

School Improvement Plan

Continuous School Improvement Model

School:	City High School
Year:	2025-2026
Date Completed:	June 3, 2025
School Board Approval Date:	July 2025

School Improvement Planning Team	
Name	Title/Role
Harry W.	Principal
Mary V.	District Curriculum Director
LeAnne J.	English Dept. Chair
Travis C.	Asst. Principal
Nevaeh T.	Special Education teacher
Jamar S.	School Counselor
Su Lin A.	Math Dept. Chair
Collin P.	Social Studies Teacher
Casey R.	Science Teacher
Andrea H.	Dean of Students
Lindsey E.	Teacher Union Representative

School Improvement Planning Team Members:

- School Administrators
- Grade Level/Content Area Representation
- TA/Paraprofessional Representation
- Specials Area Staff Representation
- Special Education Representation
- Teacher’s Union Representation

This step is meant to focus on **prioritizing school needs.**

DIRECTIONS: Complete the empty boxes below to Identify Local Needs and begin to Plan for School Improvement. See the School Improvement Plan examples provided. ([Elementary SIP example](#), [Middle School SIP example](#), and [High School SIP example](#))

What other data sources, besides state assessment results, do you have available that will help you analyze the root cause for any identified school-based improvement needs? (Ex: Attendance data, grade reports, student discipline data, etc.)

Graduation rate data, attendance data, FastBridge reading and math assessments, 5 Essentials results, course grades by semester, credit recovery pass rates, and Tier II/III intervention results.

Based on the data source review, which areas should be a priority in this school improvement plan?

Priority 1:

Improve our 4-year graduation rate.

Priority 2:

Increase the percentage of ninth graders on track.

Priority 3:

This step will help your team develop an action plan and identify key activities that will support your SMART goals.

DIRECTIONS: Complete the empty boxes for each goal below (and on the following pages) to support the implementation and monitoring of the selected key activities. See the School Improvement Plan examples provided. (Elementary SIP example, Middle School SIP example, and High School SIP example)

GOAL #1

By Spring 2026, we will increase our graduation rate by 3% based on the Spring 2026 4-year adjusted cohort graduation rate.

Action Plan

Key Activities – Focused on <u>adult practices</u>	By whom	By when
1. Provide professional learning for all staff on evidence-based instructional practices across all content areas. (e.g., High-leverage practices such as metacognitive strategies, student engagement)	Principal, curriculum director, department chairs, teacher leaders and approved learning partner (if applicable)	Beginning August and SIP/Institute, future teacher institute days
2. Facilitate department/content-area meetings for teacher collaboration time to discuss the implementation of the evidence-based instructional practices, and the impact on student performance.	Content area departments, building administrator or curriculum director	Monthly after school
3. Create and implement a system to identify students for credit recovery and to monitor student success	School Counselor and teacher(s) in charge of the credit recovery program	October 1

What resources do you already have to support executing these key activities?

The protected time during monthly early release, scheduled department chair meetings, scheduled school improvement planning meetings, and teacher institute days

What (if any) additional expenses are associated with executing this action plan and addressing resource inequities?

What funding source will cover these expenses?

Associated Expense (Budget Detail)	Is this a one-time purchase/short-term expense or an ongoing investment?	Possible Funding Source to Support Expenses (e.g., IDEA; Title I; District funding)
Stipends for staff to manage credit recovery efforts	Ongoing investment	Title I, Part A, Section 1003 District Funds
Books for evidence-based practices book study	One-time purchase	Title I, Part A, Section 1003 District Funds
Stipends for after-school content-area meetings beyond contractual workday	Ongoing investment	Title I, Part A, Section 1003 District Funds
External provider training and ongoing coaching around evidence-based instructional practices across all content areas	Upfront expense with an on-going, one year contract with ROE.	Title I, Part A, Section 1003 District Funds

What support and/or information do you need (from beyond the school leadership team) to implement this action plan? How will you get the support and/or information? (e.g., District Office, Special Education)		
<i>Continued support from the district office for protected time. Contracted external provider support, as appropriate and needed to support the implementation of identified key activities.</i>		

This step will help your team monitor the implementation and progress toward SMART goals.

DIRECTIONS: Complete the empty boxes below to help monitor progress towards your goal.

Essential Questions when monitoring the progress of Key Activities:

What does the data tell us about student success and areas of concern?

What does the data tell us about staff practice progress?

What are the needs of the staff and how do they need to be supported for success with the SMART goals?

Key Activity 1: Provide professional learning for all staff on evidence-based instructional practices across all content areas. (e.g., High-leverage practices such as metacognitive strategies, student engagement).

Key Activity 2: Facilitate department/content-area meetings for teacher collaboration time to discuss the implementation of the evidence-based instructional practices, and the impact on student performance.

Key Activity 3: Create and implement a system to identify students for credit recovery and to monitor student success.

Data Source(s)/Local Assessment(s) to monitor progress of key activity:

Key Activity 1: Beginning of the year survey to gauge understanding of high-leverage practices. After each training, provide a survey to gauge participant confidence in implementing the high-leverage practices. Past walk-through data to identify the current level of implementation of use of high-leverage practices.

Key Activity 2: Teacher reflections of evidence-based practices. Department/content-area meeting agendas. Data from FastBridge benchmark/progress monitoring testing. Student sample work.

Key Activity 3: Written documentation of credit recovery procedures. Creation of a student monitoring system.

Frequency of Measure(s)	Person(s) Responsible for Updating Data
Key Activity 1: Post school improvement days	Key Activity 1: Principal, curriculum director, department chairs, teacher leaders and approved learning partner (if applicable)
Key Activity 2: Monthly	Key Activity 2: Content area departments, building administrator or curriculum director
Key Activity 3: October 1	Key Activity 3: School Counselor and teacher(s) in charge of the credit recovery program

Observed Changes/Reflections – Add check-in lines as needed

Key Activity 1 Check-ins	Date: Sept 30 Date: Dec 2 Date: Mar 10
Key Activity 2 Check-ins	Date: Sept 30 Date: Oct 28 Date: Etc.
Key Activity 3 Check-Ins	Date: Sept 1 Date: Oct 1 Date: Etc.

Do any additions/updates/adjustments need to be made to key activities for Goal #1?

This step will help your team develop an action plan and identify key activities that will support your SMART goals.

DIRECTIONS: Complete the empty boxes for each goal below (and on the following pages) to support the implementation and monitoring of the selected key activities. See the School Improvement Plan examples provided. (Elementary SIP example, Middle School SIP example, and High School SIP example)

GOAL #2

By the end of the 2025-2026 school year, 80% of first-time 9th-grade students will have earned 5 or more credits without failing more than 0.5 credits in the core subjects.

Action Plan

Key Activities - Focused on adult practices	By whom	By when
1. Provide professional development to school staff so they have the skills and knowledge they need to take a data-driven, positive, problem-solving and multi-tiered approach to supporting student attendance, participation and engagement.	External provider (if applicable), Social Worker, Attendance Committee	Beginning August and SIP/Institute, future teacher institute days
2. Formation of "Freshmen Success Team" (FST), Monthly FST meetings to discuss student performance across all classes, courses, and teachers.	Freshman team leads, building administrator or curriculum director	Monthly after school
3. Identify students at risk of failing core subjects, and engage in interventions (tutoring, peer mentoring, teacher office hours)	School Counselor and teacher(s) in charge of the credit recovery program	Enroll within the first two weeks of each new semester

What resources do you already have to support executing these key activities?

Online credit recovery program; school improvement planning days, teacher institute days, student information system

What (if any) additional expenses are associated with executing this action plan and addressing resource inequities? What funding source will cover these expenses?

Associated Expense (Budget Detail)	Is this a one-time purchase/short-term expense or an ongoing investment?	Possible Funding Source to Support Expense (e.g., IDEA; Title II; Title I)
Extra duty pay for FST meetings	Ongoing investment	Title I, Part A, Section 1003 District Funds
Stipends for staff to manage credit recovery efforts - 9 th Grade Focus	Ongoing investment	Title I, Part A, Section 1003 District Funds
Payment for External Provider (if applicable)	Ongoing investment	Title I, Part A, Section 1003 District Funds

What support and/or information do you need (from beyond the school leadership team) to implement this action plan? How will you get the support and/or information? (e.g., District Office, Special Education)

Some training might be needed for the credit recovery training platform for applicable teachers and administrators. This may involve ongoing support, as needed.

This step will help your team monitor the implementation of key activities and progress toward SMART goals.

DIRECTIONS: Complete the empty boxes below, to help monitor progress towards your goal.

Essential Questions when monitoring the progress of Key Activities:

What does the data tell us about student success and areas of concern?

What does the data tell us about staff practice progress?

What are the needs of the staff and how do they need to be supported for success with the SMART goals?

Key Activity 1: Provide professional development to school staff so they have the skills and knowledge they need to take a data-driven, positive, problem-solving and multi-tiered approach to supporting student attendance, participation and engagement.

Key Activity 2: Formation of "Freshmen Success Team" (FST), Monthly FST meetings to discuss student performance across all classes, courses, and teachers.

Key Activity 3: Identify students at risk of failing core subjects, and engage in interventions (tutoring, peer mentoring, teacher office hours)

Data Source(s)/Local Assessment(s):

Key Activity 1: Walk through data from 9th grade classrooms, collected by the administrative team, and analyzed by the leadership team to determine gaps/inconsistencies with instructional practices. Sign-in sheets from training, pre/post training survey data asking for personal reflection and identification of areas of need for additional training.

Key Activity 2: FST agendas, minutes, and list of identified students, intervention provided, and success of intervention.

Key Activity 3: List of students identified at risk of failing core subjects using 9th grade gradebook data, intervention provided and success of intervention.

Frequency of Measure(s)

Person(s) Responsible for Updating Data

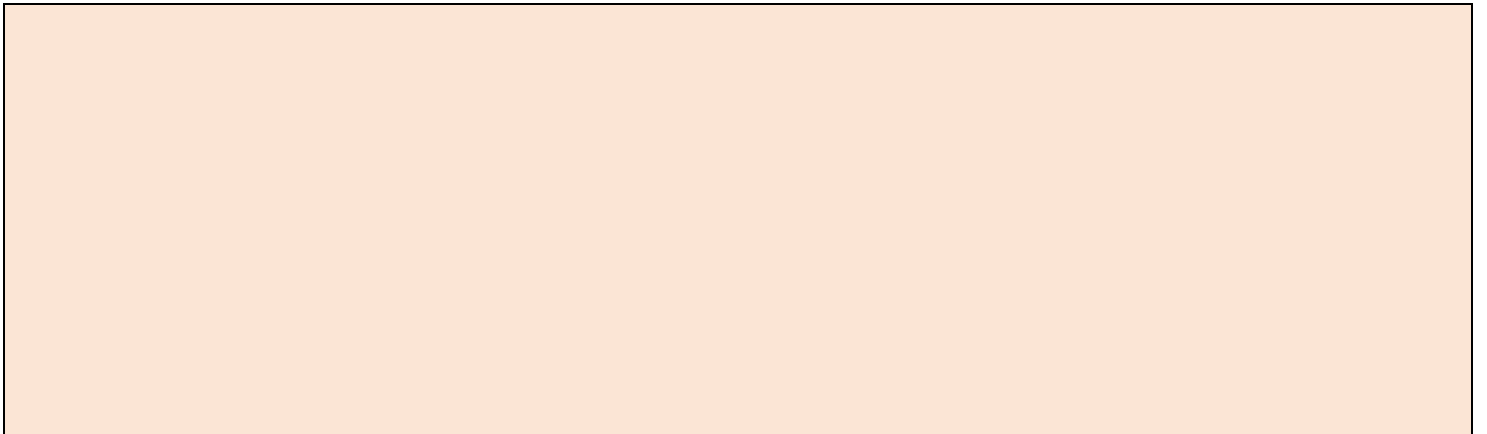
Key Activity 1: Implementation of training: 2 x's / mo. walk-throughs in each 9th grade classroom.
Training survey: following each training

Key Activity 1: Administrative team members + potential for leadership team participation in 2nd semester. External partner, if applicable.

Key Activity 2: Monthly

Key Activity 2: Freshman team Leads, 9th grade counselor + admin team member

Key Activity 3: <i>Bi-weekly student data pull, quarterly for completion monitoring</i>	Key Activity 3: <i>9th grade team, 9th grade counselor, 9th grade teachers and 9th grade Dean.</i>
Observed Changes/Reflections – Add check-in lines as needed	
Key Activity 1 Check-ins	Date: Sept 15 Date: Sept 30 Date: Etc.
Key Activity 2 Check-ins	Date: Sept 15 Date: Oct 15 Date: Etc.
Key Activity 3 Check-Ins	Date: Bi-weekly Date: Q1 Date: Q2
Do any additions/updates/adjustments need to be made to key activities for Goal #2?	



This step will help your team develop an action plan and identify key activities that will support your SMART goals.

DIRECTIONS: Complete the empty boxes for each goal/strategy below (and on the following pages) to support the implementation and monitoring of the selected strategies. See the School Improvement Plan examples provided. (Elementary SIP example, Middle School SIP example, and High School SIP example)

GOAL #3 – OPTIONAL

Action Plan

Key Activities - Focused on adult practices	By whom	By when

What resources do you already have to support executing these key activities?

What (if any) additional expenses are associated with executing this action plan and addressing resource inequities?

What funding source will cover these expenses?

Associated Expense (Budget Detail)	Is this a one-time purchase/short-term expense or ongoing investment?	Possible Funding Source to Support Expenses (e.g., IDEA; Title II; Title I)

What support and/or information do you need (from beyond the school leadership team) to implement this action plan? How will you get the support and/or information? (e.g., District Office, Special Education)

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This step will help your team monitor the implementation of key activities and progress toward SMART goals.

DIRECTIONS: Complete the empty boxes below, to help monitor progress towards your goal.

Essential Questions when monitoring the progress of Key Activities:

- What does the data tell us about student success and areas of concern?
- What does the data tell us about staff practice progress?
- What are the needs of the staff and how do they need to be supported for success with the SMART goals?

<p>Key Activity 1:</p> <p>Key Activity 2:</p> <p>Key Activity 3:</p>

Data Source(s)/Local Assessment(s):
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<p>Key Activity 1:</p>
<p>Key Activity 2:</p>
<p>Key Activity 3:</p>

Frequency of Measure(s)	Person(s) Responsible for Updating Data
<p>Key Activity 1:</p>	<p>Key Activity 1:</p>
<p>Key Activity 2:</p>	<p>Key Activity 2:</p>
<p>Key Activity 3:</p>	<p>Key Activity 3:</p>

Observed Changes/Reflections – Add check-in lines as needed
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Key Activity 1 Check-ins	<p>Date:</p> <p>Date:</p> <p>Date:</p>
Key Activity 2 Check-ins	<p>Date:</p> <p>Date:</p> <p>Date:</p>
Key Activity 3 Check-Ins	<p>Date:</p> <p>Date:</p> <p>Date:</p>

<p>Do any additions/updates/adjustments need to be made to key activities for Goal #3?</p>
