

SCHOOL IMPROVEMENT PLAN 2025-2026



School Name: J. Everett Light Career Center
School Address: 1901 E. 86th Street, Indianapolis, IN 46240
School Phone Number: 317.259.5265
School Fax Number: 317.259.5369
School DOE Number: N/A
School Corporation Number: 5370
MSDWT District Strategic Plan

Brian E. Funk

9/18/2025

Principal Signature, Brian Funk

Date

9.24.25

Superintendent Signature, Dr. Sean Taylor

Date

9/24/25

School Board President Signature, Kristina Frey

Date



MISSION STATEMENT: Our mission is to nurture our students into tomorrow's leaders by cultivating learning environments that ignite innovation, amplify diverse and critical thinking, and inspire growth and achievement.

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School Data

Demographics (Only 3-4 hour students) (Only North Central Students)							
SY	Enrolled	ENL		SPED		FRL	
24-25	764	144	18.8%	148	19.4%	476	62.3%
23-24	500	80	16.0%	83	16.6%	340	68.0%
22-23	569	90	15.8%	100	17.6%	361	63.6%

Racial Demographics (Only North Central Students)										
SY	Asian		Black		Hispanic		Multiracial		White	
24-25	25	3.3%	368	48.1%	216	28.3%	49	6.4%	104	13.6%
23-24	21	4.2%	242	48.4%	141	28.2%	30	6.0%	66	13.2%
22-23	27	4.7%	257	45.2%	148	26.0%	34	6.0%	102	17.9%

Attendance			
	2022-23	2023-24	2024-25
Attendance Rate			
No. of Unexcused Absences			



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Suspensions and Expulsions			
	2022-23	2023-24	2024-25
Expulsions	0	0	0
Suspensions	9	7	15

Combined Suspensions and Expulsions by Grade			
	2022-23	2023-24	2024-25
9	0	0	0
10	1	1	6
11	3	4	3
12	5	2	6

Combined Suspensions and Expulsions by Sub-Group			
	2022-23	2023-24	2024-25
Asian	0	0	1
Black	4	4	10
Hispanic	2	2	1
Multi-Racial	2	0	3
White	1	1	0
Female	3	2	3
Male	6	5	12
FRL	2	1	3
SPED	3	2	4
ELL	1	2	1



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Retention of Effective and Highly Effective Teachers			
	2022-23	2023-24	2024-25
All	97.7%	91.7%	100.0%

Work-Based Learning Hours (average hours per student)			
	2022-23	2023-24	2024-25
All	165.3	148.8	214

Dual Credit Attainment			
	2022-23	2023-24	2024-25
Asian	81.2%	77.3%	88.5%
Black	64.7%	62.9%	75.2%
Hispanic	66.0%	80.2%	71.5%
Multi-Racial	60.3%	65.8%	70.6%
White	78.1%	73.3%	87.9%

Certification Attainment			
	2022-23	2023-24	2024-25
Asian	37.08%	50.6%	43.8%
Black	25.73%	41.45%	47.34%
Hispanic	31.02%	44.71%	55.6%
Multi-Racial	41.3%	45.48%	49.1%



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White	45.34%	83.25%	66.2%
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Data Analysis Summary

Strengths	List key strengths identified through data analysis <ul style="list-style-type: none"> • Staff Retention • Enrollment of a diverse student body • Increased enrollment to serve more NC students
Areas for Growth	List key areas for growth identified through data analysis <ul style="list-style-type: none"> • Increased Dual Credit Attainment • Differentiates Instruction (Elevate Data) Student Centered • Makes data driven instructional decisions using checks for understanding as well as assessment data to differentiate instruction. (Elevate Data) Student Centered
Priority Needs	List 3-5 priority needs based on data analysis <ul style="list-style-type: none"> • Increase WBL hours (Embedded and Off-Site) • Increase attendance rates + Daily Absences and Tardies • Increase Certification Attainment

Overview

GOAL 1 | By 2030, at least 65% of students in CTE pathways will earn a Credentials of Value and Work-Based Learning that supports attainment of the Honors Plus Seal.

Strategy 1 | Increase credential attainment/industry-recognized certifications/licenses (Federal Perkins V & State-Level Indicator)

Employment Seal-Earn a market-driven credential of value aligned to a specific occupation | Honors Plus: Advanced Industry Certificate

- Integrate Certification Prep into CTE Curriculum (Dodd, Cooper, Jones, Steffey, Funk)
- Expand Access to Testing Opportunities (Funk/Kirschner)



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- Review all CTE program credentials/certifications (Dodd/Steffey)

Strategy 2 | Increase work-based learning participation (Federal Perkins V & State-Level Indicator)

Employment Seal: 150 WBL hours, and Employment Plus Seal: 650 hours of WBL total (500 embedded at JEL)

- Develop and expand relationships with local businesses, trade unions, and community organizations to create a broader range of internship, apprenticeship, job shadowing, and mentorship opportunities. (Funk, Steffey, Eanes-Moffitt)
- Embed structured WBL experiences into existing CTE pathways to ensure they are part of the student learning plan, not just optional add-ons. (Dodd/Cooper, Steffey, Jones)
- Launch a targeted outreach campaign for students, families, and counselors highlighting the benefits of 3-hour programs such as: hands-on learning, college credits, credentials, and direct-to-career pathways. (Funk/Cooper/Dodd)

Strategy 3 | Increase 3-hour CTE program options

- Conduct a regional labor market analysis in partnership with local employers and workforce boards to identify high-demand, high-wage industries that require intensive skill development. Use the data to propose or redesign 3-hour CTE programs aligned with those sectors (e.g., Advanced Manufacturing, IT, Healthcare). (Funk, Eanes-Moffitt/Steffey/Dodd/Cooper)
- Launch a targeted outreach campaign for students, families, and counselors highlighting the benefits of 3-hour programs such as: hands-on learning, college credits, credentials, and direct-to-career pathways. (Dodd, Funk, Cooper, Jones)
- Xello data from MSDWT students (Cooper)

GOAL 2 | By 2030, we will improve the percentage of students who commit fewer than two discipline offenses annually to 95%

Strategy 1 | Implement a Proactive Positive Behavior Program

- Establish a consistent, career center-wide Positive Behavioral Interventions and Supports (PBIS) or similar system that clearly defines expectations, recognizes positive behavior, and uses restorative practices instead of purely punitive measures. (Kirschner/Jones)
- Establish and Teach Clear Behavioral Expectations Across All Settings (Jones, Kirschner)
- Implement a Consistent System for Recognizing and Reinforcing Positive Behaviors (Jones, Funk, Kirschner)

Strategy 2 | Strengthen Early Intervention and Support Systems

- Create a “discipline watch list” process where students with an initial infraction receive targeted supports such as: check-ins with counselors, behavior contracts, or skill-building sessions in conflict resolution before a second offense happens. (Jones/Funk/NC Deans and A.P.s)

Strategy 3 | Increase Teacher-Student-Parent Communication Loops

- Require prompt communication with families after the first incident and involve instructors in developing a student’s improvement plan; provide staff with short professional development on de-escalation and relationship-building strategies. (Cooper/Jones)



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GOAL 3 | By 2030, we will improve the attendance rate to 95%

Strategy 1. Student Engagement & Relevance

- Connect learning to careers: Regularly highlight how attendance impacts employability, certifications, and apprenticeship opportunities. (Schoolwide messaging, recognition and motivation) (Funk, Eanes-Moffitt, CTE Instructors)
- Industry partnerships: Bring in business partners to emphasize the importance of showing up consistently in the workplace. (Leadership Team, Eanes-Moffitt, CTE Teachers)
- Student voice: Involve students in shaping career center culture—feedback sessions. (Funk, Kirschner, ELL NCHS Team)
 - (Non-Traditionals, ELL, CTSO's leadership)

Strategy 2 | Positive School Culture

- Recognition programs: Celebrate strong attendance (monthly/quarterly recognition, certificates, privileges, raffles). (Funk, Kirschner, CTE Teachers) (Torch Bearer, JEL Bucks, NTHS, Recognition Week, CTSO celebrations)
- Peer accountability: Encourage team-based competitions or program-wide attendance challenges. (Torch Bearer, JEL Bucks, CTE Week, Field Day) (Leadership Team, Kirschner, CTE Teachers)
- Climate of belonging: Foster supportive teacher-student relationships; students are more likely to attend if they feel seen and valued.
- (You Matter Week, CTE Week, Spirit Weeks) (CTE Teachers, JEL Leadership Team)

Strategy 3 | Incentives & Accountability

- Certification tie-ins: Stress that many industry certifications require a minimum number of hours—absences may disqualify students. (Attendance Agreements, WBL hour tracking forms, Attendance watchlist), (Funk, Eanes-Moffitt, Leadership Team)
- Work-based learning requirement: Link attendance to eligibility for internships, job shadows, and field trips. (Jones, Funk, Eanes-Moffitt, SIC Committee)
- Attendance contracts: Use agreements for students who are slipping, outlining goals and supports. (Jones, Nacke, Cooper)



PILLAR 1 | RIGOROUS LEARNING FOR ALL

Descriptor:

We will elevate academic excellence by providing engaging, challenging, and equitable learning experiences that meet each student's unique academic and social-emotional needs, ensuring all learners grow, thrive, and reach their full potential.

District Initiatives:

1. Implement a guaranteed and viable blueprint for learning that enhances rigor and engagement across academic disciplines.
2. Provide equitable access to opportunities and resources through our multi-tiered system of support (MTSS) while elevating students as active partners in the process.
3. Create a cohesive, data-driven student support system that aligns our student services with district-wide priorities, enhances cross-functional collaboration, and maximizes community partnerships.
4. Expand access to PreK, Dual Language Immersion, Science Technology Engineering Arts and Mathematics (STEAM), Career and Technical Education, and Dual Credit programming.

GOAL 1

By 2030, at least 65% of students in CTE pathways will earn a Credentials of Value and Work-Based Learning that supports attainment of the Honors Plus Seal

	Q1	Q2	Q3	Final
26-27 (BL)				
27-28				
28-29				
29-30				

Green = Goal Met, **Yellow** = Progress Toward Goal, **Red** = No Progress Toward Goal



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Goal 1 | Strategies and Action Steps

Credentials of Value

List a maximum of three strategies and three action steps for each strategy aligned to your district-assigned goals.

All selected strategies and action steps should align with listed district initiatives.

Strategy 1 | Increase credential attainment/industry-recognized certifications/licenses (Federal Perkins V & State-Level Indicator)

Employment Seal-Earn a market-driven credential of value aligned to a specific occupation | Honors Plus: Advanced Industry Certificate

Action Step	Person(s) Responsible	Timeline	Resources Needed/ PD	Evidence of Implementation	Progress Monitoring
Integrate Certification Prep into CTE Curriculum	CTE Instructor, Director, Assistant Director, Supervisors	7/31/25-5/25/26	Curriculum Alignment Resources - Certification Competency Standards: - Obtain the official standards and objectives from the certifying bodies: (e.g., ServSafe, OSHA, NCCER, ASE, Adobe).	Certification Pass Rate: % of students enrolled in CTE courses who earn industry certifications.	Credential Attainment Data: Track the number and type of credentials earned by students, disaggregated by program area and subgroup
Expand Access to Testing Opportunities	CTE Instructor, Director, Assistant Director, Supervisors	7/31/25-5/25/26	Personnel and Training - Certified Proctors: Staff trained and approved by certifying bodies to administer exams.	Participation Rate in Exams: % of eligible students who attempt certification exams	Completion Rate in Exams: % of eligible students who attained certification
Review all CTE program credentials/ certifications	CTE Instructor, Director, Assistant Director, Supervisors	7/31/25-5/25/26	CTE Program Supervisors – to lead the review process and ensure alignment with state and federal requirements.	Alignment with state recognized certifications. OSHA 10 vs. AWS	Create a spreadsheet for all programs and list current recognized certifications

Strategy 2 | Increase work-based learning participation (Federal Perkins V & State-Level Indicator)

Employment Seal: 150 WBL hours, and Employment Plus Seal: 650 hours of WBL total (500 embedded at JEL)

Action Step	Person(s) Responsible	Timeline	Resources Needed/ PD	Evidence of Implementation	Progress Monitoring
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Strengthen Employer and Community Partnerships Action: Develop and expand relationships with local businesses, trade unions, and community organizations to create a broader range of internship, apprenticeship, job shadowing, and mentorship opportunities.	CTE Instructor, Director, Assistant Director, Supervisors WBL Coordinator	7/31/25-5/25/26	Contact lists and relationship networks with local businesses, industry associations, and chambers of commerce Memorandums of Understanding (MOUs) or agreements outlining roles, responsibilities, and expectations	Host a career fair in which 100% of students participate, equipped with professional resumes, and engage in either on-site interviews or structured mock interviews.	Number of new employer partners established annually as compared to 24-25 Increase in number and variety of WBL placements offered as compared to 24-25
Integrate WBL Opportunities into CTE Curriculum Action: Embed structured WBL experiences into existing CTE pathways to ensure they are part of the student learning plan, not just optional add-ons.	CTE Instructor, Director, Assistant Director, Supervisors WBL Coordinator	7/31/25-5/25/26	Administrative support for scheduling, documentation, and compliance tracking	Align WBL with specific course objectives and standards. Use capstone projects, clinical rotations, or simulated workplace experiences where placements aren't available. Offer credit or credentials tied to WBL completion.	% of CTE students participating in WBL annually. % of programs offering embedded WBL opportunities.
Provide Student and Family Support to Remove Participation Barriers Action: Address logistical and equity challenges that prevent students from	CTE Instructor, Director, Assistant Director, Supervisors WBL Coordinator	7/31/25-5/25/26	Host WBL orientation sessions for families explaining program goals, expectations, benefits, and safety measures.	Offer transportation or bus pass. Provide flexible schedules for WBL options.	Increased student satisfaction and retention in CTE programs. Year II measurement of eligible students who complete



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participating in WBL, especially those from underrepresented or economically disadvantaged backgrounds.				Communicate benefits of WBL to families in multiple languages/formats.	
Strategy 4 Increase 3-hour CTE program options					
Action Step	Person(s) Responsible	Timeline	Resources Needed/ PD	Evidence of Implementation	Progress Monitoring
Align and Expand Program Offerings Based on Labor Market Demand Action: Conduct a regional labor market analysis in partnership with local employers and workforce boards to identify high-demand, high-wage industries that require intensive skill development. Use the data to propose or redesign 3-hour CTE programs aligned with those sectors (e.g., Advanced Manufacturing, IT, Healthcare). Xello data from MSDWT students	CTE Instructor, Director, Assistant Director, Supervisors	7/31/25-5/25/26	Qualified Instructors Counselors/Advisors: Staff to guide students on scheduling and program selection. Scheduling Coordinator: To work with sending schools on master schedule alignment. Marketing/Outreach Staff: To create and implement recruitment campaigns. Partnership Liaison: To coordinate with postsecondary institutions and industry partners	Copies of labor market analysis reports or data summaries. Meeting notes or MOUs with local employers/workforce boards confirming collaboration. A revised program catalog or proposal documents showing new or updated 3-hour programs based on demand.	Collect and review data regularly. Compare results against your targets. Identify areas lagging behind and adjust strategies.



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Market the Value of 3-Hour CTE Programs to Stakeholders Action: Launch a targeted outreach campaign for students, families, and counselors highlighting the benefits of 3-hour programs such as: hands-on learning, college credits, credentials, and direct-to-career pathways.	CTE Instructor, Director, Assistant Director, Supervisors	7/31/25-5/25/26	Qualified Instructors Counselors/Advisors: Staff to guide students on scheduling and program selection. Scheduling Coordinator: To work with sending schools on master schedule alignment. Marketing/Outreach Staff: To create and implement recruitment campaigns. Partnership Liaison: To coordinate with postsecondary institutions and industry partners.	Samples of marketing materials: flyers, social media posts, emails, videos. Records of presentations or informational sessions held for students, families, or counselors. Enrollment trend data before and after marketing campaigns.	Collect and review data regularly. Compare results against your targets. Identify areas lagging behind and adjust strategies.
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Goal 1 | Quarterly Review of Strategies Honors Employment Plus Seal

List the Growth Stage (Beginning, Progressing, Advancing, Excelling) and Implementation Review

Strategy 1 | Increase credential attainment/industry-recognized certifications/licenses (Federal Perkins V & State-Level Indicator)

Q1:	Q2:	Q3:	Final:
IR:	IR:	IR:	IR:

Strategy 2 | Increase dual credit attainment (Federal Perkins V & State-Level Indicator)

Q1:	Q2:	Q3:	Final:
IR:	IR:	IR:	IR:

Strategy 3 | Increase work-based learning participation (Federal Perkins V & State-Level Indicator)

Q1:	Q2:	Q3:	Final:
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IR:	IR:	IR:	IR:
Strategy 4 Increase 3-hour CTE program options			
Q1:	Q2:	Q3:	Final:
IR:	IR:	IR:	IR:



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GOAL 2 | Discipline

By 2030, we will improve the percentage of students who commit fewer than two discipline offenses annually to 95%

	Q1	Q2	Q3	Final
25-26 (BL)				
26-27				
27-28				
28-29				
29-30				
Green = Goal Met, Yellow = Progress Toward Goal, Red = No Progress Toward Goal				

Goal 2 | Strategies and Action Steps Discipline

By 2030, we will improve the percentage of students who commit fewer than two discipline offenses annually to 95%

List a maximum of three strategies and three action steps for each strategy aligned to your district-assigned goals.

All selected strategies and action steps should align with listed district initiatives.

Strategy 1 | Implement a Proactive Positive Behavior Program

Action Step	Person(s) Responsible	Timeline	Resources Needed/ PD	Evidence of Implementation	Progress Monitoring
Establish a consistent, career center-wide Positive Behavioral Interventions and Supports (PBIS) or	Director, Assistant Director, Leadership Team, Teachers, Support Staff	7/31/25-5/25/26	Student behavior tracking system Referral and communication templates	Documented “watch list” of students flagged after first infraction	Review of “watch list” to track student progress and update interventions.



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similar system that clearly defines expectations, recognizes positive behavior, and uses restorative practices instead of purely punitive measures.			Behavior contract templates and restorative practice tools Professional development for intervention strategies and conflict resolution	Records of scheduled and completed check-ins Signed behavior contracts and/or skill-building session logs	Data analysis of flagged students, interventions provided, and outcomes. Reporting on trends, repeat offenses, and effectiveness.
Establish and Teach Clear Behavioral Expectations Across All Settings	Director, Assistant Director, Leadership Team, Teachers, Support Staff	7/31/25-5/25/26	Every staff member is responsible for creating and submitting a classroom management plan. Administration posts hallway expectation signs throughout the building to help reinforce student accountability. Stakeholders such as students are required to sign an acknowledgment confirming they have read and understand the student handbook.	Administration does weekly walkthroughs within classrooms to ensure the classroom management plan is being withheld. Administration delivers daily adjusted intercom announcements to reinforce specific expectations when needed. Roster or checklist maintained by the office showing which students have submitted their signed acknowledgments.	Dated Observation Logs/Emails noting strengths, areas for improvement, and follow-up steps. Behavior Data Tracking Before-and-After comparison of behavior incident reports following targeted announcements. Updated submission tracker in Excel or Google Sheets showing student names, submission status
Implement a Consistent System for Recognizing and Reinforcing Positive Behaviors	Director, Assistant Director, Leadership Team, Teachers, Support Staff	7/31/25-5/25/26	Provide tangible rewards such as “JEL Bucks” to reinforce positive behaviors. Provide students with “Torch Barrier” honors for demonstrating exceptional performance	Collect all submissions from the drop boxes, count them, and conclude with recognizing the students. Collect all Torch barrier nominations from each individual instructor.	Updated celebrations within weekly leadership meetings. CTE Graphic Organizer for tracking student progress towards career readiness practices.



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			and standing out within their core career practice areas. Public recognition by announcing student or classroom accomplishments online via “The Scoop” and JEL website.	JEL will provide copies of all publications and inceptions of the SIP initiative.	Periodically review logs to ensure all students and classrooms have opportunities for recognition.
Strategy 2 Strengthen Early Intervention and Support Systems					
Action Step	Person(s) Responsible	Timeline	Resources Needed/ PD	Evidence of Implementation	Progress Monitoring
Create a “discipline watch list” process where students with an initial infraction receive targeted supports such as: check-ins with counselors, behavior contracts, or skill-building sessions in conflict resolution before a second offense happens.	Assistant Director, Leadership Team, Teachers, Support Staff	7/31/25-5/25/26	Access to Resource Officers to coordinate Restorative Justice practices. Documented in class referrals and office referrals to determine the severity of the offenses. Collaboration with North Central Administration in collecting additional, useful information	Meeting logs or calendars showing regular scheduled check-ins between Resource Officers and school administration to discuss student cases. Restorative Justice session records (date, participants, summary of intervention). Joint reports or shared spreadsheets compiling student behavior, attendance, or support service data.	Report and review high risk students data regularly. Quarterly summary reports comparing current data to previous quarters to identify progress or areas needing more intervention. Summarizing the of the incident addressed, agreed-upon resolutions, and follow-up plan concluding a restorative justice practice.



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Embed Social-Emotional Learning (SEL) into Daily Instruction	Director, Assistant Director, Leadership Team, Teachers, Support Staff	7/31/25-5/25/26	<p>Classroom environment tools such as visual reminders, flexible seating or spaces that support collaboration and emotional regulation and daily reflection prompts.</p> <p>Professional Development & Staff Support training for teachers on SEL strategies and integration into academic lessons</p> <p>Coaching or mentoring support for teachers to model SEL practices</p>	<p>Lesson Plans and Curriculum Artifacts; Teacher plans include SEL objectives or activities (e.g., self-regulation strategies, conflict resolution role-play) alongside academic content.</p> <p>Classroom observations and walkthrough data administrative or peer observations note intentional SEL practices (morning meetings, restorative circles, reflection prompts).</p>	<p>Implementation Fidelity Checks</p> <p>Walkthrough/Observation Checklist administrators or instructional coaches use a short checklist (e.g., “SEL objective posted,” “Student reflection time included,” “Teacher models SEL skill”) during weekly or monthly visits.</p>
<p>Create a Rapid-Response Behavior Support Process</p> <p>Immediate Support as staff can request help as soon as a behavioral concern arises. Designated team members (counselors, behavior specialists, administrators) respond quickly, often within minutes.</p>	Director, Assistant Director, Leadership Team, Teachers, Support Staff	7/31/25-5/25/26	<p>Immediate contact with administration via landline call, cell phone call and radio.</p> <p>Immediate Notification Systems such intercom announcements, classroom radios, or mobile alerts such as “Reminder” for staff during urgent behavioral incidents.</p> <p>Incident Report Forms (physical and virtual): Standardized forms for</p>	<p>Incident Data Reports showing patterns in frequency, location, and types of behavior incidents, along with resolution outcomes.</p>	<p>Staff Usage Rates – Monitor how often staff initiate rapid response calls and if they are using the system consistently across grade levels and settings.</p>



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			documenting behavior incidents or injuries immediately after they occur.		
Strategy 3 Increase Teacher-Student-Parent Communication Loops					
Action Step	Person(s) Responsible	Timeline	Resources Needed/ PD	Evidence of Implementation	Progress Monitoring
Require prompt communication with families after the first incident and involve instructors in developing a student's improvement plan; provide staff with short professional development on de-escalation and relationship-building strategies.	CTE Assistant Director, Leadership Team, Attendance Supervisor, Support Staff	7/31/25-5/25/26	<p>Access to phone, email, and/or messaging system for contacting families</p> <p>Translation/interpretation services for non-English-speaking families</p> <p>Templates for incident reports and improvement plans</p> <p>Short PD modules or presentations on de-escalation techniques</p> <p>Relationship-building strategies toolkit or handouts</p>	<p>Communication Logs – Records of phone calls, emails, or messages sent to families immediately after the first behavioral or academic incident, including date, time, and content.</p> <p>Parent Acknowledgment – Signed forms, reply emails, or documented phone responses confirming that the family received and understood the communication.</p> <p>Incident Tracking Reports – Documentation showing that communication occurred consistently for all first incidents, not just repeated or severe ones.</p>	<p>Communication Log Audits – Regularly review call/email logs to ensure families are contacted after the first incident, tracking timeliness and completeness.</p> <p>Follow-Up Checks – Confirm families received the communication and understood next steps through brief follow-up calls.</p>



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Implement a Structured Weekly Communication Routine				<p>Archived Communication Samples – Copies of weekly emails, newsletters, text messages, or paper notices sent to families, showing consistent format and schedule.</p> <p>Communication Log Records – Teacher-maintained logs noting date, method, and content of each weekly update, accessible to administrators for review.</p>	Follow-Up from Teachers – Note if proactive communication reduces reactive contacts regarding missing work or behavioral issues.
Monitor Centralized Communication Dashboards (CANVAS)				<p>Screenshots or Examples of Posted Content – Samples showing clear, organized information for students and families on assignments, grading, and learning expectations.</p> <p>Teacher Checklists or Self-Reports – Logs maintained by teachers confirming weekly or daily dashboard updates.</p>	<p>Dashboard Update Logs – Teachers document when grades, assignments, announcements, and feedback are posted, ensuring a consistent schedule (e.g., weekly).</p> <p>Checklist/Observation – Administrators or instructional coaches review dashboards periodically to confirm updates are complete, accurate, and clearly communicated.</p>



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Goal 2 | Quarterly Review of Strategies

Discipline

By 2030, we will improve the percentage of students who commit fewer than two discipline offenses annually to 95%

List the Growth Stage (Beginning, Progressing, Advancing, Excelling) and Implementation Review

Strategy 1 | Implement a Proactive Positive Behavior Program

Q1:	Q2:	Q3:	Final:
IR:	IR:	IR:	IR:

Strategy 2 | Strengthen Early Intervention and Support Systems

Q1:	Q2:	Q3:	Final:
IR:	IR:	IR:	IR:

Strategy 3 | Increase Teacher-Student-Parent Communication Loops

Q1:	Q2:	Q3:	Final:
IR:	IR:	IR:	IR:



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PILLAR 2 | COMMUNITY AND CONNECTION

Descriptor:

We will foster a connected and inclusive school community where students, staff, and families feel valued, respected, and supported.

District Initiatives:

1. Create a Panther Guide for each grade level that outlines expectations and opportunities for all stakeholders.
2. Develop effective and standardized student and family orientation opportunities.
3. Prioritize community engagement opportunities that are accessible and that allow all stakeholders to engage in the mission/vision of our school district.

School-Specific Initiatives:

1. We will develop effective and standardized student and family orientation and onboarding opportunities.

GOAL 3 Attendance					
By 2030, we will improve the attendance rate to 95%					
	Q1	Q2	Q3	Final	State
25-26 (BL)					
26-27					
27-28					
28-29					
29-30					
Green = Goal Met, Yellow = Progress Toward Goal, Red = No Progress Toward Goal					



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Goal 3 | Strategies and Action Steps

Attendance Rate

By 2030, we will improve the attendance rate to 95%

List a maximum of three strategies and three action steps for each strategy aligned to your district-assigned goals.
All selected strategies and action steps should align with listed district initiatives.

Strategy 1 | Student Engagement & Relevance

"Students actively participate in lessons and activities that are clearly connected to real-world careers, making learning meaningful and relevant to their future goals."

Action Step	Person(s) Responsible	Timeline	Resources Needed/ PD	Evidence of Implementation	Progress Monitoring
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Connect learning to careers: Regularly highlight how attendance impacts employability, certifications, and apprenticeship opportunities.	Leadership Team, Eanes-Moffitt, CTE Instructors	7/31/25-5/25/26	<p>Career center instructors trained to link attendance with workplace readiness in daily lessons.</p> <p>Career coaches or counselors to hold one-on-one sessions showing students how missed days affect employability.</p> <p>Employer/industry partners who can speak directly to students about expectations for reliability and attendance.</p> <p>Alumni speakers who can share how attendance in school impacted their success in the workplace.</p>	<p>Lesson plans that reference employability/attendance connections.</p> <p>Observation notes from administrators showing teachers reinforcing attendance as a workplace expectation.</p> <p>Samples of classroom activities (role plays, case studies, discussions) that connect attendance to job readiness.</p> <p>Teacher reflection logs or PLC meeting minutes discussing how attendance is tied into lessons.</p>	<p>Lesson plan reviews: Check that instructors include-employability/attendance connections in their weekly lesson plans.</p> <p>Classroom observations: Admin or department leads observe for evidence of “attendance = workplace readiness” messaging.</p> <p>Teacher reflection logs: Instructors submit a brief reflection each quarter on how they integrated attendance into instruction.</p> <p>Student surveys: Ask students if they see a clear link between attendance and career expectations in their classes.</p>
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Industry partnerships: Bring in business partners to emphasize the importance of showing up consistently in the workplace.	Leadership Team, Eanes-Moffitt, CTE Instructors	7/31/25-5/25/26	<p>Employer & Industry Partners – Local businesses and organizations willing to visit classrooms, host site tours, or participate in panels.</p> <p>Guest Speakers – Professionals who can directly share the impact of attendance, reliability, and employability skills.</p> <p>Networking Opportunities – Job fairs, mock interviews, or roundtables where industry leaders reinforce attendance expectations.</p>	<p>Sign-In Sheets / Attendance Logs – Records of industry partner visits and student participation.</p> <p>Photos or Videos – Capturing students engaging with employers during presentations, tours, or events.</p> <p>Student Reflections or Journals – Written feedback on what they learned about workplace expectations.</p> <p>Lesson Plans / Curriculum Links – Evidence that teacher lesson plans include connections to employer presentations about attendance and reliability.</p>	<p>Tracking spreadsheet or dashboard</p> <p>Partner engagement log</p> <p>Attendance data reports</p> <p>Reflection summaries</p> <p>Communicate Parent Square and the SCOOP.</p>
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Student voice: Involve students in shaping career center culture—feedback sessions	Leadership Team, Eanes-Moffitt, Kirschner, NCHS ELL Team, CTE Instructors	7/31/25-5/25/26	<p>Facilitators/Staff Support</p> <ul style="list-style-type: none"> – Career center staff or counselors trained to lead and document feedback sessions. – Teachers willing to dedicate class time for student input. <p>Student Engagement Tools</p> <ul style="list-style-type: none"> – Structured surveys (digital or paper-based) to gather wide-ranging input. <p>Logistical Resources</p> <ul style="list-style-type: none"> – Meeting spaces or classrooms designated for student voice sessions. – Technology (laptops, tablets, projectors) to capture and present feedback. – Time built into schedules for regular sessions. 	<p>Meeting agendas and sign-in sheets</p> <p>documenting student feedback sessions.</p> <p>Summaries or reports of student input shared with staff, administration, or advisory boards.</p> <p>Visible changes made in response to student feedback (e.g., updated policies, program adjustments, new activities).</p> <p>Student representatives included on school improvement or advisory committees.</p> <p>voices were heard and acted upon.</p>	<p>Student Feedback Logs</p> <p>– running record of sessions held, number of participants, and key themes discussed.</p> <p>Meeting Frequency Tracker – calendar/checklist to ensure sessions happen on a regular schedule.</p> <p>Participation Data – track attendance, representation across programs, and demographics to ensure diverse voices.</p>
<p>Strategy 2 Use Data to Identify and Support At-Risk Students</p> <p>Use real-time data to inform interventions, ensuring equitable student outcomes.</p>					
Action Step	Person(s) Responsible	Timeline	Resources Needed/ PD	Evidence of Implementation	Progress Monitoring



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Recognition programs: Celebrate strong attendance (monthly/quarterly recognition, certificates, privileges, raffles).	JEL Leadership Team, Attendance Supervisor, CTE Teachers	7/31/25-5/25/26	Materials & Supplies Certificates or printed awards, Ribbons, trophies, or small tokens of recognition, Raffle tickets or digital raffle system, Prizes (gift cards, school merchandise, privileges, or small items) . Personnel & Time Staff to track attendance records regularly, Staff to organize and host recognition events Technology & Data Systems Attendance tracking software or system, Spreadsheet or database to identify students eligible for recognition Budget & Funding Funds for purchasing prizes, certificates, or other materials Policies & Guidelines Clear criteria for eligibility (e.g., perfect attendance, improvement, or exemplary attendance behavior.	Lists of students recognized monthly or quarterly Copies/photos of certificates, awards, or raffle winners Attendance reports showing students who met recognition criteria	Monitor monthly and quarterly attendance records to see trends Compare attendance rates before and after recognition events Track the number of students meeting recognition criteria over time
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Peer accountability: Encourage team-based competitions or program-wide attendance challenges. (Torch Bearer)	JEL Leadership Team, Attendance Supervisor, CTE Teachers	7/31/25-5/25/26	<p>Staff or coordinators to organize, monitor, and manage competitions.</p> <p>Mentors or team leaders to guide students and encourage participation.</p> <p>Tracking system (digital or paper-based) to record attendance and progress.</p> <p>Scoreboards or charts to display team progress publicly for motivation.</p> <p>Prizes or incentives (certificates, privileges, small rewards) to recognize top-performing teams.</p>	<p>Records showing that teams or groups were formed and competitions were officially launched.</p> <p>Schedules, rules, or guidelines for the challenges.</p> <p>Scoreboards, charts, or digital dashboards displaying team attendance points or standings.</p>	<p>Compare attendance rates before, during, and after the challenge.</p> <p>Track team points or individual contributions weekly to see if participation is consistent</p> <p>Maintain a scoreboard or chart updated regularly to show progress.</p>
Climate of belonging: Foster supportive teacher-student relationships; students are more likely to attend if they feel seen and valued.	JEL Leadership Team, Attendance Supervisor, CTE Teachers	7/31/25-5/25/26	<p>Teacher Training and Professional Development – Programs that help teachers build strong, supportive relationships with students, including cultural competency, social-emotional learning, and trauma-informed practices.</p> <p>Mentorship Programs –</p>	<p>Teacher Observations – Administrators or peers observe teachers engaging positively with students, showing awareness of individual needs and strengths.</p> <p>Participation in Community-Building Activities – Records of student involvement in CTSO's, school events,</p>	<p>Student Surveys Administer regular (quarterly or monthly) surveys with questions like: “I feel my teachers care about me.” “I feel respected and valued at school.”</p>



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			Pairing students with staff mentors or peer mentors to provide consistent support and guidance. Community-Building Activities – Programs, clubs, or events that encourage positive connections among students and between students and staff.	or team projects. Recognition Programs – Examples of teachers acknowledging student achievements or contributions, promoting a sense of value.	Track changes over time to see if perceptions improve. Attendance Data Compare attendance rates before and after implementing strategies. Monitor involvement in advisory, clubs, or school-wide community-building activities.
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Strategy 3 | Foster a Positive, Inclusive School Climate

Create safe, inclusive learning environments that support student well-being and success.

Action Step	Person(s) Responsible	Timeline	Resources Needed/ PD	Evidence of Implementation	Progress Monitoring
Dual Credit and Certification tie-ins: Stress that many industry certifications require a minimum number of hours—absences may disqualify students.	(Funk, Eanes-Moffitt, Leadership Team)	7/31/25-5/25/26	Trained Instructors/Staff – Teachers or counselors knowledgeable about dual credit and certification requirements who can clearly communicate attendance consequences to students. Tracking Systems – Attendance tracking	Attendance-Linked Certification Logs – Records showing students' attendance tracked against the minimum hours required for certification. Student Acknowledgment Forms – Signed forms or digital confirmations where students	Attendance Tracking: Use a digital system or spreadsheet to record daily attendance. Highlight students who are approaching the maximum allowable absences for certification eligibility. Generate weekly or monthly attendance



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			<p>software or spreadsheets that link student absences directly to certification eligibility.</p> <p>Industry Partner Input – Guest speakers or mentors from relevant industries who emphasize reliability and attendance in real-world credentialing.</p>	<p>acknowledge that absences may impact certification eligibility.</p>	<p>reports linked to each certification program.</p> <p>Student Check-Ins: Schedule regular one-on-one or small group check-ins with students to review their attendance and certification progress.</p>
<p>Work-based learning requirement: Link attendance to eligibility for internships, job shadows, and field trips.</p>	<p>(Jones, Funk, Eanes-Moffitt, SIC Committee)</p>	<p>7/31/25-5/25/26</p>	<p>Eligibility Criteria Documentation: Written policies clearly linking attendance thresholds to WBL opportunities.</p> <p>Student Agreements: Contracts or acknowledgments where students understand that poor attendance may limit participation.</p> <p>Progress Reports: Periodic reports to show students where they stand relative to eligibility requirements.</p>	<p>Student Acknowledgments</p> <p>Signed forms or agreements where students confirm they understand that attendance impacts eligibility.</p> <p>Meeting or Workshop Records</p> <p>Documentation of career counseling sessions or workshops where students are informed about attendance expectations and WBL opportunities.</p>	<p>Student Check-Ins Have career coaches or instructors meet one-on-one with students who are at risk of becoming ineligible. Document these check-ins in a log for accountability.</p> <p>WBL Participation Logs Track which students actually participate in internships, job shadows, or field trips. Cross-reference participation with attendance to ensure policies are being enforced.</p>



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Attendance contracts: Use agreements for students who are slipping, outlining goals and supports.	(Jones, Nacke, Cooper)	7/31/25-5/25/26	<p>Documentation & Templates: Pre-made attendance contract forms that clearly outline expectations, goals, consequences, and supports.</p> <p>Goal-setting sheets for students to track improvements.</p> <p>Progress monitoring logs for staff to record attendance and follow-up actions.</p> <p>Staff & Training: Career center instructors, counselors, or attendance coordinators trained to discuss attendance issues and create supportive plans.</p> <p>Professional development on motivational strategies, restorative practices, and communication skills for discussing attendance challenges with students.</p>	<p>Signed Contracts: Copies of attendance contracts signed by students, parents/guardians, and staff.</p> <p>Tracking & Monitoring Records: Attendance logs showing improvements or continued challenges tied to contract goals.</p> <p>Notes from regular check-ins or meetings with students regarding their progress.</p> <p>Communication Documentation: Emails, phone logs, or messages sent to parents/guardians discussing attendance and contract goals.</p> <p>Records of any follow-up meetings or interventions prompted by the contract.</p>	<p>Attendance Tracking</p> <p>Record daily attendance for each student on a contract.</p> <p>Highlight trends: excused vs. unexcused absences, late arrivals, early dismissals.</p> <p>Compare against the goals in the contract (e.g., “no more than 2 unexcused absences per month”).</p>



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Goal 3 | Quarterly Review of Strategies Attendance Rate

By 2030, we will improve the attendance rate to 95%

List the Growth Stage (Beginning, Progressing, Advancing, Excelling) and Implementation Review

Strategy 1 | Strengthen Family and Community Engagement

Q1:	Q2:	Q3:	Final:
IR:	IR:	IR:	IR:

Strategy 2 | Use Data to Identify and Support At-Risk Students

Q1:	Q2:	Q3:	Final:
IR:	IR:	IR:	IR:

Strategy 3 | Foster a Positive, Inclusive School Climate

Q1:	Q2:	Q3:	Final:
IR:	IR:	IR:	IR:

Additional Reflection Questions

Pillar 2 Community and Connection We will develop effective and standardized student and family orientation and onboarding opportunities.	1. What does our current student orientation and onboarding process look like in our building?
	2. What does our current family orientation and onboarding process look like in our building?



PILLAR 3 | EFFECTIVE COMMUNICATION

Descriptor:

We will ensure transparent, timely, purposeful and accessible streamlined communication that keeps families, staff, and the broader community informed, engaged, and aligned with the district's mission.

District Initiatives:

1. Develop a communications plan governing internal and external communications for stakeholder groups ensuring accessibility, clear cadence, important information and archiving.
2. Communicate with secondary students through school district applications so that students receive important information.
3. Incorporate positive stories into regular messaging so that students, families and the community are aware.

School-Specific Initiatives:

1. We will incorporate positive stories into regular District messaging so that students, families and the community are aware of the great things happening in WT.

Additional Reflection Questions	
Pillar 3 Effective Communication We will incorporate positive stories into regular District messaging so that students, families and the community are aware of the great things happening in WT.	1. How consistently are we sharing positive stories about our students, staff, and school community?
	2. What systems do we have in place to ensure these stories reach all stakeholders through multiple channels each week?
	3. What are the gaps or inconsistencies that might leave new families feeling unprepared or disconnected from our school community?



PILLAR 4 | ORGANIZATIONAL GROWTH AND DEVELOPMENT

Descriptor:

We will invest in growth, enhance retention, align priorities, and streamline systems to cultivate engagement and leadership among students, staff and families.

District Initiatives:

1. Develop and implement a portal to streamline information useful to employee success.
2. Implement systematic and responsive professional learning to improve instructional leadership.
3. Expand and align recognition of staff-to-students.
4. Cultivate a deliberate approach to promote a student-to-staff pipeline.

School-Specific Initiatives:

1. We will expand and align recognition of staff and students.

Additional Reflection Questions	
Pillar 4 Organization Growth and Development We will expand and align recognition of staff and students	1. What recognition programs and practices do we currently have for students to celebrate achievements and build a positive school culture?
	2. What new student recognition programs and practices will we implement during the 2025-2026 SY?
	3. What recognition programs and practices do we currently have for teachers and staff to celebrate achievements and build a positive school culture?
	4. What new teacher/staff recognition programs and practices will we implement during the 2025-2026 SY?



APPENDICES

Appendix A: SIP Quarterly Review Questions

Question 1: Data Analysis & Progress

What does the current data tell you about your progress toward the SIP goals, and what trends are you seeing?

- Review specific metrics identified in SIP
- Compare current data to baseline and targets
- Identify positive trends and areas of concern
- Use both academic and behavioral data points

Question 2: Implementation Fidelity

How effectively are you implementing your planned strategies, and what barriers have you encountered?

- Evaluate adherence to planned interventions
- Identify implementation gaps or inconsistencies
- Discuss resource needs and obstacles
- Review professional development effectiveness

Question 3: Student Impact & Evidence

What specific evidence do you have that your strategies are positively impacting student learning and engagement?

- Qualitative and quantitative evidence
- Identify which students are benefiting most/least



Question 4: Strategic Adjustments

Based on what you've learned, what adjustments do you need to make to your strategies or timeline?

Purpose: Ensure responsive and adaptive planning

- Identify strategies that need modification
- Determine if goals or timelines need adjustment
- Plan for upcoming challenges or opportunities
- Allocate resources more effectively

Question 5: CEC Support

How can CEC better support student outcomes in your building?

- Share requests for resources, PD, etc.
- Identify specific areas of support needed from CEC

Question 6: Next Steps & Accountability

What are your specific commitments/next steps for the next 45 days, and how will you monitor progress?

- Detail action steps that need to be taken by your building



Appendix B: Definitions

Pillar

A central theme or priority that structures and supports the district's overarching goals, guiding decision-making and resource allocation.

Descriptor

A descriptor is a concise narrative that explains the purpose and scope of a pillar, goal, or strategic area in the plan.

Initiative

A targeted activity or effort designed to achieve a strategic goal within a district's broader plan.

Quarterly Review

A scheduled evaluation (approximately every 90 days) of school improvement plan (SIP) implementation, used to monitor progress, review data, address challenges, and make informed adjustments.

Goal

A targeted outcome that reflects a school's priorities for academic or operational improvement, supported by data and aligned with district and state expectations.

Action Steps

A clearly defined task that outlines what will be done to achieve a school improvement goal.

Person(s) Responsible

Part of an action step that outlines who will perform a task to achieve a school improvement goal.

Timeline

Part of an action step that outlines when a task will be performed to achieve a school improvement goal.

Resources Needed

Part of an action step that outlines what resources are needed to achieve a school improvement goal.

Evidence of Implementation

Part of an action step that outlines what evidence will be used to determine implementation of a school improvement goal.

Progress Monitoring

Part of an action step that outlines the regular tracking of implementation activities and student outcomes to determine whether a school improvement plan is on track and to inform any necessary adjustments.



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