Unified Comprehensive Needs Assessment and School Improvement Plan

School Name	Wawasee Middle School
Local Education Agency Name	Wawasee Community School Corporation
School Year	2019-2020

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

Comprehensive Needs Assessment Template

<u>Phases</u>

    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		
Name	**Stakeholder Group(s)**	**Role(s)**
Susan Mishler	School Admin	Principal
Brent Berkeypile	School Admin	Asst. Principal
Ryan Edgar	Teacher	ENCORE
Darla Eberly	Teacher	Math
Angela Lortie	Teacher	SS/SCI/LA
Chad Hoffert	Teacher	SS/SCI
Shawn Johnson	Corp. Admin.	Corp. Data
Lindsay Beasley	Parent/Business Owner	Parent

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.

Committee's Domain of Study: Special Education		
Name	**Stakeholder Group(s)**	**Role(s)**
Jennifer Philips	Corp. Admin.	Director of SPED
Jason Scott	Teacher	SPED Teacher/RtI Coordinator
Carla Stone	Teacher	SPED Teacher
Janet Farrington	Teacher	SPED Teacher

II. Develop a vision of excellence

Vision of Excellence
"The fundamental purpose of Wawasee Middle School is to ensure that all students learn at high levels." *-Learning By Doing,* Dufour, Dufour, Eaker, Many, Mattos

III. Create a school profile

School Profile
Wawasee Community School Corporation (WCSC) is located in the northern part of Kosciusko County. The school district is comprised of communities of Milford, North Webster, and Syracuse, Indiana. The citizenry live, work, and play around five large lakes: Dewart, Webster, Tippecanoe, Syracuse, and Wawasee. The WCSC currently serves roughly 2,900 students in grades K - 12. The surrounding communities continue to deal with shifting economic conditions. Many industries are seasonal and other corporations have relocated out of the WCSC. These changes have resulted in changing social-economic conditions and have brought new challenges to the district. We have seen a significant increase in the free/reduced student population in recent years. We have also encountered a significant increase in the transient mobile population. More families are leaving and returning in search of affordable housing and employment opportunities. Wawasee Middle School (WMS), located at 9850 North State Road 13, Syracuse, Indiana, is the only 6-8 middle school serving the students of the WCSC (Milford School is a K-8 building also part of the WCSC serving roughly 60 students per grade level). Our students also have access on a case-by-case basis to an Alternative to Suspension and Expulsion (ASE) program housed on the campus of WMS. WMS was opened in 1990 and currently has an enrollment of approximately 530 students. Two K-5 elementary schools feed WMS. While our overall enrollment is not very diverse in terms of ethnicity there is great diversity in the socioeconomic status (reflected in free/reduced meal recipients) of our students with 47.4% qualifying for free lunch/breakfast. Ethnicity for 2018-2019 includes 85.2% Caucasian/white, 8.4% Hispanic, 0.2% Asian, 2.2% Multiracial, and 0.9% African-American/black. In addition, 17.3% of our students receive special education services and 0.9% of our students are English Language Learners. The staff at WMS consists of a Principal, an Assistant Principal/Athletic Director, one counselor, 80% Mental Health Therapist, a book keeper, a full time nurse, a part-time media specialist, a part-time

computer technician, two secretaries, 11 instructional assistants (including 1 part time certified ELL para), 6 custodians, 7 cafeteria personnel, and 31 full time certified teachers including 4 in Special Education), and a part time orchestra teacher. All are certified as highly qualified. Our bus drivers are managed by corporation personnel that are external to our site. Approximately 14 buses pick up and deliver the vast majority of our roughly 530 students each day.

Vision/Mission/Core Values/Core Beliefs

Wawasee Middle School

VISION

Wawasee Middle School prepares students for their future by providing them with the core values and skills to transition from elementary to high school.

MISSION

Wawasee Middle School inspires and supports students to do their personal best by pursuing academic, emotional and social excellence.

CORE VALUES

Academic
Rigorous curriculum aligned with Indiana College and Career Readiness Standards
Engaging classroom instruction based on researched "Best Practices"
Authentic assessments which measure student progress and achievement
Integration of technology in the classroom

Emotional
Provide a safe and comfortable environment
Relationship building
Management of conflict resolution

Social
Personal Integrity
Importance of attendance and timeliness
Communication skills

Student Demographics, Staff Demographics, Student Behaviors, Student Academic Outcomes

WMS School Profile Data Dashboard

Summary of Current School Improvement Strategies

WMS 2018-2019 SIP Goals at a Glance/Professional Development Plan

Goal 1: Engaging students and enhancing their learning experiences will be accomplished as teachers integrate and embed technology into the curriculum throughout all levels and disciplines.

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Activities/Strategies

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- **Five Star Support-**WCSC has partnered with Five Star Technology Solutions to do an IMPACT Analysis of our corporation, breaking the need down to elementary, middle, and high school. https://sites.google.com/a/five-startech.com/wawasee-impact/
- **Pyxis**-Independent paced/interest/differentiated technology PD for teachers. https://pyxisedu.com/
- **Digital Citizenship/Common Sense Media**-All teachers will be teaching students social media and proper computer use etiquette, using a curriculum program called Common Sense Media. All 6th-8th graders will go through 3 hours and 45 minutes of Instruction www.commonsensemedia.org
- **PBL Implementation Beginning Stages**-Project Based Learning is a student-centered pedagogy in which students learn about a subject through the experience of solving an open-ended problem found in trigger material. 2 WMS teachers were trained summer 2017, 10 more summer 2018. The corporation's 5 C's to be introduced. Buck Institute www.bie.org
- Indiana Connected Educators (ICE) conference-Principal, 2 teachers, 2 technology coaches attended in Oct. 2019. Purpose of the conference is for assisting educators to enhance learning through the use of technology. We took away many great applicable ideas.

Goal 2: All students will improve in comprehension of and responses to reading across the curriculum.

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Activities/Strategies

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- **Student Selection Process**-Teachers used data in the Spring to select students for the 90 minute LA teachers. We also talked with 5th grade teachers to choose the incoming 6th graders. One Voices class per grade (60 students total).
- **Data Teams-**Teachers will be put into data teams to analyze the evidence, make inferences and request additional data to help them plan for student instruction better. We will have a team for each grade level. Data Analysis Protocol Plan
- LA teachers-**Book study *180 Days*,** by Kelly Gallagher and Penny Kittle, focusing on engaging and empowering students

Goal 3: All students will use mathematical skills to think critically and apply knowledge and reason to solve problems.

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Activities/Strategies

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- **Ready Indiana Math-**Math teachers will implement the new Ready Indiana curriculum, using iReady online math program.
- **Data Teams-**Teachers will be put into data teams to analyze the evidence, make inferences and request additional data to help them plan for student instruction better. We will have a team for each grade level. [Data Analysis Protocol Plan](#)

Goal 4: WMS will implement more specific strategies and activities to assist students with their many emotional, social and behavioral needs.

Activities/Strategies

- **Homeroom Focused Planning-**Team Leaders and teachers will create a weekly plan for different activities for HR focusing on behavior, social and emotional needs, along with teaching cooperative learning. Implementation of "fun" Homeroom team activities will also be once a month. [Year Long Plan](#)
- **Oasis Room**-Special Education Teachers have changed schedules around to always have a staff member in a room called the Oasis. The Oasis has been established for students identified as having emotional disabilities. Mike and Jen may identify other individuals who may need this support. They will then communicate that to special education teachers. The Oasis is a room dedicated to helping emotionally struggling students learn/implement skills so they can effectively function in class. Goal: The goal of the Oasis is to teach students to regulate and be able to return to class. Discipline referral numbers are going down for our emotional students.
- **Basic Skills Classroom**-An ELA and math class for non-diploma track students was created and is taught by a special education teacher. These students are provided curriculum at their level allowing them to have great success and develop more confidence in their learning.
- **Digital Citizenship/Common Sense Media**-All teachers will be teaching students social media and proper computer use etiquette, using a curriculum program called Common Sense Media. All 6th-8th graders will go through 3 hours and 45 minutes of Instruction www.commonsensemedia.org
- **High Ability Warrior Time**-HA Coordinator and WMS math teacher will work closely with our HA students. HA Warrior Time class addresses the social-emotional needs of our HA students based on their greater intensities and their unique interests.
- **Lily Grant School Success Advocate**-To make a big impact with training teachers on working with our students struggling with social/emotional needs district wide.
- **Growth Mindset Coach Staff Book Study and PD Cohort #1**-WMS paired up with PTO to bring the Growth Mindset Coach book to our staff. A complete and easy-to-follow guide for inspiring every student with the power of growth mindset Created by teachers for teachers, this is the ultimate guide for unleashing students' potential through creative lessons, empowering messages and innovative teaching. provides all you need to foster a growth mindset classroom, including: - A

Month-by-Month Program - Research-Based Activities - Hands-On Lesson Plans - Real-Life Educator Stories - Constructive Feedback - Sample Parent Letters Studies show that growth mindsets result in higher test scores, improved grades and more in-class involvement. When your students understand that their intelligence is not limited, they succeed like never before. With the tools in this book, you can motivate your students to believe in themselves and achieve anything.

Summary of Core Curricula

All students have approximately 60 minutes of Math, LA, Science, and Social Studies each day. Lessons are developed from the use of the Indiana State Standards.

Summary of Formative and Summative Assessments

- WMS completes the iReady Math Diagnostic in the Fall, Winter, and Spring.
- WMS completes the Map/NWEA Assessment for Reading and Math in the Fall, Winter, and Spring.
- WMS completes the state mandated ILEARN/I AM Assessment for grades 6, 7, and 8 in the Spring.
- WMS completes the state mandated WIDA Assessment as needed per state guidelines.
- Daily classroom formative and summative assessments.
- Beginning PLC Journey on creating common formative assessments

Summary of Academic Intervention and Enrichment Programs and List of Other Programs for Students (Schoolwide or Targeted to Specific Groups of Students)

- Warrior Time-Community activities, homework completion, time, extra help time
- Advanced LA and Math classes-Geometry, Algebra
- High School Level Classes-Geometry, Algebra, Preparing for College and Career, Intro to Engineering
- Baker's Youth Club-After school tutoring
- Summer School-Math and LA targeted students

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

- New teacher orientation
- Job Fairs
- Talent Ed. application process
- Positive culture focus-staff morale activities (Fish Philosophy!/Starfish)

Developing and keeping a highly qualified staff is one of the top priorities at Wawasee MS. Thus far, WMS has had complete autonomy in who we have hired. We have been lucky enough to pull teachers with experience from surrounding corporations over the past 5-7 years.

Recruitment: Certified applicants have always wanted to come to WMS. When we post a teaching position it is not uncommon for us to have more than ten applicants, many of which already have experience teaching.

Selection: For every teaching position, we have gathered an interview team of teachers and other staff members to help with the selection process. In every instance in the last seven years, our Central Office has ok'd the hiring or our top candidate, even if they had several years of experience. Any candidate must pass a strenuous background check. He or she must also meet with the superintendent before being taken before the board for approval.

Induction: All employees new to our corporation are required to attend a 4 day "New Teacher Training". During these four days new teachers are given a variety of information and training. They also spend a day in their new building meeting with the principal and appropriate staff members.

Retention: The Wawasee corporation has made concerted efforts to draw positive attention to teachers and the hard work they do. This is helped teachers feel supported and appreciated. Also, our corporation has done a good job of increasing teacher pay as much as fiscal conditions would allow. These increases have made Wawasee teachers some of the highest paid teachers in northern Indiana.

Summary of Teacher and Staff Professional Learning Opportunities

- Professional Learning Community (PLC) training
- Team Time (grade level, department)
- Corporation wide curriculum planning
- IDOE opportunities to be part of the developing of the ILEARN assessment
- School Safety Conferences
- Principal Leadership Conferences (IASP)
- Wednesday Smart Starts (weekly PD), students come an hour late (Smart Start Schedule found here)
- Full Day E-Learning for students (PD day for staff-PLC training)

Teacher and staff professional development opportunities have been guided by our data and an analysis of our areas of weakness. During the 2018-19 school year our PD focused on getting ready for the new state assessment, ILEARN. Our Team Leaders along with teachers and/or the principal attended various workshops and trainings to gather information and ideas. The information and ideas would then be brought back and shared with staff members.

Our other main focus has been becoming a trauma informed school. The principal spent 4 days in Milwaukee Wisconsin at SaintA's receiving training on trauma and how it affects students. Over the summer, ALL staff members attended a full day of training regarding trauma and our students. As this current school year progresses, staff members will receive more training, ideas, and strategies related to dealing with and helping students from trauma.

Summary of Teacher and Staff Coaching and Evaluation Model

Wawasee Schools uses the McRel evaluation system. All teachers are formally observed at least once per year. Each teacher is observed in a "walk-through" format at least once a year as well.

HELPING EDUCATORS FLOURISH Turning research into solutions that transform teaching, learning, and leading is the focus for McRel, along with improve system performance and unlock student and staff growth potential through expert research, analysis, strategy, guidance, and support.

McRel (Timeline seen here)

Summary of Key Family and Community Engagement Strategies

- Open House Registration (2 days in the summer)
- Skyward (parent links)
- Student Led Conferences
- Social Media (Instagram, Facebook, Parent Square, Website) communication
- Student Assistant Program (SAP) with Bowen Center
- Strong Parent Teacher Organization (PTO)

Communication is one of the keys to success and the staff works hard to communicate in both regular and timely fashion. We communicate to parents via our website, Facebook, email links to all staff members, telephone calls, notes sent home via student agendas, conferences conducted on an as needed basis during a teacher's team or PREP time. Such conferences are in addition to the twice annual conference dates conducted school wide. The WCSC also maintains a student management program (Skyward) that provides parents access to information about their children, including homework, attendance, progress reports, discipline issues, and lunch accounts. Special Education teachers maintain communication with parents throughout the year during annual case conferences. We take advantage of other opportunities to communicate when they arise including during sporting events throughout the school year, registration, PBIS student incentives, Band/Choir/Orchestra, concerts, monthly team and end-of-the-year student awards programs. Our staff is a dedicated group of professional educators that are student centered in their approach to teaching and learning who are represented by the Wawasee Community Education Association (WCEA).

List of Community Partnerships

- Bowen Center-Counseling partnership
- Baker's Youth Club (BYC)-Student tutoring and after school care
- Local businesses for our special needs students (Community Based Instruction)
- Local churches
- Local libraries
- County Sheriff's Police Department
- Kosciusko Juvenile Detention Alternative Initiative (JDAI)

- Wawasee Area Conservancy Foundation (WACF)
- Orthoworx
- North Webster Kiwanis (Builder's Club, Keys Club)
- Building facility rental use for multiple agencies (Boy Scouts, Lion Karate, Beauty Pageants)
- Lakeland Youth Center (LYC)
- PTO (Yearly Christmas Craft Bazaar)
- Kosciusko Tobacco Free Coalition

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
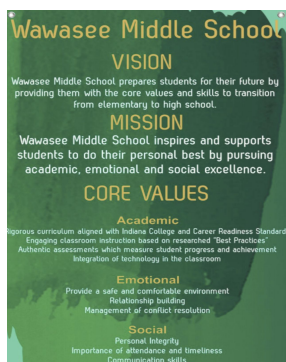
There are some obvious gaps between our vision of excellence and our current reality. After a long and careful study of our data, environment, and culture there were several areas that jumped to the forefront of our research and discussions.

First, the lack of achievement and growth of our special education students was obvious. Multiple data points as well as observations from the committee members made this focus area evident.

Second, the lack of achievement in both reading and math was an area of focus that the committee agreed has to be addressed. Again, our data made this area of focus abundantly clear to us.

Some areas that the committee agreed that need addressed to help us be able to improve both of these areas are:

- Mastering power standards
- Using instructional strategies that are proven to provide more than one year's growth for students (Hattie)
- Using formative assessments more consistently
- Using "I can" statements to clarify success for students

Description of Focus Area 1

Students with disabilities subgroup performance

A closer look at our data reveals that the subgroup of special education students in an area of focus. Over the past several years fewer and fewer of our identified students have passed and/or shown appropriate growth on ISTEP/ILEARN. In the 2018-19 school year only 5.7% of our students with disabilities passed the ELA portion of ILEARN. In the same year only 3.0% students with disabilities passed the math portion of ILEARN.   This data translates to our

NWEA data as well (measuring growth from fall to spring).
The CNA team believes that a lack of rigours grade level instruction and practice for students with disabilities is likely the cause of this declining performance.

Description of Focus Area 2

Achievement in Math and Reading
Achievement in Math and Reading on ISTEP over the last 3 years or so has been up and down. We saw a drop in the 17-18 school year and another drop in the 18-19 school year. This drop has been 20+ percentage points in our passing rate from 2015-16. We decided not to address growth specifically because we feel that if we can increase achievement, growth will improve as well.
The CNA team believes that a lack of formative assessments along with posted standards not being communicated clearly enough are two main causes of declining scores/achievement.

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: - ILEARN achievement data - NWEA data

Provide links to the additional data and/or key takeaways from data collected for this focus area:
Takeaways:
It is believed that our special education students are too often getting "remedial" work and not being exposed to and working with grade level instruction and practice of skills and content. While WMS has posted and discussed standards in each classroom for several years now, our team also believes that a transition to "I can" statements in every grade level would be helpful for special education students. This will ensure that these students have appropriate exemplars of what quality, grade level work looks like.
    - Link to additional data HERE
    - DATA WALL SLIDES

Additional Data Collected for Focus Area 2
Description of additional data collected for focus area 1: - ILEARN achievement data - NWEA data

Provide links to the additional data and/or key takeaways from data collected for this focus area:
Takeaways:
    - PLC are needed to help us focus on priority standards and mastery learning
    - Common formative assessments are needed to identify where students are with priority standards and to help teachers know how best to help each student with these specific standards
    - Link to additional data HERE
    - DATA WALL SLIDES

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.

Data Analysis, Key Findings, and Root Causes
Note: Adjust the table as needed.
Focus Area 1
Conclusions from data quality check for Focus Area 1: The CNA team feels that the data collected and analyzed (ISTEP/ILEARN achievement data, ISTEP growth data, NWEA data) to inform focus area 1 is adequate.
Updated description of Focus Area 1 (based on additional data collected during phase four of the CNA process): CNA team continues to feel that our focus area 1 is appropriate and necessary.

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
-ISTEP data shows declining proficiency and growth for students in special education. -ILEARN data shows declining proficiency for students in special education. - We are giving these students interventions and support. - IEP service times are consistently being met. - Our interventions don't appear to be intense enough to help our students close the gap between their skills/knowledge and what their grade level standards are expecting of them - Our NWEA data is not a	- Special education teachers' schedules - Paraprofessionals' schedules - "I can" statements are not being posted or used - Teachers are not meeting the rigor of the state standards so that students can perform appropriately on state tests - State test scores are declining State growth scores are declining.	HERE

negative as our ISTEP/ILEARN data.		

Focus Area 2		
Conclusions from data quality check for Focus Area 2: The CNA team feels that the data collected and analyzed (ISTEP/ILEARN achievement data, ISTEP growth data, NWEA data), to inform focus area 2 is adequate.		
Updated description of Focus Area 2 (based on additional data collected during phase four of the CNA process): CNA team continues to feel that our focus area 2 is appropriate and necessary.		
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**
- Teachers are not consistently using formative assessments. - Teachers often do not accurately know where students are in relationship to the grade level standard. -ISTEP data shows declining proficiency and growth. -ILEARN data shows declining proficiency. - NWEA data is not a negative as ISTEP/ILEARN data	- Teachers do not have formative assessment data to help inform their instruction. - Interventions are not happening consistently enough to help catch students up to grade level standards. - Teachers are not meeting the rigor of the state standards/state mandated tests. - Formalized PLC process is needed to help create common formative assessments to provide data that can be analyzed.	HERE

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.*

School Profile-WMS School Profile Data Dashboard

<u>Phases</u>

    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)**	**Role(s)**
Susan Mishler	School Admin	Principal
Brent Berkeypile	School Admin	Asst. Principal
Ryan Edgar	Teacher	ENCORE
Darla Eberly	Teacher	Math
Angela Lortie	Teacher	SS/SCI/LA
Chad Hoffert	Teacher	SS/SCI
Shawn Johnson	Corp. Admin.	Corp. Data
Lindsay Beasley	Parent/Business Owner	Parent

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: Special Education		
Name	**Stakeholder Group(s)**	**Role(s)**
Jennifer Philips	Corp. Admin.	Director of SPED
Jason Scott	Teacher	SPED Teacher/RtI Coordinator
Carla Stone	Teacher	SPED Teacher
Janet Farrington	Teacher	SPED Teacher

Committee's Focus: ELA/Math Achievement		
Name	**Stakeholder Group(s)**	**Role(s)**
Susan Mishler	School Admin	Principal

Brent Berkeypile	School Admin	Asst. Principal
Ryan Edgar	Teacher	ENCORE
Darla Eberly	Teacher	Math
Angela Lortie	Teacher	SS/SCI/LA
Chad Hoffert	Teacher	SS/SCI
Shawn Johnson	Corp. Admin.	Corp. Data
Lindsay Beasley	Parent/Business Owner	Parent

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

If you <u>did not</u> 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 <u>CNA Phase 6</u> for resources that can help you identify these focus areas.

If you <u>did</u> 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: A closer look at our data reveals that the subgroup of special education students in an area of focus. Over the past several years fewer and fewer of our identified students have passed and/or shown appropriate growth on ISTEP/ILEARN. In the 2018-19 school year only 5.7% of our students with disabilities passed the ELA portion of ILEARN. In the same year only 3.0% students with disabilities passed the math portion of ILEARN. This data translates to our NWEA data as well (measuring growth from fall to spring). The CNA team believes that a lack of rigours grade level instruction and practice for students with disabilities is likely the cause of this declining performance.	
Modified Description of Focus Area 1: None Needed	
Description of key findings for Focus Area 1 (strength or area for growth)	Root causes for key findings from Focus Area 1
(Click here to return to the description of key findings for Focus Area 1 from the CNA)	*(Click here to return to the root causes for Focus Area 1's key findings from the CNA)*
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

Modifications not needed	[FINAL Root Cause Analysis Special Education](#)

Review of Focus Area 2
Description of Focus Area 2:   Achievement in Math and Reading on ISTEP over the last 3 years or so has been up and down. We saw a drop in the 17-18 school year and another drop in the 18-19 school year. This drop has been 20+ percentage points in our passing rate from 2015-16. We decided not to address growth specifically because we feel that if we can increase achievement, growth will improve as well.
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
(Click [here](#) to return to the description of key findings for Focus Area 2 from the CNA)	*(Click [here](#) to return to the root causes for Focus Area 2's key findings from the CNA)*
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
Modifications not needed	[FINAL Root Cause Analysis Special Education](#)

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
1. How will the school maintain a safe and disciplined learning environment for students and teachers? 2. How will the school ensure clear expectations are communicated to students? 3. How will the school create an environment in which there is genuine respect for students and a belief in their capability? 4. How will the school utilizes a multi-pronged approach including early intervention and positive behavior support to create a safe learning environment?
Every school in the Wawasee Community Schools corporation has a safety plan. These plans include specific directions as to what to do in the event of an emergency. Professional development time is spent reviewing this plan and discussing how best to keep WMS students safe in various possible events. Every teacher has a safety folder that is carried with them on fire drills, tornado drills and lockdowns. There are two different AED machines at WMS. One near the media center/core classes and one near the gym. About once a year, staff are taken through the process of how to use the AEDs. All adults who are not staff members must sign in at the front office. A name tag with a picture is printed and the adult is required to wear the tag. Our crisis plan is reviewed yearly by our Building Leadership Team (BLT). Corrections, additions, and changes are made as needed. WMS has the state required drills every year as to keep students aware of what they need to do in different types of emergency situations. WMS uses PBIS and teaming to help create a calm, safe, and supportive learning environment.

Gap Analysis: Safe Learning Environment	
How will the school's plan for fostering a safe learning environment also help the school address its focus areas?	In what ways does the school's plan for fostering a safe learning environment *not* help the school address its focus areas?

For Focus Area 1: School Safety plan is created for all students in mind, regardless of their disability.	For Focus Area 1: Plan is the same for all students
For Focus Area 2: School Safety plan is created for all students in mind, regardless of their academic progress.	For Focus Area 2: Plan is the same for all students

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.

Wawasee Community Schools curriculum is aligned with the Indiana Career and College Ready Standards. Curriculum is continually reviewed and updated. Guidelines, expectations, as well as resources for their curriculum are available to teachers on the Wawasee Community Schools website.

Learning objectives, common assessments continue to be tweaked and updated regularly.

Teachers post learning expectations and "I can …" statements to keep students informed and assisted in student engagement.
Teachers plan and use instructional strategies that require student collaboration, self-reflection and development of critical thinking skills. Teachers personalize instructional strategies and interventions to address individual learning needs of students when necessary. Teachers use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines, and use technologies as instructional resources and learning tools.

Teachers are using Ready math.

Academic interventions include, but are not limited to small groups, inclusion classrooms and push-in teaching for math and LA. These interventions are focused on reading, and writing difficulties, and math skills.

The use of technology has allowed us to provide additional interventions through programs which read aloud to the students.

Concerted efforts are made during textbook adoptions to ensure that a broad base of cultures and backgrounds are being represented in materials.

Gap Analysis: Curriculum	
How will the school's curricular resources also help the school address its focus areas?	In what ways do the school's curricular resources *not* help the school address its focus areas?
For Focus Area 1: IXL is used to help fill in gaps for students with disabilities along with iReady math.	For Focus Area 1: Teachers are still learning more about the benefits of IXL and iReady. This may be contributing to lower reading skills and in our special education population.
For Focus Area 2: iReady (on-line game based component of Ready math) is engaging and rigours for our students.	For Focus Area 2: No formative assessments.

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.

ILEARN - All students in grades 6-8 are required to take this test. Schoolwide student results are used to determine Adequate Yearly Progress.

NWEA - North West Evaluation Assessment - Students in Grades 6-8 are tested three times each year in Reading and math.

iReady Math Diagnostic is completed in students 6-8 three times each year to determine student progress/levels in math.

WIDA ACCESS ANNUAL ASSESSMENT is conducted for all students Level 1-4 once per year.

Data from these assessments is reviewed by staff members on a regular basis. The data is analyzed to identify students for intervention groups by breaking the data into specific skills. Data is also used to help students become active participants in their own learning through goal setting that is shared in student led conferences..

Wawasee Community School District employs a data coordinator who works with teachers to utilize student data to impact instruction, as well as to assist in compiling the necessary data. Wawasee Community Schools uses the Curriculum Work/Google Drive shared folders to share resources and ideas to align and monitor instruction.

Wawasee Community Schools are in the beginning stages of Professional Learning Communities (PLCs). These establish the foundation in which staff will work together to develop formative assessments, interventions and instruction. Professional development is also provided during at various times throughout the year during the weekly SMART starts (late start) collaboration times and during teachers team time.

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 *not* help the school address its focus areas?
For Focus Area 1: Common Formative assessments through the PLC process will help us narrow down specific skills and deficiencies with our students.	For Focus Area 1: We do not have CFA completed yet.
For Focus Area 2: Common Formative assessments through the PLC process will help us narrow down specific skills and deficiencies with our	For Focus Area 2: We do not have CFA completed yet.

students.

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 DOK 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?

Wawasee has put together our own website to narrow down all of the resources provided by the IDOE. WAWASEE ILEARN

We will also be using and modeling strategies from Solution Tree Global PD Library for our PLC Process.

We will use Todd Whittaker's work with **The Ten-Minute Inservice: 40 Quick Training Sessions That Build Teacher Effectiveness** by Todd Whitaker, Annette Breaux. **Quick, easy, specific steps that make a difference in teaching and learning** Busy school leaders need an easy-to-apply resource to increase teacher effectiveness quickly and efficiently.

Classroom Walk-Throughs are completed by administration along with our formal McRel process.

We have an RtI/MTSS process and director to oversee data (At-Risk data pulled weekly through Skyward and taken to the teams for review during team time, which is daily).

All teachers and staff were trained in The Seven Essential Ingredients of Trauma Sensitive Schools.

Continual staff PD is done during Smart Start, PLC, and Team Time.

Gap Analysis: Instruction	
How will the school's plan for instruction also	In what ways does the school's plan for

help the school address its focus areas?	instruction *not* help the school address its focus areas?
For Focus Area 1: By continuously understanding that our students come from different backgrounds and academic learning level, we need to constantly adjust our instruction to meet them at their level.	For Focus Area 1: These are the areas we are always needing to get better. No educator is ever there. It is a constant learning process.
For Focus Area 2: By continuously understanding that our students come from different backgrounds and academic learning level, we need to constantly adjust our instruction to meet them at their level.	For Focus Area 2: These are the areas we are always needing to get better. No educator is ever there. It is a constant learning process.

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 competency in the school's educational environment.
We have an RtI/MTSS process and director to oversee data (At-Risk data pulled weekly through Skyward and taken to the teams for review during team time, which is daily). All teachers and staff were trained in The Seven Essential Ingredients of Trauma Sensitive Schools. Diversity/Bias Awareness Training by Nichole Rouached in the Fall of 2019

Gap Analysis: Cultural Competency

How will the school's cultural competency	In what ways does the school's cultural

plan also help the school address its focus areas?	competency plan *not* help the school address its focus areas?
For Focus Area 1: By continuously understanding that our students come from different backgrounds we will be able to meet their academic needs and be more sensitive to their overall needs.	For Focus Area 1: These are the areas we are always needing to get better. No educator is ever there. It is a constant learning process.
For Focus Area 2: By continuously understanding that our students come from different backgrounds we will be able to meet their academic needs and be more sensitive to their overall needs.	For Focus Area 2: These are the areas we are always needing to get better. No educator is ever there. It is a constant learning process.

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.

Communication is one of the keys to success and the staff works hard to communicate in both regular and timely fashion. We communicate to parents via our website, Facebook, email links to all staff members, telephone calls, notes sent home via student agendas, conferences conducted on an as needed basis during a teacher's team or PREP time. Such conferences are in addition to the twice annual conference dates conducted school wide. WCSC also maintains a student management program (Skyward) that provides parents **access to** information about their children, including homework, attendance, progress reports, discipline issues, and lunch accounts. Special Education teachers maintain communication with parents

throughout the year during annual case conferences. We take advantage of other opportunities to communicate when they arise including during sporting events throughout the school year, registration, PBIS student incentives, Band/Choir/Orchestra, concerts, monthly team and end-of-the-year student awards programs.

Parents play a critical role in their involvement with WMS. First and foremost they provide important input to our School Improvement Plan (SIP). They represent and are liaisons for parents, local business, and the Parent Teacher Organization (PTO). While the PTO meets monthly, parents meet with building administrators and staff members on an as needed basis, Parents are involved not only in providing input to be considered for decisions made but are actively involved in the creation, organization and support of both social and important educational activities. Parents serve as substitute teachers, volunteers, and instructional assistants.

As part of being actively involved with the school, as mentioned above, parents provide the school with specific and direct feedback on how to improve. During these activities they also provide us with input on a wide range of other issues important to them. Parental input is also received through our website and various paper/pencil survey's during a variety of activities such as parent trainings/class meetings, student led conferences, etc. Surveys focus on topics that include satisfaction with our conferencing process, the staff, school services, instruction, student discipline as well as asking for suggestions, the best thing about the school, biggest concerns and parent volunteerism. Clearly, however, more parent involvement is needed here at WMS.

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 *not* help the school address its focus areas?
For Focus Area 1: Continue with regular parent ACR/IEP meetings to make sure appropriate goals are set for their child.	For Focus Area 1: Due to constant special education staffing turnover, there have been many inconsistencies over the last 5-7 years. Parent communication has not always been consistent.
For Focus Area 2: We need to continue to reach out to parents seeking ways we can better serve our students and creating an environment where parents feel coming to WMS is beneficial	For Focus Area 2: Continue promoting parent input is needed and we need to reach out more to all parents to be part of our PTO.

and their input is heard.	

Description of Core Component: Technology
1. How will the school coordinate its technology initiatives, in service of improving student academic outcomes?
Wawasee Middle School has been one-to-one for four years now. We have a computer tech in the building three days a week. We have a fleet of "loaner" devices so that if students forget their device or if it is broken, students still have access to a device. We also pay a teacher a stipend to be our "tech coach." WMS's band width has been increased to appropriately handle the number of devices we have accessing the internet at one time. Students use Google classroom daily. They create google docs, share and edit them, and comment on each other's work. Students have access to iReady math. This is on online component of our math program. The superintendent at Wawasee Community Schools has made technology a priority. Within reason, anything that is needed and anything that is researched based to help kids grow and achieve would be considered for our school. Warrior Warehouse-Resources for Teachers

Gap Analysis: Technology	
How will the school's technology plan also help the school address its focus areas?	In what ways does the school's technology plan *not* help the school address its focus areas?
For Focus Area 1: - Anything that can be proven to be useful and effective will be considered at WMS - Identified students have access to some programs/apps that gen ed students do not have access to	For Focus Area 1: Technology alone will not make our students grow and achieve.
For Focus Area 2: - Anything that can be shown to help our students grow and achieve is available to WMS students - Differentiated online programs	For Focus Area 2: Often students are distracted with other technology resources they have access to, such as games.

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

Evidence-Based Interventions for Focus Area 1
Summarize the strategies from the core components in SIP Phase 3 that address this focus area: -Curriculum - Our curriculum provides for tiered intervention as well as grade level appropriate content and skills. -Assessment- We have unit assessments and summative assessments that give us quality data to help inform some instruction. We need more common formative assessments to help inform instruction in the short term -Instruction - Staff will be transitioning from posting standards to posting "I Can" statements to give students more specific success criteria. Staff consistently use various instructional strategies, but we may need to branch out from what we are currently doing to provide higher quality instruction to our students. -Technology can give teachers the opportunity to push students to deliver higher depth of knowledge responses. Technology offers opportunities to tier supports and remediation while teachers are working with other students on vital skills.
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: Wawasee MS is not using formative assessments consistently enough to inform short instruction on standards being taught. We are beginning the process of becoming a PLC school. Our committee firmly believes that this process will help us in various ways; one of the main ways this journey will help WMS is the development of common formative assessments that are given consistently throughout the school year.
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: We are beginning the process of becoming a PLC school. We are establishing norms for our teams. We will then identify priority standards. We will then clarify each standard with learning targets (I Can statements). We will then develop common formative assessments that will be given regularly. Students will be grouped based on how they do on the common formative assessment and receive instruction tailored to their level with the goal of having them master the content/skills. http://www.evidencebasedteaching.org.au/hatties-2017-updated-list/ https://drive.google.com/file/d/12k92M7UOoFbbFUyT7eY_hFUDhZe4wjYC/view?usp=sharing http://www.allthingsplc.info/files/uploads/the_key_to_improved_teaching_and_learning.pdf

Evidence-Based Interventions for Focus Area 2
Summarize the strategies from the core components in SIP Phase 3 that address this focus area: -Curriculum - Our curriculum provides grade level appropriate content and skills. -Assessment- We have unit assessments and summative assessments that give us quality data to help inform some instruction. We need more common formative assessments to help inform instruction in the short term -Instruction - Staff has transitioned from posting standards to posting "I Can" statements to give students more specific success criteria. Staff consistently use various instructional strategies, but we may need to branch out from what we are currently doing to provide higher quality instruction to reach the appropriate levels of depth of knowledge our students need. -Technology can give teachers the opportunity to push students to deliver higher depth of knowledge responses.
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: Wawasee MS is not using formative assessments consistently enough to inform short instruction on standards being taught. We are beginning the process of becoming a PLC school. Our committee firmly believes that this process will help us in various ways; one of the main ways this journey will help WMS is the development of common formative assessments that are given consistently throughout the school year.
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: We are beginning the process of becoming a PLC school. We are establishing norms for our teams. We will then identify priority standards. We will then clarify each standard with learning targets (I Can statements). We will then develop common formative assessments that will be given regularly. Students will be grouped based on how they do on the common formative assessment and receive instruction tailored to their level with the goal of having them master the content/skills. http://www.evidencebasedteaching.org.au/hatties-2017-updated-list/ https://drive.google.com/file/d/12k92M7UOoFbbFUyT7eY_hFUDhZe4wjYC/view?usp=sharing http://www.allthingsplc.info/files/uploads/the_key_to_improved_teaching_and_learning.pdf

V.   Design a professional development plan

Please complete this section of the SIP using [this template](#)-*SEE TEMPLATE WMS ROADMAP*

<table>
<tr><th colspan="1" style="background:black;color:white">Professional Development Plan</th></tr>
<tr><td align="center">*Set Goals-SEE TEMPLATE WMS ROADMAP*</td></tr>
<tr><td>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.</td></tr>
<tr><td align="center">*Professional Development Offerings-SEE TEMPLATE WMS ROADMAP*</td></tr>
<tr><td>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.</td></tr>
<tr><td align="center">*Professional Development Resources-SEE TEMPLATE WMS ROADMAP*</td></tr>
<tr><td>For each of the school's professional development goals, identify the resources needed to meet these goals through initial and follow-up professional development.</td></tr>
<tr><td align="center">*Professional Development Evaluation-SEE TEMPLATE WMS ROADMAP*</td></tr>
<tr><td>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.</td></tr>
</table>

VI. **Develop a roadmap to guide implementation of the school improvement plan**

HERE-*SEE TEMPLATE WMS ROADMAP*

SMART START Scope/Sequence
PLC Training Implementation
PLC Shared Drive for WMS Staff-for access, email smishler@wawasee.k12.in.us
SMART START/Professional Development Plan for WMS