School Name: Martin T. Krueger Middle School

School Number: 4788

Street Address: 2001 Springland Ave

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 (Highlight implementation years)

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

Principal: Joshua Malone
Telephone: 219-873-2061 Email: jmalone@mcas.k12.in.us

Superintendent: Dr. Wendel McCollum
Telephone: 219-873-2000 Email: wmccollum@mcas.k12.in.us

Contact for Grants: Cathy Bildhauser
Telephone: 219-873-2000 Email: cbildhauser@mcas.k12.in.us

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

--- BASIC REQUIREMENTS ---

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

Common abbreviations used in the plan are:

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

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

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

This is an initial three (3) year plan. **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** Is the school's Title I program **S**chool**w**ide or **T**argeted **A**ssistance? **SW TA** **If you are unsure about Title IA funding and/or the type of program, contact your federal programs specialist.*

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

Schools that are required to conduct a comprehensive needs assessments (CNA) and/or school improvement plan (SIP) must assess the school's needs using a committee comprised of stakeholders, including, but not limited to teachers, administrators, parents, and community and business leaders. Some schools may opt to have separate committees for conducting the needs assessment and developing the school improvement plan, while others may not. Simply indicate if a member serves on either or both in the "Committee(s)" column. Many schools may have 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)
Josh Malone	Principal	**CNA,SIP, BOTH**	Special Education
John Boyd	Assistant Principal	**CNA, SIP, Both**	African American
Jenny Jones	Comp. Science Teacher	**CNA, SIP, Both**	Math/ELA
Karen Hartman	Counselor	**CNA, SIP, Both**	African American
Teresa Whitney	Mathematics Teacher	**CNA, SIP, Both**	Math/ELA
Shirley Allen	Chorus Teacher	**CNA, SIP, Both**	Special Education
Lindsey Browning	BSP Social Worker	**CNA, SIP, Both**	Special Education
Jamie Hullings	Language Arts Teacher	**CNA, SIP, Both**	Math/ELA
Nicole Amodei	Language Arts Teacher	**CNA, SIP, Both**	Language Arts
Sue Ard	Social Studies	**CNA, SIP, Both**	Language Arts

--- 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:

S.U.C.C.E.S.S

Strengthening Unity, Cultivating Community, and Encouraging Shared Success

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:

Krueger is a safe school built on supportive relationships with students, staff, and families. We value academic growth and achievement while developing the MCAS Habits of Character in a collaborative educational learning community.

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

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

SECTION A: Review Essential Information

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

Core Element 1: Curriculum [Required for all]

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

Subject/Course	Grades	Resource Name	Aligned to IAS	Tier (highlight all that apply)	Rationale for Resource Use	Continue Use?	X
Sample: *Reading*	*1-6*	*ABC Reading is Fun*	*Yes*	*Tier 1, 2, 3*	*Textbooks and readers are core component of reading program.*	*Yes*	
English Language Arts	7-8	EL Education	Yes	Tier 1, 2, 3	Aligned to IN standards	Yes	
English Language Arts Lab	7-8	Horizon Elevate combined with IXL	Yes	Tier 1,2,3	Aligned to IN Standards	Yes	
Math	7-8	Ready Math	Yes	Tier 1, 2, 3	Aligned to IN standards	Yes	
Math	7-8	IM Math w/ Learn Zillion	Yes	Tier 1	Aligned to IN Standards	Yes	
Science	7-8	Discovery Education	Yes	Tier 1, 2, 3	Aligned to IN standards	Yes	
Social Studies	7-8	7th - History, Places and Cultures of Asia, Africa, Southwest Pacific 8th - US History: Growth and Development - 1877	Yes	Tier 1, 2, 3	Aligned to IN standards	Yes	
Art	7-8	7th - Art (Scott Foresman) 8th -Exploring Visual Design The Elements and Principles (Davis)	Yes	Tier 1, 2, 3	Aligned to National Visual Arts standards	Yes	

Band	7-8	Tradition of Excellence	Yes	Tier 1, 2, 3	Aligned to IN standards	*Yes*	
Chorus	7-8	Experiencing Music text	Yes	Tier 1, 2, 3	Aligned to IN standards	*Yes*	
Computer Science	7-8	7th = Computer Science for Innovators & Makers (PLTW) 8th = App Creators (PLTW)	Yes	Tier 1, 2, 3	Aligned to IN & CSTA standards	*Yes*	

Core Element 1: Curriculum [Required for all] *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 No	
Pacing guides and/or curriculum maps are used to plan and teach a standards-based curriculum.	Yes No	
Teachers and staff are engaged in cross grade-level articulation of standards.	Yes No	
A culturally responsive curriculum is used to ensure all students' cultural differences are recognized and appreciated.	Yes No	

The public may view the school's curriculum in the following location(s): The public may make an appointment with the school principal to view the curriculum.

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.

Krueger Middle School has a few curricular resources, we use Illustrative Math curriculum and EL Education for our ELA curriculum. Both programs use differentiated instructional techniques and spiral to meet students' academic needs. We also have an English language arts lab class that all students take. This lab

class is a tier 2 and 3 intervention based on student needs. For our students who struggle with reading, we provide them with horizon elevate as the program to improve their reading skills. We also utilize IXL as a rotation for our english language arts lab class. An MTTS committee also exists to work with students and staff ensuring that targeted Tier 2 and 3 strategies are being implemented across the school. Krueger Middle School also provides tier 2 interventions for students across all subject areas during the school day. Krueger also provides after school acceleration for students in need of mastery of standards.

Core Element 3: Assessment [Required for all]

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

Assessment Name	Grade(s)	Frequency	Type and Rationale for Use	Continue Use	X
i-Ready Math Diagnostic	7-8	Benchmark, Com. Form., Summative, Other	Addresses students' preparedness levels in mathematics.	Yes No	
i-Ready Reading Diagnostic	7-8	Benchmark, Com. Form., Summative, Other	Addresses students' preparedness levels in Reading.	Yes No	
Common Formative Assessments in Math and Language Arts	7-8	Benchmark, Com. Form., Summative, Other	Assesses student level of mastery of Indiana State Standards.	Yes No	
ILearn	7-8	Benchmark, Com. Form., Summative, Other	Summative state assessment addressing student mastery in math and english language arts.	Yes No	
Growth Monitoring Assessments for both math and reading	7-8	Benchmark, Com. Form., Summative, Other	Assess student level of mastery.	Yes No	
IM Unit Math Tests	7-8	Benchmark, Com. Form., Summative, Other	Assess student level of preparedness aligned to the Indiana State Standards	Yes No	
IM Mid-Unit Assessments	7-8	Benchmark, Com. Form., Summative, Other	Assess student level of preparedness aligned to the Indiana State Standards	Yes No	
IM End of Unit Assessments	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	
Science quarterly Assessments	7-8	Benchmark, Com. Form.,, Summative, Other	Assessing level of student mastery.	Yes No	
Social Studies CFA's and summative assessments	7-8	Benchmark, Com. Form.,, Summative, Other	Assessing level of student mastery.	Yes No	
Computer Science CFA's and summative assessments	7-8	Benchmark, Com. Form.,, Summative, Other	Assessing level of student mastery.	Yes No	
Wellness CFA's and summative assessments	7-8	Benchmark, Com. Form.,, Summative, Other	Assessing level of student mastery.	Yes No	
Band and Chorus CFA's and summative assessments	7-8	Benchmark, Com. Form.,, Summative, Other	Assessing level of student mastery.	Yes No	
Art CFA's and summative assessments	7-8	Benchmark, Com. Form.,, Summative, Other	Assessing level of student mastery.	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 given the opportunity to apply to be on the BLT, building a leadership team. The BLT uses schoolwide data to help drive decision-making related to academic assessment results. We also have an ILT (Guiding Coalition) which consists of department chairs, mentor teacher leaders and the BLT chair.

We also utilize PLC's to analyze student data. Teachers are empowered to make best choices to help drive student improvement. Department meetings across grades and schools also occur monthly where teachers review curriculum and assessment data to make sure students are progressing appropriately and best practices are shared to ensure student mastery of standards. revision to quarterly assessments can also happen at this time. We also use wolfpack intervention time in cycles to provide students grade level interventions based on student needs identified off of common formative assessments and a variety of checks for understanding.

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

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

Students are 1 to 1 with each student having a chromebook. The illuminate platform allows students to take assessments online and teachers to proctor tests in real time in a format that simulates iLearn. Most recent textbook adoptions have included online resources or platforms. Hot spots have been placed throughout the community with more planned to increase student internet access at home.

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 express the belief that all children can learn and consistently encourage students to succeed.	Yes	No	
The school develops staff capacity to create positive classroom and school climates that are culturally responsive.	Yes	No	

Core Element 7: Cultural Competency [Required for all]

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

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

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

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

Racial, ethnic, language-minority, and socio-economic groups are identified by parent/guardians at student registration. This information is populated in our student information system and made available to staff.

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

Reading Improvement Strategies

- Learning targets posted, anchor charts posted
- Students use text evidence in written responses
- Group, partner, and small group techniques and total participation techniques
- Student discourse
- Teachers use conversation cues
- Opened-ended questions
- Discussion protocols
- Continuous data monitoring and collection

Writing Improvement Strategies

- Learning targets posted, anchor charts posted
- Daily use of small group instruction - intentional grouping
- 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
- Analysis of student writing using the IN writing rubric
- Teachers utilized RMP's
- Backward planning of Module lessons and spiraling standards
- Continuous data monitoring and collection

Math Improvement Strategies

- Backwards planning of weekly mathematics lessons
- Daily use of small group instruction - intentional grouping based off data
- Analysis of Common Formative Assessment data to inform instruction and interventions
- Mathematical Student Discourse
- 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
- Use of Illustrative Mathematics in both grades 7th and 8th
- Teachers use RMP's to analyze student data to inform instruction
- Continuous data monitoring and collection
-

Student Support Strategies

- Implementation of schoolwide PBIS strategies
- Implementation of schoolwide MTSS strategies with a strong RTI component
- Implementation of teaming strategies to support middle level students
- Resource time in place for students who need it
- CREW to provide team building and a sense of school community is provided daily
- Botvin - SEL lessons are provided for all students
- Continuous data monitoring and collection

Formative assessments: iReady diagnostic (Reading & Math), and Growth Monitoring Assessments (Reading & Math), CFA's across all content areas in the school
Summative assessments: IM Math Unit Tests, ILEARN, EL Module PT Assessments

The team meets regularly and works with teachers and families to address each student's specific needs. Data from i-Ready, ILearn, CFA's and SFA's is used to identify these students along with teacher recommendations and team decisions. Another key component is Berckemeyer's 3-5-3

plan (Chap. 12 to use the 3-5-3 and page 153 for the form; 3 – 3 academic issues, 5 – 5 strategies to move forward, 3 – 3 ways to follow up) before interventions from the committee.

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. Teams currently work on small-group instruction to meet students' needs.
3. The 3-5-3 plan is utilized for behavior and academic concerns.
4. The Multi-Tiered Support Services team, with input from the academic team and parents, creates a more specific intervention plan for students who were not successful on a 3-5-3 plan.

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. Krueger Middle School will also provide Professional Development on CREW as we pilot new CREW lessons from EL Education. CREW supports a sense of agency, purpose and belonging for our student population. We also have ongoing professional development through coaching days with EL Education which supports our language arts curriculum as well as coaching days for Illustrative Mathematics that supports our new mathematics curriculum.

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

Michigan City Area Schools provides online training for staff members and has also initiated a committee on equity to drive staff professional development. We do not currently have a set amount of materials that the staff uses but we do have lessons within different class disciplines that focuses on cultural differences within our student body and community. Staff take a survey each year that directs them to look at and review the curriculum/posters/practices in their classroom to identify any possible insensitive materials/practices and delete or change them. Staff also look at and examine their own biases and come up with a goal to focus on to improve their own cultural sensitivity and examine the basis they may carry.

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: 100 Two Years Ago: 208 Three Years Ago: 155

What may be contributing to the attendance trend?

We feel a major contributing factor for our student attendance trend is the lasting effects of the pandemic. Students got into a routine of not attending school, not logging into their devices and doing required school work. This lasting effect has been felt this past school year, 22/23. We have a number of students who are tasked with taking care of their siblings rather than attend school or come late to school. We have more procedural safeguards this school to ensure our students are in school.

For the 2021-2022 school year, Krueger Middle School and the Michigan City Area Schools allowed students the option of attending MCVA (a virtual school) or in person learning. We had approximately 15 students that attended MCVA. The pandemic has impacted our student attendance monumentally. Students and families were more apt to keep students home when they felt sick. We spent the 2021-2022 school year reacclimating students to the learning environment and welcoming them back to school. We also stress the importance of attendance with our students daily. Our district did not have an attendance officer that was normally employed in past years. The district has since rectified that situation and provided the school district with two full time attendance officers.

The 2020-2021 School consisted of providing students an opportunity to attend school virtually or in person. Out of a student population of 400 students, 150 opted to attend school virtually for the 2020- 2021 school year. This presented many complications for regular student attendance at school. For students who were in person, we had a period of 2-3 months in which the entire school went virtual and no in person learning took place. This provided many situations of students having issues with limited internet access, attendance issues and overall student participation and engagement in the school.

For the 2019-2020 school year we transitioned to virtual education for the 4th grading period of the 2019-20 school year. If the attendance trend had continued, we believe we would have seen an increase in chronically absent students. Student and community social economic factors place our students at a disadvantage for their attendance, such as: parents not placing an emphasis on the importance of school; students being used as caregivers for grandparents or younger siblings; parents being absent to get students up and to school.

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

Our district truancy officers work directly with our school to ensure they are following up with families and also making home visits. We also utilize the program Project Attend for our most chronic absent students and we have implemented Teen Court as a means to curve chronic absenteeism.

Our counselor, social worker and attendance officer are reaching out to families to provide support as necessary.
The different teams track attendance and make phone calls and emails for contact. When that doesn't work, they are referred to the office.
Teams and teachers welcome students who have been absent chronically and discuss absences with them and ways we can help get them to school.
School wide incentives and PBIS are used to help increase student attendance.

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. School teams monitor and track student attendance. We now have the resources to refer students to our district's two attendance officers so they can make home visits and explain potential disciplinary actions that could result from chronic absenteeism. We also have our student success coach track, meet, call and visit homes for students who are chronically absent from 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 have 24/7 access to student attendance/grades through PowerSchool. We have two student-led-conference meetings, one scheduled in the fall and the other in the spring. Grade level teams meet with parents of students on a weekly basis. Student-led conferences twice a year. Teachers regularly update websites and communicate with Google Classroom and email and phone calls including all calls. We also offer a family bingo night for our families. Krueger hosts a Krueger community haunted halloween hall that attracts students' families in our building. During our haunted halls event, the band and chorus members play many songs for our Krueger families. We also host a title 1 parent involvement meeting to discuss our school wide title 1 plan.

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

Parents fill out an annual survey and also meet with building administration upon request.
We have a parent involvement subcommittee that organizes events for our families.
Parent commonly voice concerns at back to school night and parent teacher conferences
Parents are able to express ideas, concerns and or suggestions at title 1 parent meetings and they are also able to have a voice at various parent phone calls, emails and meetings.

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

Our school teams contact parents of students who are chronically absent and praise students for perfect attendance. We also have a student success coach who tracks student attendance and refers them to our two district attendance officers. We offer incentives for students candy or other means of engagement for parents to attend and encourage good attendance.

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

Professional development and phone/email contact. Paper handouts when possible. Translation available upon request. Work with the Lithuanian population to communicate with new students from there. Student success coaches 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.

Student Led Conferences: Teachers one evening per semester to meet with parents/guardians to discuss academic and behavior performances. Students are able to showcase their learning and speak to their academic progress.
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
Parent engagement subcommittee that is focused on getting our parents more involved in school.
Sending home student recognition on a regular basis and also constant communication from teacher teams in the school.

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

24/7 access electronically and 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 one active parent and community member 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 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.

Krueger MIddle School Coordination/Integration of Federal, State, and Local Funds:
We understand that funding sources can be consolidated; our school has chosen to coordinate our program efforts.
Coordinated funds include, but are not limited to the following

- Michigan City Education Foundation grants are used to support individual teachers with funding to support various projects and programs within classrooms.
- School Improvement Planning (SIP) is used to provide funds for work with EL Education, embedded professional development opportunities after school hours, planning days for teachers, increased learning opportunities for students, and supplemental resources for teachers.

Provide a list of programs that will be consolidated under the schoolwide plan (if applicable).
Local & state university programs work with students to provide remedial and enrichment support for students in need in grades 7-8.

- Indiana Department of Education
- Purdue University North West
- Safe Harbor After-school Program

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.

Not applicable.

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.

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.

Krueger 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 2021-2022 school year professional development were provided in the following areas/topics:

- Student Support Services brings relevant teachers to training sessions and workshops.
- Technology related trainings from our technology trainers in our school
- CREW refresher trainings with whole staff
- Various professional development trainings are offered in the summer leading into the school year and focus around research based instructional best practices.

In addition, the school district offered multiple opportunities for Krueger teachers to receive professional development through the school year and summer months. Krueger staff had attended professional development in the following areas: ELA and math alignment with the Indiana Academic Standards, Behavior Training and Student Resource time. During the school year the math teachers will receive specific training from IM math consultants. 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.

New teachers are provided with a mentor to assist them in their first year.

In 2011, the Indiana General Assembly passed the law (IC 20-28-11.5) mandating 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 Krueger 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 from department heads and mentor team leaders serves to provide teachers with additional support through job-embedded professional development.

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
Jamie Hullings	Licensure/Certification	7th Grade English Language Arts & 7th Grade Advanced Language Arts
Nicole Amodei	Licensure/Certification	7th Grade English Language Arts Lab
Kathleen Bair	Licensure/Certification	7th Grade Special Education
Cameron McFarrin	Licensure/Certification	7th Grade Math and Advanced 7th grade math
William Sigler	Licensure/Certification	7th Grade Social Studies
Karen Eigenmann	Licensure/Certification	7th and 8th grade science/advanced science
Sue Ard	Licensure/Certification	8th Grade Social Studies
Aaron McKrell	Licensure/Certification	8th Grade Language Arts
Teresa Whiney	Licensure/Certification	8th Grade Algebra & 7th and 8th Grade Math
Dianne Collins	Licensure/Certification	8th Language Arts Lab
Dorothea Holley	Licensure/Certification	8th Grade Math
Anne Vicari	Licensure/Certification	7th Grade Language Arts
Jesse Ingle	Licensure/Certification	8th Grade Special Education
Nick Dove	Licensure/Certification	7th & 8th Grade BSP Special Education
Katharine Martin	Licensure/Certification	7th & 8th Grade Band

Shirley Allen	Licensure/Certification	7th & 8th Grade Chorus
Hannah Chamberlain	Licensure/Certification	7th and 8th Grade Science
Shari Szilagyi	Licensure/Certification	8th Grade Science and Biology
Alexis Tepacevich	Licensure/Certification	7th & 8th Grade Digital Art
Jill Grabowski	Licensure/Certification	7th & 8th Grade Environmental Science
Jenny Jones	Licensure/Certification	7th & 8th Grade Computer Science
Erica Ackerson	Licensure/Certification	7th & 8th Grade Wellness
Ryan Labis	Licensure/Certification	7th & 8th Grade Wellness
Lindsey Browning	Licensure/Certification	Special Education Social Worker
Karen Hartman	Licensure/Certification	7th & 8th Grade School Counselor
John Boyd	Licensure/Certification	Assistant Principal
Josh Malone	Licensure/Certification	Principal

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

Goal 1 Measurable outcome met? **Yes** **No**

By Spring 2023, students in grades 7 and 8 will demonstrate a 8% increase in Language Arts proficiency from Spring 2022 scores, as demonstrated on the ILEARN assessment.

By Spring 2024, students in grades 7 and 8 will demonstrate a 6% increase in Language Arts proficiency from Spring 2023 scores, as demonstrated on the ILEARN assessment.

By Spring 2025, students in grades 7 and 8 will demonstrate a 9% increase in Language Arts proficiency from Spring 2024 scores, as demonstrated on the ILEARN assessment.

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

For the Spring 2022 goal of an increase of 8% in Language Arts this goal was met. 7th Grade had an increase of 9% and 8th grade had an increase of 9%. Krueger Middle School will maintain a culture of improvement by following the measures of Learning targets posted, anchor charts posted, Students use text evidence in written responses, Group, partner, and small group techniques and total participation techniques, Student discourse, Teachers use conversation cues, Opened-ended questions and Discussion protocols and various exit tickets, differentiated instruction, and use of RMPs.

If the goal was not met, explain why.

The goal was not met. We had staffing shortages. We feel with the increased focus on strong tier 1 instructional strategies and strong intervention programs we can overcome our deficiency and show progress towards achieving the goal. The effective use of professional learning communities with a strong focus on student data and a strong student by student focus on performance to address the deficiencies will help strengthen our progress towards meeting our goal.

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

Goal 2 Measurable outcome met? **Yes** **No**

By Spring 2023, students receiving support services in grades 7 and 8 will demonstrate a 5% increase in mathematics and ELA proficiency from Spring 2022 scores, as demonstrated on the ILEARN assessment.

By Spring 2024, students receiving support services in grades 7 and 8 will demonstrate a 5% increase in mathematics and ELA proficiency from Spring 2023 scores, as demonstrated on the ILEARN assessment.

By Spring 2025, students receiving support services in grades 7 and 8 will demonstrate a 5% increase in mathematics and ELA proficiency from Spring 2024 scores, as demonstrated on the ILEARN assessment.

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

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

The goal was not met. We had staffing shortages. We feel with the increased focus on strong tier 1 instructional strategies and strong intervention program we can overcome our deficiency and show progress towards achieving the goal. The effective use of professional learning communities with a strong focus on student data and a strong student by student focus on performance to address the deficiencies will help strengthen our progress towards meeting our goal.

Goal 3 Measurable outcome met? **Yes** **No**

By Spring 2023, African American students in grades 7 and 8 will demonstrate a 8% increase in mathematics and Language Arts proficiency from Spring 2022 scores, as demonstrated on the ILEARN assessment.

By Spring 2024, African American students in grades 7 and 8 will demonstrate a 6% increase in mathematics and Language Arts proficiency from Spring 2023 scores, as demonstrated on the ILEARN assessment.

By Spring 2025, African American students in grades 7 and 8 will demonstrate a 10% increase in mathematics and Language Arts proficiency from Spring 2024 scores, as demonstrated on the ILEARN assessment.

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

If the goal was not met, explain why.
The goal was not met. We had staffing shortages. We feel with the increased focus on strong tier 1 instructional strategies and strong intervention program we can overcome our deficiency and show progress towards achieving the goal. The effective use of professional learning communities with a strong focus on student data and a strong student by student focus on performance to address the deficiencies will help strengthen our progress towards meeting our goal.

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

Goal 4

By Spring 2025, students in grades 7 and 8 will demonstrate a 9% increase in mathematics proficiency from Spring 2024 scores, as demonstrated on the ILEARN assessment.

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

If the goal was not met, explain why.

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

**** This is a new goal added to this years CNA/SIP** Upon review of our data from the 2023-2024 school year, we as a BLT, decided**

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'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 environment provides an education-al atmosphere conducive to learning and personal well-being.	*No*	*In-school suspensions increased 15% over the last 2 years. Suspensions & expulsions increased 8% & 4% re-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
Increasing our special education pass rate on the ILearn assessment by 5% in both math and language arts as compared to the 2024 ILearn assessment.	**Yes** **No**	2023-2024 ILearn data showed an ELA pass rate of 3% and a Math pass rate of 4%.	We are working with this population to provide effective resource time built into classes in both content areas and fill in gaps in learning for this population to increase each of the scores by a minimum of 5% on each test.	X	1
Increasing our African American pass rate on the ILearn assessment by 9% in both math and language arts as compared to the 2024 ILearn assessment.	**Yes** **No**	2023-2024 ILearn data showed an ELA pass rate of 8% and a Math pass rate of 4%.	We are working with this population to provide necessary support to ensure that each of them increase their score by 8% over their previous score. Many of these supports include social worker interaction and staff cultural support training that includes increased instructional time for this population.	X	2
	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 review of data from the Gap Analysis, list at least 3 priorities where improvement is needed immediately in the chart below. Schools classified at TSI/ATSI should consider priorities pertaining to the underperforming groups for which they have been identified.

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

Krueger Middle School's Root Cause Analyses

Write your Goal(s) from these.	*Develop strategies from these.*
By Spring 2025, students receiving support services in grades 7 and 8 will demonstrate a 5% increase in mathematics and ELA proficiency from Spring 2024 scores, as demonstrated on the ILEARN assessment.	SPED department chair will continue to provide special education teachers with training on best practices using a resource classroom. Resource time and Learning Lab will be used more frequently for students. Resource teachers will be using the Wilson Reading System and the I-Touch Math curriculums to aid performance. Guiding Coalition will be used to provide further gap analysis and recommendations of best practices and PD. We will utilize wolfpack time to provide interventions and extensions for our students weekly for 25 minutes.
By Spring 2025, African American students in grades 7 and 8 will demonstrate a 9% increase in mathematics and Language Arts proficiency from Spring 2024 scores, as demonstrated on the ILEARN assessment.	Teachers will analyze their curriculum and behavior management within the classroom and determine steps and goals each can take to improve. Crew time will be utilized to check grades and set behavioral and academic goals to motivate students to believe in themselves and to desire to improve.We will utilize wolfpack time to provide interventions and extensions for our students weekly for 25 minutes.
By Spring 2025, students in grades 7 and 8 will demonstrate a 9% increase in Language Arts proficiency from Spring 2024 scores, as demonstrated on the ILEARN assessment.	ELA teachers will focus on implementing EL with integrity and the teacher mentors, administration and department chairs will provide feedback through instructional rounds. ALL other classes will provide reading and writing instruction across the curriculum and make a key point of increasing the exposure of students to non fiction text across

	curriculums. Utilize small groups to remediate and enrich students based upon data.We will utilize wolfpack time to provide interventions and extensions for our students weekly for 25 minutes.
By Spring 2025, students in grades 7 and 8 will demonstrate a 9% increase in mathematics proficiency from Spring 2024 scores, as demonstrated on the ILEARN assessment.	Math teachers will focus on implementing IM with integrity and administration and department chairs will provide feedback through walkthroughs focused on our work plan. We will utilize wolfpack time to provide interventions and extensions for our students weekly for 25 minutes. Utilize small groups to remediate and enrich students based upon data.

SECTION D: School Improvement Plan and Professional Development Plan

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

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

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

GOAL 1	By Spring 2023, students receiving support services in grades 7 and 8 will demonstrate a 5% increase in mathematics and ELA proficiency from Spring 2022 scores, as demonstrated on the ILEARN assessment.			
Data Checkpoints (dates)	BOY Diagnostic	MOY Diagnostic	EOY Diagnostic	
Evidence at Checkpoints	Math / Reading Scores	Math / Reading Scores	Math / Reading Scores	
Evidence- Based Strategy 1	Special Educator Teachers utilize daily resource time for math and ELA blocks supplemented by Wilson Reading System and ITouch Math.			**PD Needed: Yes No**
Strategy Action Steps	**Required Activity**	**Start/End Dates**	**Person(s) Responsible**	**Evidence of Success**
Action Step 1	Conduct on-going, job-embedded training for special education teachers	August 2023 - Ongoing	Building Leadership Team District PD SPED Dept. Chair Math & LA Dept. Chair Guiding Coalition Mentor Teacher Leaders	80% of teachers implemented blended instructional model lessons as observed by walkthroughs
Evidence- Based Strategy 2	Ongoing data analysis with assessments and reteaching opportunities for student achievement with an emphasis on student subgroups.			**PD Needed: Yes No**
Strategy Action Steps	**Required Activity**	**Start/End Dates**	**Person(s) Responsible**	**Evidence of Success**

Action Step 1	PD for instructional staff on Illuminate platform and data analysis routines.	August 2021 - May 2025	Josh Malone Guided Coalition Math and LA Dept. Chairs Mentor Teacher Leaders Special Education Dept. Chairs	Instruction aligned with the pacing guide and used with fidelity
Yr. 2 Measurable Objective	By Spring 2024, students receiving support services in grades 7 and 8 will demonstrate a 5% increase in mathematics and ELA proficiency from Spring 2023 scores, as demonstrated on the ILEARN assessment.			
Yr. 3 Measurable Objective	By Spring 2025, students receiving support services in grades 7 and 8 will demonstrate a 5% increase in mathematics and ELA proficiency from Spring 2024 scores, as demonstrated on the ILEARN assessment.			

GOAL 2	By Spring 2023, students in grades 7 and 8 will demonstrate a 8% increase in Language Arts proficiency from Spring 2022 scores, as demonstrated on the ILEARN assessment.			
Data Checkpoints (dates)	BOY Diagnostic	MOY Diagnostic	EOY Diagnostic	
Evidence at Checkpoints	Module Assessments and CFA's	Module Assessments and CFA's	Module Assessments and CFA's	
Evidence- Based Strategy 1	Teachers will analyze student data through the RMP process. Continuous data monitoring and collection			**PD Needed:** Yes **No**
Strategy Action Steps	**Required Activity**	**Start/End Dates**	**Person(s) Responsible**	**Evidence of Success**
Action Step 1	Professional development provided by Guiding Coalition and Dept. Chairs.	August 2023 - Ongoing	Building Leadership Team Guiding Coalition ELA Dept. Chair and other dept chairs Teacher Leaders	More student talk in the classroom and increased student achievement on module assessments.
Evidence- Based Strategy 2	Continue to analyze and reflect upon modules to ensure mastery of instruction.			**PD Needed:** Yes **No**

Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
Action Step 1	PD provided by EL coach and Guiding Coalition and Dept. Chairs.	August 2023 - Ongoing	Carrie Cobb Josh Malone ELA Dept Chair Guiding Coalition Teacher Leaders	Observation in lessons Surveys Teacher Reflection
Yr. 2 Measurable Objective	By Spring 2024, students in grades 7 and 8 will demonstrate a 8% increase in Language Arts proficiency from Spring 2023 scores, as demonstrated on the ILEARN assessment.			
Yr. 3 Measurable Objective	By Spring 2025, students in grades 7 and 8 will demonstrate a 9% increase in Language Arts proficiency from Spring 2024 scores, as demonstrated on the ILEARN assessment.			

GOAL 3	By Spring 2023, African American students in grades 7 and 8 will demonstrate a 8% increase in English Language Arts and mathematics proficiency from Spring 2022 scores, as demonstrated on the ILEARN assessment.			
Data Checkpoints (dates)	BOY Diagnostic	MOY Diagnostic	EOY Diagnostic	
Evidence at Checkpoints	Math Scores	Math Scores	Math Scores	
Evidence- Based Strategy 1	Use of mathematical discourse in all math classrooms, ELA classrooms and all classrooms.			**PD Needed: Yes No**
Strategy Action Steps	**Required Activity**	**Start/End Dates**	**Person(s) Responsible**	**Evidence of Success**
Action Step 1	PD from math dept. chair and Guiding Coalition Modeling.	August 2023 - Ongoing	Building Leadership Team Guiding Coalition Math Dept. Chairs Mentor Teacher Leaders	Observation

Evidence- Based Strategy 2	Use of small group differentiated instruction across all classrooms.			**PD Needed: Yes No**
Strategy Action Steps	**Required Activity**	**Start/End Dates**	**Person(s) Responsible**	**Evidence of Success**
Action Step 1	PD provided by math dept. chair and ILT	August 2023 - Ongoing	Math Dept. Chair Principal Guided Coalition Teacher Leaders	Improved student achievement on assessments. Evident through classroom visits
Evidence- Based Strategy 3	Use of Common Formative Assessments across all math and ela classrooms along with Continuous data monitoring and collection			**PD Needed: Yes No**
Strategy Action Steps	**Required Activity**	**Start/End Dates**	**Person(s) Responsible**	**Evidence of Success**
Action Step 1	Analysis of CFA data and the use of small groups for reteaching when appropriate	August 2023 - Ongoing	Principal Math Dept Chair Guided Coalition Teacher leaders	Common Formative Assessment results
Yr. 2 Measurable Objective	By Spring 2024, students in grades 7 and 8 will demonstrate a 10% increase in mathematics proficiency from Spring 2023 scores, as demonstrated on the ILEARN assessment.			
Yr. 3 Measurable Objective	By Spring 2025, students in grades 7 and 8 will demonstrate a 10% increase in mathematics proficiency from Spring 2024 scores, as demonstrated on the ILEARN assessment.			

**** Based on our spring 2024 student data, the building leadership team, determined we needed a math goal to address our areas of improvement****

GOAL 4	By Spring 2025, students in grades 7 and 8 will demonstrate a 9% increase in mathematics proficiency from Spring 2024 scores, as demonstrated on the ILEARN assessment.			
Data Checkpoints (dates)	BOY Diagnostic	MOY Diagnostic	EOY Diagnostic	

Evidence at Checkpoints	Math scores	Math Scores	Math Scores	
Evidence- Based Strategy 1	Teachers will use protocols, roles, and prompts to ensure all students are equitably and actively engaged.			**PD Needed: Yes No**
Strategy Action Steps	**Required Activity**	**Start/End Dates**	**Person(s) Responsible**	**Evidence of Success**
Action Step 1	Conduct on-going, job-embedded training for math teachers	August 2024- ongoing	Math Dept. Chair Guiding Coalition	Increase in student engagement and voice Increase in student scores
Evidence- Based Strategy 2	Teachers use protocols to allow students to build upon each other's responses and promote equity of voice.			**PD Needed: Yes No**
Strategy Action Steps	**Required Activity**	**Start/End Dates**	**Person(s) Responsible**	**Evidence of Success**
Action Step 1	PD and training with math department	August 2024 - ongoing	Guided Coalition Math dept. Chairs	Increase in all students voice in math
Evidence-Based Strategy 3	Teachers will test drive assessments and backwards plan with intentional outcomes. They will also use continuous data collection.			**PD Needed: Yes No**
Strategy Action Steps	**Required Activity**	**Start/End Dates**	**Person(s) Responsible**	**Evidence of Success**
Action Step 1	PD and training with math department that is supported by Mike Maesch	August 2024 - ongoing	Principal Assistant Principal Dept. Chair Mike Maesch	Increase in student outcomes Teachers are better prepared instructionally
Yr. 2 Measurable Objective	By Spring 2026, students in grades 7 and 8 will demonstrate a 11% increase in mathematics proficiency from Spring 2025 scores, as demonstrated on the ILEARN assessment.			
Yr. 3 Measurable Objective	By Spring 2027, students in grades 7 and 8 will demonstrate a 13% increase in mathematics proficiency from Spring 2026 scores, as demonstrated on the ILEARN assessment.			

Professional Development Plan

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

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

Professional Development Goal 1a	Teachers will be trained in the PLC process of identifying essential standards, creating learning targets, and effectively utilizing CFA's Effectively using student data to inform instructional moves.	**Linked SIP Goals** **Yes** **No**
Professional Development Goal 1b	Teachers will be trained on how to use data to increase student performance by reteaching, remediation and extension.	**Linked SIP Goals** **Yes** **No**
Possible Funding Source(s)	Title II Title IV Title 1	
Evidence of Impact	Increase in ELA student assessment scores. Student engagement increases in content areas. Department chairs can lead RMP meetings Increase in student performance across all subject areas	
Plan for coaching and support during the learning process: Guiding coalition will conduct the training as necessary. Guiding coalition will facilitate the training. Guiding Coalition will help facilitate and provide necessary data to all departments.		
How will effectiveness be sustained over time? Through continuous reflection on student learning, RMP meetings, and the use of PLC/PLT time.		

Professional Development Goal 2	Provide all teachers with training in the use of data to efficiently and effectively provide timely interventions.	**Linked SIP Goals** **Yes** **No**
Possible Funding Source(s)	Title 1 Title II Title IV	
Evidence of Impact	Use of common formative assessments Module assessments scores improve IM assessments Cool downs/exit tickets Teacher reflection Increased student achievement in all subject areas	
Principal will lead data review sessions Results Meeting Protocol with All staff Mentor Teacher Leaders help facilitate data review Test results from ITouch Math, Horizon Elevate, and Wilson Reading System		
How will effectiveness be sustained over time? All staff will be given time to analyze student data Multiple touch points throughout school year to assess student progress Quarterly data points		

Professional Development Goal 3	Staff will build a positive learning community through the continuous implementation of CREW school wide.	**Linked SIP Goals** **Yes** **No**
Possible Funding Source(s)	Title II Title IV 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 principal Principal being 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 cultural proficiency training either first-hand or through other trained staff. Training will be ongoing.	**Linked SIP Goals** **Yes** **No**
Possible Funding Source(s)	General Fund Title 1	
Evidence of Impact	Data will show overall growth for African American students	
Plan for coaching and support during the learning process: This will be provided by our CREW committee Teacher Leaders and BLT will provide guidance		
How will effectiveness be sustained over time? Through collaboration with our school community within the learning environment structure and instructional practices, this work will be sustained through ongoing feedback and reflection opportunities.		