

*Read through this section before beginning your work.*

**This template contains components that may or may not apply to all schools.**

## GENERAL INFORMATION

In order to be accorded full accreditation status, public schools and state-accredited non-public schools must develop a strategic and continuous school improvement plan. Principals are required to coordinate the development of an initial three year strategic and continuous school improvement and achievement plan and to annually review these plans. Whether developing a new plan or updating an existing plan, schools must assess their progress and make necessary changes to ensure continuous improvement. When completed, this document satisfies requirements in Indiana's Every Student Succeeds Act (ESSA) Plan, federal and state laws, and requirements for Title I Schoolwide Programs. A charter school may use the charter agreement entered into with its authorizer as its school improvement plan.

## DESCRIPTION OF THE STATE TEMPLATE

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

## COMMON ABBREVIATIONS USED IN THE PLAN

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

## **BASIC REQUIREMENTS**

- **Which schools are required to submit a SIP?** All public schools and state-accredited non-public schools.
- **Which schools are required to submit a comprehensive needs assessment (CNA)?** Schools that receive Title I funds AND schools classified as TSI, ATSI, and/or CSI.
- **Which schools are required to submit a CNA adhering to the IDOE's CNA template guidelines, Section A?** Schools classified as CSI, ATSI, or TSI must attach evidence of their CNA to the template. For this reason, CSI, ATSI, and TSI schools complete **Section A**.
- **Which schools are required to submit a SIP adhering to the IDOE's SIP template guidelines, Section B?** Schools classified as CSI, TSI, or ATSI and receive Title I funds must complete a CNA/SIP using this template or previously approved template.

## SCHOOL INFORMATION

School Name	West Side Middle School
School Number	1761
Street Address	101 S. Nappanee Street
City	Elkhart
Zip Code	46514

## SCHOOL CONTACT INFORMATION

Principal	Kerry Leader
Phone number	574-295-4815
Email	kleader@elkhart.k12.in.us

Superintendent	Dr. Larry Huff
Phone number	574-262-5500
Email	lhuff@elkhart.k12.in.us

Grant contact	Beth Williams
Phone number	574-262-5500
Email	bwilliams@elkhart.k12.in.us

Other contact	
Position	
Phone number	
Email	

## SCHOOL IDENTIFICATION

**Choose the appropriate response from the drop down box.**

For implementation during the following years:	2024-27 ▾
This is an initial three year plan.	Yes ▾
This is a review/update of a plan currently in use.	Yes ▾

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

**(TSI and ATSI only)**

**Choose from the drop-down box, underperforming student groups identified by the federal government.**

Special Education ▾	Choose ▾	Choose ▾	Choose ▾	Choose ▾
Choose ▾	Choose ▾	Choose ▾	Choose ▾	Choose ▾

## SECTION A

### NEEDS ASSESSMENT and Strength-Improvement-Opportunity-Threats (SIOT) ANALYSIS *[Required for CSI Schools]*

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

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

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

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

**Step 1: Review Potential Issues from the Core Elements**

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

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

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

**Step 2: Evaluate Progress on Current School Goals**

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

**Review current goals using data referenced above. Current goals may need to be modified based on your findings. This is done in the Goals section. There is not a requirement as to the number of goals. Goals should be derived from prioritizing areas where improvement is needed immediately.**

Previous Year Goal #1	<i>In Language Arts, West Side students will move to the next level of proficiency on ILearn in order to reduce the percentage of students in the “below proficiency” level to less than 45%, increasing the percentage of students in at least two of the other three proficiency levels.</i>	Measurable Outcome Met?	Yes ▾
<p><b>If the goal was met, how will the school further improve or sustain this level of performance?</b></p>	<p><b>WSMS 2023-24 ILearn performance results indicate that a 2% decrease in the number of students in “Below Proficiency” was achieved, increasing the number of students in the other three proficiency levels. As a result, there was a small gain in the percentage of students that moved into a new proficiency performance range level.</b></p> <p><b>West Side Middle School will continue to implement a building wide intervention plan that provides instructional support to all students. All students will have the opportunity to receive weekly instructional support in all subject area classes.</b></p> <p><b>Interventions will be implemented both semesters. This will be the 2nd year to implement a building wide intervention and enrichment plan.</b></p> <p><b>Response to Intervention includes monitoring of the following: grade performance, attendance, behavior and discipline, social emotional wellness, as well as ILEARN and District Common Formative Assessments.</b></p>		
<p><b>If the goal was not met, should the school continue to work toward this goal?</b></p>	<p>Choose ▾</p>		

<p><b>If the goal was not met, and you choose to continue to work toward this goal, what will you change?</b></p>	
<p><i>If the goal was not met and it will continue to be a goal, conduct a root cause analysis to determine why.</i></p>	

<p><b>Previous Year Goal #2</b></p>	<p><i>In Math, West Side students will move to the next level of proficiency on ILearn in order to reduce the percentage of students in the “below proficiency” level to less than 50% while increasing the percentage of students in at least two of the other three proficiency levels.</i></p>	<p><b>Measurable Outcome Met?</b></p>	<p>No ▾</p>
<p><b>If the goal was met, how will the school further improve or sustain this level of performance?</b></p>			
<p><b>If the goal was not met, should the school continue to work toward this goal?</b></p>	<p>Yes ▾</p>		
<p><b>If the goal was not met, and you choose to continue to work toward this goal, what will you change?</b></p>	<p><b>WSMS 2023-24 ILearn performance results indicate that a 2% decrease in the number of students in “Below Proficiency” was achieved, increasing the number of students in the other three proficiency levels. As a result, there was a small gain in the percentage of students that moved into a new proficiency performance range level, however, 53% of our students still within the below proficiency performance range level.</b></p> <p><b>West Side Middle School will continue to implement a building wide intervention plan that provides instructional support to all students. All students will have the opportunity to receive weekly instructional support in all subject area classes.</b></p> <p><b>Interventions will be implemented both semesters. This will be the 2nd year to implement a building wide intervention and enrichment plan.</b></p> <p><b>Response to Intervention includes monitoring of the following: grade performance, attendance, behavior and discipline, social emotional wellness, as well as ILEARN and District Common Formative Assessments.</b></p>		

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

<b>Previous Year Goal #3</b>	To improve student achievement in the area of Language Arts / Content Literacy and Math, a focus on student attendance will occur, looking at different research based strategies, including SIOF and Trauma Informed Care to build relationships with students and a plan for reward incentives to motivate students to be in school.	<b>Measurable Outcome Met?</b>	No ▾
If the goal was met, how will the school further improve or sustain this level of performance?			
If the goal was not met, should the school continue to work toward this goal?	No ▾		
If the goal was not met, and you choose to continue to work toward this goal, what will you change?			

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

## SIOT ANALYSIS

Now the committee will conduct a SIOT analysis to identify the most significant barriers to the school's success. Here's an **example** of how a committee member might explain the SIOT analysis process:

### **What is a SIOT Analysis?**

SIOT analysis using SIOT diagrams or matrices is a key part of any planning or analysis. SIOT stands for **strengths, improvement, opportunities, and threats**. Strengths and improvements are internal factors, and opportunities and threats are external factors. A SIOT diagram analyzes by focusing on each of these factors. SIOT diagrams can be especially useful when trying to decide whether or not to embark on a certain venture or strategy by visualizing the pros and cons. By clearly outlining all positives and negatives of a project, SIOT analysis makes it easier to decide whether or not to move forward.

### **Instructions: SIOT activity.** (Strengths, Improvement, Opportunities, Threats)

1. Determine the objective.
2. Add factors that affect the SIG to the applicable boxes using the grid below. Factors are typically listed in a bullet form. Decide on a key project or strategy to analyze and place it at the top of the page. List school's primary strengths and weaknesses for the 2023-2024 school year (SY): forces or barriers working for and against implementation of school's improvement action plan or school's mission.
3. List school's key opportunities and threats from 2023-2024 SY - political, economical, social, technological, demographic, or legal trends that are impacting or may impact school's ability to achieve SIG or school's mission.
4. Draw conclusions. Analyze the finished SIOT diagram. Be sure to
5. note if the positive outcomes outweigh the negative. If they do, it may be a good decision to carry out the objective. If they do not, adjustments may need to be made, or the plan should simply be abandoned.
6. Questions to ask may include:
  - a. Are our current goals still areas where improvement is needed immediately?
  - b. What concerns did we find when studying the core elements that might be serious enough to warrant improvement immediately?

## SIOT ANALYSIS TEMPLATE

<b>SIOT Analysis</b>	
<b>Strengths</b>	<b>Areas of Improvement</b>
<p><b>Staff Retention</b></p> <p>West Side Middle School has had an increase in certified instructional staff and a decrease in long term substitutes. As a result, effective classroom management has developed consistency in daily routines and instructional practices.</p>	<p><b>Instructional Interventions</b></p> <p>West Side Middle School is in need of Implementing consistent use of Tier 1 and Tier 2 interventions through instructional practices.</p>
<b>Opportunities</b>	<b>Threats</b>
<p><b>Professional Learning Community</b></p> <p>Elkhart Community Schools provides designated time for all secondary schools to participate in Professional Learning Communities every Monday.</p> <p>Professional Learning Communities provide instructional staff necessary time to review essential standards, organize scope and sequencing for effective instructional practices, and develop formative and summative assessments to assess student learning.</p> <p>West Side Middle School continues to provide teachers with professional learning opportunities to increase instructional effectiveness for all teachers. The following resources have been provided by Elkhart Community Schools to enhance the Professional Learning Community process:</p> <ul style="list-style-type: none"> <li>● Training and Collaboration with a consultant from Solution Tree</li> <li>● Literacy Training through Kristina Smekens</li> </ul>	<p><b>Attendance and Social Emotional Factors</b></p> <p>West Side Middle School is in need of increasing the overall attendance rate.</p> <p>Home factors, including shared guardianship among grandparents, aunts, and family relatives have contributed to a number of obstacles for students.</p> <p>Chronic behavior and discipline issues for students impacts attendance and decreases the overall hours of instructional time a student receives.</p> <p>Mental health issues, increased anxiety and depression impacts attendance and decreases the overall hours of instructional time a student receives.</p> <p><b>Certified Math and Science Teachers</b></p> <p>Elkhart Community Schools is in high need of math and science teachers throughout the district. West Side Middle School is still in need of two certified math teachers and two certified science teachers. West Side is currently operating classes with long term substitutes.</p>



Strategies are intended to address root causes. If a root cause stems from a problem that is present, strategies should eliminate or significantly reduce the problem, resulting in marked improvement. If the root cause stems from something that is not present (e.g. lack of a coordinated Multi-Tiered Systems of Support), strategies should lead to the addition of that which is necessary to eliminate or significantly reduce the problem.

**What possible strategies might address this root cause?**

<b>Strategies</b>		
<b>Problem</b>	<b>Root Cause</b>	<b>Strategy to Address Problem</b>
1. <b>Certified Staffing</b>	<b>Statewide decrease in the field of education, specifically math and science.</b>	<b>Partner with district level staff to employ long term substitutes that possess experience as a former classroom teacher. Provide district curriculum and access to lesson plans that align with other grade level classes. Implement systems of support to deter off task behaviors which lead to loss of learning among students.</b>
2. <b>Attendance</b>	<b>Shared guardianship among relatives other than biological parents, chronic behavior and discipline issues, and mental health concerns rooted in anxiety and depression.</b>	<p><b>Monthly meetings to address the needs of students that have been recommended for MTSS. Active monitoring of student needs and interventions to provide support in all of the following areas: social emotional learning, health and wellness, safety and behavior plans.</b></p> <p><b>West Side Middle school will continue to utilize the following staff for student interventions:</b></p> <ul style="list-style-type: none"> <li>● <b>Teacher of Records</b></li> <li>● <b>Guidance Counselors</b></li> <li>● <b>Social Workers</b></li> <li>● <b>Nurse</b></li> <li>● <b>School Psychologist</b></li> <li>● <b>Counselor from Bashor, Social Service Organization</b></li> <li>● <b>Administrators</b></li> <li>● <b>Parent Liaisons</b></li> </ul> <p><b>For the 2024-2025 school year, Elkhart Community Schools has assigned an attendance coordinator to communicate with students and families. Attendance coordinator will create an action plan for students to follow to improve attendance.</b></p>
3.		
4.		
5.		
6.		

7.		
8.		
9.		
10.		
<b>Link additional information here</b> (if necessary) <input type="checkbox"/>		

## SECTION B

### SCHOOL IMPROVEMENT PLANNING

*[Required for all schools]*

### PLANNING COMMITTEE

Schools that are required to conduct a CNA and/or SIP must assess the school’s needs using a committee of stakeholders, including, but not limited to teachers, administrators, parents, and community and business leaders. Some schools may opt to have separate committees for conducting the needs assessment and developing the school improvement plan, while others may not. Simply indicate if a member serves on either or both in the “Committee(s)” column. Many schools may have subcommittees to focus on prioritized areas such as language arts, math, attendance, etc. Indicate this in the “CNA/SIP Subcommittee(s)” column below. **To ensure the needs of each underperforming student group is addressed, schools classified as TSI or ATSI must have a sub-committee for each underperforming group.**

**List members of the committee below. If a member serves on more than one subcommittee, list all those on which the member serves.**

Member Name	Title	Committee(s)	CNA/SIP Subcommittee(s)
<b>Sample:</b> <i>Alma Smith</i>	<i>Teacher</i>	SIP	<i>ELA, Wht, SpEd, Multiracial</i>
Natalie Schultz	Teacher	SIP ▾	High Ability, Social Studies Department Chair
Shannon Lovely	Teacher	SIP ▾	High Ability, Math Department Chair
Mark Schroeder	Teacher	SIP ▾	High Ability, Science
Holly Pennix	Teacher	SIP ▾	High Ability, Science Department Chair
Lacey Curry	Counselor	SIP ▾	School Counselor, MTSS
Sylesta Morgan	Counselor	SIP ▾	School Counselor, MTSS
Stephanie Rappatta	Teacher	SIP ▾	Music Department Chair
Elyssa Kovatch	Teacher	SIP ▾	High Ability, Language Arts Department Chair
Tricia Davis	Teacher	SIP ▾	Math
Donald Shafer	Teacher	SIP ▾	Social Studies



## ESSENTIAL INFORMATION & CORE ELEMENTS

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

### CORE ELEMENT 1: CURRICULUM

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

Subject/Course	Grades	Resource Name	Aligned to IAS	Tier(s)	Rationale for Resource Use	Continue Use?	X
Sample: Reading	1-6	ABC Reading is Fun	Yes ▾	Choose ▾	Textbooks and readers are core components of a reading program.	Yes ▾	<input type="checkbox"/>
Science	7, 8	SEPUP	Yes ▾	Tier 1 ▾	District Curriculum Adoption	Yes ▾	<input type="checkbox"/>
Math	7,8	Maneuvering in the Middle	Yes ▾	Tier 2 ▾	Supplemental Resource	Yes ▾	<input checked="" type="checkbox"/>
Math	7,8	Discovery Math	Yes ▾	Tier 1 ▾	District Curriculum Adoption	Choose ▾	<input type="checkbox"/>
English	7,8	Holt-McDougal Literature	Yes ▾	Tier 1 ▾	Textbooks adopted by the district.	Choose ▾	<input type="checkbox"/>
Social Studies	7,8	My World Geography Pearson 2011 Discovering our Past: History of the United States Glencoe/McGraw Hill 2016	Yes ▾	Tier 2 ▾	Textbooks adopted by the district.	Choose ▾	<input type="checkbox"/>
Health	7,8	Glencoe Health	Yes ▾	Tier 1 ▾	Textbook adopted by the district.	Choose ▾	<input type="checkbox"/>

		by McGraw Hill (Text 2009)					
Physical Education	7,8	N/A	Choose ▾	Choose ▾	Athletic equipment is used to implement the expectations set by the IAS.	Choose ▾	
<b>Link additional information here</b> (if necessary) <input type="checkbox"/>			<a href="#">Music Curriculum Resources</a>				

**CORE ELEMENT 1: CURRICULUM**  
(continued)

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

The public may view the school's curriculum in the following location(s)	
Curriculum located on Elkhart Community Schools website.	
Link additional information here (if necessary) <input type="checkbox"/>	

## CORE ELEMENT 2: INSTRUCTIONAL PROGRAM

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

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

***FOR TITLE I SCHOOLS WITH SCHOOL WIDE 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.**

**Link additional information here  
(if necessary)**

## CORE ELEMENT 3: ASSESSMENT

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

Assessment Name	Grade(s)	Use	Type and Rationale for Use	Continue Use	X
Access WIDA		Benc... ▾	The purpose of English language proficiency assessments is to determine a student's level of English proficiency. The summative assessments are also used for accountability purposes. Can be used to set Primary, secondary or division goals for some teachers and administration..	Yes ▾	<input type="checkbox"/>
I Am		Benc... ▾	Measures student achievement and growth in ELA and Math. I AM is the summative accountability assessment for students with cognitive disabilities.	Yes ▾	<input type="checkbox"/>
ILEARN Checkpoint Tests		Benc... ▾	Assess mastery of essential standards and student learning outcomes	Yes ▾	<input type="checkbox"/>
Departmental Common Formative ASsessment		Form... ▾	Comprehensive assessment of Indiana State Standards	Yes ▾	<input type="checkbox"/>
Departmental Common Summative Assessment		Sum... ▾	Assess mastery of essential standards and student learning outcomes	Yes ▾	<input type="checkbox"/>
Course Unit Exams		Sum... ▾	Comprehensive assessment of Indiana State Standards	Yes ▾	<input type="checkbox"/>
PSAT (High Ability)		Sum... ▾	Comprehensive assessment of college and career readiness	Yes ▾	<input type="checkbox"/>
		Choose ▾		Choose ▾	<input type="checkbox"/>
		Choose ▾		Choose ▾	<input type="checkbox"/>
		Choose ▾		Choose ▾	<input type="checkbox"/>

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

The school uses assessment data to identify students for Tier II and Tier III instruction.	Yes ▾	<input type="checkbox"/>
Locally created assessments are reviewed and revised regularly to ensure priority standards are being measured at the appropriate levels of depth and rigor.	Yes ▾	<input type="checkbox"/>

***FOR TITLE I SCHOOLS WITH SCHOOL WIDE 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.**

**Link additional information here**  
(if necessary)

## CORE ELEMENT 4: COORDINATION OF TECHNOLOGY INITIATIVES

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

**West Side Middle School will begin implementation of STEM based learning opportunities for students. In collaboration with Elkhart Community Schools technology services, staff and students will be provided with resources and learning opportunities for all content areas. Project based learning and problem based learning will provide opportunities for student collaboration while enhancing critical thinking skills for enrichment.**

**Link additional information here**  
(if necessary)

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

## CORE ELEMENT 5: CAREER AWARENESS AND DEVELOPMENT

Answer the questions for the grade levels in your school.

### Grades K-5 only

What career awareness activities are provided for students?	Yes/No		Yes/No
Currently implementing career awareness activities?	Choose ▾	Career day/fair or community day	Choose ▾
Career simulation (JA/Biztown, etc.)	Choose ▾	Career-focused clubs (robotics, agricultural garden, STEM, etc.)	Choose ▾
Career-focused classroom lessons	Choose ▾	Guest speakers	Choose ▾
Not currently implementing career exploration activities		Choose ▾	
Other:			

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

## CORE ELEMENT 5: CAREER AWARENESS AND DEVELOPMENT (continued)

### Grades 6-8 only

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

If “not currently implementing career exploration activities” was indicated above, explain why.	
<p><b>Link additional information here</b> (if necessary) <input type="checkbox"/></p>	<p>Career Quest, 7th Grade Students            Manufacturing Day, 8th Grade Students            Go College Week (Interactive Lessons, College Campus Virtual Visits)            Scholar Track Enrollment            Elkhart Area Career Center Visits</p>

**CORE ELEMENT 5: CAREER AWARENESS AND DEVELOPMENT**  
(continued)

**Grades 9-12 only**

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

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

## CORE ELEMENT 6: SAFE AND DISCIPLINED ENVIRONMENT

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

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

**Briefly answer the following:**

What practices are in place to maintain a safe environment?
<p><b>Olweus Bullying Prevention Program.</b>  <b>Sources of Strength Program, Move to Stand</b>  <b>Zones of Regulation Training for all staff.</b>  <b>Safety Specialist Training (Administrators, Security Personnel).</b>  <b>Discipline referrals provide documentation of student behaviors and are managed through PowerSchool.</b>  <b>District supported procedures to address discipline offenses that violate ECS Guidelines for Good School Order.</b>  <b>WSMS adheres to mandated DCS reporting procedures.</b>  <b>Onsite Counseling provided by community social services organization, Bashor.</b>  <b>Social Workers and counselors conference with families and students, and if needed administer risk assessments for students.</b>  <b>Student ID's are worn on a daily basis.</b>  <b>Classroom doors remain closed and locked during the instructional day.</b>  <b>All staff receive supervision assignments to monitor student behavior throughout the instructional day.</b></p>

Link additional information here  
(if necessary)

## CORE ELEMENT 7: CULTURAL COMPETENCY

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

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

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

Through the registration process, race/ethnicity and home language information are gathered to identify students needing additional language support. English Learners (ELs) are identified based on the Home Language Survey and are provided English Language Development services if their English proficiency falls below the required threshold. Socio-economic status is determined by free/reduced fee meals and textbook applications, ensuring that students with financial challenges are supported.

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

At West Side Middle School, course schedules are created based on student choice, individual learning needs, and required coursework. Special Education and ELL students will have a daily skills/Independent Study class with a special education/EL teacher to support the individual academic needs. All students will receive interventions and remediations within their scheduled classes based on data from formative and summative assessments.

- SIOP strategies will be used in all classes
- Differentiated instruction utilizing the core curriculum
- [I can statements and Language Objectives](#) will be posted in all classes.
- Small group/whole group will be provided to best meet the needs of students.
- Tiered Instruction for all students
- [Performance level descriptors](#)

<b>Link additional information here</b> (if necessary) <input type="checkbox"/>	

**CORE ELEMENT 7: CULTURAL COMPETENCY**  
**(continued)**

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

West Side Middle School is in need of continued professional development to assist teachers in de-escalation strategies which assists all staff in supporting the emotional needs of all students.

Elkhart Community Schools continues to implement instructional practices using the SIOPI Model, Sheltered Instruction Observation Protocol. Use of SIOPI is a vital component of instructional support for both teachers and students. The instructional features of SIOPI support mastery of reading, writing, speaking, and listening skills needed for all students, not just English Language Learners.

Elkhart Community Schools continues to provide professional development to enhance literacy instruction for all students. LETRS training focuses on improving reading comprehension through five essential components (phonics, phonemic awareness, vocabulary, reading comprehension, and fluency).

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

SIOPI Course Modules for Professional Learning  
Trauma Informed Care Professional Development (Suicide Prevention Training, Sources of Strength, Zones of Regulation)  
MTSS Team (Response to Intervention Protocols)

**Link additional information here**  
(if necessary)

## CORE ELEMENT 8: REVIEW OF ATTENDANCE

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

<b>What may be contributing to the attendance trend?</b>	Home factors, including guardianship among grandparents, aunts, and relatives other than biological parents. Mental health issues, specifically depression and anxiety. Chronic behavior and discipline infractions which lead to OSS.		
<b>What procedures and practices are being implemented to address chronic absenteeism?</b>	Communication with parents once students reach 5 unexcused absences. Communication with parents once students reach 10 unexcused absences. Students are placed on attendance level alerts as unexcused absences accrue. MTSS monitoring and check-ins with families and students focusing on attendance.		
<b>If procedures or practices to reduce chronic absenteeism are in place, how are the results monitored?</b>	Monthly attendance reports and monitoring. MTSS monitoring and check-ins with families and students focusing on attendance.		
<b>Number of students absent 10% or more of the school year:</b>			
<b>Last Year:</b>	183	<b>Two Years Ago:</b>	205
		<b>Three Years Ago:</b>	234

<b>Best Practice/Requirements Self-Check</b>	<b>Yes/No</b>
The school has and follows a chronic absence reduction plan.	Choose
An MTSS is in place to identify and help the academic, behavioral, and/or wellness needs of chronically absent students	Choose
<b>Link additional information here</b> (if necessary) <input type="checkbox"/>	

## CORE ELEMENT 9: PARENT AND FAMILY ENGAGEMENT

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

Facilitate conferences with parents, teachers, counselors and administrators.  
Develop individualized educational plans to increase mastery of essential standards for Language Arts and Math.  
District Parent Teacher Conferences  
Parent Teacher Organization (New, Kickoff 2024-2025 school year)

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

Parents are able to express concerns, ideas, and suggestions through emails, phone calls, and conferences with administrators.  
Surveys  
P/T Conferences  
IEP Process  
Extra Curricular Events  
MTSS  
Social Workers  
Sprigeo  
Parent Square, Peachjar  
School Marquee

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

Parent Teacher Organization (New, Kickoff 2024-2025 school year)  
PTO initiatives to incorporate student centered activities, building a positive school culture of belonging.

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

Teachers and social workers review student demographics which includes awareness of the following student information: Home Language Survey, IEP's, ILP's, and overall needs associated with socioeconomic factors.  
Parent liaisons serve as an additional means of bridging communication between parents, teachers, and administration.

**Link additional information here**  
(if necessary)



## CORE ELEMENT 9: PARENT AND FAMILY ENGAGEMENT

*[Title I schoolwide only]*

**The following is specific to Title I Schoolwide Programs.**

<b>Describe strategies used to increase parental involvement.</b>	
<b>How does the school provide individual academic assessment results to parents/guardians?</b>	
<b>How does the school involve parents in the planning, review, and improvement of the schoolwide plan?</b>	
<b>Link additional information here (if necessary) <input type="checkbox"/></b>	

**CORE ELEMENT 10: PROVISION FOR SECONDARY SCHOOLS**

***[Secondary schools only]***

**The following is specific to secondary schools.**

<b>How do course offerings allow all students to become eligible to receive an academic honors diploma?</b>			
<b>How are all students encouraged to earn an Academic Honors Diploma or complete the Core 40 curriculum?</b>			
<b>How are advanced placement (AP), dual credit, international baccalaureate (IB), and career and technical education(CTE) opportunities promoted?</b>			
<b>Graduation rate last year:</b>		<b>Percent of students on track to graduate in each cohort:</b>	
<b>Link additional information here (if necessary) <input type="checkbox"/></b>			

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

***[Title I schoolwide only]***

**This section applies only to schools that receive Title I funds and operate a schoolwide program.**

**Describe how your school coordinates and integrates federal, state, and local funds and resources, such as in-kind services and program components.**

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

**Link additional information here  
(if necessary)**

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

(continued)

***[Title I schoolwide only]***

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

**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.**

**Link additional information here**  
(if necessary)

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

(continued)

***[Title I schoolwide only]***

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

Staff Name	Licensure/Certification	Assigned Class/Subject
<a href="#">WSMS Staff Roster</a>		
<b>Link additional information here</b> (if necessary) <input type="checkbox"/>		

## SCHOOL IMPROVEMENT PLAN

***[Required for all schools]***

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

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

<b>Possible Funding Sources</b>		
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

### **Using the Goal Template**

#### **Goals**

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

Are based on a three-year plan, starting with the current year (Goal 1) and followed by succeeding years (“Yr 2” and “Yr 3”)

#### **Evidence-Based Strategy**

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

## GOAL TEMPLATE

<b>GOAL (EXAMPLE)</b>			
<b>Goal</b>	<i>Example: By the end of the 2024-2025 school year, the ILEARN ELA proficiency rate will be 26%, which reflects a 7.5% annual increase.</i>		
<b>Sub-Group focus</b>	SpEd/ ELL		
<b>The Strategies we are going to implement are</b>	Gradual release, Data driven practices, and writing workshops		
<b>To address the Root Cause</b>	Learning loss following COVID-19 and a lack of specialized programs targeting reading comprehension and fluency.		
<b>Which will help us meet this student outcome Goal*</b>	By encouraging data proven practices in ELA and reading to help us reach our ILEARN ELA Goal of 26% proficiency rate.		
<b>How Will We Get There?</b>			
<b>Evidence Based Strategies to Address Problems</b>	<b>Supporting Research for Strategy</b>	<b>Who is Accountable for Strategy?</b>	<b>Timeline</b>
<i>Gradual Release</i>	<i>McVee, M.B., Ortlieb, E., Sharpies Reichenger, J., &amp; Pearson, P.D. (August 2019). The Gradual Release of Responsibility in Literacy Research and Practice. Emerald Publishing Limited. DOI: 10.1108/S2048-0458201910.</i>	<i>Administration and teachers</i>	<i>September 2024 - May 2025</i>
<b>Link additional information here</b> (if necessary) <input type="checkbox"/>			

## STRATEGY TEMPLATE

<b>Strategy (EXAMPLE)</b>	<b>Gradual Release</b>					
<b>What actions will we take to implement the improvement strategy? (specific, actionable activities that lead to the completion of the strategy identified)</b>						
<b>Activity (Action Step)</b>	<b>Activity Description</b>	<b>Position Responsible</b>	<b>Measurement</b>	<b>Resources Needed</b>	<b>Timeline</b>	<b>Status</b>
Model GRR	Admin has been modeling during meetings how to use Gradual Release Responsibility during the presentation. Modeling the I do, We do, They do, and You do during the presentation.	Admin	Lesson Plans	PowerPoint	5.24.2025	In Progress ▾
Mini-lesson focus with GRR	Teachers were given a new lesson plan template and asked to focus on the comprehension section in ELA and mini-lesson in Eureka and complete the gradual release of responsibility	Teachers	Lesson Plans	GRR template	5.24.2025	In Progress ▾
Lesson Plan template with GRR	Teachers were given a new lesson plan template based on their grade level bands that includes the gradual release responsibility	Admin and teachers	Lesson Plans	GRR LP template	5.24.2025	Completed ▾
<b>To what extent has the strategy been implemented? What about the process went well, or not? What is the adult fidelity evidence of this?</b>						
<b>How has student achievement been impacted? What is the evidence?</b>						
<b>How will implementation be adjusted and/or supported moving into next year?</b>						
<b>Link additional information here (if necessary)</b> <input type="checkbox"/>						

## SCHOOL IMPROVEMENT PLAN GOAL AND STRATEGIES TEMPLATE

GOAL #1			
<b>Goal</b>	West Side Middle School will increase the percentage of 7th and 8th grade students proficient on the English Language Arts ILEARN Assessment by 5%.		
<b>Sub-group focus</b>	Special Education, English Language Learners		
<b>The strategies we are going to implement are</b>	Progress Monitoring, School Wide Intervention Plan, Tier 1 and Tier 2 Instructional Strategies, Small Group Reading Interventions		
<b>To address the root cause</b>	Adolescent transition from elementary to middle school buildings poses new challenges that impact social emotional learning. Turnover in certified staff and implementation of specialized online instruction (Elevate) in place of highly effective teachers. Lack of certified instructional staff that possess adequate teacher training.		
<b>Which will help us meet this student outcome goal*</b>	By implementing a school wide intervention plan as well as consistent Tier 1 and Tier 2 instructional strategies overall proficiency on ELA ILEARN will increase by 5%.		
How Will We Get There?			
Evidence Based Strategies to Address Problems	Supporting Research for Strategy	Who is Accountable for Strategy?	Timeline
Progress Monitoring Interventions	Werb, Ryan. "Interventions and Progress Monitoring Toolkit." <i>Panorama Education</i> , Panorama Education, 12 July 2024, <a href="http://www.panoramaed.com/blog/progress-monitoring-fundamentals-mtss-rti">www.panoramaed.com/blog/progress-monitoring-fundamentals-mtss-rti</a> .	Administrators, Counselors, and Teachers	September 2024-May 2025
Interventions Based on Student Data	Solution Tree Press. (2016). Chapter 7, Responding When Some Students Don't Learn. In <i>Learning By Doing A Handbook for Professional Learning Communities at Work</i> (3rd ed., pp. 161–186).	Administrators, Counselors, and Teachers	September 2024-May 2025
Effective Instructional Practices	Lemov, D. (2015a). In <i>Teach Like a Champion 2.0 62 Techniques That Put Students On The Path To College</i> (pp. 83–232) Jossey-Bass.  Building Ratio Through Questioning, Writing, and Discussion	Administrators, Counselors, and Teachers	September 2024-May 2025

Literacy Across All Disciplines	Mike Schmoker, Focus	Administrators, Counselors, and Teachers	September 2024-2025
<a href="#">Link additional information here</a> (if necessary) <input type="checkbox"/>			

<b>Strategy #1</b>	<b>West Side Middle School will implement a school wide intervention plan which will provide academic support and enrichment to all students.</b>					
<b>What actions will we take to implement the improvement strategy? (specific, actionable activities that lead to the completion of the strategy identified)</b>						
<b>Activity (Action Step)</b>	<b>Activity Description</b>	<b>Position Responsible</b>	<b>Measurement</b>	<b>Resources Needed</b>	<b>Timeline</b>	<b>Status</b>
Common Formative Assessments	All teachers will administer common formative assessments to assess student learning and mastery of essential core standards.	Teachers	District CFA		9/2024-5/2025	In Progress ▾
PLC Data Analysis and Monitoring	<ul style="list-style-type: none"> <li>With every common formative assessment, teachers will analyze performance results through the collection of data.</li> <li>Teachers will share data and discuss interventions to improve the percentage of students that meet mastery or proficiency with essential standards.</li> </ul>	Teachers and Administrators	PLC Collaboration CFA Data in Mastery Connect		9/2024-5/2025	In Progress ▾
Intervention & Enrichment	<p>Based upon performance on CFA's, students will be scheduled to receive intervention and enrichment during advisory.</p> <p>Advisory is a 30 minute instructional block. Students will report to assigned classrooms based upon both CFA and ILEARN data.</p>	Administration	CFA Mastery ILEARN Proficiency		9/2024-5/2025	In Progress ▾
<b>To what extent has the strategy been implemented? What about the process went well, or not? What is the adult fidelity evidence of this?</b>		<p>During the 2023-24 instructional year, a new intervention and enrichment plan was implemented. In order to support academic achievement, weekly grade monitoring guided the individual needs of all students. Teachers assigned students to attend a two day intervention within the core content area of struggle. Additionally, students approaching proficiency on the ELA ILEARN state assessment received supplemental instruction and practice. These students shared a six week rotation for supplemental math instruction as well. This approach has been successful. Student performance grades reflect increased student engagement and achievement.</p>				

<p><b>How has student achievement been impacted? What is the evidence?</b></p>	<p>276 students achieved growth in the following 3 areas of academic criteria:</p> <ul style="list-style-type: none"> <li>● Semester 2 Performance Grades (Quarter 3, Quarter 4)</li> <li>● Growth for NWEA</li> <li>● 2024 ILEARN ELA and/or Math</li> </ul> <p>50.2% of enrolled students demonstrated improved academic performance</p>
<p><b>How will implementation be adjusted and/or supported moving into next year?</b></p>	<p>WSMS will continue to build upon last year's intervention and enrichment plan. This year, however, interventions will begin in October versus February. Interventions and enrichment assignments will be prioritized in alignment with quarterly CFA performance to guarantee mastery of essential standards. Enrichment will provide interactive opportunities for increased rigor among students that demonstrate both mastery of essential standards as well as exemplary student performance for quarter grades in all content areas.</p>
<p><b>Link additional information here</b> (if necessary) <input type="checkbox"/></p>	

Strategy #2	Implement School Wide Literacy Goal					
What actions will we take to implement the improvement strategy? (specific, actionable activities that lead to the completion of the strategy identified)						
Activity (Action Step)	Activity Description	Position Responsible	Measurement	Resources Needed	Timeline	Status
Planning Committee	Teachers will develop a uniform approach to support literacy instruction across all content areas.	Administrators and Teachers	Monthly planning	Monthly planning	9/24-5/25	Not Started ▾
Close Reading Strategies	Define and implement a common close reading strategy that will be utilized by all teachers.	Administrators and Teachers	Structured bellwork in all content areas.		9/24-5/25	Not Started ▾
Benchmarks	Implement core components of literacy to support increased comprehension. This will focus on building background knowledge and vocabulary development.	Administrators and Teachers	Monthly Benchmark in all content areas.		9/24-5/25	Not Started ▾
<b>To what extent has the strategy been implemented? What about the process went well, or not? What is the adult fidelity evidence of this?</b>	This is a new initiative for the 2024-25 instructional year. Students are in need of common strategies that will support increased comprehension of the text in all content areas. Mike Schmoker’s “Focus” indicates that all teachers are teachers of literacy and that with a shared common goal, teachers will be able to provide students with strategies that support increased comprehension.					
<b>How has student achievement been impacted? What is the evidence?</b>						
<b>How will implementation be adjusted and/or supported moving into next year?</b>						
<b>Link additional information here (if necessary)</b> <input type="checkbox"/>						

Strategy #3	Facilitate professional development for Tier 1 and Tier 2 instructional strategies and interventions.					
What actions will we take to implement the improvement strategy? (specific, actionable activities that lead to the completion of the strategy identified)						
Activity (Action Step)	Activity Description	Position Responsible	Measurement	Resources Needed	Timeline	Status
Present examples of Tier 1 instruction.	Review multiple strategies that support Tier 1 instructional strategies.	Administrators	Inventory of Strategies	Google Form	9/24-5/25	In Progress ▾
Present examples of Tier 2 instruction.	Review multiple strategies that support Tier 2 instructional strategies.	Administrators	Inventory of Strategies	Google Form	9/24-5/25	Not Started ▾
Instructional Walk Throughs	Administrators observe classrooms for effective use of Tier 1 or Tier 2 instructional strategies.	Administrators	Inventory of Strategies	Google Form	9/24-5/25	Not Started ▾
<b>To what extent has the strategy been implemented? What about the process went well, or not? What is the adult fidelity evidence of this?</b>	<p>This will be a new initiative this instructional year. Administrators will provide professional development that emphasizes direct explicit instruction. District level support and resources have been provided, emphasizing the positive impact that explicit teaching has upon academic achievement and improved classroom management.</p> <ul style="list-style-type: none"> <li>• Dr. Terry Scott (All District PD)</li> <li>• Solution Tree All Things PLC</li> <li>• Solution Tree Consultant/Coach</li> </ul>					
<b>How has student achievement been impacted? What is the evidence?</b>	<p>Evidence indicates that direct explicit teaching increases student engagement. As student engagement increases, academic performance increases.</p> <p>(Dr. Terry Scott)</p>					
<b>How will implementation be adjusted and/or supported moving into next year?</b>						
<b>Link additional information here (if necessary)</b> <input type="checkbox"/>						

# PROGRESS INDICATORS TEMPLATE

*[Required for all schools]*

PROGRESS INDICATORS				
Check-in Schedule	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Key Performance Indicator (Assessment)	ELA CFA #1 ELA CSA #1 ELA ILEARN Benchmark #1 October 1, 2024-October 4th	ELA CFA #2 ELA CSA #2 ELA ILEARN Benchmark #2 December 2, 2024-Dec 20	ELA CFA #3 ELA CSA #3 ELA ILEARN Benchmark 3 March 3rd, 2025-March 21	ELA CFA #4 ELA CSA #4 ELA ILEARN Benchmark 4 April 14th, 2025-May 9
Results				
On Track to Meet Goals?				
Strengths				
Areas for Growth				
Next Steps				
Link additional information here (if necessary) <input type="checkbox"/>				

**GOAL #2**

<b>Goal</b>	ECS Middle Schools will increase the percentage of 7th and 8th grade students proficient on the Math ILEARN Assessment by 5%.
<b>Sub-group focus</b>	Special Education, English Language Learners
<b>The strategies we are going to implement are</b>	Progress Monitoring, School Wide Intervention Plan, Tier 1 and Tier 2 Instructional Strategies, Small Group Math Interventions
<b>To address the root cause</b>	Adolescent transition from elementary to middle school buildings poses new challenges that impact social emotional learning. Turnover in certified staff and implementation of specialized online instruction (Elevate) in place of highly effective teachers. Lack of certified instructional staff that possess adequate teacher training.
<b>Which will help us meet this student outcome goal*</b>	By implementing a school wide intervention plan as well as consistent Tier 1 and Tier 2 instructional strategies overall proficiency on ELA MATH will increase by 5%.

**How Will We Get There?**

<b>Evidence Based Strategies to Address Problems</b>	<b>Supporting Research for Strategy</b>	<b>Who is Accountable for Strategy?</b>	<b>Timeline</b>
Interventions Based on Student Data  Weekly PLC Meetings (Guided By the Four Essential Questions)	Solution Tree Press. (2016). Chapter 7, Responding When Some Students Don't Learn. In <i>Learning By Doing A Handbook for Professional Learning Communities at Work</i> (3rd ed., pp. 161–186).	Administrators, Counselors, and Teachers	September 2024-May 2025
Progress Monitoring Interventions	Werb, Ryan. "Interventions and Progress Monitoring Toolkit." <i>Panorama Education</i> , Panorama Education, 12 July 2024, <a href="http://www.panoramaed.com/blog/progress-monitoring-fundamentals-mtss-rti">www.panoramaed.com/blog/progress-monitoring-fundamentals-mtss-rti</a>	Administrators, Counselors, and Teachers	September 2024-May 2025
Effective Instructional Practices	Lemov, D. (2015a). Academic Ethos. In <i>Teach Like a Champion 2.0 62 Techniques That Put Students On The Path To College</i> (pp. 83–232) Jossey-Bass .  Lemov, D. (2015c). Building Ratio Through Questioning, Writing, and Discussion. In <i>Teach Like a Champion 2.0 62 Techniques That Put</i>	Administrators, Counselors, and Teachers	September 2024-May 2025

	<p><i>Students On The Path To College</i> (pp. 233–339).Jossey-Bass.</p> <p>Lemov, D. (Ed.). (2015b). Building Character and Trust. In <i>Teach Like a Champion 2.0 62 Techniques That Put Students On The Path To College</i> (pp. 423–447). Jossey-Bass.</p>		
<p><b>Link additional information here</b> (if necessary) <input type="checkbox"/></p>			

Strategy #1	<b>West Side Middle School will implement a school wide intervention plan which will provide academic support and enrichment to all students.</b>					
<b>What actions will we take to implement the improvement strategy? (specific, actionable activities that lead to the completion of the strategy identified)</b>						
Activity (Action Step)	Activity Description	Position Responsible	Measurement	Resources Needed	Timeline	Status
Common Formative Assessments	All teachers will administer common formative assessments to assess student learning and mastery of essential core standards.	Teachers	District CFA		9/2024-5/2025	In Progress ▾
PLC Data Analysis and Monitoring	<ul style="list-style-type: none"> <li>With every common formative assessment, teachers will analyze performance results through the collection of data.</li> <li>Teachers will share data and discuss interventions to improve the percentage of students that meet mastery or proficiency with essential standards.</li> </ul>	Teachers and Administrators	PLC Collaboration  CFA Data in Mastery Connect		9/2024-5/2025	In Progress ▾
Intervention & Enrichment	Based upon performance on CFA's, students will be scheduled to receive intervention and enrichment during advisory.  Advisory is a 30 minute instructional block. Students will report to assigned classrooms based upon both CFA and ILEARN data.	Administration	CFA Mastery ILEARN Proficiency		9/2024-5/2025	In Progress ▾
<b>To what extent has the strategy been implemented? What about the process went well, or not? What is the adult fidelity evidence of this?</b>	During the 2023-24 instructional year, a new intervention and enrichment plan was implemented. In order to support academic achievement, weekly grade monitoring guided the individual needs of all students. Teachers assigned students to attend a two day intervention within the core content area of struggle. Additionally, students approaching proficiency on the ELA ILEARN state assessment received supplemental instruction and practice. These students shared a six week rotation for supplemental math instruction as well. This approach has been successful. Student performance grades reflect increased student engagement and achievement.					
<b>How has student achievement been impacted? What is the evidence?</b>	276 students achieved growth in the following 3 areas of academic criteria: <ul style="list-style-type: none"> <li>Semester 2 Performance Grades (Quarter 3, Quarter 4)</li> <li>Growth for NWEA</li> <li>2024 ILEARN ELA and/or Math</li> </ul> 50.2% of enrolled students demonstrated improved academic performance					

<b>How will implementation be adjusted and/or supported moving into next year?</b>	WSMS will continue to build upon last year's intervention and enrichment plan. This year, however, interventions will begin in October versus February. Interventions and enrichment assignments will be prioritized in alignment with quarterly CFA performance to guarantee mastery of essential standards. Enrichment will provide interactive opportunities for increased rigor among students that demonstrate both mastery of essential standards as well as exemplary student performance for quarter grades in all content areas.
<b>Link additional information here</b> (if necessary) <input type="checkbox"/>	

Strategy #2	Implement School Wide Literacy Goal					
What actions will we take to implement the improvement strategy? (specific, actionable activities that lead to the completion of the strategy identified)						
Activity (Action Step)	Activity Description	Position Responsible	Measurement	Resources Needed	Timeline	Status
Planning Committee	Teachers will develop a uniform approach to support literacy instruction across all content areas.	Administrators and Teachers	Monthly planning	Monthly planning	9/24-5/25	Not Started ▾
Close Reading Strategies	Define and implement a common close reading strategy that will be utilized by all teachers.	Administrators and Teachers	Structured bellwork in all content areas.		9/24-5/25	Not Started ▾
Benchmarks	Implement core components of literacy to support increased comprehension. This will focus on building background knowledge and vocabulary development.	Administrators and Teachers	Monthly Benchmark in all content areas.		9/24-5/25	Not Started ▾
<b>To what extent has the strategy been implemented? What about the process went well, or not? What is the adult fidelity evidence of this?</b>	This is a new initiative for the 2024-25 instructional year. Students are in need of common strategies that will support increased comprehension of the text in all content areas. Mike Schmoker’s “Focus” indicates that all teachers are teachers of literacy and that with a shared common goal, teachers will be able to provide students with strategies that support increased comprehension.					
<b>How has student achievement been impacted? What is the evidence?</b>						
<b>How will implementation be adjusted and/or supported moving into next year?</b>						
<b>Link additional information here (if necessary)</b> <input type="checkbox"/>						

Strategy #3	Facilitate professional development for Tier 1 and Tier 2 instructional interventions and strategies.					
What actions will we take to implement the improvement strategy? (specific, actionable activities that lead to the completion of the strategy identified)						
Activity (Action Step)	Activity Description	Position Responsible	Measurement	Resources Needed	Timeline	Status
Present examples of Tier 1 instruction.	Review multiple strategies that support Tier 1 instructional strategies.	Administrators	Inventory of Strategies	Google Form	9/24-5/25	In Progress ▾
Present examples of Tier 2 instruction.	Review multiple strategies that support Tier 2 instructional strategies.	Administrators	Inventory of Strategies	Google Form	9/24-5/25	Not Started ▾
Instructional Walk Throughs	Administrators observe classrooms for effective use of Tier 1 or Tier 2 instructional strategies.	Administrators	Inventory of Strategies	Google Form	9/24-5/25	Not Started ▾
<b>To what extent has the strategy been implemented? What about the process went well, or not? What is the adult fidelity evidence of this?</b>	<p>This will be a new initiative this instructional year. Administrators will provide professional development that emphasizes direct explicit instruction. District level support and resources have been provided, emphasizing the positive impact that explicit teaching has upon academic achievement and improved classroom management.</p> <ul style="list-style-type: none"> <li>• Dr. Terry Scott (All District PD)</li> <li>• Solution Tree All Things PLC</li> <li>• Solution Tree Consultant/Coach</li> </ul>					
<b>How has student achievement been impacted? What is the evidence?</b>	<p>Evidence indicates that direct explicit teaching increases student engagement. As student engagement increases, academic performance increases.</p> <p>(Dr. Terry Scott)</p>					
<b>How will implementation be adjusted and/or supported moving into next year?</b>						
<b>Link additional information here (if necessary)</b> <input type="checkbox"/>						

# PROGRESS INDICATORS TEMPLATE

*[Required for all schools]*

PROGRESS INDICATORS				
Check-in Schedule	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Key Performance Indicator (Assessment)	Math CFA #1 Math CSA #1 Math ILEARN Benchmark #1 October 1, 2024-October 4th	Math CFA #2 Math CSA #2 Math ILEARN Benchmark #2 December 2nd-December 20	Math CFA #3 Math CSA #3 Math ILEARN Benchmark March 3rd, 2025-March 21	Math CFA #4 Math CSA #4 Math ILEARN Benchmark April 14th, 2025-May 9
Results				
On Track to Meet Goals?				
Strengths				
Areas for Growth				
Next Steps				
Link additional information here (if necessary) <input type="checkbox"/>				

**GOAL #3**

<b>Goal</b>	ECS Middle Schools will improve the attendance rate of 7th and 8th grade students by 5%.
<b>Sub-group focus</b>	
<b>The strategies we are going to implement are</b>	<p>Monitoring, Prevention, Intervention</p> <ul style="list-style-type: none"> <li>● Create an attendance team (committee of staff).</li> <li>● Weekly PowerSchool attendance report.</li> <li>● Identify students that are chronically absent and will need to receive notification.</li> <li>● Conference with parents and/or guardians.</li> <li>● Goal Setting with students and parents.</li> <li>● Positive incentives for improved attendance</li> </ul>
<b>To address the root cause</b>	Lack of student engagement, lack of awareness toward loss of instructional time, transportation, and social emotional challenges that create avoidance from school.
<b>Which will help us meet this student outcome goal*</b>	Implementation of resources from the Indiana Department of Education that are provided for “Chronic Absenteeism”.

**How Will We Get There?**

<b>Evidence Based <u>Strategies</u> to Address Problems</b>	<b>Supporting Research for Strategy</b>	<b>Who is Accountable for Strategy?</b>	<b>Timeline</b>
Generate Solutions for Root Causes of Chronic Absenteeism	<i>Attendance Works</i> <i>Character Strong</i>	Administrators, Teachers, Counselors, Office and Support Staff, Social Counselors, and Athletic Coaches	September 2024-May 2025

<b>Link additional information here</b> (if necessary) <input type="checkbox"/>	
--	--

Strategy #1	Monitor and identify students that are chronically absent from school.					
What actions will we take to implement the improvement strategy? (specific, actionable activities that lead to the completion of the strategy identified)						
Activity (Action Step)	Activity Description	Position Responsible	Measurement	Resources Needed	Timeline	Status
Attendance Reports	Run a weekly attendance report for all students. Organize a spreadsheet that outlines the following data: absences, course grades, and discipline referrals.	Attendance Secretary			Weekly	In Progress ▾
Attendance Committee Meetings	Review attendance data report. Identify students that reflect the need for intervention.	Attendance Committee			Bi Monthly	Not Started ▾
MTSS	Monitor attendance patterns for students identified by WSMS MTSS team.	MTSS			Monthly	In Progress ▾
<b>To what extent has the strategy been implemented? What about the process went well, or not? What is the adult fidelity evidence of this?</b>	<p>This will be a new strategy for the 2024-2025 school year. Within the previous years, attendance monitoring has been a significant part of MTSS meetings.</p> <p>However, an attendance committee will be able to focus on all students and analyze patterns that affect frequent absences for students that have not been identified through MTSS.</p>					
<b>How has student achievement been impacted? What is the evidence?</b>	<p>Students that are chronically absent, underperform on state assessments and experience difficulties in passing all classes.</p>					
<b>How will implementation be adjusted and/or supported moving into next year?</b>	<p>Staff will need to be consistent in communicating with parents, guardians, and students about daily attendance patterns.</p>					
<b>Link additional information here (if necessary)</b> <input type="checkbox"/>						

Strategy #2	Prevention Strategy: Attendance Awareness Campaign, Student Incentives					
What actions will we take to implement the improvement strategy? (specific, actionable activities that lead to the completion of the strategy identified)						
Activity (Action Step)	Activity Description	Position Responsible	Measurement	Resources Needed	Timeline	Status
Building Wide Positivity and Praise  Locker Decorations Raffles for Attendance Spirit Days-Kindness, Friendship, Positivity	Develop a culture of belonging and acceptance for all students.  Sources of Strength is a student-centered organization that works to create a positive atmosphere among one another.	Counselors Social Workers Student Council JNHS				Not Started ▾
						Choose ▾
						Choose ▾
<b>To what extent has the strategy been implemented? What about the process went well, or not? What is the adult fidelity evidence of this?</b>	<p>This will be a new strategy for the 2024-2025 school year. Sources of Strength has been established since the 2022-2023 school year. This group of students are equipped with the ability to create a culture of positivity among peers. Time has been limited and interaction for these students to connect with all peers has only occurred during lunches. Motivational stickers and bracelets have been handed out. This is important as these items spread messages of acceptance and positivity among one another. The one drawback is that time is limited and this group of students would benefit from more opportunity to work alongside one another.</p>					
<b>How has student achievement been impacted? What is the evidence?</b>	<p>There is no evidence that student achievement has been impacted by this initial strategy.</p>					
<b>How will implementation be adjusted and/or supported moving into next year?</b>	<p>Promoting school culture will need to be more intentional. Establishing spirit days that focus on friendship, kindness, and positive school culture will need to be reviewed.</p>					
<b>Link additional information here (if necessary)</b> <input type="checkbox"/>						

Strategy #3						
What actions will we take to implement the improvement strategy? (specific, actionable activities that lead to the completion of the strategy identified)						
Activity (Action Step)	Activity Description	Position Responsible	Measurement	Resources Needed	Timeline	Status
						Choose ▾
						Choose ▾
						Choose ▾
To what extent has the strategy been implemented? What about the process went well, or not? What is the adult fidelity evidence of this?						
How has student achievement been impacted? What is the evidence?						
How will implementation be adjusted and/or supported moving into next year?						
Link additional information here (if necessary) <input type="checkbox"/>						

**PROGRESS INDICATORS TEMPLATE**

*[Required for all schools]*

<b>PROGRESS INDICATORS</b>				
<b>Check-in Schedule</b>	<b>Quarter 1</b>	<b>Quarter 2</b>	<b>Quarter 3</b>	<b>Quarter 4</b>
<b>Key Performance Indicator (Assessment)</b>	Power School Attendance Report October 11th, 2024	Power School Attendance Report December 20th, 2024	Power School Attendance Report March 14th, 2024	Power School Attendance Report May 29th, 2024
<b>Results</b>				
<b>On Track to Meet Goals?</b>				
<b>Strengths</b>				
<b>Areas for Growth</b>				
<b>Next Steps</b>				
<b>Link additional information here</b> (if necessary) <input type="checkbox"/>				

## PROFESSIONAL DEVELOPMENT PLAN

***[Required for all schools]***

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

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

<b>Professional Development Goal(s)</b>	West Side Middle School will provide professional development in collaboration with the following: Solution Tree Consultant Jack Balderman (All Things PLC) Dr. Terry Scott: Effective Classroom Management Smeckens (Anita Gordon, Literacy and Writing) LETRS Foundations of Reading
<b>Is professional development linked to SIP goals?</b>	Yes -
<b>Possible Funding Sources</b>	
<b>Plan for coaching and support during the learning process</b>	Professional Learning Communities every Monday Monthly Staff Meetings, Monthly Staff Professional Learning Instructional WalkThroughs with Administrator Feedback
<b>Evidence of Impact</b>	
<b>How will effectiveness be sustained over time?</b>	Monitoring classroom instructional practices with an emphasis on Tier I and Tier 2 Interventions. Evaluating data from Common Formative Assessments, ILEARN Checkpoints, ILEARN Performance Results, WIDA Performance Results
<b>Link additional information here (if necessary)</b> <input type="checkbox"/>	

<b>Professional Development Goal(s)</b>	
<b>Is professional development linked to SIP goals?</b>	Choose ▾
<b>Possible Funding Sources</b>	
<b>Plan for coaching and support during the learning process</b>	
<b>Evidence of Impact</b>	
<b>How will effectiveness be sustained over time?</b>	
<b>Link additional information here (if necessary) □</b>	

<b>Professional Development Goal(s)</b>	
<b>Is professional development linked to SIP goals?</b>	Choose ▾
<b>Possible Funding Sources</b>	
<b>Plan for coaching and support during the learning process</b>	
<b>Evidence of Impact</b>	
<b>How will effectiveness be sustained over time?</b>	
<b>Link additional information here (if necessary) □</b>	

<b>Professional Development Goal(s)</b>	
<b>Is professional development linked to SIP goals?</b>	Choose ▾
<b>Possible Funding Sources</b>	
<b>Plan for coaching and support during the learning process</b>	
<b>Evidence of Impact</b>	
<b>How will effectiveness be sustained over time?</b>	
<b>Link additional information here (if necessary) □</b>	