

School Name: West Side Middle School

School Number: 1761

Street Address: 101 S. Nappanee St

City: Elkhart

Zip Code: 46514

## **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 -----

Principal: Kristie Stutsman

Telephone: 574-295-4815

Email: [kstutsman@elkhart.k12.in.us](mailto:kstutsman@elkhart.k12.in.us)

Superintendent: Steve Thalheimer

Telephone: 574-262-5500

Email: [sthalheimer@elkhart.k12.in.us](mailto:sthalheimer@elkhart.k12.in.us)

Contact for Grants: Beth Williams

Telephone: 574-272-5500

Email: [bwilliams@elkhart.k12.in.us](mailto:bwilliams@elkhart.k12.in.us)

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

## --- BASIC REQUIREMENTS ---

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

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

Common abbreviations used in the plan are:

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

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

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

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

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

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

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

## --- 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)
<b>Sample: Alma Smith</b>	<i>Teacher</i>	<i>CNA, SIP, BOTH</i>	<i>ELA, Black, Spec. Ed.</i>
Kristie Stutsman	Principal	CNA, SIP, Both	
Sarah Smith	Assistant Principal	CNA, SIP, Both	
Mindy King	Assistant Principal	CNA, SIP, Both	
Lisa Graves	Teacher - Lang. Arts Dept Chair	CNA, SIP, Both	
Grant Choler	Teacher - Math Co-Dept Chair	CNA, SIP, Both	
Shannon Lovely	Teacher - Math Co-Dept Chair	CNA, SIP, Both	
Mark Schroeder	Teacher - Science Dept Chair	CNA, SIP, Both	
Brittany Choler	Teacher - Soc. St Co-Dept Chair	CNA, SIP, Both	
Natalie Schultz	Teacher - Soc. St Co-Dept Chair	CNA, SIP, Both	
Stephanie Rappatta	Teacher - Music Dept Chair	CNA, SIP, Both	
Heather Hall	Teacher - Art Dept Chair	CNA, SIP, Both	
Matt Walker	Teacher - PE/Health Dept Chair	CNA, SIP, Both	
Chad O’Brien	Teacher - Special Ed Dept Chair	CNA, SIP, Both	
Sylesta Morgan	Counselor - ETA Representative	CNA, SIP, Both	
Arvis Dawson	Community Member	CNA, SIP, Both	
		CNA, SIP, Both	

## --- ALIGNMENT [optional] ---

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

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

### District Vision:

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

### School Vision:

West Side Middle School is a learning community where collaboration assures the academic success and social emotional growth of all.

### District Mission:

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

### School Mission:

West Side Middle School provides a safe, collaborative environment for ALL to develop the academic and social emotional skills to be lifelong learners and explore career pathways with all stakeholders.

### 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 2021-2022 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?

What do we do when students do know and can do what we expect?

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

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

## SECTION A: Review Essential Information

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

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

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

Subject/Course	Grades	Resource Name	Aligned to IAS	Tier (highlight all that apply)	Rationale for Resource Use	Continue Use?	X
Sample: Reading	1-6	ABC Reading is Fun	Yes	Tier 1, 2, 3	Textbook and readers are core component of reading program.	Yes No	
Math	7-8	Discovery Math Techbook	Yes No	Tier 1, 2, 3	Inquiry based program with interventions and extensions. Process practice is also included. Coach and game options. Dok level 3-4 questions.	Yes No	
Math	7-8	Connected Math Project	Yes No	Tier 1, 2, 3		Yes No	
Math	7-8	Khan Academy	Yes No	Tier 1, 2, 3		Yes No	
Math / ELA	7-8	IXL	Yes No	Tier 1, 2, 3	IXL is personalized learning. A comprehensive K-12 program with individual guidance and real-time	Yes No	

					analytics, IXL meets the unique needs of each learner.		
English Language Arts	7-8	Smekens	Yes No	Tier 1, 2, 3		Yes No	
English Language Arts	7-8	Holt McDougal Literature	Yes No	Tier 1, 2, 3	Textbook provides reading material.	Yes No	
Agricultural Science	8	CASE	Yes No	Tier 1, 2, 3	Hands on activities to engage students Aligned with Indiana Standards	Yes No	
Band/Orchestra/Choir	7-8	Essential Elements	Yes No	Tier 1, 2, 3	Helps teach basic instrumental and musical skills to students, along with aligning to Indiana Standards	Yes No	
General Music	8	Musictheory.net, Finale Worksheets	Yes No	Tier 1, 2, 3	Helps teach basic music symbols	Yes No	
Social Studies	7	My World Geography -Eastern Hemisphere Pearson	Yes No	Tier 1, 2, 3	Aligned with Indiana State Standards	Yes No	
US History	8	Discovering our Past: A history of the US -MC Graw Hill	Yes No	Tier 1, 2, 3	Aligned with Indiana State Standards	Yes No	
Biology	8	CK12 Biology	Yes No	Tier 1, 2, 3	Aligned with Indiana State Standards	Yes No	
7 th Grade Science	7	Sep-Up	Yes No	Tier 1, 2, 3	Aligned with Indiana State Standards	Yes No	
Preparing for College & Career	8	Naviance, District Prepared Curriculum	Yes No	Tier 1, 2, 3	Aligned with Indiana State Standards	Yes No	
Health	7	Glencoe Teen Health	Yes No	Tier 1, 2, 3	Aligned with Indiana State Standards	Yes No	
PE/Wellness	7-8	Fitness Gram	Yes No	Tier 1, 2, 3	Aligned with Indiana State Standards	Yes No	
Technology	7-8	Naviance, Commonsense.org, SwiftPlaygrounds, Apple Everyone Can Code Curriculum	Yes No	Tier 1, 2, 3	Aligned with Indiana State Standards	Yes No	
Art	7-8	Scholastic Art Magazine	Yes No	Tier 1, 2, 3	Aligned with Indiana Standards for both art and writing	Yes No	

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

*continued*

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

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

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

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

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

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

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

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

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

Assessment Name	Grade(s)	Frequency	Type and Rationale for Use	Continue Use	X
NWEA	7 & 8	Benchmark, Com. Form., Summative, Other	In order to show growth, for students at their instructional level, in math and reading. Teachers use the data to guide individual instruction and to create interventions.	Yes No	
Common Formative Assessments	7 & 8	Benchmark, Com. Form., Summative, Other	These assessments are used at the end of a unit to gauge mastery of GVC. Their results are used to group students into interventions and extensions.	Yes No	
WIDA Access	7 & 8	Benchmark, Com. Form., Summative, Other	State required testing for English proficiency	Yes No	
End of Course Assessments	7 & 8	Benchmark, Com. Form., Summative, Other	Final exams for measuring learning throughout the year and for the teachers to reflect on instruction strategies.	Yes No	
Bellwork exit slips, check for understanding, etc.	7 & 8	Benchmark, Com. Form., Summative, Other	Measuring student learning and mastery of GVC and for the teachers to reflect on instruction strategies.	Yes No	
Unit Assessments	7 & 8	Benchmark, Com. Form., Summative, Other	It is a summative assessment when testing unique content to the unit. It can be also a formative assessment when looking at processes and for teachers to reflect on instructional practices.	Yes No	
Ilearn	7 & 8	Benchmark, Com. Form., Summative, Other	It is a summative assessment taken by all students to measure grade level proficiency. Throughout the year the data can be used formatively to provide information for instruction.	Yes No	
		Benchmark, Com. Form., Summative, Other		Yes No	

Best Practice/Requirements Self-Check	Yes/No	X
A system is in place to use assessment data to make decisions about programs, practices, and instruction.	Yes No	
The school uses assessment data to identify students for Tier II and Tier III instruction.	Yes No	

Locally created assessments are reviewed and revised regularly to ensure priority standards are being measured at the appropriate levels of depth and rigor.	Yes	No	
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**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.

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

Briefly describe how technology is used by students to increase 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	

January, 2019, the Elkhart Community School District provided 1:1 technology for every student. Each student at West Side received an iPad. 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 the teachers at West Side have focused on using the built in accessibility features of the iPads like speech to text, Safari Reader, speak screen and screen recording. These features allow even our youngest learners the ability to engage in the content and provide meaningful feedback to teachers on what they have learned.

The school also has a technology ambassador to help coach our 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. In addition to Canvas, teachers have been trained on multiple digital applications to enhance instruction and engage students (Pear Deck, Nearpod, Google Suite, Ed Puzzle, Jamboard, etc)

As we have returned to full in-school services for all students, the technology training from the previous two years continues to pay great dividends in classroom instruction. Teachers are using a tool belt full of technology applications to assist with differentiation to meet the needs of all students. Teachers also take advantage of many opportunities to participate in building and district wide professional development. Talking Points and other apps and technologies helped teachers to reach all students remotely, but also gave them a fresh look on how to use technology in the classroom.

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

Answer the questions for the grade levels in your school.

### Grades K-5 only

What career awareness activities are provided for students? (Highlight all that apply)	
Not currently implementing career awareness activities	Career Day/Fair or Community Day
Career Simulation (JA/Biztown, etc.)	Career-focused clubs (Robotics, agricultural garden, STEM, etc.)
Career-focused classroom lessons	Guest speakers
Other	

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

### Grades 6-8 only

What career awareness activities are provided for students? (Highlight all that apply)	
Not currently implementing career information activities.	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.

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

What career awareness activities are provided for students? (Highlight all that apply)	
Not currently implementing career information activities.	Career-related courses
Job-site tours	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
Industry-related Project-Based Learning	
Online career navigation program	
Job shadowing	

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

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

- A progressive discipline plans 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 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 Cards for students and staff
- Two trained counselors and a social worker 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 2010 establishing procedures for behavior in every area of the building along with rewards for positive behavior and consequences for negative behavior. In 2017, we added the use of the PBIS rewards system for students and staff.

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

- *Cat Cash Rewards*: awarded to students who exhibit these traits of PRIDE
- *West Side 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.

(Supported by evidence from staff survey

<https://docs.google.com/forms/d/1XZplsOrUfiXA8z4pdZjFjueDNQCM5cROyflp9hpH3Ds/edit#responses>)

## 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.

**When parents enroll their students they provide this information through enrollment forms, home language survey, and school lunch forms.**

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

**Special Education students are offered a skills class to support their academic achievement, not only in math and language arts but also in their other classes.**

**After School Club clubs are available for students. Participation in clubs includes a homework component.**

### **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?

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

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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.

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?

**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 School Crisis 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: 68.29% Two Years Ago: 16.25% Three Years Ago: 12.88%

What may be contributing to the attendance trend?

We recognize that last year was a year of extraordinary circumstances. Students were disengaged, disconnected and had very little motivation, especially our students who were e-learning. It also was difficult for our hybrid students who were attending school in person only two days a week. Many, many attempts were made to get all students connected with school. We found that many of our contributing factors were the same as our findings in previous years. As we drill into the attendance data we note that a significant number of our economically disadvantaged students account for a large number of our chronic absences. This group of students often are leaving for school with no adults at home and also do not have a way to school should they miss the bus. We also note that the majority of our chronically absent students are not engaged in after school activities.

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

The district has a leveled attendance policy that is followed by all of the schools. We continue to make student attendance a high priority. We are providing professional development opportunities on student engagement. Our guiding coalition continues to bring strategies to the table to initiate to keep kids interested in school. Our focus for attendance is on relationships, engagement and targeting individuals. Our school social worker and counselors meet regularly with students who are on our attendance watch list.

Making the connection between chronic attendance issues and our PBIS Tier Levels of Support is our next action step. At tier 1, we will focus on the importance of attendance for all stakeholders. Recognition and awareness will be our first steps for all students. We will then start to identify students at risk and implement a second level of support with these students and parents. For tier 3, we will develop Student Success Plans and Attendance Hearings to motivate those most at risk.

Best Practice/Requirements Self-Check		X
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<p>The school has and follows a chronic absence reduction plan.</p> <p>“Absence of concern” will include all truancies, 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><u>LEVEL 1 FORMAL NOTIFICATION TO PARENTS</u></p> <p>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>Yes No</p>	
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LEVEL 2 LEGAL NOTICE

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).

LEVEL 3 CONTINUING ABSENCES OF CONCERN

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.

LEVEL 4 MANDATORY INTERVENTIONS/ REFERRAL TO DEPARTMENT OF CHILD SERVICES/ PROBATION/ OR PROSECUTING ATTORNEY

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.

LEVEL 5 COURT

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 supports (MTSS) is in place to identify and help the academic, behavioral, and/or social emotional needs of chronically absent students.

Yes No

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

Attendance is monitored through reports in PowerSchool. Advisory classes also will monitor student attendance. Attendance secretary, counselors and social worker also run attendance reports weekly.

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

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

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

- Canvas • Back to School Night • Social Media • Website • Powerschool • Conferences • Academic Nights • Newsletter • Teachers use a variety of communication tools to communicate to parents including both paper and technology formats.

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. 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. • Surveys • P/T Conferences 45 • IEP process • Extra-Curricular Events • 21st Century Community Learning Center After School Programs • MTSS/GEI/BIT • Social Worker • Naviance • School Improvement Process • Open communication

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

- Book Fairs ● CARES mentoring ● Spring Open House ● March - "One Book, One School" ● Pancake Breakfast Newsletters ● Social Media ● School Marquee ● Student Led Parent Conferences ● 1 on 1 conversations ● Home visits ● Academic nights

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

Trauma Informed Care year long PD ● SIOP ● Restorative Practices

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

The following is specific to Title I Schoolwide Programs.

Describe strategies used to increase parental involvement.

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

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

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

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

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

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

Middle school students have the opportunity to take Algebra, Geometry, Biology, and Physical Education for high school credit. This opportunity gets them on the path early towards earning their Academic Honors or Core 40 diploma.

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

We have developed a strong Exploring College and Careers curriculum at both the 7th and 8th grade level. This curriculum engages students in a variety of opportunities to explore many different career opportunities and the requirements for these careers. Our high ability program also provides students many opportunities to learn more about high school offerings and the implications for post high school opportunities.

Graduation rate last year:

Percent of students on track to graduate in each cohort:

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

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

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

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

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

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



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

### 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.

## **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** To improve student achievement in the area of Language Arts / Content Literacy with focused planning and implementation of research based strategies (Smekens), targeted instruction focused on essential standards, and utilizing the “15 Day Challenge” to further student learning and growth.

Measurable outcome met? Yes **No**

Learn data shows scores declined during the 2020-2021 school year. There are many factors that contributed to this result.

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.

COVID. Teachers in different levels of Smekens cohort, so more time needed to put practices in place. Our curriculum is spiraled for the upcoming year, the way it should be.

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

**Goal 2** To improve student achievement in the area of Math, by utilizing IXL Diagnostic to establish student needs and gaps more effectively, focused planning and implementation of research based strategies, refine the curriculum with the use of additional math resources for instruction and interventions, and utilizing the “15 Day Challenge,” to further student learning and growth.

Measurable outcome met? Yes **No**

Learn data shows scores declined during the 2020-2021 school year. There are many factors that contributed to this result.

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.

COVID , attendance. We are struggling to get a handle on what is being asked of students There needs to be a scaffold to the Discovery Techbook. Minimesters were also a struggle.

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

**Goal 3** To improve student achievement in the area of Language Arts / Content Literacy and Math, a focus on student attendance will occur, looking at different research based strategies, including SIOP and Trauma Informed Care to build relationships with students and a plan for reward incentives to motivate students to be in school.

Measurable outcome met? Yes **No**

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

If the goal was not met, explain why.

The training for teachers in the area of SIOP has been effective and now we are working to implement. We are working on increased PBIS implementation and looking to engage students.

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

We are going to rework this goal and revise, if our Gap Analysis directs us this way.

## SECTION C: Analysis

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

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

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

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

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

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

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

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

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

## GAP ANALYSIS TEMPLATE

<https://docs.google.com/spreadsheets/d/1pEFXSI4uAxwfuTkf3n3BCxIJfVcP4vwCqBTblqvyJTM/edit#gid=917555079>

Desired Performance Indicators Based on Prioritized Goals/Characteristics	Part of Current Goal?	Actual Performance Based on School Data	Brief Description Comparing Current Performance to Desired Performance	Gap	Priority
<p>Core Element 1, Curriculum: Teachers have identified essential standards and are developing assessments to guarantee mastery of essential skills. This work is documented in each PLC's 15 Day Challenge units.</p>	<p><b>Yes</b> No</p>	<p>Current assessment data from multiple assessments indicates that students are below the desired achievement level. Teacher documentation of 15 Day Challenge units indicates that assessment data is not formally being used to develop differentiated activities to meet the academic needs of all students. Assessments that are developed don't provide opportunities for students to demonstrate learning at higher levels of DOK</p>	<p>Teachers are using the 15 Day Challenge to guarantee mastery of standards. Common formative assessments will be used to develop intervention / enrichment activities. With the help of the 15 Day Challenge, teachers will implement interventions much sooner and attach specific interventions and extensions to specific, individual students. Learning will become more individualized based on data. This is in hopes of increasing student achievement and increasing engagement. The 15 day Challenge will also help us to create assessments that are at a rigorous level, DOK level 2 and 3.</p>	<p>X</p>	<p>X</p>
<p>Core Element 2, Instructional Program: Through the PLC process, teacher teams are designing curriculum, collaborating on instructional strategies and developing assessments. This guides PLCs when talking about individual students and reflecting on effective strategies to meet the needs of all learners.</p>	<p><b>Yes</b> No</p>	<p>Our performance data (iLearn, WIDA, Benchmark, NWEA) shows a need for school teams to work on instructional strategies and to individualize instruction. The PLC team works to deliver the highest quality instruction by collaborating with assessments, on intervention and developing and honing their craft. The 15 Day Challenge implementation has given the PLC teams a common guide for discussing data and making decisions about individual students.</p>	<p>There seems to be a disconnect with our professional development and how we are to apply it to drive student achievement. We plan to use the 15 day challenge to help us connect all of the pieces. By focusing on the key components; instructional strategies, CFAS, interventions, and data; it is our desire to develop instruction that allows all students to achieve mastery of the Essentials at a high level.</p>	<p>X</p>	<p>X</p>

<p>Core Element 3, Assessment:</p> <p>Multiple assessments are available for analysis of student strengths and areas for improvement.</p>	<p>Yes <b>No</b></p>	<p>PLCs have created assessments. With the 15 day challenge, we are moving to create more of an assessment plan. PLCs are still lacking when it comes to using this data to drive instruction, especially at the early stages in a unit.</p>	<p>PLCs are realizing that they have assessments but that they still need help creating multiple forms of assessments, in hopes of engaging more students and getting a better representation of what they know. This is in hopes of being able to use these multiple forms of data to drive the instruction, so we see all students gain mastery. This will also help with Tier 2 interventions and enrichments, as there is a need to break free from commonly used assessment and instructional strategies.</p>		
<p>Core Element 4, Technology: Current circumstances have provided teachers professional development with a variety of technology resources. As teachers get more comfortable, we are able to afford the time to look at more applications and uses for the ipad. Increasing parent knowledge when it comes to accessing the technology and applications to help and guide their students.</p>	<p>Yes <b>No</b></p>	<p>Teachers are using the ipad to deliver instruction, but students are not utilizing the resources available to produce evidence of learning. This has resulted in a lack of student engagement. There is evidence of parents needing additional support with technology provided to students.</p>	<p>Student engagement will increase when students are able to demonstrate their learning in multiple ways using the technology. (STEM, PBL, APPS) We need to provide multiple opportunities for parents to have access to resources that will help them better understand the technology and reinforce their child's learning.</p>		
<p>Core Element 5, Career Awareness: With the realignment of our high school into schools of study, we recognize the importance of career exploration at the middle school level. Some activities are currently offered to students (Career Quest, Career Day, Manufacturing Day). Career awareness needs to be integrated into classroom instruction.</p>	<p>Yes <b>No</b></p>	<p>Currently most exploration happens through the college and career course offered to 8th graders, in addition to some planned events around career exploration. ( Manufacturing Day, Career Day) There is very little integration into the content areas.</p>	<p>There will be both a 7th and 8th grade Exploring College and Career Classes offered to all students. Teachers will be trained in developing PBL units in the content areas that will lead to natural career explorations.</p>		
<p>Core Element 6, Safe &amp; Disciplined Environment: Staff and students have had multiple opportunities to participate</p>	<p>Yes <b>No</b></p>	<p>A data analysis needs to occur with all of the data collected from SEL and climate surveys.</p>	<p>Once a data analysis is completed it will be important to develop supports and activities to meet the needs of staff, students and parents. PRIDE is a</p>		

<p>in surveys related to the school culture and climate.</p>			<p>districtwide initiative that needs to be reemphasized through school wide activities and classroom integration. Some staff have been trained in restorative practices. More training needs to be provided for all staff. In addition, communication of the benefits of restorative practices needs to be shared with all stakeholders. Researching best practices for creating a sense of belonging and opportunities for student voice will assist not only in creating a safe and disciplined environment, but will also increase student motivation and engagement.</p>		
<p>Core Element 7: Cultural Competence We need to create an awareness to understand what cultural competency is and what it means and how it relates to classroom instruction and environment</p>	<p>Yes <b>No</b></p>	<p>The hope is to move staff from seeing cultural competence as choosing the correct reading selections and seeing that it is more about embracing each individual's unique qualities.</p>	<p>Currently teachers try to find ways to incorporate different cultures into instruction. The desire is to develop teacher awareness and to help teachers build classroom communities where cultural differences are embraced and celebrated in a natural way. Teachers can embrace those cultural differences in their classrooms to impact and influence their interactions with students, families and the community.</p>	<p>X</p>	
<p>Core Element 8: Attendance As we continue to look at attendance, we have identified students who are chronically absent and are working on strategies to keep them interested in school so that they may discover the power of knowledge and a desire to learn..</p>	<p><b>Yes</b> No</p>	<p>The focus on student engagement is more crucial than ever. Students at this age need to have a reason or desire to be at school. Our hope is that if they are engaged or connected to the school they will attend 95% of the time.</p>	<p>Covid has greatly impacted many aspects of education. The impact on attendance is evident and as we transition back to “regular” school, there is a great fear that attendance will continue to be a struggle. It will be paramount that we re-engage students and families in the learning community. Their desire to be in school will be crucial to our on-going success.</p>	<p>X</p>	
<p>Core Element 9: Family Engagement Families were provided the opportunity to participate in a school culture and climate survey. Data indicates that family engagement is an area where</p>	<p>Yes <b>No</b></p>	<p>School data indicates that there are very few opportunities for families to engage with school.</p>	<p>With few opportunities currently available for families to engage, developing these opportunities both schoolwide and in individual content areas is important.</p>		

improvement is necessary. We must develop more opportunities to both engage and communicate with families and the community.					
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List the top 3 or 4 on the next page in the column, *Identified Priorities from Previous Chart*.

## **Step 2: Conduct Root Cause Analyses**

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

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

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

<b>Identified Priorities from Previous Chart</b>	<b>List Root Cause(s)</b>
<p>Curriculum</p> <p>Through the work of PLC teams, common formative assessments will be developed with questions that push students to higher levels of DOK, to promote student thinking.</p>	<p>Current assessment data from multiple assessments indicates that students are below the desired achievement level. Teacher documentation of 15 Day Challenge units indicates that assessment data is not formally being used to develop differentiated activities to meet the academic needs of all students. Assessments that are developed don't provide opportunities for students to demonstrate learning at higher levels of DOK</p>
<p>Instructional Practice</p> <p>Creating opportunities during the school day for students to work with peers and staff to fill previous deficits while learning current grade material. Remediation needs to occur during the school day, through differentiation and individualized instruction.</p> <p><a href="https://docs.google.com/spreadsheets/d/1fZZS5Yj21XI5Uxb9E5gfQKlanYk8ZUcnJhouNMI fcs/edit#gid=0">https://docs.google.com/spreadsheets/d/1fZZS5Yj21XI5Uxb9E5gfQKlanYk8ZUcnJhouNMI fcs/edit#gid=0</a></p>	<p>Our performance data( ilearn, WIDA, Benchmark, NWEA) shows a need for school teams to work on instructional strategies and to individualize instruction. The PLC team works to deliver the highest quality instruction by collaborating with assessments, on intervention and developing and honing their craft. The 15 Day Challenge implementation has given the PLC teams a common guide for discussing data and making decisions about individual students.</p>

Attendance Panorama Survey <a href="https://docs.google.com/document/d/1zTrKjBG8GkB9reImYVRbv1DW_OgAayeYZa2MgtpagDw/edit">https://docs.google.com/document/d/1zTrKjBG8GkB9reImYVRbv1DW_OgAayeYZa2MgtpagDw/edit</a>	e-learning made it difficult to connect with students. Without relationship students have no connection to school.

*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.

<b>GOAL 1</b>	In Math, West Side students will move to the next level of proficiency on ILearn in order to reduce the percentage of students in the “below proficiency” level to less than 50% while increasing the percentage of students in at least two of the other three proficiency levels.		
<b>Data Checkpoints (dates)</b>	<b>November 1, 2021</b>	<b>February 15, 2022</b>	<b>May 25, 2022</b>
<b>Evidence at Checkpoints</b>	Math scores on interim test	Math scores on interim test	Math scores on interim test
<b>Evidence-Based Strategy 1</b>	Implemented blended instructional models in mathematics classes in grades 5-8. Bottge, Brian A., et al. “Effects of Blended Instructional Models on Math Performance.”		<b>PD Needed: Yes No</b>

	<i>Exceptional Children</i> , vol. 8, no. 4, June 2014, pp. 423-437., doi: 10.1177/0014402914527240.			
<b>Strategy Action Steps</b>	<b>Required Activity</b>	<b>Start/End Dates</b>	<b>Person(s) Responsible</b>	<b>Evidence of Success</b>
Action Step 1	Conduct on-going, job-embedded training for teachers and instructional support staff.	August 2021- May 2022	Leadership Team, Math Department Chairs	85% of teachers implemented blended instructional model lessons as determined by information from observations by coaches and the administrator.
Action Step 2	Math PLC will meet weekly to use formative data and the 15 Day Challenge to determine instructional practices.	August 2021 - May 2022	Math Teachers Math Dept Chair Leadership Team	80% of students will demonstrate mastery on essential standards Monthly data will be shared with all staff members to incorporate cross-curricular interventions
Action Step 3	Math teachers will analyze NWEA data to assist with determining instructional strategies	August 2021 - 2022	Math Teachers Leadership Team	Student growth is evident on NWEA
Action Step 4				
<b>Evidence- Based Strategy 2</b>	<b>Create and utilize the 15 Day Challenge strategy to develop quality instruction and delivery of the math essential standards and Content Area Literacy Standards.</b>			<b>PD Needed: Yes No</b>
<b>Strategy Action Steps</b>	<b>Required Activity</b>	<b>Start/End Dates</b>	<b>Person(s) Responsible</b>	<b>Evidence of Success</b>
Action Step 1	Review the essential standards in 7th and 8th grade	August 2021 - May 2022	Math Teachers Leadership Team	15 Day units
Action Step 2	Create multiple CFAs that align with learning targets	August 2021 - May 2022	Math Teachers Leadership Team	15 Day units
Action Step 3	Identify and utilizes best resources to teach essential standards and to create interventions	August 2021 - May 2022	Math Teachers Leadership Team	15 Day units

Action Step 4	Review units and pacing guide	August 2021 - May 2022	Math Teachers Leadership Team	15 Day units
<b>Yr. 2 Measurable Objective</b>	In Math, West Side students will move to the next level of proficiency on ILearn in order to reduce the percentage of students in the “below proficiency” level to less than 45% while increasing the percentage of students in at least two of the other three proficiency levels.			
<b>Yr. 3 Measurable Objective</b>	In Math, West Side students will move to the next level of proficiency on ILearn in order to reduce the percentage of students in the “below proficiency” level to less than 40% while increasing the percentage of students in at least two of the other three proficiency levels.			

<b>GOAL 2</b>	In Language Arts, West Side students will move to the next level of proficiency on ILearn in order to reduce the percentage of students in the “below proficiency” level to less than 45% while increasing the percentage of students in at least two of the other three proficiency levels.			
<b>Data Checkpoints (dates)</b>	<b>November 1, 2021</b>	<b>February 15, 2022</b>	<b>May 25, 2021</b>	
<b>Evidence at Checkpoints</b>	LA scores on interim test	LA scores on interim test	LA scores on interim test	
<b>Evidence- Based Strategy 1</b>	Smekens instructional strategies will be utilized to maximize the learning opportunities for students.			<b>PD Needed: Yes No</b>
<b>Strategy Action Steps</b>	<b>Required Activity</b>	<b>Start/End Dates</b>	<b>Person(s) Responsible</b>	<b>Evidence of Success</b>
Action Step 1	Conduct on-going, job-embedded training for teachers and instructional support staff	August 2021 - May 2022	Language arts teachers Leadership team	
Action Step 2	Language arts PLC will	August 2021 - 2022	Language arts teachers	

	meet weekly to use formative assessment data and align instruction with Smekens best practice.		Leadership team	
Action Step 3				
Action Step 4				
<b>Evidence- Based Strategy 2</b>	<b>Create and utilize the 15 Day Challenge strategy to develop quality instruction and delivery of the ELA essential standards and Content Area Literacy Standards.</b>			<b>PD Needed: Yes No</b>
<b>Strategy Action Steps</b>	<b>Required Activity</b>	<b>Start/End Dates</b>	<b>Person(s) Responsible</b>	<b>Evidence of Success</b>
Action Step 1	Review the essential standards in 7th and 8th grade	August 2021 - May 2022	LA Department Content Area Teachers	15 Day units
Action Step 2	Create multiple CFAs that align with learning targets	August 2021 - May 2022	LA Department Content Area Teachers	15 Day units
Action Step 3	Identify and utilizes best resources to teach essential standards and to create interventions	August 2021 - May 2022	LA Department Content Area Teachers	15 Day units
Action Step 4	Review units and pacing guide	August 2021 - May 2022	LA Department Content Area Teachers	15 Day units
<b>Yr. 2 Measurable Objective</b>	In Language Arts, West Side students will move to the next level of proficiency on ILearn in order to reduce the percentage of students in the “below proficiency” level to less than 40% while increasing the percentage of students in at least two of the other three proficiency levels.			

<b>Yr. 3 Measurable Objective</b>	In Language Arts, West Side students will move to the next level of proficiency on ILearn in order to reduce the percentage of students in the “below proficiency” level to less than 35% while increasing the percentage of students in at least two of the other three proficiency levels.	
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<b>GOAL 3</b>				
<b>Data Checkpoints (dates)</b>				
<b>Evidence at Checkpoints</b>				
<b>Evidence- Based Strategy 1</b>				<b>PD Needed: Yes No</b>
<b>Strategy Action Steps</b>	<b>Required Activity</b>	<b>Start/End Dates</b>	<b>Person(s) Responsible</b>	<b>Evidence of Success</b>
Action Step 1				
Action Step 2				
Action Step 3				
Action Step 4				
<b>Evidence- Based Strategy 2</b>				<b>PD Needed: Yes No</b>
<b>Strategy Action Steps</b>	<b>Required Activity</b>	<b>Start/End Dates</b>	<b>Person(s) Responsible</b>	<b>Evidence of Success</b>
Action Step 1				
Action Step 2				

Action Step 3				
Action Step 4				

## Professional Development Plan

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

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

<b>Professional Development Goal 1</b>	Math teachers will be provided additional support with the Discovery math program.	<b>Linked SIP Goals</b> <b>Yes</b> <b>No</b>
<b>Possible Funding Source(s)</b>	Title II	
<b>Evidence of Impact</b>	Lesson plans Student Data Teacher Observations	
Plan for coaching and support during the learning process: <ul style="list-style-type: none"> <li>● Fall - the initial trainings in Discover Math (for new teachers; review for returning teachers)</li> <li>● Spring - the advanced training in Discovery Math</li> </ul>		
How will effectiveness be sustained over time? Through the PLC process teachers will collaborate on effective teaching strategies and support each other with those that are proving successful.		

<b>Professional Development Goal 2</b>	Teachers will be provided additional training connected with the 15 Day Challenge	<b>Linked SIP Goals</b> <input checked="" type="checkbox"/> <b>Yes</b> <input type="checkbox"/> <b>No</b>
<b>Possible Funding Source(s)</b>	Not Needed	
<b>Evidence of Impact</b>	Teachers will have developed 15 Day Challenge Units PLC documentation will show student data and reflect teacher discussion and interventions / enrichment activities as a result of data interpretation.	
Plan for coaching and support during the learning process: Staff Meetings PLC Meetings Teacher Evaluation Process		
How will effectiveness be sustained over time? Through the PLC process and Teacher Evaluation process		

<b>Professional Development Goal 3</b>	Smekens Educational Consultants will be providing ongoing professional development in literacy connected with effective teaching strategies.	<b>Linked SIP Goals</b> <b>Yes</b> <b>No</b>
<b>Possible Funding Source(s)</b>	Title II	
<b>Evidence of Impact</b>	Lesson plans Student Data Teacher Observations	
Plan for coaching and support during the learning process: Staff Meetings PLC Meetings Teacher Evaluation Process		
How will effectiveness be sustained over time? Through the PLC process and Teacher Evaluation process		