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Introduction

The ultimate goal of this plan is to support the following Concord Community Schools' Long-Range Strategic Goals:

- To ensure the continuous growth of student academic achievement for all
- To ensure each school exemplifies a safe, secure, and effective teaching and learning environment
- To ensure parents, business, and community members are actively engaged in the educational process
- To ensure district-wide fiscal responsibility

District's Vision Statement

Concord Community Schools will achieve 90+% results in reading and writing, mastery of state and national standards, and college- and career-readiness.

Planning and Reporting

This plan was prepared with attention to the following details:

- Is this plan **congruent** and compatible with celebrations and support already in place in the district?
 - The School Improvement Plan celebrates students through academic, extra-curricular, and co-curricular achievements focused on building student employability skills leading to college and career readiness and proficiency in post-secondary readiness competencies.
- Does this plan **respect diversity** by including multiple measures of student achievement?
 - This plan includes the review of multiple measures of student achievement including standardized assessment scores from ISTEP, Advanced Placement (AP), NWEA, Dual Credit, course recovery data, discipline/attendance data and high school course failure data as well as other measures to determine accurate and reliable student achievement data in which to base instructional frameworks to improve student learning.
- Is the plan **accurate**? Does it provide appropriately used measures and reflect alternative evidence rather than *only* test scores?
 - This plan supports the use of multiple measures to provide evidence, beyond test scores and is utilized to support the development of the instructional framework of Concord High School to improve student learning and academic success.
- Does the plan delineate clear and **specific** ideas of what is expected and what must be done to help students achieve?
 - Each of the goals set clarifies expectations for administration, teachers, students, and parents with actions necessary to meet each particular goal.
- Does the plan allow for both formative and summative **feedback for continuous improvement**? Are the results expected to be used to make informed decisions?

- The plan relies on both formative and summative feedback to inform instructional curriculum and practices to improve student learning. Each goal has data points for monitoring instruction and achievement benchmarks in order to provide the school instructional leaders, as well as students, staff, and/or parents the opportunity to progress monitor instructional growth leading to decision making opportunities to increase student learning.
- Is there **universal** accountability – not only for students, but also for parents/guardians, teachers, and school administrators?
 - The plan incorporates accountability for all stakeholders as noted within each action step making sure all stakeholders are inspecting what is expected in the school in achieving school-wide learning goals.
- Is the plan **fair** – structured so that everyone knows the rules and applies them consistently?
 - Concord High School supports an emphasis on research-based instruction and data-driven decision making. Quality of application of this plan will be successful because of the commitment to education by all Concord High School stakeholders.

This school improvement plan was prepared at the start of the 2019-2020 school year for the 2019-2020 school year and included representation from the following stakeholder groups:

- School Administration
- School Teachers
- CTA representation of the teacher group was comparable to membership percentage for the building
- Parents/Community Members (not on staff)

Name	Role
Lisa Kendall	Principal and Team Chair
Gay Burton	Associate Principal
Travis Swanson	Assistant Principal
Corrine Howard	Assistant Principal
Jennifer Beer	Teacher
Derrick DeShone	Teacher
Kathy Greene	Teacher
Twyla Kendrick	Counselor
Anna Kridler	Teacher
Steve Peterson	Teacher
Dan Ross	Teacher
Scott Spradling	Teacher
Joe Wharton	Teacher
Layla Wirt	Teacher
Asya Saokho	Student
Courtney Craig	Student
Kaylee Buss	Student
Kyra Wagner	Student
Sophia Stutsman	Student

Caitlin Stauffer	Student
Emma Gingerich	Student
Lillian Hochstetler	Student
T. Keim	Parent

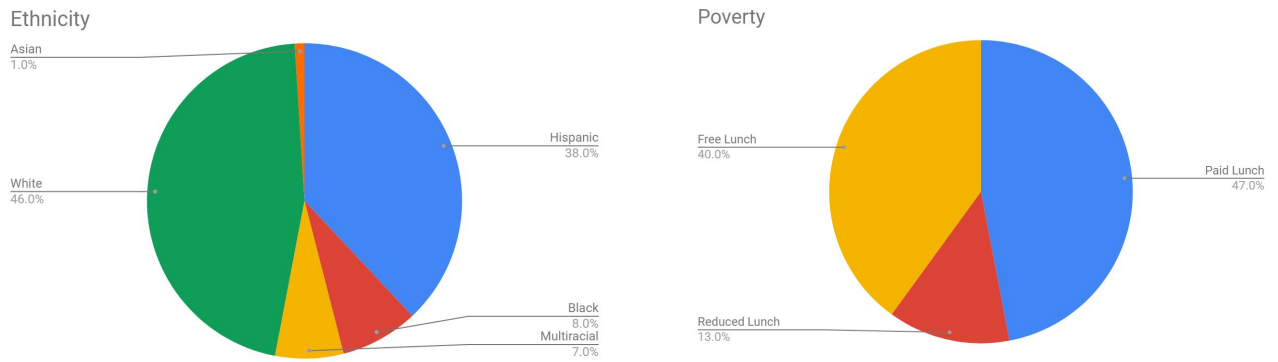
School Information

Concord High School is an urban fringe public high school of 1600 students serving students and families living on the south side of Elkhart and the north side of Goshen, outside of the city limits of each city. The Concord community is primarily a residential community, with some industry. Each school goal is developed and individualized through data-driven decision making and met through research-based instructional practices to support the needs of all students within Concord High School.

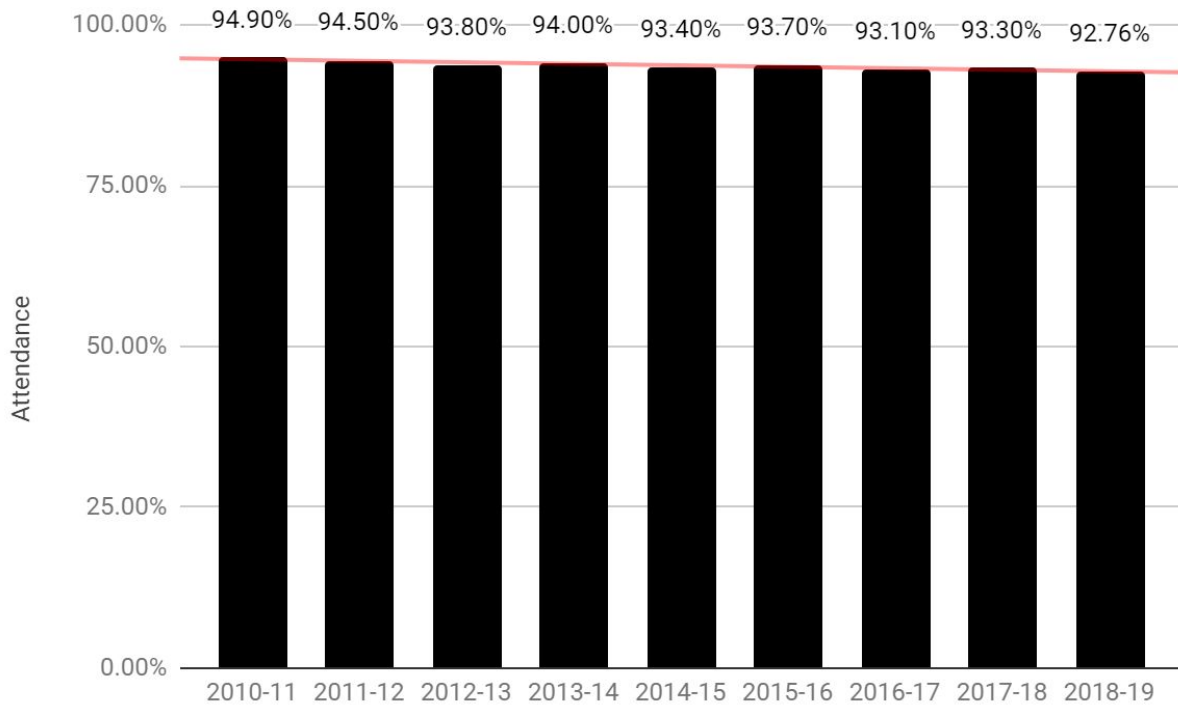
Mission Statement

Concord High School develops students who are highly literate, able to demonstrate mastery of state and national standards, and who are college- and career-ready.

Demographic Profile Report



Attendance



School Grade History

2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
C	A	A	B	B	C	B	B	*

Performance Data

- ISTEP** - The ISTEP comparison data comes with the implementation of the more rigorous college-and-career readiness standards assessed through this statewide measurement tool. The class of 2021 cohort saw similar first-time testing percentages as the class of 2020 and the class of 2019 in ELA. However, the class of 2021 did see an increase in their first-time math passing percentage. The 2021 cohort had a first-time testing passing percentage of 51% for ELA and 25% in math. There was also increase in the number of juniors and seniors passing the retest with a combined total of 14% of students passing ELA and 18% of students passing math.

Spring 2019 ISTEP Preliminary Results (First Time Testers - Sophomores)

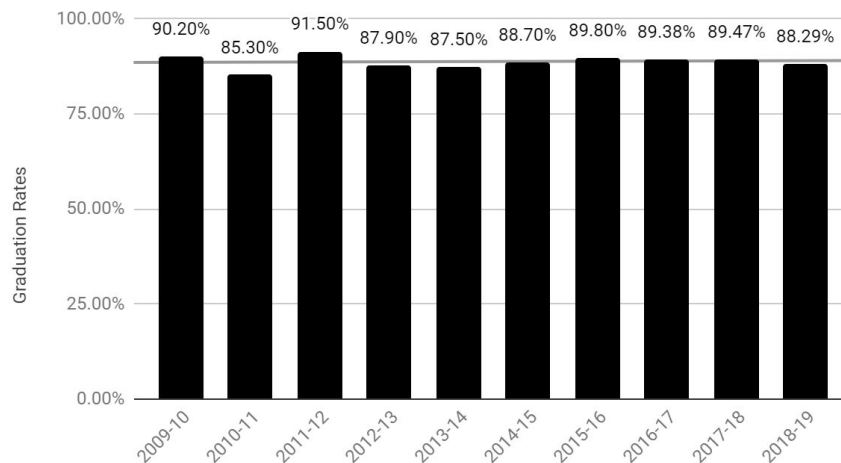
SPRING 2019 (Class of 2021)	SPRING 2018 (Class of 2020)	SPRING 2019 (Class of 2021)	SPRING 2018 (Class of 2020)
ELA		MATH	
407 Sophomores	391 Sophomores	403 Sophomores	394 Sophomores
206 Passed (81 of those = Pass+)	207 Passed	97 Passed (16 of those = Pass+)	66 Passed
190 DNP + 11 Undetermined = 201 DNP	184 DNP	298 DNP + 8 Undetermined = 306 DNP	328 DNP
51% Pass 10th FTA	53% Pass 10th FTA	25% Pass 10th FTA	17% Pass 10th FTA
*91 Students Passed Both ELA & Math 10th FTA			

2018/2019 Retesting Results (Juniors/Class of 2020 and Seniors/Class of 2019)

Fall/Winter 2018 (2019)	
ELA	MATH
275 Juniors & Seniors	Math = 557 Juniors & Seniors
38 Passed (4 of those = Pass+)	100 Passed (1 of those = Pass+)
206 DNP + 31 Undetermined = 237	422 DNP + 35 Undetermined = 457
14% Pass - 11th & 12th Retesters	18% Pass - 11th & 12th Retesters

- Graduation Rate** - Between the 2016-17 and 2017-18 school year, there was a 2.4% decrease between graduating cohorts. In the 16-17 school year, 345 students successfully completed the graduation requirements with 340 student graduating at the end of the 17-18 school year. At the end of the 2019 school year, 88.29% of the 410 students in the graduating cohort completed the diploma requirements. Therefore, there was a 1.18% decrease in the graduation rate and 362 students of the 410 eligible students graduated with their cohort as June 2019. The 2019 cohort have until October 1, 2019 to complete diploma requirements.

Graduation Rates vs.



- Advanced Placement (AP)** - There was a slight decrease in the number of students taking AP exams between the 2018 and 2019 school years equalling 54 exams being administered in comparison with the 2018 school year. However, there was a 1.9% percent increase in the number of students earning a score of three or higher during the 2019 school year in comparison with the 2018 school year.

Advanced Placement (AP) Performance Data

Year	% of students scoring a 3 or higher out of 5	% change	# of Exams	# of Students Testing
2019	40.0%	+1.9%	495	329
2018	38.1%	-3%	537	383
2017	41.1%	+1.2%	436	299
2016	39.9%	+4.6%	437	301
2015	35.3%	+3%	560	417

- Disciplinary Data Comparison**

In a comparison between the 2017-18 and 2018-19 school year, there was a 27% decrease in the number referrals recorded in the previous school year. However, there was a marked increase in the number of students receiving referrals for not completing academic work, failing to report to detention, as well as truancy from school.

	2017-2018	2018-2019
Academic. Does not work	2	19
Bullying	17	6
Cheating	4	10
Disrespectful to School Personnel	21	15
Failure to report to detention	15	45
Gang Activity	0	1
Harassment	13	10
Insubordination	306	202
Language	0	3
Leaving Class Early	17	6
Student Misconduct	89	51
Talking Disrupting Class	80	60
Tardy	177	106
Truant	28	32
Total Referrals	769	566

2017-2018	
ISS	130
OSS	151
EXP	20

2016-2017	
ISS	23
OSS	148
EXP	3

	Tri 1	Tri 2	Tri 3	2018-19
ISS	20	34	34	88
OSS	37	32	47	116
EXP	11	22	27	60

● **NWEA Data**

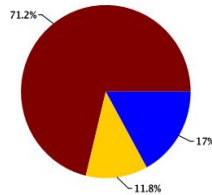
Within the NWEA data, the proficiency of our freshman and sophomore students on the NWEA math and reading tests are used to measure student achievement on both the ACT and SAT. On the SAT, based on the our math NWEA scores, 38.1 of our sophomores are on track to pass the SAT where as 59.4 sophomore students are on track to pass the SAT in reading. However, according second graph, our sophomore math growth percentage is out pacing other students of the same grade level at an accelerated level.

Mathematics
Concord High School

Projected to: ACT College Readiness taken in spring.

View Linking Study: <https://www.nwea.org/resources/map-college-readiness-benchmarks/>

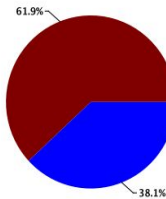
Grade	Student Count	Not On Track Count	Not On Track Percent	On Track 22 Count	On Track 22 Percent	On Track 24 Count	On Track 24 Percent
9	357	240	67.2%	51	14.3%	66	18.5%
10	303	230	75.9%	27	8.9%	46	15.2%
Total	660	470	71.2%	78	11.8%	112	17.0%



Projected to: SAT taken in spring.

View Linking Study: <https://www.nwea.org/resources/map-growth-college-readiness-benchmarks/>

Grade	Student Count	Not On Track Count	Not On Track Percent	On Track Count	On Track Percent
9	357	221	61.9%	136	38.1%
Total	357	221	61.9%	136	38.1%

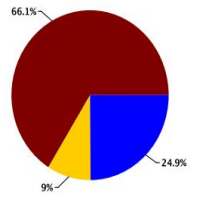


Reading
Concord High School

Projected to: ACT College Readiness taken in spring.

View Linking Study: <https://www.nwea.org/resources/map-college-readiness-benchmarks/>

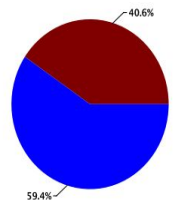
Grade	Student Count	Not On Track Count	Not On Track Percent	On Track 22 Count	On Track 22 Percent	On Track 24 Count	On Track 24 Percent
9	350	220	62.9%	30	8.6%	100	28.6%
10	317	221	69.7%	30	9.5%	66	20.8%
Total	667	441	66.1%	60	9.0%	166	24.9%



Projected to: SAT taken in spring.

View Linking Study: <https://www.nwea.org/resources/map-growth-college-readiness-benchmarks/>

Grade	Student Count	Not On Track Count	Not On Track Percent	On Track Count	On Track Percent
9	350	142	40.6%	208	59.4%
Total	350	142	40.6%	208	59.4%



Reading - Growth from BOY to EOY				Last Year
Grade	Concord	Nation	% Diff	
0	21.8	17.1	27.49%	2.34%
1	19.7	16.8	17.26%	21.43%
2	17.1	14	22.14%	-5.00%
3	13.5	10.3	31.07%	12.62%
4	7.8	7.7	1.30%	16.88%
5	9.1	6.1	49.18%	-4.92%
6	7.9	4.8	64.58%	45.83%
7	8.1	3.8	113.16%	0.00%
8	6.9	2.9	137.93%	3.45%
9	2.8	1.7	64.71%	17.65%
10	0.3	0.8	-62.50%	162.50%
			42.39%	24.80%
Math - Growth from BOY to EOY				Last Year
Grade	Concord	Nation	% Diff	
0	27.2	19.1	42.41%	12.04%
1	23.6	18.4	28.26%	16.85%
2	14.7	15.2	-3.29%	-4.61%
3	14.8	13	13.85%	3.08%
4	12	11.6	3.45%	3.45%
5	11.3	10	13.00%	3.00%
6	10.2	7.7	32.47%	18.18%
7	8.7	6	45.00%	25.00%
8	7.7	4.6	67.39%	43.48%
9	5.2	3.1	67.74%	22.58%
10	6.1	2.3	165.22%	4.35%
			43.23%	13.40%

- Course Failure and Recovery Data** - The percentage of courses failed during the 18-19 school year increased by 1.26% from the 17-18. While there was a percentage increase in the number of failures, there was a reduction in the number of students affected by failures during the third trimester as well as the number of failures earned during that final trimester. Worth noting were the number of failures earned by those expelled from school affecting the total number of failures for the entire building.

17-18 Trimester Failure Data

Year	Trimester	# of Failures	# of Students	Total Enrollment
17-18	1st	450	279	1650
17-18	2nd	567	321	1650
17-18	3rd	633	341	1650
TOTAL		1650		

18-19 Trimester Failure Data

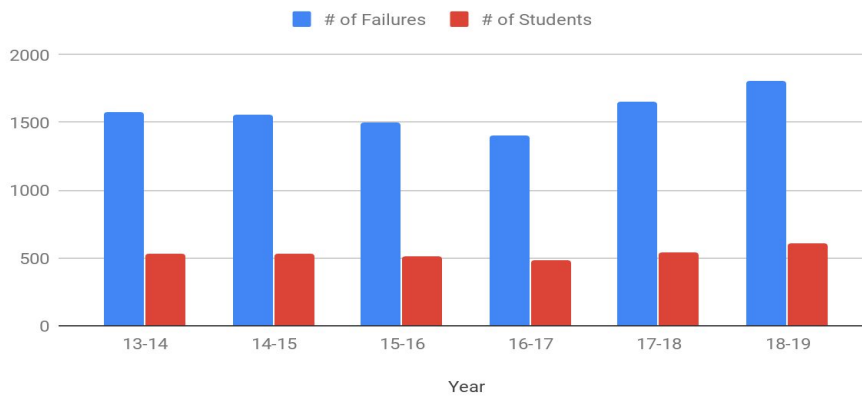
Year	Trimester	# of Failures	Expulsions	# of Students	Total Enrollment
18-19	1st	670	11 (55 F's?)	364	1651
18-19	2nd	642	22 (110 F's)	360	1599
18-19	3rd	498	27 (135 F's?)	287	1525
TOTAL		1,810	300 F's?		

18-19 Trimester Failures by GRADE

	1st Trimester	2nd Trimester	3rd Trimester	Total Failures By Grade Level
9	144	161	149	454
10	209	212	162	583
11	162	149	106	417
12	155	120	81	356
Total Per Tri	670	642	498	

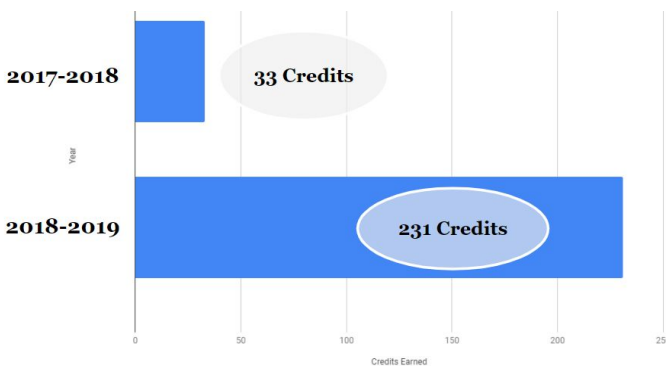
Year	# of Failures	# of Students	Total Enrollment	% of Courses Failed	Total Credits Attempted for Year
13-14	1577	527	1558	6.75%	23370
14-15	1558	530	1595	6.51%	23925
15-16	1500	508	1634	6.12%	24510
16-17	1401	486	1702	5.49%	25530
17-18	1650	539	1653	6.65%	24795
18-19	1810	608	1525	7.91%	22875

of Failures and # of Students



- APEX - Credit Recovery**

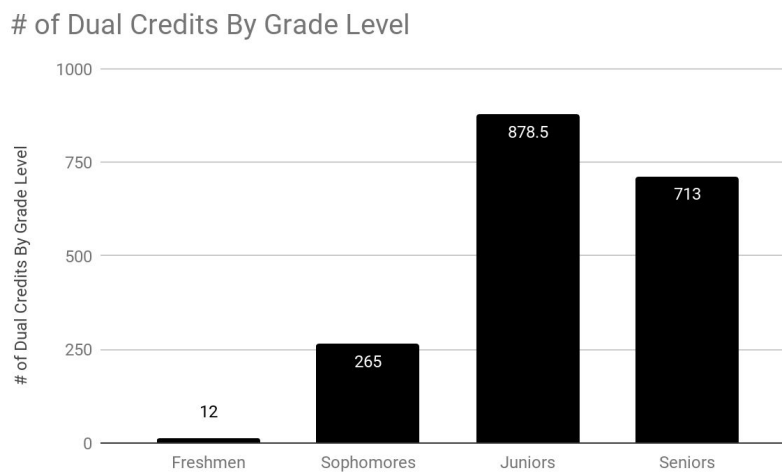
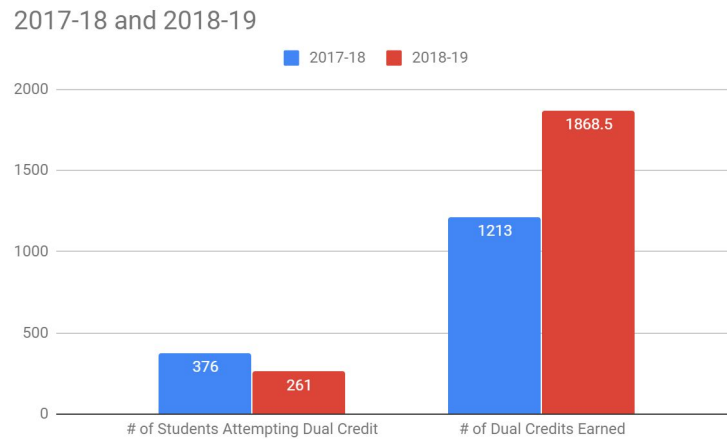
APEX was used as a credit recovery program to support students in earning back credits from course failures. In a comparison between 2017-18 and 2018-19 school years, there was a dramatic increase in the number of credits recovered totalling 231 credits.



117	Earned credit
118	Did not earn credit
231	Credits earned
235	Students enrolled

49.7% of students enrolled in APEX earned at least one credit.

- Dual Credits** - During the 2018-19 school year, 261 students earned a total of 1868.5 dual credits from a higher learning institution through courses taught at both Concord High School and the Elkhart Area Career Center.



Comprehensive Needs Assessment & Root Cause Analysis

Data within this plan indicates a need for continued implementation of instructional strategies to support student achievement. Both close reading and document-based writing focuses as well as argument literacy and rigorous academic expectations are needed to enhance student access to content material to increase understanding and mastery of material. With this increased instructional expectations comes the need for a continued focus on engaged learning. Active and collaborative learning spaces support increased student learning along with the successful implementation of

technology integration within the Digital Learning Age. All of these instructional elements will support student learning, increase standardized test achievement, as well as support credit attainment and recovery by students.

With a focus on college and career readiness and continued implementation of Indiana's Graduation Pathways is imperative in response to low achievement scores demonstrated on the ISTEP. With successful implementation of the Graduation Pathways, students will have the college and career readiness skills necessary to earn a high school diploma per graduation requirements outlined by the State of Indiana's Department of Education. Along with this, students who earn dual credit through participating higher education partners have the added attributes to support their college and career readiness needs to be successful within their postsecondary opportunities.

Action Plan and Monitoring

Goal 1: Decrease credits lost to course failures during freshmen year

Building-Level Problem of Practice (POP)

Data from the 2018-19 school year shows an increase of 160 course failures from the previous school year, with the highest number of failures being earned by the sophomore and freshmen classes. Based on the trend data, the majority of the sophomore failures are earned during the first two trimesters of the school year. The district's expectation is at least 90% of students be college and career ready at the completion of their senior year of high school.

SMART Goal

At the end of the 2019-20 school year, the total number of credits lost by freshmen will decrease by 10% equaling a reduction of course failures by 45 credits.

Theory(ies) of Action

With the 2019-20 school year, freshmen students will be placed in an academy with a consistent core of four teachers who will deliver not only academic content, but who will also be charged with supporting the learning needs of students within their cohort. As part of the [Preparing for College and Careers curriculum](#) included within each freshmen academy, students will learn a combination of college and career readiness skills, social-emotional skills, and academic skills necessary to successfully navigate their secondary and post-secondary careers. Students within the academies will also have an Intervention Period twice weekly where teachers will deliver Tier 2 interventions and enrichment based on student needs illustrated on formative assessments including common assessments in their ELA and math courses. With both of these Tier 1 and Tier 2 systems in place for the class of 2023, the goal would be to decrease freshmen course failures as well as build a system of supports that can be replicated for sophomores during the following school year.

In addition, the following will remain consistent for not only freshmen, but for all grade levels. With a content inclusion requirement of close reading and document-based writing, teachers will focus on these research-based instructional strategies to support student understanding and application of content material. With a detailed focus on teaching students how to access content within complex texts, students will have the ability to gain deeper and more measured understanding of course material through close reading exercises required within each course at the high school. Teachers will then work with students to dissect the close read and apply the knowledge gained to compose a document-based writing piece giving evidence of understanding through text citations and critical analysis. The detailed and researched-based approach to course material will allow students to be academically successful, especially with the implementation of engagement strategies demonstrated through active learning spaces in the high school. With the integration of digital learning tools and collaborative practice within the classroom allowing a minimization of disengaged direct instruction, students will be immersed in learning leading to successful completion of course credit.

Daily implementation of researched-based instructional strategies will occur in all classrooms:

1. Standards-based learning objectives and instruction.
2. Rigorous instruction with high level depth of knowledge performance tasks measured by administrative walkthroughs, observations, and artifact collection.
3. Transition to critical standards as identified by the IDOE to be outlined on course curriculum maps. Mandatory implementation measured by administrative walkthroughs and observations.
4. Focus on active and collaborative learning including digital integration to increase student engagement. Measured by administrative walkthroughs, observations, and artifact collection.
5. Application of close reading and document-based writing. Measured by administrative walkthroughs, observations, and artifact collection.
6. Application of Tier 1 instructional strategies detailed within the CHS Instructional Framework.

Student Group

All students

Grade Level(s)

All grades

Strategies-in-Action			
Intervention/ Implementation Strategies	Student Results Indicators	Desired Results	Sources of Data to Monitor
Focus on both Tier 1 and Tier 2 instructional strategies including	Will lead to a decrease in the number of freshmen students failing to earn	At the end of the 2019-20 school year, the number of lost credits by freshmen	<ul style="list-style-type: none"> ● Common assessment data ● Preparing for College

<p>addressing college and career, social-emotional, and academic skill development in freshmen courses.</p> <p>A focus on close reading, document-based writing, along with engagement rich active and collaborative learning spaces enhanced by digital integration.</p>	<p>course credit.</p>	<p>will decrease by 10% equaling a reduction of course failures by 45 credits.</p>	<p>and Careers data</p> <ul style="list-style-type: none"> ● Intervention Period - Re-teaching Data ● PowerSchool ● Close reading and document-based artifact collection ● Walkthrough and extended observations data measuring active/collaborative engagement strategies and effective digital integration
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Goal 2: Increase the number of recovered course credit at all grade levels

Building-Level Problem of Practice (POP)

Data from the 2019-20 school year shows an increase of 160 course failures from the previous school year. Course failures cause a deficiency in the number of credits students earn in order to meet the graduation requirements. The district’s expectation is at least 90% of students be college and career ready at the completion of their senior year of high school.

SMART Goal

At the end of the 2019-20 school year, the number of credits recovered will increase by 10% from 231 credits to 254 credits.

At the end of the 2019-20 school year, the number of lost credits will decrease by 10% from 1810 credits to 1629 credits.

Theory(ies) of Action

Aside from the preventative measures listed below to support the elimination of course failures, there are two measures being implemented during the 2019-20 school year to support the decrease in course failures. The first being the implementation of a Concord specific [Tier 1 curriculum](#) being delivered by our school counseling department covering college and career readiness, social-emotional learning, and academic skills. This curriculum will be delivered weekly to the entire student body and will support the comprehensive development of students to support a decrease in course failures.

Along with preventive measures to eliminate course failures, APEX credit recovery program will be used to support students who have previously failed a course resulting in a loss of credit. Each semester students will have access to APEX as well as the MOVE UP academy in order to retrieve lost credit.

With a content inclusion requirement of close reading and document-based writing, teachers will focus on these research-based instructional strategies to support student understanding and application of content material. With a detailed focus on teaching students how to access content within complex texts, students will have the ability to gain deeper and more measured understanding of course material through close reading exercises required within each course at the high school. Teachers will then work with students to dissect the close read and apply the knowledge gained to compose a document-based writing piece giving evidence of understanding through text citations and critical analysis. The detailed and researched-based approach to course material will allow students to be academically successful, especially with the implementation of engagement strategies demonstrated through active learning spaces in the high school. With the integration of digital learning tools and collaborative practice within the classroom allowing a minimization of disengaged direct instruction, students will be immersed in learning leading to successful completion of course credit.

Daily implementation of researched-based instructional strategies will occur in all classrooms:

1. Standards-based learning objectives and instruction.
2. Rigorous instruction with high level depth of knowledge performance tasks measured by administrative walkthroughs, observations, and artifact collection.
3. Transition to critical standards as identified by the IDOE to be outlined on course curriculum maps. Mandatory implementation measured by administrative walkthroughs and observations.
4. Focus on active and collaborative learning including digital integration to increase student engagement. Measured by administrative walkthroughs, observations, and artifact collection.
5. Application of close reading and document-based writing. Measured by administrative walkthroughs, observations, and artifact collection.

Student Group

All students

Grade Level(s)

All grades

Strategies-in-Action			
Intervention/ Implementation Strategies	Student Results Indicators	Desired Results	Sources of Data to Monitor
Focus on Tier 1 curriculum supporting	Will lead to a decrease in the number of students	At the end of the 2019-20 school year, the number	<ul style="list-style-type: none"> ● PowerSchool ● Close reading and

<p>the college and career readiness needs, social-emotional needs, and academic needs of students.</p> <p>A focus on close reading, document-based writing, along with engagement rich active and collaborative learning spaces enhanced by digital integration along with enhanced implementation of the APEX credit recovery program</p>	<p>failing to earn course credit and an increase in the number of credits recovered by students</p>	<p>of lost credits will decrease by 10% equaling a reduction of course failures by 181 credits.</p> <p>At the end of the 2019-20 school year, the number of credits recovered will increase from 231 credits to 254 credits.</p>	<p>document-based artifact collection</p> <ul style="list-style-type: none"> ● Walkthrough and extended observations data measuring active/collaborative engagement strategies and effective digital integration ● APEX data ● Tier 1 data ● Naviance data
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Goal 3 and 4: Increase the graduation rate and non-waiver graduation rate

Building-Level Problem of Practice (POP)

Following the ISTEP first test administration for the class of 2020 in the spring of 2018, 184 students in ELA and 328 students in math have yet to successfully complete the proficiency requirements illustrated within this graduation qualifying exam. The district’s and school’s expectation is at least 90% of students be college and career ready at the completion of their senior year of high school. Based on the initial ISTEP/GQE exam, only 17% of seniors are eligible to earn a diploma.

The total number of students within the class of 2019 earning a graduation waiver equalled 102 of 363 graduating seniors who students based on the inability to pass the ISTEP/GQE or the inability to meet the Graduation Pathway requirements.

SMART Goal

The 2020 graduation cohort will have at least a 90% graduation rate by October 1, 2020.

The 2020 graduation cohort will will reduce the number of students graduating with a ISTEP/GQE waiver or Graduation Pathway waiver by increasing the non-waiver graduation rate from 72.35% to 77.35%.

Theory(ies) of Action

With the implementation of the Graduation Pathways by the Indiana Department of Education, Concord High School is defining individual road-maps for each senior within the 2020 graduation cohort. Like was done with the graduating class of 2019 who earned similar ISTEP pass rates, the 2019 cohort had 89.62% or 363 of 405 seniors earn their high school diploma with some using the Graduation Pathways in response to low ISTEP scores. Similarly for the class of 2020, those unable to pass both the ELA and Math portions of the ISTEP, an individual student plan is developed as an alternative to the traditional ISTEP graduation measure through the following:

1. Progress monitoring to support attainment of course credit to support qualification of a high school diploma.
2. Access to opportunities in order to demonstrate employability skills in the areas of work-based learning and service-based learning to qualify for Indiana’s Graduation Pathway requirements.
3. Access to support systems to earn postsecondary readiness competencies.

Based on the proactive measures implemented by our school counseling department and other school departments, these measures will allow students to gain an increased understanding of Graduation Pathway requirements and be able to meet those requirements on a more proficient level causing there not to be a need for a graduation waiver.

Student Group

Specifically seniors then transition to juniors through continued implementation of the Indiana Graduation Pathways through the class of 2023 (current freshmen) who will no longer be required to pass the ISTEP/GQE, but use the Graduation Pathways.

Grade Level(s)

Seniors

Strategies-in-Action			
Intervention/ Implementation Strategies	Student Results Indicators	Desired Results	Sources of Data to Monitor
A focus on implementation of Indiana’s Graduation Pathways through diploma requirements, demonstration of employability skills, and proficiency in postsecondary readiness competencies	Will lead to an increase of the number of students earning a high school diploma	The 2020 graduation cohort will have at least a 90% graduation rate by October 1, 2020.	<ul style="list-style-type: none"> ● PowerSchool ● Graduation Pathway attainment ● Work Ethic Certificate attainment ● ISTEP data ● ACT and SAT data ● Industry certification attainment ● Honors and technical honors diploma

			attainment <ul style="list-style-type: none"> • Industry certification; work-based and service-based learning portfolio submissions
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Goal 5: Increase the number dual credits earned by students

Building-Level Problem of Practice (POP)

Current data reflects 1865.5 credits earned by 261 students to support their college and career readiness as the credits are earned by students seeking postsecondary experience in college, but also within the industry and trades available in the community. Students can earn dual credits through the Elkhart Area Career Center, Concord’s Early College program, Indiana University’s ACP course offered in Concord as well as through courses supported by Ivy Tech Community College.

SMART Goal

By the end of the 2019-20 school year, there will be a 2% increase in the number of dual credits earned by students equating an additional 37 credits in comparison to the previous school year.

Theory(ies) of Action

To support the college and career readiness of students at Concord High School, dual credit earning opportunities afford students the ability to earn college credit through industry certification programs or avenues aligned with two year and four year degree programs. These opportunities translate to preparedness for postsecondary readiness skill application beyond high school.

Student Group

All students

Grade Level(s)

All students

Strategies-in-Action			
Intervention/ Implementation Strategies	Student Results Indicators	Desired Results	Sources of Data to Monitor
With the support of school personnel, students enroll in dual credit courses through ACP, EACC, Ivy Tech	Will lead to an increase of the number dual credit earned to support college and career readiness	By the end of the 2019-20 school year, there will be a 2% increase in the number of dual credits earned by students equally an	<ul style="list-style-type: none"> • PowerSchool • PSAT scores • Accuplacer scores

<p>collaborative courses or an Early College cohort</p>		<p>additional 37 credits in comparison to the previous school year.</p>	<ul style="list-style-type: none"> ● List of students with dual credits each trimester ● List of students with AP score of 3 or higher ● EACC certification attainment ● EACC credit attainment
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Professional Development

The following [document](#) contains the professional development focus for the 2019-20 school year. Professional development will occur at least monthly and delivered during Tuesday morning meetings as well as eLearning Days and Prep Period Workshops.

Technology Infusion

With the transition into Digital Age Learning, Concord High School continues to implement technological tools to engage students in learning and to increase student achievement following the implementation of student devices. Extensive PD and technology support through the district’s Digital Learning Specialists support digital tool integration.

Parent Participation

The following provisions have been put in place to ensure maximum parental participation in the school:

- Parent-Teacher Conferences – two times per school year
- Parent involvement in A+/Public Law 221 Committee
- Parent leadership of various booster organizations: music, athletic, etc.
- Parent participation in attendance procedures
- Current technology allows parents to access student grades, attendance, and discipline online
- School website calendar provides parents and students with additional information including applications for events, etc.
- School Messenger (a software program) allows groups of students or all students to receive phone calls at home informing them of events at the school. Examples include weather delays, first days of school, emergency information, etc.
- A phone calling system calls parents daily to alert them of absences of concern
- School Twitter, Instagram and Facebook accounts share information daily about information or events connected with the school

Safety

Concord High School’s Safe Schools Plan in conjunction with the Standard Response Protocol and the

ALICE Program has procedures in place for emergencies such as tornado, fire, earthquake, lock down ALICE Alert, lock out and disaster evacuation. Precautionary measures are taken so that all who enter the school are specifically buzzed in, welcomed by a staff member and asked to sign in. By doing so there is always a list of adults who are not on staff in the building in order to ensure safety of all at Concord High Side.

Rules and Statutes To Be Waived

None.

Curriculum Description and Location

The Indiana Academic State Standards serve as the foundation of the curriculum at Concord High School. Concord High School's curriculum is currently the Indiana Academic Standards as constrained within the scope of Indiana's course and program description guide. This curriculum model allows teachers to differentiate and select content which best meets student needs within the framework of the Indiana Academic Standards.

The CHS Student Services Department produces a course description guide which defines the courses for the high school, as adopted by the Concord Community Schools. This guide is presented to every student and is available to the school public through the Student Services Department and on the high school website. In addition to identifying the curriculum of Concord High School this guide provides information on graduation and diploma requirements, trimester scheduling, Core 40, dual enrollment, early graduation, and vocational training. A copy of the content standards and curriculum for each course are available on request in the principal's office for public inspection. Each classroom teacher also has a copy of the curriculum.

Core 40 & Academic Honors Diploma Provisions

At the high school, students begin with a curriculum plan which is designed to ensure Core 40 completion – unless an IEP dictates otherwise. New programs are intentionally designed to ensure that students remain on track for the Core 40 diploma as they begin their high school careers.

Beyond that, the staff is committed to providing students with the opportunity to earn academic honors diplomas – and encouraging as many students as possible to take advantage of that opportunity.

Further, it is a stated goal of the school to increase AP and dual-credit course offerings, which will further enhance student opportunities to attain the distinction of academic honors diploma recipients.

Cultural Competence

Concord High School is a diverse school focused on developing and maintaining a community in which all students are welcomed, valued and provided a safe and emotionally supportive learning environment. Concord High School routinely revisits procedures to ensure all students and parents receive educational services that meet their individual needs. The building's English Language Learner

(ELL) teacher makes it a priority to communicate with students and families where English is not the first language spoken in the home. Concord High School also provides special education instruction to students learning foundational skills to be successful in school. Concord High School celebrates diversity and welcomes the opportunity to meet the individual needs of all students.

Principal Reflections & Recommendations

The focus of the 2019-20 school year will continue to center around students successfully completing course requirements while supporting students with interventions and supports to increase course credit recovery opportunities. Concord High School will also work to increase the graduation rate through successful completion of Graduation Pathways requirements. There will also be a focus on college and career readiness through dual credit attainment by students. Through research-based instructional practices and data-driven decision making, teachers will have the tools necessary to evaluate and meet the learning needs of all students.