School Name: Barker Middle School

School Number: 4789

Street Address: 319 Barker Road

City: Michigan City

Zip Code: 46360

COMPREHENSIVE NEEDS ASSESSMENT/SCHOOL IMPROVEMENT PLAN

For implementation during the following years: 2019-2022, 2020-2023, 2021-2024, 2022-2025

---------- **CONTACT INFORMATION** ----------

Principal: Lucas Snyder
Telephone: 219-873-2057 Email: lsnyder@mcas.k12.in.us

Superintendent: Dr. Wendel McCollum
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Contact for Grants: Cathy Bildhauser
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Read all the way through this document before beginning your work.

--- BASIC REQUIREMENTS ---

Principals are required to coordinate the development of an initial three (3) year strategic and continuous school improvement and achievement plan and to annually review these plans. Whether developing a new plan or updating an existing plan, schools must assess their progress and make necessary changes to ensure continuous improvement.
When completed, this document satisfies requirements in Indiana's Every Student Succeeds Act (ESSA) Plan, federal and state laws, and requirements for Title I Schoolwide Programs. This template contains components that may or may not apply to all schools at all times. **Indication as to who is required to complete a section is noted at the beginning of each Core Element area.**

Common abbreviations used in the plan are:

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

Who is required to submit a school improvement plan (SIP)? **All public and private schools**
Who is required to submit a comprehensive needs assessment (CNA)? **Schools that receive Title I funds AND schools classified as TSI, ATSI, and/or CSI**
Who is required to use the Indiana Department of Education's SIP template? **Schools classified as TSI, ATSI and/or CSI**
Who is required to use the Indiana Department of Education's CNA template? **Schools classified as CSI**

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

This is an initial three (3) year plan. **Yes** **No**	This is a review/update of a plan currently in use. **Yes** **No**
This school is identified as the following by the federal government: (Highlight all that apply) **TSI, ATSI, CSI**	
(TSI only) Underperforming student groups identified by the federal government: (highlight all that apply) **ELA, Math, Attend., Grad., Spec. Ed., ELL, Free/Red., Hisp., Black, White, Multi-Racial, Asian, Am. Indian/AK Nat., Native HI/Other Pac. Is.**	
This school receives Title IA funding. **Yes** **No** *If you are unsure about Title IA funding and/or the type of program, contact your federal programs specialist.*	Is the school's Title I program **S**chool**w**ide or **T**argeted **A**ssistance? **SW** **TA**

--- PLANNING COMMITTEE [Required for all] ---

Schools that are required to conduct a comprehensive needs assessment (CNA) and/or school improvement plan (SIP) must assess the school's needs using a committee of 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 Sub-committee(s) column below. To be sure the needs of each underperforming student group are addressed, **schools classified as TSI or ATSI must have a sub-committee for each underperforming group**.

List members of the committee below and highlight the committee(s) on which they serve. If a member serves on more than one subcommittee, list all those on which the member serves.

Member Name	Title	Committee(s)	CNA/SIP Sub-committee(s)
Lucas Snyder	Principal	**CNA, SIP, Both**	Math, ELA, Black, Spec. Ed
Coni Taslim	Assistant Principal	**CNA, SIP, Both**	Math, ELA, Black, Spec. Ed
Ken Callaway	Social Studies Teacher	**CNA, SIP, Both**	Black, Spec. Ed
Erin Colvin	ELA Teacher	**CNA, SIP, Both**	ELA, Spec. Ed
Brad Sebert	ELA Teacher	**CNA, SIP, Both**	ELA, Black
Amy Hamann	STEM Teacher	**CNA, SIP, Both**	Math, Spec. Ed
Jocelyn Garner	Math Teacher	**CNA, SIP, Both**	Math, Black
Shari Mullins	Spec. Ed Teacher	**CNA, SIP, Both**	Math, Spec. Ed
Charles Krueger	Science Teacher	**CNA, SIP, Both**	Spec. Ed, Black
Arielle Smith	Counselor	**CNA, SIP, Both**	Black, Spec. Ed
Stacy Glidden	Community Member	**CNA, SIP, Both**	ELA, Black
Nicole Snyder	Parent	**CNA, SIP, Both**	ELA, Black
		CNA, SIP, Both	
		CNA, SIP, Both	
		CNA, SIP, Both	
		CNA, SIP, Both	
		CNA, SIP, Both	

--- ALIGNMENT [optional] ---

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

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

District Vision:
Michigan City Area Schools:
High expectations. Supported students.
Innovative paths to success

School Vision:
We envision a safe and welcoming environment for all, grounded in collective responsibility. Our goal is that students will become leaders of their own learning so that they can positively impact their community and the world around them.

District Mission:
We are a diverse community of families, students, and staff who take pride in our schools, contribute positively to society, and prepare students for lifelong success.

School Mission:
Barker is a place of supportive relationships with students, staff, and community. We demonstrate an academically challenging learning environment that fosters the growth of lifelong learners.

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

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

SECTION A: Review Essential Information

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

Core Element 1: Curriculum [Required for all]

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

Subject/Course	Grades	Resource Name	Aligned to IAS	Tier (highlight all that apply)	Rationale for Resource Use	Continue Use?	X
English	7-8	EL Education	Yes No	Tier 1, 2, 3	Data shows improved SPED scores	Yes No	
Math	7-8	Ready Math	Yes No	Tier 1, 2, 3	Aligned to IN standards	Yes No	
Social Studies	7	Eastern World: Holt-McD	Yes No	Tier 1, 2, 3	Aligned to IN standards	Yes No	
Social Studies	8	United States History: H-M	Yes No	Tier 1, 2, 3	Aligned to IN standards	Yes No	
Science	7-8	Science Fusion	Yes No	Tier 1, 2, 3	Aligned to IN standards	Yes No	
Wellness	7-8	Teen Health: Glencoe	Yes No	Tier 1, 2, 3	Aligned to IN standards	Yes No	
Gateway	7-8	Project Lead the Way	Yes No	Tier 1, 2, 3	Common Core Standard Aligned	Yes No	

Core Element 1: Curriculum [Required for all] *continued*

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

The public may view the school's curriculum in the following location(s):
www.mcas.k12.in.us

Core Element 2: Instructional Program [Required for all]

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

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

For Title I schools with Schoolwide Programs only:

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

Barker Middle School utilizes an Acceleration program targeting students identified as being on the bubble for Math/ELA as well as students from our SPED and Black populations. Teachers meet with students twice weekly and teach high-priority standards to a group of 15 or fewer students after school.

Core Element 3: Assessment [Required for all]

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

Assessment Name	Grade(s)	Frequency	Type and Rationale for Use	Continue Use	X
iReady Diagnostic	7-8	Benchmark, Com. Form., Summative, Other	Addresses students' preparedness levels in Mathematics and Reading.	Yes No	
ILEARN	7-8	Benchmark, Com. Form., Summative, Other	Assesses student level of mastery of Indiana State Standards.	Yes No	
Common Formative Assessments Math	7-8	Benchmark, Com. Form., Summative, Other	Assess student level of mastery of Indiana State Standards.	Yes No	
Standards Mastery Reading	7-8	Benchmark, Com. Form., Summative, Other	Summative state assessment addressing student mastery in math and English language arts.	Yes No	
Unit Math Tests	7-8	Benchmark, Com. Form., Summative, Other	Assess the student's level of mastery.	Yes No	
Growth Monitoring Assessments for both math and reading	7-8	Benchmark, Com. Form., Summative, Other	Assess student level of preparedness aligned to the Indiana State Standards	Yes No	
EL Mid-unit Assessments	7-8	Benchmark, Com. Form., Summative, Other	Assessing students' level of preparedness	Yes No	
EL End of unit assessments	7-8	Benchmark, Com. Form., Summative, Other	Assessing students' mastery of state standards	Yes No	
EL End of Unit Performance Task	7-8	Benchmark, Com. Form., Summative, Other	Assessing students' mastery of state standards	Yes No	

Best Practice/Requirements Self-Check	Yes/No	X
A system is in place to use assessment data to make decisions about programs, practices, and instruction.	Yes No	
The school uses assessment data to identify students for Tier II and Tier III instruction.	Yes No	
Locally created assessments are reviewed and revised regularly to ensure priority standards are being measured at the appropriate levels of depth and rigor.	Yes No	

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.

Teachers are involved with weekly PLC meetings, daily team meetings, and monthly department meetings. Barker Middle School also utilizes an Instructional Leadership Team to identify and drive best practices in the building.

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

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

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

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

Answer the questions for the grade levels in your school.

Grades K-5 only

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

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

Grades 6-8 only

What career awareness activities are provided for students? (Highlight all that apply)	
Not currently implementing career information activities.	Career-related courses
Career-focused classroom lessons	Job-site tours
Guest speakers	Career Day/Fair or Community Day
Career-focused clubs (i.e., Robotics, Agriculture Garden, STEM, etc.)	Online career navigation program
Other	

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

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

What career awareness activities are provided for students? (Highlight all that apply)	
Not currently implementing career information activities.	Career-related courses
Job-site tours	Job-site tours
Guest speakers	Career Day/Fair or Community Day
Career-focused clubs (i.e., Robotics, Agriculture Garden, STEM, etc.)	Online career navigation program
Industry-related Project-Based Learning	
Online career navigation program	
Job shadowing	

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

Core Element 6: Safe and Disciplined Environment [Required for all]

All schools are required to develop a school safety plan. That plan is not part of this document. Since student safety and social-emotional well-being are crucial factors in learning, the questions below are intended to promote conversation about how the school's environment adds to or takes away from student learning.

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

Core Element 7: Cultural Competency [Required for all]

List the racial, ethnic, language-minority, and socio-economic groups in your school's population. Provide strategies and indicate whether or not professional development is needed to successfully implement these strategies. Any such professional development should be detailed in the professional development plan portion of this document. Cultural competency considerations are embedded throughout this document

Identify the racial, ethnic, language-minority, and socio-economic groups in your school by highlighting the groups below.

Utilize professional development opportunities each semester for training on best practices with trauma-informed instruction.

- Specifically Fight, Flight, or Freeze responses from students and reducing triggers for students in our building.

American Indian/Alaskan Native	English Language Learner	Multiracial
Asian	Free/Reduced Lunch	Native Hawaiian or Other Pacific Islander
Black	Hispanic Ethnicity	White

Describe how racial, ethnic, language-minority, and socioeconomic groups are identified.
Parents select groups while registering for school.

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

- Explicit modeling of close reading strategies
- Use of small group instruction - intentional grouping
- 5-10 minute bell ringers
- Exit tickets to help drive instruction and check for understanding
- Differentiated Instruction
- Use of think-alouds to model key reading strategies
- Provide rich, engaging, and relevant text to students
- Use of common, school-wide critical vocabulary
- Analysis of standards-mastery data to align instruction
- Daily remediation provided
- Use of content reading strategies such as pre-reading questions to engage thinking, reading of subtitles, chunking, and summarizing

Writing Improvement Strategies

- Cross-curricular quick writes to build stamina and fluency
- Daily use of small group instruction - intentional grouping
- 5-10 minute bell ringers
- Daily exit tickets to help drive instruction and check for understanding
- Use of brain breaks to re-energize students
- Differentiated Instruction
- Explicit modeling of grade-appropriate writing strategies
- Use of mentor text to highlight writing techniques
- Use of common, school-wide critical vocabulary
- Analysis of student writing using the IN writing rubric
- Use of writing prompts to spark student writing in content areas
- Daily intervention and remediation

Math Improvement Strategies

- Backward planning of weekly mathematics lessons
- Daily use of small group instruction - intentional grouping based on data
- 5-10 minute daily bell ringers
- Analysis of standards-mastery data to inform instruction and interventions
- Implementation of Indiana Mathematics Process Standards
- Differentiated Instruction
- Math vocabulary.. Student discourse and conversation
- Daily exit tickets to help drive instruction and check for understanding
- Brain breaks to refocus and re-energize the students
- Math infusion in content areas to create math connections to the real world
- Daily intervention and remediation provided to students

Student Support Strategies

- Implementation of schoolwide PBIS strategies
- Implementation of schoolwide MTSS strategies
- Implementation of teaming strategies to support middle-level students

Formative assessments: iReady diagnostic (Reading & Math), Standards Mastery and Growth Monitoring Assessments (Reading & Math),
Summative assessments: Unit Math Tests, ILEARN

The team meets regularly and works with teachers and families to address each student's specific needs. Data from i-Ready is used to identify these students along with teacher recommendations and team decisions.

Interventions

In addition to regular instruction and the outlined action steps, we propose to use the following interventions:
1. Reteach using whole and small group instruction as determined by overall class results.
2. Tier 3 instruction is given through our after-school Acceleration program and pull-out services via our SPED staff.
    - Students with IEPs typically receive 47 minutes of instruction in SPED classrooms daily.
    - Our school runs 4-6 week cycles of interventions on and off throughout the school year.

What professional development might be necessary for staff to work effectively in cross-cultural situations?
Michigan City Area Schools provides online training for staff members and has also initiated a committee on equity to drive staff professional development. We will utilize our early release days for PD on trauma-informed practice and intervention strategies.

What curriculum materials are used to ensure all students' cultural differences are recognized and appreciated?
Michigan City Area Schools is in year 4 of EL Education Curriculum for ELA. Our entire staff has received PD on anti-racist teaching and we are continuing to work towards all students sharing artifacts of high-quality work for our student-led conferences this fall and spring. We have also received PD regarding best practices for trauma informed care through our district coordinator.

Core Element 8: Review Attendance [Required for all]

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

Number of students absent 10% or more of the school year. Last Year: 122 Two Years Ago: 213 Three Years Ago: 134 Four Years Ago: 74

What may be contributing to the attendance trend?
Students missing school due to having COVID-19 or displaying symptoms played a large role in our increased absenteeism.

What procedures and practices are being implemented to address chronic absenteeism?
Our counselor and attendance officer are reaching out to families to provide support as necessary and progress monitoring during our Crew class every Friday.

If procedures or practices to reduce chronic absenteeism are in place, how are the results monitored?
Attendance rates are reviewed bi-weekly with the office staff. Our counselor and social worker meet with students weekly and go on house visits to assist with barriers keeping students out of school.

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

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

How does the school maximize family engagement to improve academic achievement?
Parents participate in the SIP and give feedback through our annual Title 1 meeting and STEM/community engagement surveys.
Parents have 24/7 access to student attendance/grades through PowerSchool. We have quarterly open houses and grade-level teams meet with parents of students on a weekly basis.
At Ames Field Water Bottle Rocket Finales, some parents & grandparents have requested to attend to view. We have honored those requests, they sat in the "VIP" seats in front of the field. We could open it up when we are able to go back to Ames Field and have an entire section devoted to parents/grandparents.

In what ways are parents/families able to express ideas, concerns, and/or suggestions?
Parents receive quarterly BAG Reports (Behavior, Attendance, and Grades) and both our counselor and social worker meet with students that qualify in 2 of 3 or 3 of 3 of Behavior, Attendance, or Grades every other week. Our grade-level teams contact/meet with parents throughout the year to increase student achievement.

In what ways does the school involve parents/families to maintain or increase high levels of student attendance?
Parent input is taken through an annual survey and we utilize automatic daily attendance calls to parents/guardians. Automatic attendance calls, as well as school-wide parent, updates through phone/email.

How do teachers and staff bridge cultural differences through effective communication?
Professional development and phone/email contact. Paper handouts when possible. The translation is available upon request. Our student success coach can meet with parents at their house and deliver materials. Teachers are available through video conference, phone call, email, text, and chat as well as in person.

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

The following is specific to Title I Schoolwide Programs.

Describe strategies used to increase parental involvement.
Parent/Teacher Conferences: Teachers one evening per semester to meet with parents/guardians to discuss academic and behavioral performances.
Back to School Rally: Distribute supplies to all students in the community and provide information to parents regarding school, health, and community resources.
Survey: Annual Title 1 Survey
STEM Community Challenge Water Bottle Rockets Finale at Ames Field

How does the school provide individual academic assessment results to parents/guardians?
24/7 access electronically and letters via mail annually with test results in their native language.

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

We have two active parents and community members on our school improvement team, all parents can fill out the Title 1 survey, and parents are able to access the plan for review online.

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

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

Our Gateway program acts as an entryway for students to get started with our Project Lead the Way program at the AK Smith Career Center. We also offer advanced math and ELA courses, and students can receive high school credit for Algebra.

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

Academic teams track students weekly and remediate/counsel as needed. We also use Naviance to assist students in identifying course/career paths.

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

We have students take placement tests and receive input from elementary teachers to accurately place students in advanced placement. 8th graders take the Cogat assessment and work with our counselor for appropriate placement in high school diploma-type choices. Our 8th-grade students also visit the AK Smith Center annually for a tour of course offerings and an introduction to the certification pr

Graduation rate last year: N/A Percent of students on track to graduate in each cohort: N/A

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

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

Describe how your school coordinates and integrates Federal, State, and local funds and resources, such as in-kind services and program components.
Title I Funds are used to support schoolwide improvement goals
Title II funds provide professional development
Title IV provides professional development
Teachers receive grants from the Unity Foundation of LaPorte County

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

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

Human Resource information and MCAS positions are posted and regularly updated on the District website. MCAS provides a competitive salary base for beginning teachers with no years of teaching experience. Certified staff receive benefits and may carry family options with additional contributions.

MCAS screens carefully to ensure teachers have the attributes that make for an effective teacher---including commitment to the profession and evidence of the capacity to work well with children, as well as academic ability---demonstrating social interaction and communication skills as well as teaching attributes and behaviors. MCAS may recruit certified teachers who are working in the District as substitute teachers or student teachers, but all recruits must demonstrate exemplary standards and expectations in classroom management, student engagement, student expectations, and exhibit participation in the professional learning community. **(SWP: Section 1114(6)(6)(a)(b)(7)** MCAS recruits certified teachers who represent the cultural diversity of the school and community.

Barker Middle School offers onsite professional development opportunities through whole-group learning, small-group, team-based learning, and individual learning for staff members. Professional development is results-driven, data-based, and job-embedded.

Each teacher participated in weekly Professional Learning Community meetings and monthly staff meetings. During the 2019-2020 school year professional development was provided in the following areas/topics:

- Student Support Services brings relevant teachers to training sessions and workshops.
- Cultural Competency- District staff conduct workshops based on the work of Eric Jensen in *Poor Students, Rich Teaching*
- Professional Development offered to staff on district-designated E-Learning Days.
    - Best Practices for Trauma-Informed Instruction
        - Realize, Recognize, Respond, Resist Retraumatization
        - Fight, Flight, and Freeze Responses from Students

In addition, the school district offered multiple opportunities for Barkerer teachers to receive professional development through the school year and summer months. Barker staff had attended professional development in the following areas: ELA and math alignment with the Indiana Academic Standards, Ready Math, CARE math, Behavior Training, and Co-teaching. During the school year, the math teachers have received support in specific math strategies in the area of

planning and student engagement with the help of an iReady Math consultant. There was an intensive Literacy Workshop over the summer and there will be follow-up throughout the school year. English Language Arts teachers also have interventions and PD from an outside source.

In 2011, the Indiana General Assembly passed the law (IC 20-28-11.5) mandating the evaluation of all teachers and administrators every year. Beginning in the 2013 school year, MCAS implemented RISE, or a modified rubric aligned to state requirements as the district-wide system for evaluating teacher effectiveness.

Goals of RISE, MCAS, and Barker Middle School:

- Create an atmosphere of continued professional development and growth for all teachers and administrators.
- Create a collegial relationship between teachers and administrators utilizing the rubric as an assessment tool that will provide meaningful feedback for growth and development during observations, evaluation, and professional development.
- Help new teachers become acclimated with their new surroundings.
- Identify teachers who will serve as teacher leaders for the school.

Coaching serves to provide teachers with additional support through job-embedded professional development.

Michigan City Area Schools has been granted the flexibility to waive compliance with IC 20- 30-2-2.7 (Virtual Learning).

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
Barker Staff 2024-25 (Click Here)		

SECTION B: Needs Assessment

Every school is required to address the learning needs of all students, including programs and services for exceptional learners (special education and high ability). Below is a list of possible sources of data to help evaluate your school's current performance in the steps below. Schools are not required to use each of these, but data must be used in determining where improvement is needed immediately. This information is necessary when performing the Gap Analysis and Root Cause Analysis. Mark "X' next to each source of data used in the following steps and attach or link the data reviewed for this plan.

	General Academic and Schoolwide		WIDA		Special Education		High Ability
X	Statewide Assessments	X	Individual Learning Plans (ILPs)	X	IAM Assessment	X	Aptitude Assessment (e.g. CogAT)
X	Districtwide Assessments	X	Performance Gap Data	X	Individual Education Plans (IEPs)		Current High Ability Grant
X	Assessment by Student Group	X	ESL Staff Training	X	Performance Gap Data	X	Performance Gap Data
X	Common Formative Assessments		Service Delivery Model	X	Special Education Training for Staff	X	High Ability Training for Staff
X	PSAT/SAT/ACT Assessments	X	Federal (ESSA) Grade for Group	X	Approved Testing Accommodations	X	Service Delivery Model
	Dyslexia Screening Data		Current Title III Grant	X	Federal (ESSA) Grade for Group		
X	Common Formative Assessments		Parental Involvement	X	IEP Compliance Report		
X	Attendance Reports – general and by student groups	X	WIDA	X	Special Education Staff Assignments		

X	Survey of Students, Staff, Parents, and/or Community	**Be sure there is no personally identifiable information for students in any/all linked/uploaded data.**			
X	Staff Attendance				

Step 1: Review Potential Issues from the Core Elements

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

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

If there is an issue that fits one of the above, note the issue and consider it when determining whether to conduct a Gap Analysis.

Step 2: Evaluate Progress on Current School Goals

If there is evidence that current school goals are priorities where improvement is needed immediately, schools should continue working toward meeting these goals. The section below is a brief review of current goals. This is intended to help you decide if these goals should continue to be the focus of improvement efforts. To analyze the progress of current goals and look for any gaps in performance, the committee should use a variety of data**. Schools with identified underperforming student groups must analyze data about these groups, including but not limited to assessment, attendance, and behavior**. **All** schools are required to consider the needs of exceptional learners (special education and high ability) using data to assess their progress.

Review current goals using the data referenced above. Current goals may need to be modified based on your findings. This is done in the Goals section.

Goal 1 Improve SPED ILEARN scores Measurable outcome met? **Yes** **No**

Barker SPED population for ILEARN
Barker overall 7th Grade SPED ELA (11%) was above the IN state Avg of 10% for Proficiency
Barker overall 8th Grade SPED ELA (14%) was above the IN state Avg of 12% for Proficiency
Barker overall 7th Grade SPED Math (7%) was at the IN state Avg of 7% for Proficiency
Barker overall 8th Grade SPED Math (9%) was above the IN state Avg of 6% for Proficiency

We are transitioning from a co-teaching model to pull out services for our SPED student population. By utilizing small group instruction on standards identified by our content teachers for the ILEARN assessment we believe we can increase our SPED student scores.

The goal for 2024-25 is 20% proficiency in ELA and 20% proficiency in Math for our SPED population.

If the goal is met, how will the school further improve or sustain this level of performance?
N/A

If the goal was not met, explain why.
We did not meet our goal of 40% proficiency for SPED students. Our goal this year is more attainable. We will continue to develop our pull out services for students with an IEP and provide professional development to our staff.

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

<u>Goal 2</u> Close the achievement gap for our Black subgroup Measurable outcome met? **Yes** **No**

Data from the past three years indicates slight growth year to year, however, Black students continue to underperform when compared to White, Hispanic, and multiracial students.

The Barker Black subgroup had an 22% proficiency rate for 7th grade ELA while Barker overall was 37%.
The Barker Black subgroup had a 25% proficiency rate for 8th grade ELA while Barker overall was 29%.
The Barker Black subgroup had an 7% proficiency rate for 7th grade Math while Barker overall was 26%.
The Barker Black subgroup had a 5% proficiency rate for 8th grade Math while Barker overall was 9%.

The goal for 2024-25 is for 30% of Black students at proficiency or better in ELA and 15% in Math.

If the goal is met, how will the school further improve or sustain this level of performance?
N/A

If the goal was not met, explain why.
Our Black student population continues to have more lost instructional time compared to other subgroups due to absences and behavior referrals. While we did reduce our suspension rates last year by 50% we still need to close that gap in order to close the ILEARN proficiency gap as well.

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

<u>Goal 3</u> Improve ELA ILEARN scores Measurable outcome met? **Yes** **No**

Multiple assessments reveal some growth in English Language Arts, however, students are still well below the state average pass rate. ISTEP+ and iLearn data Proficiency has shown that growth is inconsistent over a three-year period.

Barker's 7th ELA proficiency rating in 2022-23 was 37% while the IN state proficiency rating was 42%

Barker's 8th ELA proficiency rating in 2022-23 was 29% while the IN state proficiency rating was 43%

Goal for 2024-25 is for 43% proficiency or better in ELA.

If the goal is met, how will the school further improve or sustain this level of performance?
N/A

If the goal was not met, explain why.
While the gaps between our 7th and 8th grade ELA scores and the state average closed, we are still behind. Our goal for this year is 43% (IN 7th was 42% and IN 8th was 43% last year.)

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

<u>Goal 4</u> Improve Math ILEARN scores Measurable outcome met? **Yes** **No**

ILEARN data Proficiency has shown that growth is inconsistent over a three-year period.

Barker's 7th Math proficiency rating in 2023-24 was 26% while the IN state proficiency rating was 34%

Barker's 8th Math proficiency rating in 2023-24 was 9% while the IN state proficiency rating was 31%

Goal for 2024-25 is 30% proficiency or better in Math.

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

If the goal was not met, explain why.
We are still working to address achievement gaps from the pandemic and trying to provide tier 1 instruction to all Barker students while also dealing with staff vacancies/absences in Math.

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

SECTION C: Analysis

Step 1: Conduct a Gap Analysis

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

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

1) Are our current goals still areas where improvement is needed immediately?

2) What concerns did we find when studying the core elements that might be serious enough to need improvement immediately?

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

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

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

1	2	3	4	5	6
Desired Performance Indicators Based on Prioritized Goals/Characteristics	**Current Goal**	**Actual Performance Based on School Data**	**Brief Description Comparing Current Performance to Desired Performance**	**Gap**	**Priority**
A safe and disciplined school the environment provides an educational atmosphere conducive to learning and personal well-being.	*No*	*In-school suspensions increased 15% over the last 2 years. Suspensions & expulsions increased 8% & 4% respectively. Survey: 45% of students do not feel safe at school.*	*We are committed to a learning environment that ensures safety and well-being for all. Data indicates that students do not feel safe and that misbehavior resulting in suspensions and expulsions has increased.*	**X**	*1*

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

GAP ANALYSIS TEMPLATE

Desired Performance Indicators Based on Prioritized Goals/Characteristics	Part of Current Goal?	Actual Performance Based on School Data	Brief Description Comparing Current Performance to Desired Performance	Gap	Priority
Increase overall Black Math and ELA pass rates by 10% overall.	**Yes No**	**2024 ELA** 7th 22% (37% Overall) 8th 25% (29% Overall) **2024 Math** 7th 7% (26% Overall) 8th 5% (9% Overall)	We are providing more small group instruction, utilizing intervention groups twice a week, and also increasing our after school Acceleration program.	X	1
Increase overall SPED Math and ELA pass rates by 10% overall.	**Yes No**	**2024 ELA** 7th 11% (37% Overall) 8th 14% (29% Overall) **2024 Math** 7th 7% (26% Overall) 8th 9% (9% Overall)	We are providing more small group instruction, intervention groups twice weekly, and also utilizing the after school Acceleration program. We have identified power standards and will use pull-out services to teach our SPED students these standards in a small group setting.	X	2
	Yes No				
	Yes No				

	Yes No				
	Yes No				

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

Step 2: Conduct Root Cause Analyses

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

Determine the root cause(s), or underlying cause(s), for the gaps in the prioritized areas.
A Root Cause Analysis is a process for determining underlying causes for problems. The recommended tool for this is 5-Whys. Although conducting a root cause analysis is required, schools may use any recognized method/tool of their choice. CSI and TSI/ATSI schools must attach documentation of their root cause analysis (e.g. Word/Google document, pdf, photo of wall chart, etc.).

Identified Priorities from Previous Chart	**List Root Cause(s)**
Click Here for Root Cause Analysis	

Write your Goal(s) from these.

Develop strategies from these.

The goal for the 2023-24 ILEARN is 25% proficiency in both Math and ELA proficiency for our Black and SPED students.

The goal for 2022 ILEARN is 17% proficiency in ELA and 17% proficiency in Math for our SPED population.

The goal for 2022 ILEARN is 18% proficiency in ELA and 18% proficiency in Math for our Black population.

The goal for 2021-22 is for Barker to be at or above the state average for ELA on the ILEARN assessment.

The goal for 2021-22 is for Barker to be at or above the state average for Math on the ILEARN assessment.

SECTION D: School Improvement Plan and Professional Development Plan

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

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

Possible Funding Sources		
Title IA Title II Title III Title IV School Improvement (SIG)	McKinney-Vento High Ability Early Literacy Twenty-first Century After School Program Rural and Low-Income Schools	General funds Head Start

School Improvement Plan

Using the Goal Template

Goals

Are a result of identified priorities (where improvement is needed immediately) and are based on a 3-year plan, starting with the current year (Goal 1) and followed by succeeding years ("Yr 2" and "Yr 3").

Evidence-Based Strategy

A strategy is a specific plan of action to accomplish a goal. Strategies must be supported by evidence considered to be strong or moderate. In the school improvement plan, check if professional development is needed to successfully implement the strategy. These activities may be replicated and expanded on in the professional development plan.

Strategy Action Steps

Action steps are specific actions necessary to implement a strategy. In the template, schools may have more or less than four (4) action steps. Space is provided for four. Add additional steps if needed.

GOAL 1	Goal for 2024-25 ILEARN is 30% proficiency in ELA and 15% proficiency in Math for our Black population.			
Data Checkpoints (dates)	BOY Diagnostic: August '24	MOY Diagnostic: December '24	EOY Diagnostic: April '25	
Evidence at Checkpoints	Math / Reading Scores	Math / Reading Scores	Math / Reading Scores	
Evidence-Based Strategy 1	Consistent check-in with students to monitor grades/progress/discipline.			**PD Needed: Yes No**
Strategy Action Steps	**Required Activity**	**Start/End Dates**	**Person(s) Responsible**	**Evidence of Success**

Action Step 1	BAG (Behavior Attendance Grades) Reports weekly	August 2024- May 2025	Lucas Snyder Coni Taslim Arielle Smith Abby Collyard	We expect to see less F's, increased student attendance, and less time out of class for behavior issues.
Yr. 2 Measurable Objective	Goal for 2025-26 ILEARN is 45% proficiency in ELA and 40% proficiency in Math for our Black population.			
Yr. 3 Measurable Objective	Goal for 2026-27 ILEARN is 60% proficiency in ELA and 60% proficiency in Math for our Black population.			

GOAL 2	Goal for 2024-25 ILEARN is 25% proficiency in ELA and 25% proficiency in Math for our SPED population.			
Data Checkpoints (dates)	BOY Diagnostic: August '24	MOY Diagnostic: December '24	EOY Diagnostic: April '25	
Evidence at Checkpoints	Math / Reading Scores	Math / Reading Scores	Math / Reading Scores	
Evidence-Based Strategy 1	Special Education teachers use pull-out groups for small group instruction based on power standards.			**PD Needed: Yes No**
Strategy Action Steps	**Required Activity**	**Start/End Dates**	**Person(s) Responsible**	**Evidence of Success**
Action Step 1	Small group instruction/reteaching from the use of common formative assessments.	August 2024 - May 2025	Building Leadership Team District PD SPED Dept. Chair Math & LA Dept. Chair	75% of our SPED students will reach their stretch growth goal on their EOY Diagnostic for both Math and Reading
Evidence-Based Strategy 2	Using common formative assessments to identify learning gaps.			**PD Needed: Yes No**
Strategy Action Steps	**Required Activity**	**Start/End Dates**	**Person(s) Responsible**	**Evidence of Success**
Action Step 1	Time for the Math and ELA department to meet with student support teachers to group students and reteach students that have	August 2024 - May 2025	Lucas Snyder Erin Colvin Christina Parsons	Assessment scores will increase the second time the assessment is given

	not mastered standards.			
Yr. 2 Measurable Objective	Goal for 2025-26 ILEARN is 35% proficiency in ELA and 35% proficiency in Math for our SPED population.			
Yr. 3 Measurable Objective	Goal for 2026-27 ILEARN is 45% proficiency in ELA and 45% proficiency in Math for our SPED population.			

Professional Development Plan

Professional development and training are not the same. Training involves a short-term goal that has an immediate impact on some aspect of a job, such as learning to use an online grade book 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 1	All staff Literacy training will be offered during PLC at least once per semester by the ELA Department to support all staff in learning instructional routines and strategies that support reading in content areas.	**Linked SIP Goals** **Yes** **No**
Possible Funding Source(s)	General Funding Title 1	
Evidence of Impact	Instructional rounds should show an increase in reading across the curriculum. Increase in ELA student assessment scores. Student engagement increases in content areas.	
Plan for coaching and support during the learning process: The ELA department will conduct the training once per month. The ELA department chair will facilitate the training. ILT will help facilitate and provide necessary data to the ELA department.		

How will effectiveness be sustained over time?

Through continuous reflection on student learning and the use of PLC time.

Professional Development Goal 2	Provide teachers training in the use of data across all subject areas.	**Linked SIP Goals** **Yes** **No**
Possible Funding Source(s)	Title 1 General Fund	
Evidence of Impact	Use of common formative assessments Module assessments scores improve Teacher reflection Increased student achievement in all subject areas	
Plan for coaching and support during the learning process: ILT will provide professional development to the staff Dept. chairs will lead data review sessions Principal will lead data review sessions		
How will effectiveness be sustained over time? Staff feedback from PLC and team meetings will indicate the next steps needed to support staff in developing a school-wide data culture focused on student achievement. PLC time will be dedicated to the continuous analysis of data.		

Professional Development Goal 3	Staff will participate in learning about CREW initiatives and planning for school-wide implementation	**Linked SIP Goals** **Yes** **No**
Possible Funding Source(s)	General Fund Title 1	
Evidence of Impact	Decrease in student referrals Increase in student attendance Improvement in staff morale through the use of staff CREW Improvement in student grades	
Plan for coaching and support during the learning process: CREW committee plans lessons and receives feedback from the staff. CREW lesson feedback provided by the principal Principal coached by EL staff		
How will effectiveness be sustained over time? School day structure to support CREW time Staff meeting times dedicated for staff CREW Staff providing feedback and making adjustments to CREW framework		

Professional Development Goal 4	By the end of the semester, we will have 100% of staff receive professional development of trauma-informed care and instructional techniques.	**Linked SIP Goals** **Yes** **No**
Possible Funding Source(s)	General Fund Title 1	
Evidence of Impact	We will see a reduction in send-outs and referrals for level one behaviors.	

Plan for coaching and support during the learning process: The MCAS MTSS Specialist will meet with our staff during an early release day.
How will effectiveness be sustained over time? By utilizing our staff's own experiences, what is working and what isn't, as well as student/parent feedback we will be able to continue the work in trauma-informed practices.