



Indiana School Improvement Plan

West Side Middle School

Elkhart Community Schools

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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.

Executive Summary

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.

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?

West Side Middle School is located in Elkhart. The Elkhart community has a strong industrial base with over fifty percent of the workforce involved in manufacturing. Elkhart is proud to support leading manufacturers in the recreational vehicle, marine, musical instrument, and manufactured housing industries. A few of the largest employers are Thor, Forest River, Lippert Components, Patrick Industries, Elkhart General Hospital, and Elkhart Community Schools. Elkhart is a city with a population of 51,421 residents and a county population of 201,971 residents. Racial diversity is an integral part of our city with the Hispanic population of 22.5% exceeding our African American population of 15.4% (U.S. Census Department, 2010). Our city is located in north central Indiana, approximately 102 miles due east of Chicago and 130 miles north-northeast of Indianapolis while bordering the Michigan state line.

West Side Middle School opened as a new facility in the fall of 1959 as a junior high school, housing grades seven, eight, and nine, with a traditional educational program. In the fall of 1983, West Side was reorganized into a middle school, housing grades seven and eight and structuring student classes around an academic block system.

In the fall of 2010 - 2011, the student day was reorganized back to a semester schedule that consists of seven periods lasting 50 minutes. Students have opportunities in technology applications, health, general music, and physical education. The related arts staff provide additional experiences in art, band, choir, and orchestra. With the addition of the seven period schedule, all 7th grade students receive a semester of math problem solving and a semester of science problem solving. In addition, 8th grade students have the opportunity to earn high school credit in biology, agriculture science, physical education, math, art, and college and career readiness. West Side is proud to house three computer technology labs which enable teachers to integrate technology into their respective areas of study. West Side now also has ten classrooms that are supported with 30 Google Chromebooks. The teachers in these classrooms have participated in targeted professional development to utilize these computers. In addition as we transition to a one to one environment for our students, 67% of West Side staff has participated in Ipad training.

The student body represents a cross section of all socioeconomic groups. Of the 582 students enrolled in the 2016 - 2017 school year, approximately 54% of receive free lunch/book assistance, and 12% receive a reduced price lunch. Sixty-four percent of the student population is transported to and from school by bus. The racial demographics of the school are as follows: 8% multiracial, 27% Hispanic, 19% African American, 44% Caucasian and 2% other.

Several programs are offered to our special needs students. Within the building we offer a limited English proficiency program and honors classes. Within our special education department we offer services to our learning disabled, mildly mentally handicapped, and our emotionally disabled students. Twelve percent of the student population participates in at least one of the special education programs that West Side offers. Special Education students are supported in the general education environment by special education teachers, paraprofessionals, and access to a resource room.

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.

Mission, Vision, Beliefs

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

West Side Middle School's Mission Statement: Work with students, families, and community, as we strive for academic excellence in a safe environment, maximizing individual potential, as we help students succeed as lifelong learners.

Our Core Beliefs

1. All students will be challenged and motivated in order to reach their highest potential.
2. All students can learn, and teachers will differentiate in order to reach all students.
3. Teachers and students perform best in a safe, secure, and supportive environment that promotes positivity.
4. Parents and community are essential partners in the educational process of students.
5. Each of us is responsible for our own successes and failures, as reflected by our efforts and attitudes.
6. Student assessment procedures should focus on knowledge mastered and standards met.
7. All students will be provided equitable access to educational experiences.
8. Teachers will research and implement innovative techniques and effective teaching strategies.
9. Students will develop the skills necessary to become contributing citizens in a rapidly changing and diverse society.
10. Extra-curricular activities are important complements to a student's school experience, secondary to academics.
11. West Side staff must be unified to accomplish our goals, and will collaborate frequently and effectively in order to meet the needs of our students.

Knowledge and Competence

Upon completion of their West Side Middle School experience, students will demonstrate knowledge and competence by his/her ability to:

- Follow written or verbal directions.

- Effectively communicate in oral and written form, using grade-level

Content vocabulary

- Make informed decisions based on critical thought.
- Read and comprehend a variety of text.
- Seek and use available resources to obtain information.
- Make appropriate use of technological skills.
- Appreciate the fine arts.
- Incorporate grade-level math skills into daily life.
- Explore the continuum of career options.
- Interpret and respond to current events, both locally and globally.

Citizenship

Upon completion of their West Side Middle School experience, students will:

- Choose a healthy lifestyle.
- Work cooperatively.
- Respond to and resolve conflicts constructively.
- Function in a culturally diverse society, and respect others for their diversity.
- Participate in community service.
- Be responsible and accountable citizens.

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.

Our proudest achievement is the collaborative effort of all staff at West Side Middle School (WSMS). This effort is reflected in the advancement of our letter grade based on the Indiana Department of Education (IDOE) beginning in the 2009-2010 school year when we were placed on Academic Probation. Since the 2011-2012 school year, WSMS has performed above average. We attribute this success to implementing the 8-Step Process for School Improvement. This process helps teachers to hold students accountable for their mastery of grade-level standards.

The graphs included show our ISTEP+ data disaggregated for our subgroups. The first graphs look at our trend data for the language arts portion of the ISTEP test and the last few graphs look at our trend data for the math ISTEP. With a more rigorous test in 2015, we have found that there continues to be achievement gaps in each of our groups that we must address. Our focus for closing these achievement gaps focuses, not only on the 8-step process, but also includes our culturally responsive positive behavior support initiative and our professional development for staff to build cultural competency related to classroom instruction. Our focus on building academic vocabulary across all content areas will continue and we have confidence will assist with academic growth. We also will continue to focus our data team work on writing across the curriculum. Our continued focused instruction and frequent formative assessments will help us to continue to make progress with each individual student and thereby addressing their needs.

Additional Information

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

Increasing the Amount of Learning Time

Language Arts Intervention

Using ISTEP+ scores and NWEA scores, identified students receive an extra period of language arts instruction. The extra time allows classroom teachers to individualize their instruction and spend more time with each student. This differentiation has helped greatly to increase student achievement.

Math Problem Solving / Science Technology

During the 2017 - 2018 school year, all 7th grade students will get a semester of instruction in our integrated math problem solving / science technology class. This allows all of our 7th grade students to get additional instructional time in math. By differentiating the instruction students are able to get both interventions and enrichment opportunities.

READ 180

In order to address the needs of our ESL and special education students, we have implemented the READ 180 reading intervention program. READ 180 is a comprehensive program that combines researched-based reading practices with the effective use of technology and differentiated instruction to help students achieve reading success. Students involved in the READ 180 program are allotted a two-hour time period during their day for reading development.

Wilson Reading

For our students who are nonreaders, the Wilson Reading System is provided in addition to their language arts class. Wilson Reading is a research-based reading and writing program for teaching decoding and spelling with phoneme segmentation. The main purpose of the program is to teach identified students fluent decoding skills.

Success Period

Each student at West Side Middle School is assigned to a 27 minute success period each day. Each student will participate in two success periods this school year: homebase success and academic success. The purpose of homebase success period is for students to have the opportunity to connect with an adult in the building who will monitor their academic and behavioral progress at school and for teachers to conference with students as they track their progress. We also use homebase success for our Olweus bully prevention class meetings and character education. Academic success is used for our 8-Step interventions where students can receive additional assistance and enrichment opportunities from teachers.

Improvement Plan Stakeholder Involvement

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.

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 is composed of key teacher leaders in the building. Representatives from each of the following are part of the school improvement team; math and language arts department chairs, special education, ESL, counseling staff and applied skills staff. The team meets quarterly to review NWEA data, formative assessments, and ISTEP. Data from school improvement meetings is shared with the entire staff to allow analysis and input. Department data teams also meet monthly to review data and instructional strategies.

All parents are invited to Principal Parent Advisory meetings that are held quarterly. Progress related to the school improvement process is shared with parents. Meetings are announced in the school newsletter, letters home to students and on social media sites.

Students have the opportunity to participate in student surveys connected with student learning.

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

Staff, parents, and students were invited to participate in an online survey to provide input related to all five standards.

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 improvement plan for each school is connected to the district web page. All stakeholders have access to this page.

Each year the final document is shared with parents at the Principal's Parent Advisory meeting. The school improvement plan is shared with all staff on the staff Google drive. This document is a working document where we make the necessary adjustments based on quarterly reviews of student progress.

Self Assessment

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.

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: 2.0

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"> •Survey results •Students: 3.77 Parents: 3.53 Staff: 3.81 	Level 2

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"> •Survey results •Students: 3.29 Parents: n/a Staff: 3.75 	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 continuous improvement process for improving student learning and the conditions that support learning. Some stakeholder groups are engaged in the process. School personnel maintain a profile with data on student and school performance. The profile contains data used to identify goals for the improvement of achievement and instruction that are aligned with the school's purpose. The process includes action planning that identifies measurable objectives, strategies, activities, resources, and timelines for achieving improvement goals. Most interventions and strategies are implemented with fidelity. Some documentation that the process yields improved student achievement and instruction is available.	<ul style="list-style-type: none"> •Survey results •Students: 3.73 Parents: 3.75 Staff: n/a 	Level 2

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.

WSMS effectively maintains and communicates our commitment to high expectations for learning. Communication is strong between staff and students. Parents that responded also noted a positive response. Participation from all stakeholders is a need, especially involvement with parents and community members.

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 generally support the school's purpose and direction and the effective operation of the school. Most 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 staff. Policies and practices provide requirements and oversight of fiscal management.	<ul style="list-style-type: none"> •Student handbooks •Staff handbooks •School handbooks •Survey results: Students - 3.59 Parents - n/a Staff - 4.0 	Level 2

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"> •List of assigned staff for compliance •Proof of legal counsel •Governing body training plan •Governing code of ethics •Survey results: Students - n/a Parents - 3.5 Staff - 4.05 	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 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 maintains a distinction between its roles and responsibilities and those of school leadership.	<ul style="list-style-type: none"> •Roles and responsibilities of school leadership •School improvement plan developed by the school •Stakeholder input and feedback •Communications regarding board actions •Survey results regarding functions of the governing body •Agendas and minutes of meetings •Survey results: Students - n/a Parents - 3.45 Staff - 3.65 	Level 3

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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 align their decisions and actions toward continuous improvement to achieve the school's purpose. They expect all students to be held to high standards in all courses of study. All leaders and staff are collectively accountable for student learning. School leaders support innovation, collaboration, shared leadership, and professional growth. The culture is characterized by collaboration and a sense of community.	<ul style="list-style-type: none"> •Examples of collaboration and shared leadership •Survey results •Survey results: Students - 3.25 Parents - 3.88 Staff - 4.19 	Level 3

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"> •Copies of surveys or screen shots from online surveys •Survey responses •Survey results: Students - n/a Parents - 3.2 Staff - 3.3 	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 criteria and processes of supervision and evaluation include references to professional practice and student success. Supervision and evaluation processes are implemented at minimal levels. The results of the supervision and evaluation processes are used sometimes to monitor and effectively adjust professional practice and improve student learning.	<ul style="list-style-type: none"> •Supervision and evaluation documents with criteria for improving professional practice and student success noted •Job specific criteria •Representative supervision and evaluation reports •Survey results: Students - n/a Parents - n/a Staff - 3.8 	Level 2

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.

The survey results prove that WSMS has the autonomy to make instructional decisions to meet students' academic needs. School leadership and staff continually revise the instructional calendar based on student data and engagement. While instructional decisions are made by teachers, the goal is to improve the engagement of students and parents in these decisions.

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: 1.92

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"> •Survey results •Lesson plans •Posted learning objectives •Representative samples of student work across courses •Course schedules •Survey results: Students - 3.65 Parents - 3.83 Staff - 3.5 	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"> •Curriculum guides •Common assessments •Surveys results •Curriculum writing process •Products – scope and sequence, curriculum maps •Lesson plans aligned to the curriculum •Survey results: Students - 3.77 Parents - n/a Staff - 3.43 	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 sometimes 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 groups of students when necessary. Teachers sometimes 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"> •Examples of teacher use of technology as an instructional resource •Examples of student use of technology as a learning tool •Findings from supervisor walk-thrus and observations •Surveys results •Survey results: Students - 3.32 Parents - 3.59 Staff - 3.18 	Level 2

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 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"> •Curriculum maps •Supervision and evaluation procedures •Peer or mentoring opportunities and interactions 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.5	Teachers participate in collaborative learning communities to improve instruction and student learning.	Some members of the school staff participate in collaborative learning communities that meet both informally and formally. Collaboration occasionally occurs across grade levels and content areas. Staff members promote discussion about 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 sometimes occur among school personnel. School personnel express belief in the value of collaborative learning communities.	<ul style="list-style-type: none"> •Common language, protocols and reporting tools •Agendas and minutes of collaborative learning committees •Calendar/schedule of learning community meetings •Survey results •Examples of improvements to content and instructional practice resulting from collaboration •Survey results: Students - n/a Parents - 3.5 Staff - 3.13 	Level 2

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Indicator	Statement or Question	Response	Evidence	Rating
3.6	Teachers implement the school's instructional process in support of student learning.	Most teachers use an instructional process that informs students of learning expectations and standards of performance. Exemplars are sometimes provided to guide and inform students. The process may include multiple measures, including formative assessments, to inform the ongoing modification of instruction. The process provides students with feedback about their learning.	<ul style="list-style-type: none"> •Examples of learning expectations and standards of performance •Survey results •Examples of assessments that prompted modification in instruction •Samples of exemplars used to guide and inform student learning •Survey results: Students - 3.77 Parents - 3.83 Staff - 3.28 	Level 2

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"> •Records of meetings and walk thrus/feedback sessions •Survey results •Survey results: Students - n/a Parents - n/a Staff - 3.08 	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"> •Survey results •List of varied activities and communications modes with families, e.g., info portal, online, newsletters, parent centers, academic nights, open house, early release days •Calendar outlining when and how families are provided information on child's progress •Survey results: Students - 3.45 Parents - 3.65 Staff - 3.15 	Level 2

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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 interaction with individual students, allowing them to build relationships over time with the student. Most students participate in the structure. The structure allows the school employee to gain insight into the student's needs regarding learning skills, thinking skills, and life skills.	<ul style="list-style-type: none"> •Survey results •Master schedule with time for formal adult advocate structure •Survey results: Students - 3.43 Parents - 3.65 Staff - 3.53 	Level 2

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.	Few or no teachers use common grading and reporting policies, processes, and procedures. Policies, processes, and procedures, if they exist, are rarely implemented across grade levels or courses, and may not be well understood by stakeholders. No process for evaluation of grading and reporting practices is evident.	<ul style="list-style-type: none"> •Survey results •Sample report cards for each grade level and for all courses •Survey results: Students - 3.52 Parents - 3.25 Staff - 2.84 	Level 1

Indicator	Statement or Question	Response	Evidence	Rating
3.11	All staff members participate in a continuous program of professional learning.	Most staff members participate in a program of professional learning that is aligned with the school's purpose and direction. Professional development is based on the needs of the school. The program builds capacity among staff members who participate. The program is regularly evaluated for effectiveness.	<ul style="list-style-type: none"> •Survey results •Survey results: Students - n/a Parents - n/a Staff - 3.51 	Level 2

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 identify special populations of students based on proficiency and/or other learning needs (such as second languages). School personnel provide or coordinate some learning support services to students within these special populations.	<ul style="list-style-type: none"> •Survey results •List of learning support services and student population served by such services •Training and professional learning related to research on unique characteristics of learning •Data used to identify unique learning needs of students •Survey results: Students - 3.49 Parents - 3.4 Staff - 3.61 	Level 1

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.

Teachers frequently participate in professional learning communities. Time is available through common planning time and early release Wednesday. Students, staff, and parents agree that a dialogue related to grading processes is necessary.

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: 2.29

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"> •School budgets for the last three years •Survey results •Documentation of highly qualified staff •Survey results: Students - n/a Parents - 4.0 Staff - 4.1 	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 sometimes focused on supporting the purpose and direction of the school. Instructional time is usually protected. School leaders attempt to secure material and fiscal resources to meet the needs of all students. School leaders express a desire to allocate instructional time, material resources, and fiscal resources so that all students have equitable opportunities to attain challenging learning expectations. Efforts toward the continuous improvement of instruction and operations sometimes include achieving the school's purpose and direction.	<ul style="list-style-type: none"> •Examples of efforts of school leaders to secure necessary material and fiscal resources •Survey results •School schedule •School calendar •Survey results: Students - n/a Parents - 3.63 Staff - 3.47 	Level 2

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"> •Survey results •Documentation of compliance with local and state inspections requirements •Documentation of emergency procedures such as fire drills, evacuation and other emergency procedures. •System for maintenance requests •Safety committee responsibilities, meeting schedules, and minutes •Survey results: Students - 3.01 Parents - 3.95 Staff - 3.95 	Level 3

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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 most of the educational programs of the school. 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"> •Budget related to media and information resource acquisition •Survey results •Data on media and information resources available to students and staff •Schedule of staff availability to assist students and school personnel related to finding and retrieving information •Survey results: Students - 3.79 Parents - 3.9 Staff - 3.5 	Level 2

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 most stakeholders. School personnel have a technology plan to improve technology services and infrastructure.	<ul style="list-style-type: none"> •Survey results •Policies relative to technology use •Survey results: Students - 3.84 Parents - n/a Staff - 3.23 	Level 2

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"> •Agreements with school community agencies for student-family support •Survey results •Social classes and services, e.g., bullying, character education •List of support services available to students •Survey results: Students - 3.42 Parents - 3.65 Staff - 3.85 	Level 2

Indiana School Improvement Plan

West Side Middle School

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">•Description of IEP process•Description of referral process	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.

Many qualified professional and support staff are available to support students and families. Referrals to other agencies and support services are sought when additional assistance is needed. A district-wide plan is in place to increase our technology resources.

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: 1.6

Indicator	Statement or Question	Response	Evidence	Rating
5.1	The school establishes and maintains a clearly defined and comprehensive student assessment system.	School personnel maintain an assessment system that produces data from assessment measures about student learning and school performance. The system provides a limited degree of consistent measurement across classrooms and courses. Assessments are seldom proven reliable and bias free. The system is rarely or never evaluated for effectiveness in improving instruction, student learning, and the conditions that support learning.	<ul style="list-style-type: none"> •Survey results •Survey results: Students - n/a Parents - n/a Staff - 3.59 	Level 1

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.	Some processes and procedures for collecting, analyzing, and applying learning from data sources are used by professional and support staff. Data sources include limited comparison and trend data about student learning, instruction, the effectiveness of programs, and organizational conditions. School personnel use data to design, implement, and evaluate continuous improvement plans.	<ul style="list-style-type: none"> •Survey results •Examples of use of data to design, implement, and evaluate continuous improvement plans and apply learning •Survey results: Students - n/a Parents - n/a Staff - 3.3 	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
5.3	Professional and support staff are trained in the evaluation, interpretation, and use of data.	Few or no professional and support staff members are trained in the evaluation, interpretation, and use of data.	•Professional learning schedule specific to the use of data	Level 1

Indiana School Improvement Plan

West 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.	An incomplete or no process exists for analyzing data that determine improvement in student learning, including readiness for and success at the next level. Results indicate no improvement, and school personnel rarely use results to design and implement continuous improvement action plans related to student learning, including readiness for and success at the next level.	<ul style="list-style-type: none"> •Student surveys •Agendas, minutes of meetings related to analysis of data •Description of process for analyzing data to determine verifiable improvement in student learning •Evidence of student readiness for the next level •Evidence of student growth •Survey results: Students - 3.9 Parents - 3.55 Staff -3.93 	Level 1

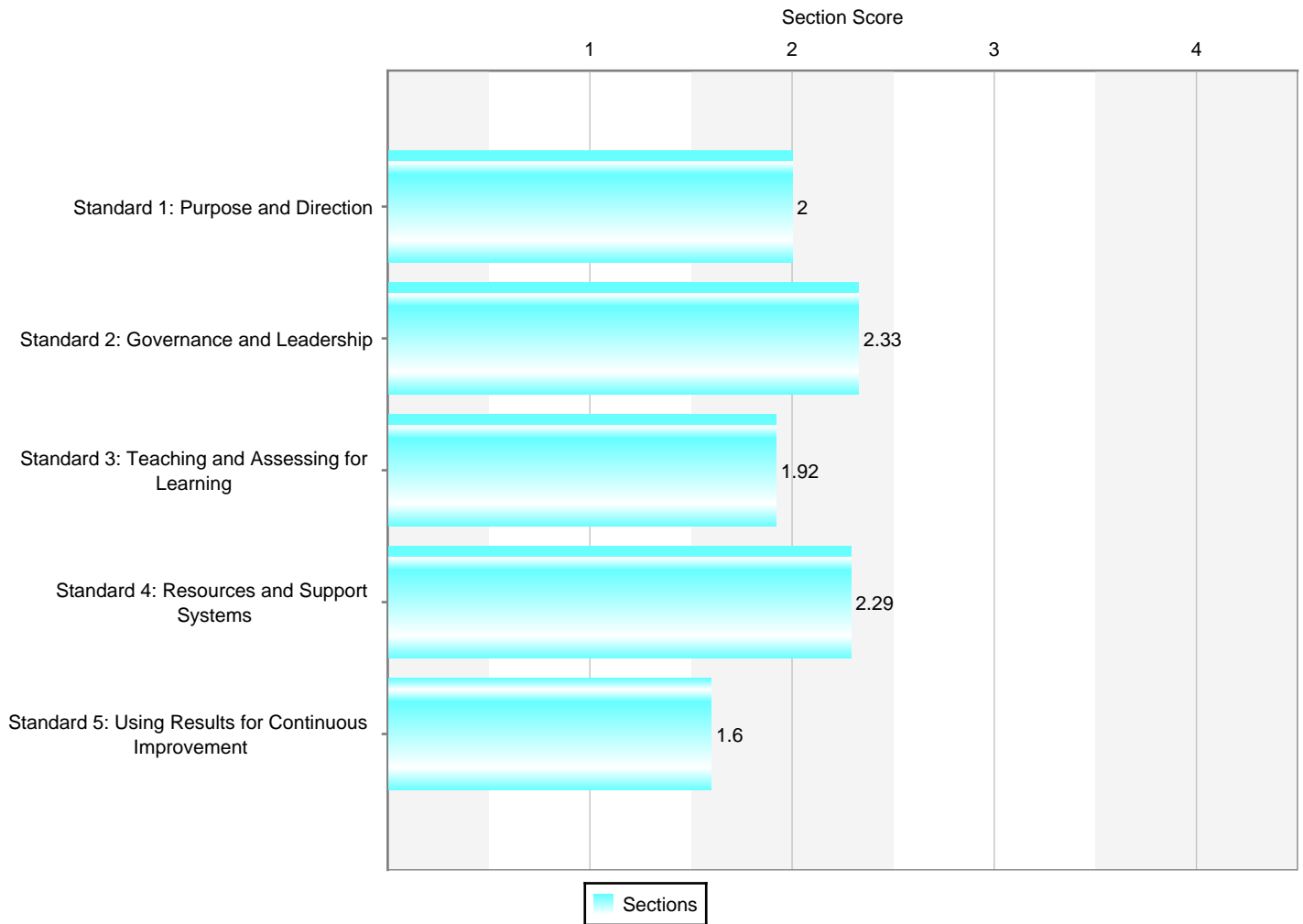
Indicator	Statement or Question	Response	Evidence	Rating
5.5	Leadership monitors and communicates comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals to stakeholders.	Leaders monitor comprehensive information about 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"> •Survey results •Survey results: Students - 3.31 Parents - 3.33 Staff - 4.05 	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.

The strength of the WSMS staff is their ability to discuss data, however we struggle to communicate about data to stakeholders and make connections to the School Improvement Plan.

Report Summary

Scores By Section



Student Performance Diagnostic

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.

Student Performance Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Student Performance Data document offline and upload below?	Yes		2017 ISTEP Data Sample Formative Assessment Data

Evaluative Criteria and Rubrics

Overall Rating: 2.25

	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 indifferently analyzed and presented with little 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 below what would otherwise be expected.	Level 2

	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?

With only a couple years of data, with the new test, it is difficult to note areas where students are above the expected level of performance. Our emphasis continues to be focusing on the growth of our students. As we move forward we will need to examine the student growth data from 2016 - 2017 (just released on 9/12/17) along with our student growth data related to our NWEA testing. Continuing to focus on student growth we believe that the percentage of students passing will then also begin to reach expected levels. With the recent release of our building letter grade, we believe we are making progress in the area of high student growth.

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

We saw a positive trend in our 7th grade language arts data, along with our 8th grade math data.

Which area(s) indicate the overall highest performance?

In language arts we have a high percentage of our paid students passing the ISTEP (78% of our 7th grade and 70% of our 8th grade). The same is true with our math ISTEP, our paid students show the highest pass rate (60% of our 7th grade and 62% of our 8th grade).

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

In language arts our multi-racial students have shown a positive trend in performance. In math we see the same trend for our multi-racial students. In 8th grade math we also see a positive trend in performance for our paid and our free/reduced students.

Between which subgroups is the achievement gap closing?

In language arts we see a closing of the gap for our hispanic students. In fact in some cases they out perform their peers. The same is true for their performance on the math ISTEP.

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

This data is consistent with the data from our building formative assessments as reported by classroom teachers. We continue to research the reports from NWEA to identify the correlation between NWEA and ISTEP.

Areas in Need of Improvement

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

Both the math and language arts scores are below our expectations. Prior to the 2015 ISTEP test administration, West Side had shown continuous growth from 2011 - 2014. Our work with students continues to focus on close reading, writing, and math problem solving. We also are providing staff professional development related to the growth mindset, which we believe is a critical component of next generation testing.

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

One of our greatest areas for needing improvement is with our special education students. The new era of testing eliminated the IMAST test and our special education scores have decreased. We continue to focus on growth with these students.

Also we have noticed a declining trend in passing the language arts ISTEP with our 8th grade English language learners. This will need to be an area of focus for us this school year as we work with our intervention time for these students.

Closing the achievement gap for our African-American and free/reduced lunch students continues to be a priority for us also.

Which area(s) indicate the overall lowest performance?

Our overall percentage of student passing language arts ISTEP was 56% and math ISTEP was 55%. When we look at our subgroups our special education students have the lowest performance in language arts and our English language learners have the lowest performance in math.

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

With just 3 years of test data it is difficult to identify a decreasing "trend", however as we look at our subgroups there are some groups that distinguish themselves are trending in this direction. In language arts our boys and our 7th grade girls show a declining trend in performance along with our 8th grade English language learners. In math both our 7th and 8th grade English language learners show a decrease in performance over the last 3 years.

Between which subgroups is the achievement gap becoming greater?

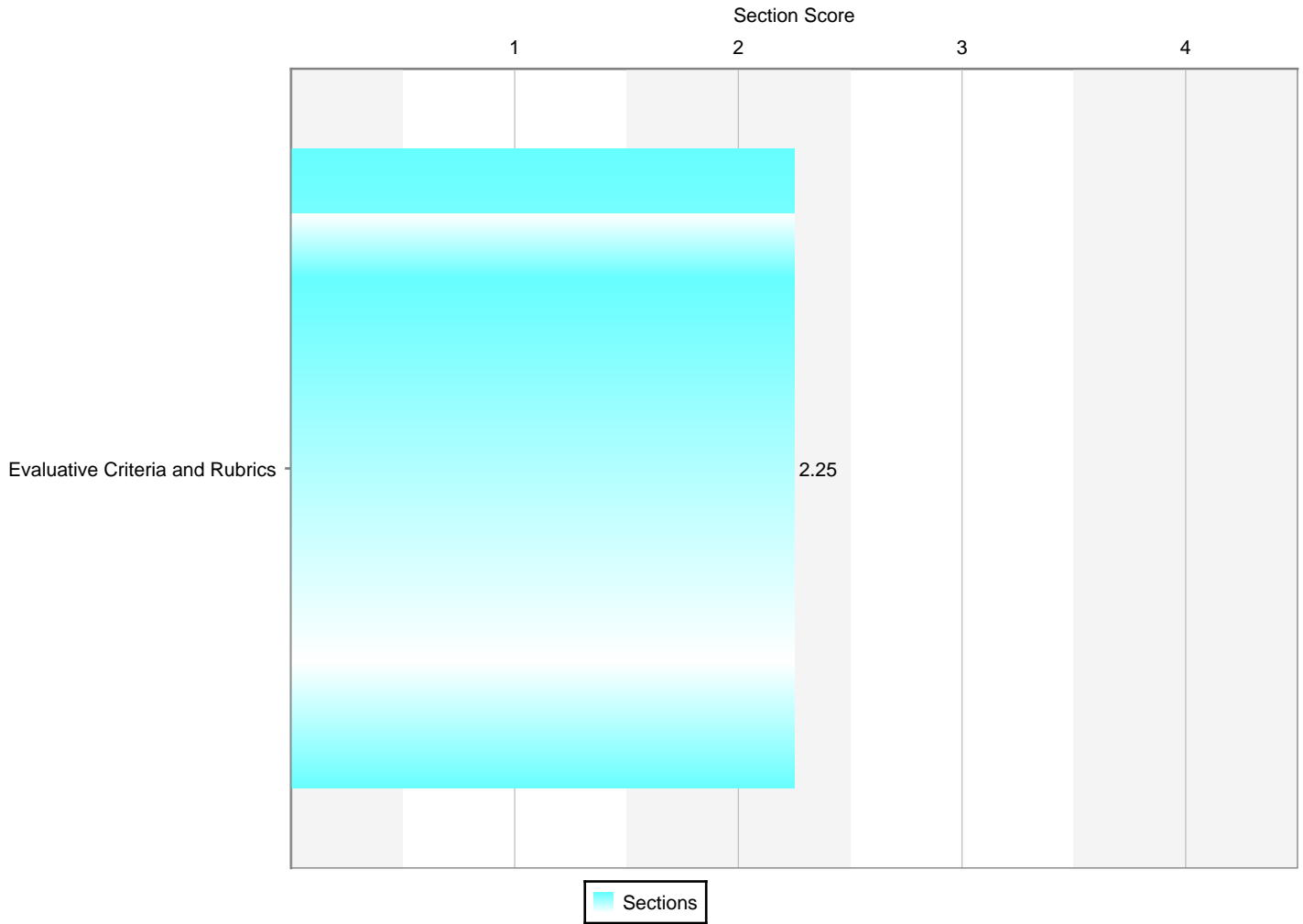
When looking at both the math and language arts data the achievement gap continues to be greatest for our special education students, along with our African-American students and our free/reduced lunch students.

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

All of the previously reported data correlates with our NWEA and formative assessment data.

Report Summary

Scores By Section



Plan for Indiana School Improvement Plan

Overview

Plan Name

Plan for Indiana School Improvement Plan

Plan Description

2017 - 2018 Goal & Plans

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	By spring of 2018 60% of students grades 7-8 will meet Indiana Academic Standards in Math as measured by ISTEP+.	Objectives: 1 Strategies: 3 Activities: 12	Academic	\$1
2	In the spring of 2018, 60% of students will pass the Language Arts section of ISTEP+.	Objectives: 1 Strategies: 4 Activities: 9	Academic	\$0

Goal 1: By spring of 2018 60% of students grades 7-8 will meet Indiana Academic Standards in Math as measured by ISTEP+.

Status	Progress Notes	Created On	Created By
N/A	On the Spring 2017 ISTEP exam 55% of 7th and 8th graders passed the math portion of the test. 54% of our 7th grade and 56% of our 8th grade.	September 08, 2017	Mrs. Kristie L Stutsman

Measurable Objective 1:

80% of All Students will demonstrate a proficiency of Indiana College and Career Readiness Standards in Mathematics by 06/06/2018 as measured by common building assessments.

Status	Progress Notes	Created On	Created By
Not Met	We will continue to monitor our student progress on formative assessments. We make continued effort with instructional interventions during academic success time to reteach academic standards. Retesting will then occur to help reach our 80% mastery goal.	September 08, 2017	Mrs. Kristie L Stutsman

Strategy 1:

Inquiry-Based Learning - All math teachers will utilize inquiry based curricular materials, such as CMP, during at least 75% of all instruction.

Research Cited: Cai, J., Moyer, J. C., Wang, N., Hwang, S., Nie, B., & Garger, T. (2012). Mathematical problem posing as a measure of the curricular effects on students' learning. Educational Studies in Mathematics, 83(1), 57-69.

Evidence of success: Our students ability to solve problems should increase with the use of a inquiry-based curriculum. Scores on tests, specifically the open-ended items, and our Problems of the Week provide us data to measure the effectiveness of our curriculum

Activity - Teacher Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will collaborate on the use of a inquiry-based math curriculum.	Professional Learning	08/15/2017	06/06/2018	\$0	No Funding Required	All teachers in the math department

Indiana School Improvement Plan

West Side Middle School

Activity - Problems of the Week (POW)	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be given a weekly problem (POW) to solve. The problems will focus on different strategies students can use to solve problems. The problems will be inquiry based.	Direct Instruction	09/11/2017	05/25/2018	\$0	No Funding Required	The math department will use effective problem solving strategies and design/discover inquiry-based problems that highlight the selected strategy.

Activity - CMP	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize problems for the CMP and IMP curriculum to support inquiry-based learning in the classroom.	Direct Instruction	09/11/2017	06/01/2018	\$0	No Funding Required	All math department staff will utilize CMP and IMP.

Activity - Schema Based Interventions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Schema Based Instruction is the process of teaching students about how problems are put together. The focus is on three types of word problems and helping students to identify the three types and then use diagrams or equations to represent the problem.	Academic Support Program	09/11/2017	06/01/2018	\$0	No Funding Required	Special Education-Math staff and math department

Strategy 2:

Standards-Based Instruction - Teachers have unwrapped the state standards and identified clear learning objectives. Teachers collaboratively create and score standards based assessments. Teachers analyze data to determine the effectiveness of their teaching strategies.

Indiana School Improvement Plan

West Side Middle School

Research Cited: Reeves, D. B. (1998). Making standards work: How to implement standards-based assessments in the classroom, school, and district (2nd ed.). Denver: Center for Performance Assessment.

Evidence of success: Student formative assessment results

Activity - Monitor implementation of standards based instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitor the implementation of instructional strategies through walk throughs and observations	Policy and Process	09/11/2017	06/01/2018	\$0	No Funding Required	Administration and self reflection of math teachers

Activity - 8 Step	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will participate in the 8 Step process for review/reteach, maintenance and enrichment of their math learning.	Academic Support Program	09/05/2017	06/01/2018	\$0	No Funding Required	All WSMS staff

Activity - Creation and utilization of curriculum maps	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Using the Common Core State Standards/Indiana College and Career Readiness Standards, a comprehensive curriculum map will be implemented as a guide for instruction. These standards will provide a consistent, clear understanding of what students are expected to learn, as well as benchmarks for achievement, so teachers and parents have a roadmap for what they need to do to help them.	Direct Instruction	08/15/2017	06/06/2018	\$0	No Funding Required	All math staff

Status	Progress Notes	Created On	Created By
In Progress	The math department collaborates both internally and with others in the district on the instructional calendar. Continued work with PLC's will have teachers identifying essential skills.	September 08, 2017	Mrs. Kristie L Stutsman

Indiana School Improvement Plan

West Side Middle School

Activity - Effective Integration of Math Process Standards	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Conscious implementation of math process standards by all staff in instruction and assessment.	Direct Instruction	08/15/2017	06/06/2018	\$0	No Funding Required	All teachers and staff

Strategy 3:

Effective Teaching Strategies - Teachers will use effective teaching strategies to enhance student understanding of content material.

Research Cited: Sanders & Horn(1994) Wright, Horn & Sanders (1997) Classroom teachers have more effect on student achievement than orinally thought.

Evidence of success: Evaluations, common assessments, NWEA performance, IStep growth

Activity - Teacher training on building academic vocabulary	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
New teachers are trained in the use of Marzano's strategy to build academic vocabulary. Training will include direct support from the mentor teacher, along with opporunities for classroom observations. Interactive acitivities are discussed during department collaboration. All staff will participate in a staff meeting reviewing this strategy.	Professional Learning	08/15/2017	06/01/2018	\$1	District Funding	Math department chair, mentor teacher, building administration

Activity - Math Review	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All math teachers in the district received training on the 5 easy steps to a Balanced Math Program. Math teachers are utilizing this training to incorporate math review as part of their daily bell work.	Direct Instruction	08/28/2017	06/01/2018	\$0	Other	All math staff

Activity - Collabrative Groups	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Indiana School Improvement Plan

West Side Middle School

The district provides all new teachers with training on the use of instructional strategies. New teachers are then supported through building collaboration, Departments meet a minimum of one hour a week to plan, assess data and develop assessments.	Direct Instruction	08/15/2017	06/06/2018	\$0	No Funding Required	All math staff and 8 step programs.
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Activity - Encouraging Student Discussion	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be taught how to develop a growth mindset. Utilizing the research of Jo Boaler and Carol Dweck, students will learn the brain research that indicates that all students are capable of learning math at the highest levels. Teachers are completing a book study on Boaler's book, Mathematical Mindsets, and have used Boaler's week of inspirational math activities to teach students how to develop a growth mindset.	Direct Instruction	08/17/2017	06/06/2018	\$0	No Funding Required	All math staff

Goal 2: In the spring of 2018, 60% of students will pass the Language Arts section of ISTEP+.

Status	Progress Notes	Created On	Created By
N/A	In the spring of 2017, 56% of West Side students passed the language arts portion of the ISTEP test. 62% of 7th grade and 50% of 8th grade.	September 08, 2017	Mrs. Kristie L Stutsman

Measurable Objective 1:

80% of All Students will demonstrate student proficiency (pass rate) of Indiana College and Career Readiness Standards in English Language Arts by 06/06/2018 as measured by common building assessments.

Strategy 1:

Close Reading - We spent our collaboration time in 2015-16 working through Close Reading strategies as presented by Fisher and Frey in Rigorous Reading. Not only did we learn the steps for the three readings, but we also practiced writing text-dependent questions at three levels: literal, structural, and inferential. Teachers created the materials during collaboration and used them in their classes. We will continue to support all teachers with professional development opportunities, during collaboration time, that provide assistance with developing classroom activities that incorporate this strategy.

Research Cited: Dakin, Caitlin, "The Effects of Comprehension Through Close Reading" (2013). Education Masters. Paper 237.

http://fisherpub.sjfc.edu/education_ETD_masters/237

Evidence of success: We will use our building's window assessment data, the reading portion of the MAP test, and the results of ISTEP+.

Indiana School Improvement Plan

West Side Middle School

Activity - Close Reading Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers were trained on implementing Close Reading strategies and developing text-dependent questions. During collaboration time and staff meetings staff will be provided support in developing classroom activities aligned with Close Reading strategies.	Academic Support Program, Professional Learning	08/16/2016	06/06/2018	\$0	Title I School Improvement (ISI)	Language Arts Instructional Coach

Strategy 2:

Writing Across the Curriculum - Teachers in all content areas will assign students to write in response to a content-related reading. Teachers will model power writing as a scaffolding strategy for students. Teachers will collaboratively score six to eight student papers to align their expectations for proficiency. Ideally, teachers will use this information to plan for instruction of the next writing piece.

Research Cited: Peery, Angela B. Writing Matters in Every Classroom. Englewood, CO: Lead Learn/Leadership and Learning Center, 2009. Print.

Evidence of success: We will use our own writing data, the Language Usage portion of the Map test, and the ISTEP+ writing applications essay.

Activity - Power Writing Review	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
We trained teachers to use power writing to respond to content-based reading three years ago. Power writing is when students write an analysis using different colors to show that they have a balance of evidence and analysis. Teachers will complete a survey in Google Forms to communicate their needs to continue implementing this strategy. Power writing will be reviewed during collaboration time and a staff meeting. Power writing sample will be provided to all teacher for their collaboration notebooks.	Professional Learning	09/07/2016	06/06/2018	\$0	No Funding Required	Google form will be sent to staff to be returned by Oct. 1, 2017. The results of the survey will be given to the language arts department. Professional development will be scaffolded to meet the different needs of staff.

Strategy 3:

Building Academic Vocabulary - Teachers will use Marzano's six steps for Building Academic Vocabulary. They will create background for key vocabulary terms in a unit, and students will record a definition, example, and picture as a foundation for understanding a term. Students will expand on that understanding by exploring word parts, context clues, and relationships to other words.

Research Cited: Marzano, Robert J. Building Academic Vocabulary: Teacher's Manual. Alexandria, VA: Association for Supervision and Curriculum Development, 2005. Print.

Evidence of success: We will use the vocabulary score from the MAP test.

Activity - Unit Vocabulary Charts	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
At the beginning of each unit students complete a vocabulary chart using the first three steps of Marzano's Building Academic Vocabulary. Students will add to the chart as their understanding of the word deepens.	Direct Instruction	08/17/2017	06/06/2018	\$0	No Funding Required	Teachers will find engaging ways to introduce key terms for each unit and fun ways to continue reviewing the terms. They will use collaboration time to plan times during and after the unit for students to analyze their understanding of the key concepts.

Activity - Greek and Latin Word Study	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Indiana School Improvement Plan

West Side Middle School

Each teacher will focus on a group of Greek and Latin words parts that apply to their content area. Students will explore how the parts of a word relate to each other and create a definition for unfamiliar words.	Direct Instruction	08/17/2017	06/06/2018	\$0	No Funding Required	The language arts department chair will provide research-based lists to each content area.
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Strategy 4:

Standards-Based Instruction - Each spring language arts teachers meet to revise a calendar that is broken down into seven "windows" for the following school year. Each window ends with a multiple-choice assessment to evaluate students' mastery of the key standards. The data is used to provide immediate interventions for students that have not yet mastered the skill.

Research Cited: Wiggins, Grant P., and Jay McTighe. Understanding by Design. Alexandria, VA: Association for Supervision and Curriculum Development, 1998. Print.
Evidence of success: We will use the data from a window assessment to adjust our calendars for the following year.

Activity - Academic Success	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will participate in activities at the beginning of the day that remediate or enrich their understanding of the standards from the previous window.	Direct Instruction	09/05/2017	06/06/2018	\$0	No Funding Required	The principal will group students into different leveled classes using the window assessment data. The language arts department chair, ESL, special education, and honors teachers will create the materials for the different levels.

Indiana School Improvement Plan

West Side Middle School

Activity - Reading and Writing Workshops	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers present a standards-based minilesson at the beginning of class. Students first practice it with the teacher and then on their own or in a group. The lesson end with a wrap-up activity to check for understanding.	Direct Instruction	08/17/2017	06/06/2018	\$0	No Funding Required	Teachers will meet weekly to plan mini lessons for the following week.

Activity - Project Based Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students participate in learning activities aimed to engage them in the community. Units are standards-based around a current event, and students create writing as a response to these issues.	Direct Instruction	08/17/2017	06/06/2018	\$0	No Funding Required	Language arts teachers will design and implement standards-based units.

Activity - Intervention Classes	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who have not passed the language arts portion of the ISTEP+ test will be assigned to a double period of language arts. Students get additional support in learning current standards and in test-taking skills with the extended time.	Direct Instruction	08/17/2017	06/06/2018	\$0	No Funding Required	The language arts teachers will utilize readers and writers workshop to work with differentiated small groups and individual students, based on the data from the formative assessments.

Indiana School Improvement Plan

West Side Middle School

Activity - Small Group Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students participate in small groups designed to provide extra support for a particular standard in their single period of language arts.	Direct Instruction	08/17/2017	06/06/2018	\$0	No Funding Required	Language arts teachers use data to determine which students need additional support for a particular standard and to pull these students into a small group.

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
Reading and Writing Workshops	Teachers present a standards-based minilesson at the beginning of class. Students first practice it with the teacher and then on their own or in a group. The lesson end with a wrap-up activity to check for understanding.	Direct Instruction	08/17/2017	06/06/2018	\$0	Teachers will meet weekly to plan mini lessons for the following week.
8 Step	Students will participate in the 8 Step process for review/reteach, maintenance and enrichment of their math learning.	Academic Support Program	09/05/2017	06/01/2018	\$0	All WSMS staff
Schema Based Interventions	Schema Based Instruction is the process of teaching students about how problems are put together. The focus is on three types of word problems and helping students to identify the three types and then use diagrams or equations to represent the problem.	Academic Support Program	09/11/2017	06/01/2018	\$0	Special Education-Math staff and math department
Creation and utilization of curriculum maps	Using the Common Core State Standards/Indiana College and Career Readiness Standards, a comprehensive curriculum map will be implemented as a guide for instruction. These standards will provide a consistent, clear understanding of what students are expected to learn, as well as benchmarks for achievement, so teachers and parents have a roadmap for what they need to do to help them.	Direct Instruction	08/15/2017	06/06/2018	\$0	All math staff
Intervention Classes	Students who have not passed the language arts portion of the ISTEP+ test will be assigned to a double period of language arts. Students get additional support in learning current standards and in test-taking skills with the extended time.	Direct Instruction	08/17/2017	06/06/2018	\$0	The language arts teachers will utilize readers and writers workshop to work with differentiated small groups and individual students, based on the data from the formative assessments.

Indiana School Improvement Plan

West Side Middle School

Collabrative Groups	The district provides all new teachers with training on the use of instructional strategies. New teachers are then supported through building collaboration, Departments meet a minimum of one hour a week to plan, assess data and develop assessments.	Direct Instruction	08/15/2017	06/06/2018	\$0	All math staff and 8 step programs.
Small Group Instruction	Students participate in small groups designed to provide extra support for a particular standard in their single period of language arts.	Direct Instruction	08/17/2017	06/06/2018	\$0	Language arts teachers use data to determine which students need additional support for a particular standard and to pull these students into a small group.
Encouraging Student Discussion	Students will be taught how to develop a growth mindset. Utilizing the research of Jo Boaler and Carol Dweck, students will learn the brain research that indicates that all students are capable of learning math at the highest levels. Teachers are completing a book study on Boaler's book, Mathematical Mindsets, and have used Boaler's week of inspirational math activities to teach students how to develop a growth mindset.	Direct Instruction	08/17/2017	06/06/2018	\$0	All math staff
Monitor implementation of standards based instruction	Monitor the implementation of instructional strategies through walk throughs and observations	Policy and Process	09/11/2017	06/01/2018	\$0	Administration and self reflection of math teachers
Teacher Training	Teachers will collaborate on the use of a inquiry-based math curriculum.	Professional Learning	08/15/2017	06/06/2018	\$0	All teachers in the math department
CMP	Teachers will utilize problems for the CMP and IMP curriculum to support inquiry-based learning in the classroom.	Direct Instruction	09/11/2017	06/01/2018	\$0	All math department staff will utilize CMP and IMP.

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Problems of the Week (POW)	Students will be given a weekly problem (POW) to solve. The problems will focus on different strategies students can use to solve problems. The problems will be inquiry based.	Direct Instruction	09/11/2017	05/25/2018	\$0	The math department will use effective problem solving strategies and design/discover inquiry-based problems that highlight the selected strategy.
Power Writing Review	We trained teachers to use power writing to respond to content-based reading three years ago. Power writing is when students write an analysis using different colors to show that they have a balance of evidence and analysis. Teachers will complete a survey in Google Forms to communicate their needs to continue implementing this strategy. Power writing will be reviewed during collaboration time and a staff meeting. Power writing sample will be provided to all teacher for their collaboration notebooks.	Professional Learning	09/07/2016	06/06/2018	\$0	Google form will be sent to staff to be returned by Oct. 1, 2017. The results of the survey will be given to the language arts department. Professional development will be scaffolded to meet the different needs of staff.
Project Based Learning	Students participate in learning activities aimed to engage them in the community. Units are standards-based around a current event, and students create writing as a response to these issues.	Direct Instruction	08/17/2017	06/06/2018	\$0	Language arts teachers will design and implement standards-based units.
Effective Integration of Math Process Standards	Conscious implementation of math process standards by all staff in instruction and assessment.	Direct Instruction	08/15/2017	06/06/2018	\$0	All teachers and staff
Greek and Latin Word Study	Each teacher will focus on a group of Greek and Latin words parts that apply to their content area. Students will explore how the parts of a word relate to each other and create a definition for unfamiliar words.	Direct Instruction	08/17/2017	06/06/2018	\$0	The language arts department chair will provide research-based lists to each content area.

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Unit Vocabulary Charts	At the beginning of each unit students complete a vocabulary chart using the first three steps of Marzano's Building Academic Vocabulary. Students will add to the chart as their understanding of the word deepens.	Direct Instruction	08/17/2017	06/06/2018	\$0	Teachers will find engaging ways to introduce key terms for each unit and fun ways to continue reviewing the terms. They will use collaboration time to plan times during and after the unit for students to analyze their understanding of the key concepts.
Academic Success	Students will participate in activities at the beginning of the day that remediate or enrich their understanding of the standards from the previous window.	Direct Instruction	09/05/2017	06/06/2018	\$0	The principal will group students into different leveled classes using the window assessment data. The language arts department chair, ESL, special education, and honors teachers will create the materials for the different levels.
Total					\$0	

Title I School Improvement (ISI)

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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Close Reading Training	Teachers were trained on implementing Close Reading strategies and developing text-dependent questions. During collaboration time and staff meetings staff will be provided support in developing classroom activities aligned with Close Reading strategies.	Academic Support Program, Professional Learning	08/16/2016	06/06/2018	\$0	Language Arts Instructional Coach
Total					\$0	

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Teacher training on building academic vocabulary	New teachers are trained in the use of Marzano's strategy to build academic vocabulary. Training will include direct support from the mentor teacher, along with opportunities for classroom observations. Interactive activities are discussed during department collaboration. All staff will participate in a staff meeting reviewing this strategy.	Professional Learning	08/15/2017	06/01/2018	\$1	Math department chair, mentor teacher, building administration
Total					\$1	

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Math Review	All math teachers in the district received training on the 5 easy steps to a Balanced Math Program. Math teachers are utilizing this training to incorporate math review as part of their daily bell work.	Direct Instruction	08/28/2017	06/01/2018	\$0	All math staff
Total					\$0	

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):

Title I Schoolwide Plan Requirements

Label	Assurance	Response	Comment	Attachment
1.	A Comprehensive Needs Assessment (CNA) of the whole school has been completed.	Yes	We have completed a comprehensive needs assessment each year of our school improvement planning. Data is analyzed by all stakeholders. Cause data is discussed and strategies are developed to address the needs.	

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.	Yes	We continue to use the 8 step process for school improvement this allows all of our students to have opportunities aligned with their assessment data.	

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.	Yes	Our academic success classes, along with our double periods of language arts address the needs of our students. There also is a skills class offered for our special education students to have additional time.	

Label	Assurance	Response	Comment	Attachment
4.	There are highly qualified teachers in all core content area classes.	Yes		

Label	Assurance	Response	Comment	Attachment
5.	There is high quality and on-going professional development for teachers, principals, and paraprofessionals.	Yes		

Label	Assurance	Response	Comment	Attachment
6.	There are strategies to attract high-quality, highly qualified teachers to this school.	Yes	At the district level a comprehensive plan is in place to attract highly qualified personnel.	

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Label	Assurance	Response	Comment	Attachment
7.	There are strategies to increase parental involvement, such as literary services.	Yes	Parents are invited to quarterly parent meetings. In addition, our project based learning units utilize parental support for launching, assisting with and evaluating projects.	

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	Results are mailed home to parents and distributed with progress reports and report cards. Parents also have access through our online reporting system.	

Label	Assurance	Response	Comment	Attachment
9.	There are strategies to involve parents in the planning, review, and improvement of the schoolwide plan.	Yes	The school improvement plan includes components to involve parents.	

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.	Yes	The district offers this support	

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	Teachers are part of the school improvement team.	

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	8 step process for school improvement provides immediate intervention for students during the school day.	

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.	Yes	The district office assists with this integration.	

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

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.