs of today's workforce. The learning progression focuses on self-concept and awareness, career awareness and exploration, acquiring employability skills, career preparing and planning. Elementary students begin their journey through self-concept and career awareness activities and lessons. In middle school, students continue to explore the world of work and further identify their interests, abilities, specific career clusters and postsecondary plans. As students enter high school, career exploration continues and preparing and planning becomes a priority as students near graduation.

Courses for Eligibility to Receive an Academic Honors Diploma:

The courses offered at Noblesville High School provide multiple opportunities for all students to work towards an academic honors diploma starting their freshman year. College-preparatory courses, dual-credit courses, and Advanced Placement courses all provide various routes to earn diplomas with academic honors. Students may also earn Core 40 diplomas with technical honors through various course offerings and vocational programs provided through The Pursuit Institute, the local career and technical education center. The goal of all opportunities and supports is to encourage all students to pursue and complete a Core 40 with academic honors and/or technical honors curriculum. All information related to scheduling, diploma pathways, and course descriptions are made available to students and families on the school's website.

List of Statutes and Rules to be Suspended from Operation:

There are no statutes and/or rules to be suspended from operation.

Section III: Summary of Data

Annual Performance Report:



Noblesville High School

Annual Performance Report

Student Evidence-Based Reading and Writing (EBRW) Achievement Results

State Assessments	2021-2022		2022-2023			
SAT ELA Overall Proficient	School	State	School	State	School	State
Overall	67.1	50.5	70.4	50.5		
Paid Meals	71.0	59.8	74.8	61.2		
Free/Reduced Price Meals	49.6	33.8	52.6	34.2		
General Education	73.8	55.5	75.1	55.5		
Special Education	24.5	15.6	35.9	15.7		
Non-English Language Learner	68.3	52.2	71.7	52.4		
English Language Learner	7.7	7.3	20.0	7.6		
Asian	71.4	62.1	69.2	63.7		
Black	33.3	24.5	48.3	26.2		
Hispanic	33.9	33.5	45.6	34.1		
Multiracial	63.2	46.2	52.2	46.9		
White	72.1	57.9	75.0	57.7		

Scores reflect all Graduation Cohort 2024 SAT testers during Indiana state administration.

***Less than 10 students in the group. Results have been suppressed to protect student privacy

Student Math Achievement Results

State Assessments	2021-2022		2022-2023			
SAT Math Overall Proficient	School	State	School	State	School	State
Overall	49.2	31.1	50.4	30.7		
Paid Lunch	53.9	40.0	55.7	40.8		
Free/Reduced Lunch	27.9	15.2	29.2	15.4		
General Education	55.2	34.7	55.0	34.2		
Special Education	11.2	6.6	16.3	6.6		
Non-English Language Learner	50.1	32.2	51.6	31.8		
English Language Learner	7.7	5.5	5.0	5.1		
Asian	71.4	53.0	76.9	53.0		
Black	7.4	9.7	24.1	9.2		
Hispanic	28.8	16.1	23.5	16.2		

Multiracial	47.4	25.1	34.8	24.7		
White	52.6	37.1	54.0	36.9		

Scores reflect all Graduation Cohort 2024 SAT testers during Indiana state administration.

***Less than 10 students in the group. Results have been suppressed to protect student privacy

Attendance

	2020-2021	2021-2022	2022-2023
Overall	96.4	93.1	
Model Attendee <i>Students who are either persistent (in attendance for at least 96% of the school year) or improved (attendance rate improved by at least 3% from the preceding school year) attendees</i>		48.0	

Panorama Student Survey Data

Panorama is a student survey that measures student's interpretations of support and school environment. The National Benchmark summarizes the percentile at which the school compares to schools across the nation through Panorama's national dataset.

	Spring 2022		Spring 2023			
	School % Favorable	National Benchmark	School % Favorable	National Benchmark	School % Favorable	National Benchmark
Engagement			28	Near 10th		
Sense of Belonging	34	Near 10th	44	Near 20th		
Teacher-Student Relationships			53	Near 20th		
Emotion Regulation	46	Near 50th	56	Near 90th		
Self-Management			75	Near 70th		
Social Awareness			67	Near 60th		

Demographic Data

	2020-2021		2021-2022		2022-2023	
	School	District	School	District	School	District
Percent Free/Reduced Lunch	20.6	22.2	20.5	20.9	22.7	24.3
Percent Special Education	14.8	15.7	15.4	16.5	15.7	17.4
Percent English Language Learner	2.4	4.1	3.3	4.8	3.7	5.5
Percent Asian	2.7	2.6	2.5	2.6	2.4	2.8
Percent Black	3.3	4.2	4.0	4.6	4.0	4.8
Percent Hispanic	6.9	7.5	7.5	8.2	8.0	8.7
Percent Multiracial	3.3	3.4	3.0	3.5	3.1	3.9
Percent White	83.4	81.9	82.6	80.7	82.0	79.5

*District results are grades K-12 combined

Language Proficiency for English Learners

English language proficiency measures whether students learning the English language are on target to develop or attain English language proficiency within six years. Student Growth Percentiles (SGPs) are used to determine whether students are making adequate growth annually to meet these targets. SGPs describe a student's learning as compared to other students sharing the same performance history as the student, or the student's 'academic peers.' English language proficiency is measured based on performance and growth on the WIDA ACCESS 2.0 assessment. Only students identified as English learners who spend most of the school year enrolled at the school are included when reporting the proficiency and growth.

	2020-2021	2021-2022	2022-2023
Met Goal or Achievement Proficiency Rate		8.6	

***Suppressed due to small population

High School Graduation Rate

	2020-2021	2021-2022	2022-2023
Overall	98.3	97.6	
Non-Waiver	81.0	83.9	
Paid Meals	99.1	98.4	
Free/Reduced Price Meals	96.7	95.2	
General Education	99.0	99.4	
Special Education	92.4	86.4	
Non-English Language Learner	98.4	97.8	
English Language Learner	91.7	93.8	
Asian	100.0	100.0	
Black	95.0	96.0	
Hispanic	95.0	98.3	
Multiracial	100.0	92.0	
White	98.5	97.8	

Other School Data:

- SAT evidence-based reading and writing showed growth and continued to exceed national and state averages.
- SAT Math scores showed growth and continued to exceed national and state averages.
- 75% of students taking the AP test earned a 3 or higher
- As the population of students taking AP tests grows, the pass rate stays consistent.
- The NHS graduation rate is significantly higher than the state average and remains consistent from year to year.
- Our attendance rate remains above the state average.

Specific Areas of Needed Improvement

- Chronic Absenteeism
 - Identify students and build relationships

Narrative of Student Learning Data:

- While all subgroups increased in achievement, student performance on the SAT EBRW and Math among subgroups, with the exception of Asian students, is disproportionately lower than the rest of the student population. For example, Black students had a pass rate of 48% in 2023 for EBRW, and white students had a pass rate of 75%.
- While our graduation rate overall is 97.6%, our graduation rate for students without a waiver is 83.9%.
- Attendance rate of 93.1%.

Specific Areas Identified by the School Where Improvement is Needed Immediately, and How the School Will Address These Areas:

Noblesville High School recognizes four specific areas of needed improvement.

- Subgroup proficiency in ELA EBRW
 - ELA teachers, department chair, and instructional coaches will continue to unpack writing standards into learning targets for each unit and discuss/agree upon criteria for proficiency.
- Subgroup proficiency in Math
 - Continuing to implement Algebra I Every Day for students who will benefit from additional support.
- Chronic absenteeism
 - School will identify students with chronic absenteeism and monitor the process of student and parent communication based on the attendance framework designed by administration.
- Graduation waivers
 - Locally adopted pathway approved through DOE allows kids to complete box 3 through a series of coursework: civic arts.
 - Data for demographics of students receiving waiver will be analyzed with the school team.

Section IV: Continuous and Strategic School Improvement Action Plan

The following action plan has been created based upon careful analysis of the data provided in the previous section and strategically addresses the specific areas identified by the school where improvement is needed immediately.



Noblesville Schools Continuous School Improvement Action Plan

Schoolwide Improvement SMART Goals

Objectives for continuous improvement in, at a minimum, the areas of attendance rate, ILEARN proficiency rates, and graduation rates for the school to achieve over a three year period and how the school expects to meet these objectives.

- Proficiency in ELA, as referenced by the evidence-based reading and writing portion of the SAT, among all students will increase by at least 3% annually, and Special Education, Black, and Hispanic student population proficiency rates will increase by at least 7% annually for an overall achievement level of 83.6% by 2027.
- Proficiency in Math, as referenced by the SAT, among all students will increase by at least 5% annually, and Special Education and Black student population proficiency rates will increase by at least 9% annually for an overall achievement level of 74.6% by 2027.
- Black student population, free lunch student population, and English language learners student population will improve attendance by 0.5% in each sub group per year over the next three years.
- Over a three year period, the percentage of students graduating without a waiver will increase from 83.9% to 90%, which includes an annual increase of graduation without waivers by 2027.

- Proficiency in ELA, as referenced by the evidence-based reading and writing portion of the SAT, among all students will increase by at least 3% annually, and Special Education, Black, and Hispanic student population proficiency rates will increase by at least 7% annually for an overall achievement level of 83.6% by 2027.

Schoolwide Improvement Action Plan <i>Strategies, programs, and/or services to address student learning needs; methods to improve cultural competency.</i>				
What strategies, programs, and/or services have you identified to address the needed improvement?	What action steps will you take to implement these strategies, programs, and/or services?	Who will do this work?	When will this work be completed?	What evidence will be used to measure the effectiveness of these strategies, programs, and/or services?
<p>Create more opportunities for writing across curriculums with an emphasis on the ELA curriculum.</p> <p>Create opportunities for low-stakes writing.</p> <p>Formative feedback</p>	<p>Instructional coaches, department chairs, and curriculum staff will work to plan professional learning for content area literacy, and content area PLCs will work to embed more authentic content area skills and writing strategies.</p>	<p>Administration, Instructional Coaches, Content Specific Department Chairs, PLC Leaders, PLCs, Assistant Director of Secondary Learning</p>	<p>2023-2024 School Year</p>	<p>Teacher surveys and feedback, changes in content area literacy practices</p>
	<p>ELA teachers, department chair, and instructional coaches will continue to unpack writing standards into learning targets for each unit and discuss/agree upon criteria for proficiency.</p>	<p>ELA teachers, Department Chairs, Instructional Coaches, PLC Leaders, Assistant Director of Secondary Learning</p>	<p>2023-2024 School Year</p>	<p>Discussion and analysis of student writing and norming for consistent proficiency</p> <p>Teacher reflections and discussions of instructional practices.</p>

	PLC lead teachers will receive professional development in writing instruction from consultant Kate Roberts.			
Increase the use of academic language development strategies for EL/ML students.	EL/ML PLCs and Director of Equity and Inclusion will work to embed content area literacy into skills courses.	Department Chair, EL/ML PLC, Instructional Coaches, District Equity and Inclusion Director	2023-2024 School Year	Teacher surveys and feedback

- *Proficiency in Math, as referenced by the SAT, among all students will increase by at least 5% annually, and Special Education and Black student population proficiency rates will increase by at least 9% annually for an overall achievement level of 74.6% by 2027.*

Schoolwide Improvement Action Plan

Strategies, programs, and/or services to address student learning needs; methods to improve cultural competency.

What strategies, programs, and/or services have you identified to address the needed improvement?	What action steps will you take to implement these strategies, programs, and/or services?	Who will do this work?	When will this work be completed?	What evidence will be used to measure the effectiveness of these strategies, programs, and/or services?
Increase math proficiency Increase used of evidence based teaching methods Continue to implement a	Continue Algebra I Every Day for students who will benefit from additional support.	Instructional Coaches, Math Department Chair, Algebra 1, 2, & Geometry	2023-2024 School Year	PLC conversations with a focus on member feedback and reflection on the four questions.

<p>shared standard-based curriculum</p> <p>Formative feedback</p>	<p>Teachers will be given support and resources for planning.</p>	<p>Teachers, AP over Math Department</p>		<p>PLC minutes</p> <p>Review of curricular resources.</p>
	<p>Algebra 1, Algebra 2, & Geometry will implement the Big Ideas curriculum.</p> <p>Teachers will be given support and resources for planning as well as support from outside consultant Mike Steele</p>	<p>Instructional Coaches, Math Department Chair, Algebra 1, 2, & Geometry Teachers, AP over Math Department, Assistant Director of Secondary Learning</p>	<p>2023-2024 School Year</p>	<p>PLC conversations with a focus on member feedback and reflection on the four questions.</p> <p>PLC minutes</p> <p>Review of curricular resources.</p>
	<p>Teachers will develop, within their PLCs, high quality formative assessments to measure learning, to provide actionable feedback, and to adjust instruction.</p>	<p>Instructional Coaches, Math Teachers, Math Department Chair, AP over Math Department, Assistant Director of Secondary Learning</p>	<p>2023-2024 School Year</p>	<p>PLC conversations with a focus on member feedback and reflection on the four questions</p>

- Black student population, free lunch student population, and English language learners student population will improve attendance by 0.5% in each sub group per year over the next three years.*

Schoolwide Improvement Action Plan <i>Strategies, programs, and/or services to address student learning needs; methods to improve cultural competency.</i>				
What strategies, programs, and/or services have you identified to address the needed improvement?	What action steps will you take to implement these strategies, programs, and/or services?	Who will do this work?	When will this work be completed?	What evidence will be used to measure the effectiveness of these strategies, programs, and/or services?
<p>Use strategies to increase student sense of belonging.</p> <p>Principal advisory council board</p> <p>Emphasis on multilingual family engagement</p>	<p>School will identify students with chronic absenteeism and monitor the process of student and parent communication based on the attendance framework designed by administration.</p> <p>Principal will develop an advisory board to examine school culture and implement actions to increase student sense of belonging.</p> <p>EL/ML staff will inform and encourage multilingual families to attend district-created events designed to increase student/family</p>	<p>Dean over Attendance, Administration, Social workers, Behavior Specialists, Counselors, District Coordinator of Multilingual Families, EL/ML PLC Administrator over EL/ML</p>	<p>2022-2025 School Year</p>	<p>Attendance Rates</p>

	sense of community belonging.			
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- Over a three year period, the percentage of students graduating without a waiver will increase from 83.9% to 90%, which includes an annual increase of graduation without waivers by 2027.

Schoolwide Improvement Action Plan

Strategies, programs, and/or services to address student learning needs; methods to improve cultural competency.

What strategies, programs, and/or services have you identified to address the needed improvement?	What action steps will you take to implement these strategies, programs, and/or services?	Who will do this work?	When will this work be completed?	What evidence will be used to measure the effectiveness of these strategies, programs, and/or services?
<p>Implement graduation pathway opportunities</p> <p>Locally adopted pathway approved through DOE allows kids to complete Box 3 through a series of coursework: civic arts.</p>	<p>Data for demographics of students receiving waivers will be analyzed with the school team, and students requiring Box 3 pathways will be enrolled in specific courses in order to receive a diploma as opposed to a waiver.</p>	<p>Administration, Guidance, Special Education, EL/ML Service Providers</p>	<p>2023-2027</p>	<p>Graduation Rates</p>

All professional development programs and activities included in this plan comply with [local school board policy](#).