

GENERAL INFORMATION

In order to be accorded full accreditation status, public schools and state-accredited non-public schools must develop a strategic and continuous school improvement plan. Principals are required to coordinate the development of an initial three 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.

DESCRIPTION OF THE STATE TEMPLATE

A School Improvement Plan (SIP) template was developed by the Indiana Department of Education (IDOE) in accord with requirements in Indiana's State Plan Under ESSA. This template was designed to ensure the process of identifying and addressing schools' needs is fluid and coherent. The SIP template fulfills all requirements under ESSA and Indiana law. Additionally, there are components in the SIP template that satisfy the requirement of schools with Title I Schoolwide Programs to develop a comprehensive plan. Although this template is required for Comprehensive Support and Improvement (CSI) schools, Targeted Support and Improvement (TSI) schools, and Additional Targeted Support and Improvement (ATSI) schools, any school may use the template in the school improvement planning process.

COMMON ABBREVIATIONS USED IN THE PLAN

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

BASIC REQUIREMENTS

- **Which schools are required to submit a SIP?** All public schools and state-accredited non-public schools.
- **Which schools are required to submit a comprehensive needs assessment (CNA)?** Schools that receive Title I funds AND schools classified as TSI, ATSI, and/or CSI.
- **Which schools are required to use IDOE's CNA template, **Section A**?** Schools classified as CSI, schools classified as TSI, or schools classified as ATSI must attach evidence of their CNA to the template. For this reason, most TSI and ATSI schools complete **Section A**.
- **Which schools are required to use IDOE's SIP template, **Section B**?** Schools classified as CSI, TSI, or ATSI and 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, click Here for 2022-23 Federal school rating list](#)

SCHOOL INFORMATION

School Name	Colonel John Wheeler Middle School
School Number	3915
Street Address	401 West Joliet Street
City	Crown Point
Zip Code	46307

SCHOOL and CONTACT INFORMATION

Principal	Jacob Rodriguez
Phone number	219-663-2173
Email	jrodriguez@cps.k12.in.us

Superintendent	Dr. Todd A. Terrill
Phone number	219-663-3371
Email	tterrill@cps.k12.in.us

Grant contact	James H. Hardman
Phone number	219-663-3371
Email	jhardman@cps.k12.in.us

Other contact	Mark A. Gianfermi
Position	Assistant Superintendent
Phone number	219-663-3371
Email	mgianfermi@cps.k12.in.us

SCHOOL IDENTIFICATION

Choose the appropriate response from the drop down box.

For implementation during the following years:	2022-25 ▾
This is an initial three year plan.	No ▾
This is a review/update of a plan currently in use.	Yes ▾

This school is identified as Comprehensive Support & Intervention (CSI) by the federal government.	No ▾
This school is identified as Targeted Support & Intervention (TSI) by the federal government.	No ▾
This school is identified as Additional Targeted Support & Intervention (ATSI) by the federal government.	No ▾
This school is not identified as CSI, TSI, or ATSI.	No ▾

SECTION A

NEEDS ASSESSMENT and Strength-Improvement-Opportunity-Threats (SIOT) ANALYSIS

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 SIOT Analysis and Root Cause Analysis.

Check the box next to each source of data used in the following steps and add or link the data reviewed for this plan.

General Academic	Specific Student Groups		General School Data
<input checked="" type="checkbox"/> Statewide Assessments	<input checked="" type="checkbox"/> Statewide Assessment Data	<input checked="" type="checkbox"/> English Language Learner (ELL) Assessment(s)	<input checked="" type="checkbox"/> Attendance*
<input checked="" type="checkbox"/> Federal (ESSA) Data	<input checked="" type="checkbox"/> Federal (ESSA) Data	<input checked="" type="checkbox"/> Individual Education Plans (IEPs)	<input checked="" type="checkbox"/> School Discipline Reports*
<input checked="" type="checkbox"/> District Assessments	<input checked="" type="checkbox"/> IAM Assessment	<input checked="" type="checkbox"/> Individual Learning Plans (ILPs)	<input checked="" type="checkbox"/> Bus Discipline Reports*
<input checked="" type="checkbox"/> Dyslexia Assessments	<input checked="" type="checkbox"/> Aptitude Assessment(s)	<input checked="" type="checkbox"/> Staff Training	<input checked="" type="checkbox"/> Surveys (parent, student, staff) *
<input checked="" type="checkbox"/> Common Formative Assessments	<input checked="" type="checkbox"/> Special Education Compliance Rpt	<input checked="" type="checkbox"/> Aptitude Assessment (e.g. CogAT)	<input checked="" type="checkbox"/> Daily Schedule Configuration
<input checked="" type="checkbox"/> PSAT/SAT/ACT	<input checked="" type="checkbox"/> Subgroup Assessment Data	<input checked="" type="checkbox"/> Current High Ability Grant	*Including student subgroups
List or Link Other Data Sources Below			
Link:		Link:	
Link:		Link:	

Reminder - Under the Family Educational Rights and Privacy Act (FERPA), no personally identifiable information (PII) can be included in any linked or uploaded student data.

Step 1: Review Potential Issues from the Core Elements

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

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

If there is an issue that fits one of the above, note the issue and consider it when determining whether to conduct a [SIOT 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. There is not a requirement as to the number of goals. Goals should be derived from prioritizing areas where improvement is needed immediately.

Previous Year Goal #1	By Spring 2023, 17% of students in grades 6-8 who are identified as in need of special education services in Mathematics, will demonstrate mathematical proficiency as measured by the ILEARN assessment.	Measurable Outcome Met?	Yes ▾
If the goal was met, how will the school further improve or sustain this level of performance?	To improve or sustain math skills for special education students, Colonel John Wheeler Middle School will: analyze data, create individualized goals, train teachers, use differentiated instruction, monitor progress, provide professional development, involve parents, create a positive environment, align curriculum with needs, encourage collaboration, celebrate achievements, and review and adapt strategies.		
If the goal was not met, should the school continue to work toward this goal?	Choose ▾		
If the goal was not met, and you choose to continue to work toward this goal, what will you change?			
<i>If the goal was not met and it will continue to be a goal, conduct a SIOT analysis to determine why.</i>			

Previous Year Goal #2	By Spring 2023, 17% of students in grades 6-8 who are identified as in need of special education services in language arts, will demonstrate ELA proficiency as measured by the ILEARN assessment.	Measurable Outcome Met?	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 ▾		
If the goal was not met, and you choose to continue to work toward this goal, what will you change?	To improve the English skills for special education students, Colonel John Wheeler Middle School will: analyze data, create individualized goals, train teachers, use differentiated instruction, monitor progress, provide professional development, involve parents, create a positive environment, align curriculum with needs, encourage collaboration, celebrate achievements, and review and adapt strategies.		
<i>If the goal was not met and it will continue to be a goal, conduct a SIOT analysis to determine why.</i>			

Previous Year Goal #3	By Spring 2023, 50% of all students will achieve or exceed the benchmark in Mathematics as identified in grade specific state standards. Success will be measured through NWEA, PSAT, and iLearn assessments, as well as formative and summative assessments.	Measurable Outcome Met?	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 ▾		
If the goal was not met, and you choose to continue to work toward this goal, what will you change?	In order to enhance the proficiency of students in Mathematics, we will persist in analyzing data to recognize areas where they may be struggling. We will make sure that the instructional methods and materials are in line with state standards, and implement personalized instruction. Additionally, we will keep developing a tiered intervention system and continue monitoring progress consistently. We will celebrate the accomplishments of students and share effective teaching techniques among teachers. We will constantly assess the progress and make necessary adjustments to our strategies.		

If the goal was not met and it will continue to be a goal. [conduct a SIOT analysis to determine why.](#)

<p>Previous Year Goal #4</p>	<p>By Spring 2023, 53% of all students will achieve or exceed the benchmark in ELA as identified in grade specific state standards. Success will be measured through NWEA, PSAT, and iLearn assessments, as well as formative and summative assessments.</p>	<p>Measurable Outcome Met?</p>	<p>No ▾</p>
<p>If the goal was met, how will the school further improve or sustain this level of performance?</p>			
<p>If the goal was not met, should the school continue to work toward this goal?</p>	<p>Yes ▾</p>		
<p>If the goal was not met, and you choose to continue to work toward this goal, what will you change?</p>	<p>In order to enhance the proficiency of students in English, we will persist in analyzing data to recognize areas where they may be struggling. We will make sure that the instructional methods and materials are in line with state standards, and implement personalized instruction. Editing our blended learning courses based on data will continue to take place. Additionally, we will keep developing a tiered intervention system and keep monitoring progress consistently. We will celebrate the accomplishments of students and share effective teaching techniques among teachers. We will continuously evaluate the progress and tweak strategies when needed.</p>		

If the goal was not met and it will continue to be a goal. [conduct a SIOT analysis to determine why.](#)

SECTION B SCHOOL IMPROVEMENT PLANNING

PLANNING COMMITTEE

Schools that are required to conduct a CNA and/or 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 ensure the needs of each underperforming student group is addressed, schools classified as TSI or ATSI must have a sub-committee for each underperforming group.**

List members of the committee below. 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)
Jacob Rodriguez	Principal	SIP ▾	School Vision/Mission/Belief
Dave Vode	Assistant Principal	SIP ▾	School Vision/Mission/Belief
Sara Emerson	Assistant Principal	SIP ▾	School Vision/Mission/Belief
Tamara Betz	School Improvement Department Chair, Science Department Chair, Teacher	SIP ▾	School Vision/Mission/Belief, Assessment Data
Darleen Maas	ELA Instructional Coach, Teacher	SIP ▾	Assessment Data
Eric Boswell	English Department Chair, Teacher	SIP ▾	Assessment Data
Amy Kinzie	Teacher	SIP ▾	Cultural Competency
Mallory Avalos	Health and PE Department Chair, Teacher	SIP ▾	Assessment Data
Brittany Martinez	Teacher	SIP ▾	Safe Environment Practices
Sarah Pearson	Technology Leader, Teacher	SIP ▾	Technology

Patti Croell	MTSS Leader, Teacher	SIP ▾	Safe Environment Practices
Michael Early	PLC Leader, Teacher	SIP ▾	Technology
Michelle Thomas	Teacher	SIP ▾	Professional Development
Rachel Miller	Teacher	SIP ▾	Assessment Data
Stacey Lopes	Teacher	SIP ▾	Assessment Data
Kim Doolin	Department Chair of Guidance	SIP ▾	Attendance Analysis
Joe Balind	Teacher	SIP ▾	Assessment Data
Mark Croell	Team Leader, Teacher	SIP ▾	Technology
Allison Mendez	English Language Learner Teacher of Record	SIP ▾	Cultural Competency
Amy Mehrle	PLC leader, Teacher	SIP ▾	Technology
Anna Holem	Teacher	SIP ▾	Attendance Analysis
Brett Keeler	Teacher	SIP ▾	Cultural Competency
Chuck Riggle	Exceptional Education Department Chair, Teacher	SIP ▾	Attendance Analysis
Susan Whitehouse	Teacher	SIP ▾	Cultural Competency
Meghan Govan	MTSS Leader, Teacher	SIP ▾	Assessment Data
Megan Kienzle	PLC Leader, Teacher	SIP ▾	Parent/Family Engagement
Ken Florek	Teacher	SIP ▾	Cultural Competency
Darden Schurg	Teacher	SIP ▾	Technology
Jennifer Pineda	PLC Leader, Teacher	SIP ▾	Safe Environment Practices

Jen Nally	Math Department Chair, Teacher	SIP ▾	Assessment Data
Grace Santos	Team Leader, PLC Leader, Teacher	SIP ▾	Technology
Ginger Weilbaker	Teacher	SIP ▾	Cultural Competency
Dennis Bunda	Social Studies Department Chair, Teacher	SIP ▾	Professional Development
Jill Vagner	MTSS Leader, Teacher	SIP ▾	Attendance Analysis
Link additional information here (if necessary) <input type="checkbox"/>			

SCHOOL AND COMMUNITY NARRATIVE

A narrative description of the school, community, and educational programs.

Colonel John Wheeler Middle School, located in the vibrant community of Crown Point, Indiana, serves as a cornerstone of educational excellence for our diverse student population. Situated just under an hour southeast of the bustling city of Chicago, Crown Point offers a unique blend of history, culture, and modern amenities that make it an ideal place to call home.

With a population of approximately 34,526 residents, Crown Point is the 30th largest city in Indiana, as per the latest estimates from the US Census Bureau. The city boasts a thriving economy, with a median household income of \$87,500 and a per capita income of \$37,720. Notably, only 5.8% of individuals in Crown Point fall below the federal poverty line.

In terms of demographics, Crown Point has a diverse population, with 82.9% identifying as Caucasian, 10.5% as Hispanic, 7.5% as African American, 1.6% as Asian, and 6.6% as belonging to two or more races.

Our city's pride is evident in its historic landmarks, such as the Old Lake County Courthouse dating back to 1878. Crown Point also offers many recreational opportunities, including 18 parks, the Lake County Fairgrounds, and the Crown Point Sportsplex, a 95-acre sports and event destination. We're home to the renowned Franciscan Health Hospital, a state-of-the-art public library, a vibrant historical district, numerous places of worship, and Bulldog Park, a modern community hub featuring amenities for all seasons.

Colonel John Wheeler Middle School, established in August 2007, is a pillar of educational excellence for Crown Point's youth. With an enrollment of approximately 1067 students spanning grades 6-8, we have a dedicated faculty of 63 licensed educators, ensuring a wealth of expertise in the classroom.

Colonel John Wheeler Middle School fosters an environment where personalized attention is the norm. Following recent redistricting due to Taft Middle School's move to Winfield, Colonel John Wheeler Middle School now primarily enrolls students from Timothy Ball Elementary School and MacArthur Elementary School. Additionally, students from Lake Street Elementary School and Solon Robinson Elementary School contribute to our diverse student body.

At Colonel Wheeler Middle School, we cater to the academic needs of all our students, offering a rigorous curriculum encompassing high-ability programs, accelerated programs, English Language program, and Exceptional Learners Programs. Our commitment is to provide every student with the curriculum and support necessary to meet state standards and seamlessly transition to the high school level.

Colonel John Wheeler Middle School is not just a place of learning; it's a community hub where students from various backgrounds, ethnicities, and skill levels come together to thrive academically and personally. Our mission is to nurture young minds and empower them to reach their full potential in a welcoming and inclusive environment.

Link additional information here
(if necessary)

ALIGNMENT - STATEMENT OF MISSION, VISION, BELIEFS

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.

District Vision

Crown Point Community School Corporation compels students to become lifelong learners through the highest quality educational program.

School Vision

Our school aims to help students grow academically, socially, and personally, providing them with the tools to reach their full potential.

District Mission

Our mission is to create lifelong learners through the highest quality educational program.

School Mission

Our mission, in collaboration with the entire Crown Point Community, is to wholeheartedly support students on their journey towards acquiring essential skills, knowledge, and attitudes that will empower them to reach their fullest potential. We hold ourselves to the highest expectations, delivering a rigorous curriculum that not only enriches their academic capability but also recognizes and addresses their social and emotional needs. Our ultimate goal is to foster a lifelong love for learning that transcends the classroom experience.

ALIGNMENT - STATEMENT OF MISSION, VISION, BELIEFS (continued)

District Goal(s)

- K-12 students will demonstrate proficiency at or above grade level in reading and math and exhibit above average growth evidenced by the following assessments: NWEA, ILEARN, IREAD-3, WIDA, IAM, PSAT, SAT, and AP.
- Implement Multi-Tiered Systems of Support for all students Pre K - 12.
- Provide all students with inclusive learning environments and opportunities for them to best achieve their potential.

https://docs.google.com/spreadsheets/d/1YAtlVZ9aWJmhr4QCRiF1U0_Wlv5zWV0tSAsHqhs9l_M/edit?usp=sharing

Does the school's vision support the district's vision?	Yes ▾
Does the school's mission support the district's mission?	Yes ▾
Does the school's vision and mission support the district's goals?	Yes ▾

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

Link additional information here
(if necessary)

EDUCATIONAL PROGRAMMING AND THE LEARNING ENVIRONMENT

Use the space below to add additional information about educational programming and the learning environment.

In essence, our curriculum and instructional strategies are driven by a commitment to inclusivity, critical thinking, and ongoing professional development. By adopting UDL principles, embracing CRISS strategies, engaging in Instructional Rounds, prioritizing student engagement, and fostering collaborative discourse, we create a dynamic and enriching educational environment where every student has the opportunity to thrive and reach their full potential. Our focus is not just on teaching but on empowering students to become lifelong learners who can confidently navigate the challenges of an ever-evolving world.

Our school is dedicated to providing an excellent education to our students, which is why we have invested in modern technology and teaching methods. Our classrooms are equipped with state-of-the-art Clear Touch panels, Chromebooks, and high-speed internet connections, allowing our educators to create dynamic and engaging lessons that cater to various learning styles and abilities.

However, we understand that education goes beyond just digital tools. We believe that a nurturing and inclusive learning environment is essential, which is why we have introduced social-emotional learning supports that empower our students with the skills to confidently navigate life's challenges. Our daily advisory period provides a well-rounded education for grades 6-8.

We also offer a wide range of extracurricular activities, including arts and culture, sports, STEM, and community service clubs and organizations. From the Robotics Team competing in World Championships to the Drama Club staging captivating productions, every student can find their niche.

Colonel John Wheeler Middle School is responsible for leading the way in Crown Point Community School Corporation with their One School One Book program that all Crown Point Schools have been advised is a model to be duplicated. The creation of weekly lessons combining literacy with social-emotional learning has been implemented at the other middle school in our district, and has been the example for all Crown Point elementary schools.

One of our most unique programs is our Builders Club, which encourages students to engage with the community through volunteer activities. This instills a sense of responsibility and empathy, providing real-world experiences that enhance their overall education.

Looking ahead, our commitment to educational programming and creating a nurturing learning environment remains unwavering. We understand that the world is constantly evolving, and we will continue to adapt and innovate to ensure our students are prepared for the challenges and opportunities that lie ahead.

At Colonel John Wheeler Middle School, we strive to be a beacon of educational excellence, fostering a nurturing and inclusive environment where students can thrive and embrace the adventures of knowledge with open hearts and open minds.

Link additional information here
(if necessary)

CURRICULUM AND INSTRUCTIONAL STRATEGIES

Use the space below to add information about how the school's curriculum and instructional strategies support the achievement of Indiana's Academic Standards.

Colonel John Wheeler Middle School is committed to providing high-quality education that aligns with Indiana's Academic Standards, ensuring that all students have the opportunity to excel academically. Our curriculum and instructional strategies are designed to support and facilitate the achievement of these standards.

Alignment with Indiana's Academic Standards: Our curriculum is developed and regularly updated to align with the Indiana Academic Standards in all subject areas. This alignment ensures that our students are exposed to the content and skills required for success in standardized assessments and beyond.

Differentiated Instruction: Recognizing that students have diverse learning needs, our instructional strategies are designed to be responsive. Differentiated instruction is a core approach, allowing teachers to adapt their teaching methods to meet individual student needs while still addressing Indiana's Academic Standards.

Professional Learning Communities (PLCs): Our educators participate in PLCs to collaborate and enhance their understanding of Indiana's Academic Standards. They share best practices, analyze student data, and develop strategies to improve instructional effectiveness.

Data-Driven Instruction: We use data analysis to identify areas where students may need additional support or enrichment. Teachers receive training on how to interpret data and adjust instruction accordingly, ensuring alignment with the state standards.

Technology as an Instructional Tool: We leverage technology to support instruction and facilitate access to resources aligned with Indiana's Academic Standards. Students are encouraged to use digital tools for research, collaboration, and skill development.

Digital Curriculum Resources: We provide access to digital curriculum resources that are aligned with the state standards. These resources supplement traditional materials and offer interactive and engaging learning experiences.

Formative and Summative Assessments: Our assessment strategies include both formative and summative assessments that align with the Indiana Academic Standards. Formative assessments are used to inform instruction, while summative assessments measure student achievement of the standards.

Standardized Testing Preparation: To prepare students for state-mandated standardized tests, we incorporate test-taking strategies and practice assessments into our instructional approach.

Colonel John Wheeler Middle School is dedicated to the continuous improvement of our curriculum and instructional strategies to ensure alignment with Indiana's Academic Standards. We are committed to providing our students with a well-rounded education that prepares them for academic success and future opportunities.

Link additional information here
(if necessary) □

https://drive.google.com/file/d/1g2Yo3PTZ5RUHUgiRqOWZantBGyCO_i53/view?usp=sharing

STUDENT ACHIEVEMENT

Analyze student achievement from assessments used to answer the guiding questions below.

Areas of notable achievement

1. What area(s) are above the expected levels of performance?
 - In the 6th-grade ELA proficiency level, students who are "above" proficiency (37% tile) have the highest expected level of performance with a median growth index of 0.42.
 - The "Above Proficiency" level for 8th-grade math students shows notable achievement with 21.70% of students performing above expectations, surpassing the overall passing rate of 49.69%.
2. What area(s) indicate overall highest expected levels performance?
 - In the 8th-grade ELA proficiency level, students who are "above" proficiency (48% tile) have a median growth index of 0.71, which is notably above the expected level of performance.
 - Also 8th-grade math students indicated a high level of performance, with 27.99% of students performing at expected levels.
3. What subgroup(s) and area(s) are above expected levels of performance?
 - In the 6th-grade ELA proficiency level, high ability students have a median growth index of 0.45, which is above expected levels.
4. What subgroup(s) and area(s) indicate notable performance?
 - In the 7th-grade ELA proficiency level, English Learner FEP students have a median growth index of 0.44, which is above expected levels.
 - The "High Ability ELA" subgroup in 8th grade has 61.54% of students performing above expectations, showcasing notable performance in mathematics.

Areas in need of improvement:

1. What area(s) are below the expected levels of performance?
 - Overall Lowest Expected Levels of Performance: In the 7th-grade ELA proficiency level, students who are "below" proficiency (37% tile) have the lowest expected level of performance with a median growth index of 0.71.
 - Below Expected Levels of Performance for All Students: In the 6th-grade ELA proficiency level, students who are "below" proficiency (32% tile) have a median growth index of 0.42, which is below expected levels.
 - The "Below Proficiency" level for 8th-grade students is an area of concern, with 20.44% of students performing below expected levels. This indicates a need for improvement in helping these students reach proficiency in mathematics.
2. What area(s) indicate overall lowest expected levels performance?
 - The "Approaching Proficiency" level for 8th-grade students has the lowest percentage of students performing at 29.87%. While this is not the lowest, it still suggests room for improvement

- The "Approaching Proficiency" level for 8th-grade students has the lowest percentage of students performing at 29.87%. While this is not the lowest, it still suggests room for improvement.
3. What subgroup(s) and area(s) are below expected levels of performance?
- Below Expected Levels of Performance for Free/Reduced Students: In the 7th-grade ELA proficiency level, free/reduced lunch students have a median growth index of 0.42, which is below expected levels.
 - The "English Learner LEP" subgroup in 8th grade has 33.33% of students performing below expected levels, which is an area of concern within this subgroup.
4. What subgroup(s) and area(s) are of significant concern?
- Significant Concern for English Learner LEP Students: In the 6th-grade ELA proficiency level, English Learner LEP students have a median growth index of 0.05, indicating significant concern.
 - Significant Concern for High Ability ELA Students: In the 7th-grade ELA proficiency level, high ability ELA students have a median growth index of 12.5, indicating significant concern.

Intervention (for reference [MTSS Framework](#))

To address areas of improvement, what interventions are proposed for consideration?

Proposed interventions for improvement include after-school tutoring, Math Lab and English Lab, a remedial program aligned with NWEA, and leveled Math and English classes.

Link Student Data here (Optional)

ESSENTIAL INFORMATION & CORE ELEMENTS

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 will not be used 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

List primary curriculum resources (i.e. adopted materials) and supplementary materials such as online subscriptions or other such materials used by most 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 (IAS). Consider the need to keep, replace, or discontinue use of materials that are not essential for instruction. If room does not allow for all resources to be listed below, continue the list on a separate page and attach it to this document. Secondary schools may attach or link course descriptions

Subject/Course	Grades	Resource Name	Aligned to IAS	Tier(s)	Rationale for Resource Use	Continue Use?	X
Sample: Reading	1-6	ABC Reading is Fun	Yes ▾	Choose ▾	Textbooks and readers are core components of a reading program.	Yes ▾	<input checked="" type="checkbox"/>
			Choose ▾	Choose ▾		Choose ▾	<input type="checkbox"/>
			Choose ▾	Choose ▾		Choose ▾	<input type="checkbox"/>
			Choose ▾	Choose ▾		Choose ▾	
			Choose ▾	Choose ▾		Choose ▾	<input type="checkbox"/>
			Choose ▾	Choose ▾		Choose ▾	<input type="checkbox"/>
			Choose ▾	Choose ▾		Choose ▾	<input type="checkbox"/>
			Choose ▾	Choose ▾		Choose ▾	
Link additional information here (if necessary) <input type="checkbox"/>			https://docs.google.com/spreadsheets/d/1VMQEg175HKpWknqUSMcZP5VG-SKZSCoWdfnnEHWK7DM/edit?usp=sharing				

CORE ELEMENT 1: CURRICULUM
(continued)

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

The public may view the school's curriculum in the following location(s)	
Link additional information here (if necessary) <input type="checkbox"/>	Guidance - Request to Inspect and Form

CORE ELEMENT 2: INSTRUCTIONAL PROGRAM

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 ▾	<input type="checkbox"/>
A process for coordinating instructional services (e.g. Head Start, adult education, etc.) is in place.	Yes ▾	<input type="checkbox"/>
A variety of instructional strategies are employed to meet the diverse learning needs of students.	Yes ▾	<input type="checkbox"/>
Teachers use strategies that monitor and adjust instruction during lessons (e.g. adjusted based on checks for understanding).	Yes ▾	<input type="checkbox"/>
Teachers ensure students are engaged in cognitively complex tasks (including varying depth of knowledge) during instruction.	Yes ▾	<input type="checkbox"/>
Teachers use instructional strategies that ensure students have multiple means of accessing instructional content.	Yes ▾	<input type="checkbox"/>
Instructional strategies provide students with multiple options for illustrating their knowledge.	Yes ▾	<input type="checkbox"/>
Instructional strategies foster active participation by students during the instructional process	Yes ▾	<input type="checkbox"/>
Teachers and staff promote authentic learning and student engagement across all content areas.	Yes ▾	<input type="checkbox"/>
Strategies and instructional methods ensure equity of opportunity for all students during the learning process.	Yes ▾	<input type="checkbox"/>
Instructional strategies assist with bridging the cultural differences in the learning environment.	Yes ▾	<input type="checkbox"/>
Teachers and staff integrate evidence-based strategies during Tier II and Tier III instruction.	Yes ▾	<input type="checkbox"/>
Teachers work collaboratively to support and refine instructional effectiveness (e.g. with feedback, coaching, etc)	Yes ▾	<input type="checkbox"/>
High expectations for academic achievement are made clear to students and supported with adequate scaffolding and resources.	Yes ▾	<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.

Colonel John Wheeler implements a comprehensive assessment system that encompasses both relevant and accurate data for each individual student. This system includes a variety of assessments: ILEARN, I AM, WIDA and NWEA. In addition, student learning is supported through such programs as: Title I, ELL, MTSS, RTI, Resource, ELA/Math coaches, High Ability, MindPlay, Dreambox, Differentiated Instruction and Technology. While teachers provide guidance in setting goals for individual students, the students also set goals for themselves for the unit and monitor their progress at checkpoints until their final assessment at the end of the unit. In ELA, Math, Science and Social Studies, BUZZ (Learning Management System) provides multiple opportunities for students to track the progress of their goals. Our 1:1 chromebook initiative allows technology to provide instant feedback for students, empowering them to reflect on their learning, as well as enabling them to accurately track their performance. The impact of these multiple assessments on the individual student is that of ownership. By setting their own goals, and tracking their own progress and performance, students at Colonel Wheel can take ownership of their learning. Assessments seem less subjective in the minds of the students. Additionally, assessments are more relevant because they don't serve a purpose solely to the instructor; they serve a direct purpose to the individual student in the achievement of their goals. The impact of the assessment system on the instructional staff is that of adaptability. Teachers are able to continuously adapt and adjust instructional strategies based on the data provided. PLC collaboration allows teachers to determine what is working, what is not, and adjust according to student performance. During advisory time, the targeted group of students are provided specific support to meet with certified staff members in the areas of most significant need. Our MTSS process has allocated one certified staff member for each grade level (6, 7, 8) and one paraprofessional for each grade level (6, 7, 8). In addition to every student being provided time to meet with individual teachers during advisory, interventionists provide targeted support during advisory while working with small groups. Additionally, students who have been identified for tier II supports have an academic assistance class scheduled everyday. Interventionists target Math and ELA support and develop plans for every student using feedback from NWEA, Mindplay, Dreambox, and classroom performance. During the winter of 2023, Colonel John Wheeler qualified as a Title I school. Once established, our school instituted the support of a Student Success facilitator to assist the process of identifying students, developing their growth plan in Math and ELA, and bridging communication between MTSS planning team, MTSS interventionists, MTSS paraprofessionals, teachers and families. The Student Success Facilitator also serves at the parent liaison to communicate with and foster involvement with families. Title I funds also support Data Based Decision Making, including tutoring and small group programming. More specifically, an interventionist and a student success facilitator carved out time for specific groups who were approaching the benchmark in ILEARN. These small groups provided deliberate activities targeting state standards and growth components. Tutoring is hosted two times each week throughout the school year to reinforce academic skills specific to Math and ELA.

MTSS is a comprehensive prevention framework of academic and behavioral support to provide for all students: Tier 1, Tier 2, and Tier 3. Through MTSS students' needs are matched with instruction & support to the level and intensity of their needs. The students are assessed and monitored to help identify if the interventions are working for the students and to set goals for the students. Summative and Formative assessments are used

by teachers to gauge where the students' understanding is and to help guide instruction. The impact of the assessment system on the instructional staff is that of adaptability. Teachers are able to continuously adapt and adjust instructional strategies based on PLC collaboration and data. CJWMS has a robust plan for our MTSS school planning team. The team consists of a variety of stakeholders including: teachers, counselors, MTSS interventionists, PBIS interventionists, administrators, school psychologist, social worker and MTSS grade level leader (6, 7, 8). The team collaborates to determine the level of support each student who is spotlighted will receive. Links included below.

Link additional information here
(if necessary)

[MTSS Framework](#)

- [CJWMS MTSS TIER ONE Framework](#)
- [CJWMS MTSS TIER TWO Framework](#)
- [CJWMS MTSS TIER THREE Framework](#)

[CORE ELEMENT 3: ASSESSMENT](#)

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 [CFA], 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
CogAT		Place... ▾	Tests of cognitive abilities in verbal reasoning, nonverbal reasoning, and quantitative reasoning to inform placement decisions in high ability placement.	Yes ▾	<input type="checkbox"/>
NWEA MAP	K,1,2	Dysle... ▾	This Screener provides an indication of students at-risk of dyslexia. The kindergarten screener occurs in January and the grades 1 and 2 screener occurs in September.	Yes ▾	<input type="checkbox"/>
NWEA MAP Reading	K-10	Interim ▾	A computer adaptive assessment that determines the reading performance level, standards achievement and growth.	Yes ▾	<input type="checkbox"/>
WIDA	K-12	Sum... ▾	Measures English language learners' development of reading, writing, listening, speaking, and comprehension skills throughout the year.	Yes ▾	<input type="checkbox"/>

InView		Scree... ▾	Tests of cognitive abilities in verbal reasoning, nonverbal reasoning, and quantitative reasoning to inform placement decisions in high ability placement.	Yes ▾	
Link additional information here (if necessary) <input type="checkbox"/>		Assessment Descriptions and Calendar for 2023-2024			

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

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 to improve student achievement.	
<p>Teachers collaborating together in PLCs during the week continuously make decisions to adapt and adjust instructional strategies based on PLC academic formative and summative assessment results and other student information and needs. Assessment results are used by teachers to gauge student understanding and guide instruction. The impact of the assessment system on the instructional staff is that of adaptability. MTSS data-based decision-making team consists of a variety of stakeholders including: teachers, counselors, MTSS interventionists, PBIS interventionists, administrators, school psychologist, social worker and MTSS grade level leader (6, 7, 8). The team collaborates to determine the level of support each student who is spotlighted will receive. MTSS is a comprehensive prevention framework of academic and behavioral support to provide for all students: Tier 1, Tier 2, and Tier 3. Through MTSS students' needs are matched with instruction & support to the level and intensity of their needs. The students are assessed and monitored to help identify if the interventions are working for the students and to set goals for the students.</p>	
Link additional information here (if necessary) <input type="checkbox"/>	<ul style="list-style-type: none"> CJWMS MTSS TIER ONE Framework CJWMS MTSS TIER TWO Framework CJWMS MTSS TIER THREE Framework

CORE ELEMENT 4: COORDINATION OF TECHNOLOGY INITIATIVES

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

Technology is used by students to increase learning in several ways within our educational environment:

1. **Accessibility and Flexibility:** With each student having their own Chromebook, students can conveniently access course materials and information anytime and anywhere, allowing for flexible learning.
2. **Enhanced Classroom Experience:** Clear Touch screens in classrooms enhance the integration of the BUZZ Learning Management system with external resources, creating an immersive learning environment.
3. **Individualized Access:** Each student's Chromebook ensures seamless access to resources throughout the day, tailoring learning experiences to their needs.
4. **Hands-On Learning:** While digital agendas are available, teachers prioritize hands-on classroom learning experiences.
5. **Lesson Recording:** Teachers record lessons, supporting absent students in catching up with the class.
6. **Real-Time Interaction:** Technology facilitates real-time interaction between students, course content, and teachers, promoting active engagement and participation.
7. **Collaboration:** This dynamic interaction fosters collaboration among students and between students and their teachers, encouraging the discovery of new insights in learning.
8. **Engagement with Educational Apps:** Various apps such as EDPuzzle, Screencastify, Pear Deck, and Quizlet Live are employed to actively engage students and enhance their learning journey.

In summary, technology plays a pivotal role in making learning more accessible, interactive, and engaging for students, fostering collaboration and supporting their educational journey.

Reference information here

[Blended/Personalized Learning FAQ](#)

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

CORE ELEMENT 5: CAREER AWARENESS AND DEVELOPMENT
(continued)

Grades 6-8 only

What career awareness activities are provided for students?	Yes/No		Yes/No
Currently implementing career information activities?	Yes ▾	Career-related courses	Yes ▾
Career-focused classroom lessons	Yes ▾	Job-site tours	No ▾
Guest speakers	Yes ▾	Career day/fair or community day	Yes ▾
Career-focused clubs (i.e., robotics, agriculture garden, STEM, etc.)	Yes ▾	Online career navigation program	Yes ▾
Not currently implementing career exploration activities		No ▾	
Other:			

If “not currently implementing career exploration activities” was indicated above, explain why.	
Link additional information here (if necessary) <input type="checkbox"/>	

CORE ELEMENT 6: SAFE AND DISCIPLINED ENVIRONMENT

All schools are required to develop a school safety plan. That plan is not part of this document. Since student safety and 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 ▾	<input type="checkbox"/>
A multi-tiered system of support (MTSS) provides students with academic, behavioral, mental well-being, and early intervention.	Yes ▾	<input type="checkbox"/>
Discipline rules are established, and copies of the rules are made available to students and their parents/guardians.	Yes ▾	<input type="checkbox"/>
Discipline rules to prevent bullying are in place and include education, parental involvement, and intervention.	Yes ▾	<input type="checkbox"/>
A suicide awareness and prevention policy is in place and staff have been appropriately trained.	Yes ▾	<input type="checkbox"/>
High expectations for behavior and attendance are communicated to families and consistently reinforced by all staff.	Yes ▾	<input type="checkbox"/>
All staff express the belief that all children can learn and consistently encourage students to succeed.	Yes ▾	<input type="checkbox"/>
The school develops staff capacity to create positive classroom and school climates that are culturally responsive.	Yes ▾	<input checked="" type="checkbox"/>

Briefly answer the following:

What practices are in place to maintain a safe environment?
<p>Colonel Wheeler Middle School is dedicated to creating a safe and disciplined learning environment that promotes positive behavior support and provides robust social and emotional support for our students. We prioritize the recognition of positive behavior through various programs, such as "Bulldog Blueprint" and spontaneous on-the-spot awards.</p> <p>Our commitment to acknowledging positive behavior extends to both staff and students, fostering a culture of positivity within our school community. Staff and students alike receive recognition and commendations for their positive influence on our school's culture. Additionally, teachers have the flexibility to reward students with on-the-spot awards for exhibiting positive behaviors and interactions among their peers.</p> <p>We believe in a team approach, and our administration ensures clear lines of communication and opportunities for all staff members to contribute their insights. Each student is assigned a counselor who serves as a valuable point of contact for assistance. Our Positive Behavioral Interventions and Supports (PBIS) program is available daily to provide emotional support, and teachers frequently collaborate to update student rosters within this framework.</p>

To further enrich relationships and student development, Challenge Ed lessons equip teachers with the skills to create nurturing learning environments. Every teacher strives to maintain a warm and positive atmosphere for each student, and advisory sessions facilitate open communication about student well-being within the school.

Safety is of utmost importance, and our staff is well-versed in safety protocols. We employ safety apps like CrisisGo and conduct regular safety training and drills to ensure the safety and well-being of all Colonel Wheeler Middle School community members.

Reference information here <input type="checkbox"/>	CPCSC Emergency Response Plan Building Safety Team Standard Response Protocol
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CORE ELEMENT 7: CULTURAL COMPETENCY

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 using the dropdowns below.

Group	X	Group	X	Group	X
American Indian/Alaskan Native	<input checked="" type="checkbox"/>	English Language Learner	<input checked="" type="checkbox"/>	Multiracial	<input checked="" type="checkbox"/>
Asian	<input checked="" type="checkbox"/>	Free/Reduced Lunch	<input checked="" type="checkbox"/>	Native Hawaiian or Other Pacific Islander	<input type="checkbox"/>
Black	<input checked="" type="checkbox"/>	Hispanic Ethnicity	<input checked="" type="checkbox"/>	White	<input checked="" type="checkbox"/>

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

Identifying Racial, Ethnic, Language-Minority, and Socio-Economic Groups:

- **Self-Identification:** Students are tested using WIDA access and can-do descriptors are available. A home language survey is also given at registration. Individualized Learning Plans (ILPs) are created to support language-minority students using the results from WIDA testing. Professional development is given to teachers to demonstrate strategies needed to address the levels. ELL services are in place to help students with their English language development.
- **Language Proficiency Assessments:** Language minority students may undergo language proficiency assessments to determine their need for language support services. These assessments gauge their ability to communicate effectively in the language of instruction.
- **Socio-Economic Indicators:** Socio-economic status is often determined through factors like household income, parents' educational attainment, and eligibility for free or reduced-price lunch programs.

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

Strategies for Increasing Educational Opportunities and Performance:

- **Culturally Responsive Teaching:** Educators receive training in culturally responsive teaching techniques. This includes understanding and respecting students' cultural backgrounds and incorporating diverse perspectives into the curriculum.
- **Differentiated Instruction:** Tailoring instruction to meet the diverse needs of students is crucial. This can involve adjusting lessons' pace, content, or format to accommodate varying skill levels and backgrounds.
- **Language Support Programs:** For language minority students we offer an English Language Development (ELD) program to help students develop their language skills while participating in the mainstream curriculum.
- **Access to Resources:** Colonel John Wheeler Middle School ensures that students from all backgrounds have access to necessary resources such as technology, textbooks, and tutoring services.

Reference information here □

To increase access to educational experiences, create a compassionate, humble, and empathetic learning environment that is grounded in understanding the attitudes and beliefs of students, family, staff, and community for all to learn, grow, and work. A component of the CPCSC blended course development and review includes compliance with the ADA expectations. Reviewers examine each course for ADA Compliance for links, texts, images, audio, video, presentation slides, and heading, list structure, and worksheet features on Google Docs and PDFs.

CORE ELEMENT 7: CULTURAL COMPETENCY (continued)

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

Professional Development for Cross-Cultural Situations:

- **Cultural Competence Training:** Teachers and staff should undergo cultural competence training to better understand and respect the diverse cultures and backgrounds of their students. This training can help reduce bias and improve communication.
- **Effective Communication Skills:** Training in effective communication, including active listening and conflict resolution, is essential for staff working with diverse populations.
- **Inclusive Practices:** Educators should continue to learn strategies including Universal Design for Learning (UDL), for creating an inclusive classroom environment where all students feel valued and respected.

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

Curriculum Materials for Recognizing and Appreciating Cultural Differences:

- **Diverse Literature and Texts:** Incorporating books, articles, and texts written by authors from various backgrounds can expose students to diverse perspectives and experiences.
- **Cultural Celebrations and Awareness Activities:** We incorporate cultural celebrations, heritage months, and awareness activities into the curriculum to promote appreciation for various cultures.
- **Teacher-Created Materials:** Teachers create their own instructional materials that reflect the cultural diversity of their students and communities.

CORE ELEMENT 8: REVIEW OF ATTENDANCE

Reduction of absenteeism is a top priority for Indiana schools. Students are considered chronically absent when they are not in attendance for 10% of the school year. This equates to approximately 18 days of school.

<p>What may be contributing to the attendance trend?</p>	<p>Colonel John Wheeler Middle School has noticed a direct correlation between students who are below proficiency and those who are chronically absent.</p>
<p>What procedures and practices are being implemented to address chronic absenteeism?</p>	<p>The Crown Point School Corporation has implemented several procedures and practices to address chronic absenteeism, and these practices are in line with Indiana Code regulations. Here's an overview of the procedures and practices in place:</p> <ul style="list-style-type: none"> ● Regular Attendance Expectations: Students are expected to attend school every day, as stated in Indiana Code 20-8.1-3-17.2. This sets the foundation for regular attendance. ● Parental Responsibility: Parents are legally responsible for ensuring their child attends school as required by Indiana Code 20-8.1-3-32. They are encouraged to monitor their student's attendance record regularly via PowerSchool. ● Early Intervention: The school takes proactive steps to address absenteeism early on. Key interventions include: <ul style="list-style-type: none"> ○ Fifth Day of Absence: On the fifth full day or single-period absence of the semester, the school counselor contacts both the student and parent/guardian to review the attendance policy and expectations, outlining potential disciplinary procedures. ○ Seventh Day of Absence: If a student reaches the seventh full day or single-period absence, the school counselor notifies the student and parent/guardian again, emphasizing the importance of attendance and potential disciplinary consequences. ○ Tenth Day of Absence: Upon the tenth full day or single-period absence of the semester, the school counselor schedules a meeting with the student and parent/guardian. Other school personnel may also be invited. At this point, the student may be placed on an Attendance Contract, with specific stipulations for compliance. This contract may include consequences such as exclusion from extracurricular activities, dances, and alternative to expulsion. Additionally, the student may be referred to Juvenile Court.

		<ul style="list-style-type: none"> ● Documentation: Parents are required to provide documentation for their child's absence, in accordance with Indiana Code 20-33-8-17. This helps in verifying the reasons for the absence. 			
<p>If procedures or practices to reduce chronic absenteeism are in place, how are the results monitored?</p>		<ul style="list-style-type: none"> ● Attendance Records: The school maintains detailed attendance records for each student. These records can be regularly reviewed to identify patterns of chronic absenteeism and improvements over time. ● MTSS Structure: As mentioned, the school has strengthened its Multi-Tiered System of Supports (MTSS) structure to provide appropriate support to students. Monitoring the effectiveness of this support through academic progress can indirectly reflect improvements in attendance. ● Data Analysis: The school conducts data analysis to assess the impact of the procedures. This may involve tracking the number of students who have been subject to interventions, their subsequent attendance records, and any improvements in academic performance. ● Parental Involvement: Encouraging parents to monitor attendance records through PowerSchool Parent Access allows them to stay informed about their child's attendance and address issues promptly. <p>Overall, the procedures and practices are designed to promote regular attendance, and their effectiveness is assessed through ongoing data analysis, tracking, and communication with parents and students. The correlation noted by Colonel John Wheeler Middle School suggests that addressing chronic absenteeism can have a positive impact on student success.</p>			
<p>Number of students absent 10% or more of the school year:</p>					
Last Year:	169	Two Years Ago:	139	Three Years Ago:	45

Best Practice/Requirements Self-Check	Yes/No
The school has and follows a chronic absence reduction plan.	Yes
An MTSS is in place to identify and help the academic, behavioral, and/or wellness needs of chronically absent students	Yes

CORE ELEMENT 9: PARENT AND FAMILY ENGAGEMENT

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

Colonel John Wheeler Middle School has a comprehensive approach to maximize family engagement and address various aspects of school life, including academic achievement, parental input, attendance, and cultural diversity.

- **Principal Newsletter:** Colonel Wheeler's Principal newsletter serves as a regular communication tool to keep families informed about school updates, initiatives, and important information. This helps parents stay engaged and informed about what's happening at the school. Bi-weekly Principal Phone Calls: The bi-weekly phone calls made by the principal provide a personal touch to communication. These calls serve to address specific concerns, share important updates, and maintain a connection between the school and families.
- **Personal "Chats" with Students:** These interactions with students can help in bridging the gap between school and home. It's an opportunity for our principal to engage directly with students and gather their feedback, which can indirectly involve families as students share their school experiences at home.
- **Meet the Teacher Night:** Hosting a "Meet the Teacher Night" at the beginning of the school year allows families to meet teachers, understand the course expectations, and establish a personal connection with educators. This event promotes open communication between teachers and parents.
- **Communication Platforms:** The school uses various communication platforms, including ParentSquare, email, and phone calls, to maintain a constant line of communication with parents.
- **Positive Feedback:** Regularly providing genuine positive feedback to parents is essential for fostering a positive school-home relationship. This encourages parental involvement and motivates students.
- **Social Media and School Website:** Utilizing social media and the school website enables parents to easily access information about school activities, events, and updates. It can also serve as a platform for parents to engage in discussions and stay informed.

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

Parents at Colonel John Wheeler Middle School can submit their concerns through various channels to ensure their feedback is heard and addressed effectively. Here are some common ways parents can submit concerns:

- **Email:** Parents can send an email to the school's administration, teachers, or staff members to communicate their concerns. Each teacher and staff member has a designated school email address that parents can use for this purpose.
- **Phone Calls:** Parents can call the school's main office or the specific teacher or staff member they need to reach to discuss their ideas, concerns, and/or suggestions over the phone. Contact information for school personnel is available on the school's website or in school directories.
- **In-Person Meetings:** Requesting an in-person meeting with the teacher, principal, or relevant school staff is an effective way to discuss ideas, concerns, and/or suggestions in detail. These meetings can be scheduled in advance to ensure dedicated time for addressing the issues.
- **Written Notes or Letters:** Parents can write a formal letter or submit a written note outlining their concerns and provide it to the school office or their child's teacher. This can be an effective way to document concerns and request specific actions.
- **Parent-Teacher Association (PTA) Meetings:** Participating in PTA meetings allows parents to voice concerns collectively and work with other parents and school staff to address issues and make improvements.

- **Anonymous Tip Line:** Parents are encouraged to leverage our confidential tip line as a conduit for discrete communication with the school. This platform affords an opportunity to express concerns, provide suggestions, or offer constructive feedback anonymously. By utilizing this channel, parents contribute substantively to the enhancement of our academic community, fostering an environment that prioritizes safety, collaboration, and continuous improvement.
- **Principal's Newsletter or Communication Channels:** Our school has a regular newsletter and phone communication led by the principal.

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

Colonel John Wheeler Middle School employs several strategies to involve parents and families in maintaining or increasing high levels of student attendance. Engaging families in this process is crucial for ensuring that students attend school regularly.

- **Communication:** Regular communication between the school and parents is key. Colonel John Wheeler Middle School keeps parents informed about attendance policies, expectations, and the importance of regular attendance. This communication can take various forms, including emails, newsletters, and phone calls.
- **Attendance Policy Review:** Colonel John Wheeler Middle School involves parents by having the school counselor contact the student and parent/guardian upon the fifth full day or single-period absence of the semester. This early intervention includes a review of the attendance policy and expectations, which helps parents understand the school's stance on attendance.
- **Disciplinary Procedures:** Parents are informed and involved when a student reaches the seventh full day or single-period absence, at which point the school counselor notifies the student and parent/guardian about potential disciplinary procedures. This engagement ensures that parents are aware of the consequences of chronic absenteeism.
- **Attendance Contract Meetings:** When a student reaches the tenth full day or single-period absence, a meeting is scheduled with the student and parent/guardian, where other school personnel may also be present. During this meeting, parents are actively involved in discussing and agreeing to the terms of an Attendance Contract, which outlines expectations and consequences for compliance. This level of involvement ensures that parents are engaged in addressing their child's attendance issues.
- **Parental Responsibility:** The school emphasizes parental responsibility for ensuring their child's attendance, as outlined in Indiana Code 20-8.1-3-32. By doing so, parents are reminded of their role in promoting regular attendance.
- **PowerSchool Parent Access:** The school encourages parents to regularly monitor their student's attendance record via PowerSchool. This online tool allows parents to stay informed about their child's attendance and academic progress, fostering a sense of accountability.
- **Positive Feedback:** The school communicates positively with parents about their child's attendance and academic performance. Recognizing and rewarding good attendance can motivate students and reinforce the importance of regular school attendance to parents.

By involving parents and families through these strategies, Colonel John Wheeler Middle School aims to create a collaborative effort to maintain or increase high levels of student attendance. This approach recognizes that the partnership between the school and parents is vital in addressing attendance issues effectively.

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

- **Cultural Sensitivity Training:** Provide training and professional development opportunities for teachers and staff to enhance their cultural sensitivity and awareness. This can help them better understand and respect diverse cultural backgrounds.
- **Multilingual Resources:** Offer resources, documents, and communications in multiple languages to accommodate families with diverse linguistic backgrounds.

- **Cultural Liaisons:** Employ cultural liaisons or bilingual staff members who can serve as bridges between the school and families who speak languages other than English.
- **Cultural Celebrations:** Organize cultural events and celebrations that promote inclusivity and allow families to share their cultural traditions and experiences.

[Title I schoolwide only]

The following is specific to Title I Schoolwide Programs.

Describe strategies used to increase parental involvement.	
<p>The CPCSC district website is translatable in a wide variety of languages. Newsletters are provided bi-weekly by each school in print and online via the ParentSquare communication tool where full translations are available to parents. Open Houses for all parents to meet their child’s teachers and become familiar with the building, resources, and staff occur in the fall. Formal parent-teacher conferences promote continuous involvement in their student’s education. Meetings, surveys, and email are used to involve parents in the planning, review, and improvement of the schoolwide plan. A stipend has been included in the Title I grant for a parent liaison to coordinate 2-way communication and involvement activities with teachers and parents.</p>	
How does the school provide individual academic assessment results to parents/guardians?	
<p>Standardized test results (ILEARN, I AM, WIDA ACCESS) are sent home with students, via mail, and electronically. NWEA Measures of Academic Progress® (MAP®) Growth Student Progress report is sent home to parents in the fall, winter, and spring each year. These tests measure academic achievement and growth throughout the school year, and from year to year in the areas of English Language Arts and Mathematics from grades K-10. Parents monitor student classroom performance on the learning management system.</p>	
How does the school involve parents in the planning, review, and improvement of the schoolwide plan?	
<p>Parents will serve on the School Improvement planning committee which delineates the Title I Schoolwide Plan. At the Fall parent involvement meeting, parents are invited and welcomed to receive and review information on the schoolwide plan and provide input to improve. CJWMS provides opportunities for parent input to contribute to the schoolwide plan throughout the year as well as make a positive impact on school improvement goals using meetings, surveys, and email.</p>	
<p>Link additional information here (if necessary) <input type="checkbox"/></p>	<p>Families of at-risk children are involved in regular, two-way, and meaningful communication involving academic and social emotional learning and other school activities. Procedures are established for the involvement of and meaningful consultation with parents of at-risk children. Opportunities are communicated to and provided for families of at-risk students related to school and parent programs, meetings, training, and other activities. The CPCSC ensures, to the extent possible, coordination and technical assistance to plan and implement effective parental</p> <p>Families are provided interpretation of state and local assessments to monitor their child’s progress and provided information and strategies to improve performance. Information is provided about community resources available to enhance the school and family partnership and opportunities are provided to meet with family members needing assistance as requested. Guidance and professional development are provided for teachers, principals and other school personnel to reach out to, communicate with and work with parents and families as equal partners.</p>

By identifying the preferred communication language of our ELL families, the ELL team uses technologies like Google Translate and TalkingPoints and TransACT Communication to effectively communicate with families. ELL resources are provided to families in 6 languages, Arabic, Hindi, Macedonian, Polish, Spanish, and Urdu. Additionally, the ELL Parent Advisory team develops and seeks to provide two-way communication; connections are made for families with community partners like the community library, fire safety, adult learning, and medical practitioners. We seek to learn from our families what their changing needs are so that we can best address them.

Involve families and support a partnership among the school and parents to improve student achievement by a) providing assistance to parents in understanding the academic standards and content connectors, academic assessments, the requirements of IDEA, and how to monitor a student's progress and work with educators; b) providing materials and training to help parents to work with their students to improve their achievement; c) educate school personnel, with the assistance of parents, in the value and utility of the contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners providing support for parental involvement activities as parents request them.

Involve families and support a partnership with the school to advance student achievement or promote areas of giftedness by listening to and discussing their child's attributes and needs. Provide materials and resources to help parents to work with their children to improve achievement and understand options for advanced learners. Identify and explain tools used for assessing cognitive, achievement, leadership, and other skills. Explain results and answer family questions. Educate school personnel, with the assistance of parents, in the value and utility of their contributions.

CORE ELEMENT 11: PROVISION FOR TITLE I SCHOOLS OPERATING A SCHOOLWIDE PROGRAM

[Title I schoolwide only]

This section applies only to schools that receive Title I funds 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.

All Federal, State, and Local funds and resources are coordinated and monitored by the Office of Curriculum and Instructions and aligned to district strategic plan and school improvement goals. When a high need exists, funds allocated from federal, state, and local levels are prioritized, targeted, and/or consolidated in order to implement with fidelity an improvement plan and ensure the conditions are in place to enable successful implementation to meet the learning needs.

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

Local, State, and Federal funds are leveraged, coordinated, and integrated to provide education and support services for middle school students to demonstrate proficiency at or above grade level in reading and math, exhibit above average growth, and be prepared for the high school course of study and career pathway, and post secondary opportunities. The integration and coordination of funds provides ongoing professional development opportunities for teachers to enhance their knowledge and skill, implement high quality instruction, foster teacher collaboration through Professional Learning Communities (PLCs) by establishing regular meeting time, hiring highly qualified staff, provide a multi-tiered system of support for students academically, behaviorally, and socially, create an inclusive learning environment, removing all barriers to learning for students to achieve the skills and knowledge embedded in the academic standards. Funding sources

are leveraged and coordinated for programs to meet all student needs, including: instruction in the core learning, fine arts, practical arts, health and wellness, STEM; environment of inclusion, safety, and security, services for at-risk, high ability, special education, English language learners; and professional development.

Link additional information here
(if necessary)

CORE ELEMENT 11: PROVISION FOR TITLE I SCHOOLS OPERATING A SCHOOLWIDE PROGRAM

(continued)

[Title I schoolwide only]

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.

N/A

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.

To attract, hire, and retain effective teachers the CPCSC considers the unique challenges faced by each of our schools including low-income and minority students, school culture, school climate, and composition of the student population. School principals provide input into teacher hiring and placement decisions. New and novice teachers are provided high-quality orientation, induction, and mentoring and integrated within the school's grade and subject professional communities with experienced highly-qualified and effective teachers and leaders. New teachers are acclimated to Crown Point Community School's beliefs and culture in an orientation and induction program where schools partner with system leadership to provide new teachers a series of sessions in August and throughout the school year to connect, relate, reflect, and learn about teaching and assessing for learning and personalization. To ensure a smooth and successful transition into the school and the system, the orientation consists of approximately 26 hours over seven sessions. The sessions include Making Connections, Nuts and Bolts - Crisis Management and School Information, Teaching and Assessing for Learning, Inclusion, Relationships (students, peers, parents), Financial Literacy for Educators, Blended Learning, and Insurance and Benefits. New teachers to the profession and Crown Point are provided a mentor. The observation and evaluation system establishes a set of high and consistent expectations incorporating meaningful feedback and support to achieve effective professional practice and high student achievement and growth. Establish opportunities for teacher leadership to receive strong instructional support, collaborate on curriculum and instructional design, and coach peers. Crown Point professional development is just what I need, just in time. Professional development, aligned to standards of practice and corporation, school and department improvement goals, is determined by leaders and staff to meet individual staff needs. Professional development promotes horizontal and vertical articulation, includes in-house or outside expert facilitation, observation, modeling, peer-coaching, reflection, and collaboration and is designed to have the least amount of intrusion on classroom instruction time. Professional development outside the school day or school year is compensated. When large scale professional development is identified a strategic plan and transition period with full implementation target date identified. Staff who will be impacted by professional development receive information face-to-face to introduce and develop awareness. From the awareness sessions, a cadre of lead implementation specialists are sought based on criteria and developed first to support other staff in their professional development and ongoing implementation within a building. Depending on the complexities of the transition and impact on students or other stakeholders, implementation can occur in stages or phases to build expertise along the way and determine unforeseen implications to support oncoming staff.

Link additional information here
(if necessary)

[Title I schoolwide only]

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

Staff Name	Licensure/Certification	Assigned Class/Subject
Link additional information here (if necessary) <input type="checkbox"/>	Instructional Staff - Colonel John Wheeler MS	

SCHOOL IMPROVEMENT PLAN
[Required for all schools]

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

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

Possible Funding Sources		
Title IA Title II Title III	Title IV McKinney-Vento High Ability	Education funds Head Start

Using the Goal Template

Goals

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

Are based on a three-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

GOAL TEMPLATE

SCHOOL IMPROVEMENT PLAN GOAL AND STRATEGIES TEMPLATE

GOAL			
Goal	By the end of the 2023-2024 school year, the ILEARN ELA proficiency rate will be 50% of all students, which reflects a 6.8% increase.		
Sub-group focus	Exceptional Ed/ELL		
The strategies we are going to implement are	Data-Driven Instruction, Differentiated Instruction, Monitoring and Adjusting Goals		
To address the root cause	If students do not have clear and meaningful goals, they may struggle to find purpose and motivation in their academic pursuits.		
Which will help us meet this student outcome goal*	Effective teaching practices involve using data to inform instruction, differentiating instruction to meet diverse learning needs, monitoring progress towards goals, and integrating formative assessments. Additionally, encouraging active student participation in setting personal learning goals is crucial. Aligning these goals with exam skills and knowledge creates a clear pathway for success. Teachers will communicate the importance of goal-setting and provide regular reflection sessions for students to assess their progress during Advisory.		
How Will We Get There?			
Evidence Based Strategies to Address Problems	Supporting Research for Strategy	Who is Accountable for Strategy?	Timeline

Data Driven instruction	<p>Boudett, K. P., City, E. A., & Murnane, R. J. (2005). <i>Data Wise: A Step-by-Step Guide to Using Assessment Results to Improve Teaching and Learning</i>. Harvard Education Press.</p> <p>DuFour, R., DuFour, R., Eaker, R., & Many, T. (2010). <i>Learning by Doing: A Handbook for Professional Learning Communities at Work</i>. Solution Tree.</p>	Administration and Teachers	5/24/2024
Differentiated Instruction	<p>Tomlinson, C. A. (2001). <i>How to Differentiate Instruction in Mixed-Ability Classrooms</i>. ASCD.</p> <p>Gregory, G. H., & Chapman, C. (2013). <i>Differentiated Instructional Strategies: One Size Doesn't Fit All</i>. Corwin.</p>	Administration and Teachers	5/24/2024
Monitoring and Adjusting Goals	<p>Reeves, D. B. (2010). <i>Transforming Professional Development into Student Results</i>. ASCD.</p> <p>Guskey, T. R. (2009). <i>Closing the Knowledge Gap on Effective Professional Development</i>. Educational Horizons.</p>	Teachers, Support Staff	5/24/2024
<p>Link additional information here (if necessary) <input type="checkbox"/></p>			

Strategy #1	Data Driven instruction					
What actions will we take to implement the improvement strategy? (specific, actionable activities that lead to the completion of the strategy identified)						
Activity (Action Step)	Activity Description	Position Responsible	Measurement	Resources Needed	Timeline	Status
MTSS	Based on the students' current reading and writing levels, students will receive the appropriate intervention programming support and curriculum and/or the appropriate enrichment material and instruction.	Administration and Teachers	Lesson Plans	Mindplay, Dreambox	5/24/2024	In Pro... ▾
Formative Assessments	Formative assessment techniques, such as quizzes, polls, and classroom discussions, help teachers gauge student understanding during instruction. Students monitor their progress towards their learning goals. Teachers can then adjust their teaching methods in real-time to meet students' needs.	Teachers	Data Reports	BUZZ	5/24/2024	In Pro... ▾
Data Monitoring	Regularly assess student progress using NWEA, PSAT, iLearn, and formative assessments. Analyze the data to identify trends and areas for improvement. Adjust instructional strategies based on assessment results to meet the evolving needs of students.	Administration and Teachers	Data Reports	BUZZ	5/24/2024	Choose ▾
Monitoring Implementation of the strategy						
To what extent has the strategy been implemented? What about the process went well, or not? What is the adult fidelity evidence of this?						
How has student achievement been impacted? What is the evidence?						

How will implementation be adjusted and/or supported moving into next year?	
Link additional information here (if necessary) <input type="checkbox"/>	

Strategy #2		Differentiated Instruction				
What actions will we take to implement the improvement strategy? (specific, actionable activities that lead to the completion of the strategy identified)						
Activity (Action Step)	Activity Description	Position Responsible	Measurement	Resources Needed	Timeline	Status
UDL	Universal Design for Learning (UDL) is an educational approach that caters to different learning needs by providing multiple ways of presenting information, engaging with the content, and expressing understanding. UDL helps eliminate learning barriers and create a more inclusive educational environment while using the CPCSC supported curriculum with fidelity.	Administration and Teachers	Lesson Plans	iObservation program	5/24/2024	Choose ▾
Celebrate Success	Recognize and celebrate achievements along the way to keep motivation high among students, teachers, and the entire school community.	Teachers	Data Reports	BUZZ	5/24/2024	Choose ▾
Professional Development	Offer professional development opportunities for teachers focused on effective instructional strategies, data analysis, and differentiation techniques. Provide training on using assessment data to inform instruction and personalize learning experiences.	Administration and Teachers	Data Reports	BUZZ	5/24/2024	Choose ▾
Monitoring Implementation of the strategy						

To what extent has the strategy been implemented? What about the process went well, or not? What is the adult fidelity evidence of this?	
How has student achievement been impacted? What is the evidence?	
How will implementation be adjusted and/or supported moving into next year?	
Link additional information here (if necessary) <input type="checkbox"/>	

Strategy #3	Monitoring and Adjusting Goals					
What actions will we take to implement the improvement strategy? (specific, actionable activities that lead to the completion of the strategy identified)						
Activity (Action Step)	Activity Description	Position Responsible	Measurement	Resources Needed	Timeline	Status
Data Monitoring	Regularly assess student progress using NWEA, PSAT, iLearn, and formative assessments. Analyze the data to identify trends and areas for improvement. Adjust instructional strategies based on assessment results to meet the evolving needs of students.	Administration and Teachers	Lesson Plans	iObservation program	5/24/2024	Choose ▾
Goal Monitoring and Support	The role of advisory teachers in not only setting goals for students but actively monitoring progress and providing assistance to help students achieve those goals. This type of support is crucial for students' academic and personal development.	Teachers	Data Reports	BUZZ	5/24/2024	Choose ▾
PLC	PLC is a collaborative process among	Administration	PLC	BUZZ	5/24/2024	Choose ▾

	educators aimed at enhancing teaching skills and improving student outcomes. Key aspects include collaboration, data-driven decision-making, continuous learning, reflective practice, results orientation, shared leadership, cultural shift, problem-solving, and inclusivity.	and Teachers	Reflection Reports			
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Monitoring Implementation of the strategy	
To what extent has the strategy been implemented? What about the process went well, or not? What is the adult fidelity evidence of this?	
How has student achievement been impacted? What is the evidence?	
How will implementation be adjusted and/or supported moving into next year?	
Link additional information here (if necessary) <input type="checkbox"/>	

GOAL	
Goal	By the end of the 2023-2024 school year, the ILEARN Math proficiency rate will be 51% of all students, which reflects a 1.6% increase.
Sub-group focus	Exceptional Ed/ELL
The strategies we are going to implement are	Data-Driven Instruction, Differentiated Instruction, Monitoring and Adjusting Goals
To address the root cause	If students do not have clear and meaningful goals, they may struggle to find purpose and motivation in their academic pursuits.
Which will help us meet this student outcome	Effective teaching practices involve using data to inform instruction, differentiating instruction to meet diverse learning needs, monitoring progress towards goals, and integrating formative assessments. Additionally, encouraging active

goal*	student participation in setting personal learning goals is crucial. Aligning these goals with exam skills and knowledge creates a clear pathway for success. Teachers will communicate the importance of goal-setting and provide regular reflection sessions for students to assess their progress during Advisory.		
How Will We Get There?			
Evidence Based Strategies to Address Problems	Supporting Research for Strategy	Who is Accountable for Strategy?	Timeline
Data Driven instruction	<p>Boudett, K. P., City, E. A., & Murnane, R. J. (2005). <i>Data Wise: A Step-by-Step Guide to Using Assessment Results to Improve Teaching and Learning</i>. Harvard Education Press.</p> <p>DuFour, R., DuFour, R., Eaker, R., & Many, T. (2010). <i>Learning by Doing: A Handbook for Professional Learning Communities at Work</i>. Solution Tree.</p>	Administration and Teachers	5/24/2024
Differentiated Instruction	<p>Tomlinson, C. A. (2001). <i>How to Differentiate Instruction in Mixed-Ability Classrooms</i>. ASCD.</p> <p>Gregory, G. H., & Chapman, C. (2013). <i>Differentiated Instructional Strategies: One Size Doesn't Fit All</i>. Corwin.</p>	Administration and Teachers	5/24/2024
Monitoring and Adjusting Goals	<p>Reeves, D. B. (2010). <i>Transforming Professional Development into Student Results</i>. ASCD.</p> <p>Guskey, T. R. (2009). <i>Closing the Knowledge Gap on Effective Professional Development</i>. Educational Horizons.</p>	Teachers, Support Staff	5/24/2024
Link additional information here (if necessary) <input type="checkbox"/>			

Strategy #1	Data Driven instruction					
What actions will we take to implement the improvement strategy? (specific, actionable activities that lead to the completion of the strategy identified)						
Activity (Action Step)	Activity Description	Position Responsible	Measurement	Resources Needed	Timeline	
MTSS	Tailored to students' current math proficiency, they will be provided with targeted intervention programs and curriculum or enriched with suitable materials and instruction to enhance their mathematical skills	Administration and Teachers	Lesson Plans	Dreambox	5/24/2024	In Pro... ▾
Formative Assessments	Formative assessment techniques, such as quizzes, polls, and classroom discussions, help teachers gauge student understanding during instruction. Students monitor their progress on their learning goals. Teachers can then adjust their teaching methods in real-time to meet students' needs.	Teachers	Data Reports	BUZZ	5/24/2024	In Pro... ▾
Data Monitoring	Regularly assess student progress using NWEA, PSAT, iLearn, and formative assessments. Analyze the data to identify trends and areas for improvement. Adjust instructional strategies based on assessment results to meet the evolving needs of students.	Administration and Teachers	Data Reports	BUZZ	5/24/2024	In Pro... ▾
Monitoring Implementation of the strategy						
To what extent has the strategy been implemented? What about the process went well, or not? What is the adult fidelity evidence of this?						
How has student achievement been impacted? What is the evidence?						
How will implementation be adjusted and/or supported moving into next year?						

Link additional information here (if necessary)

Strategy #2		Differentiated Instruction				
What actions will we take to implement the improvement strategy? (specific, actionable activities that lead to the completion of the strategy identified)						
Activity (Action Step)	Activity Description	Position Responsible	Measurement	Resources Needed	Timeline	Status
UDL	Universal Design for Learning (UDL) is an educational approach that caters to different learning needs by providing multiple ways of presenting information, engaging with the content, and expressing understanding. UDL helps eliminate learning barriers and create a more inclusive educational environment while using the CPCSC supported curriculum with fidelity.	Administration and Teachers	Lesson Plans	UDL Training	5/24/2024	In Pro... ▾
Celebrate Success	Recognize and celebrate achievements along the way to keep motivation high among students, teachers, and the entire school community.	Teachers	Data Reports	Bulldog Blueprint	5/24/2024	In Pro... ▾
Professional Development	Offer professional development opportunities for teachers focused on effective instructional strategies, data analysis, and differentiation techniques. Provide training on using assessment data to inform instruction and personalize learning experiences.	Administration and Teachers	Data Reports	Wednesday Menu of Learning	5/24/2024	In Pro... ▾
Monitoring Implementation of the strategy						
To what extent has the strategy been implemented? What about the process went well, or not? What is the adult fidelity evidence						

of this?	
How has student achievement been impacted? What is the evidence?	
How will implementation be adjusted and/or supported moving into next year?	
Link additional information here (if necessary) <input type="checkbox"/>	

Strategy #3		Monitoring and Adjusting Goals				
What actions will we take to implement the improvement strategy? (specific, actionable activities that lead to the completion of the strategy identified)						
Activity (Action Step)	Activity Description	Position Responsible	Measurement	Resources Needed	Timeline	Status
Data Monitoring	Regularly assess student progress using NWEA, PSAT, iLearn, and formative assessments. Analyze the data to identify trends and areas for improvement. Adjust instructional strategies based on assessment results to meet the evolving needs of students.	Administration and Teachers	Goal Sheets	Advisory Management	5/24/2024	In Prog... ▾
Goal Monitoring and Support	The role of advisory teachers in not only setting goals for students but actively monitoring progress and providing assistance to help students achieve those goals. This type of support is crucial for students' academic and personal development.	Teachers	Goal Sheets	Advisory	5/24/2024	In Prog... ▾
PLC	PLC is a collaborative process among educators aimed at enhancing teaching skills and improving student outcomes. Key	Administration and Teachers	PLC progress sheets	PLC meeting time	5/24/2024	In Prog... ▾

	<p>aspects include collaboration, data-driven decision-making, continuous learning, reflective practice, results orientation, shared leadership, cultural shift, problem-solving, and inclusivity.</p>					
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Monitoring Implementation of the strategy

<p>To what extent has the strategy been implemented? What about the process went well, or not? What is the adult fidelity evidence of this?</p>	
<p>How has student achievement been impacted? What is the evidence?</p>	
<p>How will implementation be adjusted and/or supported moving into next year?</p>	
<p>Link additional information here (if necessary) <input type="checkbox"/></p>	

INDICATORS TEMPLATE

[Required for all schools]

PROGRESS INDICATORS				
Check-in Schedule	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Key Performance Indicator (Assessment)	NWEA (BOY), PSAT 8/9, DreamBox, MindPlay	PSAT 8/9, DreamBox, MindPlay	NWEA (MOY), DreamBox, MindPlay	NWEA (EOY), ILEARN, DreamBox, MindPlay
Results	<p>The results from the Beginning of the Year (BOY) assessment have established a solid baseline for each student. This baseline will serve as a valuable reference point to measure progress and tailor instructional strategies to meet individual needs throughout the academic year.</p>	<p>Students are keeping a close eye on their NWEA goal sheets and meeting with their Advisory teachers to track their progress. Moreover, the 8th-grade PSAT scores show that students have performed exceptionally well, surpassing both global and state averages. In some areas, their performance is aligned with or even better than the district's average. This achievement indicates that the students have demonstrated commendable proficiency levels, and it provides a positive context for their academic progress.</p>	<p>In Grade 6 MOY NWEA data, during the Fall semester, the median ranking was 54th, with varying percentiles such as 16% in the 19th, 21% in the 22nd, and 22% in the 22nd percentile. In the subsequent Winter assessment, despite a higher median of 62nd, there was a shift in the distribution, with 11% in the 14th, 24% in the 21st, and 30% in the 30th percentile. In Grade 7, during the Fall semester, the median ranking was 55th, and percentages such as 10% in the 19th, 30% in the 30th, and 22% in the 22nd percentile. The Winter assessment, with a median of 62nd, saw changes with 9% in the 18th, 21% in the 26th, and 26% in the 26th percentile. In Grade 8, during the Fall semester, the median ranking was</p>	<p>Our ILearn English score was 44%, falling short of our 50% goal. The data indicates a significant number of students are approaching proficiency across all three grades. The highest performance was in 8th grade, with 50% at or above proficiency and 25% approaching proficiency. In 7th grade, 44% were at or above proficiency and 28% were approaching proficiency. The 6th grade scored the lowest, with 40% at or above proficiency and 28% approaching proficiency. NWEA scores for English were 53 for 8th grade, 51 for 7th grade, and 51 for 6th grade, which is comparable to the winter NWEA assessment. The average ILearn Math score was 47%, which fell short of our 51% goal. The data shows a significant number</p>

			<p>63rd, with percentages like 9% in the 14th, 23% in the 23rd, and 32% in the 32nd percentiles. The Winter assessment, with a median of 65th, saw a shift with 5% in the 13th and 20% in the 37th percentile. Upon analyzing academic performance data for Grades 6, 7, and 8 during the Fall and Winter English NWEA assessments, certain trends become apparent. In Grade 6, the Fall assessment showed a median of 57th, with percentages such as 10% in the 15th, 29% in the 31st, and 15% in the 85th percentile. The subsequent Winter assessment, with a median of 54th, revealed some changes, including 12% in the 21st, 25% in the 26th, and 16% in the 16th percentile. In Grade 7, the Fall assessment showed a median of 55th, with percentages such as 10% in the 19th, 31% in the 31st, and 15% in the 15th percentile. The Winter assessment, with a median of 53rd, reflected some shifts, including 14% in the 19th, 28% in the 28th, and 14% in the 14th percentile. In Grade 8, the Fall assessment showed a median of 57th, with</p>	<p>of students are approaching proficiency across all three grades. The highest performance was in 6th grade, with 52% at or above proficiency and 25% approaching proficiency. In 8th grade, 46% were at or above proficiency and 29% were approaching proficiency. The 7th grade scored the lowest, with 43% at or above proficiency and 33% approaching proficiency. NWEA Math scores reached their highest levels, with 73 for 8th grade, 66 for 7th grade, and 73 for 6th grade. DreamBox and MindPlay continued to demonstrate individual growth.</p>
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			<p>percentages such as 12% in the 16th, 29% in the 29th, and 15% in the 15th percentile. The subsequent Winter assessment, with a median of 49th, highlighted some changes, including 14% in the 25th, 24% in the 24th, and 14% in the 14th percentile.</p> <p>It's important to note that Grade 6 and Grade 7 experienced slight decreases in median achievement rankings from Fall to Winter, while Grade 8 witnessed a significant decrease. Additionally, there were shifts in the distribution across percentiles, particularly in Grade 8, where there was a notable decrease in the 16th percentile and an increase in the 25th percentile.</p>	
<p>On Track to Meet Goals?</p>	<p>Each student has taken the time to reflect on their goals and has received personalized guidance from their advisory teacher. This individualized support ensures that every student is on track to successfully achieve their set goals.</p>	<p>Each advisory teacher takes the time to get to know their students on a personal level and helps them reflect on their goals. They provide individualized support and guidance to ensure that every student is on the right track to successfully achieve their set goals.</p>	<p>Upon analyzing the data, it appears that math performance is generally on track to meet the goals, as indicated by the trends in Grade 6, 7, and 8 NWEA assessments during the Fall and Winter semesters. Despite some fluctuations in percentiles, there is a reasonable consistency in</p>	<p>With a true baseline now established, the school improvement team has a clear objective to adjust the goals for next year. Using the current ILearn data, our team will re-examine the goals and determine if any modifications are necessary.</p>

		<p>By working closely with their advisory teacher, students can gain valuable insights into their strengths and weaknesses, identify areas for improvement, and develop a plan to reach their full potential. This personalized approach to education helps students stay motivated and engaged and sets them up for success both in and out of the classroom.</p>	<p>the median achievement rankings and the shifts in distribution across percentiles are not as pronounced in math.</p> <p>However, in English, there seems to be a larger gap between the Fall and Winter NWEA assessments, especially evident in Grade 8. The noticeable decrease in the median achievement ranking and shifts in percentiles suggest potential challenges or areas that may require focused attention and targeted interventions.</p> <p>Dreambox and Mindplay data show growth for students enrolled in the MTSS program.</p>	
<p>Strengths</p>	<p>Collaboration between students and teachers is a formidable strength. By working together as a team, they can effectively pursue and achieve shared academic and personal development goals. This partnership fosters a positive and supportive learning environment.</p>	<p>Collaboration between teachers and students is a significant strength. Teachers monitor students' progress toward personal goals.</p>	<p>Collaboration between teachers and students remains a significant strength. Students are monitored on their goals, encouraging them to strive towards achieving their personal objectives.</p>	<p>Collaboration remains one of our key strengths. This year, we also saw strong NWEA scores and high levels of student engagement.</p>

<p>Areas for Growth</p>	<p>Time is a consideration, optimizing how time is utilized can lead to significant improvements.</p>	<p>Time is an important factor and optimizing how it is utilized can lead to significant improvements.</p>	<p>Monitoring and adapting instructional methods and support systems can contribute to narrowing the gap in English. Reading fatigue was mentioned as a factor in English NWEA scores.</p>	<p>With a considerable percentage of students nearing their goals, we will introduce innovative strategies to support all students in achieving their full potential.</p>
<p>Next Steps</p>	<p>Continue to guide students</p>	<p>Keep encouraging the students to achieve their goals and keep track of their progress regularly.</p>	<p>Develop targeted interventions and support systems for subjects or areas with decreased median achievement.</p>	<p>Our school has experienced significant improvements in all students over the past year. The school improvement team has recognized the importance of each student being aware of their goals and progress. To better gauge progress, ILEARN pilot assessments will be administered next year. A substantial percentage of students are currently approaching their goals, and we will implement innovative strategies to help all students achieve their objectives.</p>
<p>Link additional information here (if necessary) <input type="checkbox"/></p>				

PROFESSIONAL DEVELOPMENT PLAN

[Required for all schools]

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

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

Professional Development Goal	Teachers collaborate in professional learning communities to adjust curriculum based on data, instruction, and assessments that prepare students for college and career readiness.
Is professional development linked to SIP goals?	Yes <input checked="" type="radio"/>
Possible Funding Sources	Education Fund and Title II
Plan for coaching and support during the learning process	To provide effective coaching and support the Professional Learning Community (PLC), we will conduct a needs assessment, provide individualized coaching, model best practices, establish a feedback mechanism, provide resources, facilitate peer collaboration, incorporate reflective practices, celebrate successes, conduct targeted professional development workshops, and continuously improve based on feedback
Evidence of Impact	Growth scores should positively trend into the expected and above-expected range scores on iLearn, NWEA, and PSAT 8/9 assessments in order to monitor student and institutional progress.
How will effectiveness be sustained over time?	To sustain effective coaching and support for Professional Learning Communities (PLCs), implement ongoing strategies for improvement. Key elements include continuous feedback, regular professional development, leadership support, celebrating achievements, fostering adaptability, peer mentoring, using data for decision-making, aligning goals with broader objectives, providing access to resources, encouraging cross-disciplinary collaboration, and periodic evaluation.
Link additional information here (if necessary) <input type="checkbox"/>	

Professional Development Goal	Promote the development and advancement of underrepresented groups in our school through professional development courses and training.
Is professional development linked to SIP goals?	Yes ▾
Possible Funding Sources	Education Fund and Title II
Plan for coaching and support during the learning process	To promote equity and inclusivity in our school, implement comprehensive equity training, offer specialized sessions, develop workshops, establish leadership programs, facilitate collaboration, empower underrepresented students, promote culturally responsive teaching, utilize data analysis, explore intersectionality, create inclusive classrooms, and conduct equity audits for ongoing progress.
Evidence of Impact	Our efforts to improve academic performance will result in higher grades and academic achievement among underrepresented students, as well as increased enrollment in college preparatory courses. Additionally, our focus on cultural competence and awareness will result in a more inclusive and supportive school environment.
How will effectiveness be sustained over time?	To promote diversity and inclusion in schools, it's important to continuously monitor and evaluate initiatives using data-driven decision-making. Ongoing professional development for teachers and staff is crucial, as is a commitment to diversity at all levels of leadership. Inclusive policies will be embedded into the school's culture and resources will be allocated effectively.
Link additional information here (if necessary) <input type="checkbox"/>	