

# INDIANA DEPARTMENT of EDUCATION

School Name: Block Middle School

School Number: 3693

Street Address: 2700 Cardinal

City: East Chicago

Zip Code: 46312

## COMPREHENSIVE NEEDS ASSESSMENT/SCHOOL IMPROVEMENT PLAN

For implementation during the following years: 2020-2023, 2021-2024, 2022-2025, 2023-2026 (Highlight implementation years)

### ----- CONTACT INFORMATION -----

Principal: Mrs. Elsie R. Quiroga  
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Superintendent: Dr. J. Abrego  
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*Read 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.**

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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 school designation under ESSA

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Who is required to submit a school improvement plan (SIP)? **All public schools and state-accredited nonpublic 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**

**Charter schools, classified as CSI and that receive Title I funds, must complete a CNA/SIP using this template.**

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</b> <b>No</b>                                                                                                                                   | This is a review/update of a plan currently in use. |
| <b>Yes</b> <b>No</b>                                                                                                                                                                           |                                                     |
| This school is identified as the following by the federal government: ( <b>Highlight</b> all that apply) <b>TSI, ATSI, CSI</b>                                                                 |                                                     |
| (TSI/ATSI only) Underperforming student groups identified by the federal government: ( <b>highlight</b> all that apply) <b>SpEd, ELL, F/R, Hisp, Wht, Blk, Multiracial, Asian, AI/AN, NHPI</b> |                                                     |

This school receives Title IA funding. **Yes** **No** Is the school's Title I program **Schoolwide** or **Targeted Assistance**? **SW** **TA**  
*\*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 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 subcommittees to focus on prioritized areas such as language arts, math, attendance, etc. Indicate this in the "CNA/SIP Subcommittee(s)" column below. To be sure the needs of each underperforming student group are addressed, **schools classified as TSI or ATSI must have a subcommittee 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 Subcommittee(s)           |
|--------------------|---------------------|--------------------------|-----------------------------------|
| Sample: Alma Smith | Teacher             | CNA, SIP,<br><b>BOTH</b> | ELA, Black, Spec. Ed.             |
|                    |                     | CNA, SIP, Both           |                                   |
| Elsie Quiroga      | Principal           | Both                     | ELA & African American, Spec Ed   |
| Kelly Hildenbrand  | Asst. Principal     | Both                     | ELA & African American, Spec. Ed  |
| Becky Ruchti       | Instructional Coach | Both                     | ELA & African American, Spec Ed   |
|                    |                     |                          |                                   |
| Rosa Askew         | Social Worker       | Both                     | ELA & African American, Spec. Ed  |
| Angie Romero       | Counselor           | Both                     | ELA & African American, Spec. Ed  |
| Maria Lopez        | Counselor           | Both                     | ELA & African American, Spec. Ed  |
| Veronica Ayala     | El Coach            | Both                     | ELA & African American, Spec. Ed. |
| Darrel Scott       | Dean                | Both                     | ELA & African American, Spec. Ed  |

|                                                                   |                          |             |                                  |
|-------------------------------------------------------------------|--------------------------|-------------|----------------------------------|
| <a href="#">Hannah McCafferty</a>                                 | Teacher                  | <b>Both</b> | ELA & African American, Spec. Ed |
| Yahaira Negron                                                    | Teacher                  | <b>Both</b> | ELA & African American, Spec. Ed |
| Kendra Kemp                                                       | STEM Instructional Coach | <b>Both</b> | ELA & African American, Spec. Ed |
| <b>Link additional committee information here</b> (if necessary): |                          |             |                                  |

--- ALIGNMENT [optional] ---

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

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

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**District Vision:** All School City of East Chicago graduates will possess the knowledge and competency to be college and career ready.

**School Vision:** All School City of East Chicago graduates will possess the knowledge and competency to be college and career ready.

**District Mission:** Investing in our children's future, giving them the tools to pursue excellence while developing Honesty, Compassion, and Determination

**School Mission:**  
To ensure that all members of our student learning community achieve academic success and develop both socially and emotionally to their fullest potential in a safe and healthy environment

**District Goals:**

- The interaction between teachers and students evidenced significant change.
- Innovative practices support dynamic classrooms.
- The integration of technology enriches the curriculum.
- Cooperation, communication, and mutual respect are promoted through a community partnership.

|                                                                                          |     |    |
|------------------------------------------------------------------------------------------|-----|----|
| Does the school’s vision support the district’s vision? ( <i>highlight response</i> )    | Yes | No |
| Does the school’s mission support the district’s mission? ( <i>highlight response</i> )  | Yes | No |
| Do the school’s mission and vision support district goals? ( <i>highlight response</i> ) | 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?

Link additional information here (if necessary):

**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. (For ‘X’ column, right click and ✓)

| 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 components of reading program. | Yes<br>No     | <input type="checkbox"/> |
| Beyond Text Books                 | 7-8    | Beyond Text Books       | Yes<br>No      | Tier 1, 2, 3                    | Used to improve reading and math                             | Yes<br>No     | <input type="checkbox"/> |
| ELA                               | 7-8    | ELA Curriculum Maps     | Yes<br>No      | Tier 1, 2, 3                    | Maps facilitate pacing and standards based instruction       | Yes<br>No     | <input type="checkbox"/> |
| Math                              | 7-8    | Math Curriculum Maps    | Yes<br>No      | Tier 1, 2, 3                    | Maps facilitate pacing and standards based instruction       | Yes<br>No     | <input type="checkbox"/> |
| Science                           | 7-8    | Science Curriculum Maps | Yes<br>No      | Tier 1, 2, 3                    | Maps facilitate pacing and standards based instruction       | Yes<br>No     | <input type="checkbox"/> |
| STEM                              | 7-8    | STEM Curriculum Maps    | Yes<br>No      | Tier 1, 2, 3                    | Maps facilitate pacing and standards based instruction       | Yes<br>No     | <input type="checkbox"/> |
| Place link here (if necessary) -> |        |                         |                |                                 |                                                              |               |                          |

**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<br>No | <input type="checkbox"/> |
| Pacing guides and/or curriculum maps are used to plan and teach a standards-based curriculum.                           | Yes<br>No | <input type="checkbox"/> |
| Teachers and staff are engaged in cross grade-level articulation of standards.                                          | Yes<br>No | <input type="checkbox"/> |
| A culturally responsive curriculum is used to ensure all students' cultural differences are recognized and appreciated. | Yes<br>No | <input type="checkbox"/> |

The public may view the school's curriculum in the following location(s): Building and district offices

**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. **Assess your practices using the chart below.**

| 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<br>No | <input type="checkbox"/> |
| A process for coordinating instructional services (e.g. Head Start, adult education, etc.) is in place.                               | Yes<br>No | <input type="checkbox"/> |
| A variety of instructional strategies are employed to meet the diverse learning needs of students.                                    | Yes<br>No | <input type="checkbox"/> |
| Teachers use strategies that monitor and adjust instruction during lessons (e.g. adjusted based on checks for understanding).         | Yes<br>No | <input type="checkbox"/> |
| Teachers ensure students are engaged in cognitively complex tasks (including varying depth of knowledge) during instruction.          | Yes<br>No | <input type="checkbox"/> |
| Teachers use instructional strategies that ensure students have multiple means of accessing instructional content.                    | Yes<br>No | <input type="checkbox"/> |
| Instructional strategies provide students with multiple options for demonstrating their knowledge.                                    | Yes<br>No | <input type="checkbox"/> |
| Instructional strategies foster active participation by students during the instructional process.                                    | Yes<br>No | <input type="checkbox"/> |
| Teachers and staff promote authentic learning and student engagement across all content areas.                                        | Yes<br>No | <input type="checkbox"/> |
| Strategies and instructional methods ensure equity of opportunity for all students during the learning process.                       | Yes<br>No | <input type="checkbox"/> |

|                                                                                                                              |           |                          |
|------------------------------------------------------------------------------------------------------------------------------|-----------|--------------------------|
| Instructional strategies assist with bridging the cultural differences in the learning environment.                          | Yes<br>No | <input type="checkbox"/> |
| Teachers and staff integrate evidence-based strategies during Tier II and Tier III instruction.                              | Yes<br>No | <input type="checkbox"/> |
| Teachers work collaboratively to support and refine instructional effectiveness (e.g. with feedback, coaching, etc).         | Yes<br>No | <input type="checkbox"/> |
| High expectations for academic achievement are made clear to students and supported with adequate scaffolding and resources. | Yes<br>No | <input type="checkbox"/> |

**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.**

Curriculum maps and Beyond Textbooks are being adopted that serve to ensure a guaranteed and viable curriculum. Within these maps tiered formative assessments and aligned proficiency scales will provide the means and data to inform proficiency levels of all students. Thus, the data will be present to provide targeted and intentional remediation and enrichment activities. Additionally, programs such as ALEKS, NEWSELA, and IXL exist to facilitate the design of individual learning paths for students in need of advanced levels of additional academic 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) and a brief rationale for their use.** 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) | Use                                     | Type and Rationale for Use                                         | Continue Use | X                        |
|-----------------|----------|-----------------------------------------|--------------------------------------------------------------------|--------------|--------------------------|
| ECA Algebra I   | 8        | Benchmark, Com. Form., Summative, Other | provides rigorous assessment aligned to Indiana academic standards | Yes No       | <input type="checkbox"/> |

|                                       |     |                                         |                                                                                                                 |        |                          |
|---------------------------------------|-----|-----------------------------------------|-----------------------------------------------------------------------------------------------------------------|--------|--------------------------|
| Teacher Created Formative Assessments | 7-8 | Benchmark, Com. Form., Summative, Other | Teacher created common formative assessments inform standards mastery                                           | Yes No | <input type="checkbox"/> |
| NWEA                                  | 7-8 | Benchmark, Com. Form., Summative, Other | This interim assessment allows teachers to see the progress student are making at key points in the school year | Yes No | <input type="checkbox"/> |
| WIDA                                  | 7-8 | Benchmark, Com. Form., Summative, Other | This interim assessment provides benchmarks toward English proficiency for the EL population.                   | Yes No |                          |

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

**Continued from Core Element 3: Assessment**

**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.**

- Teachers are expected to include formative assessments as part of their instructional routines. Formative assessments commonly utilized include check for understandings, exit tickets, bellringers, and teacher created quizzes and tests.
- Time is allotted during grade level team meetings for data collaboration and discussions concerning varied instructional strategies.
- Teachers regularly participate in professional development designed to increase individual and collaborative capacity to leverage data to improve student academic outcomes.

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

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

Block Middle School students utilize the technology based resources Beyond Text Books, IXL, Newsela, and ALEKS to further their learning of the content. Students also utilize Canvas as their Learning Management System, for assignment completion and communication with teachers and staff. Students are also encouraged to utilize Skyward in order to develop self-monitoring skills for their class grades. Furthermore, students utilize computer labs, Chromebook carts, and Newline boards to integrate technology into routines of 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 | <input type="checkbox"/> |
| A plan is in place to provide in-service training in the use of technology.                                     | Yes No | <input type="checkbox"/> |
| Protocols and criteria are used to review and select technology hardware, software, and instructional programs. | Yes No | <input type="checkbox"/> |
| There are established procedures for maintaining technology equipment.                                          | Yes No | <input type="checkbox"/> |
| Sufficient infrastructure exists to support instructional, assessment, and operational needs.                   | Yes No | <input type="checkbox"/> |

#### 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 indicated 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 indicated 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                                                | Other (list)                     |
| Online career navigation program                                                       | Other (list)                     |
| Job shadowing                                                                          | Other (list)                     |

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

Moving forward, the school is determined to provide more opportunities for students to progress along the Indiana Career Readiness Progression. This will serve to better prepare students for entering high school, completing the Indiana Graduation Pathways, and ultimately graduating college and career ready.

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

### Briefly answer the following:

What practices are in place to maintain a safe environment?

- 4 securities
  - Visitor sign in and out
  - Security cameras
  - ID check
  - practice drills
  - The Safe Visitor Solutions program helps ensure students are safe and instruction is not unnecessarily interrupted.
- Secure all doors  
Police  
Supervision of halls  
Safety meetings  
new radios

### 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.**

- Through the use of state data reports. Online school registration data, free and reduced online lunch applications

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

- The school is currently utilizing new data analysis tools to dynamically examine the academic data of student groups. The resulting data conversations provide a basis for recognizing and taking deliberate steps toward closing the growth and proficiency gaps that exist among student subgroups.
- The school has not been identified as TSI; however we are proactively identifying two low performing student groups (e.g., Black and SPED) in order to leverage the CNA/SIP planning process to increase the future performance of these student groups. It is noted, the identification of the two student groups at Block Middle School aligns with those identified at the district high school.

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

- As part of the CNA/SIP process discussions are occurring around the potential of providing teachers training on cultural competency, the impact of poverty on students, and trauma informed care. These are viewed as levers for increasing empathy building wide as well increasing our capacity to connect and build relationships with our students.

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

- Moving forward, specific focus will be given to provide teachers with experiences to learn about students' cultures. Additional focus will also be given to provide teachers with culturally relevant resources needed to ensure aspects of students' cultures are incorporated into instruction. This will act to increase the connection students are able to make to the content and recognize the relevance it has to their lives. Further, as the school moves to utilizing more STEM and PBL practices, teachers will be able to utilize community resources to further increase the relevant educational experiences and increased academic performance for all student groups.

### **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 above 10% or more of the school year.**  
**Years Ago: \_\_52\_\_**

**Last year: \_\_25\_\_**

**Two Years Ago: \_51\_\_**

**Three**

#### **What may be contributing to the attendance trend?**

The school routinely emphasizes the importance school attendance plays on students' social, emotional, and academic development. Further, attendance is recognized as an important aspect to the development of the Indiana Employability Skills. It is noted, Covid 19 did pose significant challenges to improving attendance for the 2020-2021 school year. During school year 2021-2022, attendance improved to 95%.

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

In order to more proactively address chronic absenteeism the school has begun to track "improved attendance" beginning the 2020-2021 school year. The school has collaborated with truancy officers to monitor attendance. The state definition of an improving attendee (i.g., any student with an increase of 3% in attendance from the prior school year) will be utilized. This will provide the opportunity to monitor attendance as a proactive plan to reduce chronic absenteeism

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

Please see the previous answer

| Best Practice/Requirements Self-Check                                                                                                                            | Yes/No | X                        |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------|--------------------------|
| The school has and follows a chronic absence reduction plan.                                                                                                     | Yes No | <input type="checkbox"/> |
| A Multi-Tiered System of Support (MTSS) is in place to identify and help the academic, behavioral, and/or social emotional needs of chronically absent students. | Yes No | <input type="checkbox"/> |

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

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

Block Middle School recognizes that in order to support the goal that all students succeed academically and in life, the school and parents must work as partners. As such, Block Middle School makes intentional and concerted effort to involve families in all phases of their child's educational development. Various activities include, but are not limited to, open houses, multicultural programs, and honor roll celebrations. A parent liaison exists to coordinate activities utilizing the Family Resource Room. The school also has a Family Engagement Coordinator. Here parents, community members, and school personnel can meet, work and share ideas.

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

The parent liaison takes the lead in helping the school to understand parents' hopes, concerns, and suggestions.

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

Block Middle School utilizes Skyward and truancy officer(s) to track attendance for all students. In order to prevent chronic absenteeism, the following plan is followed...

- Any absences-Robocall home and notify the principal
- 3 & 5 absences-phone call and letter from Truancy Officer
- 6 absences-Phone call and Meeting with Assistant Principal (contract)
- 10 absences-CPS is notified, truancy referral

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

To meet the needs of our non-English speaking parents, school communications are delivered in both English and Spanish. Moving forward, the school will be engaging in cultural competency PD opportunities to further enhance the school's ability to communicate cross-culturally.

## 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.**

- Various activities include, but are not limited to, open houses, multicultural programs, and honor roll celebrations. A parent liaison exists to coordinate activities utilizing the Family Resource Room. Here parents, community members, and school personnel can meet, work and share ideas. The parent liaison also takes the lead in helping the school to understand parents' hopes, concerns, and suggestions.

The school also offers parental support sessions including: homework assistance, academic support materials, and guest speakers on topics of interest to parents. School and classroom information is communicated to all parents via monthly newsletters, a monthly calendar, quarterly progress reports and through the student conduct booklet.

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

- All assessment results are sent home to the student's parents/guardians. Parent's are provided support during open houses and parent-teachers conferences to understand their students' data. Emphasis is placed on communicating the importance of academic growth as it is reflected in formative, interim and assessment data.

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

- Parents are included on several school committees, including in writing this school improvement plan. The parent liaison heads and coordinates efforts to involve parents in all applicable committees.



**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?**

n/a

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

n/a

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

n/a

**Graduation rate last year: \_\_\_\_**

n/a

**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.**

- Funds for instructional programming and services will be coordinated with other funds to the extent possible. Local, state, and federal funds (such as Title I, Title IIA, Title III, Title IVA, and IDEA) will be considered.

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

- Our district and school leaders understand the opportunity to consolidate funds and decline to do so at this time. We will ensure coordination of resources, programming, and services among local, state, and federal resources.

**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.**

- NA

**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.**

- The district supports Block Middle School by providing specific strategies to address the needs of the school and providing technical support as vacancies occur. New Teacher Orientation program.

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

2023 Block Staff Certification

| Staff Name | Licensure/Certification | Assigned Class/Subject |
|------------|-------------------------|------------------------|
|            |                         |                        |
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### 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                     |                              |   | Specific Student Groups          |   |                                   | General School Data |                        |
|--------------------------------------|------------------------------|---|----------------------------------|---|-----------------------------------|---------------------|------------------------|
| x                                    | Statewide Assessments        | X | Statewide Assessment Data        | X | ELL Assessment(s)                 | X                   | Student Attendance     |
|                                      | Federal (ESSA) Data          |   | Federal (ESSA) Data              | x | Individual Education Plans (IEPs) | X                   | Discipline/Behavior    |
| X                                    | Districtwide Assessments     | x | IAM Assessment                   | x | Individual Learning Plans (ILPs)  |                     | Parent/Student Surveys |
|                                      | Dyslexia Assessment(s)       |   | Aptitude Assessment(s)           | x | Staff Training                    | X                   | Staff Attendance       |
|                                      | Common Formative Assessments |   | Special Education Compliance Rpt |   |                                   |                     |                        |
|                                      | PSAT/SAT/ACT                 |   |                                  |   |                                   |                     |                        |
| <b>List Other Data Sources Below</b> |                              |   |                                  |   |                                   |                     |                        |
|                                      |                              |   |                                  |   |                                   |                     |                        |

|                      |  |
|----------------------|--|
| Link Data Here ----> |  |
| Link Data Here --->  |  |

Be sure no personally identifiable student information is included in any/all linked or uploaded data.

### **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? yes**

**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** Proficiency which includes use of Curriculum Maps, Professional Learning Communities, Small Group Instruction, Data Driven Instruction, and Student Support Team 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, should the school continue to work toward this goal? **Yes** **No**

If the goal was not met and it will continue to be a goal, conduct a root cause analysis to determine why (see Section C).

**Goal 2** The administrative team and instructional coach will provide PD to improve instruction.

Measurable outcome met? **Yes** **No**

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

As part of curriculum mapping efforts, tiered formative assessments will be created. Walkthroughs were increased and constructive feedback was given. Teachers will be provided with opportunities to attend outside conferences.

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

If the goal was not met and it will continue to be a goal, conduct a root cause analysis to determine why (see Section C).

**Goal 3**      The school student support team/SEL will work to create systems needed to improve attendance.

Measurable outcome met?    **Yes**    **No**

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

Continue using SST, Truancy officer, Deans, and continual communication with Parents.

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

*If the goal was not met and it will continue to be a goal, conduct a root cause analysis to determine why (see Section C).*

## 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<br>Based on Prioritized<br>Goals/Characteristics | Current<br>Goal | Actual Performance<br>Based on School Data | Brief Description Comparing Current Performance to<br>Desired Performance | Gap | Priority |

*A safe and disciplined school that ensures **X** 1 environment provides an educational atmosphere conducive to learning and personal well-being.*

No

*In-school suspensions increased 15% over the last 2 years. Suspensions & expulsions increased 8% & 4% respectively. Survey: 45% of students do not feel safe at school.*

*We are committed to a learning environment safety and well-being for all. Data indicates do not feel safe and that suspensions and increased.*

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

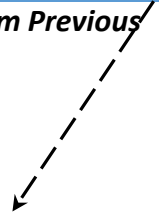
#### GAP ANALYSIS TEMPLATE

| Desired Performance Based on Prioritized Goals/Characteristics                     | Part of the Current Goal? | Actual Performance Based on School Data                                                                              | Brief Description Comparing Current Performance to Desired Performance                                                                             | Gap | Priority |
|------------------------------------------------------------------------------------|---------------------------|----------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|-----|----------|
| Increase student proficiency by 50% in Math from previous year assessment results. | <b>Yes</b> No             | 2% of 8th grade students and 6% of 7th grade students achieved proficiency on ILEARN Spring 2022 State assessment.   | We have incorporated Math lab classes so that the students can receive daily interventions utilizing Beyond Textbooks and small group instruction. |     |          |
| Increase student proficiency by 50% in ELA from previous year assessment results.  | <b>Yes</b> No             | 20% of 8th grade students and 13% of 7th grade students achieved proficiency on ILEARN Spring 2022 State assessment. | We have incorporated ELA lab classes so that the students can receive daily interventions utilizing Beyond Textbooks and small group instruction.  |     |          |

|                                                                                                                                                                                       |               |                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                               |  |  |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|
|                                                                                                                                                                                       |               |                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                               |  |  |
| All students are engaged in a learning community that not only fosters their academic achievement but also ensures the development of dynamic and applicable social-emotional skills. | <b>Yes No</b> | Teacher focus groups, building leadership focus groups, and the SEL audit lead to the conclusion that student trauma and social emotional needs are negatively impacting the school environment. Specifically, the percentage of students identified as "model attendees" during the 2018-2019 school year was 63.3%. Additionally, the school saw an increase in the number of students suspended and expelled from the 17-18 to the 18-19 school year. | Multiple sources of data reveal the need for a systemic approach toward students' holistic development. It is recognized that the circumstances surrounding the Covid-19 pandemic are likely to exacerbate the need for increased SEL support. We as a school are committed to providing the means and supports for all students to overcome obstacles as they develop the skills and dispositions needed for future success. |  |  |
|                                                                                                                                                                                       | <b>Yes No</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                               |  |  |
|                                                                                                                                                                                       | <b>Yes No</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                               |  |  |

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|--|--------|--|--|--|--|
|  | Yes No |  |  |  |  |
|--|--------|--|--|--|--|

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



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

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

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

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

| Identified Priorities from Previous Chart | List Root Cause(s)                                                                                                                                                                                                                                      |
|-------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1- Academic Growth                        | <i>We are failing to ensure a guaranteed and viable curriculum that engages students and helps them recognize the value/relevancy in what they are learning.<br/>Assessment audit revealed low levels of DOK and use of metacognition.</i>              |
| 2-Academic Proficiency                    | <i>We have a very high teacher to coach ratio. A need exists to establish focused professional learning cycles around evidence based instructional strategies for all teachers.<br/>Need to establish more intensive/holistic supports for our most</i> |

|                                    |                                                                                                          |
|------------------------------------|----------------------------------------------------------------------------------------------------------|
|                                    | <i>in need teachers (EPs especially)</i>                                                                 |
| <i>3-Social-Emotional Learning</i> | <i>A district wide SEL program has not been sufficiently implemented or allowed time to be in place.</i> |

***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. Identity and note possible funding sources from local, state, and federal resources that may support the plan(s).

| <b>Possible Funding Sources</b>                                           |                                                                                                                                       |                             |
|---------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------|-----------------------------|
| Title IA<br>Title II<br>Title III<br>Title IV<br>School Improvement (SIG) | McKinney-Vento<br>High Ability<br>Early Literacy<br>Twenty-first Century After School Program<br>Rural and Low Income Schools Program | General funds<br>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>                   | By Spring 2023, 50% of students in grades 7 -8 will demonstrate mathematical growth as measured by the ILEARN assessment.                                                                                                                         |                |              |
| <b>Data Checkpoints (dates)</b> | <b>September</b>                                                                                                                                                                                                                                  | <b>January</b> | <b>April</b> |
| <b>Evidence at Checkpoints</b>  | NWEA BOY                                                                                                                                                                                                                                          | NWEA MOY       | NWEA EOY     |
| <b>Evidence-Based Strategy</b>  | -Carlson, D., Borman, G. and Robinson, M. (2011). A Multistate District-Level Cluster Randomized Trial of the Impact of Data-Driven Reform on Reading and Mathematics Achievement. Educational Evaluation and Policy Analysis, 33(3), pp.378-398. |                |              |

| <b>1</b>                          | -Furtak, E., Primo., M. (2007). Exploring Teachers' Informal Formative Assessment Practices and Students' Understanding in the Context of Scientific Inquiry. Journal of Research in Science Teaching. VOL. 44, NO. 1, PP. 57-84. |                       |                                                            | <b>PD Needed: Yes No</b><br>(Highlight)                                                 |
|-----------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|------------------------------------------------------------|-----------------------------------------------------------------------------------------|
| Strategy Action Steps             | Required Activity                                                                                                                                                                                                                 | Start/End Dates       | Person(s) Responsible                                      | Evidence of Success                                                                     |
| Action Step 1                     | Conduct on-going, job-embedded training for teachers and instructional support staff. Implementing Beyond TextBooks and, Engage instructional leadership in aligning maps                                                         | August 2022- May 2023 | District leadership, building leadership, academic coaches | ELA and Math curriculum maps will be refined and finalized and ready to be implemented. |
| <b>Yr. 2 Measurable Objective</b> | By Spring 2023, 60% of students in grades 7-8 mathematics, will demonstrate mathematical growth as measured by the ILEARN assessment.                                                                                             |                       |                                                            |                                                                                         |
| <b>Yr. 3 Measurable Objective</b> | By Spring 2024, 70% of students in grades 7-8 mathematics, will demonstrate mathematical growth as measured by the ILEARN assessment.                                                                                             |                       |                                                            |                                                                                         |

**OPTION:** As an option to the Goal Template format below, you may use the [CNA/SIP Planning Calendar](#).

**AFTER BEGINNING WORK ON THE CALENDAR,**save and paste [LINK TO YOUR CNA/SIP PLANNING CALENDAR HERE TO ACCESS IT FROM HERE IN THE FUTURE>](#)

**IF YOU WISH TO CONTINUE USING THE FORMAT IN THIS TEMPLATE, CONTINUE ON THE NEXT PAGE.**

|                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                  |                                                                           |                                                                                         |
|----------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------|---------------------------------------------------------------------------|-----------------------------------------------------------------------------------------|
| <b>CURRENT YEAR GOAL 1</b>                                           | Block Middle School will work throughout the 2020-2021 school year to create and refine core curricular materials in order to create a culture of collaboration, ensure a guaranteed and viable curriculum, and improve student outcomes as indicated by...<br>*9.1% increase in students achieving proficiency in ELA *10.3% increase in students achieving proficiency in Math *10.5% decrease in students achieving low growth ELA *6.5% decrease in students achieving low growth Math *10.5% increase in DNP students achieving high growth ELA *5.1% increase in DNP students achieving high growth Math |                                                                  |                                                                           |                                                                                         |
| <b>Data Checkpoints (dates)</b>                                      | <b>September</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <b>January</b>                                                   | <b>April</b>                                                              |                                                                                         |
| <b>Evidence at Checkpoints</b>                                       | Math scores on NWEA BOY Assessment                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Math scores on NWEA MOY Assessment                               | Math scores on NWEA EOY Assessment<br>Curriculum Audit & Assessment Audit |                                                                                         |
| <b>Evidence- Based Strategy 1</b><br><br><b>RTI for Math Classes</b> | -Carlson, D., Borman, G. and Robinson, M. (2011). A Multistate District-Level Cluster Randomized Trial of the Impact of Data-Driven Reform on Reading and Mathematics Achievement. Educational Evaluation and Policy Analysis, 33(3), pp.378-398.<br>-Furtak, E., Primo., M. (2007). Exploring Teachers' Informal Formative Assessment Practices and Students' Understanding in the Context of Scientific Inquiry. Journal of Research in Science Teaching. VOL. 44, NO. 1, PP. 57-84.                                                                                                                         |                                                                  |                                                                           | <b>PD Needed:</b> <b>Yes</b> No                                                         |
| <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                                                        | Engage instructional leadership in aligning maps with existing curriculum resources                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | July 2020-Nov. 2020<br>Revisit ELA & Math<br>June 2021 (ongoing) | District leadership, building leadership, academic coaches                | ELA and Math curriculum maps will be refined and finalized and ready to be implemented. |

|                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                    |                                                                  |                                                                                                              |
|-----------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------|------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------|
| Action Step 2               | Collaborate with instructional leadership to ensure maps contain culturally relevant materials and ELL supports                                                                                                                                                                                                                                                                                                                                                                                                                        | July 2020-Nov. 2020<br>Revisit ELA and Math<br>June 2021 (ongoing) | District leadership,<br>building leadership,<br>academic coaches | Classroom observations will reveal increased levels of student engagement.                                   |
| Action Step 3               | Engage the entire staff in understanding the core curricular elements of an effective interdisciplinary curriculum.                                                                                                                                                                                                                                                                                                                                                                                                                    | Aug. 2020-Dec. 2020                                                | Building leadership and academic coaches                         | Teachers will be able to implement the newly created curriculum maps and positively impact student outcomes. |
| Action Step 4               | Utilize formative assessments and proficiency scales to determine mastery of the priority standards.                                                                                                                                                                                                                                                                                                                                                                                                                                   | Sept. 2020-Jun. 2022                                               | Building leadership and academic coaches                         | Data will be used to determine where each student is at in their learning of the priority standards          |
| Action Step 5               | Model, engage, and monitor PLCs to ensure reflection and continuous improvement                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Sept. 2020-Jun. 2022                                               | Building leadership and academic coaches                         | PLC forms are being utilized and reviewed                                                                    |
| <b>This Goal for Year 2</b> | <b>Throughout the 2020-2022 school year Block Middle school will engage in interconnected professional learning cycles intended to improve core instruction as indicated by....</b><br>*9.1% increase in students achieving proficiency in ELA *10.3% increase in students achieving proficiency in Math *10.5% decrease in students achieving low growth ELA *6.5% decrease in students achieving low growth Math *10.5% increase in DNP students achieving high growth ELA *5.1% increase in DNP students achieving high growth Math |                                                                    |                                                                  |                                                                                                              |
| <b>This Goal for Year 3</b> | Block Middle School will work throughout the 2020-2021 school year to create and refine core curricular materials in order to create a culture of collaboration, ensure a guaranteed and viable curriculum, and improve student outcomes Plus                                                                                                                                                                                                                                                                                          |                                                                    |                                                                  |                                                                                                              |

|                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                          |                                                                            |                                                                                                              |
|-------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------|----------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------|
| <b>CURRENT YEAR GOAL 2</b>                                  | <p><b>Throughout the 2020-2022 school year Block Middle school will engage in interconnected professional learning cycles intended to improve core instruction as indicated by....</b></p> <p><b>*9.1% increase in students achieving proficiency in ELA *10.3% increase in students achieving proficiency in Math *10.5% decrease in students achieving low growth ELA *6.5% decrease in students achieving low growth Math *10.5% increase in DNP students achieving high growth ELA *5.1% increase in DNP students achieving high growth Math</b></p> |                                                          |                                                                            |                                                                                                              |
| <b>Data Checkpoints (dates)</b>                             | <b>September</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <b>January</b>                                           | <b>April</b>                                                               |                                                                                                              |
| <b>Evidence at Checkpoints</b>                              | ELA scores on IREADY<br>BOY Assessment                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | ELA scores on IREADY<br>MOY Assessment                   | ELA scores on IREADY EOY Assessment<br>Curriculum Audit & Assessment Audit |                                                                                                              |
| <b>Evidence- Based<br/>Strategy 1<br/>(must cite study)</b> | Richards-Tutor, C., Aceves, T., & Reese, L. (2016). Evidence-based practices for English Learners (Document No. IC-18). Retrieved from University of Florida, Collaboration for Effective Educator, Development, Accountability, and Reform Center website:<br><a href="http://cedar.education.ufl.edu/tools/innovation-configurations/">http://cedar.education.ufl.edu/tools/innovation-configurations/</a>                                                                                                                                             |                                                          |                                                                            | <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                                               | Engage instructional leadership in aligning maps with existing curriculum resources                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | July 2020-Nov. 2020<br>Revisit ELA & Math<br>June 2021   | District leadership,<br>building leadership,<br>academic coaches           | ELA and Math curriculum maps will be refined and finalized and ready to be implemented.                      |
| Action Step 2                                               | Collaborate with instructional leadership to ensure maps contain culturally relevant materials and ELL supports                                                                                                                                                                                                                                                                                                                                                                                                                                          | July 2020-Nov. 2020<br>Revisit ELA and Math<br>June 2021 | District leadership,<br>building leadership,<br>academic coaches           | Classroom observations will reveal increased levels of student engagement.                                   |
| Action Step 3                                               | Engage the entire staff in understanding the core curricular elements of an effective interdisciplinary curriculum.                                                                                                                                                                                                                                                                                                                                                                                                                                      | Aug. 2020-Dec. 2020                                      | Building leadership and academic coaches                                   | Teachers will be able to implement the newly created curriculum maps and positively impact student outcomes. |

|                                               |                                                                                                                                                                                                                                                                        |                        |                                                            |                                                                                                                                                                |
|-----------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------|------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Action Step 4                                 | Utilize formative assessments and proficiency scales to determine mastery of the priority standards.                                                                                                                                                                   | Sept. 2020-Jun. 2022   | Building leadership and academic coaches                   | Data will be used to determine where each student is at in their learning of the priority standards                                                            |
| <b>Strategy 2<br/>(must reference source)</b> | Carlson, J., Kowalski, S., Taylor, J., Wilson, C., (2010) The Relative Effects and Equity of Inquiry-Based and Commonplace Science Teaching on Students' Knowledge, Reasoning, and Argumentation. Journal of Research in Science Teaching. Vol. 47, NO.3, PP. 276-301. |                        |                                                            | <b>PD Needed:</b> Yes No                                                                                                                                       |
| <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                                 | Instructional leadership is trained to support the implementation of literacy based assessments                                                                                                                                                                        | October 2020 - ongoing | District leadership, building leadership, academic coaches | Literacy based assessments are developed and an implementation plan finalized                                                                                  |
| Action Step 2                                 | Science and social studies teachers are trained to utilize literacy based assessments.                                                                                                                                                                                 | Nov. 2020-June 2021    | Building leadership and academic coaches                   | Training exit tickets indicate teachers are confident in having the supports needed for initial implementation.                                                |
| Action Step 3                                 | Instructional leadership monitors the use of the assessments to ensure fidelity of implementation and to provide non evaluative formative feedback                                                                                                                     | Dec. 2020-Jun. 2022    | Building leadership and academic coaches                   | Classroom observation data indicates implementation of the assessments has begun. Teachers are receiving individualized support to aid further implementation. |
| Action Step 4                                 | The data from assessments is analyzed and used to inform continuous improvement                                                                                                                                                                                        | Dec. 2020-Jun. 2022    | Classroom teachers                                         | Notes from team meeting indicate data is being analyzed and teachers are sharing successes and challenges                                                      |

|                             |                                                                                                                                                                                              |
|-----------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>This Goal for Year 2</b> | By Spring of 2022, 55% of students in grades 7-8 who are in English Language Arts (ELA), will demonstrate mathematical growth in Beyond test Books and as measured by the ILEARN assessment. |
| <b>This Goal for Year 3</b> | By Spring of 2023, 60% of students in grades 7-8 who are in English Language Arts (ELA), will demonstrate mathematical growth in Beyond test Books and as measured by the ILEARN assessment. |

|                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                 |                                                                              |                                             |
|---------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------|------------------------------------------------------------------------------|---------------------------------------------|
| <b>CURRENT YEAR GOAL 3</b>                                    | Block Middle School will work throughout the 2022-2023 school year to create and refine core curricular materials in order to create a culture of collaboration, ensure a guaranteed and viable curriculum, and improve student outcomes by implementing Beyond Textbooks.                                                                                                                                                                                                                                                                 |                                                 |                                                                              |                                             |
| <b>Current Year Goal 3+</b>                                   | <p>Block Middle School, throughout the 2022-2023 school year will progressively implement SEL supports as part of the school's <b>MTSS</b> framework that systematically facilitates data-based decision making around providing the tiered academic, behavioral, and social supports as indicated by...</p> <ul style="list-style-type: none"> <li>• a decrease suspensions</li> <li>• improve attendance</li> <li>• an improvement in student and staff climate and culture data</li> </ul>                                              |                                                 |                                                                              |                                             |
| <b>Data Checkpoints (dates)</b>                               | <b>September</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <b>January</b>                                  | <b>April</b>                                                                 | <b>June</b>                                 |
| <b>Evidence at Checkpoints</b>                                | <b>Improving Attendees*<br/>Suspension Data</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <b>Improving Attendees*<br/>Suspension Data</b> | <b>Improving Attendees*<br/>Suspension Data<br/>Climate and Culture Data</b> | <b>Model Attendees*<br/>Suspension Data</b> |
| <b>Strategy 1<br/><br/>ELA &amp; Math Curriculum<br/>Maps</b> | <p>-Carlson, D., Borman, G. and Robinson, M. (2011). A Multistate District-Level Cluster Randomized Trial of the Impact of Data-Driven Reform on Reading and Mathematics Achievement. Educational Evaluation and Policy Analysis, 33(3), pp.378-398. We will be incorporating Beyond Textbook</p> <p>-Furtak, E., Primo., M. (2007). Exploring Teachers' Informal Formative Assessment Practices and Students' Understanding in the Context of Scientific Inquiry. Journal of Research in science Teaching. VOL. 44, NO. 1, PP. 57-84.</p> |                                                 |                                                                              | <b>PD Needed: Yes No</b>                    |
| <b>SEL supports (3+)</b>                                      | Payton, J., Weissberg, R., Durlak, J., Dymnicki, A., Taylor, R., Schellinger, K., & Pachan, M. (2008). <i>The Positive Impact of Social and Emotional Learning for Kindergarten to Eighth-Grade Students</i> . Collaborative for Academic, Social, and Emotional Learning.                                                                                                                                                                                                                                                                 |                                                 |                                                                              |                                             |

| Strategy Action Steps                                                                         | Required Activity                                                                                                                                                                                                                                                      | Start/End Dates      | Person(s) Responsible                                      | Evidence of Success                                                                                          |
|-----------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------|
| Action Step 1                                                                                 | Engage instructional leadership in aligning maps with existing curriculum resources                                                                                                                                                                                    | July 2022-Nov. 2022  | District leadership, building leadership, academic coaches | ELA and Math curriculum maps will be refined and finalized and ready to be implemented.                      |
| Action Step 2                                                                                 | Collaborate with instructional leadership to ensure maps contain culturally relevant materials and ELL supports                                                                                                                                                        | July 2022-Nov. 2022  | District leadership, building leadership, academic coaches | Classroom observations will reveal increased levels of student engagement.                                   |
| Action Step 3                                                                                 | Engage the entire staff in understanding the core curricular elements of an effective interdisciplinary curriculum.                                                                                                                                                    | Aug. 2022-Dec. 2022  | Building leadership and academic coaches                   | Teachers will be able to implement the newly created curriculum maps and positively impact student outcomes. |
| Action Step 4                                                                                 | Utilize formative assessments and proficiency scales to determine mastery of the priority standards.                                                                                                                                                                   | Sept. 2022-Jun. 2023 | Building leadership and academic coaches                   | Data will be used to determine where each student is at in their learning of the priority standards          |
| Action Step 5                                                                                 | Model, engage, and monitor PLCs to ensure reflection and continuous improvement                                                                                                                                                                                        | Sept. 2022-Jun. 2023 | Building leadership and academic coaches                   | PLC forms are being utilized and reviewed                                                                    |
| <b>Strategy 2</b><br><br><b>PBL Literacy Based Assessments for Science and Social Studies</b> | Carlson, J., Kowalski, S., Taylor, J., Wilson, C., (2010) The Relative Effects and Equity of Inquiry-Based and Commonplace Science Teaching on Students' Knowledge, Reasoning, and Argumentation. Journal of Research in Science Teaching. Vol. 47, NO.3, PP. 276-301. |                      |                                                            | PD Needed: <b>Yes</b> No                                                                                     |
| Strategy Action Steps                                                                         | Required Activity                                                                                                                                                                                                                                                      | Start/End Dates      | Person(s) Responsible                                      | Evidence of Success                                                                                          |

|                             |                                                                                                                                                                                                                        |                     |                                                            |                                                                                                                                                                |
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| Action Step 1               | Instructional leadership is trained to support the implementation of literacy based assessments                                                                                                                        | October 2022        | District leadership, building leadership, academic coaches | Literacy based assessments are developed and an implementation plan finalized                                                                                  |
| Action Step 2               | Science and social studies teachers are trained to utilize literacy based assessments.                                                                                                                                 | Nov. 2022-Dec. 2022 | Building leadership and academic coaches                   | Training exit tickets indicate teachers are confident in having the supports needed for initial implementation.                                                |
| Action Step 3               | Instructional leadership monitors the use of the assessments to ensure fidelity of implementation and to provide non evaluative formative feedback                                                                     | Dec. 2022-Jun. 2023 | Building leadership and academic coaches                   | Classroom observation data indicates implementation of the assessments has begun. Teachers are receiving individualized support to aid further implementation. |
| Action Step 4               | The data from the assessments is analyzed and used to inform continuous improvement                                                                                                                                    | Dec. 2022-Jun. 2023 | Classroom teachers                                         | Notes from team meeting indicate data is being analyzed and teachers are sharing successes and challenges                                                      |
| <b>This Goal for Year 2</b> | The teachers of Block Middle School will leverage the newly developed curriculum resources throughout the 2023-2024 school year to improve core instruction and improve student outcomes by 30% from the previous year |                     |                                                            |                                                                                                                                                                |
| <b>This Goal for Year 3</b> | The teachers of Block Middle School will leverage the newly developed curriculum resources throughout the 2024-2025 school year to improve core instruction and improve student outcomes by 30% from the previous year |                     |                                                            |                                                                                                                                                                |

| Data Checkpoints (dates)                              | September                                                                                                                                                                                                                                                                  | January                                 | April                                                               | June                                                                                                             |
|-------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------|---------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------|
| Evidence at Checkpoints                               | Improving Attendees*<br>Suspension Data                                                                                                                                                                                                                                    | Improving Attendees*<br>Suspension Data | Improving Attendees*<br>Suspension Data<br>Climate and Culture Data | Model Attendees*<br>Suspension Data                                                                              |
| <b>Evidence- Based Strategy</b><br><br>1 SEL Supports | Payton, J., Weissberg, R., Durlak, J., Dymnicki, A., Taylor, R., Schellinger, K., & Pachan, M. (2008). <i>The Positive Impact of Social and Emotional Learning for Kindergarten to Eighth-Grade Students</i> . Collaborative for Academic, Social, and Emotional Learning. |                                         |                                                                     | PD Needed: <b>Yes</b> No                                                                                         |
| Strategy Action Steps                                 | Required Activity                                                                                                                                                                                                                                                          | Start/End Dates                         | Person(s) Responsible                                               | Evidence of Success                                                                                              |
| Action Step 1                                         | Adopt and implement a district wide SEL program                                                                                                                                                                                                                            | Aug. 2020-ongoing                       | District Leadership                                                 | An evidence-based SEL program is collaboratively chosen                                                          |
| Action Step 2                                         | All staff training on Equity in Education and establish SEL Leadership Team                                                                                                                                                                                                | Aug. 2020-ongoing                       | School Leadership and school staff                                  | Pre/Post Self-Efficacy survey                                                                                    |
| Action Step 3                                         | Provide teachers training and support in utilizing the District SEL program.                                                                                                                                                                                               | Aug. 2020-Ongoing                       | District Leadership, building leadership                            | Teachers understand the components of the SEL program and how it fits into a system of holistic student supports |

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| Action Step 4                     | Personalize SEL support through data dive including classroom observations, behavior data, surveys, etc.                                                                                                                                                                                                                                                                                                                                                                                                                            | September 2020 - ongoing | SEL Leadership Team | Implemented schoolwide screener and assessment schedule              |
| Action Step 5                     | Provide teachers SEL training based on data and provide classroom modeling in SEL best practices aligned to IDOE's SEL Competencies                                                                                                                                                                                                                                                                                                                                                                                                 | December 2020-ongoing    | School staff        | Teacher exit tickets and Pre/post observations                       |
| Action Step 6                     | Create SEL strategic plan including vision, mission, goals, and communication plan                                                                                                                                                                                                                                                                                                                                                                                                                                                  | April 2021-July 2022     | SEL Leadership Team | SEL strategic plan that includes 3-year goals for SEL implementation |
| Action Step 7                     | Progress monitoring SEL strategic plan using PDSA model                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | August 2021-ongoing      | SEL Leadership Team | Progress monitoring report                                           |
| <b>Yr. 2 Measurable Objective</b> | <b>Block Middle School, throughout the 2021-2022 school year will progressively implement SEL supports as part of the school's MTSS framework that systematically facilitates data-based decision making around providing the tiered academic, behavioral, and social supports as indicated by...</b> <ul style="list-style-type: none"> <li>• a decrease of 31 suspensions</li> <li>• A 6.8% increase in students identified as model attendees</li> <li>• an improvement in student and staff climate and culture data</li> </ul> |                          |                     |                                                                      |

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| <b>Yr. 3 Measurable Objective</b> | <p>Block Middle School, throughout the 2022-2023 school year will progressively implement SEL supports as part of the school's MTSS framework that systematically facilitates data-based decision making around providing the tiered academic, behavioral, and social supports as indicated by...</p> <ul style="list-style-type: none"> <li>• a decrease of 31 suspensions</li> <li>• A 6.8% increase in students identified as model attendees</li> <li>• an improvement in student and staff climate and culture data</li> </ul> |
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### 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.**

|                                        |                                                                                                                                                                                                                                                                                                                                                                                |                                                 |
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| <b>Professional Development Goal 1</b> | In order to increase the level of the content taught, the knowledge and skills teachers bring to instruction, and student engagement the leadership and teachers of Block Middle School will receive training through the 2021-2023 school year to assist in the implementation of newly adopted/created curriculum resources including Beyond Textbooks.                      | <b>Linked SIP Goals</b><br><b>Yes</b> <b>No</b> |
| <b>Possible Funding Source(s)</b>      | Local, state, or federal funds such as but not exclusive to Title I, Title II, Title III, Title IVa, SIG funds                                                                                                                                                                                                                                                                 |                                                 |
| <b>Evidence of Impact</b>              | <p>-Classroom observation data indicates fidelity of implementation of curriculum maps, literacy based assessments, and STEM units of study.</p> <p>-An assessment audit indicates increased levels of DOK, metacognition, and student writing.</p> <p>-Student growth and achievement improves and the year 1, 2, and 3 measurable objectives detailed in GOAL 3 are met.</p> |                                                 |

**Plan for coaching and support during the learning process:**

A technical assistance provider will be chosen to assist the school in the creation and implementation of newly adopted and/or created curriculum resources. Emphasis will be placed on ensuring any training also includes job embedded follow-up support. Specifically, non-evaluative walkthroughs that result in teachers receiving formative feedback will be utilized in ensuring continuous reflection and improvement.

**How will effectiveness be sustained over time?**

- Aspects of the trainings will be included in the new teacher onboarding process
- A PDSA cycle will be followed and continually reviewed, revised, and updated.
- Processes will be created to routinely address the curricular resources within teacher team meetings.

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| <b>Professional Development Goal 2</b>                                                                                                                                                                                                                                                                                                                                                                               | The Block Middle School instructional staff will engage in professional learning cycles in order to ensure the existence of high quality core instruction. Specific focus will be given to ensuring high expectations, literacy development across content areas, and mathematical reasoning. Additionally, tiered supports will be developed to serve new teachers, emergency permit teachers, and teachers that are on improvement plans.                                                                                                                                                                  | <b>Linked SIP Goals</b><br><b>Yes</b> <b>No</b> |
| <b>Possible Funding Source(s)</b>                                                                                                                                                                                                                                                                                                                                                                                    | Local, state, or federal funds such as but not exclusive Title I, Title II, Title III, Title IVa, SIG funds                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                 |
| <b>Evidence of Impact</b>                                                                                                                                                                                                                                                                                                                                                                                            | -Classroom observation data indicates teachers are utilizing newly learned instructional best practices.<br>-A system for conducting non evaluative formative walkthroughs that results in teachers receiving the feedback they need to authentically implement instructional best practices is created and utilized.<br>-Summative teacher evaluations for new teachers, emergency permit teachers, and teachers on improvement plans indicate improving instructional practices.<br>-Student growth and achievement improves and the year 1, 2, and 3 measurable objectives detailed in GOALS 2-3 are met. |                                                 |
| <b>Plan for coaching and support during the learning process:</b><br>Data from classroom assessments, interim assessments, and instructional observations will be collaboratively analyzed to ensure targeted and individualized follow-up supports are provided as they are identified.                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                 |
| <b>How will effectiveness be sustained over time?</b> <ul style="list-style-type: none"><li>• Teachers will be encouraged to collaborate concerning implementation of instructional practices.</li><li>• Opportunities will be provided to teachers for peer observations.</li><li>• Academic coaches will work with teachers to refine practices and ensure job embedded support is continually provided.</li></ul> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                 |

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| Professional Development Goal 3                                                                                                                                                                                                                      | The Block Middle School SEL Leadership team will develop a 3-year strategic plan. School staff will engage in highly relevant and applicable professional development with the intent of providing the social-emotional support students need to be successful.                                      | Linked SIP Goals<br>Yes No |
| Possible Funding Source(s)                                                                                                                                                                                                                           | Local, state, or federal funds such as but not exclusive to Title I, Title II, Title III, Title IVa, SIG funds                                                                                                                                                                                       |                            |
| Evidence of Impact                                                                                                                                                                                                                                   | -Classroom observation data reflects student and teacher use of SEL best practices.<br>-Student focus groups reveal increased student awareness of key SEL skills and practices. -Behavioral and attendance data improves and the year 1, 2, and 3 measurable objectives detailed in GOAL 3 are met. |                            |
| Plan for coaching and support during the learning process:<br>Data gathered from NWEA data, and student focus groups will be utilized to provide targeted additional supports.                                                                       |                                                                                                                                                                                                                                                                                                      |                            |
| How will effectiveness be sustained over time?<br>SEL trainings and supports will be included in the overall MTSS framework. Further, aspects of the trainings received and practices adopted will be included in the system for teacher onboarding. |                                                                                                                                                                                                                                                                                                      |                            |