

*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	North Side Middle School
School Number	1753
Street Address	300 Lawrence Street
City	Elkhart
Zip Code	46514

## SCHOOL CONTACT INFORMATION

Principal	Sara Jackowiak
Phone number	574-262-5570
Email	sjackowiak@elkhart.k12.in.us
Superintendent	Dr. Larry Huff
Phone number	574-262-5515
Email	lhuff@elkhart.k12.in.us
Grant contact	Beth Williams
Phone number	574-262-5500
Email	bwilliams@elkhart.k12.in.us
Other contact	Mr. Frank Serge
Position	Director of Secondary Education
Phone number	574-262-5500
Email	fserge@elkhart.k12.in.us

## SCHOOL IDENTIFICATION

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

For implementation during the following years:	2023-26 ▾
This is an initial three year plan.	No ▾
This is a review/update of a plan currently in use.	Yes ▾

This school is identified as Comprehensive Support & Intervention (CSI) by the federal government.	No ▾
This school is identified as Targeted Support & Intervention (TSI) by the federal government.	Yes ▾
This school is identified as Additional Targeted Support & Intervention (ATSI) by the federal government.	Yes ▾
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.**

English Language Le... ▾	Special Education ▾	Multiracial ▾	Free/Reduced Lunch ▾	Hispanic Ethnicity ▾
Black ▾	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 type="checkbox"/> Individual Education Plans (IEPs)	<input type="checkbox"/> School Discipline Reports*
<input type="checkbox"/> District Assessments	<input type="checkbox"/> IAM Assessment	<input type="checkbox"/> Individual Learning Plans (ILPs)	<input type="checkbox"/> Bus Discipline Reports*
<input type="checkbox"/> Dyslexia Assessments	<input type="checkbox"/> Aptitude Assessment(s)	<input type="checkbox"/> Staff Training	<input type="checkbox"/> Surveys (parent, student, staff) *
<input type="checkbox"/> Common Formative Assessments	<input type="checkbox"/> Special Education Compliance Rpt	<input type="checkbox"/> Aptitude Assessment (e.g. CogAT)	<input 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: <input checked="" type="checkbox"/> Comprehensive Needs Assessment - NorthSide.xlsx		Link:	
Link: <a href="#">Ilearn Score Comparisons</a>		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.

<b>Previous Year Goal #1</b>	<b>By Spring 2024, The proficiency rate on the WIDA/Access Assessment will increase by 5%</b>	<b>Measurable Outcome Met?</b>	No ▾
<b>If the goal was met, how will the school further improve or sustain this level of performance?</b>			
<b>If the goal was not met, should the school continue to work toward this goal?</b>		No ▾	
<b>If the goal was not met, and you choose to continue to work toward this goal, what will you change?</b>		Although this will not continue to be a specific goal, we will continue to work toward increasing the percentage proficient on Ilearn.	
<i>If the goal was not met and it will continue to be a goal, conduct a root cause analysis to determine why.</i>			

<b>Previous Year Goal #2</b>	<b>The number of North Side students reaching proficiency will increase by 7 % on the Spring 2024 ILEARN Math Assessment.</b>	No ▾
<b>If the goal was met, how will the school further improve or sustain this level of performance?</b>		
<b>If the goal was not met, should the school continue to work toward this goal?</b>	Yes ▾	
<b>If the goal was not met, and you choose to continue to work toward this goal, what will you change?</b>	The percentage of students reaching proficiency will change based on student data for currently enrolled students. We will also be implementing new Tier 1 instructional strategies, a system of interventions and more frequent formative assessments to guide instruction. We will also utilize formative assessment data to provide more effective and timely interventions for students.	
<i>If the goal was not met and it will continue to be a goal, conduct a root cause analysis to determine why.</i>		

<b>Previous Year Goal #3</b>		<b>Measurable Outcome Met?</b>	Choose ▾
<b>If the goal was met, how will the school further improve or sustain this level of performance?</b>			
<b>If the goal was not met, should the school continue to work toward this goal?</b>	Choose ▾		
<b>If the goal was not met, and you choose to continue to work toward this goal, what will you change?</b>			
<i>If the goal was not met and it will continue to be a goal, conduct a root cause analysis to determine why.</i>			

## 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.
3. 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.
4. 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.
5. Draw conclusions. Analyze the finished SIOT diagram. Be sure to 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

SIOT Analysis	
Strengths	Areas of Improvement
<p><b>Goal 1</b>-On the 2024 WIDA Access test, 54 of the 118 students (46.7%) increased their overall proficiency score.</p> <ul style="list-style-type: none"> <li>● Level 1-1.9= 17 students (77%)</li> <li>● Level 2-3.9= 27 students (38%)</li> <li>● Level 4-4.9= 10 students (43.4%)</li> </ul> <p>38% of English Learners in 22-23 increased their level of proficiency on the Access test.</p> <p><b>Goal 1</b>-Targeted interventions for identified students who were close to reaching proficiency.</p>	<p><b>Goal 1</b>-All teachers need to be intentional in their Tier 1 instruction. Consistent implementation of SIOP strategies and content language objects. Writing and speaking are the two areas on the Access test that our students score the lowest, increasing the number of opportunities in classrooms for our EL students to write and speak.</p> <p><b>Goal 2</b>- Limited curriculum resources for math teachers.</p> <p><b>Goal 2</b>- Schools ability to offer more relevant and timely interventions to students not mastering skills.</p>
Opportunities	Threats
<p><b>Goal 1</b>- Implementation of a common lesson planning form that will be utilized by all teachers. The form is based on several components of SIOP and will focus on the beginning, the middle and the end of instructional periods.</p> <p><b>Goal 2</b>- We have identified one Math teacher who will serve as an intervention teacher during our Advisory period for both 7th and 8th grade. The groups of students will be fluid and based on data from CFA's and Ilearn checkpoints.</p>	<p><b>Goal 1</b>-Threats to EL student success on the Access test include the students confidence in their ability to write and speak.</p> <p>Goal 2- The Math curriculum is still limited in terms of researched based resources and strategies.</p> <p>Goal 2- We have three full time certified Math teachers and each of them are teaching an overload.</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?**

Strategies		
Problem	Root Cause	Strategy to Address Problem
<ol style="list-style-type: none"> <li>1. <b>Goal 1-</b> EL students are lacking the writing and speaking skills necessary to be proficient.</li> <li>2. <b>Goal 1-</b> Teachers have not been consistently implementing strategies in all classes to improve writing and speaking skills.</li> <li>3. <b>Goal 1-</b> Students lack confidence in their writing and speaking ability.</li> <li>4. <b>Goal 2-</b> Students do not have the number sense or computation skills necessary to score proficient or above.</li> <li>5. Goal 2- Lack of plan time and resources for Math teachers.</li> <li>6. <b>Goal 2-</b> Math teachers were not able to provide timely interventions due to staffing issues.</li> </ol>	<ol style="list-style-type: none"> <li>1. Instructional strategies utilized did not intentionally address the writing and speaking skills students need.</li> <li>2. Not all staff have been trained in SIOP strategies and those who have need to be retrained.</li> <li>3. The lack of opportunities to write and speak.</li> <li>4. Gaps in learning since covid and virtual learning have not directly addressed number sense and computation.</li> <li>5. Due to staff shortages</li> <li>6. Due to scheduling and staff issues, interventions were not offered to students in a timely manner or consistently.</li> </ol>	<ol style="list-style-type: none"> <li>1. Increasing writing opportunities and protocol in all classes by utilizing methods used in our language arts classes: RACER. Increasing speaking opportunities/requirements for students in all classes.</li> <li>2. New staff will be trained in utilization of the lesson plan template based on SIOP components and strategies will be presented during monthly staff meetings.</li> <li>3. Students will be given increased opportunities to write and speak in all classes and throughout the building.</li> <li>4. Math teachers will intentionally provide students with more practice in these areas. New math curriculum resource will assist in this area.</li> <li>5. In the 24-25 school year, all math classes will be taught in person and by a certified math instructor. Coaching from a PLC consultant will improve teachers understanding of common assessments and utilization of that data to improve instruction.</li> <li>6. In the 24-25 school year, there is a dedicated time in the school day for academic interventions to occur based on student mastery of skill</li> </ol>
<p><b>Link additional information here</b> (if necessary) <input type="checkbox"/></p>		

**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>
Sara Jackowiak	Principal	Both ▾	
Mary Wisniewski	Assistant Principal	Both ▾	
Westin Hanson	Assistant Principal	Both ▾	
Jennifer Tashijan	Counselor	Both ▾	
Anne Cox	Media Specialist	Both ▾	
Madelyn Pedler	Math Department Chair	Both ▾	
Emily Kuzdas	ELA Department Chair	Both ▾	
Sue Sherck	Language Learners Dept. Chair	Both ▾	
Jamie Bartels	Special Education Chairperson	Both ▾	



## 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"/>
English Language Arts	7-8	Smekens	Yes ▾	Tier 1 ▾	Research based literacy strategies.	Yes ▾	<input type="checkbox"/>
English Language Arts	7-8	Holt McDougal Literature	Yes ▾	Tier 1 ▾	Textbook provides reading material.	Yes ▾	<input type="checkbox"/>
Science	7-8	SEPUP	Yes ▾	Tier 1 ▾	Inquiry based Science curriculum aligned to state standards	Yes ▾	<input type="checkbox"/>
Band/Orch/Choir	7-8	Essential Elements	Yes ▾	Tier 1 ▾	Provides logical progression of skill development	Yes ▾	<input type="checkbox"/>
Math	7/8	Maneuvering the Middle	Yes ▾	Tier 1 ▾	Math resource that provides standards based curriculum material.	Yes ▾	
Social Studies	8	McGraw Hill Discovering History of our Past	Yes	Tier 1			

Preparing for College and Careers	7/8	Pathful and District Created curriculum	Yes	Tier 1			
Health	8	Glencoe Teen Health	Yes	Tier 1			
Art	7/8						
Physical Ed.	7/8						

**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 type="checkbox"/>

The public may view the school's curriculum in the following location(s)	
<a href="https://www.elkhart.k12.in.us/" style="color: #4F81BD; text-decoration: underline;">https://www.elkhart.k12.in.us/</a>	
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 type="checkbox"/>
Teachers use instructional strategies that ensure students have multiple means of accessing instructional content.	Yes ▾	<input type="checkbox"/>
Instructional strategies provide students with multiple options for illustrating their knowledge.	Yes ▾	<input type="checkbox"/>
Instructional strategies foster active participation by students during the instructional process	Yes ▾	<input type="checkbox"/>
Teachers and staff promote authentic learning and student engagement across all content areas.	Yes ▾	<input type="checkbox"/>
Strategies and instructional methods ensure equity of opportunity for all students during the learning process.	Yes ▾	<input type="checkbox"/>
Instructional strategies assist with bridging the cultural differences in the learning environment.	Yes ▾	<input type="checkbox"/>
Teachers and staff integrate evidence-based strategies during Tier II and Tier III instruction.	Yes ▾	<input type="checkbox"/>
Teachers work collaboratively to support and refine instructional effectiveness (e.g. with feedback, coaching, etc)	Yes ▾	<input type="checkbox"/>
High expectations for academic achievement are made clear to students and supported with adequate scaffolding and resources.	Yes ▾	<input type="checkbox"/>



***FOR TITLE I SCHOOLS WITH 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	7 - 8	Benc... ▾	The purpose of the 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	7 - 8	Benc... ▾	Measures student achievement and growth in ELA and Math. I AM is the summative accountability assessment for students with significant cognitive disabilities.	Yes ▾	<input type="checkbox"/>
		Choose ▾		Choose ▾	<input type="checkbox"/>
Departmental Common Formative Assessment	7-8	Form... ▾	To determine student knowledge before units are taught and what was learned after completing units.	Yes ▾	<input type="checkbox"/>
Common Summative Assessments	7-8	Sum... ▾	To measure student learning and as reflective information for teachers to establish effectiveness of instruction.	Yes ▾	<input type="checkbox"/>
Classroom bellwork, exit slips, check for understanding	7-8	Form... ▾	Used to practice what they have learned and to determine what students know and used as reflective information for teachers to establish effectiveness of instruction.	Yes ▾	<input type="checkbox"/>
Course Unit exams	7-8	Sum... ▾	To measure student learning and as reflective information for teachers to establish effectiveness of instruction.	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.**

1:1 technology has been provided by the district. Each student receives an iPad for the school year. The focus of the 1:1 learning initiative is to maximize student collaboration, provide more engaging lessons, and expand the rigorous student-centered learning experiences available to each child. In addition, providing devices to every student opens the door for our teachers to design learning experiences where students develop the digital literacy skills needed to become competent and responsible future-ready citizens.

The iPad provides additional opportunities for students to engage in reading and writing regardless of their proficiency level. Many of the professional development opportunities provided to teachers have focused on using the built in accessibility features of the iPads like speech to text, Safari Reader, speak screen and screen recording.

The district also has a technology coach to help coach teachers on additional ways to meaningfully incorporate technology into lessons and projects. Our technology coaches work with individual teachers, PLC teams, and the entire school to incorporate these new instructional strategies

In addition to iPads and 1:1 professional development the district has adopted Canvas as the learning management system for secondary students. Teachers have received professional development on how to maximize Canvas in the classroom to enhance student learning. In order to ensure that teachers continue to build their knowledge related to instructional technology, the district continues to offer a wide variety of professional development. The technology related professional development is offered at varied times, in person and online and is leveled so it is relevant to all teachers.

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

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

There are established procedures for maintaining technology equipment.	Yes ▾	<input type="checkbox"/>
Sufficient infrastructure exists to support instructional, assessment, and operational needs.	Yes ▾	<input type="checkbox"/>

## CORE ELEMENT 5: CAREER AWARENESS AND DEVELOPMENT

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**

<b>What career awareness activities are provided for students?</b>	<b>Yes/No</b>		<b>Yes/No</b>
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:			

<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 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 type="checkbox"/>
A multi-tiered system of support (MTSS) provides students with academic, behavioral, mental well-being, and early intervention.	Yes ▾	<input type="checkbox"/>
Discipline rules are established, and copies of the rules are made available to students and their parents/guardians.	Yes ▾	<input type="checkbox"/>
Discipline rules to prevent bullying are in place and include education, parental involvement, and intervention.	Yes ▾	<input type="checkbox"/>
A suicide awareness and prevention policy is in place and staff have been appropriately trained.	Yes ▾	<input type="checkbox"/>
High expectations for behavior and attendance are communicated to families and consistently reinforced by all staff.	Yes ▾	<input type="checkbox"/>
All staff express the belief that all children can learn and consistently encourage students to succeed.	Yes ▾	<input type="checkbox"/>
The school develops staff capacity to create positive classroom and school climates that are culturally responsive.	Yes ▾	<input type="checkbox"/>

**Briefly answer the following:**

What practices are in place to maintain a safe environment?	
<p>North Side fully implements the Olweus Bully Prevention program, Bully Investigation protocols and the districts PRIDE initiative. We utilize the online reporting program, Sprigeo, which gives students the ability to anonymously report bullying and unsafe behavior. North Side has one full time security guard and once a week there is a resource officer in the building. We also have a system of security cameras that provide live feed of all parts of the grounds and building.</p>	
<b>Link additional information here (if necessary)</b> <input type="checkbox"/>	

## 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.

Enrollment forms, Home language survey and school lunch forms.

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

All students have access to courses offered at North Side. Course schedules are created based on student choice, individual learning needs, and required coursework. Special Education and EL 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](#)

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

## CORE ELEMENT 7: CULTURAL COMPETENCY (continued)

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

- Professional Development on the implementation of SIOP instructional strategies is necessary in order to increase the understanding of how to best serve English Language Learners as well as improving Tier 1 instruction for all students.
- Professional development is needed in the area of helping general education teachers know how to best serve students with reading comprehension across the curriculum using strategies and resources from Kristina Smekens and Courtney Gordan. Strategies learned by ELA and EL teachers in previous years will be shared with the entire staff to increase knowledge and support implementation in all classrooms.
- Continued training is needed for all in order to increase the awareness of how to respond when students display behaviors of escalation and how to appropriately de-escalate situations.

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

We will continue to improve our understanding and implementation of SIOP(Sheltered Instruction Observation Protocol) strategies and practices to better understand and support not only our English Language Learners but to improve Tier 1 instruction for all students.

Staff will continue to utilize de-escalation and regulation strategies from Trauma Informed Care training(TIC) and our MTSS Team will continue to support students in trauma. Statistics show that many students who are placed in Special Education programs or in our ED classroom represent minority students.

**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>	Socio-economic status, difficulty in school academically are major factors when looking at students with chronic attendance problems. In 2023-2024 on average those reaching chronic absenteeism were special education and students who qualified for free and reduced meals. More and more of our students are needed at home to watch younger siblings and/or don't have parents at home in the morning to ensure that the students come to school.				
<b>What procedures and practices are being implemented to address chronic absenteeism?</b>	North Side follows the countywide attendance plan which is monitored by Assistant Principals, Attendance Secretaries and Social Workers in conjunction with a district attendance officer. Teachers, administrators and counselors reached out to students and families via automated and personal phone calls, emails and home visits. Plans were developed with students and families to address the chronic absenteeism.				
<b>If procedures or practices to reduce chronic absenteeism are in place, how are the results monitored?</b>	Attendance is monitored on a daily, weekly and monthly basis to identify if our practices are helping to improve attendance as well as to find any patterns in student attendance.				
<b>Number of students absent 10% or more of the school year:</b>					
<b>Last Year:</b>	27.42%	<b>Two Years Ago:</b>	29.16%	<b>Three Years Ago:</b>	39.34%

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

- Canvas
- Back to School Night/Orientation
- Social Media
- Website
- Powerschool
- Student Led Parent Conferences
- North Side Parent Organization
- Teachers use a variety of communication tools to communicate to parents including both paper and technology formats.
- Spring Open House for incoming 6th graders
- Newsletters
- School Marquee
- 1 on 1 conversations

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

- Surveys
- P/T Conferences
- IEP process
- Extra-Curricular Events
- MTSS
- Social Worker
- Sprigeo
- Open communication with teachers and administrators through meetings, emails and phone calls.

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

- Home visits
- Automated phone calls home when a student is marked absent from a class period. Along with communication from teachers, Social worker, Counselors and Administrators. Communication includes phone calls, emails, text messages and home visits.
- There is a Elkhart County wide attendance system that is in conjunction with the Probation Dept. Which includes a letter going home and parent meetings.
- Collaboratively developing an attendance plan for each student to ensure appropriate support is in place for students and for families.

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

- North Side has added a full time Community Liaison-Translator to assist with our non-english speaking families and students.
- North Side employs a bi-lingual registrar to assist families with the registration process.
- North Side employs two bi-lingual Social Workers
- All informational materials intended for parents are translated into Spanish
- The Talking Points App is used to translate text messages in to several different languages
- SIOP
- Restorative Practices and Center for Community Justice

**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>	
Not Applicable to North Side	
<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>			
Not Applicable to North Side			
<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)</b> <input type="checkbox"/>			

**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.**

Not Applicable to North Side

**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.**

Not Applicable to North Side

**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
Not Applicable to North Side		
Link additional information here (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>	North Side 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 Learners, Black students		
<b>The strategies we are going to implement are</b>	Building wide focus on improving Tier 1 instruction through writing effective lesson plans based on the SIOP instructional strategies. Focus on building background knowledge, content vocabulary and building student stamina in writing by writing across all curriculums. Using the PLC process to assess instruction and learning through the use of CFA's and Implementing real-time interventions as identified by common formative assessments in Language Arts classes.		
<b>To address the root cause</b>	To address the lack of mastery specifically on citing evidence, vocabulary development and writing stamina.		
<b>Which will help us meet this student outcome goal*</b>	By increasing students ability to identify and cite textual evidence and increase their writing stamina.		
How Will We Get There?			
Evidence Based Strategies to Address Problems	Supporting Research for Strategy	Who is Accountable for Strategy?	Timeline
Writing Across the Curriculum - Teachers in all content areas will assign students to write in response to a content-related reading.	Peery, Angela B. Writing Matters in Every Classroom. Englewood, CO: Lead Learn/Leadership and Learning Center, 2009.	Teachers	September 2024-May 2025
Utilization of RACE(R) to improve students organization of their writing in all content areas.	<a href="https://lmb literacy.com/2019/10/19/why-you-need-to-be-teaching-the-r-a-c-e-writing-strategy/#:~:text=If%20you%20aren't%20familiar,down%20a%20response%20to%20text">https://lmb literacy.com/2019/10/19/why-you-need-to-be-teaching-the-r-a-c-e-writing-strategy/#:~:text=If%20you%20aren't%20familiar,down%20a%20response%20to%20text</a> RACE Research	Teachers	September 2024-May 2025
Enhancing Learning through Tier 1 instruction	<a href="#">SIOP Strategies</a>	Teachers	September 2024-2025

<a href="#">Link additional information here</a> (if necessary) <input type="checkbox"/>		<a href="#">MS Blank Lesson Template</a>	

Strategy #1						
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
Teachers in all content areas will assign students to write in response to a content-related reading.	Teachers in all content areas will assign students a writing assignment a minimum of three times in a semester.	Teachers	Evidence of writing in each class.	Departmental writing assignments.	Oct. 2024-May 2025	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 strategy has not yet started. Department need to develop/design the writing assignments they will implement. This work will be done in their PLC meetings.				
<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>		Implementation may be adjusted based on student performance. Does there need to be specific instruction on the writing process, citing evidence etc.				

Link additional information here (if necessary) <input type="checkbox"/>	
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Strategy #2						
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
Utilization of RACE(R) to improve students organization of their writing in all content areas	Teachers in all content areas will utilize the RACER rubric to score the content area writing assignments. Using the RACER rubric will align with writing instruction in the ELA classes.	Teachers	Scores on the writing rubric	RACER Rubric	Oct. 2024-May 2025	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>	All ELA teachers use the RACER process to teach the writing process. Some staff members have also been instructed on the use of RACER in their specific content areas and utilized this rubric in previous years. Teachers will be accountable for showing evidence of RACER use by uploading student work samples into SFS as artifacts.					
<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>	Implementation may need to be adjusted based on student performance, patterns in student performance and/or inconsistencies in grading using the rubric.					
Link additional information here (if necessary) <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
Enhancing Learning through Tier 1 instruction.	Teachers will be instructed on the use of a common lesson plan template based on the SIOP model of instruction. The focus for the template/lessons will be on the building background knowledge, specific activities to reinforce material and review/assessment.	All teachers and administrators.	Evidence of use and implementation of template. Teachers are to be able to show plans upon request from admin.	Electronic and paper copy of the template.	Oct. 2024-May 2025	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>	This strategy has not yet started the implementation phase. Additional discussion on specifics of the template and training for teachers needs to take place prior to full implementation.					
<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>	Use of the template will be evaluated after nine weeks of use, adjustments will be made as needed.					
<b>Link additional information here (if necessary)</b> <input type="checkbox"/>	<a href="#">Template with Examples</a> <a href="#">Blank Lesson Plan Template</a>					

**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>	ILEARN Checkpoint 1 performance. Student performance on ELA formative/summative assessments.  October 21st, 2024	ILEARN Checkpoint 1 & 2 performance, student scores on RACER writing assignments, evidence of lesson plan usage. Student performance on ELA formative/summative assessments.  December 16th, 2024	ILEARN ELA checkpoint 3 performance, student scores on RACER writing assignments, evidence of lesson plan usage. Student performance on ELA formative/summative assessments.  March 24th, 2025	ILEARN ELA summative performance, student scores on RACER writing assignments, evidence of lesson plan usage. Student performance on ELA formative/summative assessments.  May 19th, 2025
<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 (if necessary) <input type="checkbox"/></b>				

## GOAL #2

<b>Goal</b>	North Side 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 Learners, Black students
<b>The strategies we are going to implement are</b>	Implementing Maneuvering the Middle Curriculum, PLC process to monitor mastery through the use of common formative and summative assessments, providing timely in class interventions to students. Focus on Tier 1 instruction-common lesson plan template.
<b>To address the root cause</b>	Students scoring lowest in Algebra functions, Geometry and Measurement
<b>Which will help us meet this student outcome goal*</b>	Improving overall proficiency rate on Ilearn Summative assessment in the spring of 2025 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>
PLC Process	Professional Learning Communities is a proven research based strategy that when implemented with fidelity improves student achievement. <a href="#">Solution Tree PLC Process</a>	Math teachers & administration	August 2024-May 2025
Common Formative/Summative Assessments	Through the PLC process our Math teachers will develop common formative assessments based on the essential standard being taught. These CFA's will be given to students with the data utilized to determine next steps in the instructional process.	Math teachers	August 2024-May 2025
Maneuvering the Middle Math Resource	This math curriculum resource is aligned to our state standards and follows our district scope and sequence. This resource will be used as the foundation for all lessons/instruction.	Math teachers	August 2024-May 2025
Enhancing Learning through Tier 1 instruction	<a href="#">SIOP Strategies</a>	Teachers	October 2024-2025

Strategy #1		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
PLC Process	Using the PLC process to assess instruction and learning through the use of CFA's and Implementing real-time interventions as identified by common formative assessments in Math classes. The Math PLC team will meet every Monday morning to determine instruction, review data and plan interventions.		Math teachers and Admin	Evidence of PLC meeting minutes, common assessments and student data, Ilearn data.	PLC minute/rolling agenda minutes, CFA/CSA's, data spreadsheet.	August 2024-May 2025	In Progress ▾
Common Formative/Summative Assessments	Through the PLC process our Math teachers will develop common formative assessments based on the essential standard being taught. These CFA's will be given to students with the data utilized to determine next steps in the instructional process.		Math teachers and Admin		CFA/CSA's, data spreadsheet.	August 2024-May 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>		We have been utilizing the PLC for several years, teachers are familiar with the process. This will be the first year that common assessments are fully implemented and given using a digital platform. The digital platform will also provide immediate student data which will allow for more timely in class interventions.					
<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</b> (if necessary) <input type="checkbox"/>	
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<b>Strategy #2</b>	
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**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
Maneuvering the Middle Math Resource	All math teachers will utilize the MTM curriculum in all classes. This curriculum will provide both Tier 1 and Tier 2 instructional resources.	Math Teachers	Evidence of implementation through SFS, observations and student work.	Access to the digital MTM resources/curriculum.	August 2023-May 2025	In Progress ▾
						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>	We began using MTM in the fall of 2023, so teachers are familiar with the curriculum/resources. The first year of implementation went well, teachers are better able to determine which specific lessons/activities resulted in student learning.
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<b>How has student achievement been impacted? What is the evidence?</b>	
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<b>How will implementation be adjusted and/or supported moving into next year?</b>	
--	--

<b>Link additional information here</b> (if necessary) <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
Enhancing Learning through Tier 1 instruction	Teachers will be instructed on the use of a common lesson plan template based on the SIOP model of instruction. The focus for the template/lessons will be on the building background knowledge, specific activities to reinforce material and review/assessment.	Teachers and Admin	Evidence of use and implementation of template. Teachers are to be able to show plans upon request from admin	Electronic and paper copy of the template.	October 2024-May 2025	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>						
<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"/>						

## PROGRESS INDICATORS TEMPLATE

*[Required for all schools]*

PROGRESS INDICATORS				
Check-in Schedule	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Key Performance Indicator (Assessment)	ILEARN Checkpoint 1 performance. Student performance on Math formative/summative assessments.  October 21st, 2024	ILEARN Checkpoint 1 & 2 performance, evidence of lesson plan usage. Student performance on Math formative/summative assessments.  December 16th, 2024	ILEARN checkpoint 3 performance, evidence of lesson plan usage. Student performance on Math formative/summative assessments.  March 24th, 2025	ILEARN Math summative performance, evidence of lesson plan usage. Student performance on Math formative/summative assessments.  May 19th, 2025
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>	Students identified as having chronic or approaching chronic absenteeism.
<b>The strategies we are going to implement are</b>	
<b>To address the root cause</b>	Students that miss more than 10% of the school days in a given year.
<b>Which will help us meet this student outcome goal*</b>	Reaching an attendance rate of 95%

### How Will We Get There?

Evidence Based Strategies to Address Problems	Supporting Research for Strategy	Who is Accountable for Strategy?	Timeline
Daily monitoring of student attendance	<a href="#">Attendance Matters</a>	Attendance Secretary, Teachers, Administrators	August 2024-May 2025 Daily
Automated and personal phone calls home to parents of absent students.	See link above	Attendance Secretary, Teachers, Administrators	August 2024-May 2025 Daily
Classroom teachers will welcome students back after being absent, make any missed work easily available.	See link above	Teachers and administrators	August 2024-May 2025 Daily
Social Workers and middle school attendance officer will meet with students and guardians to seek the root cause of the chronic	See link above	Social Workers and District Attendance Officer	October 2024-May 2025 Daily

absences..			
Individualized attendance plans for students that are identified as chronic or approaching chronic absenteeism status.	See link above	Social Worker, Attendance Officer and Administrators in conjunction with guardians and student.	October 2024-May 2025 Daily
Social Worker will meet with student weekly to monitor improved attendance and effectiveness of the plan.	See link above	Social Worker	August 2024-May 2025 Daily
Implement with fidelity the Elkhart County Attendance Program protocols.	See link above Being able to include support systems outside the school is also effective in addressing the root cause and improving attendance.	Attendance Secretary, Administrators	August 2024-May 2025 Daily
<b>Link additional information here</b> (if necessary) <input type="checkbox"/>			

Strategy #1						
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
Daily monitoring of student attendance along with Automated and personal phone calls home to parents of absent students	Following the Tiered systems of Practice for Reducing absenteeism the following action steps have shown effective in reducing the number of students with chronic attendance issues. These action steps start with accurate and consistent recording and monitoring of student attendance. School to home communication is a powerful step in building trust between the school, the student and the parent.	Attendance Secretary, Teachers, Administrators	Student daily attendance	Powerschool and Panorama	August 2024- May 2025 Daily	In Progress ▾
						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>	Monitoring daily attendance happens daily and has since the first day of school. We can easily identify those students who are already showing signs of chronic absences.					
<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 #2						
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
Classroom teachers will welcome students back after being absent, make any missed work easily available.	Acknowledging a students return to school after an absence in a positive and supportive manner creates a safe learning environment for the students	Teachers and administrators	Student daily attendance		August 2024- May 2025 Dail	In Progress ▾
						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>						
<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</b> (if necessary) <input type="checkbox"/>	
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<b>Strategy #3</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
Social Workers and middle school attendance officer will meet with students and guardians to seek the root cause of the chronic absences..	Understanding the underlying causes and/or barriers to school attendance is essential in creating a plan of support.	Social worker and district attendance officer.			October 2024-May 2025	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>						
<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</b> (if necessary) <input type="checkbox"/>	

<b>Strategy #4</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>
Individualized attendance plans for students that are identified as chronic or approaching chronic absenteeism status.	These plans will address the root cause of the absences, strategies to prevent the cause, specific supports for student at school and at home as needed.	Social worker and district attendance officer.			October 2024-May 2025	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>						
<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</b> (if necessary) <input type="checkbox"/>	

<b>Strategy #5</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>
.Social Worker will meet with student weekly to monitor improved attendance and effectiveness of the plan.	.Serving as a mentor for students who are chronically absent provides a consistent support person for the student to work with.	Social worker	Student Attendance	Powerschool and Panorama	October 2024-May 2025	Not Started ▾
Implement with fidelity the Elkhart County Attendance Program protocols.	Being able to include support systems outside the school is also effective in addressing the root cause and improving attendance.	Attendance Secretary, Social Worker and Administrator	Student attendance	Powerschool and Panorama	October 2024-May 2025	Not Started ▾
						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>						
<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</b> (if necessary) <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)	Improvement in daily, weekly and monthly attendance records of identified students.	Improvement in daily, weekly and monthly attendance records of identified students. Also building wide attendance data via powerschool and panorama.	Improvement in daily, weekly and monthly attendance records of identified students. Also building wide attendance data via powerschool and panorama.	Improvement in daily, weekly and monthly attendance records of identified students. Also building wide attendance data via powerschool and panorama.
Results				
On Track to Meet Goals?				
Strengths				
Areas for Growth				
Next Steps				
Link additional information here (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>	Train teachers on the use of and scoring the RACE(R) writing rubric to improve students organization of their writing in all content areas.
<b>Is professional development linked to SIP goals?</b>	Yes ▾
<b>Possible Funding Sources</b>	PD will be conducted by North Side Language Arts teachers during staff meetings.
<b>Plan for coaching and support during the learning process</b>	Specific staff meetings will be dedicated to ongoing PD, consistency of grading and feedback.
<b>Evidence of Impact</b>	Students scores on ELA formative/summative assessments as well as student performance on ILEARN checkpoints and summative assessments.
<b>How will effectiveness be sustained over time?</b>	
<b>Link additional information here (if necessary)</b> □	

<b>Professional Development Goal(s)</b>	Enhancing Learning through Tier 1 instruction using a common lesson plan template based on SIOP research and strategies. This professional development is related and applicable to Goal 1 and Goal 2.
<b>Is professional development linked to SIP goals?</b>	Yes ▾
<b>Possible Funding Sources</b>	Professional Development will be conducted by district EL supervisors and EL coaches.
<b>Plan for coaching and support during the learning process</b>	Specific staff meetings will be scheduled to continue developing teachers skills and utilization of the template.
<b>Evidence of Impact</b>	Students scores on ELA and Math formative/summative assessments as well as student performance on ILEARN checkpoints and summative assessments.
<b>How will effectiveness be sustained over time?</b>	
<b>Link additional information here (if necessary) □</b>	

<b>Professional Development Goal(s)</b>	To improve teacher understanding of the PLC process, using formative assessment data to provide reteaching and intervention opportunities to students.
<b>Is professional development linked to SIP goals?</b>	Yes ▾
<b>Possible Funding Sources</b>	ECS has a contract with Solution Tree and has provided each school with a PLC coach for the 2024-2025 school year.
<b>Plan for coaching and support during the learning process</b>	Identified teachers will meet with Jack Balderman, PLC Coach, four times during the school year to increase their understanding of the PLC process. Each session will build on previous work to support the continuous improvement. Dates of PD with PLC Coach: September 16, December 9th, January 28th, March 24th, April 28-29
<b>Evidence of Impact</b>	PLC meeting minutes, artifacts of assessments, student data and details of interventions.
<b>How will effectiveness be sustained over time?</b>	Consistency in use of the PLC process and experienced teachers coaching new teachers.
<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>	