

School Name: Pierre Moran Middle School

School Number: 1763

Street Address: 200 W. Lusher Ave.

City: Elkhart

Zip Code: 46517

COMPREHENSIVE NEEDS ASSESSMENT/SCHOOL IMPROVEMENT PLAN

For implementation during the following years: 2019-2022, 2020-2023, 2021-2024,
2022-2025 (Highlight implementation years)

----- CONTACT INFORMATION -----

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

--- BASIC REQUIREMENTS ---

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

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

Common abbreviations used in the plan are:

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

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

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

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

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

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

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

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

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

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

Member Name	Title	Committee(s)	CNA/SIP Sub-committee(s)
Sample: Alma Smith	<i>Teacher</i>	<i>CNA, SIP, BOTH</i>	<i>ELA, Black, Spec. Ed.</i>
Serge, Frank	Principal	CNA, SIP, Both	Attendance
Johnson, Shawn	Assistant Principal	CNA, SIP, Both	Attendance
Adams, Tim	School Counselor	CNA, SIP, Both	Attendance
Dills, Heather	Social Worker	CNA, SIP, Both	Attendance, TIC/Hinge
Garcia, Izamar	Teacher-EL, ELA, Data Coordinator	CNA, SIP, Both	Instruction
Elias, Aaron	Teacher-Social Studies/Dept. Chair	CNA, SIP, Both	Instruction
VanLue, Jeff	Teacher-Science/Dept. Chair	CNA, SIP, Both	TIC/Hinge
Robinson, M. J.	Teacher-Band/Director	CNA, SIP, Both	Instruction
West, Sharleta	Teacher-Special Education/Dept. Chair	CNA, SIP, Both	TIC/Hinge
Blaha, Heather	Teacher-Art/Dept. Chair	CNA, SIP, Both	TIC/Hinge
Puetz, Cheri	Media Specialist	CNA, SIP, Both	Instruction
Ankney, Rick	Math/Dept. Chair	CNA, SIP, Both	TIC/Hinge
Davis, Amanda	Instructional Coach	CNA, SIP, Both	Instruction
Wigfall, Yvette	MTSS /Ela teacher	CNA, SIP, Both	Instruction

--- ALIGNMENT [optional] ---

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

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

District Vision:

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

District Mission:

OUR PROMISE

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

District Goals:

1. All K-12 staff will actively participate in Professional Learning Communities (PLCs) and engage in professional development on Sheltered Instruction Operation Protocol (SIOP) and trauma-informed practices in order to ensure all students achieve at high levels.
2. During the 2020-2021 academic year, all schools will implement a multi-tiered system of supports (MTSS) plan consisting of coordinated social & emotional learning, trauma-informed care, restorative practices, and positive behavior supports as represented by the district PRIDE framework.
3. All buildings will have a system of interventions and enrichments in place to effectively address PLC questions 3 and 4* within a schedule that allows time for students to receive them. *What do we do when students do not know and cannot do what we expect? How do we respond when they do know?

School Vision:

Pierre Moran, a 21st century school that fosters a learning environment where all students have a sense of belonging and where they excel academically, socially, and emotionally through the collaborative efforts of the community, school personnel, and students.

Pierre Moran instills a sense of school pride and excitement in staff and students through real-world, collaborative learning with a focus on the future using 21st century technology.

Through STEAM, students, staff, and the community work together to produce positive solutions to current, local, and global issues. Regular celebrations will encourage the self-discipline needed for students to pursue lifelong learning and problem-solving in their generation.

School Mission:

Pierre Moran Middle School exists to provide a supportive environment that engages in high levels of learning that equips and empowers all students to persevere in order to achieve personal and academic success (goals).

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

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

SECTION A: Review Essential Information

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

Core Element 1: Curriculum [Required for all]

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

Subject/Course	Grades	Resource Name	Aligned to IAS	Tier (highlight all that apply)	Rationale for Resource Use	Continue Use?	X
Sample: Reading	1-6	ABC Reading is Fun	Yes	Tier 1, 2, 3	Textbooks and readers are core component of reading program.	Yes No	
English Language Arts	7-8	MI Write	Yes No	Tier 1, 2, 3	Provides performance assessment scoring services, automated essay scoring services, developing assessment methodologies, and provides innovative solutions for all testing needs.	Yes No	
English Language Arts	7-8	Smekens	Yes No	Tier 1, 2, 3	Literacy PD	Yes No	
English Language Arts	7-8	Holt McDougal Literature	Yes No	Tier 1, 2, 3	Textbook provides reading material.	Yes No	
Math/ELA	6-8	IXL	Yes No	Tier 1, 2, 3	IXL is personalized learning. With a comprehensive K-12 curriculum, individualized guidance, and real-time analytics, IXL meets the unique needs of each learner.	Yes No	
Band/Orchestra/Choir	7-8	Essential Elements	Yes No	Tier 1, 2, 3	Workbook	Yes No	
Math	7-8	Math Techbook	Yes No	Tier 1, 2, 3	Textbook that provides mathematical concept material.	Yes No	
ELL	7-8	Side-by-Side Extra Book 1,2	Yes No	Tier 1, 2, 3	Language development by proficiency level.	Yes No	
Social Studies	7	McGraw Hill - My World Geography Eastern Hemisphere	Yes No	Tier 1, 2, 3	Textbook that provides social studies concept material.	Yes No	
Preparing for College and Careers	8	Naviance	Yes No	Tier 1, 2, 3	Web-based tool that provides college and career readiness curriculum	Yes No	

Core Element 1: Curriculum [Required for all] continued

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

A committee was formed to develop a formalized culturally responsive curriculum. This has been done informally to this point.

The public may view the school's curriculum in the following location(s):

[ECS Link](#)

Core Element 2: Instructional Program [Required for all]

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

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

For Title I schools with Schoolwide Programs only:

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

The schedule has been redesigned to provide time for Tier 1 and Tier 2 interventions within the content period. Instructional time was increased fifty percent more to allow for instructional strategies to improve learning. Students may be pulled from the content period to provide for emphasized remediation.

Teachers utilize data from their class and departmental common formative assessments to determine which students are assigned to remediation. Teachers select groups of students who have not mastered essential standards and use that time to reteach and retest students for mastery.

Teachers use data from their class and departmental common formative assessments to determine which students are assigned to a closed tutorial session. Teachers select groups of students who have not mastered essential standards and use that time to reteach and retest students for mastery.

Teachers may also use their data to select groups of students who would benefit from an extension of an essential standard. Currently, Pierre Moran has three (3) extracurricular offerings during the first semester. Students who have shown a deeper interest in some of the fine arts may take an advanced guitar or advanced art class, as well as a dramatics course offered by one of our community partners Premiere Arts. The dramatics course is offered in the second semester.

A math and language arts interventionist has been assigned to the Math and ELA teams to assist students who are two or three years below grade level reach mastery of guaranteed standards and continue to develop universal skills. Examples of supports offered at these levels include, but are not limited to, Title 1 interventions, high ability clustering, English Language and special education services. Also, the will/skill interventions, Five Star, and Life Line. After school clubs.

The schedule is designed to offer students, Tier 2 instruction, every day during the school week. Because some students will need extra time and support to master essential standards, there must be time, during the school day, to reteach and sessions are used to re-teach the essential standards and/or offer extension opportunities for students who have already mastered the essential standards. One day a week is used to provide homework help, make up assignments, review academic/behavioral goals, and conference with students. Teachers use data from their class and departmental common formative assessments to determine which students are assigned to a Tier II intervention. Teachers may also use their data to select groups of students who would benefit from an extension of an essential standard.

Because some students enter each school year lacking essential, foundational skills, some students will need daily remediation in foundational skills. For this reason, the schedule is also designed to offer a Tier III Intervention. This will help to ensure that Tier III Interventions do not replace access to new, grade level curriculum. Daily Math remediation classes will be used to assist students who are two or three years below grade level reach mastery of guaranteed standards and continue to develop universal skills. Some additional examples intervention supports include English Language Skills Lab and Special Education Skills Lab for both math and language arts.

Core Element 3: Assessment [Required for all]

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

Assessment Name	Grade(s)	Frequency	Type and Rationale for Use	Continue Use	X
NWEA Map Growth	7-8	Benchmark, Com. Form., Summative, Other	NWEA Map Growth Assessments allow teachers to track student growth over time in both reading and mathematics.	Yes No	
NWEA Map Fluency	7-8	Benchmark, Com. Form., Summative, Other	NWEA Fluency Testing allows teachers to measure oral reading fluency, comprehension and foundational reading skills. Part of this assessment was also used as a Dyslexia Screener.	Yes No	
Formative Assessments	7-8	Benchmark, Com. Form., Summative, Other	Formative Assessments (FAs) include exit tickets, checks for understanding, quizzes, writing performance tasks, short answer responses, and other various formats. Formative assessments are given throughout a lesson as a quick measure of student learning. Teachers use the data to differentiate and modify instructional lessons.	Yes No	X
Common Formative Assessments	7-8	Benchmark, Com. Form., Summative, Other	Teachers create Common Formative Assessments based upon the essential standards taught during a Unit of Study. CFA's are given every 3-4 weeks and data is used to assess the degree of mastery of the essential standards. Teachers use the data to differentiate and modify instructional lessons.	Yes No	X
Summative Assessments	7-8	Benchmark, Com. Form., Summative, Other	Teachers create Summative Assessments based on essential standards that are taught during a Unit of Study. Summative Assessments serve as the end of unit assessment and provide the data to show if students' mastered the content. Summative Assessments include end of unit assessments, writing prompts (writing performance tasks), and teacher created end of unit assessments. Teachers use the data to reflect and change instructional practices and materials.	Yes No	
WIDA ACCESS Testing	All ELL students	Benchmark, Com. Form., Summative, Other	The WIDA Assessment is given to all English Language Learners to identify language skills in both social and academic English.	Yes No	X

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

For Title I schools with Schoolwide Programs only:

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

All staff members participate in a grade-level content collaboration team. The expectation is that common formative assessments are created, data is analyzed, and decisions to assign students to a small reteach or extension group based on their instructional needs. Teachers make instructional decisions on differentiating lessons for their individual classes based on data. Decisions on instructional needs, as shown by the data, are made during grade-level subject team collaboration time.

Administrators, EL teachers, and counselors work together to analyze WIDA-ACCESS data to decide on student needs and instructional support based on individual English Language Proficiency. Multiple data points and teacher and counselor input are also used to help determine Tier III interventions.

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

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

1:1 technology has been provided through Pierre Moran’s SIG. Each student receives an iPad for the school year. The focus of the 1:1 learning initiative is to maximize student collaboration, provide more engaging lessons, and expand the rigorous student-centered learning experiences available to each child. In addition, providing devices to every student opens the door for our teachers to design learning experiences where students develop the digital literacy skills needed to become competent and responsible future-ready citizens. The iPad provides additional opportunities for students to engage in reading and writing regardless of their proficiency level. Many of the professional development opportunities provided to teachers have focused on using the built in accessibility features of the iPads like speech to text, Safari Reader, speak screen and screen recording. These features allow even our youngest learners the ability to engage in the content and provide meaningful feedback to teachers on what they have learned.

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

In addition to iPads and 1:1 professional development the district has adopted Canvas as the learning management system for secondary students. Teachers have received professional development on how to maximize Canvas in the classroom to enhance student learning.

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

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

Answer the questions for the grade levels in your school.

Grades 6-8 only

What career awareness activities are provided for students? (Highlight all that apply)	
	Career-related courses
Career-focused classroom lessons	Job-site tours
Guest speakers	Career Day/Fair or Community Day
Career-focused clubs (i.e., Robotics, Agriculture Garden, STEM, etc.)	Online career navigation program
Other	

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

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

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

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

Pierre Moran Middle School acknowledges that students achieve better in an environment in which they feel safe. Toward this end we have:

- A progressive discipline plan with procedures that follow state and federal law
- A corporation level and a building level School Safety Team
- A corporation level and a building level School Safety Plan
- A corporation level and a building level Crisis Intervention Plan
- Trained School Safety Specialist on site
- Safety drills for fire, tornado, and Lockout/down are practiced routinely
- *SPRIGEO* for anonymous reporting of potential problems; bullying prevention tip line and online, professional development training in mental health, suicide prevention and bullying prevention
- Video cameras in strategic parts of the building
- Identification Tags for students and staff
- A trained counselors and two social workers available to all students to deal with personal issues and to teach conflict resolution, social skills, and anger management
- Anti-bullying Program
- PBIS implemented in August 2016 establishing procedures for behavior in every area of the building along with rewards for positive behavior and consequences for negative behavior. In 2018, we added the use of the PBIS rewards system for students and staff.

Students are also held to a high standard of behavior through:

- Student *of the Month*; awarded to students who exhibit these traits (overall winner and runners-up all acknowledged)
- Warrior *P.R.I.D.E* - Persistence, Respectfulness, Initiative, Dependability, Efficiency. The PRIDE initiative is an acronym for the work and life characteristics that future employers and businesses feel are important to be successful in a student's future careers. Eighth graders will have the opportunity to earn work ethic certification. Part of earning the certification is to have proven that students have successfully implemented and have shown the characteristics of PRIDE. The eighth grader's work ethic certification will be an opportunity for students to work on skill sets and set age appropriate goals.
- *Five Star Life Program*; includes 33 of the Search Institute's 40 Developmental Assets and teaches 18 Life Skills through their Core Values (respect, responsibility, integrity, sacrifice, courage). It is character education, social and emotional learning, climate building, and peer mentoring through a video curriculum and afterschool program.
- Lifeline: a ministry that provides a safe, family-like atmosphere for youth through their afterschool and summer camp programs
- Student participation in extra curricular activities are encouraged and correlated with wthe high standards of behavior.

Core Element 7: Cultural Competency [Required for all]

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

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

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

Describe how racial, ethnic, language-minority, and socio-economic groups are identified.

Students groups are identified through contact information and required annual school forms.

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

Intervention Tutorial Steps PMMS_School-wide System for Student Intervention

EL-SIOP PD

The district implemented a SIOP professional development district-wide This course is designed to give you background information, strategies, activities and tools to help implement all the features of the SIOP instructional model. By incorporating the SIOP model, teachers can improve their teaching practices through the delivery of high quality instruction for ALL students and improve the language proficiency and grade level content knowledge of their linguistically and culturally diverse learners.

Climate/Culture-Committed to positive interactions (5:1)

- Teachers will be committed to a goal of 5:1 positive to negative interactions with students
- MTSS-Tier 1 (classroom), 2 (tutorials), & 3 (interventions)
- The new schedule will allow for multi-tiered, systematic interventions
- Teachers will create closed and open sessions to address the individual needs of students twice a week during Tutorial Time

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

- SIOP Training is necessary in order to increase the understanding of how to best serve English Language Learners.
- Trauma Informed Care Training is needed for all in order to increase the understanding of how to best serve and respond to the needs of students who have suffered trauma and need behavioral intervention/assistance.
- Professional development is needed in the area of helping general education teachers know how to best serve students with reading comprehension across the curriculum

- Training is needed for all in order to increase the awareness of how to respond when students display behaviors of escalation and how to appropriately de-escalate situations.
- Cultural Competency is needed from the district level to work with all educators in knowing how to work with families and students of all cultures.
- Restorative Practice training is needed for all educators to understand the importance of how to support students when they return to the classroom after having been dismissed for inappropriate behaviors.

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

Improvement of Cultural Competency

As a district, all teachers, administrators and staff are required to take a SIOP (Sheltered Instruction Observation Protocol) Canvas Course this year to learn strategies and practices to better understand and support English Language Learners. By taking the course, participants will gain an understanding of how best to support English Language Learners in the classroom and how best to serve families.

Staff will also participate in Trauma Informed Care training(TIC) and have a TIC Hinge Team to support students in trauma. Statistics show that many students who are placed in Special Education programs or in our ED classroom represent minority students.

Core Element 8: Review Attendance [Required for all]

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

Number of students absent 10% or more of the school year. Last year: 74 Two Years Ago: 134 Three Years Ago: 142

What may be contributing to the attendance trend?

Changes in procedures for tracking attendance, change in scheduling, and the accountability because improving student and teacher attendance is a school goal, and Covid.

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

During the 2018-2019 SY we moved our intervention period to the middle of the day because we thought that if we had a class at the beginning of the day, students would be more likely to come to school and not be tardy. In our weekly office meetings, all hands are on deck to talk about a weekly attendance report that lists students that have been absent for two or more consecutive days. Our attendance secretary runs the reports, and along with the school counselors, the social worker, admin team, and resource officer make phone calls home to understand why the student has been absent from school. The counselors, social worker, and resource officer also make home visits when we cannot speak with the parent/guardian of the student. Finally, the admin calls in the director of safety and security to do a well check when, as a school, we cannot get a hold of anyone.

If procedures or practices to reduce chronic absenteeism are in place, how are the results monitored?

Results are monitored through weekly attendance reports, the data dashboard, and consistent communication with all stakeholders.

Best Practice/Requirements Self-Check	Yes/No	X
<p>The school has and follows a chronic absence reduction plan.</p> <p>“Absence of concern” will include all truanancies, unverified absences, unexcused absences, and absences that are a concern to the school principal/ designee. Students who accumulate absences of concern in a twelve month period in any Elkhart County School will proceed through the following levels and may also be subjected to disciplinary consequences.</p> <p>LEVEL 1 <u>FORMAL NOTIFICATION TO PARENTS</u> If any student accumulates four (4) absences of concern, the parents/ guardians will be formally notified by letter. Upon receipt of this letter, it becomes the responsibility of the parents/ guardians to contact the school to discuss the attendance of his or her student.</p> <p>LEVEL 2 <u>LEGAL NOTICE</u></p>	<p>Yes No</p>	<p>X</p>

<p>If subsequent to the completion of Level 1 notification, the student accumulates seven (7) absences of concern, a legal notice will be sent by registered mail to the parents/ guardians and copied to Juvenile Probation or Department of Child Services (DCS).</p> <p><u>LEVEL 3 CONTINUING ABSENCES OF CONCERN</u> If subsequent to completion of the Level 2 notification, the student accumulates continuing absences of concern, the hearing officer will meet with the parents/ guardians and student. The hearing officer will complete a written summary with recommendations to the school, parents/ guardians and student. Continued absences of concern will result in referral to the Department of Child Services (DCS), Juvenile Probation, or the Prosecuting Attorney’s Office. Failure to attend the hearing will result in advancement to Level 4.</p> <p><u>LEVEL 4 MANDATORY INTERVENTIONS/ REFERRAL TO DEPARTMENT OF CHILD SERVICES/ PROBATION/ OR PROSECUTING ATTORNEY</u> If subsequent to the completion of the Level 3 hearing, the student continues to accumulate absences of concern, the school will file a violation of legal notice with Juvenile Probation, the Department of Child Services, or the Prosecuting Attorney’s Office. Parents will be required to attend a meeting with a school administrator who will assign mandatory interventions. The parents/ guardians and school representative will receive written notification of interventions at that time. Failure to comply with interventions or to improve school attendance will result in a direct referral to the Department of Child Services, Juvenile Probation, or the Prosecutor’s Office.</p> <p><u>LEVEL 5 COURT</u> If subsequent to the completion of the level 4 meeting, the student continues to accumulate absences of concern, the school will notify the Department of Child Services, Juvenile Probation, or the Prosecutor’s Office. The Prosecutor has the option of charging the parents/guardians with educational neglect or the student with truancy.</p>		
<p>A multi-tiered system of support (MTSS) is in place to identify and help the academic, behavioral, and/or social emotional needs of chronically absent students.</p> <p>MTSS is being implemented in this current year.</p>	<p>Yes No</p>	<p>X</p>

Core Element 9: Parent and Family Engagement [Required for all]

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

The school will have bimonthly family gatherings that communicate information important to families. Families are invited to participate in revising Parent and School Guidelines during our Title I informational meeting. Invitations are extended to various family events through our SMORES newsletter, REMIND app, and Facebook. Essential Standards are shared on the newsletter and Facebook to keep parents informed of the guaranteed standards we expect students will master. Our Media Specialist will be leading the family committee and a task force to tackle literacy. A partnership with the local church will aid in sponsoring family events that may draw families in our area.

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

We are transforming teacher-led parent-teacher conferences in favor of student-led meeting formats that engage students in the process. These conferences can provide powerful opportunities for students to advocate for their own learning and hear parents' questions, concerns, and goals for their child. Through a newsletter and Facebook, we explained Student-Led Conferences (SLCs) differ from traditional conferences in that they place students at the helm of teacher-supported discussions with parents about student progress and learning. SLCs also often present opportunities for students to prepare, reflect on, and discuss evidence of their learning and growth by way of student portfolios. We continue to work on student led conferences. We are doing it , but we need to refine the process and encouraged all staff to participate in this initiative. A student-led parent-teacher conference focuses on student learning goals we can set by examining the student's work. This is an active event in which the learner and those responsible for supporting his or her education identify his or her strengths and areas of growth and make plans to address these areas. The conference is one tool to help families support their child's success. In addition, our school-parent compact outlining shared responsibility for high student academic achievement is shared and discussed with families as well as our essential standards for each class.

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

The attendance office administrator pulls a weekly attendance report for students with two or more absences. This report is reviewed during the weekly office staff meeting. Each students' absence is verified by an adult in the room. If there is a student whose absence is not verified, meaning there is an explanation for the absence, an office staff member (administrators, social worker, counselors, attendance office administrators) is assigned to follow up on the student. If no contact is made, the school resource officer may follow up with a wellness check.

How do teachers and staff bridge cultural differences through effective communication?

Teachers use a variety of communication methods, including Talking Points, to connect with non-English speaking parents.

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

The following is specific to Title I Schoolwide Programs.

Describe strategies used to increase parental involvement.

Strategies include increasing the modalities in which parent involvement can take place. A Family and Community Committee (FCC) was created to brainstorm the different modalities some examples include: online instructional videos, social media to connect to parents, home visits, parent teacher conferences, family nights, and parent training and/or workshops.

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

Parents have access to the online grading platform, PowerSchool. PowerSchool provides parents with current grades and attendance records. Parents also receive yearly reports on state assessment results for their student(s) through mail. Parents are also given the option to participate in the Learning Management Services as an observer of their student's courses(Canvas).

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

The FCC invites families as active participants in the reviewing of documents such as Title I parent guidelines. Representatives from that committee are also invited to participate in the school improvement planning process. We are the process of developing an additional committee called the principal's advisory council made up parents within our school community.

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

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

Students may begin on-level and advanced classes during their 8th grade school year for high school credits.

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

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

Graduation rate last year:

Percent of students on track to graduate in each cohort:

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

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

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

State and local funds are used to support funding of the following:

- Principals, Assistant Principals and Academic Deans
- Classroom teachers
- Specials teachers (art/music/physical education)
- Elementary English learner teachers
- All non-staff related costs (to include curricular supplies) are allocated based on student count and unrelated to whether or not the building receives Title support.

Title II funds support the professional development needs as related to the district initiatives and SMART goals in the areas of *Leadership Effectiveness, Educator Effectiveness, Student Conditions for Learning* and *Parent and Community Engagement*. Title III funds support English language learners in attaining English language proficiency and the professional development needed for administrators, other school leaders and classroom teachers in developing and enhancing their capacity to provide effective instructional programming. Title IV funds are used to provide activities that support well-rounded educational opportunities, safe and healthy students and educational technology as it relates to increased academic achievement and digital literacy.

Elkhart Community Schools has a partnership with Beacon Health System. Their community impact team implements free resources and programs in our schools. Additional in-kind resources include the Cares mentor program to support students' emotional well-being and academic achievement.

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

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

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

Mentoring and induction programs; high-quality professional development; and partnerships with teacher preparation programs.

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

Staff Name	Licensure/Certification	Assigned Class/Subject
Ankney, Rick	Mathematics 5-9	Math
Ryder,Sean	Physical Education and Health Middle School/Junior High	Gym
Blaha, Heather	Visual Arts K-12	Art
Robinson,Martha	Music: Choral, General And Instrumental K-12	Band
Charlwood, Kerri	Language Arts Middle School/Junior High; ENL 5-12	ELA
Houck,Daniel	Physical Science and Math	Science
Cortez, Mariana	ENL Middle School/Junior High; Spanish 5-12	ELA/EL
Davis, Amanda	Language Arts Middle School/Junior High	ELA
Elias, Aaron	Historical Perspectives 5-12	Soc.Stud
Milnes,Rebecca	Visual Arts K-12	ART
Garcia, Iza	ENL Middle School/Junior High	ELA/EL
Gutschow, Mary	Emergency Permit; Mild Intervention P-12	SPED and ELA Lab
Grubbs, Misty	Music : Choral, General And Instrumental K-12	Music
Kinder, Joshua	Mathematics 5-12	Math
Drummond,Ryan	Physical Education and Health and Safety Senior High-Junior/Middle School	Gym
Madison, Andrew	Emergency Permit; Mild Intervention P-12	SPED and Math Lab
Magers, Rebekah	Instructional coach	ELA
McGrath, Steve	Mathematics Senior High-Junior/Middle School 5-12	Math
Beyer,Chris	Instrumental and General Music All Schools	Orchestra

Puetz, Cheri	Elementary Generalist/ Instructional K-6	Media Specialist
Bontrager,Arianna	Mild Intervention and Intense Intervention All Schools	MOMH
Satterfield, Jeremy	United States History, Geography, and Government 5-12	Soc. Studies
Taylor, Chad	Substitute Permit P-12	Science
Toroczka, Agnes	Mathematics 5-12	Math
Tyson, Josh	Instrumental, Vocal and General Music P-12	Choir
VanLue, Jeff	Life Science P-12	Science
Wigfall,Yvette	Language Arts Middle School / Junior High	ELA
West, Shaleta	Emergency Permit; Mild Intervention P-12	SPED and ELA Lab
Yoder, Brent	General Elementary 1-6; 7/8 Non-Dept.Language Arts Endorsement 1-9	ELA

SECTION B: Needs Assessment

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

General Academic and Schoolwide

WIDA

Special Education

High Ability

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

Step 1: Review Potential Issues from the Core Elements

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

Do these issues significantly impact our current school goals as strengths or problems?

Do these issues present significant strengths or problems not already addressed by goals in our current school improvement plan?

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

Core Element 1: Curriculum [Required for all] continued

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

Do these issues significantly impact our current school goals as strengths or problems?

Do these issues present significant strengths or problems not already addressed by goals in our current school improvement plan?

- Lack of a district-established curriculum impacts our school goal as a problem. This issue is already addressed in the current school improvement plan(culturally responsive plan at the district level, but have developed one at the building level).
- Pacing guides and/or curriculum maps are inconsistently used to plan and teach a standards-based curriculum. They exist in some content areas but the degree of accountability varies. Standardized common formative assessments are not common within the district. These are current problems that are also being addressed in the current school improvement plan.
 - Standardized common formative assessments (Are these an effective tool?)
 - Common Scope and Sequence across MS
 - Exists but not sure to what degree there is accountability
 - Essential Standards and Unwrapping Standards
- A culturally responsive curriculum significantly impacts our school as a problem. This issue is not being currently addressed in the school improvement plan.

Core Element 2: Instructional Program

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

Do these issues significantly impact our current school goals as strengths or problems?

Instructional programming significantly impacts our current school goals as a problem.

- gap analysis
- Some teachers are not completing the Advisory and/or Independent Study Lessons
- Getting people to do the work/create the lessons for the Independent Study Lessons
- Some teachers are not using their prep time to actually prepare for their classes, but they are grading, video calling, making phone calls, etc.

Do these issues present significant strengths or problems not already addressed by goals in our current school improvement plan?

No, these are currently being addressed in our current SIP.

Core Element 3: Assessment [Required for all]

Assessment Name	Grade(s)	Frequency	Type and Rationale for Use	Continue Use	X
Formative Assessments	7-8	Benchmark, Com. Form., Summative, Other	Formative Assessments (FAs) include exit tickets, checks for understanding, quizzes, writing performance tasks, short answer responses, and other various formats. Formative assessments are given throughout a lesson as a quick measure of student learning. Teachers use the data to differentiate and modify instructional lessons.	Yes No	X
Common Formative Assessments	7-8	Benchmark, Com. Form., Summative, Other	Teachers create Common Formative Assessments based upon the essential standards taught during a Unit of Study. CFA's are given every 3-4 weeks and data is used to assess the degree of mastery of the essential standards. Teachers use the data to differentiate and modify instructional lessons.	Yes No	X
WIDA ACCESS Testing	All ELL students	Benchmark, Com. Form., Summative, Other	The WIDA Assessment is given to all English Language Learners to identify language skills in both social and academic English.	Yes No	X

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

Do these issues significantly impact our current school goals as strengths or problems?

Assessment practices significantly impact our school goals as problems. CFAs are currently developed in each content area. These assessments are have been developed.

Do these issues present significant strengths or problems not already addressed by goals in our current school improvement plan?

No, these are currently being addressed in our current SIP through our goal of becoming a Professional Learning Community.

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

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

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

Do these issues significantly impact our current school goals as strengths or problems?

A safe and disciplined environment significantly impacts our school goal as a problem.

Do these issues present significant strengths or problems not already addressed by goals in our current school improvement plan?

No, these are currently being addressed in our current SIP through our goal of creating a healthy learning environment.

If subsequent to the completion of the level 4 meeting, the student continues to accumulate absences of concern, the school will notify the Department of Child Services, Juvenile Probation, or the Prosecutor’s Office. The Prosecutor has the option of charging the parents/guardians with educational neglect or the student with truancy.		
A multi-tiered system of support (MTSS) is in place to identify and help the academic, behavioral, and/or social emotional needs of chronically absent students.	Yes No	X

Do these issues significantly impact our current school goals as strengths or problems?

Attendance significantly impacts our school goal as a problem.

Do these issues present significant strengths or problems not already addressed by goals in our current school improvement plan?

No, these are currently being addressed in our current SIP through our goal of creating a healthy learning environment.

Step 2: Evaluate Progress on Current School Goals

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

Goal 1 _____ Measurable outcome met? Yes **No**

Students: Increase 5% in our student attendance rate, as measured by our state and federal attendance rate, by creating a healthy learning environment for all students through intentional relationship building rooted in respect, trust, and mutual responsibility.

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

If the goal was not met, explain why.

The structure of the instructional days was altered for the 2020-21 school year. Previously implemented strategy by the attendance team was not as effective with virtual learners and virtual learning (elearning) instructional days. It was more difficult to hold students accountable for days missed. The number of students needing regular interventions outnumbered the resources required to effectively address and meet all the needs. Furthermore, COVID-19 concerns and confirmed cases also impacted attendance rates. Building relationships and connecting with students is much more difficult when students are only attending twice a week in person or 100% virtually.

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

Goal 2 _____ Measurable outcome met? Yes **No**

Move students to the next level of proficiency or above in order to reduce the percentage of students in the “below proficiency” level to less than 30% while increasing the percentage of students in at least two of the three other proficiency levels (by at least _5_%).

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

If the goal was not met, explain why.

Due to the COVID 19 pandemic, the structure of the instructional days was disrupted. Poor attendance was also an issue affecting the goal.

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

SECTION C: Analysis

Step 1: Conduct a Gap Analysis

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

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

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

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

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

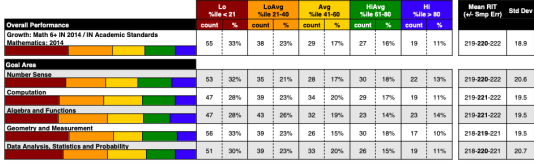
During our discussion about the core elements we felt student misbehavior has gotten worse. If that’s the case, it is counter to what we believe. We are committed to providing all students with a safe and disciplined learning environment. We want to find out if discipline is a real problem based on data.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

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

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

GAP ANALYSIS TEMPLATE

Desired Performance Indicators Based on Prioritized Goals/Characteristics	Part of the Current Goal?	Actual Performance Based on School Data	Brief Description Comparing Current Performance to Desired Performance	Gap (X)	Priority (#)																
<p>A strong instructional program provides a variety of effective instructional strategies that engage students, monitor student learning, and adjust instruction to meet students' needs.</p>	<p>Yes No</p>	<p>PLC notes, NWEA, ilearn, CFAs (window assessments), teacher evaluations (instructional domain-3)</p> <p>7/8 Math- participants 506/516</p> <table border="1" data-bbox="594 667 1136 854"> <thead> <tr> <th style="background-color: red;">% below proficiency</th> <th style="background-color: yellow;">% approaching proficiency</th> <th style="background-color: green;">% at proficiency</th> <th style="background-color: blue;">% above proficiency</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">69.4</td> <td style="text-align: center;">16.5</td> <td style="text-align: center;">8.2</td> <td style="text-align: center;">6.0</td> </tr> </tbody> </table> <p>7/8 ELA Reading- participants 504/516</p> <table border="1" data-bbox="594 938 1136 1114"> <thead> <tr> <th style="background-color: red;">% below proficiency</th> <th style="background-color: yellow;">% approaching proficiency</th> <th style="background-color: green;">% at proficiency</th> <th style="background-color: blue;">% above proficiency</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">51.9</td> <td style="text-align: center;">24.3</td> <td style="text-align: center;">15.7</td> <td style="text-align: center;">8.0</td> </tr> </tbody> </table>	% below proficiency	% approaching proficiency	% at proficiency	% above proficiency	69.4	16.5	8.2	6.0	% below proficiency	% approaching proficiency	% at proficiency	% above proficiency	51.9	24.3	15.7	8.0	<p>We are committed to a strong instructional program that provides a variety of effective instructional strategies. Data indicates students are not mastering essential standards during Tier I instruction. Teacher evaluation data also indicates</p> <p>Data available from (SY 2019-20) Fall 2019 of teacher evaluations, the domain 1 (planning and preparation) that had the most marks under unsatisfactory and basic were setting instructional outcomes (1c), designing student assessments (1f), and from domain 3 (instruction) - questioning and discussion techniques (3b), and engaging students in learning (3c)</p>		
% below proficiency	% approaching proficiency	% at proficiency	% above proficiency																		
69.4	16.5	8.2	6.0																		
% below proficiency	% approaching proficiency	% at proficiency	% above proficiency																		
51.9	24.3	15.7	8.0																		
<p>The school has a system in place that uses assessment data to inform decisions about instruction and instructional practices, including the identification of students for Tier II and Tier III</p>	<p>Yes No</p>	<p>CFAs (window assessments),</p> <p>NWEA-Winter 20-21</p> <p>Goal Ardea Data-7th Grade/ 8th Grade</p> <p>Goal Area</p>	<p>We are committed to a system that uses assessment data to inform instruction. Data indicates students are not mastering essential standards during Tier I instruction. Students are not completing or passing assessments even after a Tier II intervention. There was limited implementation of Tier III instruction.</p>																		

<p>instruction.</p> <p>Tier 1-All students have access to grade level curriculum (essentials)</p> <p>Tier 2-Because some students will need extra time & support to master essentials, there must be time, during the school day, to reteach & extend.</p> <p>Tier 3-Because some students enter each school year lacking essential, foundational skills, some students will need daily remediation in foundational skills</p>		 <p>(after 16 weeks of instruction)</p>			
<p>Assessments are created, reviewed, and revised regularly to ensure essential standards are measured at the appropriate depth of knowledge and rigor.</p>	<p>Yes No</p>	<p>CFAs (window assessments)</p>			
<p>Continue to reduce student chronic absenteeism.</p>	<p>Yes No</p>	<p>teacher evaluations (classroom environment domain-2)</p>			
<p>Better staff use of PBIS, PBIS Rewards, and the ARS system</p>	<p>Yes No</p>	<p>All staff members used PBIS rewards last year. However, the points awarded by teachers ranged from 4 points for the year to 16,402 points for the year</p>	<p>Current performance is okay, since all of our teachers used the PBIS Rewards system, but we need more teachers to use the system and reward students for their good behavior.</p>	<p>X</p>	<p>#1</p>

<p>Students log into their-learning classes M-F during their assigned e-learning times for their Google Meets</p>	<p>Yes No</p>	<p>In looking at enrollment counts, emails sent from parents, and phone calls to parents students are not logging to their classes for synchronous learning through Google meets. Students are being counted as no shows and are only attending classes that they want to attend. There are also students who have logged into no Google meets, but have completed the work.</p>	<p>Students are not logging to their classes for synchronous learning through Google meets. We need students to log into their e-learning classes daily to receive the synchronous learning that is being offered by our teachers. More information/direction needs to be given to the students and the parents so that they have a better understanding of what the district is requiring them to do.</p>	<p>X</p>													
<p>A safe and disciplined school environment provides an educational atmosphere conducive to learning and personal growth.</p>	<p>Yes No</p>	<p>In-school suspensions increased between 12-20% over the last 2 year. Suspensions increased by 31% from 2017-18 to the 2019-20 school year.</p> <table border="1" data-bbox="596 602 1131 789"> <thead> <tr> <th></th> <th>2019-20</th> <th>2020-21</th> <th>2021-22</th> </tr> </thead> <tbody> <tr> <td>ISS</td> <td>158</td> <td>25</td> <td>73</td> </tr> <tr> <td>OSS</td> <td>131</td> <td>56</td> <td>249</td> </tr> </tbody> </table>		2019-20	2020-21	2021-22	ISS	158	25	73	OSS	131	56	249	<p>We are committed to a learning environment that ensures safety and well being for all students. Data indicates that students do not feel safe and that misbehavior resulting in suspensions and behavior has increased.</p>	<p>X</p>	<p>#1 & 2</p>
	2019-20	2020-21	2021-22														
ISS	158	25	73														
OSS	131	56	249														
<p>Creating a culture where parents are actively involved in their child's performance.</p>	<p>Yes No</p>	<p>Poor turnout for PTC, Title 1 Parent Meetings</p>	<p>Currently, we have approximately 30% of our parents coming in for PTC and other meetings. A good goal to reach would be to increase that number to 60%.</p>	<p>X</p>													
<p>To ensure ALL students are learning at high levels, regular student attendance is critical.</p>	<p>Yes No</p>	<p>Almost a ¼ of the population is “chronic” for the 17-18 (23.15%)</p> <ul style="list-style-type: none"> ○ Compared to 18-19 and 19-20 that number has been dropping <ul style="list-style-type: none"> ■ 2018-19 is 16.64% ■ 2019-20 is 12.63% ■ 2020-21 is 56.4(Covid) ■ 2021- 22 is 34.8(Covid) 	<p>We are committed to ensuring that ALL students learn at high levels. Data from 17-18 SY indicated that around ¼ of students at PMMS were chronically absent resulting students falling further behind, lower test scores on standardized test and lower participation. Our goal is to have 98% of our students consistently attending school at one time.</p>	<p>X</p>	<p>1</p>												

School Culture	Yes No	Higher number of referrals for students of color--specifically African American students. Overrepresentation in referral data for students of color.	In 2019-20, AA students represent 14% of the students population. In discipline that same year, AA students accounted for 22% of referrals.	X	1
Literacy	Yes No	Proficiency in ILEARN scores. Students are performing well IN class,(Letter grades of As and Bs) but are routinely scoring poorly on the ILEARN.	We were in the low 30s of student proficiency. Example: High ability students are not scoring like expected.	X	3
All students academic vocabulary proficiency will improve allowing for improved performance on standardized testing metrics	Yes No	Increase the NWEA MAP scores - specifically the indicators for vocabulary - improve by 15% for all student demographic groups	Overall Language Arts and Math ILearn Scores are below state average for our student demographics. To see those scores improve, close to or at state averages, the academic vocabulary proficiency must increase.	X	2

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



Step 2: Conduct Root Cause Analyses

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

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

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

Identified Priorities from Previous Chart	List Root Cause(s)
Healthy Learning Environment <i>Attendance</i>	Lack of relationships with key stakeholders Lack of engagement in learning
Curriculum & Instruction through PLC <i>High Levels of Learning</i>	Lack of engagement in learning Lack of established curriculum
High levels of learning and instruction <i>Literacy</i>	Lack of variety and high-yielding instructional strategies Lack of follow up with Professional Development

↓
Write your Goal(s) from these.

↓
Develop strategies from these.

SECTION D: School Improvement Plan and Professional Development Plan

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

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

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

School Improvement Plan

Using the Goal Template

Goals

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

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

Evidence-Based Strategy

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

Strategy Action Steps

Action steps are specific actions necessary to implement a strategy. In the template, schools may have more or less than four (4) action steps. Space is provided for four. Add additional steps if needed.

GOAL 1 EXAMPLE	By Spring 2022, 70% of students in grades 6-8 who are identified as in need of special education services in mathematics, will demonstrate mathematical proficiency as measured by the ILEARN assessment.			
Data Checkpoints (dates)	November 1	February 15	May 25	
Evidence at Checkpoints	Math scores on interim test	Math scores on interim test	Math scores on interim test	
Evidence-Based Strategy 1	Implemented blended instructional models in mathematics classes in grades 5-8. Bottge, Brian A., et al. “Effects of Blended Instructional Models on Math Performance.” <i>Exceptional Children</i> , vol. 8, no. 4, June 2014, pp. 423-437., doi: 10.1177/0014402914527240.		PD Needed: Yes No	
Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
Action Step 1	Conduct on-going, job-embedded training for teachers and instructional support staff.	August 2021- May 2020	Leadership Team, Math Department Chairs	85% of teachers implemented blended instructional model lessons as determined by information from observations by coaches and the administrator.
Yr. 2 Measurable Objective	By Spring 2022, 74% of students in grades 6-8 who are identified as in need of special education services in mathematics, will demonstrate mathematical proficiency as measured by the ILEARN assessment.			
Yr. 3 Measurable Objective	By Spring 2022, 79% of students in grades 6-8 who are identified as in need of special education services in mathematics, will demonstrate mathematical proficiency as measured by the ILEARN assessment.			

GOAL 1	By Spring 2022, increase 5% in our student attendance rate, as measured by our state and federal attendance rate, by creating a healthy learning environment for all students through intentional relationship building rooted in respect, trust, and mutual responsibility.			
Data Checkpoints (dates)	September/October 2022	Dec. 2022/Jan. 2023	March 2023	May/June 2023
Evidence at Checkpoints	Monthly Discipline Data Attendance Report	Monthly Discipline Data Attendance Report	Monthly Discipline Data Attendance Report	Monthly Discipline Data Attendance Report
Evidence- Based Strategy 1	The Trauma Informed School: A Step-by-Step Implementation Guide Meg Walkley, Tory L. Cox, Building Trauma-Informed Schools and Communities, Children & Schools, Volume 35, Issue 2, April 2013, Pages 123–126,			PD Needed: Yes No
Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
Action Step 1	TIC Leadership Team/Hinge Team that will review attendance policies and protocols	August 2022	Principal, Dean of Behavior Support (DoB), GC, & ETA	The TIC Leadership Team meets to create a flow chart of attendance protocols for staff and students.
Action Step 2	Share attendance and discipline data with all staff members and new attendance protocols.	August 2022	TIC & Guiding Coalition Team	Staff Meeting Agenda with Presentation Link
Action Step 3	TIC team leaders lead in book study of <i>Help for Billy</i> .	Sept. 2021-Dec. 2022	Dean of Behavior Support & TIC Leadership Team	100% of team members spend time discussing how their interactions with students were <i>modified</i> from a behavioral focus to a trauma-relationship focus.
Action Step 4	PD for teachers-Introduce the 5 Critical Steps to implementing a trauma informed school	Sept. 2020-Dec. 2022	Supervisor of Special Programs, Dean of Behavior Support, Social Worker, and other TIC members	70% or more teachers participate in PD on Trauma Informed Care and receive certification of completion through in person Tuesday/Thursday PD sessions or on their own through on demand video PD sessions.

Action Step 5	Redesign-ISS Room/Calm Room	Oct. 2021 - Oct. 2022	GC, TIC Team, Assistant Principal, Dean, & ISS Supervisor	Discipline data shows that 75% of time is utilized as time to regulate, complete work, and learn new skills
Evidence- Based Strategy 2	Trust-based Relational Intervention Karyn B. Purvis , David R. Cross , Donald F. Dansereau & Sheri R. Parris (2013) Trust-Based Relational Intervention (TBRI): A Systemic Approach to Complex Developmental Trauma, Child & Youth Services, 34:4, 360-386, DOI: 10.1080/0145935X.2013.859906			PD Needed: Yes No
Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
Action Step 1	Staff PD-Complete Initial Trust-based Relational Intervention (TBRI) 2-hr training session	August 2021	Social Worker, Dean of Behavior, & TIC Team Led by Village to Village	In a student survey, 50% of the student population responds that they want to be in school because they feel connected to at least one adult in the building-which provides the foundation for attachment and self regulation.
Action Step 2	Conduct on-going, job-embedded training for teachers and instructional support staff on <i>IDEAL</i> responses.	August 2021-May 2022	TIC Team, Admin, Instructional Coach, Teachers	During our Advisory Period, 100% of teachers will role-play with students in order to practice proactive strategies as preventive teaching measures. This will also allow students to practice appropriate responses to frustrations they may encounter. These interactions can be observed by colleagues, instructional coach, and/or admin informal walkthroughs.
Action Step 3	Host Leadership Staff Retreat	TBD	Admin, SW, DoB, V2V	
Action Step 4	Host Staff Retreat	TBD	Leadership Team & V2V	
	Conduct on-going,	August 2021-December 2021	TIC Team, Admin, Instructional	During our Advisory Period, 88%

	job-embedded training for teachers and instructional support staff on <i>IDEAL</i> responses.		Coach, Teachers	of teachers will role-play with students in order to practice proactive strategies as preventive teaching measures. This will also allow students to practice appropriate responses to frustrations they may encounter. These interactions can be observed by colleagues, instructional coach, and/or admin
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GOAL 2	By Spring 2022, at least 5% of students in grades 7-8 who are identified as a sub group will move proficiency levels in order to reduce the percentage of these students in the “below proficiency” level to less than 30%.			
Data Checkpoints (dates)	Nov./Dec. 2020	March/Apr. 2021	Nov./Dec. 2021	March/Apr. 2022
Evidence at Checkpoints	Scores on interim test (NWEA & CFAs)	Scores on interim test (NWEA & CFAs)	Scores on interim test (NWEA & CFAs)	Scores on interim test (NWEA & CFAs)
Evidence- Based Strategy 1	<p>PLC at Work</p> <p>By way of our Professional Learning Community, refine curriculum and instruction through the development of a guaranteed and viable curriculum including: identifying essential standards, unwrapping standards, developing and modifying common formative assessments. American Productivity and Quality Center. (2009). Best Practices in Evaluating Professional Learning Communities (PLCs). https://studylib.net/doc/18838035/_evaluating-plcs_final-report.indd</p>			PD Needed: Yes No
Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
Action Step 1	Post and hire Instructional coach	March 2020-August 2020	Admin & Guiding Coalition	Instructional Coach is hired and creates a Coaching Cycle Schedule
Action Step 2	Conduct on-going job embedded training for teachers on PLC process.	August 2020-June 2021-22	Leadership Team and Instructional Coach	70% of teaching implemented the PLC process during collaboration as determined by information from observations by instructional coach, administrators, and the PLC form .
Action Step 3	Conduct ongoing Smekens Literacy training for ELA and EL teachers.	September 2019-June 2021	Leadership Team, ELA Chair, and District Director of Literacy	At least 70% of ELA department teachers are trained and strategies are implemented as observed by instructional coach and administrators.
Action Step 4	Monitor, evaluate, and modify collaboration through support and continuous improvement of the teams	August 2020-June 2021-22	Leadership Team and Instructional Coach	100% of teachers are supported, coached, and evaluated through the Elkhart Community School’s teacher appraisal plan.

Evidence- Based Strategy 2	<u>Lesson Planning</u> Spooner F, Baker JN, Harris AA, Ahlgrim-Delzell L, Browder DM. Effects of Training in Universal Design for Learning on Lesson Plan Development. Remedial and Special Education. 2007;28(2):108-116. doi: 10.1177/07419325070280020101			PD Needed: Yes No
Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
Action Step 1	Scaffold introduction to The Elements of Effective Lessons	August 2020-Dec. 2020	Principal & Instructional Coach	50% of teachers are utilizing a lesson template that includes the elements of effective lessons as determined by information from observations by the instructional coach and the administrators.
Action Step 2	Conduct on-going, job-embedded training for teachers on the elements of effective lessons.	Jan 2021-March 2021	Principal & Instructional Coach	70% of teachers implemented the elements of effective lessons as determined by information from lesson plan templates submitted and observations by the instructional coach and the administrators.
Action Step 3	Provide job-embedded support for teachers on the elements of effective lessons	March 2021-June 2021	Principal & Instructional Coach, Teaching and Learning Committee	100% of teachers are supported, coached, and evaluated through the Elkhart Community School's teacher appraisal plan.

Professional Development Plan

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

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

Professional Development Goal 1	Develop a trauma-informed model in our school by implementing a step-by-step guide that shifts the school culture and creates a more healthy learning environment.	Linked SIP Goals Yes No
Possible Funding Source(s)	PBIS Funds, SIG, Title	
Evidence of Impact	Increase in attendance as students want to be in school. Decrease in discipline data as students' attitudes about school improve and teachers develop skills in building relationships and creating a healthy learning environment for all students through intentional relationship building rooted in respect, trust, and mutual responsibility.	
<p>Plan for coaching and support during the learning process:</p> <p>A Trauma Informed Care Leadership team will be created with staff who are excited about this focus and will champion the professional development and intervention strategies. The team will be created this first year and participate in a book study and discuss their interactions with students. They will help model modifying interactions with students through a more trauma-relationship focus. They will become the "experts" and then lead small group book studies to help guide other groups of teachers as well as provide a coaching cycle for teachers who need help building healthy relationships with students.</p>		
<p>How will effectiveness be sustained over time?</p> <p>With the assistance of the Trauma Informed Care Leadership team, coaching cycles will continue the work through small group book studies, modeling strategies in scenarios with scripts, and analyzing of discipline data will help guide other groups of teachers and sustain the effectiveness over time.</p>		

Professional Development Goal 2	Develop a framework for PLCs built on a culture of collaboration, quality learning opportunities, and aligning of school and district goals.	Linked SIP Goals <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Possible Funding Source(s)	SIG, Title II	
Evidence of Impact	Higher levels of learning for all students as evidenced by Benchmark assessments, NWEA, and iLEARN.	
<p>Plan for coaching and support during the learning process: Administrators and other PLC leaders will help monitor and support the collaboration process through the creation of a defined set of essential standards, concepts, skills, texts, and writing assignments focused on high levels of learning for all. The administrators, instructional coach, and PLC team leaders and other members of the team will participate in a coaching cycle that will provide opportunities for coaching, modeling, and other supports needed.</p>		
<p>How will effectiveness be sustained over time? Effectiveness will be sustained by providing time in the week for teams to collaborate, supportive conditions, and supportive leadership by building relationships and a focus on student learning.</p>		

Professional Development Goal 3	Include more purposeful and guided reading, writing, and discussion to achieve a quality curriculum and improve instruction in order to close the achievement gap among our subgroups.	Linked SIP Goals Yes No
Possible Funding Source(s)	SIG, Title III	
Evidence of Impact	Higher levels of learning for all students as evidenced by ELA Benchmark assessments, NWEA Reading, and ILEARN ELA.	
<p>Plan for coaching and support during the learning process: Coaching and support will be provided by Smekens literacy consultants, the district's Director of Literacy, and the district EL coaches</p>		
<p>How will effectiveness be sustained over time? Effectiveness will be sustained by providing time in the week for teams to continue collaborating in their Professional Learning Communities (PLC), common prep times on the master schedule for continued collaboration, and the availability of on demand professional development videos offered through Smekens. Teachers trained in the cohorts will be able to engage new hires in the effective practices through their work in their PLCs.</p>		