



# Indiana School Improvement Plan

North Side Middle School

Elkhart Community Schools

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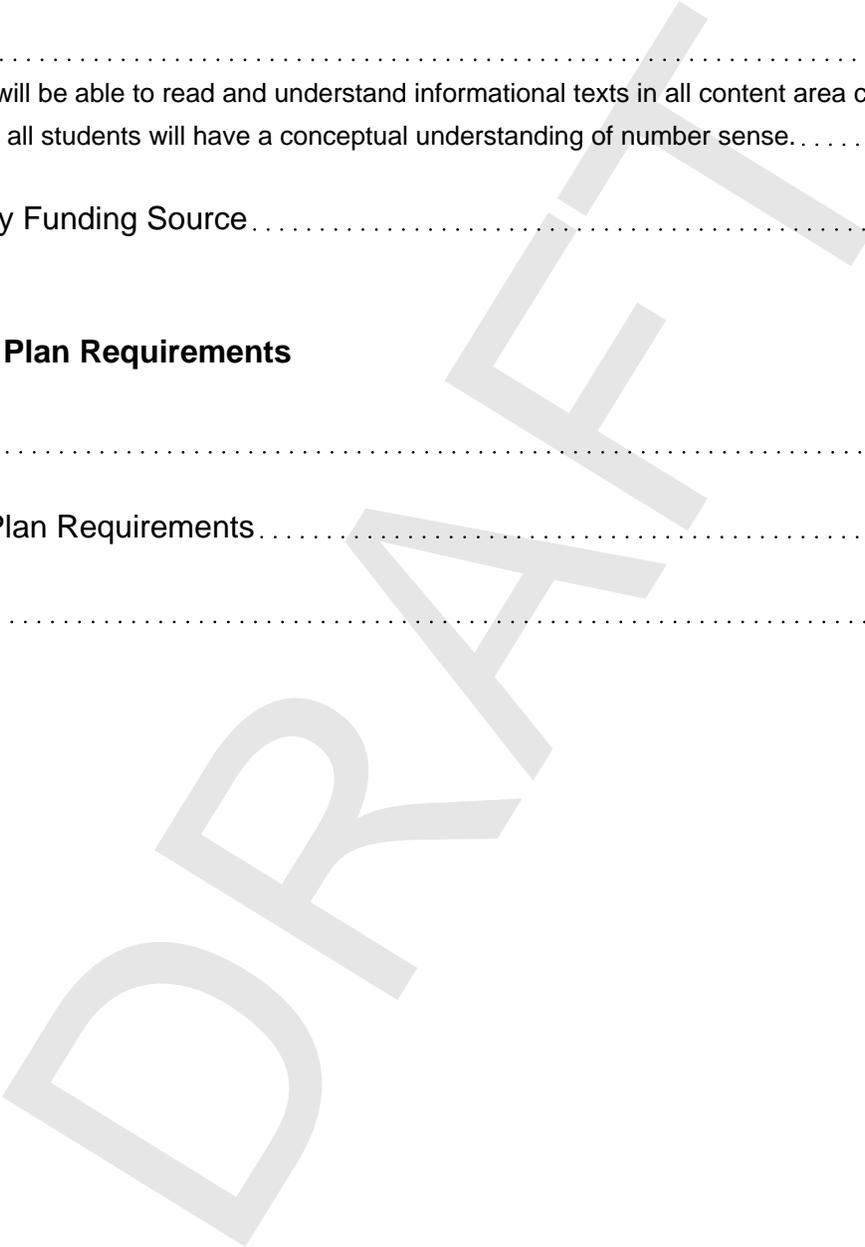
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## **Introduction**

The comprehensive Indiana School Improvement Plan aligns the improvement requirements for schools under Title I, PL221, and the Student Achievement Plan (SAP) for focus and priority schools.

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## Executive Summary

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## **Introduction**

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

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## Description of the School

**Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?**

North Side Middle School hosts approximately 727 seventh and eighth grade students with 45 highly qualified teachers, nine program assistants, three administrators, two counselors, one social worker, five custodial persons, and a nurse on staff. Of the staff there are 17 males and 63 females. Of the male staff 16 are caucasian and 0 are non-caucasian. Of the female staff 58 are caucasian and 6 are African American and 1 is Hispanic. The median age for teaching staff is 43.

Student race demographics include 90 African American students, 362 Caucasian, 2 Asian, 223 Hispanic, 48 Multi Racial, and 1 Unclassified. There are 371 males and 356 females attending North Side. In the seventh grade North Side has 205 male students and 188 female students. In eighth grade there are 166 males and 168 females. North Side Special Education Department serves 110 students. There are 25 seventh grade female special education students and 39 male special education students. There are 20 female eighth grade students and 26 male. North Side student demographics mirrors the population demographics of the city of Elkhart.

### Feeder Schools

Centrally located in the city of Elkhart, North Side students feed into both Elkhart Central and Elkhart Memorial High Schools. Primary feeder elementary schools are Beardsley, Eastwood, Mary Feeser, Osolo, Pinewood, and Roosevelt.

### The City of Elkhart

Elkhart is 100 miles east of Chicago, 130 miles north of Indianapolis, and shares a border with Michigan.

Population continues to grow in size and diversity, and currently exceeds 50,000 residents. Currently the population is 58.2% Caucasian, 25% Hispanic, 9.5% Black, 5.0% mixed race, 0.9% Asian, 0.1% American Indian.

The most common industry in Elkhart is the manufacturing industry, employing 53% of the working population. Estimated median household income in is approximately \$34,212. The percentage of Elkhart residents living in poverty is approximately 28.5%. The demographic breakdown of poverty is 20.9% for White Non-Hispanic residents, 49.7% for Black residents, 35.1% for Hispanic or Latino residents, 2.0% for American Indian residents, 26.8% for other race residents, 32.8% for two or more races residents. In 2016 the cost of living index in Elkhart is 87.1% compared to the state average 214.

### Areas of Concern for North Side Middle School

The lower socioeconomic level of the Elkhart population may be a concern for North Side. 59.45% of the students at North Side receive Free and Reduced lunch. These students span every demographic of the school. Students need to understand the importance of the need for post secondary education especially in light of the increasing number of jobs in the manufacturing business in Elkhart versus white collar industry.

Another concern for North Side is the increased crime in the community. The overall crime index for the city of Elkhart is 505 compared to the average U.S. city index of 236. The Elkhart city crime rate is above the national average of 296.

North Side's Free/Reduced Lunch

Year	Free/Reduced Lunch	Paid Lunch
2016-17	59.45%	40.6%
2015-16	60.4%	39.6%
2014-15	61.7%	38.3%
2013-14	56.6%	43.5%
2012-13	66.0%	34.0%
2011-12	69.54%	30.46%

The City With A Heart

Elkhart is filled with many family-friendly, healthy activities based in the numerous parks, rivers, and lakes that range from bikeways to hikes and walks. The Nature Center, Botanic Gardens, Lerner Theater, County Historical Museum, and recently renovated downtown are among the attractions that make the "City With A Heart" beat. Elkhart's history is directly connected to students that have passed through the hallways of North Side. North Side alumni are role models in the community working and volunteering in the fields of business, government, the arts, faith community, medicine, technology, and education.

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## School's Purpose

**Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.**

### North Side Middle School Mission Statement

North Side Middle School promotes an environment which allows for students to become college and career ready through rigorous academic opportunities and rich experiences in technology, music, art, and competitive athletics while meeting individual student needs and maintaining a sense of pride in our school and city.

### Program Offerings

Academically, North Side proudly offers high school credit courses such as Biology, Agricultural Science, Physical Education, College and Career Readiness, Algebra and Geometry, Introduction to Art, alongside a rigorous core curriculum. North Side eighth graders are eligible to receive high school credit for a summer field experience course in Colorado.

North Side takes pride in its high quality music program involving almost 400 students with a reputation for excellence. Music programs range from seventh grade cadet band to eighth grade performing band, beginning orchestra, percussion, music theory, jazz band, and choir. These year-long applied music courses are designed to deliver a curriculum aligned to the National Music Standards and the Indiana State Music Standards.

As a member of the Big 11 middle school sports conference, North Side offers competitive sporting opportunities for boys and girls in soccer, basketball, cross country, track, and swimming. Additionally, boys can participate in football and wrestling, while girls can participate in volleyball and cheerleading. North Side also offers ski club for both boys and girls.

### Learning Environment

All of North Side's students find a unique and supportive environment in the creatively designed and managed Media Center. The media specialists support reading initiatives and behavior rewards with student recognition, rewards, and giveaways.

The Positive Behavior Intervention Support (PBIS) team provides weekly Olweus Bullying Prevention lessons to all teachers to educate students on strategies about awareness, empathy, and confidence to report bullying situations, and stand up for their peers. Students can report incidents anonymously on Sprigeo.com. Move2Stand is a student leadership group that works to improve school climate, empower students to become aware of and stand up to bullying, and provide a helping hand to our community.

### Behavior and Academic Recognition

North Side recognizes students' high standards of academic achievement and citizenship through membership in the National Junior Honor Society (NJHS). Students are initially eligible by demonstrating a grade point average of 3.5 for a minimum of three grading periods.

Teachers then evaluate students based on character, leadership, service, scholarship, and citizenship.

The PBIS team received a grant through the Elkhart Education Foundation. The grant has allowed for a new positive behavior incentive program called the Husky Big 3. Students who have no absences, no failing grades, and no referrals to the office within a given week are eligible for a prize drawing on Friday afternoons. All students who meet the same criteria for the entire school year will be eligible for grand prizes drawn during the last week of school.

### Student Expectations

Academic - One of our objectives at North Side Middle School is to have all students demonstrate academic competencies at each grade level prior to advancing to the next by having a passing NWEA RIT score for reading, language, and math.

If students do not meet the passing standards on the spring NWEA test, they must meet two of the three following requirements for promotion to the next grade level:

Students must have a 95% attendance rate for the school year.

Students must earn a passing grade in all classes throughout the school year.

Students must not have more than eight separate incidents resulting in suspension out of school or in-school suspension during the year.

The purpose for establishing the guidelines is to increase student engagement in his/her own education while ensuring success.

Throughout the year students record and track their grades, NWEA scores, attendance, and discipline in their Advisory classes. This helps the students know what they need to do to make sure they are meeting the requirements to be promoted the next grade. Advisory teachers also talk with them on a regular basis about the information they are tracking.

Behavior - In conjunction with the Elkhart Community Schools Initiative, North Side is utilizing the acronym PRIDE to guide student behavior expectations:

P - Persistence

R - Respectfulness

I - Initiative

D - Dependability

E-Efficiency

In addition to implementing the PRIDE initiative North Side will begin introducing 8th grade students to the Indiana Work Ethic Certification program along with the other secondary schools in the district.

### Increasing the Amount of Learning Time Through Clubs and Programs

C.A.R.E.S. - Community members meet weekly in a one-on-one setting to help students academically, socially, and emotionally.

Boys & Girls Club After School Program- North Side has a unique partnership with Boys and Girls Club of Elkhart County offering the only middle school after-school program in the city of Elkhart.

Beginning in October of 2012, the Boys and Girls Club of Elkhart opened an after school program at North Side. This program continues with a stronger emphasis on academic support for students and increased parental involvement. The Boys and Girls Club program runs five days a week from 3:00-6:30. The program incorporates study sessions and tutoring for students along with positive activities. Student participation in the club ranges from 25-50 throughout the year.

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## Notable Achievements and Areas of Improvement

**Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.**

Of the 8th graders enrolled in Biology for 2016-17, 90% achieved high school credit by passing the Biology ISTEP+. Also, 21% of 8th graders earned Pass+ on the Math portion of ISTEP+. Across the board, despite changes in the ISTEP+ test, cohort groups demonstrated growth from year to year. Specifically, both our black males and females showed growth in math and language arts on the spring 2016 test. North Side students participated in Future Problem Solvers Program International winning first place in their first middle school competition. North Side participants achieved seventh place in math at the 2016 regional Academic Super Bowl competition, sponsored by Indiana Association of School Principals. North Side's Science Academic Super Bowl results were better than 75% of overall regional participants. North Side's music programs consistently earn high recognition in ISMAA competitions. With 48% of our student body participating in one of the performing music groups, our band, choir, and orchestra groups have all earned a gold or gold with distinction in each of the past three years. In spring of 2017, the North Side Band and Choral programs earned the All-Music Award due to their outstanding performances in the ISSMA contests. We are striving to improve in the following areas over the course of the next three years: reading comprehension, varied programming that addresses unique needs of all students, increased collaboration between teachers, increasing the number of stakeholders involved in decision making, and ensuring that all staff/personnel are participating in professional development aligned with SIP goals.

## Additional Information

**Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.**

North Side Middle School is an icon landmark with a rich history in the city of Elkhart. In 1954, North Side became famous for being the largest gym in the nation. Still ranking in the top ten, this 16,400-square-foot gym seats over 7,000 and supports many activities. North Side Gym was designed to accommodate all of the people of Elkhart. The gym has hosted the Tri-Kappa Antiques Show, Ice Capades, circuses, pro wrestling, the Globetrotters, and numerous big entertainers. Currently, the facility serves as home to middle school sporting events, Elkhart Central High School Basketball, Elkhart Memorial High School Basketball, and IHSAA girls and boys basketball sectionals and regionals.

### Safe and Disciplined Learning Environment

Staff at North Side Middle School believe that creating and maintaining a safe learning environment is of the utmost importance. Discipline and safe environment issues are discussed and addressed by the Positive Behavior Intervention Support Team. This team consists of 8-10 teachers and school administrators who developed our PBIS plan during the 2008-2009 school year. Universal implementation of the plan took place at the beginning of the 2009-2010 year. We have seen an overall decrease in the number of discipline referrals to the office as well as decreases in the number of students assigned to ISS, OSS, and expulsion recommendations. Teachers are equipped with a discipline binder and use a consistent procedure for documenting and reporting behaviors. North Side is considered a model school for PBIS implementation due to the success of the program over the past years.

The PBIS team received a grant through the Division Mental Health and Addiction and Oaklawn which has a goal of bringing schools and mental health organizations together to support a positive school culture, learning environment, and individual behavior supports for students. As a result of the DMHA grant, all North Side teachers attended Mental Health First Aid training provided by Oaklawn Behavioral Health Facility. The training provides understanding about mental illness and how it can impact students. Staff are able to recognize potential risk factors and warning signs on a wide range of mental health issues. Along with the mental health training, the North Side staff is currently being trained in restorative justice practices.

North Side takes extreme precautionary measures for the safety of students. A new security system, including cameras in all areas of the building and grounds has been installed. Raptor School Visitor Management System was implemented during the 2015-16 school year. Visitors are required to show a driver's license upon arrival to the office. Students must wear a student ID at all times. Our crisis team is prepared for emergency situations. Team members are equipped with evacuation plans, backpacks with rosters, medical attention list, and first aid kits.

# Improvement Plan Stakeholder Involvement

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## **Introduction**

The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into the sections below.

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## Improvement Planning Process

### Improvement Planning Process

**Describe the process used to engage a variety of stakeholders in the development of the institution's improvement plan. Include information on how stakeholders were selected and informed of their roles, and how meetings were scheduled to accommodate them.**

The School Improvement Team consists of North Side staff members including; at least one teacher from each core content area, Special Education, Business along with our Media Specialist and one counselor. The team was selected based on staff members distinct strengths and skills through direct communication with each individual. The School Improvement Team has met during the school day on four occasions in October and November. Staff members were provided a substitute teachers as needed.

**Describe the representations from stakeholder groups that participated in the development of the improvement plan and their responsibilities in this process.**

Teacher representation included: two teachers from the Language Arts Department and one teacher from the following departments, Business, Counseling, Media Services, Science, Social Studies and Special Education. Team members collaborated with others to complete the self-assessment and to develop the narrative and data portions of the plan. Team members will assist in the process of communicating the final plan to the remaining North Side community.

**Explain how the final improvement plan was communicated to all stakeholders, and the method and frequency in which stakeholders receive information on its progress.**

The final plan will be communicated to the remaining North Side community during collaboration meetings and parent organization meetings. Stakeholders will be given progress updates each semester and at the end of the year. Team members will be available throughout the year to answer any questions, provide relevant information and progress as it becomes available.

## Self Assessment

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## **Introduction**

AdvancED's Self Assessment (SA) diagnostic is based on the AdvancED Standards of Quality, which serves as the foundation of the accreditation and continuous improvement process. The SA is a valuable tool for collaboratively engaging staff members and stakeholders in purposeful, honest dialogue and reflection to assess the institution's adherence to the Standards, and guide its continuous improvement efforts. The SA includes the institution's self-ratings of and the evidence cited for each of the indicators, comments that explain the indicator's ratings and an overall narrative for each Standard. The results of the SA are reviewed by the External Review Team as one essential component of the preparation process for the institution's External Review.

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### Standard 1: Purpose and Direction

The school maintains and communicates a purpose and direction that commit to high expectations for learning as well as shared values and beliefs about teaching and learning.

Overall Rating: 2.33

Indicator	Statement or Question	Response	Evidence	Rating
1.1	The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.	The school has a process for review, revision, and communication of its purpose. The process has been implemented. The process includes participation by representatives from stakeholder groups. The purpose statement focuses primarily on student success.	<ul style="list-style-type: none"> <li>•Examples of communications to stakeholders about the school's purpose (i.e. website, newsletters, annual report, student handbook)</li> <li>•Communication plan to stakeholders regarding the school's purpose</li> <li>•Minutes from meetings related to development of the school's purpose</li> <li>•Purpose statements - past and present</li> <li>•We determined that we need to develop a formalized plan for revisiting and creating new purpose statements. The communication of the plan to all stakeholders is lacking in consistency and formalized monitoring. The current purpose statement clearly focuses on student success. The School Improvement Team consists of teachers from across content areas, teaching experiences and seniority.</li> </ul>	Level 2

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Indicator	Statement or Question	Response	Evidence	Rating
1.2	The school's leadership and staff commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills.	Commitment to shared values and beliefs about teaching and learning is sometimes evident in documentation. This commitment is sometimes reflected in communication among leaders and most staff. Some challenging educational programs and equitable learning experiences are implemented so that all students achieve some degree of learning, thinking, and life skills. Evidence indicates some commitment to instructional practices that include active student engagement, a focus on depth of understanding, and the application of knowledge and skills. School leadership maintains high expectations for professional practice.	<ul style="list-style-type: none"> <li>•The school's statement of purpose</li> <li>•Our areas of improvement revolve around the need to offer more and challenging programs for our special education students as well as those students who may choose not to go on to college. High expectations are maintained for professional practice and the commitment to belief that all students can learn is evident in classroom instruction, assessment, and collaboration between staff. Evidence supporting our rating include course offerings, master schedule and interventions for all students.</li> </ul>	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
1.3	The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning.	School leaders implement a documented, systematic continuous improvement process for improving student learning and the conditions that support learning. All stakeholder groups are engaged in the process. School personnel maintain a profile with current and comprehensive data on student and school performance. The profile contains analyses of data used to identify goals for the improvement of achievement and instruction that are aligned with the school's purpose. Improvement goals have measurable performance targets. The process includes action planning that identifies measurable objectives, strategies, activities, resources, and timelines for achieving improvement goals. School leaders hold all school personnel accountable for and evaluate the overall quality of the implementation of all interventions and strategies. The process is reviewed and evaluated. Documentation that the process yields improved student achievement and instruction is available and communicated to stakeholders.	<ul style="list-style-type: none"> <li>•The school data profile</li> <li>•Agenda, minutes from continuous improvement planning meetings</li> <li>•The school continuous improvement plan</li> <li>•Areas of improvement include systematically and consistently sharing student data with school personnel. Our improvement plan is shared with staff, monitored and data is disaggregated and shared periodically through regular meetings. Overall school performance is shared with students and staff and accountability information is required from students and staff.</li> </ul>	Level 3

**Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.**

Our areas of strength within Standard 1 include a strong purpose statement that was created with all stakeholder input. The purpose statement is clearly focused on student success, and is used to frame and develop school programming. Another area of strength is the strong commitment of leadership and staff to shared values and beliefs about education and learning. This includes the value of strong instruction, active student engagement, a focus on depth of understanding and application of knowledge and skills. Staff also shares the belief that all students can learn and are held to high expectations. We systematically share and utilize student performance data to drive

programming, scheduling and classroom instruction.

Areas needing improvement revolve around the consistent and systematic communication of our purpose, systematic review of our school improvement plan and the it's overall effectiveness. We need to increase the number of challenging and equitable programs for our students with an intentional focus on our special education students and those who may not attend college.

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## Standard 2: Governance and Leadership

The school operates under governance and leadership that promote and support student performance and school effectiveness.

Overall Rating: 2.33

Indicator	Statement or Question	Response	Evidence	Rating
2.1	The governing body establishes policies and supports practices that ensure effective administration of the school.	Policies and practices support the school's purpose and direction and the effective operation of the school. Policies and practices promote effective instruction and assessment that produce equitable and challenging learning experiences for all students. There are policies and practices regarding professional growth of all staff. Policies and practices provide requirements, direction for, and oversight of fiscal management.	<ul style="list-style-type: none"> <li>•Student handbooks</li> <li>•Governing body policies, procedures, and practices</li> <li>•Staff handbooks</li> <li>•School handbooks</li> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.2	The governing body operates responsibly and functions effectively.	The governing body ensures that its decisions and actions are in accordance with defined roles and responsibilities, are ethical, and free of conflict of interest. Governing body members participate in professional development regarding the roles and responsibilities of the governing body and its individual members. The governing body complies with all policies, procedures, laws, and regulations.	<ul style="list-style-type: none"> <li>•Governing body minutes relating to training</li> <li>•List of assigned staff for compliance</li> <li>•Proof of legal counsel</li> <li>•Assurances, certifications</li> <li>•Findings of internal and external reviews of compliance with laws, regulations, and policies</li> <li>•Communications about program regulations</li> <li>•Historical compliance data</li> <li>•Governing code of ethics</li> </ul>	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
2.3	The governing body ensures that the school leadership has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively.	The governing body generally protects, supports, and respects the autonomy of school leadership to accomplish goals for improvement in student learning and instruction and to manage day-to-day operations of the school. The governing body usually maintains a distinction between its roles and responsibilities and those of school leadership.	<ul style="list-style-type: none"> <li>•Roles and responsibilities of school leadership</li> <li>•School improvement plan developed by the school</li> <li>•Stakeholder input and feedback</li> <li>•Maintenance of consistent academic oversight, planning, and resource allocation</li> <li>•Communications regarding board actions</li> <li>•Agendas and minutes of meetings</li> </ul>	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
2.4	Leadership and staff foster a culture consistent with the school's purpose and direction.	Leaders and staff make some decisions and take some actions toward continuous improvement. They expect all students to be held to standards. Leaders and staff express a desire for collective accountability for student learning. School leaders sometimes support innovation, collaboration, shared leadership, and professional growth. The culture is characterized by a minimal degree of collaboration and limited sense of community.	<ul style="list-style-type: none"> <li>•Examples of collaboration and shared leadership</li> <li>•Examples of decisions aligned with the school's statement of purpose</li> <li>•Examples of decisions in support of the school's continuous improvement plan</li> </ul>	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
2.5	Leadership engages stakeholders effectively in support of the school's purpose and direction.	Leaders sometimes communicate effectively with stakeholder groups, provide opportunities for stakeholders to shape decisions, solicit feedback from stakeholders, work collaboratively on school improvement efforts, and provide some leadership roles for stakeholders. School leaders' efforts result in some stakeholder participation and engagement in the school.	<ul style="list-style-type: none"> <li>•Involvement of stakeholders in a school improvement plan</li> </ul>	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
2.6	Leadership and staff supervision and evaluation processes result in improved professional practice and student success.	The focus of the criteria and processes of supervision and evaluation is improving professional practice and improving student success. Supervision and evaluation processes are regularly implemented. The results of the supervision and evaluation processes are used to monitor and effectively adjust professional practice and improve student learning.	<ul style="list-style-type: none"> <li>•Examples of professional development offerings and plans tied specifically to the results from supervision and evaluation</li> <li>•Governing body policy on supervision and evaluation</li> <li>•Supervision and evaluation documents with criteria for improving professional practice and student success noted</li> <li>•Job specific criteria</li> </ul>	Level 3

**Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.**

Strengths include District policies that are effective in guiding school administration in developing day to day operations. The district evaluation policy is effectively implemented and monitored. Evaluations are monitored and utilized to effectively adjust professional practice and to ensure student learning. In most situations the governing body has defined roles and responsibilities and maintains this distinction. Areas of improvement include specific situations in which the governing body has usurped school leadership in order to avoid conflict specifically in personnel matters. Increased communication on the part of the governing body could prevent such situations in the future. The school community does not always feel that a strong attempt and to be included by the governing body in the decision making process. Stakeholders do not always positively respond to leadership attempts to include them in leadership roles. The governing body limits the

autonomy of the school leadership in determining curriculum materials. Plans to improve stakeholder involvement will focus on include teacher participation with the North Side Parent Organization. Building administration will make continued attempts to involve a wider variety of staff members in decision making opportunities.

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### Standard 3: Teaching and Assessing for Learning

The school's curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning.

Overall Rating: 2.42

Indicator	Statement or Question	Response	Evidence	Rating
3.1	The school's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level.	Curriculum and learning experiences in each course/class provide most students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills. There is little evidence to indicate curriculum and learning experiences prepare students for success at the next level. Most like courses/classes have equivalent learning expectations. Little individualization for each student is evident.	<ul style="list-style-type: none"> <li>• Learning expectations for different courses</li> <li>• Posted learning objectives</li> <li>• Representative samples of student work across courses</li> <li>• Course schedules</li> <li>• Enrollment patterns for various courses</li> <li>• Course descriptions</li> <li>• Descriptions of instructional techniques</li> </ul>	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
3.2	Curriculum, instruction, and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.	School personnel monitor and adjust curriculum, instruction, and assessment to ensure for vertical and horizontal alignment and alignment with the school's goals for achievement and instruction and statement of purpose. A process is implemented sometimes to ensure alignment when curriculum, instruction, and/or assessments are reviewed or revised. There is limited evidence that the continuous improvement process ensures vertical and horizontal alignment and alignment with the school's purpose in curriculum, instruction, and assessment.	<ul style="list-style-type: none"> <li>• Curriculum guides</li> <li>• Common assessments</li> <li>• Curriculum writing process</li> <li>• Products – scope and sequence, curriculum maps</li> <li>• Lesson plans aligned to the curriculum</li> <li>• Common assessments are given in Language Arts and Math at the building level. Scope and sequence and curriculum maps are created at the district level with building representation.</li> </ul>	Level 2

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Indicator	Statement or Question	Response	Evidence	Rating
3.3	Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.	Teachers plan and use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills. Teachers personalize instructional strategies and interventions to address individual learning needs of students when necessary. Teachers use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines, and use technologies as instructional resources and learning tools.	<ul style="list-style-type: none"> <li>•Teacher evaluation criteria</li> <li>•Authentic assessments</li> <li>•Examples of teacher use of technology as an instructional resource</li> <li>•Examples of student use of technology as a learning tool</li> <li>•Student work demonstrating the application of knowledge</li> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.4	School leaders monitor and support the improvement of instructional practices of teachers to ensure student success.	School leaders formally and consistently monitor instructional practices through supervision and evaluation procedures beyond classroom observation to ensure that they 1) are aligned with the school's values and beliefs about teaching and learning, 2) are teaching the approved curriculum, 3) are directly engaged with all students in the oversight of their learning, and 4) use content-specific standards of professional practice.	<ul style="list-style-type: none"> <li>•Curriculum maps</li> <li>•Supervision and evaluation procedures</li> <li>•Peer or mentoring opportunities and interactions</li> <li>•Recognition of teachers with regard to these practices</li> <li>•Examples of improvements to instructional practices resulting from the evaluation process</li> <li>•Administrative classroom observation protocols and logs</li> </ul>	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
3.5	Teachers participate in collaborative learning communities to improve instruction and student learning.	Collaborative learning communities randomly self-organize and meet informally. Collaboration seldom occurs across grade levels and content areas. Staff members rarely discuss student learning. Learning from, using, and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams, and peer coaching rarely occur among school personnel. School personnel see little value in collaborative learning communities.	<ul style="list-style-type: none"> <li>•Calendar/schedule of learning community meetings</li> </ul>	Level 1

# Indiana School Improvement Plan

North Side Middle School

Indicator	Statement or Question	Response	Evidence	Rating
3.6	Teachers implement the school's instructional process in support of student learning.	All teachers use an instructional process that informs students of learning expectations and standards of performance. Exemplars are often provided to guide and inform students. The process includes multiple measures, including formative assessments, to inform the ongoing modification of instruction and provide data for possible curriculum revision. The process provides students with specific and timely feedback about their learning.	<ul style="list-style-type: none"> <li>•Examples of learning expectations and standards of performance</li> <li>•Examples of assessments that prompted modification in instruction</li> <li>•Samples of exemplars used to guide and inform student learning</li> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.7	Mentoring, coaching, and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning.	Some school personnel are engaged in mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning. These programs set expectations for school personnel.	<ul style="list-style-type: none"> <li>•Records of meetings and walk thrus/feedback sessions</li> <li>•Personnel manuals with information related to new hires including mentoring, coaching, and induction practices</li> </ul>	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
3.8	The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.	Programs that engage families in their children's education are available. School personnel provide information about children's learning.	<ul style="list-style-type: none"> <li>•List of varied activities and communications modes with families, e.g., info portal, online, newsletters, parent centers, academic nights, open house, early release days</li> <li>•Calendar outlining when and how families are provided information on child's progress</li> <li>•Parental/family/caregiver involvement plan including activities, timeframes, and evaluation process</li> </ul>	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
3.9	The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience.	School personnel participate in a structure that gives them long-term interaction with individual students, allowing them to build strong relationships over time with the student and related adults. All students participate in the structure. The structure allows the school employee to gain significant insight into and serve as an advocate for the student's needs regarding learning skills, thinking skills, and life skills.	<ul style="list-style-type: none"> <li>•List of students matched to adult advocate</li> <li>•Curriculum and activities of formal adult advocate structure</li> <li>•Master schedule with time for formal adult advocate structure</li> <li>•Description of formal adult advocate structures</li> </ul>	Level 4

# Indiana School Improvement Plan

North Side Middle School

Indicator	Statement or Question	Response	Evidence	Rating
3.10	Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses.	Most teachers use common grading and reporting policies, processes, and procedures based on criteria that represent each student's attainment of content knowledge and skills. These policies, processes, and procedures are implemented across grade levels and courses. Most stakeholders are aware of the policies, processes, and procedures. The policies, processes, and procedures may or may not be evaluated.	<ul style="list-style-type: none"> <li>•Evaluation process for grading and reporting practices</li> <li>•Sample report cards for each grade level and for all courses</li> <li>•Sample communications to stakeholders about grading and reporting</li> <li>•Policies, processes, and procedures on grading and reporting</li> </ul>	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
3.11	All staff members participate in a continuous program of professional learning.	Few or no staff members participate in professional learning. Professional development, when available, may or may not address the needs of the school or build capacity among staff members. If a program exists, it is rarely and/or randomly evaluated.	<ul style="list-style-type: none"> <li>•Teachers training to align instruction with College and Career Readiness through the integration of technology in the classrooms by use of chromebooks.</li> </ul>	Level 1

Indicator	Statement or Question	Response	Evidence	Rating
3.12	The school provides and coordinates learning support services to meet the unique learning needs of students.	School personnel use data to identify unique learning needs of all students at all levels of proficiency as well as other learning needs (such as second languages). School personnel stay current on research related to unique characteristics of learning (such as learning styles, multiple intelligences, personality type indicators) and provide or coordinate related learning support services to all students.	<ul style="list-style-type: none"> <li>•List of learning support services and student population served by such services</li> <li>•Data used to identify unique learning needs of students</li> <li>•Special needs services for identified students.</li> </ul>	Level 3

**Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.**

North Side offers a variety of courses, at both grade levels and for high school credit. School leaders support the improvement of instructional practices of teachers and teachers engage students in their learning through instructional strategies. Each student is known by an adult in the building and learning support services are offered to those with unique learning needs. All teachers do have specific policies, and processes of grading that extend horizontally across disciplines. All grade reporting is done consistently through Power School. Progress reports are sent every 3 weeks from every teacher and report cards are sent every 9 weeks.

North Side recognizes the need to develop a professional training program that aligns with our SIP. There are areas of teacher collaboration but there is no systematic plan for collaboration to occur across grade levels and content areas. A process needs to be developed that can be implemented to ensure alignment of curriculum vertically and horizontally. Although North Side has a systematic process for evaluation of teachers, a more formal way of learning and sharing best practices in instruction would benefit the staff. Professional development focusing

on effective professional learning communities is a priority. Staff grading practices vary for students who struggle academically or have an IEP. There is no specific procedure in this area.

Continuing to support teachers in their efforts to further integrate technology into everyday instruction will help to sustain our efforts in engaging students in challenging material and learning. We will continue to diversify our course offerings through additional high school credit courses and courses specifically created for students with unique learning needs.

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### Standard 4: Resources and Support Systems

The school has resources and provides services that support its purpose and direction to ensure success for all students.

Overall Rating: 2.71

Indicator	Statement or Question	Response	Evidence	Rating
4.1	Qualified professional and support staff are sufficient in number to fulfill their roles and responsibilities necessary to support the school's purpose, direction, and the educational program.	Policies, processes, and procedures describe how school leaders are to access, hire, place, and retain qualified professional and support staff. School leaders determine the number of personnel necessary to fill the roles and responsibilities necessary to support the school purpose, educational programs, and continuous improvement. Sustained fiscal resources are available to fund most positions critical to achieve the purpose and direction of the school.	<ul style="list-style-type: none"> <li>•School budgets for the last three years</li> <li>•Policies, processes, procedures and other documentation related to the hiring, placement and retention of professional and support staff</li> <li>•Assessments of staffing needs</li> <li>•Documentation of highly qualified staff</li> </ul>	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
4.2	Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the school.	Instructional time, material resources, and fiscal resources are focused on supporting the purpose and direction of the school. Instructional time is protected in policy and practice. School leaders work to secure material and fiscal resources to meet the needs of all students. School leaders demonstrate that instructional time, material resources, and fiscal resources are allocated so that all students have equitable opportunities to attain challenging learning expectations. Efforts toward the continuous improvement of instruction and operations include achieving the school's purpose and direction.	<ul style="list-style-type: none"> <li>•Examples of efforts of school leaders to secure necessary material and fiscal resources</li> <li>•School schedule</li> <li>•School calendar</li> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.3	The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.	School leaders have adopted or created clear expectations for maintaining safety, cleanliness, and a healthy environment and have shared these definitions and expectations with stakeholders. School personnel and students are accountable for maintaining these expectations. Measures are in place that allow for continuous tracking of these conditions. Improvement plans are developed and implemented by appropriate personnel as necessary to improve these conditions. Results of improvement efforts are evaluated.	<ul style="list-style-type: none"> <li>•Documentation of compliance with local and state inspections requirements</li> <li>•Documentation of emergency procedures such as fire drills, evacuation and other emergency procedures.</li> <li>•System for maintenance requests</li> <li>•Maintenance schedules</li> <li>•Safety committee responsibilities, meeting schedules, and minutes</li> </ul>	Level 3

# Indiana School Improvement Plan

North Side Middle School

Indicator	Statement or Question	Response	Evidence	Rating
4.4	Students and school personnel use a range of media and information resources to support the school's educational programs.	Students and school personnel have access to media and information resources necessary to achieve the educational programs of the school. Qualified personnel are available to assist students and school personnel in learning about the tools and locations for finding and retrieving information.	<ul style="list-style-type: none"> <li>•Budget related to media and information resource acquisition</li> <li>•Data on media and information resources available to students and staff</li> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.5	The technology infrastructure supports the school's teaching, learning, and operational needs.	The technology infrastructure meets the teaching, learning, and operational needs of all stakeholders. School personnel develop and administer needs assessments and use the resulting data to develop and implement a technology plan to improve technology services and infrastructure.	<ul style="list-style-type: none"> <li>•Technology plan and budget to improve technology services and infrastructure</li> <li>•Policies relative to technology use</li> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.6	The school provides support services to meet the physical, social, and emotional needs of the student population being served.	School personnel endeavor to determine the physical, social, and emotional needs of students in the school. School personnel provide or coordinate programs to meet the needs of students when possible. School personnel evaluate all programs. Improvement plans related to these programs are sometimes designed and implemented to meet the needs of students.	<ul style="list-style-type: none"> <li>•Student assessment system for identifying student needs</li> <li>•Agreements with school community agencies for student-family support</li> <li>•Schedule of family services, e.g., parent classes, survival skills</li> <li>•Social classes and services, e.g., bullying, character education</li> <li>•List of support services available to students</li> </ul>	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
4.7	The school provides services that support the counseling, assessment, referral, educational, and career planning needs of all students.	School personnel implement a process to determine the counseling, assessment, referral, educational, and career planning needs of all students. School personnel provide or coordinate programs necessary to meet the needs of students whenever possible. Measures of program effectiveness are in place, and school personnel use the data from these measures to evaluate all programs. Improvement plans related to these programs are designed and implemented when needed to more effectively meet the needs of students.	<ul style="list-style-type: none"> <li>•List of services available related to counseling, assessment, referral, educational, and career planning</li> <li>•Budget for counseling, assessment, referral, educational and career planning</li> <li>•Description of IEP process</li> <li>•Description of referral process</li> </ul>	Level 3

**Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.**

North Side has a qualified professional and support staff that supports the school's purpose, direction, and the educational program. Staff and leadership work together to provide a network of support services for all students. There is a detailed referral process for students with an IEP, as well as students who may need to be tested for a specific disability. An intervention committee meets regularly to discuss the needs of those students not reaching their potential, possible strategies to help those students become successful, and/or be tested for special education services. Counseling services are provided by the school counselors and social worker as needed depending on staff referral or parent request. Additional services are provided as needed through several outside agencies in collaboration with staff when appropriate. Assessments of all students are completed regularly with discussion about the student progress and possible changes to the educational plans. The business and career education department use the Naviance program to help determine career paths for 8th grade students as part of their College and Career class. Multiple measures are utilized for special education transition services and career planning for these students.

At North Side instructional time is a protected resource. Instructional time is focused on the mission of the school and meeting the needs of students. Weekly professional development focuses on improvement of instruction and achieving the school's purpose and direction.

Fiscal and material resources are used appropriately to support the purpose and direction of the school. School leaders work hard to secure resources to meet the needs of all students. They ensure that resources are allocated, so that all students have equitable opportunities to attain challenging learning expectations.

The safety of students is critical at North Side. Safety plans and emergency procedures, as well as changes to them, are clearly defined and communicated with stakeholders. Expectations are clearly defined and shared with stakeholders. Safety plans and procedures are posted around the building and communicated regularly with staff and students.

The areas of weakness in the provision of resources and services are generally related to forces that are beyond the school's control. Inadequate funding creates problems in implementing changes needed to ensure student success. School leadership and staff continue to seek funding through grants and donations from the community. Another issue that affects the quality of staff and support staff is the lack of qualified applicants for open positions. Within the building, appropriate staffing is strived for but cannot be obtained when applicants are not available.

## Standard 5: Using Results for Continuous Improvement

The school implements a comprehensive assessment system that generates a range of data about student learning and school effectiveness and uses the results to guide continuous improvement.

Overall Rating: 2.8

Indicator	Statement or Question	Response	Evidence	Rating
5.1	The school establishes and maintains a clearly defined and comprehensive student assessment system.	School personnel use an assessment system that produces data from multiple assessment measures about student learning and school performance. The system generally provides consistent measurement across classrooms and courses. Some assessments, especially those related to student learning, are proven reliable and bias free. The system is evaluated for effectiveness in improving instruction, student learning, and the conditions that support learning.	<ul style="list-style-type: none"> <li>•Documentation or description of evaluation tools/protocols</li> <li>•Brief description of student assessment system including range of data produced from standardized and local assessments on student learning and school performance</li> <li>•Evidence that assessments are reliable and bias free</li> </ul>	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
5.2	Professional and support staff continuously collect, analyze, and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation, and organizational conditions.	Systematic processes and procedures for collecting, analyzing, and applying learning from multiple data sources are used consistently by professional and support staff. Data sources include comparison and trend data that provide a complete picture of student learning, instruction, the effectiveness of programs, and the conditions that support learning. School personnel use data to design, implement, and evaluate continuous improvement plans to improve student learning, instruction, the effectiveness of programs, and organizational conditions.	<ul style="list-style-type: none"> <li>•Written protocols and procedures for data collection and analysis</li> <li>•Examples of use of data to design, implement, and evaluate continuous improvement plans and apply learning</li> <li>•List of data sources related to student learning, instruction, program effectiveness, and conditions that support learning</li> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
5.3	Professional and support staff are trained in the evaluation, interpretation, and use of data.	All professional and support staff members are assessed and trained in a rigorous professional development program related to the evaluation, interpretation, and use of data.	<ul style="list-style-type: none"> <li>•Policies specific to data training</li> <li>•Professional learning schedule specific to the use of data</li> <li>•Documentation of attendance and training related to data use</li> <li>•Training materials specific to the evaluation, interpretation, and use of data</li> </ul>	Level 3

# Indiana School Improvement Plan

North Side Middle School

Indicator	Statement or Question	Response	Evidence	Rating
5.4	The school engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.	Policies and procedures describe a process for analyzing data that determine verifiable improvement in student learning, including readiness for and success at the next level. Results indicate improvement, and school personnel consistently use these results to design, implement, and evaluate the results of continuous improvement action plans related to student learning, including readiness for and success at the next level.	<ul style="list-style-type: none"> <li>•Agendas, minutes of meetings related to analysis of data</li> <li>•Description of process for analyzing data to determine verifiable improvement in student learning</li> <li>•Examples of use of results to evaluate continuous improvement action plans</li> <li>•Evidence of student readiness for the next level</li> <li>•Evidence of student growth</li> <li>•Evidence of student success at the next level</li> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
5.5	Leadership monitors and communicates comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals to stakeholders.	Leaders monitor comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals. Leaders regularly communicate results using multiple delivery methods to all stakeholder groups.	<ul style="list-style-type: none"> <li>•Minutes of board meetings regarding achievement of student learning goals</li> <li>•Communication plan regarding student learning, conditions that support learning, and achievement of school improvement goals to stakeholders</li> <li>•Sample communications to stakeholders regarding student learning, conditions that support learning, and achievement of school improvement goals</li> <li>•School quality control procedures for monitoring information about student learning, conditions that support learning, and the achievement of school improvement goals</li> <li>•Executive summaries of student learning reports to stakeholder groups</li> </ul>	Level 3

**Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.**

We have several areas of strength within Standard 5. Our staff is proficient at collecting, analyzing and applying data from assessments. Some departments (i.e. math and language arts) are farther along in the process of utilizing the data. The use of the NWEA Skills Navigator will push us to a level 4 in this category. Another area of strength is that our office support staff and teaching staff are trained in evaluation,

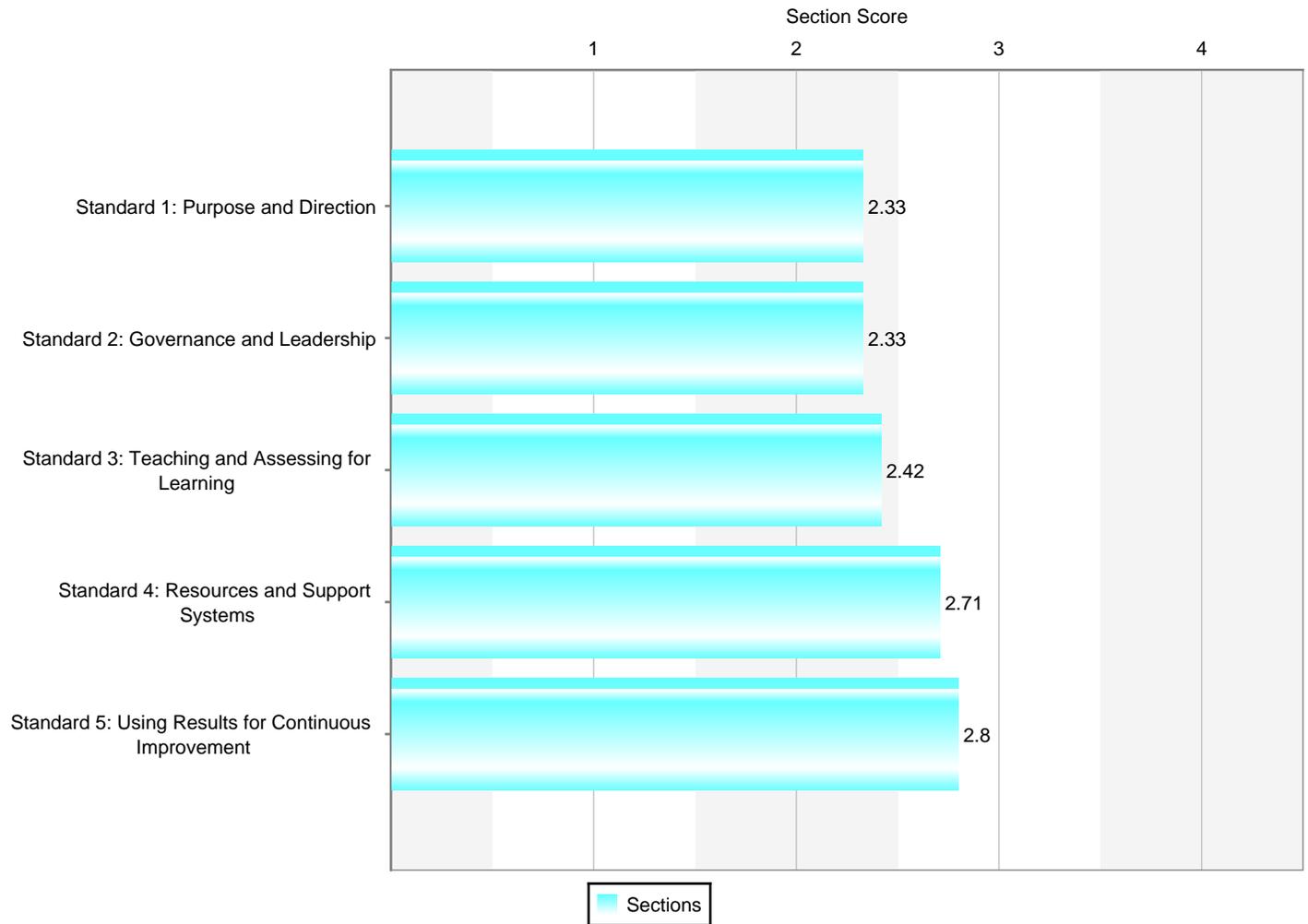
interpretation and use of data upon employment in the district. All staff, regardless of subject area, use data to drive instruction. All departments analyze and post data. Also, interventions are created based on standardized and locally developed assessments. Student schedules for the next school year are created based on classroom and standardized assessment results (i.e. Read 180 and Wilson Reading Programs). Results are shared with stakeholders through various avenues (i.e. social media, mailings, newspapers, etc.).

Areas needing improvement revolve around establishing and maintaining a clearly defined and comprehensive student assessment system. The district plan for the Instructional Cycle Committees will improve this standard. It is currently unclear if all departments are using consistent measurement. Due to the nature of standardized assessments, math and language arts teams are further ahead than other subject areas.

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## Report Summary

### Scores By Section



# Student Performance Diagnostic

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## **Introduction**

The Student Performance Diagnostic provides an institution with a process to report summative student assessments. This diagnostic is significant to the accreditation and continuous improvement process as it serves as a resource for schools to view content area assessment results required by the state, district, or other entities, determine the quality and reliability of the given assessments, and show the alignment of the assessments to the school's curriculum. The performance level computed at the completion of the diagnostic is used by the external review team as a comprehensive report to understand fully the institution's assessment program; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

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**Student Performance Data**

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Student Performance Data document offline and upload below?	Yes	Overall passing rates dropped in both Language Arts and Math in 7th and 8th grade. However, several cohort and sub-groups groups have shown yearly growth in both ELA and Math. Our science passing rate of 90% on the 2017 Science ISTEP+ surpasses the state and district average.	

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## Evaluative Criteria and Rubrics

Overall Rating: 2.5

	Statement or Question	Response	Rating
1.	Assessment Quality	The array of assessment devices used by the institution to determine students' performances is sufficiently aligned so that valid inferences can be reached regarding students' status with respect to some of those curricular aims regarded as high-priority instructional targets. The documentation provided in support of this alignment is less than persuasive. Some of the assessments used are accompanied by evidence demonstrating that they satisfy accepted technical requirements.	Level 2

	Statement or Question	Response	Rating
2.	Test Administration	All the assessments used by the institution to determine students' performances, whether externally acquired or internally developed, have been administered with complete fidelity to the administrative procedures appropriate for each assessment. In every instance, the students to whom these assessments were administered are accurately representative of the students served by the institution. Appropriate accommodations have been provided for all assessments so that valid inferences can be made about all students' status with respect to all of the institution's targeted curricular outcomes.	Level 4

	Statement or Question	Response	Rating
3.	Quality of Learning	Evidence of student learning promoted by the institution is acceptably analyzed and presented with reasonable clarity. In comparison to institutions functioning in a similar educational context, students' status, improvement, and/or growth evidence indicates that the level of student learning is at or above what would otherwise be expected.	Level 3

	Statement or Question	Response	Rating
4.	Equity of Learning	Evidence of student learning indicates achievement gaps exist among subpopulations of students, and that minimal or no change has occurred in these achievement gaps.	Level 1

## Areas of Notable Achievement

### Which area(s) are above the expected levels of performance?

Science passing rates in 2017 were at 90%. This was our second year offering this opportunity. Our passing rate of 90% is well above the state average. When analyzing cohort data there was a significant jump in the math pass+ passing rate for the black sub group from 2016 to 2017. The Pass+ rate for this group increased from 6% to 14%. In looking at the same student cohort there was an improvement in math for the overall scores as well as in the Hispanic, Free/Reduced and White sub-groups.

### Describe the area(s) that show a positive trend in performance.

When analyzing cohort data there was a significant jump in the math pass+ passing rate for the black sub group from 2016 to 2017. The Pass+ rate for this group increased from 6% to 14%. In looking at the same student cohort there was an improvement in math for the overall scores as well as in the Hispanic, Free/Reduced and White sub-groups.

### Which area(s) indicate the overall highest performance?

90% passing rate in the 2017 science ISTEP+.

### Which subgroup(s) show a trend toward increasing performance?

There are several trends toward improving performance when looking at specific cohort and sub groups. When analyzing cohort data there was a significant jump in the math pass+ passing rate for the black sub group from 2016 to 2017. The Pass+ rate for this group increased from 6% to 14%. In looking at the same student cohort there was an improvement in math for the overall scores as well as in the Hispanic, Free/Reduced and White sub-groups.

### Between which subgroups is the achievement gap closing?

At this time there is no significant data to show a closing of the achievement gap between any of the sub-groups.

### Which of the above reported findings are consistent with findings from other data sources?

At this time there is no significant data to show a closing of the achievement gap between any of the sub-groups.

## Areas in Need of Improvement

### Which area(s) are below the expected levels of performance?

The overall passing rates in both math and language arts are below our expected levels of performance to 45% and 51% respectively. The overall passing rate for 7th grade math in spring 2017 was 39%, this is the lowest passing percentage in 5 years.

### Describe the area(s) that show a negative trend in performance.

Both math and ELA have shown a negative trend in passing rates in the last two years. The overall passing rates in both math and language arts are below our expected levels of performance to 45% and 51% respectively. The overall passing rate for 7th grade math in spring 2017 was 39%, this is the lowest passing percentage in 5 years.

### Which area(s) indicate the overall lowest performance?

The lowest performing area in Spring 2017 was our 7th grade math passing rate of 39%.

### Which subgroup(s) show a trend toward decreasing performance?

The sub-groups showing a trend of decreasing performance are white, black, free/reduced lunch and hispanic on the language arts portion of the 2017 ISTEP+ test.

### Between which subgroups is the achievement gap becoming greater?

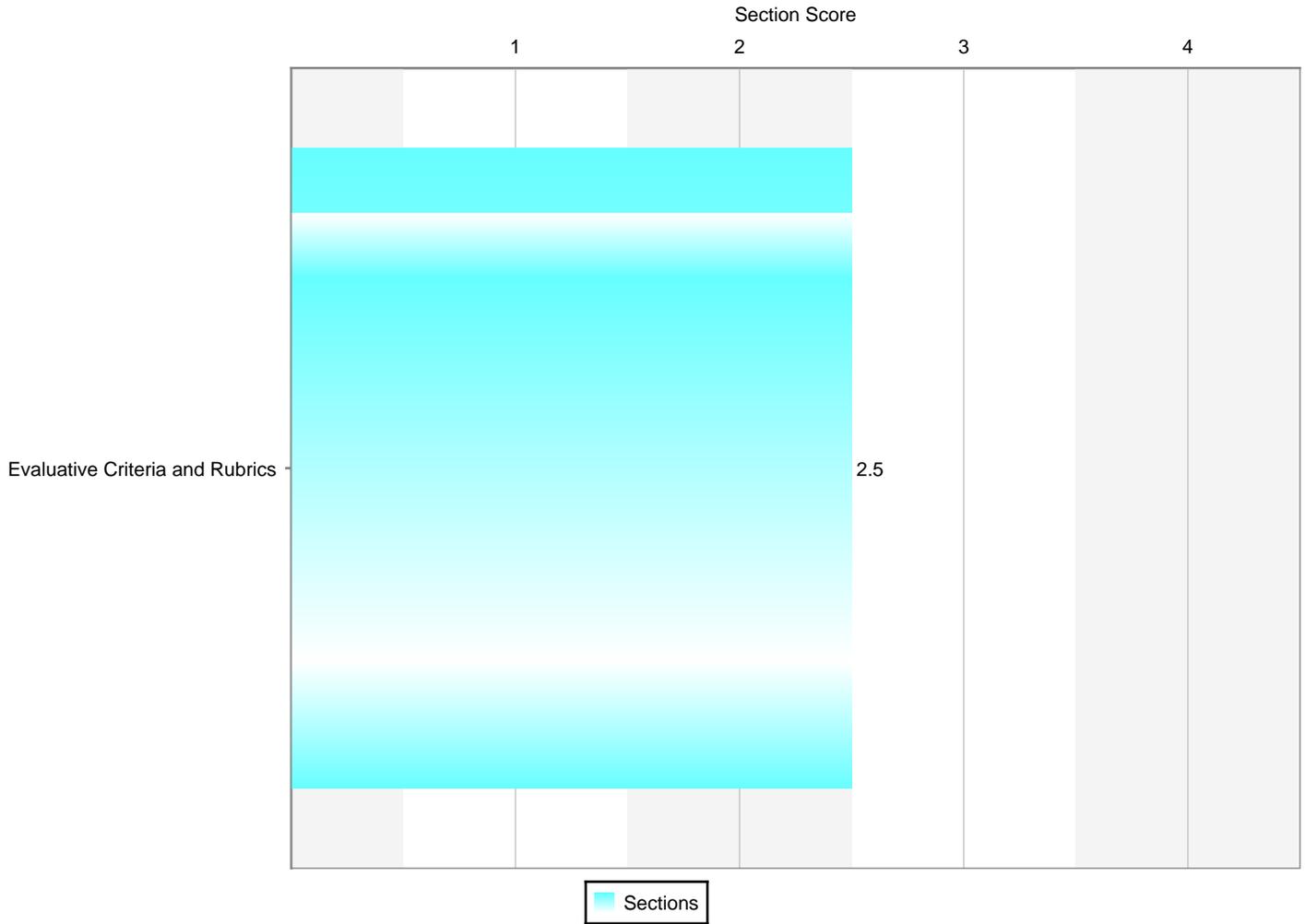
The achievement gap has become greater between the black and white sub-groups.

### Which of the above reported findings are consistent with findings from other data sources?

Winter and spring 2017 NWEA testing for Reading, Language Use, and Math results are consistent with the trends discussed.

### Report Summary

#### Scores By Section



# Plan for Indiana School Improvement Plan

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## Overview

### Plan Name

Plan for Indiana School Improvement Plan

### Plan Description

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## Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All Students will be able to read and understand informational texts in all content area courses.	Objectives: 1 Strategies: 1 Activities: 2	Academic	\$0
2	By May 2017 all students will have a conceptual understanding of number sense.	Objectives: 1 Strategies: 2 Activities: 3	Academic	\$0

## Goal 1: All Students will be able to read and understand informational texts in all content area courses.

### Measurable Objective 1:

A 15% increase of All Students will demonstrate a proficiency in reading and comprehension of informational texts in all content areas in English Language Arts by 05/26/2017 as measured by the Reading Non-Fiction and Media Literacy portion of the ELA ISTEP+ Applied Skills tests..

### Strategy 1:

Response to Informational Text - All teachers will be required to administer a monthly response to text prompt in all of their classes that directly relates to their content area and curriculum. Students will be expected to read the text and provide written response to prompts or questions related to the reading. The monthly reading responses will be scored using the building wide scoring rubric. Teachers will be required to display the growth data each month showing student proficiency and growth in each area of the rubric.

Evidence of success: Student growth and proficiency data on the monthly responses. We will also use the student achievement data from the spring 2017 ELA Applied Skills Reading test. We will monitor progress using the fall to winter growth and fall to spring growth data from the NWEA Reading test.

Activity - Text Selection	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers in each department/grade level/course will work together to select appropriate informational texts related to their content area.	Professional Learning	12/14/2016	05/10/2017	\$0	No Funding Required	All teachers
Activity - Close Reading Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in professional development related to the use of Close Reading Strategies during Wednesday collaboration meetings.	Professional Learning	01/11/2017	02/22/2017	\$0	No Funding Required	All teachers will participate. Professional Development will be led by current teachers that have been previously trained in Close Reading.

## Goal 2: By May 2017 all students will have a conceptual understanding of number sense.

**Measurable Objective 1:**

65% of All Students will demonstrate a proficiency in number sense in Mathematics by 05/31/2017 as measured by ISTEP+ Spring 2017.

**Strategy 1:**

Current Number Sense Proficiency - Math and Science teachers in grades 7 & 8 will determine where students in their classes are in terms of proficiency with number sense. Teachers will use data from 2016 ISTEP+ results along with data from the fall and winter administration of the NWEA Math test.

Evidence of success: Teachers will use the spring 2017 ISTEP results along with the Spring 2017 NWEA results to determine success.

Activity - Current Status	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math and Science teachers in both 7th & 8th grade will analyze the data from the 2016 ISTEP test and the fall and winter NWEA Math test to determine the current proficiency of all students related to number sense. This will take place during Wednesday collaboration meetings. Teachers will at this time also develop appropriate problems to used for bellwork.	Professional Learning	01/04/2017	01/11/2017	\$0	No Funding Required	All Math and Science teachers in grades 7 & 8.

**Strategy 2:**

Reinforcing Conceptual Understanding - Math and Science teachers will work to build and reinforce the students conceptual understanding of number sense. This will be implemented on a daily basis in the Math and Science classes through pre-determined bellwork problems.

Evidence of success: Weekly monitoring of students accuracy in answering the daily bellwork problems.

Activity - Bellwork/Concept Reinforcement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All Math and Science teachers will implement daily bell work problems to reinforce the concepts related to number sense. Math and Science teachers will work together to develop appropriate problems.	Direct Instruction	01/04/2017	05/26/2017	\$0	No Funding Required	Math and Science Teachers

Activity - Concept Development/Reinforcement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All Math teachers will utilize Kahn Academy and NWEA Skills Navigator missions to reinforce the concepts related to Number Sense. The use of Kahn Academy and Skills Navigator will be on a daily and weekly basis.	Direct Instruction	01/04/2017	05/26/2017	\$0	No Funding Required	All math teachers.

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Text Selection	Teachers in each department/grade level/course will work together to select appropriate informational texts related to their content area.	Professional Learning	12/14/2016	05/10/2017	\$0	All teachers
Current Status	Math and Science teachers in both 7th & 8th grade will analyze the data from the 2016 ISTEP test and the fall and winter NWEA Math test to determine the current proficiency of all students related to number sense. This will take place during Wednesday collaboration meetings. Teachers will at this time also develop appropriate problems to used for bellwork.	Professional Learning	01/04/2017	01/11/2017	\$0	All Math and Science teachers in grades 7 & 8.
Concept Development/Reinforcement	All Math teachers will utilize Kahn Academy and NWEA Skills Navigator missions to reinforce the concepts related to Number Sense. The use of Kahn Academy and Skills Navigator will be on a daily and weekly basis.	Direct Instruction	01/04/2017	05/26/2017	\$0	All math teachers.
Close Reading Strategies	Teachers will participate in professional development related to the use of Close Reading Strategies during Wednesday collaboration meetings.	Professional Learning	01/11/2017	02/22/2017	\$0	All teachers will participate. Professional Development will be led by current teachers that have been previously trained in Close Reading.
Bellwork/Concept Reinforcement	All Math and Science teachers will implement daily bell work problems to reinforce the concepts related to number sense. Math and Science teachers will work together to develop appropriate problems.	Direct Instruction	01/04/2017	05/26/2017	\$0	Math and Science Teachers
<b>Total</b>					<b>\$0</b>	

# Plan for Indiana School Improvement Plan

## Overview

### Plan Name

Plan for Indiana School Improvement Plan

### Plan Description

DRAFT

## Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
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## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

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# Plan for Indiana School Improvement Plan

## **Overview**

### **Plan Name**

Plan for Indiana School Improvement Plan

### **Plan Description**

Number Sense

DRAFT

# Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
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DRAFT

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

DRAFT

# Plan for Indiana School Improvement Plan

## **Overview**

### **Plan Name**

Plan for Indiana School Improvement Plan

### **Plan Description**

DRAFT

## Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All Students will be able to read and understand informational texts in all content area courses.	Objectives: 1 Strategies: 1 Activities: 2	Academic	\$0
2	By May 2018 all students will have a conceptual understanding of number sense.	Objectives: 1 Strategies: 2 Activities: 3	Academic	\$0

## Goal 1: All Students will be able to read and understand informational texts in all content area courses.

### Measurable Objective 1:

A 15% increase of All Students will demonstrate a proficiency in reading and comprehension of informational texts in all content areas in English Language Arts by 05/31/2018 as measured by the Reading Non-Fiction and Media Literacy portion of the ELA ISTEP+ Applied Skills tests..

### Strategy 1:

Response to Informational Text - All teachers will be required to administer a monthly response to text prompt in all of their classes that directly relates to their content area and curriculum. Students will be expected to read the text and provide written response to prompts or questions related to the reading. The monthly reading responses will be scored using the building wide scoring rubric. Teachers will be required to display examples of student writing that meets the proficiency.

Evidence of success: Student growth and proficiency data on the monthly responses. We will also use the student achievement data from the spring 2018 ELA Applied Skills Reading test. We will monitor progress using the fall to winter growth and fall to spring growth data from the NWEA Reading test.

Activity - Text Selection	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers in each department/grade level/course will work together during PLC time to select appropriate informational texts related to their content area.	Professional Learning	09/27/2017	05/31/2018	\$0	No Funding Required	All teachers

Activity - Close Reading Strategies	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in professional development related to the use of Close Reading Strategies during Wednesday collaboration meetings.	Professional Learning	10/04/2017	11/01/2017	\$0	No Funding Required	All teachers will participate. Professional Development will be led by current teachers that have been previously trained in Close Reading.

## Goal 2: By May 2018 all students will have a conceptual understanding of number sense.

**Measurable Objective 1:**

65% of All Students will demonstrate a proficiency in number sense in Mathematics by 05/31/2018 as measured by ISTEP+ Spring 2018.

**Strategy 1:**

Current Number Sense Proficiency - Math and Science teachers in grades 7 & 8 will determine where students in their classes are in terms of proficiency with number sense. Teachers will use data from 2017 ISTEP+ results along with data from the fall and winter administration of the NWEA Math test.

Evidence of success: Teachers will use the spring 2018 ISTEP results along with the Spring 2018 NWEA results to determine success. Teachers will monitor progress throughout the year after each administration of NWEA.

Activity - Current Status	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math and Science teachers in both 7th & 8th grade will analyze the data from the 2017 ISTEP test and the fall and winter NWEA Math test to determine the current proficiency of all students related to number sense. This will take place during Wednesday collaboration meetings. Teachers will at this time also develop appropriate problems to used for bellwork.	Professional Learning	10/04/2017	05/30/2018	\$0	No Funding Required	All Math and Science teachers in grades 7 & 8.

**Strategy 2:**

Reinforcing Conceptual Understanding - Math and Science teachers will work to build and reinforce the students conceptual understanding of number sense. This will be implemented on a daily basis in the Math and Science classes through pre-determined bellwork problems.

Evidence of success: Weekly monitoring of students accuracy in answering the daily bellwork problems.

Activity - Bellwork/Concept Reinforcement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All Math and Science teachers will implement daily bell work problems to reinforce the concepts related to number sense. Math and Science teachers will work together to develop appropriate problems.	Direct Instruction	01/04/2017	05/26/2017	\$0	No Funding Required	Math and Science Teachers

Activity - Concept Development/Reinforcement	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All Math teachers will utilize Kahn Academy and NWEA Skills Navigator missions to reinforce the concepts related to Number Sense. The use of Kahn Academy and Skills Navigator will be on a daily and weekly basis.	Direct Instruction	09/25/2017	05/21/2018	\$0	No Funding Required	All math teachers.

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Bellwork/Concept Reinforcement	All Math and Science teachers will implement daily bell work problems to reinforce the concepts related to number sense. Math and Science teachers will work together to develop appropriate problems.	Direct Instruction	01/04/2017	05/26/2017	\$0	Math and Science Teachers
Close Reading Strategies	Teachers will participate in professional development related to the use of Close Reading Strategies during Wednesday collaboration meetings.	Professional Learning	10/04/2017	11/01/2017	\$0	All teachers will participate. Professional Development will be led by current teachers that have been previously trained in Close Reading.
Current Status	Math and Science teachers in both 7th & 8th grade will analyze the data from the 2017 ISTEP test and the fall and winter NWEA Math test to determine the current proficiency of all students related to number sense. This will take place during Wednesday collaboration meetings. Teachers will at this time also develop appropriate problems to used for bellwork.	Professional Learning	10/04/2017	05/30/2018	\$0	All Math and Science teachers in grades 7 & 8.
Text Selection	Teachers in each department/grade level/course will work together during PLC time to select appropriate informational texts related to their content area.	Professional Learning	09/27/2017	05/31/2018	\$0	All teachers
Concept Development/Reinforcement	All Math teachers will utilize Kahn Academy and NWEA Skills Navigator missions to reinforce the concepts related to Number Sense. The use of Kahn Academy and Skills Navigator will be on a daily and weekly basis.	Direct Instruction	09/25/2017	05/21/2018	\$0	All math teachers.
<b>Total</b>					<b>\$0</b>	

# Title I Schoolwide Plan Requirements

## **Introduction**

The school assures the following requirements have been met (Sections 1111(b)(1), 1114 (b)(1)(A)] and 1309(2) of the Elementary and Secondary Education Act (ESEA):

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**Title I Schoolwide Plan Requirements**

Label	Assurance	Response	Comment	Attachment
1.	A Comprehensive Needs Assessment (CNA) of the whole school has been completed.	No	North Side is not identified as a Title 1 school.	

Label	Assurance	Response	Comment	Attachment
2.	There is implementation of schoolwide reform strategies that provide opportunities for all children to meet proficient and advanced levels of student academic achievement.	No		

Label	Assurance	Response	Comment	Attachment
3.	There is implementation of schoolwide reform strategies that use effective methods and instructional strategies that are based on scientifically based research that: strengthens the core academic program, increases the amount of learning time, includes strategies for serving underserved populations, includes strategies to address the needs of all children in the school, but particularly low achieving children and those at risk of not meeting state standards, address how the school will determine if those needs of the children have been met, and are consistent with, and are designed to implement state and local improvement plans, if any.	No		

Label	Assurance	Response	Comment	Attachment
4.	There are highly qualified teachers in all core content area classes.	Yes	North Side has highly qualified teachers in all core content classes although we are not a Title 1 school.	

Label	Assurance	Response	Comment	Attachment
5.	There is high quality and on-going professional development for teachers, principals, and paraprofessionals.	No		

Label	Assurance	Response	Comment	Attachment
6.	There are strategies to attract high-quality, highly qualified teachers to this school.	No	North Side does not specifically recruit high quality/highly qualified teachers as an individual building. The process of recruitment is under the direction of the district personnel office.	

# Indiana School Improvement Plan

North Side Middle School

Label	Assurance	Response	Comment	Attachment
7.	There are strategies to increase parental involvement, such as literary services.	Yes	North Side offers the opportunity for parents to be involved in the building and activities. We offer the North Side Parent Organization and we participate in the CARES mentoring program.	

Label	Assurance	Response	Comment	Attachment
8.	The school will provide individual academic assessment results to parents. If so, describe how this will be done.	Yes	North Side communicates student growth and progress through our online grading program, Canvas, mailing of standardized test scores and parent conferences.	

Label	Assurance	Response	Comment	Attachment
9.	There are strategies to involve parents in the planning, review, and improvement of the schoolwide plan.	No	At this time we were unable to secure parental involvement in the development of the School Improvement Plan.	

Label	Assurance	Response	Comment	Attachment
10.	There are plans 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.	No	North Side houses only grade 7 & 8.	

Label	Assurance	Response	Comment	Attachment
11.	There are opportunities and expectations for teachers to be included in the decision making related to the use of academic assessment results leading to the improvement of student achievement.	Yes	Through departmental meeting and staff collaboration teachers are included in decisions regarding how assessment data is utilized.	

Label	Assurance	Response	Comment	Attachment
12.	There are activities and programs at the school level to ensure that students having difficulty mastering proficient and advanced levels of the academic achievement are provided with effective, timely additional assistance.	Yes	North Side implements the 8-Step Improvement process which includes daily assistance for students that are struggling to master grade level content as well as provides enrichment to those students who are excelling academically. Intervention groups are assessed and adjusted every four weeks to ensure that students receive the academic support they need.	

Label	Assurance	Response	Comment	Attachment
13.	The school participates in the coordination and integration of federal, state, and local funds; and resources such as in-kind services and program components.	No	We do not receive additional federal funding since we are not a Title 1 school.	

**Indiana School Improvement Plan**

North Side Middle School

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Label	Assurance	Response	Comment	Attachment
14.	Does the school plan to consolidate programs under the schoolwide program?	N/A		

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## Conclusion

The Indiana School Improvement Plan is designed to be comprehensive and for continuous improvement. Systemic use and consistent reflection are encouraged to update the status of the goals in order to make school improvement continuous and actionable.

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