

## Unified Comprehensive Needs Assessment and School Improvement Plan

<b>School Name</b>	Charles N. Scott Middle School
<b>Local Education Agency Name</b>	School City of Hammond
<b>School Year</b>	2019 - 2020

*Note: This Comprehensive Needs Assessment and School Improvement Plan must be available to and accessible for the public.*

## Comprehensive Needs Assessment Template

### Phases

- I. [Establish a Comprehensive Needs Assessment planning team](#)
- II. [Develop a vision of excellence](#)
- III. [Create a school profile](#)
- IV. [Identify focus areas](#)
- V. [Collect additional data on focus areas](#)
- VI. [Analyze data to determine key findings and root causes](#)

**I. Establish a Comprehensive Needs Assessment planning team**

**CNA Planning Team Members**

*Note: Add or subtract rows as needed.*

Name	Stakeholder Group(s)	Role(s)
Jerame Hicks	School leader	Principal
Justin Browning	School leader	Assistant Principal
Crisitina Bisbee	Teacher leader	Master Teacher
Christine Hernandez	Teacher leader	LDP Teacher
Veronica Sanchez	Parent/Staff	PTSA Vice-President/Media Paraprofessional
Theresa Abeyta	Parent/Staff	Parent/Clerical
Lydia McNeiley	Teacher leader	School Counselor
Jessica Velazquez	School leader	Special Education Case Manager

*Note: Use the tables below to name the topics that committees will study to support the CNA process as well as the members of these committees, modifying the tables as needed.*

*Note: TSI identified schools must include a domain of study specific to each subgroup identified as low performing.*





## II. Develop a vision of excellence

### Vision of Excellence

The School City of Hammond embraces its diversity and communicates consistently high expectations. SCH provides a rich and challenging learning environment that encourages academic excellence and the development of talents that prepares students to make positive contributions to our world.

District leadership provides continuous, system-wide, professional growth opportunities enhanced by technology and guided by data-driven, research-based strategies, assessments, and timely interventions. Highly effective teachers and support staff collaboratively utilize best practices to maximize student growth and achievement. Supported by the pillars of sound fiscal management, accountability, and community partnerships, SCH maintains a focus on transparency and good stewardship.

Scott Middle School currently serves 834 students in grades 6th, 7th, and 8th in the Hessville section of Hammond, Indiana. We have seen an increase in our transient population in the last few years. Many of our transient students are coming into Scott without knowledge of specific academic standards set by the Indiana Department of Education (IDOE). A large percentage of these students are from neighboring communities which have schools closing. Currently we have 133 students new to Scott Middle School and Hammond and 107 students who withdrew. This number does not include the incoming 6th grade students or the outgoing 8th grade students.

2014 - 2015 was the first year Scott Middle School was a Title 1 school. Our free and reduced lunch rate rose by 7% which allowed us to be included as a Title 1 school and receive additional funding to support our students.

The unofficial enrollment at Scott Middle School for the 2019 - 20 school year is 839 students which is slightly down from consistent from last year. Enrollment by ethnicity includes the following: white 14%; Hispanic, 42%; black, 38%; and multiracial, 6%.

Scott Middle School is committed to meeting the academic needs of all students. We offer Algebra 1H, Algebra I/H, Spanish I, Preparing for College and Careers, and English 9H all for high school credit. Additionally, we offer Gateway to Technology and advanced courses at 6th and 8th grade levels in Math and English. To support students who are below grade level we offer daily after-school tutoring, academically grouped advisories, push-in services, and differentiated instruction.

The first professional development cycle focuses aligning student needs based on available NWEA scores, the ILearn Blueprint and our Curriculum maps. The skills taught to the students will enable them to identify critical content, engage with the content, and organize their learning. We will have two additional cycles this school year after the NWEA RIT scores

are available. The Leadership team will analyze the NWEA Learning Continuum chart and field-test research-based strategies focusing on specific goals in reading and math. Our professional development is differentiated for the school year to fit the needs of specific content areas.

Partnerships and collaborations:

- *Regional Federal Credit Union*
- *Purdue University Northwest*
- *Hammond Hispanic Community Committee*
- *Regional Mental Health*
- *Horizons Youth Services*
- *Urban Teacher Education Program at IUN*
- *HC3*
- *Home Depot*
- *Unilever*
- *Lake Area United Way*
- *City of Hammond*
- *Girls on the Run*
- *ArcelorMittal*
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- *WJOB*
- *Real. Strong. Girls. Club*
- *Alpha Phi Alpha Fraternity, Inc.*
- *Teachers Credit Union*
- *Confucius Institute through Valparaiso*
- *Scott Middle School PTSA*
- *Hope Christian Church*
- *Van Til's in Hammond*
- *21st Century Scholars*
- *TRIO*

Measures for Success:

SCH Mission	Data Sources
Academic Excellence: Student Growth and Achievement	<ul style="list-style-type: none"> <li>• MAP math and reading growth data</li> <li>• ISTEP math and ELA growth and proficiency data</li> <li>• District assessments (pre/post unit tests)</li> <li>• Schoolwide strategy pre/post assessments</li> <li>• Individual student work/exit slips</li> <li>• Tracking H,M,L student scores weekly in PD</li> </ul>
Development of Talents	<ul style="list-style-type: none"> <li>• Various extracurricular activities/clubs</li> <li>• After school sports</li> <li>• After school enrichment/tutoring</li> <li>• Extra class (high school credit) for technology/media literacy</li> <li>• Advanced (high school credit) classes</li> <li>• High ability math and ELA classes</li> <li>• Gateway to Technology class</li> <li>• Chinese and Spanish</li> <li>• Students as peer tutors</li> <li>• Shared leadership among staff (instructional coaches, team leaders, committee leaders)</li> </ul>
Best Practices utilized by staff	<ul style="list-style-type: none"> <li>• Weekly Professional Development (follow-up records, attendance and follow-up spreadsheet)</li> <li>• Weekly Data Meetings (agendas)</li> <li>• New Teacher Rubric Training (agendas)</li> <li>• Walkthrough forms</li> <li>• MTSS</li> <li>• CODE data (evaluations using NIET rubric)</li> </ul>
High Expectations	<ul style="list-style-type: none"> <li>• PBIS initiatives</li> <li>• Attendance incentives</li> <li>• Honor Roll Rewards</li> <li>• Standards-based grading</li> <li>• Classroom rewards</li> <li>• Competitions</li> <li>• Individual MAP data conferences with students about math and ELA Rit scores, setting goals, etc.</li> <li>• Tracking failures and meeting with students</li> <li>• Communications with parents (google classroom, social media, Remind App, Robocall).</li> </ul>

**III. Create a school profile**

**School Profile**

Scott Middle School currently serves 839 students in grades 6th, 7th, and 8th in the Hessville section of Hammond, Indiana. We have seen an increase in our transient population in the last few years. Many of our transient students are coming into Scott without knowledge of specific academic standards set by the Indiana Department of Education (IDOE). A large percentage of these students are from neighboring communities which have schools closing. Currently we have 133 students new to Scott Middle School and Hammond and 107 students who withdrew. This number does not include the incoming 6th grade students or the outgoing 8th grade students.

2014 - 2015 was the first year Scott Middle School was a Title 1 school. Our free and reduced lunch rate rose by 7% which allowed us to be included as a Title 1 school and receive additional funding to support our students.

The unofficial enrollment at Scott Middle School for the 2019 - 20 school year is 839 students which is slightly down from consistent from last year. Enrollment by ethnicity includes the following: white 14%; Hispanic, 42%; black, 38%; and multiracial, 6%.

Scott has a staff of 51 full-time certified teachers of which 9 are special education, 1 ELL paraprofessional, 2 counselors, 1 part-time speech therapist, 13 special education aides, 1 part-time special education case manager, 1 part-time school psychologist, 1 in-class behavior modification (ICBM/BIZ) supervisor, 1 media paraprofessional, 1 dean of students, 1 suspension and expulsion interventionist, 1 school nurse, 1 assistant principal, and 1 principal. When staff positions become vacant, an effort is made to hire highly qualified staff members that are more reflective of Scott's student population.

Scott Middle School supports student learning through the development of curriculum maps in in all content areas. In addition to the maps, we utilize common district assessments in Math and ELA to ensure we are committed to the curriculum maps. The curriculum maps and assessments are located in Google Drive and shared with all staff. In the event the current group of students is above or below the required substandards, the maps are modified to meet the needs of the students. NWEA Growth assessments are given to monitor the progress of our students throughout the school year.

**Vision**

The School City of Hammond embraces its diversity and communicates consistently high expectations. SCH provides a rich and challenging learning environment that encourages

academic excellence and the development of talents that prepares students to make positive contributions to our world.

District leadership provides continuous, system-wide, professional growth opportunities enhanced by technology and guided by data-driven, research-based strategies, assessments, and timely interventions. Highly effective teachers and support staff collaboratively utilize best practices to maximize student growth and achievement. Supported by the pillars of sound fiscal management, accountability, and community partnerships, SCH maintains a focus on transparency and good stewardship.

### Mission Statement

The Scott Middle School Community is committed to growth for every student. Academic growth is stressed through challenging classes designed with state standards to prepare our students for the future. Social growth is promoted by providing students with opportunities to participate in extra as well as co-curricular activities. Creative growth is expressed through student-centered curriculum and courses that allow students to explore their individual talents.

### Core Beliefs or Core Values

We believe a key purpose of education is to ensure that every child--regardless of background-- learns to think, reason, and use his or her skills effectively.

We believe we are preparing students to be lifelong learners.

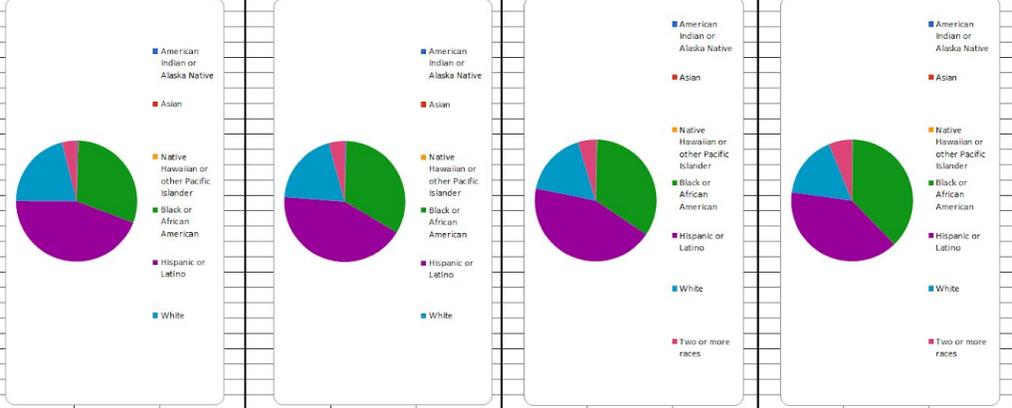
We believe attendance is an important factor in student success.

We believe that every person (students, faculty, staff, visitors) who enters Scott Middle School should be treated with dignity and respect.

We believe responsibility for learning and behavior should be shared by the student, parent, community, and school personnel.

## Student Demographics

Scott Middle School	SY15-16			SY16-17			SY17-18			SY18-19		
	# of students	Percentage	State Average	# of students	Percentage	State Average	# of students	Percentage	State Average	# of students	Percentage	State Average
All students	850			844			858			872		
Male	448	52.71%		422	50.00%		441	51.40%		468	54.55%	
Female	402	47.29%		422	50.00%		417	48.60%		417	48.60%	
American Indian or Alaska Native	3	0.35%		3	0.36%		2	0.23%		1	0.12%	
Asian	2	0.24%		1	0.12%		2	0.23%		1	0.12%	
Islander	0	0.00%		0	0.00%		0	0.00%		0	0.00%	
Black or African American	257	30.24%		279	33.06%		291	33.92%		327	38.11%	
Hispanic or Latino	376	44.24%		360	42.65%		376	43.82%		344	40.09%	
White	179	21.06%		165	19.55%		147	17.13%		145	16.90%	
Two or more races	33	3.88%		36	4.27%		40	4.66%		54	6.29%	



[Access digital data here.](#)

## Staff Demographics

Scott has a staff of 51 full-time certified teachers of which 9 are special education, 1 ELL paraprofessional, 1 ELL content based teacher 2 counselors, 1 part-time speech therapist, 13 special education aides, 1 part-time special education case manager, 1 part-time school psychologist, 1 in-class behavior modification (ICBM/BIZ) supervisor, 1 media paraprofessional, 1 dean of students, 1 suspension and expulsion interventionist, 1 school nurse, 1 assistant principal, and 1 principal. When staff positions become vacant, an effort is made to hire highly qualified staff members that are more reflective of Scott's student population.

## Student Behavior

[Access digital data here.](#)

## Student Academic Outcomes

**2018 - 2019 NWEA SCORES  
COMPARISON SCOTT VS. DISTRICT**

GRAD E/ TEAM	MATH						ELA					
	SCOTT Fall	District Fall	SCOTT Winter	District Winter	SCOTT Spring	District Spring	SCOTT Fall	District Fall	SCOTT Winter	District Winter	SCOTT Spring	DISTRICT Spring
6	209	210.5	212.6	213.8	216.4	217.4	204.6	205.2	206.8	207.8	209.1	210
A ELL	210.2		214.7		218.1		207.2		210.2		212.4	
B SPED	208.2		210.7		214.5		202.7		206.3		206.1	
7	216.8	217	221.8	219.7	225.2	223.1	211.2	209.3	215.1	212.6	217.2	215.1
A SPED	213.8		219.5		222.6		208.2		215.9		215.8	
B ELL	220.5		224		227		215		217.6		218.8	
8	224.6	221	226.9	223.6	227.6	226.9	216.4	212.8	218.6	215.4	219.8	217.9
A SPED	223.3		224		223.8		215.1		218		218.2	
B ELL	226.1		227.6		231.7		217.7		220.6		221.6	

Green indicates Scott higher than district average and red indicates Scott lower than district average.

**Growth From Fall to Winter by Grade Level and Subject**

Grade	Math - Scott	Math - District	ELA - Scott	ELA - District
6th	+3.6	+3.3	+2.8	+2.6
7th	+5	+2.7	+3.9	+3.3
8th	+2.3	+2.6	+2.2	+2.7

**Algebra**

Sixty two students were enrolled in Algebra I Honors in 2018 - 2019 and 59 of the students earned two high school credits for meeting the course requirements. 12 of the students who passed were 7th graders and will be enrolled in Algebra II at the beginning of 2019-2020 school year. Currently, 74 students are enrolled in Algebra I Honors.

## Summary of Current School Improvement Strategies

Student improvement is secured through the following School Improvement Strategies based on student and staff data. The first professional development cycle focuses on Core Instruction and aligning student needs based on available NWEA scores, the ILEARN Blueprint, WIDA Access scores and our Curriculum maps. The skills taught will teach the students to identify critical content, engage with the content, and organize their learning. In order to achieve this, standards were deconstructed by the teachers to ensure subskills were identified to address possible deficiencies and to assist in obtaining mastery. We will have two additional cycles this school year after the NWEA RIT scores are available. The Leadership team will analyze the Learning Continuum chart and field-test research-based strategies focusing specifically on reading and math. Our professional development will then be differentiated for the remainder of the school year to fit the needs of specific content areas.

Additionally, in order to engage families we conducted the family friendly survey and parent climate survey collecting 293 responses that provided insight to parent concerns, areas of need, and the general atmosphere of Scott Middle School. For staff we administered the TELL survey that provided data on staff perceptions and school climate. The leadership team then examined and analyzed the survey data which resulted in action plans being created to support school improvement.

To support students social emotional learning, behaviorally, and to increase our attendance rate, we analyzed student data retrieved from PowerSchool to help create Tier I and Tier II interventions. These interventions include specific programming interventions (*Mindfulness, Camp KC3, Scorpion Challenge, etc.*) and initiatives with the Suspension and Expulsion Interventionist, Regional Mental Health Counselor/Social Worker, Career Teachers, Mentor Teachers, and School Counselors. A PBIS plan was developed and implemented as a Tier I intervention with MTSS for Tier II in conjunction with Student Staff Support Team (SSST).

## Summary of Core Curricula

The curriculum for Charles N. Scott Middle School is developed by the School City of Hammond, based on Indiana Academic Standards. Corresponding curriculum maps direct the flow of instruction and adherence to academic standards. These maps include common assessments, performance tasks, deconstructed standards charts, and ILEARN blueprints. Curriculum for each subject - mathematics, language arts (including reading, English, spelling, and writing), social studies, science/health, the arts, and physical education - are reviewed and revised annually as a school. Copies of the curriculum maps are available at the Scott Middle School office during regular business hours.

## Summary of Formative and Summative Assessments

Scott Middle School utilizes a number of assessments to evaluate students' academic and behavioral status and progress. Academic assessment data is used by school personnel to plan subsequent on-grade level, remedial, and enrichment instruction. Behavioral data is used by school personnel to assist in behavioral interventions, including attendance. Below is a list of academic assessments used by subject and grade level.

Subject: English/Language Arts - Interim and Formative

end-of-unit district assessments (6-8); and, quarterly writing prompts (6-8), daily exit tickets

Subject: English/Language Arts - Summative

Normed MAP assessment for fall, winter, and spring (6-8); ILEARN (6-8)

Subject: Mathematics - Interim and Formative

End-of-unit district assessments (6-8), daily exit tickets,

Subject: Mathematics - Summative

Normed MAP assessments for fall, winter, and spring (6-8); ILEARN (6-8)

Academic Enrichment - High ability Assessments

Spanish I end-of-course assessment (8)

Behavioral

A variety of behavioral assessments are used to assist classroom teachers and support personnel. When necessary, data from these assessments may be used as part of the functional behavior assessment process.

## Summary of Academic Intervention and Enrichment Programs

Scott Middle School is committed to meeting the academic needs of all students. We offer Algebra 1H, Algebra 1IH, Spanish I, Preparing for College and Careers, and English 9H all for high school credit. Additionally, we offer Gateway to Technology and advanced courses at 6th and 8th grade in Math and English. To support students who are below grade level we offer daily after-school tutoring, academically grouped advisories, push-in services, and differentiated instruction.

## List of Other Programs for Students (Schoolwide or Targeted to Specific Groups of Students)

Positive behavior is a vital and necessary part of every student's life. It requires the participation and cooperation of parents, teachers, administrators, and students. The help of parents and guardians is absolutely necessary in promoting positive behavior. We also believe that the development of self-concept as a young adult improves behavior. The rules that guide behavior at Charles N. Scott Middle School are designed to provide a safe school climate, allow students to learn, and give teachers the opportunity to teach. Our progressive discipline system includes school-wide and classroom procedures and expectations. The students and teachers consistently review the rules and consequences.

Advisory classes at Scott Middle School are selected and differentiated based on students' needs using ILEARN, MAP, and WIDA data. During this time students build relationships and receive additional support to remediate and enrich students' academic needs. After school tutoring also takes place Monday through Thursday that assist with homework, skill building, and providing overall student support.

Other clubs and activities include:

- Real.Strong. Girls. Club
- Bible Club
- Art Club
- Student Council
- National Junior Honor Society
- Science Olympiad
- Latinos Unidos
- Chess Club
- Football
- Volleyball
- Basketball
- Track
- Cross Country
- Swimming
- Success Team
- Cheer Team
- Dance Team
- Marching Band
- Choir
- Recycling Club
- Garden Club
- Student Ambassadors Club

#### Summary of Teacher and Staff Recruitment, Selection, Induction, and Retention Strategies

The TAP System also enables us to retain Effective and Highly-Effective teachers. In the 2019-2020 school year we only had three teachers resign to work in other school districts. This is very impressive because retention in urban schools is usually low. Currently, the retention rate is 71% for Indiana schools graded a "D." Scott Middle School is at 96% teacher retention rate.

## Summary of Teacher and Staff Professional Learning Opportunities

Scott Middle School implements an amended and enhanced TAP system with fidelity by providing weekly professional development, two evaluations each year, weekly coaching follow-ups for every teacher, data-driven decision making, development of strategies which are research-based and field-tested within Scott MS. We continue to attend NIET/TAP trainings and conferences to increase our knowledge of the system of best practices, and continue to challenge our teachers and develop our students' abilities.

At Scott Middle School, we strive to improve in our professional and personal practice to achieve student success. In order to sustain this practice, the Scott Leadership Team (*TLT*) conducts teacher evaluations and weekly coaching walk-through follow-ups.

Scott Middle School has a diverse population of ethnicities, languages, emotional and cognitive abilities, socioeconomic status, sexual orientation, and family groupings. We strive to provide a building which is safe, comfortable, and welcoming to all people. It is important to continue to provide professional development in cultural competency to all stakeholders.

Over the summer of 2019, a group of 8 educators from Scott Middle School attended a conference hosted by the Indiana IEP Resource Center, where they were trained to lead the way in making our school more trauma-invested. These educators learned how to recognize students' needs or root causes for their behaviors, and strategies for addressing those needs. Those educators also participated in a books study lead by the master teacher, in which they read and responded to discussion questions from the book *Relationship, Responsibility, and Regulation: Trauma-Invested Practices for Fostering Resilient Learners*, by Kristin Van Marter Sourers with Pete Hall. After studying the book, these teachers conducted a professional development for the staff at our school. They will continue training the rest of our staff to become a more trauma-invested school.

The administrative staff has attended a training focusing on transgender students and creating gender neutral environments, which are supportive to all students. Our Language Development Teacher also serves as a mentor teacher and will provide coaching to our teachers to provide supportive classroom environments for our English Language Learners.

The administrative staff has worked diligently to reduce the disproportionality of African-American students receiving disciplinary infractions by providing professional development to the staff focusing on addressing conflict appropriately, choice language, and teaching to identify combat vs. conflict. These techniques have led to a 30 % decrease in office referrals and out-of-school suspensions.

Scott Middle School has instituted Mindfulness and Trauma Informed practices that continuously are developed by staff to support social emotional learning. Our school

counselors, Suspension and Expulsion Interventionist, In-class behavior modification (ICBM/BIZ) supervisor, and Career Teachers have developed and executed practices relative to teaching mindfulness to our students and Trauma Invested practices to our staff. We are teaching students attention training, the power of a breath, healthy mindsets, and meditation/reflection to decrease negative interactions within the school environment.

Scott Middle School continues to support the building leaders through training and weekly Leadership Team Meetings. Our building principal is a member of the Indiana Association of School Principals, is working on a doctoral dissertation via Indiana Wesleyan University relating to Cultural Intelligence. Mr. Hicks continues to support his individual learning by attending the NIET/TAP National Conference yearly, the IASP Fall conference, numerous technology conferences, and by reading professional books. The theme for the 2019-2020 school year is #connections #selfcare. The Scott Staff is committed to collaboration to ensure our students continue to grow academically and socially.

#### Summary of Teacher and Staff Coaching and Evaluation Model

Scott Middle School implements an amended and enhanced TAP system with fidelity by providing weekly professional development, two evaluations each year, weekly coaching follow-ups for every teacher, data-driven decision making, development of strategies which are research-based and field-tested within Scott MS. We continue to attend NIET/TAP trainings and conferences to increase our knowledge of the system of best practices, and continue to challenge our teachers and develop our students' abilities.

At Scott Middle School, we strive to improve in our professional and personal practice to achieve student success. In order to sustain this practice, the Scott Leadership Team (*TLT*) conducts teacher evaluations and weekly coaching walk-through follow-ups.

#### Summary of Key Family and Community Engagement Strategies

The faculty and staff are committed to involving the students, staff and community in the decision-making process at Scott MS, and creating a culture of community. Various events are scheduled to invite parents and the community into Scott so we can collaborate and share our ideas and vision (ie. Coffee with the Principal, Monitoring your Student's Technology use, What does ILEARN mean for the school and my child?, How can we support our child socially and emotionally in middle school?). We have also developed relationships with a local church, Purdue University Northwest, HC3, Horizon's, Regional Federal Credit Union, and Regional Mental Health to support our students academically, socially and emotionally.

## List of Community Partnerships

- *Regional Federal Credit Union*
- *Purdue University Northwest*
- *Hammond Hispanic Community Committee*
- *Regional Mental Health*
- *Horizons Youth Services*
- *Urban Teacher Education Program at IUN*
- *HC3*
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- *TRIO*

#### IV. Identify focus areas

Note: Any TSI-identified subgroups must be included as a focus area. While TSI schools may choose to identify additional focus areas, they are only required to address the focus areas aligned to their identified subgroups.

### Identification of Focus Areas for Additional Data Collection and Analysis by Comparing the School's Vision of Excellence and the School Profile

*Note: Adjust the table as needed.*

#### Description of the Gaps Identified between the Vision of Excellence and School Profile

#### Version 1: Description of the Gaps Identified between the Vision of Excellence and School Profile

[Access digital version here.](#)

#### Description of Focus Area 1

##### English Language Arts and Reading

Multiple assessments reveal a lack in grade-level student proficiency in English Language Arts. ISTEP+ Proficiency scores have shown an increase over a three year period and an increase in growth respectively, but has shown a significant decrease in respect to the current ILEARN assessment. The subgroups of specific concern are students qualifying for free and reduced meals and African American learners. Students in these two subgroups achieve lower ELA scores compared to other subgroups and state averages. Their scores have been an area of concern for our school for the last three years.

Qualitative data reveals a significant lack in proficiency from students entering Scott Middle School from other schools. This was viewed by the leadership team as contributing to low ELA scores. It is believed that students coming in two or more grade levels below proficiency in ELA standards continue to fall behind, and fail to display mastery of grade-level standards.

#### Description of Focus Area 2

##### Mathematics

Multiple assessments reveal a lack in grade-level proficiency in Mathematics. ISTEP+ Proficiency scores showed a decrease in overall proficiency in the 2017-2018 scores and have continued with the ILEARN assessment. An increase was seen in the 2016-2017 scores for overall proficiency in math. The subgroups of specific concern are students qualifying for free and reduced meals and African American learners. Students in these two subgroups achieve lower math scores compared to other subgroups and state averages. Their scores have been an area of concern for our school for the last three years.

Qualitative data reveals a significant lack in proficiency from students entering Scott Middle School from other schools. This was viewed by the leadership team as contributing to low math scores. It is believed that students coming in two or more grade levels below proficiency in math standards continue to fall behind, and fail to display mastery of grade-level standards.

### Description of Focus Area 3

#### **Attendance**

Last year's attendance rate was 95.58%. The state goal is 95%. Over a three-year span, attendance has been at a steady concern, from 95.9% (2012-13) to 95.5% (2013-14 and 2014-15) to 95% (2015-16) to 94.9% (2016-17) to 94.9% (2017-18) to 95.58% (2018-19).

## V. Collect additional data on focus areas

### Additional Data Sources Collected

*Note: Adjust the table as needed, adding or subtracting rows based on the number of focus areas identified during the previous phase of the CNA process and the specific stakeholder groups that feedback was collected from.*

### Additional Data Collected for Focus Area 1

#### Description of additional data collected for focus area 1: **English Language Arts and Reading**

Our NWEA MAP reading scores are used three times a year to set grade-level team goals and individual student growth goals. Teachers use MAP reading data to determine what skills students are “ready to learn,” and they plan curriculum and differentiation accordingly. Our leadership team also compares our scores to NWEA RIT Norm Scales and to our district scores.

Scott Middle School implements at least two school-wide strategies during the school year. These strategies are chosen after analyzing student data from the Spring ILEARN and Fall MAP results. Teachers attend professional development once a week to learn the strategy, implement the strategy, and then reflect on student work in order to implement instruction that is data-driven. Strategies chosen for ELA teachers are utilized in the ELA and SS classrooms, in addition to some Applied Academics classes (Health, Music, etc.)

Teacher Effectiveness Ratings - Administration meets individually with ELA, reading, and math teachers to discuss teacher effectiveness ratings, which are based on evaluations and ILEARN data. Teachers reflect and set individual goals based on their effectiveness ratings for the following school year.

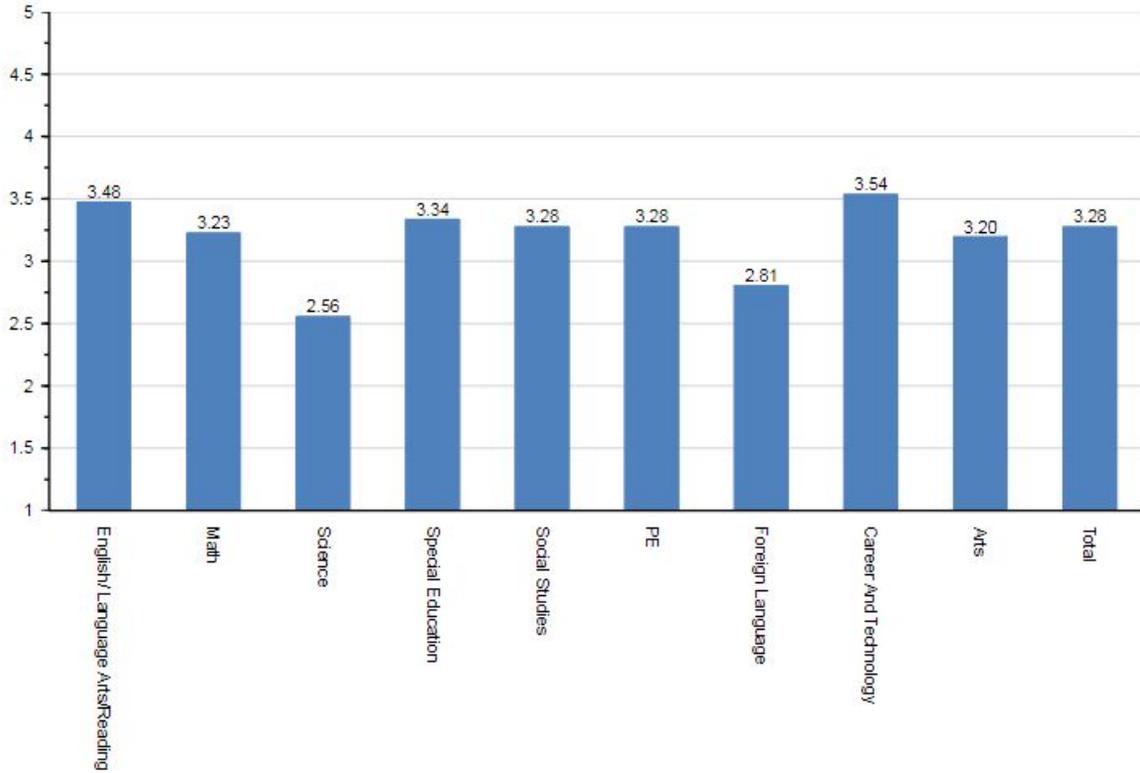
Average Rubric Score by Content - After conducting two evaluations per teacher for the year a collection of data is obtained by averaging the scores of all teachers in the building. The Leadership Team then analyzes the data for outliers and uses that to drive professional development. Each cluster cycle then supports new areas of greatest need that will have the greatest impact on student achievement.

Classroom Walkthroughs - In addition to observations and evaluations, walkthrough data were collected and used to support individual teacher needs. Each round of walkthroughs focused on one specific area of the NIET rubric, which is used as our evaluation tool. The walkthrough was approximately five minutes long and once completed a “wow” and a “wonder” was emailed to the teacher. The “wow” was something great happening in the classroom, while the “wonder” included areas where the teacher could alter or ask questions they had about the lesson.

Provide links to the additional data and/or key takeaways from data collected for this focus area:

### **Teacher Average Rubric Score by Subject Level**

Charles N. Scott Middle School - Teacher Overall Average by Subject (7/1/2018-7/1/2019)



### **Administrative Walkthrough Data**

82% of the walkthroughs provided evidence of measurable objectives posted in the classroom

#### **Objective**

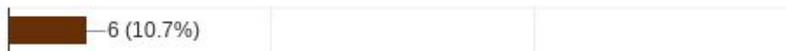
55 responses



During 56 walkthroughs administrators observed teacher's modeling 10% of the time. 36% of the walkthroughs were conducted during the beginning of the period.

## Presenting Instructional Content

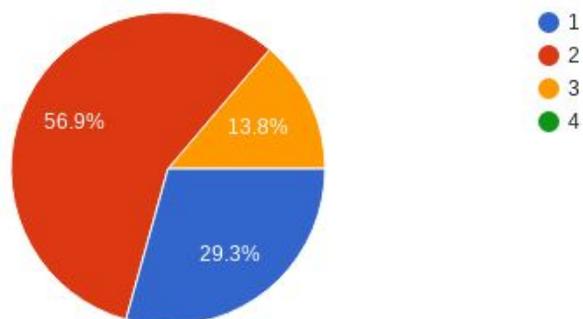
56 responses



*Evidence from 58 walkthrough focused on the Depth of Knowledge of the classroom activity and/or the teacher questioning.*

## DOK of classroom/questioning activity

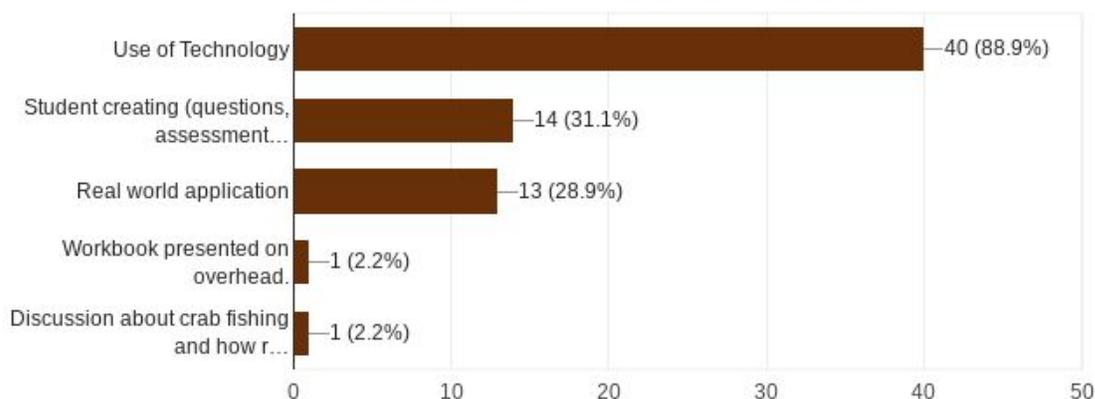
58 responses



*Evidence from 45 administrative walkthroughs focusing on a student centered learning environment*

## Student Centered Environment

45 responses



### Additional Data Collected for Focus Area 2

#### Description of additional data collected for this focus area 2: **Mathematics**

Our NWEA MAP math scores are used three times a year to set grade-level team goals and individual student growth goals. Teachers use MAP math data to determine what skills students are “ready to learn,” and they plan curriculum and differentiation accordingly. Our leadership team also compares our scores to NWEA RIT Norm Scales and to our district scores.

Scott Middle School implements at least two school-wide strategies during the school year. These strategies are chosen after analyzing student data from the Spring ILEARN and Fall MAP results. Teachers attend professional development once a week to learn the strategy, implement the strategy, and then reflect on student work in order to implement instruction that is data-driven. Strategies chosen for math teachers are utilized in the math and science classrooms, in addition to some Applied Academics classes (Gateway To Technology, PE, etc.)

Teacher Effectiveness Ratings - Administration meets individually with ELA, reading, and math teachers to discuss teacher effectiveness ratings, which are based on evaluations and ILEARN data. Teachers reflect and set individual goals based on their effectiveness ratings for the following school year.

Average Rubric Score by Content - After conducting two evaluations per teacher for the year a collection of data is obtained by averaging the scores of all teachers in the building. The Leadership Team then analyzes the data for outliers and uses that to drive professional

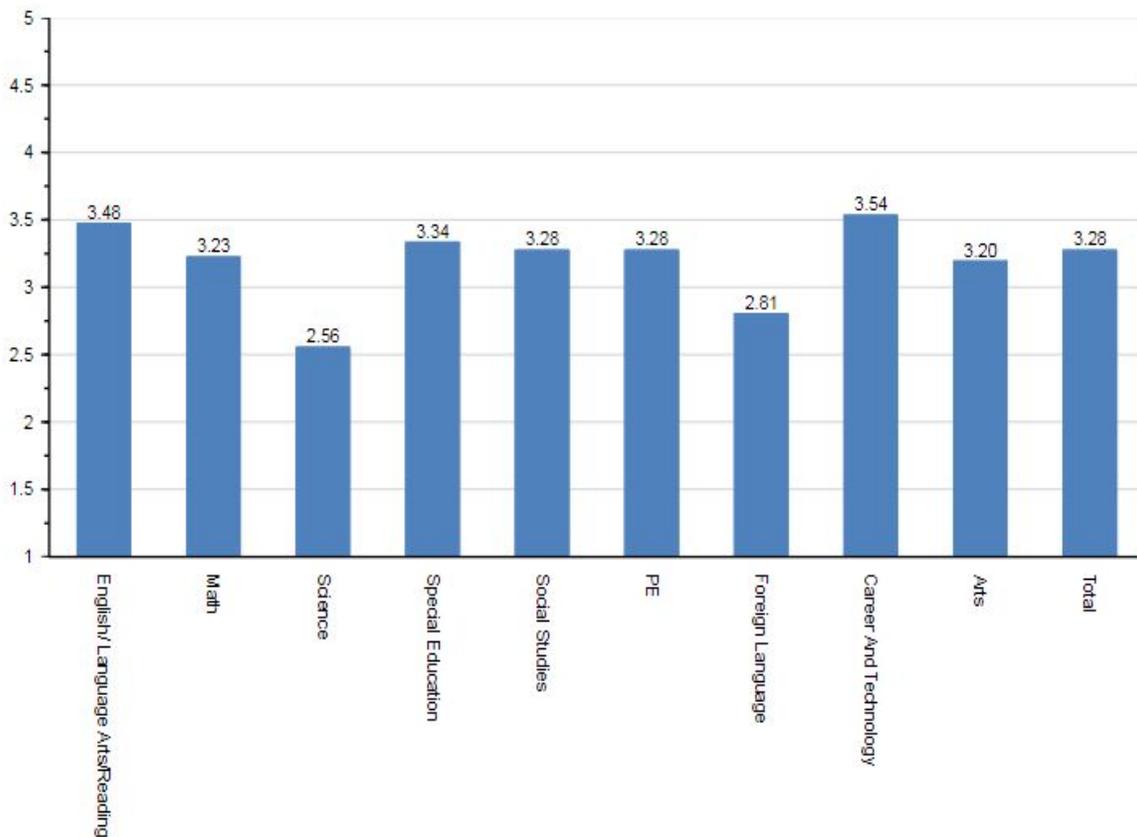
development. Each cluster cycle then supports new areas of greatest need that will have the greatest impact on student achievement.

Classroom Walkthroughs - In addition to observations and evaluations, walkthrough data were collected and used to support individual teacher needs. Each round of walkthroughs focused on one specific area of the NIET rubric, which is used as our evaluation tool. The walkthrough was approximately five minutes long and once completed a “wow” and a “wonder” was emailed to the teacher. The “wow” was something great happening in the classroom, while the “wonder” included areas where the teacher could alter or ask questions they had about the lesson.

Provide links to the additional data and/or key takeaways from data collected for this focus area:

**Teacher Average Rubric Score by Subject Level**

**Charles N. Scott Middle School - Teacher Overall Average by Subject (7/1/2018-7/1/2019)**



### Administrative Walkthrough Data

82% of the walkthroughs provided evidence of measurable objectives posted in the classroom

#### Objective

55 responses



During 56 walkthroughs administrators observed teacher's modeling 10% of the time. 36% of the walkthroughs were conducted during the beginning of the period.

#### Presenting Instructional Content

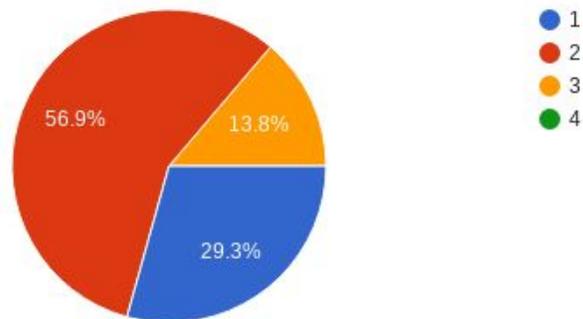
56 responses



Evidence from 58 walkthrough focused on the Depth of Knowledge of the classroom activity and/or the teacher questioning.

#### DOK of classroom/questioning activity

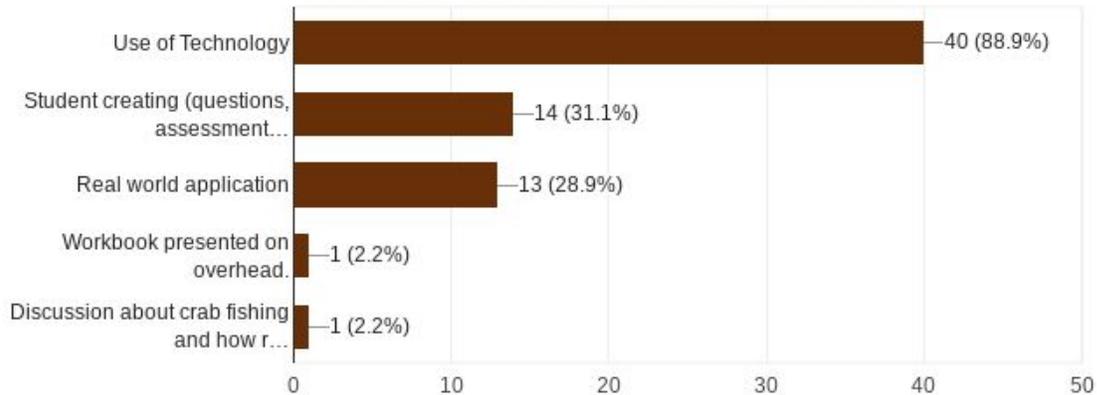
58 responses



*Evidence from 45 administrative walkthroughs focusing on a student centered learning environment*

### Student Centered Environment

45 responses



### Additional Data Collected for Focus Area 3

Description of additional data collected for this focus area 3: **Attendance**

Student attendance is tracked through our Student Management System PowerSchool. Reports are pulled and analyzed by grade, race, and gender weekly to ensure students are coming at a minimum 95% of the time during the school year. We also have an attendance officer that monitors attendance daily, makes parent phone calls, and informs the truancy officers, when necessary.

Provide links to the additional data and/or key takeaways from data collected for this focus area:

SY17-18					SY1819				
Average daily attendance	% tardy	% of students approaching chronically absent (missing 5-9% of total school days)	% of students chronically absent (missing 10% or more of total school days)	% of students truant	Average daily attendance	% tardy	% of students approaching chronically absent (missing 5-9% of total school days)	% of students chronically absent (missing 10% or more of total school days)	% of students truant
95%	0.03%	28%	15%	3.99%	96%	0.03%	30%	12%	#N/A

**Breakdowns:**

<b>Lunch Programs</b>		<b>Student Count</b>	<b>ADA</b>	<b>ADM</b>	<b>Days Member</b>	<b>Days Present</b>	<b>Days Absent</b>
Direct Certified	M	0	0.00	0.00	0.00	0.00	0.00
	F	0	0.00	0.00	0.00	0.00	0.00
Free Lunch	M	311	291.93	305.01	54,902.00	52,547.50	2,354.50
	F	275	256.49	268.16	48,268.00	46,169.00	2,099.00
NA	M	0	0.00	0.00	0.00	0.00	0.00
	F	0	0.00	0.00	0.00	0.00	0.00
Paid	M	85	76.77	79.91	14,383.00	13,819.00	564.00
	F	73	64.78	67.46	12,143.00	11,660.00	483.00
Reduced Lunch	M	51	48.47	50.37	9,066.00	8,724.00	342.00
	F	52	49.43	51.86	9,334.00	8,897.50	436.50
Temp Direct Cert	M	0	0.00	0.00	0.00	0.00	0.00
	F	0	0.00	0.00	0.00	0.00	0.00
Temp Free Lunch	M	0	0.00	0.00	0.00	0.00	0.00
	F	0	0.00	0.00	0.00	0.00	0.00
Temp Reduced	M	0	0.00	0.00	0.00	0.00	0.00
	F	0	0.00	0.00	0.00	0.00	0.00
<b>Totals</b>		<b>847</b>	<b>787.87</b>	<b>822.76</b>	<b>148,096.00</b>	<b>141,817.00</b>	<b>6,279.00</b>

**ADA/ADM Report**

4433 - Scott Middle School  
2018-19

Date range from 8/15/2018 to 6/3/2019

**Report Summary:**

<b>School Days</b>	<b>Student Count</b>	<b>Days Present</b>	<b>Days Absent</b>	<b>Days Member</b>	<b>ADM</b>	<b>ADA</b>	<b>Percent ADA</b>	<b>Tardies</b>
180.00	Male : 447	75,090.50	3,260.50	78,351.00	435.28	417.17	95.84 %	156
	Female : 400	66,726.50	3,018.50	69,745.00	387.47	370.70	95.67 %	118
	<b>Total : 847</b>	<b>141,817.00</b>	<b>6,279.00</b>	<b>148,096.00</b>	<b>822.76</b>	<b>787.87</b>	<b>95.76 %</b>	<b>274</b>

**Breakdowns:**

<b>Ethnicity</b>		<b>Student Count</b>	<b>ADA</b>	<b>ADM</b>	<b>Days Member</b>	<b>Days Present</b>	<b>Days Absent</b>
Amer Indian/Alaskan	M	1	0.97	1.00	180.00	175.00	5.00
	F	0	0.00	0.00	0.00	0.00	0.00
Asian	M	1	0.98	1.00	180.00	176.00	4.00
	F	0	0.00	0.00	0.00	0.00	0.00
Black	M	166	151.83	157.98	28,436.00	27,330.00	1,106.00
	F	144	133.43	138.99	25,018.00	24,017.00	1,001.00
Hispanic	M	183	172.79	179.79	32,362.00	31,102.50	1,259.50
	F	159	146.05	152.87	27,517.00	26,288.50	1,228.50
Multiracial	M	24	22.64	24.00	4,320.00	4,076.00	244.00
	F	28	26.49	27.72	4,989.00	4,767.50	221.50
Native Hawaiian/Pac	M	0	0.00	0.00	0.00	0.00	0.00
	F	0	0.00	0.00	0.00	0.00	0.00
White	M	72	67.95	71.52	12,873.00	12,231.00	642.00
	F	69	64.74	67.89	12,221.00	11,653.50	567.50
<b>Totals</b>		<b>847</b>	<b>787.87</b>	<b>822.76</b>	<b>148,096.00</b>	<b>141,817.00</b>	<b>6,279.00</b>

**ADA/ADM Report**4433 - Scott Middle School  
2018-19

Date range from 8/15/2018 to 6/3/2019

**Group Summary:**

	School Days	Students	Days Present	Days Absent	Days Member	ADM	ADA	Percent ADA	Tardies
Grade Level: 6	180.00	293 (M:155, F:138)	49,178.50	2,081.50	51,260.00	284.78	273.21	95.94 %	100
Grade Level: 7	180.00	294 (M:155, F:139)	49,130.50	2,255.50	51,386.00	285.48	272.95	95.61 %	89
Grade Level: 8	180.00	260 (M:137, F:123)	43,508.00	1,942.00	45,450.00	252.50	241.71	95.73 %	85

**Summary of Stakeholder Feedback Data**

Stakeholder group	Method(s) used to collect feedback	Number of stakeholders Who provided feedback	Links to data reports and/or summaries of key takeaways
<i>Example: Family members</i>	<i>Example: Survey, focus group</i>	<i>Example: 54 via survey, 8 via focus group</i>	<i>Example: Embedded link to a report provided by the family survey vendor</i>
Teachers/Students	Classroom Observations	58 Classroom observations, each for 5-10 minutes and the teacher was given a Wow and Wonder for reflection	<a href="#">Walkthrough Data</a>
Certified Staff (Teachers, Administrators)	TELL Survey	100% of the staff surveys were completed	<a href="#">Tell Survey Results</a>
Parents	Parent Culture and Climate Survey	288 surveys were completed during 2018 Fall Open House	<a href="#">Parent Survey Results</a>
Teachers	End of Cluster Cycle Survey	37 teachers participated	<a href="#">Cluster Cycle Results</a>

**VI. Analyze data to determine key findings and root causes**

*Note: The focus areas outlined below should address (1) student achievement in relation to rigorous state academic standards and (2) the needs of those children who are failing or are at-risk of failing to meet the rigorous state academic standards.*

<b>Data Analysis, Key Findings, and Root Causes</b>		
<i>Note: Adjust the table as needed.</i>		
<b>Focus Area 1</b>		
<p>Conclusions from data quality check for Focus Area 1:</p> <p>The CNA team provided evidence the data collected and utilized to inform focus area 1 is adequate. (ILEARN, NWEA Map, Teacher Evaluations and Effectiveness ratings, whole school strategy data, and administrator walkthrough data)</p>		
<p>Updated description of Focus Area 1 (based on additional data collected during phase four of the CNA process):</p> <p>Our ILEARN quantitative data indicates a significant gap in achievement and growth for specific subgroups. ILEARN proficiency scores also indicate a decline during the 2018 -2019 school years. Our students with IEP’s and ILP’s have a significantly lower growth in achievement and proficiency as compared to our total student population and state averages.</p>		
Description of key findings for Focus Area 1 (strength or area for growth)	Summary of supporting data for key findings from Focus Area 1	Root causes for key findings from Focus Area 1
<p>Teachers are not consistently teaching various levels of Depth of Knowledge during their lessons.</p> <p>Objectives are consistently posted and measurable in student friendly language.</p> <p>Summative assessments are being utilized along with pretest and the data is being analyzed.</p>	<p><a href="#">Walkthrough Data</a></p> <p><a href="#">Walkthrough Data</a></p> <p><a href="#">Cluster Agenda</a></p>	<p><a href="#">Root Cause Analysis</a></p>

<p>Teachers are analyzing student work based on the whole school strategy weekly.</p> <p>Teachers deconstructed the standards at the end of the 2018 - 2019 school year.</p> <p>ILEARN overall decline in proficiency for the 2018 -2019</p> <p>Teachers are not consistently assessing for mastery and reteaching skills the students have not mastered.</p> <p>Special Education students consistently underperform all other students on ILEARN.</p>	<p><a href="#">Cluster Agenda</a></p> <p><a href="#">KUD Charts</a></p> <p><a href="#">Achievement Gap Chart</a></p> <p><a href="#">ISTEP+/ILEARN data</a></p> <p><a href="#">ISTEP+/ILEARN data</a></p>	
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<p>Focus Area 2</p>
<p>Conclusions from data quality check for Focus Area 2:</p> <p>The CNA team provided evidence the data collected and utilized to inform focus area 1 is adequate. (ILEARN, NWEA Map, Teacher Evaluations and Effectiveness ratings, whole school strategy data, and administrator walkthrough data)</p>
<p>Updated description of Focus Area 2 (based on additional data collected during phase four of the CNA process):</p> <p>Our ILEARN quantitative data indicates a significant gap in achievement and growth for specific subgroups. ISTEP+/ILEARN proficiency scores also indicate a decline during the 2017 -2019 school years. Our students with IEP's and ILP's have a significantly lower growth in achievement and proficiency as compared to our total student population and state averages.</p>

Description of key findings for Focus Area 2 (strength or area for growth)	Summary of supporting data for key findings from Focus Area 2	Root causes for key findings from Focus Area 2
<p>Teachers are not consistently teaching various levels of Depth of Knowledge during their lessons.</p> <p>Objectives are consistently posted and measurable in student friendly language.</p> <p>Summative assessments are being utilized along with pretest and the data is being analyzed.</p> <p>Teachers are analyzing student work based on the whole school strategy weekly.</p> <p>Teachers deconstructed the standards at the end of the 2018 - 2019 school year.</p> <p>ILEARN overall decline in proficiency for the 2018 -2019</p> <p>Teachers are not consistently assessing for mastery and reteaching skills the students have not mastered.</p> <p>Special Education students consistently underperform all other students on ILEARN.</p>	<p><a href="#">Walkthrough Data</a></p> <p><a href="#">Walkthrough Data</a></p> <p><a href="#">Cluster Agenda</a></p> <p><a href="#">Cluster Agenda</a></p> <p><a href="#">KUD Charts</a></p> <p><a href="#">ISTEP+/ILEARN data</a></p> <p><a href="#">NWEA Data</a></p> <p><a href="#">ISTEP+/ILEARN data</a></p>	<p><a href="#">Root Cause Analysis</a></p>

### Focus Area 3

Conclusions from data quality check for Focus Area 3:

The CNA team provided evidence the data collected and utilized to inform focus area 1 is adequate. (PowerSchool Attendance Data)

Updated description of Focus Area 3 (based on additional data collected during phase four of the CNA process):

The additional reports accessed from Chalkable/PowerSchool regarding Truancy, Attendance Rate by subgroup and grade level indicates our students with the greatest gap in proficiency have a higher attendance rate.

**Description of key findings for Focus Area 3 (strength or area for growth)**

**Summary of supporting data for key findings from Focus Area 3**

**Root causes for key findings from Focus Area 3**

Attendance data shows students of different subgroups have different attendance rates.

Students with free and reduced lunch have a lower rate of attendance than those with paid lunch, thus increasing the achievement gap in academics.

All three grade levels are consistently 1% near the goal of 95% attendance rate.

Prior to 2018-19, we have achieved the 95% attendance rate by a close margin.

See charts above in Additional Data Collected for Focus Area 3

[Root Cause Analysis](#)

## School Improvement Plan Template

*Note: If you are planning to use this School Improvement Plan template to ensure you are fulfilling all of the school improvement planning requirements in Indiana Code, but are **not** completing the Comprehensive Needs Assessment (CNA) portion of this template, you must complete a School Profile (CNA Phase 3) to ensure all requirements are met. Please use [this link](#) to access a template for the School Profile.*

### Phases

- I. [Form a School Improvement Plan development team](#)
- II. [Review focus areas, key findings, and root causes](#)
- III. [Describe the school's core components to identify opportunities to address focus areas](#)
- IV. [Select evidence-based interventions that address the school's focus areas](#)
- V. [Design a professional development plan](#)
- VI. [Develop a roadmap to guide implementation of the school improvement plan](#)

**I. Form a School Improvement Plan development team**

**SIP Development Team Members**

*Note: Add or subtract rows as needed.*

Name	Stakeholder Group(s)	
Jerame Hicks	School leader	Principal
Justin Browning	School leader	Assistant Principal
Christina Bisbee	Teacher leader	Master Teacher
Christine Hernandez	Teacher leader	LDP Coach
Veronica Sanchez	Parent	PTSA Vice-President
Theresa Abeyta	Parent/Staff	Parent/Clerical
Christina Bisbee	Teacher leader	Master Teacher

*Note: Use the tables below to name the topics that committees will focus on to support the process of developing a SIP as well as the members of these committees, modifying the tables as needed.*

*Note: TSI identified schools must include a domain of study specific to each subgroup identified as low performing.*

Committee's Focus:		
Name	Stakeholder Group(s)	Role(s)

Committee's Focus:		
Name	Stakeholder Group(s)	Role(s)

**II. Review focus areas, key findings, and root causes**

***If you did not complete the Comprehensive Needs Assessment (CNA) template, you will need to identify focus areas to guide your work in this and subsequent phases of the School Improvement Planning process. See CNA Phase 6 for resources that can help you identify these focus areas.***

***If you did complete the Comprehensive Needs Assessment (CNA) template, to guide the presentation and discussion in this SIP phase, please use the text from Phase 6 of the CNA to complete all but the greyed cells below. The greyed cells should be completed after the presentation, based on questions and ideas raised during the SIP development team’s discussion.***

Review of Focus Area 1	
Description of Focus Area 1:  <i>(Click <a href="#">here</a> to return to the description of Focus Area 1 from the CNA)</i>	
Modified Description of Focus Area 1:  Modification not needed.	
Description of key findings for Focus Area 1 (strength or area for growth)	Root causes for key findings from Focus Area 1
<i>(Click <a href="#">here</a> to return to the description of key findings for Focus Area 1 from the CNA)</i>	<i>(Click <a href="#">here</a> to return to the root causes for Focus Area 1’s key findings from the CNA)</i>
Modified description of key findings for Focus Area 1 based on the SIP development team’s discussion	Modified root causes for key findings based on the SIP development team’s discussion
Modification not needed.	Modification not needed.

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**Review of Focus Area 2**

Description of Focus Area 2:  
*(Click [here](#) to return to the description of Focus Area 2 from the CNA)*

Modified Description of Focus Area 2:  
  
 Modification not needed.

Description of key findings for Focus Area 2 (strength or area for growth)	Root causes for key findings from Focus Area 2
----------------------------------------------------------------------------	------------------------------------------------

<i>(Click <a href="#">here</a> to return to the description of key findings for Focus Area 2 from the CNA)</i>	<i>(Click <a href="#">here</a> to return to the root causes for Focus Area 2's key findings from the CNA)</i>
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Modified description of key findings for Focus Area 2 based on the SIP development team's discussion	Modified root causes for key findings based on the SIP development team's discussion
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Modification not needed.	Modification not needed.
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<b>Review of Focus Area 3</b>
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<p>Description of Focus Area 3:</p> <p><i>(Click <a href="#">here</a> to return to the description of Focus Area 3 from the CNA)</i></p>
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<p>Modified Description of Focus Area 3:</p> <p>Modification not needed.</p>
------------------------------------------------------------------------------

<b>Description of key findings for Focus Area 3 (strength or area for growth)</b>	<b>Root causes for key findings from Focus Area 3</b>
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<i>(Click <a href="#">here</a> to return to the description of key findings for Focus Area 3 from the CNA)</i>	<i>(Click <a href="#">here</a> to return to the root causes for Focus Area 3's key findings from the CNA)</i>
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Modified description of key findings for Focus Area 3 based on the SIP development team's discussion	Modified root causes for key findings based on the SIP development team's discussion
------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------

Modification not needed.	Modification not needed.
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**III. Describe the school’s core components to identify opportunities to address focus areas**

*Note: In the tables below, the SIP development team will describe many of the school’s core elements, such as curriculum and assessment. After describing each core element, the SIP development team is encouraged to reflect on the extent to which the school’s approach to this core element will help it address a key finding or contributing factor from one or more of its focus areas. It is possible that a core element may not be applicable to each focus area. In these cases, the SIP development team is encouraged to write “not applicable” in the cell, but only after careful reflection.*

Description of Core Component: Safe Learning Environment	
<ol style="list-style-type: none"> <li>1. How will the school maintain a safe and disciplined learning environment for students and teachers? How will the school ensure clear expectations are communicated to students?</li> <li>2. How will the school create an environment in which there is genuine respect for students and a belief in their capability?</li> <li>3. How will the school utilize a multi-pronged approach including early intervention and positive behavior support to create a safe learning environment?</li> </ol>	
<p>Scott Middle School has created a School-Wide Behavior Matrix for all areas and settings in the school, including before, during and after school. Scott Middle School enforces their Code of Conduct with fidelity. School-wide PBIS assemblies are performed throughout the year along with a Suspended Curriculum being taught during the first two weeks of school. Posters have been created displaying the expectations for all areas of the school in all settings. Teachers and administrators are visible in the hallways to ensure proper student behaviors. PBIS incentives will be provided throughout the year. A different focus each week or month will be highlighted and students will be rewarded for their efforts. The school has used MTSS, Mindfulness, Social Emotional Learning, and Trauma Informed initiatives to support the whole student.</p>	
Gap Analysis: Safe Learning Environment	
<p>How will the school’s plan for fostering a safe learning environment also help the school address its focus areas?</p>	<p>In what ways does the school’s plan for fostering a safe learning environment <i>not</i> help the school address its focus areas?</p>

<p>For Focus Area 1:          Scott Middle School has created a School-Wide Behavior Matrix for all areas and settings in the school, including before, during and after school. Scott Middle School enforces their Code of Conduct with fidelity. Teachers provide students with classroom rules and procedures to ensure safety within their classrooms.</p>	<p>For Focus Area 1:          Some students have behavior issues and learning disabilities and these hinder their learning and disrupt other students.</p>
<p>For Focus Area 2:          Scott Middle School has created a School-Wide Behavior Matrix for all areas and settings in the school, including before, during and after school. Scott Middle School enforces their Code of Conduct with fidelity. Teachers provide students with classroom rules and procedures to ensure safety within their classrooms.</p>	<p>For Focus Area 2:          Some students have behavior issues and learning disabilities and these hinder their learning and disrupt other students.</p>
<p>For Focus Area 3:          Providing students with a safe classroom environment motivates students to attend school. Students are aware of the Code of Conduct, therefore inappropriate behaviors occur less, students feel safe to attend school.</p>	<p>For Focus Area 3:          Students who do not follow our Code of Conduct are issued consequences that hinder our attendance rate.</p>

**Description of Core Component: Curriculum**

1. Provide an overview of the school’s curriculum, including, but not limited to:
  - A description of the school’s curriculum review and adoption process;
  - A description of the school’s curriculum for Tier I instruction as well as a brief rationale for using these curricular resources;
  - A description of the school’s curriculum academic interventions as well as a brief rationale for using these curricular resources; and
  - A description of the culturally responsive curricular materials, if any, that the school is using to ensure all students’ cultural differences are recognized and appreciated.

*Note: Please ensure there is a copy of the curriculum available for inspection by members of the public as required by 511 Indiana Administrative Code 6.2-3.*

### **Curriculum Maps**

Curriculum Maps are available for inspection on Scott Middle School's website. All teachers are encouraged to utilize the Learning Connections and web based resources made available by the Indiana Department of Education. The Indiana Standards were updated when the Common Core Standards were developed. Scott Middle School teachers continually work on this in a collaborative grade-level setting. They are posted on the School City of Hammond Corporation website.

### **Language Arts**

Scott Middle School has adopted to the Balanced Literacy Model. All students in 6th to 8th grade will participate in a least a 90 minute reading block. Literacy groups will provide time for guided reading in a small group setting. Best practice strategies are woven into the literacy practices. Components of the seven reading strategies and 6+1 writing traits are used in the development of classroom instruction. These strategies are also implemented from weekly professional development meetings.

Independent reading novels are available at Scott Middle School with online quizzes for all students in grades 6 through 8. Students are matched with books according to their individual reading MAP test results. An online program, Study Island, is also utilized as well. Students have an individualized Learning Path assigned to them at their instructional level, per the results of the MAP testing. Teachers utilize this program for purposes of differentiation and enrichment.

Scott Middle School Leadership Team yearly reviews our continuous school improvement process. The Leadership Team seeks out support from teachers throughout the year along with feedback.

### **Mathematics**

Pearson Inspire is the adopted math curriculum for sixth to eighth grade. Khan Academy, Study Island, and Carnegie Learning is utilized as a support resource in sixth through eighth grade. Teachers supplement instruction of specific math standards from the curriculum map with various resources and manipulatives. The teachers also utilize "Number Talks" in their instruction to focus on improving the achievement gap for number sense and computation skills.

Khan Academy, Study Island, and Carnegie Learning will be utilized as resources to supplement the curriculum and give students specific instruction on skills that were areas of individual weakness. Scott Middle School will continually assess supplemental resources and appropriate software to meet the needs of our students. In addition, intervention and enrichment lessons will also be utilized to achieve growth at all academic levels.

**Social Studies**

In addition to teaching the Indiana Academic Standards, our Social Studies teachers also incorporate 8th grade--Preparing for College and Careers curriculum and 7th grade encompasses Horizon's which focuses on relevant issues such as sex, healthy relationships, peer pressure, and other social and emotional topics.

**Science**

Our Science classes teach the newly adopted Indiana Academic Standards for Science. The 6th and 7th grade classrooms are fully immersed in STEM for a 90 minute math block.

<b>Gap Analysis: Curriculum</b>	
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<p>How will the school's curricular resources also help the school address its focus areas?</p>	<p>In what ways do the school's curricular resources <i>not</i> help the school address its focus areas?</p>
<p>For Focus Area 1: In the area of ELA, students have 90 minute reading blocks focused on the standards provided by IDOE. Teachers focus on specific standards using balanced literacy to provide instructions to lesson the gaps in deficient skills.</p>	<p>For Focus Area 1: Teachers must provide supplement materials for their classroom when provided materials do not allow for mastery of standards.</p>
<p>For Focus Area 2: In the area of Math, students are provided with textbooks, online resources and supplement materials for instruction. Teachers also utilize "Number Talks" in their instruction to focus on improving the achievement gap for number sense and computation skills. Khan Academy, Study Island, and Carnegie Learning is also utilized as resources to supplement the curriculum and give students specific instruction on skills that were areas of individual weakness.</p>	<p>For Focus Area 2: Teachers must provide supplement materials for their classroom when provided materials do not allow for mastery of standards.</p>
<p>For Focus Area 3: Google Classroom is utilized in each classroom daily. Students who are not in attendance have access to Google Classroom to provide them with their materials while absent from school. Students</p>	<p>For Focus Area 3: Some students do not have internet access at home.</p>

have access to the portals while absent to gain access to the supplement programs used in their classrooms.

### Description of Core Component: Assessment

1. Provide an overview of the assessments that will be used in the school in addition to the statewide testing system, including, but not limited to:
  - A description of the school's interim assessments, including the frequency with which they will be administered;
  - A brief rationale for using these interim assessments;
  - A description of how teachers and staff will be provided ongoing professional development to support their use of student data from these interim assessments to inform instruction;
  - A description of the school's expectations for daily and/or weekly formative assessments (e.g., exit tickets); and
  - A description of how teachers and staff will be provided ongoing professional development to support their use of daily and/or weekly formative assessments to inform instruction.

#### **District Wide Assessments**

In order to provide support in all summative assessments, teachers are provided weekly professional development and support from master and mentor teachers. Professional development includes curriculum mapping, deconstructing standards, reading blueprints, identifying areas of student need, analyzing student work and data, and addressing subgroup needs.

ILEARN - yearly to assess ELA, Math, Social Studies, and Science. Staff is provided professional development on reading blueprints and deconstructing standards.

I AM - alternate form of ILearn administered to special education students. Staff is provided professional development on curriculum maps, reading blueprints, and deconstructing standards.

WIDA ACCESS 2.0 - yearly assessment given to English Language Learners to determine their language level. Staff is provided professional development by our ELL instructor.

WIDA Alternate Access - yearly assessment given to English Language Learners that are dual service with special education to determine their language level. Staff is provided professional development by our ELL instructor.

### Formative Assessments

In order to provide support in all formative assessments, teachers are provided weekly professional development and support from master and mentor teachers. Professional development includes curriculum mapping, deconstructing standards, reading blueprints, identifying areas of student need, analyzing student work and data, and addressing subgroup needs.

NWEA - Given three times a year to measure growth, project proficiency, and determine areas of curriculum drive.

Study Island - Online computer based program used to address specific areas of need for enrichment and remediation.

MVRC - Online computer based program used to address specific areas of need for enrichment and remediation. This program is used in our special education classes.

Carnegie Learning - Online computer based program used to address specific areas of need for enrichment and remediation in the area of Math.

Khan Academy - Online computer based program used to address specific areas of need for enrichment and remediation in all academic areas.

School Wide Pre/Post assessments in content areas - Skills and standards based assessments that provide baseline data to drive instruction.

### Gap Analysis: Assessment

How will the school's assessment plan also help the school address its focus areas?	In what ways does the school's assessment plan <i>not</i> help the school address its focus areas?
For Focus Area 1: <i>Summative and formative assessment provide data that is useful in driving instruction.</i>	For Focus Area 1: Summative and formative assessments can be time consuming.
For Focus Area 2: Summative and formative assessments provide data on gaps in the curriculum and/or instruction.	For Focus Area 2: Difficulty in determination of root cause gaps.

For Focus Area 3:  
By providing students with a schedule of assessments, students are aware of the days they need to be in attendance for school.

For Focus Area 3:  
By providing the schedule of assessments, students would choose to stay home versus coming to school for the assessments.

### Description of Core Component: Instruction

1. What strategies will teachers and staff use to promote authentic versus compliant [student engagement](#)?
2. How will teachers and staff bridge cultural differences through effective communication?
3. What strategies will teachers and staff use to provide all students with opportunities to learn at [all Depth of Knowledge levels](#)?
4. What strategies will teachers and staff use to monitor and adjust instruction during individual lessons?
5. What strategies and systems will the school put in place to ensure teachers vary their instructional strategies?
6. How will teachers and staff vary their instructional strategies to accommodate diverse learning styles and language proficiency?

Teachers will plan and implement lessons that are personally meaningful to students. We will provide professional development and coaching on how to spark curiosity and suspense, as well as how to design performance tasks that are authentic and challenging, in order to keep students engaged in the curriculum. We will utilize the following resources for professional development: *Teach Like a Pirate*, by Dave Burgess, and *Teach Like a Champion*, by Doug Lemov, and *Literacy and Learning Centers for the Big Kids*, by Katherine S. McKnight.

Teachers will utilize language objectives in their classrooms. Teachers will continue to use higher level questioning in their instruction. Teachers will provide differentiated instruction to ensure students who learn at different rates are able to progress at their current level. Teachers will use formative and informative assessments, including exit slips to monitor and adjust their instruction.

PD will be provided to teachers providing them with different strategies to use in their classrooms. Teachers will have follow-ups, walkthroughs formal evaluations and

other coaching opportunities provided by the Leadership Team to allow for support and suggestions for varying their instructional strategies.

Teachers will provide differentiated instruction to ensure students who learn at different rates are able to progress at their current level. PD will be provided to teachers to provide them with different instructional strategies to accommodate diverse learning style and language proficiency. Co-teaching opportunities will be provided to students in both math and ELA.

**Gap Analysis: Instruction**

How will the school's plan for instruction also help the school address its focus areas?	In what ways does the school's plan for instruction <i>not</i> help the school address its focus areas?
For Focus Area 1: By providing PD for teachers, teachers will have strategies provided to them to close the achievement gap in ELA. Co-teaching will allow for extra support for students who have not mastered specific skills.	For Focus Area 1: Teachers may not fully implement strategies to make them effective.
For Focus Area 2: By providing PD for teachers, teachers will have strategies provided to them to close the achievement gap in math. Co-teaching will allow for extra support for students who have not mastered specific skills.	For Focus Area 2: Co-teaching may not be implemented with fidelity.
For Focus Area 3: Providing students with learning opportunities that support their learning styles and levels should increase student motivation, which should increase attendance rates.	For Focus Area 3: Learning opportunities might not be relevant to students' lives and will not spark intrinsic motivation.

## Description of Core Component: Cultural Competency

1. Provide an overview of the school's cultural competency strategies, including, but not limited to:
  - A description of the school's methods for improving the cultural competency of the school's teachers, administrators, staff, parents, and students;
  - A description of how teachers and staff will learn about students' cultures;
  - A description of how teachers and staff will utilize resources in the students' communities;
  - A description of the school's methods for increasing educational opportunities and educational performance for each student subgroup; and
  - A description of the areas in which additional professional development is necessary to increase cultural competence in the school's educational environment.

Over the summer of 2019, a group of 8 educators from Scott Middle School attended a conference hosted by the Indiana IEP Resource Center, where they were trained to lead the way in making our school more trauma-invested. These educators learned how to recognize students' needs or root causes for their behaviors, and strategies for addressing those needs. Those educators also participated in a books study lead by the master teacher, in which they read and responded to discussion questions from the book *Relationship, Responsibility, and Regulation: Trauma-Invested Practices for Fostering Resilient Learners*, by Kristin Van Marter Sourers with Pete Hall. After studying the book, these teachers conducted a professional development for the staff at our school. They will continue training the rest of our staff to become a more trauma-invested school.

The administrative staff has attended a training focusing on transgender students and creating gender neutral environments, which are supportive to all students. Our Language Development Teacher also serves as a mentor teacher and will provide coaching to our teachers to provide supportive classroom environments for our English Language Learners.

The administrative staff has worked diligently to reduce the disproportionality of African-American students receiving disciplinary infractions by providing professional development to the staff focusing on addressing conflict appropriately, choice language, and teaching to identify combat vs. conflict. These techniques have led to a 30 % decrease in office referrals and out-of-school suspensions.

Scott Middle School has instituted Mindfulness, Social Emotional Learning, and Trauma Informed practices that continuously are developed by staff to support social emotional learning. Our school counselors, Suspension and Expulsion Interventionist, In-class behavior modification (ICBM/BIZ) supervisor, and Career Teachers have developed and executed practices relative to teaching mindfulness to our students and Trauma Invested practices to

our staff. We are teaching students attention training, the power of a breath, healthy mindsets, and meditation/reflection to decrease negative interactions within the school environment.

Scott Middle School continues to support the building leaders through training and weekly Leadership Team Meetings. Our building principal is a member of the Indiana Association of School Principals, is working on a doctoral dissertation via Indiana Wesleyan University relating to Cultural Intelligence and Highly Effective Leadership. Mr. Hicks continues to support his individual learning by attending the NIET/TAP National Conference yearly, the IASP Fall conference, numerous technology conferences, and by reading professional books. The theme for the 2019-2020 school year is #connections #selfcare. The Scott Staff is committed to collaboration to ensure our students continue to grow academically and socially.

The faculty and staff are committed to involving the students, staff and community in the decision-making process at Scott, and creating a culture of community. Various events are scheduled to invite parents and the community into Scott so we can collaborate and share our ideas and vision (ie. Coffee with the Principal, Monitoring your Student's Technology use, What does ILEARN mean for the school and my child?, How can we support our child socially and emotionally in middle school?). We have also developed relationships with a local church, Purdue Northwest, Horizon's, Regional Federal Credit Union, and Regional Mental help to support our students academically, socially and emotionally.

### Gap Analysis: Cultural Competency

How will the school's cultural competency plan also help the school address its focus areas?	In what ways does the school's cultural competency plan <i>not</i> help the school address its focus areas?
For Focus Area 1: Increase student interest and engagement by reaching each student utilizing effective strategies.	For Focus Area 1: Failure to determine strategies to address each individual child.
For Focus Area 2: Decrease student anxiety to enable students to focus on instruction.	For Focus Area 2: Unable to carry over coping strategies into the classroom
For Focus Area 3: By providing a safe and comfortable environment for students, students will want to come to school.	For Focus Area 3: Due to unaddressed adverse experiences students will struggle with seeing school as a welcoming environment.

## Description of Core Component: Family Engagement

1. How will the school work to maximize the engagement of family members in the school, including to improve student academic outcomes?
2. What strategies will the school use to increase family and community engagement, including family literacy programs?
3. What strategies will the school use to understand parents' hopes, concerns, and suggestions?
4. How will the school keep parents apprised of services offered by the school?
5. How will the school ensure its staff have the cross-cultural skills necessary for successful collaboration with family members.

*Note: When describing the school's parent and family engagement policy, please be sure to include a school-parent compact outlining shared responsibility for high student academic achievement, per 511 Indiana Administrative Code 6.2-3.*

To maximize the engagement of family members the school has worked closely with PTSA that has become an active and vital role in the building. The PTSA has held numerous functions to include parents including potlucks, provided community resource information, and has been a visible presence in the school. We also reach out to parents through Open House, Parent-Teacher Conferences, Coffee with the Principal, Family Math and Reading Night, Family Game Nights, sport events, and various presentations throughout the year such as concerts and talent shows. Additionally, we have a Family Facilitator that acts as a liaison between families, the community, and administration/staff to ensure that all stakeholders are heard and represented in all areas of school business. Parents are also encouraged to view the student management system that is used here at Scott MS which is PowerSchool.

Through PowerSchool they are able to obtain pertinent information regarding their child's grades and academic progress.

To increase family engagement we will continue to communicate with families via social media with Facebook and Twitter pages, through the student management system of PowerSchool, School Messenger that sends calls to all families, notes and fliers, and on our school website. Also, we will continue to host Family Game Nights, Family Reading and Math nights, and meetings with the principal so that concerns, if any, could be addressed. We will also continue to be a welcoming school with friendly and supportive staff, family friendly displays, and resources to support families in all areas possible. We will provide culture and climate surveys to get an understanding of where our families feel supported in the building and where they might feel needs

improvement. To support cultural awareness amongst staff, trainings of Transgenders and Gender Conforming awareness in schools and cultural awareness, Principal has shared information on dealing with children facing trauma and adversity and provided resources.

**Gap Analysis: Family Engagement**

How will the school's family engagement plan also help the school address its focus areas?	In what ways does the school's family engagement plan <i>not</i> help the school address its focus areas?
For Focus Area 1: Increased communication between home and school will increase parent support and involvement.	For Focus Area 1: Limited access to internet would limit interaction on social media making parents feel uninvolved.
For Focus Area 2: Increased parent support will increase home support for increased academic achievement.	For Focus Area 2: Parents unable to support students in completion of work.
For Focus Area 3: Increase in activities and events due to more parent support and student involvement.	For Focus Area 3: With parents having busy schedules with work and family, they might not be able to make time to attend extra activities.

**Description of Core Component: Technology**

1. How will the school coordinate its technology initiatives, in service of improving student academic outcomes?

Scott Middle School has continued to allocate resources to create a learning environment which supports skills for College and Career Readiness. Beginning in the 2017 - 2018 and currently, Scott has one-to-one Chromebooks in all academic classes. In addition, every content classroom has a Promethean board and teachers are required to use Google Classroom. This technology has enabled Scott to participate in eLearning days during the 2017 - 2019 school years.

### Gap Analysis: Technology

<p>How will the school's technology plan also help the school address its focus areas?</p>	<p>In what ways does the school's technology plan <i>not</i> help the school address its focus areas?</p>
<p>For Focus Area 1: In order to show proficiency on the ILEARN test, students must be proficient in using a Chromebook and know how to answer technology enhanced questions. Providing students and teachers with these resources during the school year allows students to become familiar with using the device for testing which should translate into higher test scores. Having Chromebooks available also means teachers have a better variety of interactive resources to pull from when planning their lessons.</p>	<p>For Focus Area 1: Sometimes technology can be a distraction for students, as they become more interested in "playing" with the apps, rather than problem-solving, using learning strategies, and applying academic standards.</p>
<p>For Focus Area 2: In order to show proficiency on the ILEARN test, students must be proficient in using a Chromebook and know how to answer technology enhanced questions. Providing students and teachers with these resources during the school year allows students to become familiar with using the device for testing which should translate into higher test scores.</p>	<p>For Focus Area 2: Some teachers are still hesitant and uncomfortable with using the technology, so more training may be needed.</p>
<p>For Focus Area 3: Students have access to Google Classroom when they are absent, therefore they are able to complete their assignments at home. Students have access to their teachers through Google Classroom and email if they need additional help while absent.</p>	<p>For Focus Area 3: Several students refuse to do their assignments at home. This could be due to lack of resources (only one computer at home to share with siblings), or they may feel overwhelmed by the amount of assignments they are required to do, since they receive work from every class, including applied academics (such as PE, art, etc).</p>

**Description of Core Component: Transition to Elementary School (for elementary schools only)**

*Note: For more information about Indiana’s graduation pathways, please review [this memo](#) from the Indiana State Board of Education.*

1. How will the school assist preschool students with the transition to elementary school?

N/A

**Gap Analysis: Transition to Elementary School**

How will the school’s transition to elementary school supports also help the school address its focus areas?	In what ways does the school’s transition to elementary school supports <i>not</i> help the school address its focus areas?
For Focus Area 1:	For Focus Area 1:
For Focus Area 2:	For Focus Area 2:
For Focus Area 3:	For Focus Area 3:

**Description of Core Component: High School Graduation Supports (for High Schools only)**

*Note: For more information about Indiana’s graduation pathways, please review [this memo](#) from the Indiana State Board of Education.*

1. How will the school promote opportunities for secondary education and workforce to students (e.g., Advanced Placement, International Baccalaureate, Dual Credit)?
2. How will all students be encouraged to earn an academic honors diploma or complete the Core 40 curriculum?
3. What courses will the school offer to ensure all students can be eligible to receive an academic honors diploma?

<p>4. How will all students be provided opportunities to demonstrate employability skills?</p> <p>5. How will all students have an opportunity to complete a postsecondary readiness competency?</p>	
<p>N/A</p>	
<p><b>Gap Analysis: High School Graduation Supports</b></p>	
<p>How will the school's graduation supports also help the school address its focus areas?</p>	<p>In what ways does the school's graduation supports <i>not</i> help the school address its focus areas?</p>
<p>For Focus Area 1:</p>	<p>For Focus Area 1:</p>
<p>For Focus Area 2:</p>	<p>For Focus Area 2:</p>
<p>For Focus Area 3:</p>	<p>For Focus Area 3:</p>

**IV. Select evidence-based interventions that address the school's focus areas**

<p><b>Evidence-Based Interventions for Focus Area 1</b></p>
<p>Summarize the strategies from the core components in SIP Phase 3 that address this focus area: <b>ELA/Reading Focus Area</b></p> <p>ELA, reading, social studies and applied academics teachers attended weekly PD (lead by instructional coaches) to analyze and apply Richard Allington's "<a href="#">Six Factors that lead to student growth and achievement</a>." We intentionally planned various ways to apply those factors into our lessons, and we reflected on them every week. In addition to that, we studied DOK question stems and planned them into our lessons. We utilized ILEARN resources (released test items, blueprints, proficiency scales) during weekly professional development. We also focused on 3 literacy strategies: Making Connections to the text, Questioning the text, and Visualizing. We also studied and applied vocabulary strategies (Framer Model, Student-Selected Vocab, Word Walls). All of the strategies mentioned above were researched and field-tested by instructional coaches. Weekly PD was devoted to learning the strategies, teaching the strategies, and analyzing student work to plan next steps.</p>

Describe the key findings and root causes, if any, for this focus area that are **not** sufficiently addressed by these strategies from the core components:

The strategies described above sufficiently addressed this focus area.

Describe the evidence-based intervention(s) that the school has identified to address the key findings and root causes for this focus area that are not sufficiently addressed by strategies from the core components:

Although the strategies described above addressed our focus area, we are always committed to reviewing and improving our teaching methods. Therefore, this year we are going to study Core Instruction, Tier 1 instruction, with a heavy focus on the NIET Rubric. We will analyze the “Exemplary” descriptors and apply them in our classrooms. Instructional coaches will model core instruction in our weekly PD and provide feedback to teachers via coaching every week. Best practices lead to increased student achievement. This will lead to an increase in our NWEA MAP RIT scores in reading, as well as an increase in our ILEARN proficiency and growth scores.

## Evidence-Based Interventions for Focus Area 2

Summarize the strategies from the core components in SIP Phase 3 that address this focus area: **Math Focus Area**

Teachers were trained through weekly PD (lead by instructional coaches) on how to implement strategies into their daily lesson plans to address the deficiencies in math. Last school year, to increase mathematical computation, teachers learned Number Talks through weekly professional development led by instructional coaches. The strategy was field tested by a master teacher and career teacher. The purpose of the NT is for students to start to understand the quantitative value of a number. The first focus was fractions and decimals. NT was then facilitated using computational problems. Students saw and heard different skills to solve basic operation problems using integers, fractions, and decimals. NT was implemented in daily lesson plans in all math classes.

In order to help increase math scores, science teachers implemented Think Boxes into their classrooms once a week. Think boxes cover critical math standards for each grade level.

The format had two problems in a box in which students have to solve. Teachers were trained on how to model the problem correctly, what key vocabulary words to identify for the students, and how to implement it appropriately into their lesson plans. Teachers received weekly coaching/feedback on their implementation of this strategy in the classroom. Teachers analyzed student work weekly in our PD meetings in order to determine common trends and next steps. The think boxes spiral back continuously so students are exposed to the standard multiple times within the school year.

Describe the key findings and root causes, if any, for this focus area that are *not* sufficiently addressed by these strategies from the core components:

The strategies described above sufficiently addressed this focus area.

Describe the evidence-based intervention(s) that the school has identified to address the key findings and root causes for this focus area that are not sufficiently addressed by strategies from the core components:

Although the strategies described above addressed our focus area, we are always committed to reviewing and improving our teaching methods and supporting schoolwide support initiatives. Therefore, this year we are going to study Core Instruction, Tier 1 instruction, with a heavy focus on the NIET Rubric. We will analyze the “Exemplary” descriptors and apply them in our classrooms. Instructional coaches will model core instruction in our weekly PD and provide feedback to teachers via coaching every week. Best practices lead to increased student achievement. This will lead to an increase in our NWEA MAP RIT scores in reading, as well as an increase in our ILEARN proficiency and growth scores.

### Evidence-Based Interventions for Focus Area 3

Summarize the strategies from the core components in SIP Phase 3 that address this focus area:

#### Attendance

Scott Middle School's Dean of Students, Suspension Expulsion Interventionist, and Attendance Clerk work hourly and daily to keep students and parents accountable for attendance. The classroom teachers, PBIS, MTSS, and Leadership committees receive the attendance data daily and monthly to review. Both general and individual attendance concerns are discussed and acted upon. Various modes of notification are used to communicate with students and parents. Doctor's notes, legal appointments, etc., are required for justification of excused absences. Mailed letters, Student Information System – PowerSchool, Phone Calls, E-mails, Face-to-Face meetings, Number of days absent notification (per semester), and assistance from outside agencies are utilized to augment school attendance.

Describe the key findings and root causes, if any, for this focus area that are **not** sufficiently addressed by these strategies from the core components:

The strategies described above sufficiently addressed this focus area.

Describe the evidence-based intervention(s) that the school has identified to address the key findings and root causes for this focus area that are not sufficiently addressed by strategies from the core components:

Although the strategies described above addressed our focus area, we are always committed to reviewing and improving our outreach, stakeholder collaboration, and school attendance. Therefore, this year we are going to provide additional incentives to increase daily attendance with a heavy focus targeted data analysis and collaboration. We will identify specific areas of concerns and laser focus initiatives to support improved attendance. Schoolwide initiatives will be used to increase student attendance. This will lead to an increase in our daily student attendance, as well as an increase in our overall success and performance.

**V. Design a professional development plan**

Please complete this section of the SIP using [this template](#), the template provided below, or a locally-developed resource that fulfills the requirements outlined in the “Connections to State and Federal Requirements” section of SIP Phase 5.

Be sure to include a discussion of how professional development will, at a minimum, (1) increase cultural competence in the school's educational environment and (2) improve instruction using student assessment data.

*Note: Indiana Administrative Code requires that each school provide an assurance through the signature of an exclusive representative of the LEA that the professional development program complies with the State Board’s core principles for professional development. (511 IAC 6.2-3)*

Professional Development Plan		
Set Goals		
<p>Given the school’s improvement priorities (e.g., strategies for its core components and evidence-based interventions) define goals for this professional development plan. Provide a brief rationale for each professional development goal in relation to one or more of the school’s focus areas.</p>		
PD Goal #	Goal Description	Goal Rationale
1	<p>80% of students will meet their projected mean RIT growth goals in reading on the NWEA MAP test. Teachers will continue teaching students to use research-based reading strategies (making connections, visualizing, summarizing, making inferences, and questioning the text) in order to improve reading analysis. Teachers will implement effective Core Instruction (Tier 1) in order to address the needs of all students.</p>	<p>One of our focus areas is ELA/Reading. In the fall, we will set team goals using our MAP data and meet with individual students to set personal growth goals. We will revisit those goals in winter, and again in the spring. This will hold us all accountable for our RIT growth goals. Research has shown that active readers use reading strategies to analyze text. Teachers will be reminded in PD on how to implement those strategies in the classroom, and facilitate students implementing them independently and automatically. Teachers will be trained in weekly PD on how to implement effective core instruction (using the NIET rubric), and receive weekly feedback on instruction.</p>

2	<p>80% of students will meet their projected mean RIT growth goals in mathematics on the NWEA MAP test. Teachers will continue to teach students how to understand the quantity of a number by doing a strategic daily intervention. Teachers will implement effective Core Instruction (Tier 1) in order to address the needs of all students.</p>	<p>One of our focus areas is number sense. In the fall, we will set team goals using our MAP data and meet with individual students to set personal growth goals and schoolwide initiatives. We will revisit those goals in winter, and again in the spring. This will hold us all accountable for our RIT growth goals. Teachers will be reminded in PD how to strategically implement daily interventions into their lesson plans. This will allow both teachers and students to verbally discuss the value of a number and/or answer to an arithmetic problem. Students will then hear multiple ways a problem can be solved and still be correct. Students then gain more knowledge about number sense and computation. Teachers will be trained in weekly PD on how to implement effective core instruction (using the NIET rubric), and receive weekly feedback on instruction.</p>
3	<p>Teachers need to collaborate to analyze specific students' attendance, achievement, and discipline data to support social emotional learning and learning competencies. Teachers need to collaborate weekly to plan curriculum using student work, curriculum maps, and the new ILEARN blueprints while supporting social emotional learning. Teachers will support a healthy environment via classroom and schoolwide initiatives.</p>	<p>This professional development goal addresses three of our goals for the year (Math, ELA, attendance). By providing time and support for analyzing content and literacy standards, we can empower teachers to plan and implement lessons at higher DOK levels. By analyzing and tracking students' attendance and disciplinary data at grade-level meetings, students' specific needs can be addressed and action plans can be implemented if applicable.</p>
<p><i>Professional Development Offerings</i></p>		
<p>For each of the school's professional development goals, define how administrators, teachers, and/or staff will receive professional development both in terms of their initial training as well as ongoing professional development to support implementation.</p>		
<p>PD Goal #</p>	<p>Initial Professional Development</p>	<p>Follow-up Professional Development to Support Implementation</p>

1	Teachers will participate in differentiated (by content and grade-level) weekly professional development led by instructional coaches to facilitate analysis of student work, curriculum maps, and ILEARN resources. Instructional coaches will model teaching methods to be applied in the classroom, and teachers will plan student outcomes for the week.	-weekly follow-ups (ex. observation with feedback, co-teach, peer-to-peer observation, co-plan, conference, model) -detailed and explicit feedback on teaching methods and implementation of reading strategies - weekly teacher reflections (written) in google docs with feedback/coaching from instructional coaches
2	Teachers will participate in differentiated weekly professional development focused on their content	-weekly follow-ups (ex. Observation, co-teach, peer-to-peer observation, co-plan, conference, model) -detailed and explicit feedback
3	Teachers will participate in weekly professional development (data meetings) per grade level, facilitated by administration.	Administration and instructional coaches will conduct walk-throughs at least once every three weeks. Teachers will reflect in individual growth plans on their student data, and instructional coaches will provide feedback/coaching.

*Professional Development Resources*

For each of the school's professional development goals, identify the resources needed to meet these goals through initial and follow-up professional development.

PD Goal #	Resources Needed for Initial PD	Resources Needed for Follow-up PD to Support Implementation
1	Summative and formal assessments Curriculum maps Weekly student work Deconstructed standards ILEARN resources (blueprints, released test items, specifications)	Release time for instructional coaches (2 hours per week) Follow-up and walk-through templates Individual Growth Plan templates NIET Rubric
2	Summative and formal assessments Curriculum maps Weekly student work Deconstructed standards ILEARN resources (blueprints, released test items, specifications)	Release time for instructional coaches (2 hours per week) Follow-up and walk-through templates Individual Growth Plan templates NIET Rubric
3	MAP data	Follow-up and walk-through templates

	Attendance data Discipline data WIDA data Academic (failure) data Goal-setting templates	Individual Growth Plan templates Book: <i>Student-Centered Coaching</i> Book: <i>Relationship, Responsibility, and Regulation: Trauma-Invested Practices for Fostering Resilient Learners</i>
<i>Professional Development Evaluation</i>		
For each of the school's professional development goals, define the method(s) for measuring the impact of the associated professional development. Map out an evaluation plan by identifying the individual(s) responsible for collecting, analyzing, and facilitating the review of data to assess the impact of the professional development as well as when this evaluation will occur.		
PD Goal #	Method(s) for Measuring PD Impact	Plan for Measuring PD Impact
1	MAP data, quarterly assessment data CODE data Student work brought to weekly PD Classroom walkthroughs Pre and post assessments	Every three weeks the school principal and instructional coaches will meet to review what has been observed in the classrooms as well as the data from pre and post formative assessments. MAP data is tracked fall, winter, and spring to analyze student growth. Student work is analyzed weekly to determine if students are reaching mastery of standard outcomes and the impact strategy is working. Classroom walkthrough data will be analyzed to determine how core instruction is being implemented.
2	MAP data, quarterly assessment data CODE data Student work brought to weekly PD Classroom walkthroughs Pre and post assessments	Every three weeks the school principal and instructional coaches will meet to review what has been observed in the classrooms as well as the data from pre and post formative assessments. MAP data is tracked fall, winter, and spring to analyze student growth. Student work is analyzed weekly to determine if students are reaching mastery of standard outcomes and the impact strategy is working. Classroom walkthrough data will be analyzed to determine how core instruction is being implemented.
3	Powerschool attendance data	Every three weeks the school principal

		will meet with the dean of students, guidance counselors, attendance clerk, and suspension expulsion interventionist to review Powerschool attendance data and discipline data to monitor and plan next steps to improve attendance.
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**VI. Develop a roadmap to guide implementation of the school improvement plan**

Please complete this section of the SIP using [this template](#) or a locally-developed resource that fulfills the requirements outlined in the “Connections to State and Federal Requirements” section of SIP Phase 6.