

North Side Middle School
SCHOOL IMPROVEMENT PLAN

North Side Middle School
Elkhart Community Schools

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2014-2015

Revised August 2014

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Narrative Description of the School and Community

The city of Elkhart has a population that exceeds 50,000 (2010). The median household income is estimated to be \$33,217 with a Per Capita income of \$17,337.00. According to population estimates by the U.S. Census Bureau (2010) Elkhart is home to 163,792 whites, 11,307 blacks, 27,886 Hispanics, and an array of other ethnic and racial groups. Employment in the area focuses mainly on the recreational vehicle industry, medical related fields and education.

The downturn in the recreational vehicle industry in Elkhart in 2008 has caused the unemployment rate to be at all time highs. In 2011, the unemployment rate was 11.2%. This economic crisis has caused a negative economic impact throughout the area for both blue and white collar workers. The economic state has been a large cause in North Side's Free/Reduced Lunch rate rising almost 10% since the 2007-2008 school-year. Over the last 12 years the percentage of students receiving free or reduced lunch has increased 20% as shown in the chart below.

As of August 22nd, 2014 North Side Middle School enrolls approximately 671 students in 7th and 8th grades. Enrollment consisted of 352 white, 84 black, 168 Hispanic, 13 Asian, 53 multi-racial students and 1 American Indian. NSMS enrolled 345 female and 326 male students. Our student population has not seen any dramatic changes in the past two years.

| Year | Free/Reduced Lunch | Paid Lunch |
|---------|--------------------|------------|
| 2013-14 | 56.6% | 43.5% |
| 2012-13 | 66.0% | 34.0% |
| 2011-12 | 69.54% | 30.46% |
| 2010-11 | 68.40% | 31.60% |
| 2009-10 | 65.30% | 34.70% |
| 2008-09 | 60.60% | 39.40% |
| 2007-08 | 59.10% | 40.90% |
| 2006-07 | 53% | 47% |
| 2005-06 | 51.70% | 48.30% |
| 2004-05 | 49.70% | 50.30% |
| 2003-04 | 48.50% | 51.50% |
| 2002-03 | 43.70% | 56.30% |
| 2001-02 | 46.20% | 53.80% |

Mission, Vision, or Beliefs

North Side Middle School Mission Statement

North Side Middle School provides a supportive environment where all students are given opportunities to achieve academic excellence and become responsible citizens.

Elkhart Community Schools Mission Statement

Elkhart Community Schools is committed to the continual pursuit of excellence for all students by inspiring the belief that learning is a lifelong process. We believe...

-all students in the Elkhart Community Schools must be provided an equal opportunity for optimal educational growth regardless of age, race, creed, national origin, disability, gender, or economic status.

-the school shares with the home, the church, and community agencies the responsibility for developing in all students a lifetime love of learning and the knowledge, skills, habits, understandings, attitudes, and character traits essential for

- choosing and participating in a vocation;
- creating good human relationships;
- achieving responsible, contributing citizenship; and
- enriching one's personal life.

Statutes and rules the school wishes to have suspended from operation

No waivers.

Description and Location of Curriculum

Elkhart Community Schools uses a standards-based curriculum in all subjects that are taught at North Side. We are adding to our instructional focus the preparation of students for the Common Core Standards. The district maintains copies of all curriculum guides on the district website as well as printed pacing guides. Each teacher has a copy of the curriculum guides or can access them from the website. Teachers use the curriculum and pacing guides to develop the lessons and units that are taught. The curriculum is reviewed and revised in conjunction with textbook adoptions. The following research-based curriculums are followed in the core

content areas: Language Arts-Journeys, Math-Connected Math Series, Science-SEPUP and Social Studies-Holt-McDougal.

Titles and Descriptions of Assessment Instruments

Indiana Statewide Testing for Educational Progress Plus (ISTEP+)

ISTEP+ is an annual standardized, criterion-referenced test mandated by the state for all students in grades 3 through 10. It is used as the basis for determining our schools letter grade assigned by the State of Indiana, taking into account student growth.

Predictive Acuity

Acuity is designed to support both interim and formative assessment programs with a unique integration of classroom friendly assessments, resources, reporting and customization opportunities. It is based on standards and aligned with ISTEP. It will be administered three times during the school year and the results will aid in the development of instruction/curriculum.

Writing Prompts

Writing assessments will be given monthly in each content area. Departments will be developing short answer questions and writing prompts related to the topic of study which will allow students to complete more literary response and non-fiction writing. The results will be used to help guide instruction in all classes as well as informing teachers of areas/types of writing in which we need to further support students.

8-Step Assessments

North Side will continue to implement the 8-Step improvement Process with fidelity during the 2014-2015 school year. The process is a research based system that promotes the use of instructional calendars for Math and Language Arts along with locally created assessments given every four weeks at the end of each instructional window. The assessments have been developed by teachers from all three middle schools in the district and directly correlate to the standards taught during the current instructional window. Assessment data is utilized to create fluid groups of students to provide enrichment, maintenance or re-teaching during our daily success period.

Plan for Submission/Updating School-wide Plan

Each year of implementation the PL221 team will meet to review and analyze impact and implementation data from this plan. They will also share the data with the staff. Each spring the team will revise the plan as needed based on the most current data.

Attendance Monitoring /Reporting

NSMS follows the Elkhart County Attendance Protocol

Level 1 – Formal Notification to Parents after fourth absence of concern

Level 2 – Legal Notice after seventh absence of concern

Level 3 – Request for Hearing after additional absences of concern

Level 4 – Probation/Department of Child Services after any additional absences of concern

Level 5 – Juvenile Court

In addition to this policy, NSMS contacts the parents of any student whose absence has not been reported by 9:00 AM. Counselors and School Social Worker will leave school to pick up students who have absences of concern if necessary.

The school social worker meets with students and their guardians who are having attendance issues to discuss the problems and issues related to attendance.

North Side has a task force made up of the school counselors, social worker, and a behavior specialist that work with students to develop incentives for students to improve their attendance.

| Attendance History | |
|--------------------|--------------------------|
| Year | North Side Middle School |
| 2013-14 | 95.5% |
| 2012-13 | 94.35% |
| 2011-12 | 95.22% |
| 2010-11 | 95.10% |
| 2009-10 | 95.02% |
| 2008-09 | 94.73% |
| 2007-08 | 94.78% |
| 2006-07 | 94.53% |
| 2005-06 | 93.42% |

Safe and Disciplined Learning Environment

Discipline and safe environment issues are discussed and addressed by the Positive Behavior Intervention Support Team. This team consists of 8-10 teachers and school administrators who developed our PBIS plan during the 2008-2009 school-year. Universal implementation of the plan took place at the beginning of the 2009-

2010 year. We have seen an overall decrease in the number of discipline referrals to the office as well as decreases in the number of students assigned to ISS, OSS and expulsion recommendations.

Both the expectations for student behavior and the bully prevention policy are included in the student planner along with the bullying behavior chart. The bullying behavior chart outlines the types of bullying and the related behaviors.

Increasing the Amount of Learning Time

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

Boys & Girls Club After School Program- Beginning in October of 2012 the Boys and Girls Club of Elkhart opened an after school program at North Side. This program will continue with a stronger emphasis on academic support for students and increased parental involvement. The Boys and Girls Club program runs five days a week from 3:00-6:30. The program incorporates study sessions and tutoring for students along with positive activities. Student participation in the club ranges from 40-70 throughout the year.

Parental Involvement

North Side has a variety of ways that parents are involved:

- The Principal/Parent Advisory Council fosters communication between the school and community. The group meets monthly to discuss parent questions and concerns as well as curriculum and school improvement efforts. The group also organizes events, plans fund raisers, and develops celebrations for staff and students in an effort to further support and enhance a positive school culture
- North Side holds parent teacher conferences one time during each school year in September. All parents are encouraged to attend conferences and parents have the opportunity to meet with each of their child's teachers.

In an effort to improve and increase parental involvement:

North Side plans to place a stronger emphasis on parental involvement during the 2014-2015 school year. We will gather information from parents regarding parent expectations, community perceptions, and ways that the school can further support parents in helping their student(s) be successful.

The school newsletter includes tips and strategies for helping their student(s) academically. The newsletter is also more student-centered by focusing on student academic and extra-curricular achievements.

Assessment Reporting to Parents

Reports for ISTEP scores are sent home for each student along with a guide for interpreting the results.

Involving parents in the School-Wide Plan

A parent and a community member were involved with the creation of the school improvement plan and will continue to serve on the team in coming years. The plan will be presented to the Principal/ Parent Advisory council for discussion and evaluation.

Transition Plans

6th Grade transition to 7th Grade

Middle School Counselors go to each elementary school and meet with students that will be attending NSMS. They take current 7th and/or 8th graders with them. Counselors give students an overview of what middle school is like. The 6th grade students then can ask questions about middle school. The questions can be directed to the NSMS students or the counselors. Counselors also go over classes and elective choices. Students take home a course selection sheet that parents must sign. Students return those to their 6th grade teachers. A 6th grade parent night is also held in the spring during which parents are given information and materials that will aide in the transition process.

Each Spring North Side holds an Open House/Showcase for incoming 7th graders and for any student that may be considering enrolling at North Side. Those who attend have the opportunity to walk through the building meet administrators, counselors and a few teachers. The showcase is held on a Sunday afternoon in an effort to avoid conflicts for working families.

North Side developed school-wide guidelines to create consistency throughout the building in order to help ease the transition from one teacher a day to many teachers in a day. A team of teachers and administrators have been trained in Positive Behavior Intervention Support. The PBIS Team then created a school wide plan to address student and adult expectations in all parts of the building.

8th Grade Transitions to 9th Grade

High School Counselors come to NSMS to meet with 9th grade students that will be attending the respective schools. They bring current high school students with them.

Counselors give students an overview of the different HS diplomas and class selections. The 8th grade students can ask questions about different courses and diplomas. The questions are directed to the high school students or the counselors.

An 8th grade parent night is held in January, before student appointment times with HS counselors. HS counselors meet individually with each 8th grade student. We send home a letter with the students to let parents know about parent night and their appointment time with their high school counselors. We also use the “call list” to notify parents of 8th graders about both dates.

Opportunities for Teachers to be included in Decision-Making

All staff members at NSMS have been trained by the Leadership and Learning Center in the Data Teams process. Teachers meet to select strategies to use in order to teach a particular skill. Teachers collect pre and post test data on the chosen skill and meet to discuss and analyze the results. From this teachers are able to narrow down the list of used strategies to determine the ones that have the most affect on student achievement. Data teams meet monthly.

Teachers are required to meet on a monthly basis as part of their assigned Learning Log Team which is a vital component to the 8-Step process. During these meetings teachers collaborate on the immediate assistance needed by students based on achievement on the window assessments. In order to implement the 8- Step Process with fidelity, these learning log meetings are essential.

Staff members also work with building administrators on the PBIS team, School Improvement committee and the 8-Step Improvement Process. Building administrators have made the effort to include as many teachers as possible on the various teams and committees to ensure that a wide variety of staff members have input into the building wide programs.

Timely additional assistance

Students who are in need of additional assistance are identified by scores on the ISTEP+ and the locally created assessments that align with the district wide instructional calendars utilized as part of the 8-Step Improvement Process. Students who need additional assistance in reading are placed in the Read 180 program. This is a reading program that specializes in reaching the struggling reader. These students are given reading and language arts instruction during a 100 minute daily period. North Side also offers double periods of language arts, on a daily basis, for students who have not yet passed the ISTEP+ in language arts. The students who are way below their grade level are taught the Wilson Method for Reading. The person who teaches the Wilson program has been trained in the Wilson method which is a systemic process for teaching reading.

In order to follow the 8-Step Process with fidelity, NSMS has a 25 minute success period every day during which students are grouped according to their mastery of the standards taught during the previous instructional window in Language Arts and Math. The success groups are fluid groupings that will be adjusted every four weeks based on the assessments given at the end of each instructional window. Success groups will address the needs of all levels of student mastery; enrichment, maintenance, intermediate and re-teaching.

Students who are enrolled in Special Education have the opportunity to go to the resource room when they need additional assistance throughout the day.

ISTEP Countdown Calendar:

During the 2014-2015 school year North Side will continue to develop ISTEP Prep Countdown Calendars. North Side Math and Language Arts teachers will develop two ISTEP+ countdown calendars which will be utilized building wide prior to the applied skills and multiple choice portions of the test respectively. The calendars focus on high frequency skills and standards which were identified as not being mastered by students. The entire building will implement the calendars during success period for the 30 days prior to each of the testing sessions. This strategy proved to be very beneficial for students as evidenced in the student survey given at the end of the year. We will continue to utilize this approach.

Cultural Competency

The North Side staff and administration will be collecting and analyzing the data regarding the high rate of African American students that are placed in Special Education. The staff will also analyze the data relating to the high rate of African American Students who are suspended. The staff and administration will work together to explore the possible causes for this issue and determine what changes are necessary in order to address this concern. Further, the school staff will be involved in staff development sessions that will focus on the community, family, and social elements that affect our students.

Student Accountability Plan:

One of our objectives at North Side Middle School is to have all students demonstrate academic competencies at each grade level prior to advancing to the next by passing the ISTEP+ exam. The purpose for establishing the following guidelines is to increase student engagement in their own education while ensuring student success.

North Side Middle School students must meet the following criteria in order to be considered for promotion to the next grade level.

- I. Students must pass both the Mathematics and the Language Arts sections of the Spring 2015 ISTEP+ exam and be in good academic standing at the end of the school year.

- II. If students do not meet standards on one or both sections of the Spring 2015 ISTEP+ exam, they must meet 3 of the 4 following requirements for promotion to the next grade.
 - a. Students must have a 95% attendance rate for the school year. With 180 student days students must not be absent more than 9 days.
 - b. Students must earn a passing grades in all classes throughout the year.
 - c. Students must demonstrate competency, 65% or higher, on all sections of the ACUITY exams during the 2nd and 3rd tests.
 - d. Students must not have more than 8 separate incidents resulting in suspension out of school or in-school suspension during the year.

GRADE LEVEL ASSIGNMENT PROCESS:

During the 4th grading period a conference with an administrator or counselor will be scheduled for students who are not meeting the qualifying criteria. Parents will also be invited to this conference.

At the conference:

- a. The student may submit samples of work that he/she feels demonstrates competency of the Indiana Academic Standards.
- b. The student may discuss any extenuating circumstances that should be considered.
- c. The student will be required to make a statement on his/her own behalf.
- d. At the conclusion of the conference, the parent/guardian may make a statement on behalf of their child.
- e. If the student and/or parent/guardian are unable to attend the conference, they may submit a written document to administration stating their reasoning for promotion to the next grade level.

Throughout the year students will be recording and tracking their grades, Acuity scores, attendance and discipline in their Advisory classes. This will help the students know what they need to do to make sure they are meeting the requirements to be promoted the next grade. Their Advisory teachers will also be talking with them on a regular basis about the information they are tracking.

2014-2015 ACTION PLAN

School: NORTH SIDE MIDDLE SCHOOL

Focus Area: ENGLISH LANGUAGE ARTS

Goal: By spring of 2015, 75% of students grades 7 AND 8 will meet Indiana Academic Standards in ELA as measured by ISTEP+.
 By spring 2016 80% of students grades 7 & 8 will meet Indiana Academic Standards in ELA as measured by ISTEP+.
 By spring 2017 85% of students grades 7 & 8 will meet Indiana Academic Standards in ELA as measured by ISTEP+.

Benchmarks:

Year 1: By spring 2015 75% of students grades 7 & 8 will be at level 3 or 4 as measured by ACUITY and Instructional calendar Assessments.
 Year 2: by spring 2016 80% of students grades 7 & 8 will be at level 3 or 4 as measured by ACUITY and Instructional calendar Assessments
 Year 2: by spring 2017 85% of students grades 7 & 8 will be at level 3 or 4 as measured by ACUITY and Instructional calendar Assessments

| Begin Date | Action Steps | Person Responsible | Begin Date | Professional Development | Person Responsible | Evidence of Implementation | Evidence of Impact |
|------------------|--|--------------------|-------------------------------|--|---|---|--|
| 10/10 | GENERAL – WRITING Provide all students a monthly writing prompt related to the learning in ALL content areas. Score using the progressive writing guides based on the common core standards for writing. | ALL teachers | 10/12 | Work with ALL teachers to ensure they know how to emphasize and expect their students’ writing to completely answer the questions and include supporting evidence and details. | Building Admin. | Student Scores reported to department chairs. | Growth on writing scores. |
| 9/14 | <i>At each ACUITY test ELA teachers will administer a writing prompt that reflects the grade level (7th –literary text / 8th grade non-fiction) writing prompt. Results will be shared with all content teachers.</i> | ELA teachers | 8/14 9/14 12/14 2/15 | <i>Teachers will analyze the ISTEP data and samples of students’ applied skills.</i> <i>All teachers will analyze results of the writing assessment given in conjunction with ACUITY. Each grade will develop a plan of action for improving students’ writing across the curriculum.</i> | Building Admin. Building Admin. ELA teachers | <i>Student writing scores at ACUITY testing</i> | |
| 8/08 | GENERAL - VOCABULARY: All teachers teach vocabulary in their content area based on research-based practices such as: <ul style="list-style-type: none"> • graphic organizers • scaffolding instruction • manipulative (flash cards) • word rich environments | All teachers | | | Principal | Word walls Classroom walk-through observations | Student growth in content area vocabulary at proficient level on scoring guide |
| 9/10 9/12 | GENERAL- COMPREHENSION: <ul style="list-style-type: none"> • All teachers instruct students in strategies that improve comprehension in the content area <ul style="list-style-type: none"> ○ Pre-reading ○ During reading ○ After reading • Give students the predictive ACUITY test in September, December and February. | All teachers | 9/13 8/13 6/14 | Review of the comprehension reading strategies to use in the content areas. Review the new common Core Literacy standards for Science, Social Studies and life skill areas grades 6-8. <i>Core Literacy Summer Session (2 days) Share summer training concepts with staff</i> | Louanne Nommay Louanne Nommay Angela Perry Teachers who attended | 8-Step Walk throughs | Student growth in content area vocabulary at proficient level on the district content writing rubric |

| Begin Date | Action Steps | Person Responsible | Begin Date | Professional Development | Person Responsible | Evidence of Implementation | Evidence of Impact |
|------------------|---|---|------------|---|-------------------------|--|--|
| 5/09 | GENERAL- COMPREHENSION: Provide appropriate grade-level reading materials for independent reading including web-based resources. | Reading/ Language Arts teachers Media Center | | | | Book list | ACUITY |
| 8/11 | GENERAL- COMPREHENSION: <ul style="list-style-type: none"> Provide SRA books for students In ISS Provide READ OUTLOUD in ISS | Admin. | | | | | |
| On-going 8/08 | LOW ACHIEVERS <ul style="list-style-type: none"> Wilson phonics program daily for lowest performers in addition to their ELA class | Special Ed. Teachers | | | | Instructional Calendar Assessments | SRI (Wilson) |
| 8/11 | <ul style="list-style-type: none"> Provide daily 25 minute Interventions based on instructional assessments using the 8-step process. Provide block of 95 minutes of READ180 daily for grades 7 & 8 Special Ed students based on ISTEP and SRI scores. | Reading Language Arts teachers | 9/11 | Staff collaboration and review of the learning log process. | IDOE 8-step team | | ACUITY |
| 8/12 | <ul style="list-style-type: none"> Provide 7th grade ESL students with 100 minutes of language arts instruction in a team taught classroom with services provided by a language arts teacher and an ESL teacher. | Certified staff | | | | | Instructional calendar assessments |
| 8/12 | <ul style="list-style-type: none"> Provide double period of Language Arts for both 7th & 8th grade students who did not pass ISTEP or scored just above the cut score. | Certified staff | | | | | |
| Spring 2013 | <ul style="list-style-type: none"> Principal will meet with all "bubble students" for ISTEP test talks. | | | | | | |
| 8/08 | HIGH ACHIEVERS <ul style="list-style-type: none"> Provide honors classes daily in all core content subjects which provides more challenging curriculum | Certified staff | | | | | ACUITY |
| 8/12 | <ul style="list-style-type: none"> Provide extra-curricular opportunities for participation in Junior Academic Super Bowl. Participation in National Junior Honor Society Same teacher will teach both 7th and 8th grade honors classes for curriculum continuity. | | | | | | |
| 8/13 | <ul style="list-style-type: none"> Provide 25-minute enrichment daily following the 8-step process. Science Fair is required for Honors students Future Problem Solvers (FPS) after school club | | | | | | |
| 8/11 | Parents Increase the number of parents attending the NSPO meetings and volunteering at the school | Admin. | | | | Newsletter | More parent involvement |

| 8/14 | <i>Develop a method for seeking out parent feedback on different aspects of the school</i> | Admin. | | | | | |
|------------|---|--|--------------|---|---------------------|----------------------------|----------------------------|
| Begin Date | Action Steps | Person Responsible | Begin Date | Professional Development | Person Respon-sible | Evidence of Implementation | Evidence of Impact |
| 8/11 | SCHOOL CLIMATE/CULTURE <ul style="list-style-type: none"> Increase percentage of teachers consistently holding students accountable for following school wide procedures and expectations. | All school staff Administratio n | | | Building Admin. | New guidelines | Discipline data |
| 8/11 | <ul style="list-style-type: none"> Celebrate student success in the classroom | | | | | | |
| 8/10 | <ul style="list-style-type: none"> Continue with Positive Behavior Support System | All teachers Administratio n | 1/09 | <ul style="list-style-type: none"> Training for new staff in PBIS and Olweus | | Walk-throughs | PBIS/Olweus student survey |
| 8/10 | <ul style="list-style-type: none"> Continue Olweus anti-bullying plan | | | | | | Referrals In the office |
| 9/10 | <ul style="list-style-type: none"> Further develop and continue to utilize the Olweus anti-bullying plan and integrate it within the PBIS system. | | 8/09 | | PBIS committee | | |
| 8/11 | <ul style="list-style-type: none"> Increase number of teachers implementing the adult actions in the PBIS program consistently-adult accountability. | | 8/10-ongoing | | | | |
| 8/11 | TECHNOLOGY <ul style="list-style-type: none"> Provide audio versions for classroom novels | ELA/reading teachers | | | | | |
| 8/11 | <ul style="list-style-type: none"> Provide READ180 for low achievers | All teachers | | | | | |
| 8/11 | <ul style="list-style-type: none"> Use computers for research, composition, and practice | Special Ed. teacher | | | | | |
| 8/12 | <ul style="list-style-type: none"> Math and Language Arts classes will utilize the Acuity tutorial program in the computer labs. | ELA teachers | | | | | |
| 8/13 | <ul style="list-style-type: none"> Use of smartboards in all core content area rooms. | Industrial Tech teachers | | | | | |
| 8/13 | <ul style="list-style-type: none"> Provide keyboarding skill training to all 7th grade students one semester through Industrial Class | | | | | | |
| 8/14 | <ul style="list-style-type: none"> Offer Robotics Club after school | | | | | | |

Goal:
 By spring of 2015, 75% of students grades 7 AND 8 will meet Indiana Academic Standards in ELA as measured by ISTEP+.
 By spring 2016 80% of students grades 7 & 8 will meet Indiana Academic Standards in ELA as measured by ISTEP+.
 By spring 2017 85% of students grades 7 & 8 will meet Indiana Academic Standards in ELA as measured by ISTEP+.

Benchmarks:
 Year 1: By spring 2015 75% of students grades 7 & 8 will be at level 3 or 4 as measured by ACUITY and Instructional calendar Assessments.
 Year 2: by spring 2016 80% of students grades 7 & 8 will be at level 3 or 4 as measured by ACUITY and Instructional calendar Assessments
 Year 2: by spring 2017 85% of students grades 7 & 8 will be at level 3 or 4 as measured by ACUITY and Instructional calendar Assessments

| School: NORTHSIDE MIDDLE SCHOOL | | ASSESSMENT PLAN 2014-2015 | | FOCUS AREA: ENGLISH LANGUAGE ARTS | |
|--|--|--|---|---|--|
| Formative Assessments In 2013-14 school year | Interim Checkpoint #1 Deadline: December | Interim Checkpoint #2 Deadline: February | Revise the plan Deadline: MAY | Interim Checkpoint #4 Deadline: May | |
| Impact Assessment What are the student results? | SRI – READ 180/Wilson ACUITY Discipline Data Student writing scores Spring 2014 ISTEP+ | ACUITY Discipline Data Data Team Minutes – Student writing scores Parent Participation Numbers | ACUITY Review the implementation and student impact data, analyses from the checkpoints and review and revise the plan to adjust and fine tune it for next year’s implementation. Data Team Minutes – Learning Log Records | ACUITY Discipline Data Data Team Minutes – vocabulary proficiency Spring 2015 ISTEP+ Data Team Minutes Learning Log Records | |
| Implementation Assessment Are we doing it? | Walk-Through data Data Team Minutes Learning Log Records | Data Team Minutes Learning Log Records | Data Team Minutes – Learning Log Records | Data Team Minutes Learning Log Records | |

2014-2015 ACTION PLAN

School: NORTH SIDE MIDDLE SCHOOL

Focus Area: MATH

Goal: By spring of 2015, 85% of students grades 7 AND 8 will meet Indiana Academic Standards in MATH as measured by ISTEP+.

Benchmarks:

Year 1: By spring of 2015, 85% of students grades 7 & 8 will be at Tier 3 or 4 as measured by ACUITY Diagnostic Test.

Year 2: by spring of 2016, 90% of students grades 7 & 8 will be at Tier 3 or 4 as measured by ACUITY Diagnostic Test.

Year 3: By spring of 2017, 95% of students grades 7 & 8 will be at Tier 3 or 4 as measured by ACUITY Diagnostic Test.

| Strategies | | | Supporting Professional Development and Assessment | | | | |
|--------------------------|---|--|--|---|--------------------------------|----------------------------|--|
| Begin Date | Action Steps | Person Responsible | Begin Date | Professional Development | Person Responsible | Evidence of Implementation | Evidence of Impact |
| 8/11 | GENERAL : <ul style="list-style-type: none"> Increase the percentage of teachers who teach using common strategies within their data teams. Teach essential math vocabulary. Develop strategies to address areas of greatest student deficit after analyzing the spring ISTEP+ and ACUITY assessments. Provide one semester math problem solving class for all 7th grade students in addition to regular math class. Provide an extra 25 min. of academic support to all students based on the results of Instructional Calendar assessments during success period five days a week. Give students the predictive ACUITY test in September, December and February. Provide ACUITY tutorials in ISS and math classes. “Test Talks” - show all students his/her ISTEP and ACUITY results during Success period. Hold test talks with bubble kids before/after ISTEP. | All teachers Math teachers Math teachers | 10/13 | Training in ACUITY reports and use of data for remediation. | 8-Step calendar committee | Data team minutes | Student growth in content area vocabulary at proficient level on the district content writing rubric ACUITY |
| 8/11 | | Math teachers | 9/10 | Collaborate to analyze test data and develop strategies. | Math teachers | Math walk through | |
| 8/11 | | Math teachers/ certified staff Math teachers | | | Data Teams of dept. meetings | | |
| 9/10 | | Husky teachers | | | | | |
| 8/11 | | Principal | | | Math teachers Principal | Math strategic plan | |
| 9/12 | | | | | TBD | | |
| 12/11 10/11 Spring | | | | | | | |
| 8/10 | GENERAL: Full implementation of Connected Math | Math teachers | 8/13 | Ongoing training in CMP curriculum | District Curriculum Dir. | Instructional assessments | |
| 8/13 | LOW ACHIEVERS <ul style="list-style-type: none"> Self-contained Math class for 7th and 8th grade spec ed students who are performing well below grade level. Provide one section of double math period for section students based on past performance Provide an extra 25 minutes of academic support to all students based on the results of the Instructional | Select teacher Staff | 8/13 | Collaboration with Special Education and math teachers | Selected teachers Principal | | ACUITY 8- step assessments |

| Begin Date | Action Steps | Person Responsible | Begin Date | Professional Development | Person Responsible | Evidence of Implementation | Evidence of Impact |
|------------|---|-------------------------|------------|---|--------------------|----------------------------|--------------------------|
| | Calendar assessments during Success Period five days a week. | | | | | | |
| 8/11 | HIGH ACHIEVERS <ul style="list-style-type: none"> Provide honors classes daily in math which provide more challenging curriculum Provide extra-curricular opportunities for participation in Junior Academic Super Bowl. Participation in National Junior Honor Society Provide an extra 25 minutes of academic support to all students based on the results of the Instructional Calendar assessments during Success Period five days a week. | Certified staff | | | | Master schedule | Core 40 Assessment |
| 8/11 | | | | | | | |
| 8/11 | | | | | | | |
| 8/13 | | Staff | | | | | |
| 10/11 | CULTURAL COMPETENCY <ul style="list-style-type: none"> Hold 6 sessions of Girl Power for 7th and 8th graders to address self-esteem, self-respect, solving conflicts, etc. Reinforce the information throughout the content area classes. Hold Advisory Class for Hispanic girls who need additional academic and emotional support. | Girl Scouts Counselors | | | | | Teachers pre/post survey |
| 11/11 | PARENTS <ul style="list-style-type: none"> Provide resources for parents to use for support for math (i.e., internet sites, school web site, newsletter, packets) Inform parents of resources on our website. Post the Student Assignment Notebook on web site. Provide information sheet to parents | Math teachers Admin. | | | | Monthly newsletters | |
| 8/11 | | Admin. | | | | | |
| 11/13 | | | | | | | |
| 11/08 | TECHNOLOGY <ul style="list-style-type: none"> Inform parents of learning & information resources/links on school website & how to access student data results. Use graphing calculators for all 8th grade math students SMARTBOARDS, document cameras and clickers in every math classroom ACUITY testing and remediation on-line Read-Out Loud Program | Admin. | 8/10 | Training in how to make the most effective use of SMARTBOARDS, clickers and document cameras. | | | ACUITY |
| 8/11 | | Math Teachers | | | | | |
| 8/12 | | | | | | | |
| 8/11 | | | | | | | |

NORTHSIDE MIDDLE SCHOOL – MATH ASSESSMENT PLAN 2014-15

Goal: By spring 2015, 85% of students grades 7 & 8 will meet Indiana Academic Standards in MATH as measured by ISTEP+.

Benchmarks:

Year 1: By spring of 2016, 90% of students grades 7 & 8 will be at Tier 3 or 4 as measured by ACUITY Diagnostic Test.

Year 2: by spring of 2017, 95% of students grades 7 & 8 will be at Tier 3 or 4 as measured by ACUITY Diagnostic Test.

| Formative Assessments In 2014-2015 school year | Interim Checkpoint #1 Deadline: October | Interim Checkpoint #2 Deadline: March 1 | REVISE PLAN May | Interim Checkpoint #3 Deadline: May 30 |
|---|--|--|---|--|
| <p>Impact Assessment What are the student results?</p> <p>Implementation Assessment Are we doing what we planned to do?</p> | <p>CORE 40 DATA</p> <p>ACUITY</p> <p>Spring 2014 ISTEP+</p> <p>Data Team minutes –</p> <p>8-Step Assessment Data</p> | <p>ACUITY</p> <p>Data Team minutes</p> <p>8-Step Assessment Data</p> | <p>ACUITY</p> <p>Review the implementation and student impact data, analyses from the checkpoints and review and revise the plan to adjust and fine tune it for next year’s implementation.</p> <p>8-Step Assessment Data</p> | <p>CORE 40 DATA</p> <p>ACUITY</p> <p>Data team minutes – student writing data</p> <p>Spring 2015 ISTEP+</p> <p>Data Team minutes –</p> <p>8-Step Assessment Data</p> |

| Begin Date | PROFESSIONAL DEVELOPMENT PLAN AND TIMELINE 2014-2015 Aligned with the School Improvement Plan - ELA | Person Responsible |
|------------|--|--------------------|
| | | |
| 6/14 | <i>Core Literacy Summer Session (2 days)</i> | District |
| 8/14 | <i>Share summer training concepts with staff</i> | Teachers |
| 9/14 | <i>Teachers will analyze the ISTEP data and samples of students' applied skills.</i> | ACUITY Trainers |
| | <i>All teachers will analyze results of the writing assessment given in conjunction with ACUITY. Each grade will develop a plan of action for improving students' writing across the curriculum.</i> | |

| Begin Date | Professional Development - MATH | Person Responsible |
|------------|--|---|
| 8/14 | <i>Update the monthly writing prompts to better reflect the type of writing required on ISTEP+ and to meet the College and Career Readiness Standards.</i> | Math teachers Data Teams of dept. meetings |
| | | |
| | | |

Appendix 1: Assessment Data from 2013-2014 School Year

2013-2014 PREDICTIVE ACUITY Results

| <i>ACUITY</i> | <i>ELA</i> | | | | | <i>Math</i> | | | |
|---------------|-------------|------------|------------|------------|--|-------------|------------|------------|------------|
| <i>GRADE</i> | <i>TIER</i> | | | | | <i>TIER</i> | | | |
| | 1 | 2 | 3 | 4 | | 1 | 2 | 3 | 4 |
| 7-A | 2% | 12% | 35% | 51% | | 8% | 26% | 37% | 29% |
| 7-B | 2% | 23% | 35% | 40% | | 6% | 25% | 39% | 31% |
| 7-C | 2% | 28% | 41% | 29% | | 2% | 21% | 50% | 27% |
| | | | | | | | | | |
| 8-A | 2% | 23% | 40% | 35% | | 2% | 25% | 40% | 32% |
| 8-B | 1% | 17% | 48% | 35% | | 4% | 27% | 40% | 29% |
| 8-C | 3% | 19% | 54% | 25% | | 7% | 35% | 38% | 19% |
| | | | | | | | | | |

Analysis: 7th Grade ELA Predictive C results were in line with the percentage of students that passed the ELA portion of ISTEP. In the other three areas, students seem to perform better on the ISTEP test than they do on Acuity. The number of students scoring in Tiers 2, 3 and 4 fluctuates with each administration of the test. There doesn't appear to be a pattern of performance.

Historical Comparison of ISTEP+ Scores 2009-2014

| | | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 |
|-------------------|---------------------------------------|------|------|------|------|------|------|
| NORTH SIDE | <i>% on Free/Reduced Lunch</i> | 60.6 | 65.3 | 68.4 | 67.6 | 66.0 | 56.5 |
| | <i>% English as a Second Language</i> | 18.1 | 19.6 | 19.8 | 23.0 | 14.8 | 15.1 |
| Grade | | | | | | | |
| 7 | Language Arts | 57 | 66 | 62 | 73 | 63 | 77.9 |
| | Mathematics | 62 | 70 | 63 | 74 | 76 | 82.7 |
| 8 | Language Arts | 63 | 65 | 69 | 70 | 76 | 68.8 |
| | Mathematics | 66 | 69 | 77 | 76 | 83 | 81.8 |
| All Grades | Language Arts | 60 | 66 | 65 | 72 | 70 | 73.3 |
| | Mathematics | 64 | 70 | 69 | 75 | 79 | 82.3 |

2013-14 Analysis ELA:

- The percentage of 7th grade students passing ISTEP ELA has steadily increased since 2009 with 57% passing to 2012 with 73%. After a decline in scores in 2013, our 7th grade scores rebounded to 77.9%, which is the highest passing percentage since 2009.
- The percentage of 8th grade students passing ISTEP ELA has steadily increased from 63% in 2009 through 2013. In 2014, our scores fell to 68.8% although the cohort growth was 5.8%.
- Our cohort groups have consistently shown growth from 7th to 8th grade.

2013-14 Analysis Math

- Since 2009 student passing rates show an upward trend in both 7th and 8th grade.
- The cohort groups from 7th to 8th grade have shown significant growth since 2009.

2013-2014 ISTEP+ Results by Sub Groups

| 2013 | ELA | MATH | | 2014 | ELA | MATH |
|----------------------|---------------|---------------|--|----------------------|---------------|---------------|
| <i>Student Group</i> | <i>% pass</i> | <i>% pass</i> | | <i>Student group</i> | <i>% pass</i> | <i>% pass</i> |
| <i>OVERALL</i> | 70 | 79 | | <i>OVERALL</i> | 73.3 | 82.3 |
| <i>BLACK</i> | 43.5 | 57.5 | | <i>BLACK</i> | 47 | 51.5 |
| <i>HISPANIC</i> | 63.5 | 70.5 | | <i>HISPANIC</i> | 64 | 76 |
| <i>WHITE</i> | 74 | 85 | | <i>WHITE</i> | 82.5 | 88.5 |
| <i>F/R LUNCH</i> | 60 | 73.5 | | <i>F/R LUNCH</i> | 65.5 | 76 |

Analysis of Results:

- Our Hispanic and F/R lunch students continue to show growth in both Language Arts and Math.
- Our black students show considerable growth in Language Arts from 2013 to 2014.
- White students showed significant growth in the overall passing percentage in both Language Arts and Math.

Next Steps:

- North Side will continue to focus efforts towards our black students in both Language Arts and Math. We will identify specific students that are struggling with progress and develop specific strategies to address their specific needs.
- We will continue to offer our Hispanic students additional assistance and support in Language Arts in the way of a specific ELL skills class in addition to the regular Language Arts course.

May 2013 ISTEP+ Comparison of Pass+ Scores

| | | PASS + MATH | PASS + ELA |
|-------------|-----------------|----------------------------|----------------------------|
| 2012 | 7 th | 26.3% (87 students) | 14.2% (47 students) |
| | 8 th | 19% (56 students) | 8.2% (24 students) |
| 2013 | 7 th | 24% (77 students) | 12% (37 students) |
| | 8 th | 26% (83 students) | 7% (24 students) |
| 2014 | 7 th | 32% (99 students) | 18% (55 students) |
| | 8 th | 21% (63 students) | 6% (19 students) |

Analysis of Results:

- Significant growth was made in 7th grade from 2013 to 2014 with an 8% increase in Math and a 6% increase in Language Arts.
- Results show a decrease in the number of 8th grade students earning Pass+ in both Language Arts and Math.

Next Steps:

- We need to address the discrepancies the percentage of students earning Pass+ in Math vs. Language Arts and the percentage of students earning Pass+ in 7th grade vs. 8th grade.
- We will dig into the data and determine why there is a large difference in the percentage of our student body that is enrolled in at least one honors class and the percentage of students earning a Pass+ score.

May 2014 Core 40 Results-

Analysis: The two strongest areas are Linear Equations and Inequalities along with Sketching and Interpreting Graphs. Our Math department has adapted the 7th grade curriculum to include a unit involving Quadratic Equations at the end of the year so students have exposure to the concepts prior to entering 8th grade.

| | Passing Score- 564 | Linear Equations/ Inequalities | Sketching and interpreting Graphs | Systems of Linear Equations | Polynomials | Quadratic Equations |
|-----------------------|---------------------|-----------------------------------|--------------------------------------|--------------------------------|-----------------|------------------------|
| NORTH SIDE | Mean Score- 514 | | | | | |
| | # of Students-310 | | | | | |
| | % Passing- 30% (93) | 37% (114) | 34% (105) | 28% (86) | 30% (93) | 23% (71) |
| | | | | | | |

2013-2014 Discipline Referrals from August thru May

| | <i># of students</i> | <i># of referral</i> | <i>% of that pop with a referral</i> | <i>% of total pop.</i> | <i>% of total referrals</i> | <i>Out of school suspensions</i> | <i>Last year at the same time</i> |
|---------------------|----------------------|----------------------|--------------------------------------|------------------------|-----------------------------|----------------------------------|-----------------------------------|
| Black | 81 | 527 | 15.3 | 12.4 | 21.8 | 33 | 25 |
| Hispanic | 161 | 603 | 26.6 | 24.6 | 24.9 | 25 | 16 |
| Multi-racial | 50 | 212 | 23.5 | 7.6 | .087 | 10 | 12 |
| White | 360 | 1072 | 33.5 | 55.2 | 44 | 55 | 55 |
| Special Ed | 100 | 469 | 21.3 | 15.3 | 19 | 42 | 29 |

2013-2014 Top 3 reasons for referral by race

| | #1 Reason of referrals | # | #2 Reason of referrals | # of | #3 Reason of referrals | # of |
|--------------------|-------------------------------|----------|-------------------------------|-------------|-------------------------------|-------------|
| Black | Dress Code 114 | | Insubordination | 98 | Chronic Misbehavior | 91 |
| Hispanic | 2 Tardies | 131 | Truant | 104 | Dress Code | 103 |
| More than one race | Insubordination | 54 | Chronic Misbehavior | 41 | Truant | 29 |
| White | Dress Code | 377 | Insubordination | 177 | Chronic Misbehavior | 142 |

Analysis of Data:

- Our Hispanic population accounts for the largest percentage of referrals received in the office. Although the same population only accounts for a quarter of our overall student body.
- Dress Code and tardies are the top reasons for discipline referrals to be written. The increase in the number of dress code violations is due to a change in the way we document and process those incidents.
- The biggest discrepancy in the percentage of student population related to percentage of office referrals is with our black population. They account of 12.4% of the student population but 21% of referrals.

Next Steps:

- We will continue to work with our Hispanic and African American population to uncover the reasons they are not fully engaged in school and to determine how we can best support these students.