

School Name: North Side Middle School

School Number: 1753

Street Address: 300 Lawrence Street

City: Elkhart, Indiana

Zip Code: 46514

## **COMPREHENSIVE NEEDS ASSESSMENT/SCHOOL IMPROVEMENT PLAN**

For implementation during the following years: 2019-2022, 2021-2023, 2021-2024,  
2022-2025

### ----- CONTACT INFORMATION -----

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*Read all the way through this document before beginning your work.*

## --- BASIC REQUIREMENTS ---

Principals are required to coordinate the development of an initial three (3) year strategic and continuous school improvement and achievement plan and to annually review these plans. Whether developing a new plan or updating an existing plan, schools must assess their progress and make necessary changes to ensure continuous improvement.

When completed, this document satisfies requirements in Indiana’s Every Student Succeeds Act (ESSA) Plan, federal and state laws, and requirements for Title I Schoolwide Programs. This template contains components that may or may not apply to all schools at all times. **Indication as to who is required to complete a section is noted at the beginning of each Core Element area.**

Common abbreviations used in the plan are:

- ESSA    Every Student Succeeds Act – replaced No Child Left Behind in the reauthorization of federal education law
- TSI     Targeted Support and Improvement – federal government school designation under ESSA
- ATSI    Additional Targeted Support and Improvement – federal government school designation under ESSA
- CSI     Comprehensive Support and Improvement – federal government designation under ESSA

Who is required to submit a school improvement plan (SIP)? **All public and private schools**

Who is required to submit a comprehensive needs assessment (CNA)? **Schools that receive Title I funds AND schools classified as TSI, ATSI, and/or CSI**

Who is required to use the Indiana Department of Education’s SIP template? **Schools classified as TSI, ATSI and/or CSI**

Who is required to use the Indiana Department of Education’s CNA template? **Schools classified as CSI**

**If you are unsure of your school’s identification as TSI, ATSI, and/or CSI, you can find out [HERE](#). (Highlight answer choices below.)**

This is an initial three (3) year plan. <b>Yes</b> <b>No</b>	This is a review/update of a plan currently in use. <b>Yes</b> <b>No</b>
This school is identified as the following by the federal government: (Highlight all that apply) <b>TSI, ATSI, CSI</b>	
(TSI only) Underperforming student groups identified by the federal government: (highlight all that apply) <b>ELA, Math, Attend., Grad., Spec. Ed., ELL, Free/Red., Hisp., Black, White, Multi-Racial, Asian, Am. Indian/AK Nat., Native HI/Other Pac. Is.</b>	
This school receives Title IA funding. <b>Yes</b> <b>No</b> Is the school’s Title I program Schoolwide or Targeted Assistance? <b>SW</b> <b>TA</b> <i>*If you are unsure about Title IA funding and/or the type of program, contact your federal programs specialist.</i>	

## --- PLANNING COMMITTEE [Required for all] ---

Schools that are required to conduct a comprehensive needs assessments (CNA) and/or school improvement plan (SIP) must assess the school’s needs using a committee comprised of stakeholders, including, but not limited to teachers, administrators, parents, and community and business leaders. Some schools may opt to have separate committees for conducting the needs assessment and developing the school improvement plan, while others may not. Simply indicate if a member serves on either or both in the “Committee(s)” column. Many schools may have sub-committees to focus on prioritized areas such as language arts, math, attendance, etc. Indicate this in the “CNA/SIP Sub-committee(s) column below. To be sure the needs of each underperforming student group are addressed, **schools classified as TSI or ATSI must have a sub-committee for each underperforming group.**

List members of the committee below and **highlight** the committee(s) on which they serve. If a member serves on more than one subcommittee, list all those on which the member serves.

Member Name	Title	Committee(s)	CNA/SIP Sub-committee(s)
<i>Sample: Alma Smith</i>	<i>Teacher</i>	<i>CNA, SIP, <b>BOTH</b></i>	<i>ELA, Black, Spec. Ed.</i>
Sara Jackowiak	Principal	Both	
Mary Wisniewski	Assistant Principal	Both	
Chris Scalise	Assistant Principal	Both	
Jennifer Tashijan	Counselor	Both	
Anne Cox	Media Specialist	Both	
Madelyn Pedler	Math Department Chair	Both	
Don Stolz	SS Department Chair	Both	
Peggy Schadler	Science Department Chair	Both	
Jodi Oldfather	Art Department Chair	Both	
Tim Miller	Business Department Chair	Both	
Betsy Tepe	PE/Health Department Chair	Both	
Sandy Carnall	Music Department Chair	Both	
Jessica Ramirez	Sp. Ed. Department Chair	Both	
Kristine Nass	ELA Department Chair	Both	

Sue Sherck	Language Learners Dept. Chair		
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**--- ALIGNMENT [optional] ---**

A systems-based approach to continuous school improvement involves alignment across the district. While still being attentive to their unique needs, schools should align curricular, instructional, and assessment programs with the district’s vision, mission, and goals.

Assess the school’s alignment with the district using this page. If necessary, work with district personnel to make necessary changes before moving forward with the needs assessment. If there is not enough room to type or cut-and-paste the information below, attach appropriate documents.

**District Vision:**

All students share in a guaranteed, rigorous, fair and equitable education, not only reaching growth expectations on State academic standards, but also developing their talents, skills, and mindsets to meet the challenges of an ever-changing world.

**School Vision:**

North Side will build a safe and welcoming community that ensures a commitment to academic and personal growth for all students.

**District Mission:**

The Elkhart Promise: Every student is known by name, challenged and supported by highly effective staff, and in partnership with the community will graduate career/college ready and life ready.

**School Mission:**

It is our mission for all students to master skills, gain confidence in their abilities, and explore pathways related to their personal interests and talents.

**District Goals:**

1. Increase principal and teacher knowledge base of analyzing EL data to identify individual student needs and plan for specific instruction to meet the needs of all EL students
2. Develop Tier I behavior expectations through explicit instruction to students within a strong PBIS PRIDE framework
3. Increase the capacity of educators to plan and implement effective Tier I instructional practices and Tier II interventions aligned to Tier I

Does the school’s vision support the district’s vision?	Yes	No
Does the school’s mission support the district’s mission?	Yes	No
Do the school’s mission and vision support district goals?	Yes	No

If the school's mission, vision, and/or goals are not aligned with those of the district, what steps will the school take to do so?

## SECTION A: Review Essential Information

All schools are required to provide basic information about the following **core elements**: curriculum; assessment; safe and disciplined learning environment; technology; cultural competency; parental involvement; secondary offerings; and, career awareness and development. Information requested in the following sections is intended to promote discussion about how the core element might be aiding or inhibiting continuous school improvement efforts. Responses are NOT to monitor compliance. After discussion, place an 'x' in the last column if the items should be considered by the school's planning team when reviewing data and/or developing school goals. Do this for all tables where the 'x' column exists.

### Core Element 1: Curriculum [Required for all]

List primary curriculum resources (i.e. adopted materials) and supplementary materials such as online subscriptions or other such materials used by the majority of teachers. Subject/Courses should include: English/language arts, math, social studies, science, visual arts, music, health, and physical education. Assess the degree to which these resources are aligned with the Indiana Academic Standards. Consider the need to keep, replace, or discontinue use of materials that are not essential for instruction. If room does not allow for all resources to be listed below, continue the list on a separate page and attach it to this document. Secondary schools may attach or link course descriptions.

Subject/Course	Grades	Resource Name	Aligned to IAS	Tier (highlight all that apply)	Rationale for Resource Use	Continue Use?	X
Sample: Reading	1-6	ABC Reading is Fun	Yes	Tier 1, 2, 3	Textbook and readers are core component of reading program.	Yes No	
English Language Arts	7-8	Smekens	Yes No	Tier 1, 2, 3	Research based literacy strategies.	Yes No	
English Language Arts	7-8	Holt McDougal Literature	Yes No	Tier 1, 2, 3	Textbook provides reading material.	Yes No	
Math/ELA	6-8	IXL	Yes No	Tier 1, 2, 3	IXL is personalized learning. With a comprehensive K-12 individualized guidance, and real-time analytics, IXL meets the unique needs of each learner.	Yes No	
Science	7-8	SEPUP	Yes No	Tier 1, 2, 3	Inquiry based Science curriculum aligned to state standards	Yes No	
Band/Orchestra/Choir	7-8	Essential Elements	Yes No	Tier 1, 2, 3		Yes No	
Math	7-8	Math Techbook	Yes No	Tier 1, 2, 3	Digital Textbook that provides mathematical concept material.	Yes No	
Social Studies	8	McGraw Hill Discovering History of our Past	Yes No	Tier 1, 2, 3		Yes No	

Social Studies	7	Pearson My World Geography-Eastern Hemisphere	Yes No	Tier 1, 2, 3		Yes No	
Preparing for College and Careers	8	Naviance and District Created curriculum	Yes No	Tier 1, 2, 3		Yes No	
Health	8	Glencoe Teen Health	Yes No	Tier 1, 2, 3		Yes No	
Art	7/8		Yes No	Tier 1, 2, 3		Yes No	
Physical Ed.	7/8		Yes No	Tier 1, 2, 3		Yes No	
Business Technology	7	District Prepared Curriculum	Yes No	Tier 1, 2, 3		Yes No	

**Core Element 1: Curriculum [Required for all]**

*continued*

Best Practice/Requirements Self-Check	Yes/No	X
The school uses district-established curriculum that is aligned to the Indiana Academic Standards.	Yes No	
Pacing guides and/or curriculum maps are used to plan and teach a standards-based curriculum.	Yes No	
Teachers and staff are engaged in cross grade-level articulation of standards.	Yes No	
A culturally responsive curriculum is used to ensure all students' cultural differences are recognized and appreciated.	Yes No	

The public may view the school's curriculum in the following location(s):  
 On the Elkhart Community Schools District website. <http://elkhart.k12.in.us>

## Core Element 2: Instructional Program [Required for all]

Schools are required to address the learning needs of all students and develop strategies, programs, and services to address such needs. Sound instructional practices are essential for students to reach the highest levels of academic achievement.

Best Practice/Requirements Self-Check	Yes/No		X
The school has a process for identifying the exceptional learning needs of students who are highly proficient and at risk of failure.	Yes	No	
A process for coordinating instructional services (e.g. Head Start, adult education, etc.) is in place.	Yes	No	
A variety of instructional strategies are employed to meet the diverse learning needs of students.	Yes	No	
Teachers use strategies that monitor and adjust instruction during lessons (e.g. adjusted based on checks for understanding).	Yes	No	
Teachers ensure students are engaged in cognitively complex tasks (including varying depth of knowledge) during instruction.	Yes	No	
Teachers use instructional strategies that ensure students have multiple means of accessing instructional content.	Yes	No	
Instructional strategies provide students with multiple options for illustrating their knowledge.	Yes	No	
Instructional strategies foster active participation by students during the instructional process.	Yes	No	
Teachers and staff promote authentic learning and student engagement across all content areas.	Yes	No	
Strategies and instructional methods ensure equity of opportunity for all students during the learning process.	Yes	No	
Instructional strategies assist with bridging the cultural differences in the learning environment.	Yes	No	
Teachers and staff integrate evidence-based strategies during Tier II and Tier III instruction.	Yes	No	
Teachers work collaboratively to support and refine instructional effectiveness (e.g. with feedback, coaching, etc).	Yes	No	
High expectations for academic achievement are made clear to students and supported with adequate scaffolding and resources.	Yes	No	

### **For Title I schools with Schoolwide Programs only:**

Describe activities and programs implemented at the school to ensure that students who have difficulty mastering proficient and advanced levels of academic achievement are provided with effective and timely additional assistance.



## Core Element 3: Assessment [Required for all]

List the assessments used **in addition to** the following statewide assessments: ILEARN, IREAD, I AM, ISPROUT, and PSAT. Include type of assessment (benchmark, common formative, or summative), the frequency with which these are administered, and a brief rationale for their use. To find out more about formative, interim, and summative assessments, click [HERE](#). Consider the need to keep, replace, or discontinue use of each assessment based on the value and use of the data it provides.

Assessment Name	Grade(s)	Frequency	Type and Rationale for Use	Continue Use	X
NWEA	7 - 8	Benchmark, Com. Form., Summative, Other	Spring/Fall- Measure Growth of all students in Math and Reading. Used to guide individual students. Can be used to set Primary, Secondary or Division goals for some teachers.	Yes No	
ACCESS	7 - 8	Benchmark, Com. Form., Summative, Other	The purpose of the English language proficiency assessments is to determine a student's level of English proficiency. The summative assessments are also used for accountability purposes. Can be used to set Primary, Secondary or Division goals for some teachers and admi	Yes No	
I AM	7 - 8	Benchmark, Com. Form., Summative, Other	Measures student achievement and growth in ELA and Math. I AM is the summative accountability assessment for students with significant cognitive disabilities.	Yes No	
		Benchmark, Com. Form., Summative, Other		Yes No	
Departmental Common Formative Assessment	7-8	Benchmark, Com. Form., Summative, Other	To determine student knowledge before units are taught and what was learned after completing units.	Yes No	
End of course assessments	7-8	Benchmark, Com. Form., Summative, Other	To measure student learning and as reflective information for teachers to establish effectiveness of instruction.	Yes No	
Classroom bellwork, exit slips, check for understanding	7-8	Benchmark, Com. Form., Summative, Other	Used to practice what they have learned and to determine what students know and used as reflective information for teachers to establish effectiveness of instruction.	Yes No	
Course Unit exams	7-8	Benchmark, Com. Form., Summative, Other	To measure student learning and as reflective information for teachers to establish effectiveness of instruction.	Yes No	
Content Area Vocabulary	7-8	Benchmark, Com. Form., Summative, Other	To measure student mastery of identified content area vocabulary.	Yes No	
		Benchmark, Com. Form., Summative, Other		Yes No	

Best Practice/Requirements Self-Check	Yes/No	X
A system is in place to use assessment data to make decisions about programs, practices, and instruction.	Yes No	
The school uses assessment data to identify students for Tier II and Tier III instruction.	Yes No	
Locally created assessments are reviewed and revised regularly to ensure priority standards are being measured at the appropriate levels of depth and rigor.	Yes No	

**For Title I schools with Schoolwide Programs only:**

Describe opportunities and expectations for teachers to be included in decision-making related to the use of academic assessment results, where the intent is to improve student achievement.

## Core Element 4: Coordination of Technology Initiatives [Required for all]

Briefly describe how technology is used by students to increase learning.

1:1 technology has been provided by the district. Each student receives an iPad for the school year. The focus of the 1:1 learning initiative is to maximize student collaboration, provide more engaging lessons, and expand the rigorous student-centered learning experiences available to each child. In addition, providing devices to every student opens the door for our teachers to design learning experiences where students develop the digital literacy skills needed to become competent and responsible future-ready citizens.

The iPad provides additional opportunities for students to engage in reading and writing regardless of their proficiency level. Many of the professional development opportunities provided to teachers have focused on using the built in accessibility features of the iPads like speech to text, Safari Reader, speak screen and screen recording. These features allow even our youngest learners the ability to engage in the content and provide meaningful feedback to teachers on what they have learned.

The school also has a technology ambassador to help coach teachers on additional ways to meaningfully incorporate technology into lessons and projects. The technology ambassador continues to participate in professional development from the district in a train the trainer model. Our technology ambassador then works with individual teachers, PLC teams, and the entire school to incorporate these new instructional strategies

In addition to iPads and 1:1 professional development the district has adopted Canvas as the learning management system for secondary students. Teachers have received professional development on how to maximize Canvas in the classroom to enhance student learning. In order to ensure that teachers continue to build their knowledge related to instructional technology, the district continues to offer a wide variety of professional development. The technology related professional development is offered at varied times, in person and online and is leveled so it is relevant to all teachers.

Best Practice/Requirements Self-Check	Yes/No	X
The school has a process for integrating technology into the instructional program to promote learning.	Yes No	
A plan is in place to provide in-service training in the use of technology.	Yes No	
Protocols and criteria are used to review and select technology hardware, software, and instructional programs.	Yes No	
There are established procedures for maintaining technology equipment.	Yes No	
Sufficient infrastructure exists to support instructional, assessment, and operational needs.	Yes No	

## Core Element 5: Career Awareness and Development [Required for all]

Answer the questions for the grade levels in your school.

### Grades K-5 only

What career awareness activities are provided for students? (Highlight all that apply)

	Career Day/Fair or Community Day
Career Simulation (JA/Biztown, etc.)	Career-focused clubs (Robotics, agricultural garden, STEM, etc.)
Career-focused classroom lessons	Guest speakers
Other	

If "Not currently implementing career exploration activities" was checked above, explain why.

### Grades 6-8 only

What career awareness activities are provided for students? (Highlight all that apply)

Discovering College and Careers courses in 7th and 8th grade	
Career-focused classroom lessons	Job-site tours-Manufacturing Day
Guest speakers	Career Quest
Career-focused clubs (i.e., Robotics, Agriculture Garden, STEM, etc.)	Online career navigation program- Naviance
Thor Industries Educational Outreach	

If "Not currently implementing career exploration activities" was checked above, explain why.

### Grades 9-12 only (add others in blanks as necessary)

What career awareness activities are provided for students? (Highlight all that apply)	

If “Not currently implementing career exploration activities” was checked above, explain why.

## Core Element 6: Safe and Disciplined Environment [Required for all]

All schools are required to develop a school safety plan. That plan is not part of this document. Since student safety and social-emotional well-being are crucial factors in learning, the questions below are intended to promote conversation about how the school’s environment adds to or takes away from student learning. [North Side Crisis Plan](#)

Best Practice/Requirements Self-Check	Yes/No	X
Practices are in place to develop and maintain a positive school climate between staff, students, and families.	Yes No	
A multi-tiered system of support (MTSS) provides students with academic, behavioral, and social-emotional care and early intervention.	Yes No	
Discipline rules are established, and copies of the rules are made available to students and their parents/guardians.	Yes No	
Discipline rules to prevent bullying are in place and include education, parental involvement, and intervention.	Yes No	
A suicide awareness and prevention policy is in place and staff have been appropriately trained.	Yes No	
High expectations for behavior and attendance are communicated to families and consistently reinforced by all staff.	Yes No	
All staff express belief that all children can learn and consistently encourage students to succeed.	Yes No	
The school develops staff capacity to create positive classroom and school climates that are culturally responsive.	Yes No	

## Core Element 7: Cultural Competency [Required for all]

List the racial, ethnic, language-minority, and socio-economic groups in your school's population. Provide strategies and indicate whether or not professional development is needed to successfully implement these strategies. Any such professional development should be detailed in the professional development plan portion of this document. Cultural competency considerations are embedded throughout this document

Identify the racial, ethnic, language-minority, and socio-economic groups in your school by highlighting groups below.

American Indian/Alaskan Native	English Language Learner	Multiracial
Asian	Free/Reduced Lunch	Native Hawaiian or Other Pacific Islander
Black	Hispanic Ethnicity	White

Describe how racial, ethnic, language-minority, and socio-economic groups are identified.  
Enrollment forms, Home language survey and school lunch forms.

Describe strategies for increasing educational opportunities and performance for students in groups identified for the school.

All students have access to courses offered at North Side. Course schedules are created based on student choice, individual learning needs, and required coursework. Special Education and EL students will have a daily skills/Independent Study class with a special education/EL teacher to support the individual academic needs. All students will receive interventions and remediations within their scheduled classes based on data from formative and summative assessments.

- SIOP strategies will be used in all classes
- Differentiated instruction utilizing the core curriculum
- [I can statements and Language Objectives](#) will be posted in all classes.
- Small group/whole group will be provided to best meet the needs of students.
- Tiered Instruction for all students
- [Performance level descriptors](#)

What professional development might be necessary for staff to work effectively in cross-cultural situations?

- Professional Development on the implementation of SIOP instructional strategies is necessary in order to increase the understanding of how to best serve English Language Learners as well as improving Tier 1 instruction for all students.
- Professional development is needed in the area of helping general education teachers know how to best serve students with reading comprehension across the curriculum using strategies and resources from Kristina Smekens and Courtney Gordan. Strategies learned by ELA and EL teachers in previous years will be shared with the entire staff to increase knowledge and support implementation in all classrooms.
- Continued training is needed for all in order to increase the awareness of how to respond when students display behaviors of escalation and how to appropriately de-escalate situations.

What curriculum materials are used to ensure all students' cultural differences are recognized and appreciated?

We will continue to improve our understanding and implementation of SIOP(Sheltered Instruction Observation Protocol) strategies and practices to better understand and support not only our English Language Learners but to improve Tier 1 instruction for all students.

Staff will continue to utilize de-escalation and regulation strategies from Trauma Informed Care training(TIC) and our MTSS Team will continue to support students in trauma. Statistics show that many students who are placed in Special Education programs or in our ED classroom represent minority students.

## Core Element 8: Review Attendance [Required for all]

Reduction of absenteeism is a top priority for Indiana schools. Students are considered chronically absent when they are not in attendance for ten percent of the school year. This equates to approximately 18 days of school.

Number of students absent 10% or more of the school year.

**2021-2022:** 299 (39.3%)

**2020-2021:** 438(53.5%)

**2019-2020:** 121 (14.76%)

What may be contributing to the attendance trend?

Socio-economic status, difficulty in school academically are major factors when looking at students with chronic attendance problems. In 2021-2022, on average those reaching chronic absenteeism were special education and students who qualified for free and reduced meals. More and more of our students are needed at home to watch younger siblings and/or don't have parents at home in the morning to ensure that the students come to school.

What procedures and practices are being implemented to address chronic absenteeism?

North Side follows the County Wide attendance plan which is monitored by an administrator and Social Worker. [District Attendance Levels](#) Teachers, administrators and our guidance department reached out to students and families via automated and personal phone calls, emails, Talking Points and home visits to develop plans that will support students with chronic absenteeism. For those students who did not have consistent access to the internet, we were able to provide them with Ipads that had built in wifi. This did help a few students but many of these students also had other factors impacting their participation/attendance.

If procedures or practices to reduce chronic absenteeism are in place, how are the results monitored? Attendance is monitored on a daily, weekly and monthly basis to identify which students are missing school or not logging in for elearning, As well as to find patterns in individual students attendance.

Best Practice/Requirements Self-Check	Yes/No	X
The school has and follows a chronic absence reduction plan.	Yes No	
A multi-tiered system of supports (MTSS) is in place to identify and help the academic, behavioral, and/or social emotional needs of chronically absent students.	Yes No	

## [Core Element 9: Parent and Family Engagement \[Required for all\]](#)

How does the school maximize family engagement to improve academic achievement?

- Canvas
- Back to School Night/Orientation
- Social Media
- Website
- Powerschool
- Student Led Parent Conferences
- North Side Parent Organization
- Teachers use a variety of communication tools to communicate to parents including both paper and technology formats.
- CARES mentoring
- Spring Open House for incoming 6th graders
- Technology Information Night
- Social Media Awareness Night
- Newsletters
- School Marquee
- 1 on 1 conversations
- Home visits

In what ways are parents/families able to express ideas, concerns, and/or suggestions?

- Surveys
- P/T Conferences
- IEP process
- Extra-Curricular Events
- MTSS
- Social Worker
- Sprigeo
- Naviance
- Open communication with teachers and administrators through meetings, emails and phone calls.



In what ways does the school involve parents/families to maintain or increase high levels of student attendance?

- Home visits
- Automated phone calls home when a student is marked absent from a class period. Along with communication from teachers, Social worker, Counselors and Administrators. Communication includes phone calls, emails, text messages and home visits.
- There is a Elkhart County wide attendance system that is in conjunction with the Probation Dept. Which includes a letter going home and parent meetings.
- Collaboratively developing an attendance plan for each student to ensure appropriate support is in place for students and for families.

How do teachers and staff bridge cultural differences through communication?

- North Side has added a full time Community Liaison-Translator to assist with our non-english speaking families and students.
- NorthSide employes a bi-lingual Social Worker
- All informational materials intended for parents are translated into Spanish
- The Talking Points App is used to translate text messages in to several different languages
- PD in Trauma Informed Care is ongoing and a high priority District initiative
- SIOP
- Restorative Practices and Center for Community Justice

## **Core Element 9: Parent and Family Engagement [Title I Schoolwide only]**

**The following is specific to Title I Schoolwide Programs.**

Describe strategies used to increase parental involvement.

How does the school provide individual academic assessment results to parents/guardians?

How does the school involve parents in the planning, review, and improvement of the schoolwide plan?

## Core Element 10: Provision for Secondary Schools [Secondary schools only]

How do course offerings allow all students to become eligible to receive an academic honors diploma?

**In middle school, qualifying students are given the opportunity to take Geometry and Biology. While these classes are not listed in the academic honors diploma, these courses are necessary first steps to taking the classes required for the academic honors diploma.**

How are all students encouraged to earn an Academic Honors Diploma or complete the Core 40 curriculum?

**Students are offered opportunities to take several classes for high school credit toward the Honors Diploma or the Core 40. Courses offered for credit include: PE1, Algebra 1, Geometry, Biology.**

How are advanced placement, dual credit, international baccalaureate, and CTE opportunities promoted?

Graduation rate last year:

Percent of students on track to graduate in each cohort:

## **Core Element 11: Provision for Title I Schools Operating a Schoolwide Program**

**This section applies only to schools that receive Title I funding and operate a Schoolwide Program**

Describe how your school coordinates and integrates Federal, State, and local funds and resources, such as in-kind services and program components.

Provide a list of programs that will be consolidated under the schoolwide plan (if applicable).

Describe the school's plan for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a state-run preschool program.

Describe strategies used to attract high-quality teachers to your school and/or district. Examples could include: Mentoring and induction programs; recruitment incentives; high-quality professional development; partnerships with teacher preparation programs; and, career pathways for teachers leaders.

Provide a list of all instructional staff. Include licensure/certification and current class/subject areas being taught. To provide this information, you may include a link, attach the information to this document, or list the information in the table below

[2022-2023 Certified Staff List](#)

## SECTION B: Needs Assessment

**Every** school is required to address the learning needs of all students, including programs and services for exceptional learners (special education and high ability). Below is a list of possible sources of data to help evaluate your school’s current performance in the steps below. Schools are not required to use each of these, but data must be used in determining where improvement is needed immediately. This information is necessary when performing the Gap Analysis and Root Cause Analysis. Mark “X” next to each source of data used in the following steps and attach or link the data reviewed for this plan.

General Academic and Schoolwide		WIDA		Special Education		High Ability	
X	Statewide Assessments	X	Individual Learning Plans (ILPs)		IAM Assessment		Aptitude Assessment (e.g. CogAT)
	Districtwide Assessments		Performance Gap Data	X	Individual Education Plans (IEPs)		Current High Ability Grant
	Assessment by Student Group		ESL Staff Training		Performance Gap Data		Performance Gap Data
	Common Formative Assessments	X	Service Delivery Model	X	Special Education Training for Staff		High Ability Training for Staff
	PSAT/SAT/ACT Assessments		Federal (ESSA) Grade for Group		Approved Testing Accommodations		Service Delivery Model
	Dyslexia Screening Data		Current Title III Grant		Federal (ESSA) Grade for Group		
	Common Formative Assessments		Parental Involvement		IEP Compliance Report		
X	Attendance Reports – general and by student groups	X	WIDA	X	Special Education Staff Assignments		
	Survey of Students, Staff, Parents, and/or Community	<b>Be sure there is no personally identifiable information for students in any/all linked/uploaded data.</b>					
	Staff Attendance						<a href="#">North Side CNA Data</a>

### **Step 1: Review Potential Issues from the Core Elements**

In this section, the committee should begin reviewing the information from the core elements in Section A. Look back at the information in Section A. If there were items checked (X) for further discussion, note them below and discuss them considering the following two questions:

**Do these issues significantly impact our current school goals as strengths or problems?** Both chronic absences and the number of out of school suspensions have a detrimental effect on our school goals and students academic progress. By not utilizing a wide variety of effective Tier 1 instructional strategies that are both culturally responsive and academically appropriate, students are not fully engaged and don’t desire to come to school. Not utilizing a variety of strategies also results in lower academic growth and achievement for all students, particularly our English learner and Special Education populations.

**Do these issues present significant strengths or problems not already addressed by goals in our current school improvement plan?** The percentage of students not demonstrating growth and proficiency on state assessments can be directly related to low engagement, poor attendance and increased discipline issues.

If there is an issue that fits one of the above, note the issue and consider it when determining whether to conduct a Gap Analysis.

## **Step 2: Evaluate Progress on Current School Goals**

If there is evidence that current school goals are priorities where improvement is needed immediately, schools should continue working toward meeting these goals. The section below is a brief review of current goals. This is intended to help you decide if these goals should continue to be the focus of improvement efforts. To analyze the progress of current goals and look for any gaps in performance, the committee should use a variety of data. **Schools with identified underperforming student groups must analyze data about these groups, including but not limited to: assessment, attendance, and behavior.** All schools are required to consider the needs of exceptional learners (special education and high ability) using data to assess their progress.

Review current goals using data referenced above. Current goals may need to be modified based on your findings. This is done in the Goals section.

**Goal 1** By Spring 2022, 20% of students in grades 7-8 who are identified as English Learners and/or Special Education will demonstrate growth on the ILEARN Mathematic Assessment.

Measurable outcome met? Yes **No**

**If the goal was met, how will the school further improve or sustain this level of performance?**

**If the goal was not met, explain why.** Many factors contributed to English Learners and Special Education students not making growth on the ILEARN Mathematic Assessment. Tier 1 instruction was not effective or consistent for all students. Due to staff shortages, class sizes were large, teachers were teaching overloads and we did not have sufficient time for collaboration. Also, due to staff shortages, we were not able to offer effective or timely interventions to address students' individual needs. Another factor contributing to the lack of student growth was discipline issues. the number and severity of discipline infractions resulted in many students being suspended out of school.

**If the goal was not met, should the school continue to work toward this goal?** **Yes** No Yes, we should continue to work toward providing academic interventions for all students particularly for our EL and Special Education students. This should be used as an action step toward a goal of improved academic achievement for all students.

**Goal 2** All teachers and staff will receive Social Emotional Learning training so they can better understand and respond to the emotional and physical needs of students. As a result of training, there will be at least a 10% decrease in the number of office referrals when comparing first and second semester data.

Measurable outcome met? Yes **No**

**If the goal was met, how will the school further improve or sustain this level of performance?**

**If the goal was not met, explain why.** All staff completed Trauma Informed training during the 2020-2021 and the 2021-2022 school year. Despite all staff completing the Trauma Informed Care Training, we did not see a decrease in office referrals. The frequency and severity of the behavioral and discipline issues experienced by the school last year, far exceeded any number previously experienced.

**If the goal was not met, should the school continue to work toward this goal?** **Yes** No

We will continue to work on decreasing the number of office referrals but we will do this by focusing on the development and implementation of engaging Tier 1 instruction along with implementation of strategies learned through the Trauma Informed Care training.

**Goal 3** By Spring 2022, there will be a 15% decrease in the number of students reaching chronic absenteeism as compared to May 2021.

Measurable outcome met? **Yes** No

**If the goal was met, how will the school further improve or sustain this level of performance?** We will continue to monitor student attendance on a daily/weekly basis. Communication with families, community resources and following the county attendance protocols will be our main priorities.



**If the goal was not met, explain why.**

**If the goal was not met, should the school continue to work toward this goal?    Yes    No**

## SECTION C: Analysis

### **Step 1: Conduct a Gap Analysis**

A Gap Analysis is a procedure for determining needs by highlighting differences between a school’s desired performance and its actual performance. Data about the school’s current performance should drive discussions about these differences.

In Sections A and B, the committee analyzed the school’s performance in a number of areas. This included core elements of the school and current school goals. For the first column the committee should consider two questions:

- 1) Are our current goals still areas where improvement is needed immediately?
- 2) What concerns did we find when studying the core elements that might be serious enough to need improvement immediately?

Now the committee will conduct a Gap Analysis to identify the most significant barriers to the school’s success.

Here’s an **example** of how a committee member might explain the gap analysis process:

*During our discussion about the core elements we felt student misbehavior has gotten worse. If that’s the case, it is counter to what we believe. We are committed to providing all students with a safe and disciplined learning environment. We want to find out if discipline is a real problem based on data. We’ll state our commitment about a safe environment in the 1st column. It is not a current goal, so we’ll put “No” in the 2nd column. We’ll collect discipline data and summarize our findings in the 3<sup>rd</sup> column. We’ll compare what we’re committed to regarding student safety with what the data shows. We’ll state our finding in the 4<sup>th</sup> column. If there is a significant difference between what we are committed to and what is actually happening, we’ll consider this a gap and put a check in the 5<sup>th</sup> column. Lastly, we’ll compare this with other gaps we found on this chart. We’ll prioritize these in the final (6th) column (rank your priorities).*

	1	2	3	4	5	6
<b>Desired Performance Indicators Based on Prioritized Goals/Characteristics</b>	<b>Current Goal</b>	<b>Actual Performance Based on School Data</b>	<b>Brief Description Comparing Current Performance to Desired Performance</b>	<b>Gap</b>	<b>Priority</b>	
<i>A safe and disciplined school environment provides an educational atmosphere conducive to learning and personal well-being.</i>	<i>No</i>	<i>In-school suspensions increased 15% over the last 2 years. Suspensions &amp; expulsions increased 8% &amp; 4% respectively. Survey: 45% of students do not feel safe at school.</i>	<i>We are committed to a learning environment that ensures safety and well-being for all. Data indicates that students do not feel safe and that misbehavior resulting in suspensions and expulsions has increased.</i>	<b>X</b>	<b>1</b>	

There is no requirement for the number of performance indicators you investigate. **Schools with identified underperforming student groups must include a desired performance indicator relevant to each of these groups.**

## GAP ANALYSIS TEMPLATE

Desired Performance Indicators Based on Prioritized Goals/Characteristics	Part of Current Goal?	Actual Performance Based on School Data	Brief Description Comparing Current Performance to Desired Performance	Gap	Priority
Improved achievement on standardized tests such as NWEA and ILEARN. Particularly for special education and EL students.	Yes No	<a href="#">2021-2022 CNA Data</a>	Special Education and EL students are not reaching proficiency on any standardized tests. There is a lack of consistency in providing tier 1, 2 and 3 instruction to these groups.	X	1
Improving Tier 1 instruction for all students to increase engagement and achievement.	Yes No		Tier 1 instruction is not engaging and is not currently meeting the academic needs of students in ELA and Math.	x	1
Improved achievement on the ILEARN math assessment for all students.	Yes No		In 2022, less than 20% of our current students scored at or above proficiency. It is desired that this percentage be equal to or surpass the state average.	X	1
	Yes No				
	Yes No				
	Yes No				

List the top 3 or 4 on the next page in the column, *Identified Priorities from Previous Chart*.



**Step 2: Conduct Root Cause Analyses**

Based on review of data from the Gap Analysis, list at least 3 priorities where improvement is needed immediately in the chart below. Schools classified at TSI/ATSI should consider priorities pertaining to the underperforming groups for which they have been identified.

Determine the root cause(s), or underlying cause(s), for the gaps in the prioritized areas.

A Root Cause Analysis is a process for determining underlying causes for problems. The recommended tool for this is 5-Whys. An illustration of this process is found [HERE](#). Although conducting a root cause analysis is required, schools may use any recognized method/tool of their choice. CSI and TSI/ATSI schools must attach documentation of their root cause analysis (e.g. Word/Google document, pdf, photo of wall chart, etc.).

<b>Identified Priorities from Previous Chart</b>	<b>List Root Cause(s)</b>
Low achievement and growth of all students especially, Special Education and EL students.	Instructional strategies that do not address the individual needs of students. Not utilizing a wide variety of strategies specifically aimed and under achieving special education and EL students. Not consistently providing timely academic interventions and support.

*Write your Goal(s) from these.*

*Develop strategies from these.*

**SECTION D: School Improvement Plan and Professional Development Plan**

The school improvement and professional development plans are developed once immediate needs are identified. The plans are developed from these needs and are the filter through which most decisions are made. The school improvement plan and professional development plan drive all aspects of continuous improvement efforts for the school.

1. Develop school improvement plan goals from the identified priorities. Based on your review of data, goals may be:
  - a. A continuation of existing goals and/or
  - b. New goals, based on areas where improvement is needed immediately.
2. Develop a professional development plan, basing professional development goals on:
  - a. Strategies in the school improvement plan;
  - b. Other areas, apart from the improvement plan, where professional development is a priority.
3. Identify and note possible funding sources from local, state, and federal resources that may support the plan(s).

<b>Possible Funding Sources</b>		
Title IA	McKinney-Vento	General funds
Title II	High Ability	Head Star
Title III	Early Literacy	
Title IV	Twenty-first Century After School Program	
School Improvement (SIG)	Rural and Low Income Schools	

## School Improvement Plan

### Using the Goal Template- Goals in this section are examples-

#### **Goals**

Are a result of identified priorities (where improvement is needed immediately)

Are based on a 3-year plan, starting with the current year (Goal 1) and followed by succeeding years (“Yr 2” and “Yr 3”).

#### **Evidence-Based Strategy**

A strategy is a specific plan of action to accomplish a goal. Strategies must be supported by evidence considered to be strong or moderate. Find out about evidence-based interventions [HERE](#). In the school improvement plan, check if professional development is needed to successfully implement the strategy. These activities may be replicated and expanded on in the professional development plan.

#### **Strategy Action Steps**

Action steps are specific actions necessary to implement a strategy. In the template, schools may have more or less than four (4) action steps.

Space is provided for four. Add additional steps if needed.

<i>Example-GOAL 1</i>	<i>By Spring 2022, 70% of students in grades 6-8 who are identified as in need of special education services in mathematics, will demonstrate mathematical proficiency as measured by the ILEARN assessment.</i>			
<i>Data Checkpoints (dates)</i>	<i>November 1</i>	<i>February 15</i>	<i>May 25</i>	
<i>Evidence at Checkpoints</i>	<i>Math scores on interim test</i>	<i>Math scores on interim test</i>	<i>Math scores on interim test</i>	
<i>Evidence-Based Strategy 1</i>	<i>Implemented blended instructional models in mathematics classes in grades 5-8. Bottge, Brian A., et al. "Effects of Blended Instructional Models on Math Performance." Exceptional Children, vol. 8, no. 4, June 2014, pp. 423-437., doi: 10,1177/0014402914527240.</i>		<i>PD Needed: Yes No</i>	
<i>Strategy Action Steps</i>	<i>Required Activity</i>	<i>Start/End Dates</i>	<i>Person(s) Responsible</i>	<i>Evidence of Success</i>
<i>Action Step 1</i>	<i>Conduct on-going, job-embedded training for teachers and instructional support staff.</i>	<i>August 2021- May 2020</i>	<i>Leadership Team, Math Department Chairs</i>	<i>85% of teachers implemented blended instructional model lessons as determined by information from observations by coaches and the administrator.</i>
<i>Yr. 2 Measurable Objective</i>	<i>By Spring 2022, 74% of students in grades 6-8 who are identified as in need of special education services in mathematics, will demonstrate mathematical proficiency as measured by the ILEARN assessment.</i>			
<i>Yr. 3 Measurable Objective</i>	<i>By Spring 2022, 79% of students in grades 6-8 who are identified as in need of special education services in mathematics, will demonstrate mathematical proficiency as measured by the ILEARN assessment.</i>			

<b>NS-GOAL 1</b>	<b>By Spring 2023, The proficiency rate on the WIDA Assessment will increase by 25%.</b>			
<b>Data Checkpoints (dates)</b>	October 5th	December 14th	March 22nd	May17th
<b>Evidence at Checkpoints</b>	Fall NWEA data, Grades, CFA data, Correlation data with NWEA and ILEARN	Winter NWEA data, grades, CFA data. Correlation data with NWEA and ILEARN	Grades, CFA Scores	Spring NWEA data, grades, CFA data. Correlation data with NWEA and ILEARN. ILEARN data if available
<b>Evidence- Based Strategy 1</b>	Implementation of SIOP strategies to improve Tier 1 instruction.			<b>PD Needed: Yes</b>
<b>Strategy Action Steps</b>	<b>Required Activity</b>	<b>Start/End Dates</b>	<b>Person(s) Responsible</b>	<b>Evidence of Success</b>
Action Step 1	Identification of EL students that are approaching proficiency on WIDA notifying all staff of identified students.	October 2022-May 2023	Administration, EL teachers, Guiding Coalition	Rosters of identified students
Action Step 2	Utilizing SIOP literacy strategies in all classes	September 2022-May 2023	Administration, all teachers	Classroom observations, lesson plans, artifacts in SFS
Action Step 3	Monthly PD on implementation of SIOP components	September-May	District EL Coach, Instruction & Learning, Building Admin	Classroom observations, lesson plans, artifacts in SFS, NWEA scores, CFA data
Action Step 4				
<b>Evidence- Based Strategy 2</b>	Utilizing Smekens literacy strategies for teaching content vocabulary in all classes.	September 2022-May 2023	All teachers, Administration	Classroom observations, lesson plans, artifacts in SFS, NWEA scores, CFA data
<b>Strategy Action Steps</b>	<b>Required Activity</b>	<b>Start/End Dates</b>	<b>Person(s) Responsible</b>	<b>Evidence of Success</b>
Action Step 1	Building wide use of evidence based content vocabulary strategies:	October 2022-May 2023	Administration, all teachers	Classroom observations, lesson plans, artifacts in SFS, NWEA scores, CFA data

	Graphic organizers, etc.			
Action Step 2	Monthly PD on implementation of Smekens literacy methods.	September-May	Building Admin, EL teachers trained in Smekens	Monthly minutes, Classroom observations, lesson plans, artifacts in SFS, NWEA scores, CFA data
Action Step 3				
Action Step 4				

<b>NS-GOAL 2</b>	<b>The number of North Side students reaching proficiency will increase by 15% on the Spring 2023 ILEARN Math Assessment.</b>			
<b>Data Checkpoints (dates)</b>	October 5th	December 14th	March 22nd	May17th
<b>Evidence at Checkpoints</b>	Fall NWEA data, Grades, CFA data, Correlation data with NWEA and ILEARN	Fall NWEA data, Grades, CFA data, Correlation data with NWEA and ILEARN	Fall NWEA data, Grades, CFA data, Correlation data with NWEA and ILEARN	Fall NWEA data, Grades, CFA data, Correlation data with NWEA and ILEARN
<b>Evidence- Based Strategy 1</b>	<b>Utilize the PLC process to develop CFA's that will align with the scope and sequence.</b>			
<b>Strategy Action Steps</b>				
Action Step 1				
Action Step 2				
Action Step 3				



Action Step 4				
<b>Evidence- Based Strategy 2</b>				<b>PD Needed: Yes No</b>
<b>Strategy Action Steps</b>	<b>Required Activity</b>	<b>Start/End Dates</b>	<b>Person(s) Responsible</b>	<b>Evidence of Success</b>
Action Step 1				
Action Step 2				
Action Step 3				
Action Step 4				

<b>NS-GOAL 3</b>					
<b>Data Checkpoints (dates)</b>					
<b>Evidence at Checkpoints</b>					
<b>Evidence- Based Strategy 1</b>					
<b>Strategy Action Steps</b>					
Action Step 1					
Action Step 2					
Action Step 3					
Action Step 4					
<b>Evidence- Based Strategy 2</b>				<b>PD Needed: Yes No</b>	
<b>Strategy Action Steps</b>	<b>Required Activity</b>	<b>Start/End Dates</b>	<b>Person(s) Responsible</b>	<b>Evidence of Success</b>	
Action Step 1					
Action Step 2					
Action Step 3					
Action Step 4					

## Professional Development Plan

Professional development and training are not the same. Training involves a short-term goal that has an immediate impact on some aspect of a job, such as learning to use an on-line gradebook or attendance program. Professional development is career focused, and impacts a worker's effectiveness in performance. Development occurs over time and requires job-embedded coaching and collaboration.

Write professional development goals below. These should connect with and support the school improvement plan.

<b>Professional Development Goal 1</b>	<b>All teachers will participate in SIOP implementation training/discussions in order to increase their knowledge base in differentiated instruction that can be utilized in all classes with all students, including special education students and EL students.</b>	<b>Linked SIP Goals</b> <input checked="" type="checkbox"/> <b>Yes</b> <input type="checkbox"/> <b>No</b>		
<b>Possible Funding Source(s)</b>	District Funds			
<b>Evidence of Impact</b>	There will be an increase in differentiated instruction in all classrooms as a result of teachers completing the SIOP training. This increase in differentiation will result in an increase in achievement growth on WIDA for students.			
Plan for coaching and support during the learning process: Monthly PD on the components of SIOP following the district plan for full implementation of SIOP instructional strategies to improve Tier 1 instruction.				
How will effectiveness be sustained over time? Expectations for implementation and use in all classrooms will be monitored by administration through classroom observations, walk throughs, lesson plans.				

<b>Professional Development Goal 2</b>	To increase teachers' knowledge base of the Smekens literacy strategies for teaching content vocabulary in all classes.	<b>Linked SIP Goals</b> <input checked="" type="checkbox"/> <b>Yes</b> <input type="checkbox"/> <b>No</b>		
<b>Possible Funding Source(s)</b>	District Funds			
<b>Evidence of Impact</b>	There will be an increase in differentiated instruction in all classrooms in tier 1 instruction as a result of teachers learning and implementing the Smekens strategies.			
Plan for coaching and support during the learning process: Monthly PD on the various literacy strategies to improve Tier 1 instruction in all classrooms. ELA teachers will meet with Smekens literacy coach, Courtney Gordan, to ensure they are implementing with fidelity.				
How will effectiveness be sustained over time? Expectations for implementation and use in all classrooms will be monitored by administration through classroom observations, walk throughs, lesson plans.				

<b>Professional Development Goal 3</b>	Development of math curriculum, CFA's and instructional units that align with the scope and sequence.	<b>Linked SIP Goals</b> <input checked="" type="checkbox"/> <b>Yes</b> <input type="checkbox"/> <b>No</b>
<b>Possible Funding Source(s)</b>	District Funds	
<b>Evidence of Impact</b>		
Plan for coaching and support during the learning process:		
How will effectiveness be sustained over time?		