



Carmel High School

School Improvement Plan
2021-2022

Experience Excellence... Explore Opportunities... Realize Potential

Carmel Clay Schools

A vibrant community with a history of strong support for public schools, Carmel, Indiana is centrally located in Hamilton County, the fastest growing county in the State. Encompassing the town of Carmel and adjacent Clay Township, the district comprises approximately 47 square miles situated just north of the City of Indianapolis. According to 2020 U.S. Census Bureau data, Carmel boasts a population of 99,757 residents, which makes it the fifth largest city in the state.

Dedicated to providing a wide range of family and community-friendly amenities, Carmel is well known for its commitment to wellness and the arts. The Arts and Design District of the city's downtown corridor and the Carmel Dads Club are local traditions that speak to the community's focus on enhancing the quality of life for all of its residents. Development of the Monon Trail, the Monon Community Center, City Center, and Midtown areas speak to the progressive sense of purpose that infuses the community as a whole. Ambitious redevelopment continues to reshape the urban landscape through the addition of high-density housing and various employment venues. The city has attracted over 125 corporate headquarters inside its boundaries, and the Meridian Street corridor is home to the second highest concentration of office workers in the state of Indiana. Numerous organizations have taken note of the city's amenities and ambiance, and in 2020 Carmel received a variety of accolades, including *#1 Best Place to Live in the Midwest* (Newsweek), *#4 Safest City to Raise a Child in America* (SafeWise), *#1 Best City for Fit Lifestyle in Indiana* (BarBend), and *#4 Best Suburbs to Live in America* (Niche).

The Carmel Clay Schools are integral to the fabric of the community. With a K-12 enrollment of 16,559 students, the district has a history of setting the highest achievement goals for students and maintaining strong links to the community and its residents. Partnerships with a wide range of community groups, dedicated and supportive PTOs, and a School Board committed to the achievement, safety, and well-being of all students create a foundation that engenders strong backing across the community. Interactions among stakeholders infuse the system with the enthusiasm, support, and resources necessary to reach and exceed expectations.

The district comprises eleven elementary schools (grades K-5), three middle schools (grades 6-8), and a freshman center/high school campus (grades 9-12). Building enrollments range from 585-709 students at the elementary level, 1,145-1,416 students at the middle school level, and 5,339 students at the high school. There are 82 early childhood special education students who attend classes at four elementary sites situated across the district. In addition, the district provides alternative education opportunities and credit recovery options for students at the Carmel Learning Center (CLC), located in the former Carmel Clay Public Library building directly across Main Street from the high school campus.

Ethnic and racial diversity within the Carmel Clay community has gradually increased over the past few years and is reflected in student demographics. Currently, the district's K-12 student population is reported to be 70.6% White, 15.3% Asian, 6.9% Multiracial, 3.5% Black, 3.5% Hispanic, .2% Pacific Islander, and .1% American Indian. Most recently, the district has seen a moderate increase in the percentage of Asian and Multiracial students enrolled, with a slight decrease in the percentage of

White students. Students who are economically disadvantaged account for 10.8% of the population, and 4.2% of students are considered English language learners.

The district employs 1,167 certified staff members and 1,045 classified staff members. Approximately 19% of certified staff have 0-5 years of teaching experience, another 23% have 6-10 years of experience, 39% have 11-20 years of experience, and almost 20% of certified staff have 20 or more years of experience. Among all certified staff, 42% hold bachelor's degrees, 56% hold master's degrees, and 2% have earned doctoral degrees or other post-graduate certifications.

Academic achievement has always been the core ambition of the Carmel Clay Schools. The success of the school system, as reflected in achievement data and noteworthy student outcomes over the years, stands in testimony to the intensity with which educators and the community are united in pursuit of this goal. That said, Carmel Clay Schools will face a number of challenges as it strives to maintain its reputation for academic excellence. The impact of COVID-19, and the myriad of issues it created, as of yet are not fully understood. While the district places high value on academic achievement, the current reality is that students will need social and emotional support in tandem with a structured system to address the learning losses that have occurred as a result of the pandemic. In recent years, the district has focused on bringing coherence to its K-12 social emotional programming, as evidenced with the hiring of a district Mental Health Coordinator. A large part of this work has included restructuring and expanding the mental, social and emotional support services within a comprehensive, evidence-based K-12 counseling model.

Because schools remain the targets of threats and acts of violence along with the increase in anxiety across age-groups as a result of the global pandemic, school safety and mental health continue to be an area of intense focus for Carmel. To maintain a safe and secure environment for all students and staff, the district has 11 full-time resource officers, an anonymous alert system (StopIt! app), ALICE (Active shooter response) training for students and staff, School Safety Specialists in each school, visitor management systems, secured access into all buildings, mental health supports, and a "See Something, Say Something" school culture. Additionally, the district has partnered with St. Vincent Ascension to provide on-site mental health services and also employs a school social worker at each building. This focus on safety and mental health is ongoing and reflects a stance of preparedness through proactive rather than reactive measures.

Within schools and across the district, educators and support staff are intensely focused on creating collaborative cultures where achievement is at the center. This imperative is captured in the district's vision statement: *Together We Achieve*. The impact on students is the most compelling evidence of this collaborative effort, yet behind the scenes, there are many untold stories of aspiration, struggle, and success to share and celebrate. The district is keenly aware of the benefits of branding and of telling its story. The recent hiring of a district Communications Director ensures the commitment to public relations and timely, accurate communication. The district considers this effort vital to maintaining a trusting and productive relationship with the community.

The Carmel Clay School district is committed to the pursuit of excellence on behalf of all students. The continuous improvement process, grounded in a recursive cycle of data analysis, strategically identified goals, well-leveraged plans, dedicated action, and reflective practice, provides a solid

framework for the aligned efforts of all stakeholders. The launch of the district's 2020 Strategic Plan will guide future visioning, planning, and the ongoing pursuit of excellence on behalf of every student.

The fundamental purpose of the school district is captured in its mission statement: Carmel Clay Schools will provide opportunities for all students to realize their potential in an ever-changing world. The accompanying vision statement, *Together We Achieve*, reminds stakeholders that every individual is valuable to the collective journey toward success. In a community rich in intellectual, fiscal, and human resources, this idea results in high expectations across the community, enhancing the student growth and development that is securely anchored in the district's Guiding Principles:

- Students are at the center of every decision.
- A safe, non-threatening learning environment is essential.
- Students' academic, social, emotional, and physical needs must be addressed.
- Students and employees excel when held to high personal standards and expectations.
- High quality employees are vital to the success of our organization.
- Effective teaching and learning requires continuous improvement.
- Diverse opportunities benefit all students.
- Open and transparent communication maintains stakeholder trust.
- Parent and community involvement enhances student learning.
- Fiscal responsibility is fundamental to achieving our vision.

The district's mission and vision are embodied in the sentiments of individual school mission and belief statements, which creates an alignment across the combined efforts of district and school communities at all levels. The vision provides the impetus to move the district forward with a strong commitment towards a common intention, and the day-to-day workings of all stakeholders breathe life into its purpose through collective efforts focused on shared and significant outcomes for students.

The district Strategic Plan (2020) outlines the key areas of student learning, student support, employee growth and satisfaction, and enhanced operations with an explicit focus on student needs, both academic and social emotional. The framework and governing practices support the development of equitable, safe and inclusive environments, rigorous and differentiated learning opportunities, recruitment and development of a diverse workforce, and efficient, sustainable operations. Within the framework, equity, transparency, engagement, communication, quality, and responsibility are key themes. The framework and goals, adopted by the Board in 2020, guide the work of the district in accordance with its vision and mission and provide a tangible pathway to align efforts around both the current realities and a shared vision for the future.

The process for establishing and building understanding of and commitment to the district's vision, mission, and strategic plan goals, both within the school system and among community stakeholders, is multidimensional and ongoing. Broad dissemination and the explicit display of the district's vision, mission, and goals reminds the community of the district's broader purpose and provides a lens for prioritization of initiatives to ensure alignment between ongoing efforts and the collective beliefs of the district and the community. The district's current framework for goals, strategies, action steps, and updates have been shared in a variety of ways, including Board meetings, district website, community outreach, administrative meetings, and school forums. Local school improvement plans are

developed collaboratively by stakeholders in each respective building, and these plans reflect the overarching goals of the district strategic plan as well as school-based needs and priorities.

Access to rigorous and differentiated opportunities for student learning are inherent in the district's mission and vision statements and reflect the spirit and intent of the strategic plan as well as the current framework for district goals. A robust cycle of program evaluation, curriculum development, and materials adoption ensures that all students have access to a guaranteed and viable curriculum. Recent program evaluation recommendations have refocused educational opportunities for students, including programming for those with intense behavioral needs and English language learners. In addition, literacy and math instruction across the grade levels has been recalibrated to enhance Tier 1 instruction and provide a systematic approach for individual student support. College and Career Readiness avenues are provided through elementary STEM opportunities, AVID electives and tutorials, ACP, AP, IB course offerings, and certificated programs, in addition to robust co-curricula, including interscholastic, intramural, and performing arts opportunities. Further, initiatives at all levels focus on infusing classroom structures and instructional approaches necessary to be responsive to the individual strengths and needs of every student. This endeavor is gaining momentum across the district and is operationalized through implementation of workshop structures, project-based learning, and inquiry-based investigations. Meaningful technology integration enhances these efforts. As the district more fully embraces a student-centered, student-led instructional paradigm, resources are more fully leveraged towards attaining the district's purpose.

A singular discussion of program offerings and expectations lacks dimension without the equally important discussion of the pedagogy that supports effective implementation. In the Carmel Clay Schools, an expectation of evidence-based practice is woven throughout the instructional day, and professional development and collaboration at all levels is focused on implementation of the principles of multi-tiered systems of support in the various contexts of responsive teaching and learning. Throughout the district, teachers and administrators work collaboratively to build professional capacity through PLCs, team meetings, department meetings, grade level collaborations, elementary lead teacher meetings, secondary department chair meetings, book studies, and online forums. Further, through peer to peer observations and collaborations, instructional coaching, learning walks, and demonstration classrooms, teachers and administrators work in concert to deepen their knowledge and skills as they build a common language and shared understandings of the practices that best support the learning and well-being of students. These pedagogical underpinnings go hand-in-glove with responsive instruction, program offerings, and stakeholder expectations in alignment with the district's vision, mission, and overall purpose.

The Carmel Clay community is very proud of the accomplishments of both students and faculty. Various awards and recognitions are evidence that the Carmel Clay staff wholeheartedly embrace a vision for professional excellence and seek opportunities to realize potential—personally, professionally, and on behalf of students. Adult actions become a powerful model for students and help direct all energies towards realization of organizational goals germane to the district's vision and foundational to its purpose. Currently twelve Carmel Clay schools are Indiana Four Star Schools, and eleven schools have received National Blue Ribbon Awards, the most recent being Mohawk Trails Elementary (2019). The NAMM Foundation recognizes the district as a Best Community for Music Education (2016-2020), and many schools have recently received Common Sense Media Digital Citizenship School designations. In addition, teachers have earned: Presidential Award Excellence in

Mathematics and Science Teaching (2021), Lilly Teacher Creativity Fellowship Grant recipient, Phi Beta Mu Outstanding Bandmaster (2020), and IMEA Outstanding Music Educator Award (2021)

Academically, Carmel Clay students consistently reflect the excellence envisioned for them. This year, 61 Carmel High School students were designated National Merit Scholar Semifinalists, 16 were recognized as National Hispanic Scholars, 10 were named as National African American Scholars and 3 were honored as National Indigenous Scholars. Additionally, 13 students earned Perfect ACT or SAT scores. Across schools, academic accolades include regional and state championships (Math Bowl, Science Bowl, Spell Bowl, Science Olympiad, DECA, IndianaFIRST robotics), IHSA State Championships (swimming, tennis, cross-country, lacrosse, soccer, golf, track and field, boys basketball and football), National Scholastic Press Association awards, Bands of America national championships, and numerous other academic and athletic recognitions and awards.

Capturing a spirit of altruism and community outreach, the devotion of Carmel Clay students to public service and charitable giving is also noteworthy. Since its inception in 2005, Carmel High School's Dance Marathon event has raised over \$13 million for Riley Children's Hospital. Student efforts have additionally benefitted the American Heart Association, Make-a-Wish Foundation, Hamilton County Harvest Food Bank, Chaucie's Place, Special Olympics, Carmel Youth Assistance Program, Carmel Summer Meal Program, and Hamilton County Kids Coats.

Certainly, there is much evidence to suggest vibrant and engaging learning opportunities abound for Carmel Clay students. Graduation rates for the past year remain constant at 98%. However, while Carmel students routinely score well above state and national results on a variety of standardized tests, an analysis of statewide test data from 2016-2021 suggests a downward trend in academic achievement. Although students continue to score well above the statewide average, the percentage of students in grades 3-8 scoring above proficiency in both the English language arts and math ILEARN assessment was 59.6%. In individual content areas for the same period, the percent passing for English language arts is 66.8%, and math is 67%. Students scored similarly in both science and social studies, with 67.8% and 73.8% respectively.

To meet each student's academic needs the district uses a range of assessments to tell the full story. Assessing students using a variety of instruments helps to collect multiple data points as students progress through the grades. The data collected from formative, summative, and interim assessments allows for informed instructional decisions. The following is a list of the assessment tools used at Carmel Clay Schools:

- ILEARN
- IREAD-3
- I AM
- ISTEP
- WIDA Access
- NWEA MAP Growth
- NWEA MAP Reading Fluency
- CogAT
- PAST
- PSAT

- SAT
- ASVAB

From a college and career readiness perspective, PSAT and SAT scores continue to surpass national and state averages. Over the past three years, PSAT scores for both 9th and 10th grade students have shown a slight increase with well over 80% of students taking the exam. In fall 2020, 9th grade students completed the PSAT with an average scale score of 514 in evidence-based reading and writing and 510 in math. Carmel High School 10th grade students had an average PSAT scale score of 542 in evidence-based reading and writing and 528 in math with 82% of students testing. For the past four years, SAT scores have stayed consistent, with the average scale score in 2020 at 610 in evidence-based reading and writing and 622 in math. The past five years show a steady increase in the number of students earning an International Baccalaureate diploma from 8 in 2016 to 18 in 2020. There are 26 candidates for the 2022 International Baccalaureate diploma. With regards to the College Board Advanced Placement program, 1,538 students took an AP exam in 2021 for a total of 3,834 exams, and 85% received a score of 3 or better. While this outcome is noteworthy and far exceeds state and global results, Carmel has seen a slight decline in overall performance on AP exams (from 89% to 85% of students receiving a 3 or better) over the past several years.

Viewed individually, variations in achievement results for any single year in any single area may not appear significant; however, when considered holistically, the overall downward trend, albeit slight, deserves the district's attention. A more nuanced study of current and historical data, including disaggregation by various subgroups, prompts the district to scrutinize existing programs and practices and the degree to which they are responsive to the differentiated educational needs of all students. Are schools infusing the rigor and differentiated learning opportunities necessary to ensure the pursuit of excellence on behalf of all students? Is the district fully recognizing and embracing the unique needs of students of diverse backgrounds? The long-held focus on excellence and opportunity for all Carmel Clay students necessitates further inquiry and reflection in these areas.

The program evaluation process affords the district the opportunity to gauge the impact of programs and services on student achievement and well-being, resulting in continuous improvement that is strategic, responsive, and timely. A K-12 literacy program evaluation provided recommendations to improve foundational literacy skills instruction for early readers, and access to wide-ranging and diverse texts for all students. Carmel continues to expand the paradigm for delivery of responsive instruction, intervention, and student support under the umbrella of multi-tiered systems of support (MTSS). In both literacy and math, implementation of classroom structures to support deep-thinking and critical reflection remain the priority. Continued implementation of AVID programming, social emotional programming, and meaningful integration of technology tools and digital resources will also increase responsive learning opportunities. With an emphasis on future ready opportunities, Indiana's Graduation Pathways create new prospects for students as they pursue customized tracks on their journey to high school graduation. Further, a shift in demographics prompts the district to expand its notion of excellence to include culturally relevant, balanced programming and practices responsive to the needs of an increasingly diverse student body. This includes a focus on culturally responsive leadership and educational practice, development of enhanced K-12 aligned counseling and mental health services, and programming that encourages innovation, wellness, and inclusivity.

Recruitment and retention of a diverse and premier workforce is an ongoing priority of the district. Carmel well recognizes the value of human capital in the calculus of excellence for students. A study of the timing and recruitment of new hires, financial incentives, benefits, salary structures, and educator induction and mentoring are underway. The district is also moving towards implementation of a goal-based evaluation system that focuses on talent development and nurtures innovation and a growth mindset among faculty.

As the district moves forward under the belief that *Together We Achieve*, the continuous improvement process will provide the momentum for collaborative problem solving and stakeholder engagement necessary to address challenges without compromising excellence. The vitality of the district is manifest in its resolve and commitment to those it serves. System stability and a relentless focus on the achievement and well-being of every student is paramount. As the district's governance, leadership, and the efforts of all coalesce in productive collaboration within an environment of trust and respect, Carmel Clay educators and the community will find the collective wisdom and resolve to learn from the past, embrace the present, and shape a meaningful vision of hope and opportunity for *all* who attend our schools. This is the commitment of the district to the community it serves.

Data Statements

- There is a significant gap in the grade distribution for both S1 and S2 grades at CHS between the overall population and the students who identify as Black or Hispanic.
 - The overall distribution of all grades earned in S1 showed 54.5% of the grades were an A, 4.8% of the grades were a D, and 2.4% of the grades were an F. For Black students, 37.6% of their grades were an A, 9.3% were a D, and 5.3% were an F. For Hispanic students, 35.1% were an A, 11.5% were a D, and 7.3% were an F in S1.
 - The overall distribution of all grades earned in S2 showed 55.0% of the grades were an A, 4.4% were a D, and 2.2% were an F. For Black students, 39.0% were an A, 8.6% were a D, and 4.4% of grades were an F. For Hispanic students, 38.6% of grades were an A, 10.6% were a D, and 5.2% were an F for S2.
- There is a significant gap in the grade distribution for both S1 and S2 grades at CHS between the overall education population and students who are identified through special services or the 504 process.
 - The overall distribution of all grades earned in S1 showed 54.5% of the grades were an A, 4.8% of the grades were a D, and 2.4% of the grades were an F. For students receiving special services, 43.8% of the grades were an A, 9.2% were a D and 4.9% were an F. For students with a 504 plan, 41.8% of their grades were an A, 6.9% of the grades were a D, and 4.7% of the grades were an F.
 - The overall distribution of all grades earned in S2 showed 55.0% of the grades were an A, 4.4% of the grades were a D, and 2.2% of the grades were an F. For students receiving special services, 45.7% of the grades were an A, 6.3% were a D and 2.9% were an F. For students with a 504 plan, 44.2% of their grades were an A, 6.5% of the grades were a D, and 3.7% of the grades were an F.
- There is a significant gap in the grade distribution for both S1 and S2 grades at CHS between students who are on paid lunch and students who are receiving free or reduced lunches.
 - 56.8% of the grades earned by students on paid lunch were an A, while 3.8% of the grades were a D and 1.5% of the grades were an F in S1. 36.9% of the grades earned by students on F/R lunch were an A, and 11.7% of the grades were a D and 6.3% of the grades were an F in S1.
 - 58.1% of the grades earned by students on paid lunch were an A, while 3.7% were a D and 1.5% were an F in S2. 38.8% of the grades of the students on F/R lunch were an A, while 8.9% were a D and 5.7% were an F in S2.
- A majority of the hybrid freshmen surveyed in February 2021 stated that they were unable to stay relaxed when everybody around them gets angry.
 - 41% of hybrid freshmen students responded favorably to being able to stay relaxed when everyone around them gets angry
 - 10% responded Extremely relaxed

- 31% responded Quite relaxed
 - 35% responded Somewhat relaxed
 - 18% responded Slightly relaxed
 - 7% responded Not relaxed at all
- A large majority of the hybrid freshmen surveyed in February 2021 stated that they could not clearly describe their feelings.
 - 33% of hybrid freshmen students responded favorably to being asked how clearly they could describe their feelings in the previous 30 days
 - 7% responded Extremely clearly
 - 26% responded Quite clearly
 - 38% responded Somewhat clearly
 - 22% responded Slightly clearly
 - 7% responded Not clearly at all
- Less than half of the hybrid freshmen surveyed in February 2021 stated that if they walked into a class upset that a majority of their teachers would be concerned.
 - 49% of hybrid freshmen students responded favorably that a majority of their teachers would be concerned if they walked into class upset.
 - 15% responded All of my teachers
 - 34% responded Most of my teachers
 - 17% responded About half of my teachers
 - 26% responded A few of my teachers
 - 8% responded None of my teachers

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Student Learning Goal: SEL Students will develop social-emotional skills to recognize and proactively address challenges within personal and academic pursuits. <ul style="list-style-type: none"> The percentage of students who will respond positively to questions regarding emotional regulation on the Panorama survey will increase from 48% 2020-2021 to 55% in 2021-2022. 							Student Learning Results:
Strategy 1 (from logic model)	Actions	Person(s) responsible / by when	Resource/ Budget	Expected outcomes (from logic model)	Monitoring tools (from logic model)	Person(s) responsible/ by when	Outcome Results
We will continue to educate the CHS community about the purpose and importance of learning and applying SEL skills, as defined by the DWD Employability Skills .	SEL Newsletter	SIC SEL Sub-Committee Monthly	Adobe Spark	Teachers will acquire new strategies and skills that they can use in their classrooms		SEL Subcommittee - first week of each month	
	DWD Employability Skills poster printed for display in each classroom	SIC SEL Sub-Committee Fall 2021	Printing costs from the CCS Print Center	Students and teachers will gain familiarity with the Employability Skills		SEL Subcommittee Fall 2021	
	Increase the number of teachers genuinely participating in SEL and	Instructional Coaches, Department Chairs, Administrators		Increased teacher engagement with students during SSRT sessions.	Instructional Coach, Department Chair, and Admin observations	SEL Subcommittee; Instructional Coaches Fall 2021 and Spring 2022	

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	Connections lessons during SSRT.	Fall 2021			during SSRT sessions. Feedback forms from students and teachers after SSRT sessions - will use a sample from all grade levels for each session.		
Strategy 2 (from logic model)	Actions	Person(s) responsible / by when	Resource/ Budget	Expected outcomes (from logic model)	Monitoring tools (from logic model)	Person(s) responsible/ by when	Outcome Results
As a school, we will intentionally teach DWD Employability Skills with particular emphasis on connection, regulation, and collaboration.	Professional Development to help teachers identify ways to organically build on the instruction they are already doing in their classes.	SIC SEL Sub-Committee Instructional Coaches	SSRT Canvas Course Printing costs for PD Thursday materials	Teachers will become more intentional in their SEL instruction effectively utilizing the DWD Employability skills.	Follow-up with teachers participating in PD.	SEL Subcommittee PD Focus Group, Instructional Coaches/ Establish a schedule for PD at the beginning of each semester	
	PLC teams will use part of their time to focus on	Administration Department Chairs	Canvas Printing Costs	PLC teams will incorporate additional SEL skills and		SEL Subcommittee PLC Team Focus Group,	

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	discuss and collaborate on integrating SEL instruction into their courses.	Instructional Coaches SIC SEL Sub-Committee		techniques to help them achieve their PLC goals and improve student regulation, connection, and collaboration.		Instructional Coaches, PLC Team leaders/ During the course of each semester	
	GKOM Curriculum Integration	GKOM Council and GKOM Sponsors Monthly	GKOM funds from Kickoff	Freshmen and GKOM mentors will learn what each of these SEL skills are, how to develop them for themselves, and why they are important for their long-term success.	Student self-reflection on mentoring sessions and Panorama data. Feedback forms from students and teachers after SSRT sessions - will use a sample from all grade levels for each session.	SEL Subcommittee will look at self-reflection data and feedback forms at the end of the semester	
Strategy 3 (from logic model)	Actions	Person(s) responsible / by when	Resource/ Budget	Expected outcomes (from logic model)	Monitoring tools (from logic model)	Person(s) responsible/ by when	Outcome Results
As each	Departments	Administrati	Printing costs	Each	Check each	Department	

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<p>department goes through the curriculum writing process, they will include the DWD Employability Skills in their Curriculum Maps.</p>	<p>will make the incorporation of the Employability Skills a priority during Curriculum planning.</p> <p>Departments that have recently gone through Curriculum Evaluation will spend time finding ways to incorporate the Employability Skills in their courses.</p>	<p>on Department Chairs Instructional Coaches</p>	<p>for curriculum evaluation committees</p>	<p>Department will find ways to incorporate the DWD Employability Skills within their own courses in order to complement the efforts being made throughout the building to teach these skills.</p>	<p>curriculum map for connections to the DWD Employability standards</p>	<p>Chairs/ Throughout the curriculum writing process</p>	
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Student Learning Goal: Carmel High School will be a learning environment where students of all backgrounds have equitable opportunities to learn and develop their knowledge. <ul style="list-style-type: none"> • CHS will create classrooms where student demographic groups with an achievement gap show growth in their grades. <ul style="list-style-type: none"> ○ The percentage of As, Bs, and Cs earned by Black students will increase from 83.7% in 2020-2021 to 88% in 2021-2022. ○ The percentage of As, Bs, and Cs earned by Hispanic students will increase from 79.2% in 2020-2021 to 85% in 2021-2022. ○ The percentage of As, Bs, and Cs earned by students with an IEP will increase from 83.7% in 2020-2021 to 88% in 2021-2022. ○ The percentage of As, Bs, and Cs earned by students with a 504 will increase from 86.9% in 2020-2021 to 90% in 2021-2022. ○ The percentage of As, Bs, and Cs earned by students on F/R lunch will increase from 82.1% in 2020-2021 to 86% in 2021-2022. 							Student Learning Results:
Strategy 1 (from logic model)	Actions	Person(s) responsible/ by when	Resource/ Budget	Expected outcomes (from logic model)	Monitoring tools (from logic model)	Person(s) responsible / by when	Outcome Results
All PLC Teams will create PLC Team goals aligned to department goals, which are aligned to the SIP goal.	Each PLC team will create a team goal, with a particular emphasis on achievement gap data between student demographic groups.	PLC Teams, DCs, APs		Disaggregated grade data shows reduction in the gaps between student demographic groups.	Summative assessment data Formative assessment data Grade data	PLC Teams, DCs, APs End of semester 1 End of semester 2	

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Strategy 2 (from logic model)	Actions	Person(s) responsible/ by when	Resource/ Budget	Expected outcomes (from logic model)	Monitoring tools (from logic model)	Person(s) responsible / by when	Outcome Results
Deepen teacher understanding on meeting the needs of all students.	Building awareness of holidays and celebrations.	Equity and inclusion subcommittee		-Increased teacher self-awareness -Increased PLC team awareness	Feedback from students and families	Equity and inclusion subcommittee / end of school year	
	Professional development around meeting the needs of all students through: -Book studies around best practices in multicultural education -PD Thursday sessions on topics around equity -Podcast study -Canvas	Instructional coaches Equity subcommittee AP Monthly Semester 2	Use PD funds to purchase books for teachers	Increased teacher self-awareness Instructional practices in the classroom	Number of staff participating in PD Feedback forms from PD sessions Walkthroughs Observations	Instructional coach AP Semester 2	

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	course						
Strategy 3 (from logic model)	Actions	Person(s) responsible/ by when	Resource/ Budget	Expected outcomes (from logic model)	Monitoring tools (from logic model)	Person(s) responsible / by when	Outcome Results
As each department goes through program evaluation and curriculum writing process, they will review curriculum, instruction and assessment through an equity & inclusion lens.	Department audit around celebrated voices in the curriculum.	Teachers DCs APs CIA team		Diverse voices in classroom materials	Walkthroughs Observations	Teachers DCs APs	
	PLC Team reviews disaggregated grade data as it relates to their curriculum and state standards.	Teachers DCs APs CIA team Program evaluation cycle for each department		Revised curriculum maps and materials adopted	Curriculum maps Supplemental resources lists Enrollment data	Teachers DCs APs Will happen in program evaluation cycle for each department	
	PLC teams will curate resources that increase under represented groups.	Teachers DCs APs CIA team		Curriculum writing Materials adoption	Curriculum maps Walkthroughs Observations	DCs APs CIA Team In sequence for adoption; ongoing	

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Strategy 4 (from logic model)	Actions	Person(s) responsible/ by when	Resource/ Budget	Expected outcomes (from logic model)	Monitoring tools (from logic model)	Person(s) responsible / by when	Outcome Results
Implement equitable grading practices so that students are graded on what they have learned.	Teachers will engage in action research within their classes to reassess Grading Practices including, but not limited to: -Grade weight percentages -How formative assessments are used -How homework is used -Relearning	Teachers DCs APs Semester 1 Semester 2	PLC Handbook Grading for Equity	Use of formative & summative assessments Grade components (what makes up a student's grade at the end of the semester)	Grade distributions Disaggregated grade data Feedback from teachers	Teachers DCs APs Semester 1 Semester 2	

2021-2022 CHS School Improvement Planning Calendar

August 2021						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

September 2021						
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

October 2021						
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

November 2021						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

December 2021						
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

January 2022						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

February 2022						
Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28					

March 2022						
Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

April 2022						
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

May 2022						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

June 2022						
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

July 2022						
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

	Leadership Team
	Department Leadership Team - happen each month within a window of days
	DC Work Group
	AP/DC - meet individually each month within a window of days
	Instructional Coaches - (S2 meetings not yet set)
	PD Thursday
	SEL Subcommittee
	Equity Subcommittee
	SSRT - SEL
	SSRT - Equity & Inclusion

Updated 6/30/21



School Improvement Committee

Committee Member	Signature	Date
Kelly Douglas	Kelly Douglas	9/23/2021
Annette Ripley	Annette Ripley	9/23/2021
Linka Pace	Linka Pace	9/23/2021
Cary Schwartz	Cary Schwartz	9/23/21
Zachary Jones	Zachary Jones	9/23/21
Katie Kelly	Katie Kelly	9/23/21
Rob Frizary	Rob Frizary	9/23/21
Mary Reese	Mary Reese	9/23/21
Nicole Meyer	Nicole Meyer	9/23/21
Jen Rhodes	Jen Rhodes	9/23/21
Jeremy Cook	Jeremy Cook	9/23/21
Kim Johnson	Kim Johnson	9/23/21

[illegible]



School Improvement Committee

Committee Member	Signature	Date
Rob Trzasky		9/17/21
Kim Johnson		9/17/21
Taryn Wanninge		9/17/21
Melissa Foley		9/17/21
Mike Meyer		9/17/21
Rachel DeFelice		9/17/2021
Mary H Halfmann		9/17/21
Katie Kelly		9/17/21
		9/17/21
Heather Brown		9/17/21