

Unified Comprehensive Needs Assessment and School Improvement Plan

School Name	Sunman-Dearborn Middle School
Local Education Agency Name	Sunman-Dearborn Community School Corporation
School Year	2020-2021

School Improvement Plan

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

I. Form a School Improvement Plan development team

SIP Development Team Members		
Name	Stakeholder Group(s)	Role(s)
Matt Maple	S-DMS	Principal
Kevin Moore	S-DMS	Assistant Principal
Chris Lecher	S-DMS	Teacher
Perry Ralenkotter	S-DMS	Teacher
Tara Rogers	S-DMS	Teacher
Tammy Mullalley	S-DMS	Teacher
Grant Schiering	S-DMS	Dean of Students
Ralph Johnson	S-DMS	Custodian
Amanda Stenger	S-DMS	Parent
Andrea Vignale	S-DMS	Parent
Pete Lyness	S-DMS	Parent

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

Review of Focus Area 1					
Description of Focus Area 1: 100% of S-DMS students and staff will understand and practice the character trait of respect.					
Modified Description of Focus Area 1: No modifications needed					
Description of key findings for Focus Area 1 (strength or area for growth)	Root causes for key findings from Focus Area 1				
We believe we have great students, staff, and a community that is involved in the school. Students are respectful to their peers, staff, and community members; however, we can always improve the staff and student understanding of respect and	Based on student survey results (shown below), we do not feel we met this goal. We believe all students should value respect and demonstrate that characteristic at all times.				

tolerance. Below is our baseline data from students which was taken in August 2020					
QUESTIONS	NEVER	ALMOST NEVER	SOMETIMES	ALMOST ALWAYS	ALWAYS
1. Someone on the school bus is saying unkind words to another student, how likely are you to speak up for the student to make the behavior stop?	20 STUDENTS 3%	32 STUDENTS 4.7%	170 STUDENTS 25.7%	281 STUDENTS 41.5%	174 STUDENTS 25.7%
2. One of your classmates shares a story you have heard many times, how likely are you to roll your eyes, tell them to be quiet, or do some other gesture of disrespect?	385 STUDENTS 57.1%	191 STUDENTS 28.3%	51 STUDENTS 7.6%	30 STUDENTS 4.5%	17 STUDENTS 2.5%
3. You see a teacher or student with his/her arms	10 STUDENTS	14 STUDENTS	55 STUDENTS	207 STUDENTS	388 STUDENTS

full trying to open a door, how likely are you to help them with the door?	1.5%	2.1%	8.2%	30.7%	57.6%
QUESTIONS	NEVER	ALMOST NEVER	SOMETIMES	ALMOST ALWAYS	ALWAYS
4. A student you do not know drops all his/her belongings on the ground, how likely are you to stop and help that student?	12 STUDENTS 1.8%	32 STUDENTS 4.7%	129 STUDENTS 19.1%	268 STUDENTS 39.7%	234 STUDENTS 34.7%
5. Your coach chooses another player to put in the game and you feel it should be you, how likely are you to talk badly about the coaches decision?	377 STUDENTS 56.3%	172 STUDENTS 25.7%	80 STUDENTS 11.9%	21 STUDENTS 3.1%	20 STUDENTS 3%
6. Have you experienced discrimination based on your ability/disability, race or ethnic identity, gender identity or gender expression,	341 STUDENTS 50.8%	139 STUDENTS 20.7%	112 STUDENTS 16.7%	48 STUDENTS 7.2%	31 STUDENTS 4.6%

social class, or religion. If so, how frequently has it occurred?					
QUESTIONS	NEVER	ALMOST NEVER	SOMETIMES	ALMOST ALWAYS	ALWAYS
7. Students of different backgrounds interact well within our school community.	15 STUDENTS 2.2%	32 STUDENTS 4.8%	202 STUDENTS 30.2%	218 STUDENTS 32.6%	202 STUDENTS 30.2%
8. Racial, ethnic, and gender-based comments or jokes are not tolerated at S-DMS.	48 STUDENTS 7.1%	35 STUDENTS 5.2%	70 STUDENTS 10.4%	105 STUDENTS 15.6%	416 STUDENTS 61.7%
9. RESPECT MEANS: to honor and show consideration and value to people, property, environment, and yourself. It means to treat others well, even if they look, act, or believe differently than you do.	4 STUDENTS .6%	8 STUDENTS 1.2%	38 STUDENTS 5.6%	56 STUDENTS 8.3%	572 STUDENTS 84.4%
10. I am a respectful	4 STUDENTS	11 STUDENTS	50 STUDENTS	258 STUDENTS	354 STUDENTS

person.	.6%	1.6%	7.4%	38.1%	52.3%
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Review of Focus Area 2							
Description of Focus Area 2: By the release of the 2022 ILEARN assessment results, S-DMS will demonstrate an 80% or higher pass rate in language arts.							
Modified Description of Focus Area 2: No modifications needed							
Description of key findings for Focus Area 2 (strength or area for growth)	Root causes for key findings from Focus Area 2						
<p>Due to the cancellation of the 2020 ILEARN test results, we are basing our 2020-21 school goal on our 2019 ILEARN results</p> <p>Based on 2019 ILEARN results, we are not on the path to meet our focus area</p> <table border="1"> <tr> <td>6th grade</td><td>54%</td></tr> <tr> <td>7th grade</td><td>63%</td></tr> <tr> <td>8th grade</td><td>60%</td></tr> </table> <p>We must improve our language arts skills at a pass percentage of 80% or higher as demonstrated by our state assessment.</p>	6th grade	54%	7th grade	63%	8th grade	60%	<p>Based on 2019 ILEARN scores, we did not meet our goal. We are in our 2nd year of adopting NWEA. The data produced from NWEA is the 3rd part of our data triangulation (including daily assessments & ILEARN). We believe all three pieces of data will assist us in understanding specific skill deficiencies students may have and give us measurable data to reteach and build those skills within students.</p> <p>Additionally we will continue to work with our teachers on the rigor of test questioning. We continue to push our teachers to read and write in the classroom. We believe that reading and writing on a regular basis in the classroom will help with achieving our school goal.</p>
6th grade	54%						
7th grade	63%						
8th grade	60%						
Modified description of key findings	Modified root causes for key findings based on the SIP						

for Focus Area 2 based on the SIP development team's discussion	development team's discussion
No modifications needed	No modifications needed

Review of Focus Area 3							
Description of Focus Area 3: By the release of the 2022 ILEARN assessment results, S-DMS will demonstrate an 80% or higher pass rate in math.							
Modified Description of Focus Area 3: No modifications needed							
Description of key findings for Focus Area 3 (strength or area for growth)	Root causes for key findings from Focus Area 3						
<p>Due to the cancellation of the 2020 ILEARN test results, we are basing our 2020-21 school goal on our 2019 ILEARN results</p> <p>Based on our 2019 ILEARN data (table below), we do not believe we have met our goal.</p> <table border="1"> <tr> <td>6th grade</td><td>53%</td></tr> <tr> <td>7th grade</td><td>46%</td></tr> <tr> <td>8th grade</td><td>35%</td></tr> </table> <p>We must improve our math skills at a pass percentage of 80% or higher demonstrated by our state assessment.</p>	6th grade	53%	7th grade	46%	8th grade	35%	<p>Based on 2019 ILEARN scores, we did not meet our goal. Our school has adopted NWEA for the 2019-2020 school year. The data produced from NWEA is the 3rd part of our data triangulation (including common assessments & ILEARN). We believe all three pieces of data will assist us in understanding specific skill deficiencies students may have and give us measurable data to reteach and build those skills within students.</p> <p>Additionally we will continue to work with our teachers on the rigor of test questioning.</p>
6th grade	53%						
7th grade	46%						
8th grade	35%						
Modified description of key findings	Modified root causes for key findings based on the SIP						

for Focus Area 3 based on the SIP development team's discussion	development team's discussion
No modifications needed	No modifications needed

III. Describe the school's core components to identify opportunities to address focus area

Description of Core Component: Safe Learning Environment
<ol style="list-style-type: none"> 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 utilize a multi-pronged approach including early intervention and positive behavior support to create a safe learning environment?
<p>S-DMS continues to place school safety atop the priority list with our long-term planning and preparation, and our daily practices. All students and visitors enter through (1) door in the morning as opposed to multiple doors. There are also S-DMS employees stationed inside and outside of that main entrance area each morning. If we have visitors that show up in the morning, they are immediately directed to the front office door. In the afternoon, the students can exit from (3) different areas to cut down on the traffic trying to exit from (1) door. At each of those exits, multiple S-DMS staff members are stationed to supervise and monitor.</p> <p>Any visitor to S-DMS after 8:12 AM has to be buzzed in via an intercom system stationed at our main entrance area (this is also equipped w/ a camera). Once buzzed in, they then have to enter the main office area to sign in. If the visitor(s) is/are going to be in the academic wing, they must wear a visitor badge.</p> <p>The assistant principal is a certified School Safety Specialist through the state of Indiana and attends multiple training sessions each year. There is also a corporation-wide committee that meets monthly that the assistant principal is a member of. At these corporation-wide meetings, there is collaboration to stay up-to-date on any new safety protocols that should be implemented. Additionally, we have local law enforcement and fire/safety members present at these meetings so that we have the necessary community involvement as this pertains to school safety. Furthermore, this is the second year where a school resource officer (SRO) is present in the S-DMS building on a full-time basis. The SRO is very visible throughout the school day and sits in on the corporation-wide safety committee. Lastly, within the S-DMS staff, there is</p>

a school safety committee that meets regularly to discuss any school safety concerns or questions that the staff may have.

Each month S-DMS conducts a fire drill while also practicing our ALICE school safety drills, tornado drills, and earthquake drills. After each and every drill, parents are made aware of the drill and encouraged to discuss proper safety protocol at home. This has proved to be very beneficial.

To decrease discipline issues and bullying incidents, students are given various tasks to complete in SRT that concentrate on teamwork, communication building skills, proper relationships, etc. Additionally, while the students are in the cafeteria eating, the assistant principal, the SRO, or guidance counselor(s) routinely review discipline issues or behaviors that need to be addressed. The students have been very receptive to these conversations, and the number of discipline referrals has decreased. If a student or anyone else needs to report bullying, we have a hotline setup where they can leave a message to make the administration team aware. Additionally, the students have been encouraged to use email to report incidents or concerns to administration which has been a great communication method. Lastly, the student council has started a program called "Top Notch Trojans" which allows each teacher to recognize a student who behaves in a positive manner and meets various expectations. These students are recognized in front of their peers and awarded a small gift or token of appreciation. This has allowed teachers an opportunity to refer students for positive reasons.

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 <i>not</i> help the school address its focus areas?
<p>For Focus Area 1:</p> <p>School safety is a shared responsibility; all members of a school playing a role. When they are given clear expectations and rules to follow, students and staff assist in the daily routines and measures that ensure school safety emphasizing respect practiced throughout the building on a daily basis.</p>	<p>For Focus Area 1:</p> <p>Not applicable</p>
For Focus Area 2:	For Focus Area 2:

When students feel safe, they are more likely to be engaged in the learning process, which will increase language arts scores.	Not applicable
For Focus Area 3: When students feel safe, they are more likely to be engaged in the learning process, which will increase math scores.	For Focus Area 3: Not applicable

Description of Core Component: Curriculum	
<p>1. Provide an overview of the school's curriculum, including, but not limited to:</p> <ul style="list-style-type: none"> • 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. <p><i>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.</i></p>	
<p>Sunman -Dearborn Middle School has a robust and rigorous academic curriculum. In the 2020 - 2021 school year, S-DMS offers a total of (13) high school credit courses for our 8th grade students. In addition, S-DMS offers honors, advanced, general, and remedial levels in math and English at all three grade levels. S-DMS continues to offer a plethora of elective classes, including: Band(s), choir(s), engineering, art, agriculture, computer science, physical education, family and consumer science(s).</p> <p>Additionally beginning in the 2020-2021 school year S-DMS has implemented their MTSS program. Teachers have used our NWEA scores to tier our students in math and reading. Students will then receive additional small group/one-on-one instruction based on student deficits. Non-tiered students will work through their Edmentum Exact Path through enrichment activities to continue their math and reading learning.</p> <p>Teachers will continue to take data collection and interpretation one step further. Teachers are now assessing, reassessing, and referring students to math and ELA for extra assistance based on daily assessments and NWEA results. Teachers are able to correlate NWEA, ILEARN, and</p>	

daily assessments to understand where a student is and where to assist/remediate/push them next.

S-DMS has multiple curricular resources for teachers to access and students to utilize. S-DMS continues to participate in the textbook adoption rotation. Additionally S-DMS utilizes the Edmentum suite, Google for Education suite, Criterion, Project Lead the Way software, and other individual teaching resources.

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 <i>not</i> help the school address its focus areas?
<p>For Focus Area 1:</p> <p>Through a diverse curriculum, teachers are able to incorporate the concept of respect within all classes. Additionally, teachers will be instructing respect lessons during SEL time based on counselors' research.</p>	<p>For Focus Area 1:</p> <p>Not applicable</p>
<p>For Focus Area 2:</p> <p>Through pretests, assessments, reassessments, remediation, NWEA, and other measures, teachers are able to establish a baseline for each student's language arts ability and make instructional adjustments based on the data gathered.</p>	<p>For Focus Area 2:</p> <p>Not applicable</p>
<p>For Focus Area 3:</p> <p>Through pretests, assessments, reassessments, remediation, NWEA, and other measures, teachers are able to establish a baseline for each student's math ability and make instructional adjustments based on the data provided.</p>	<p>For Focus Area 3:</p> <p>Not applicable</p>

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.

S-DMS students participate in a variety of assessment measures throughout the academic year. ILEARN, NWEA, and departmental common weekly/daily assessments are utilized to determine mastery of standards. NWEA is given to all students at the beginning, middle, and end of the year. Classroom assessments are given on a weekly/daily basis and correlated to Indiana state standards. Our teachers continue to implement common "quizzes" or short checks for understanding with students. From the data collected, teachers collaborate with their departments utilizing that data to drive the next step's instruction. Additionally, our teachers code standards in Powerschool and adjust those codings based on reassessment data. Moreover, this data drives the direction of our Multi-Tiered System of Support (MTSS) remediation classes. Teachers are expected to regularly/weekly assess standards in correlation to their pacing guides.

Teachers have monthly departmental meetings to re-evaluate pacing guides, common assessments, and data interpretation. Additionally, teachers utilize monthly early dismissal times and virtual meetings to work through curriculum and student data. Teachers meet formally and informally during their common prep times.

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: Students have completed a respect "pre assessment." This data is compiled by our counselors and drives our social emotional	For Focus Area 1: Not applicable

learning lessons throughout the year. We will continue to assess and monitor this data.	
For Focus Area 2: NWEA and daily assessments assist teachers to understand student deficiencies and how to adjust language arts instruction.	For Focus Area 2: Not applicable
For Focus Area 3: NWEA and daily assessments assist teachers to understand student deficiencies and how to adjust math instruction.	For Focus Area 3: Not applicable

Description of Core Component: Instruction
<ol style="list-style-type: none"> 1. What strategies will teachers and staff use to promote authentic versus compliant <u>student engagement</u>? 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 <u>all Depth of Knowledge levels</u>? 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?
<p>S-DMS is entering our 4th year of one-to-one student/teacher technology. Each student and teacher work on chromebooks daily. Teachers have worked to formulate lesson plans utilizing technology and engage students through student grouping, class discussions, and hands-on activities. Student lessons are differentiated based on student assessment data, as shown through NWEA, daily assessments, and Edmentum mastery quizzes.</p> <p>Teacher assessments have a variety of questions scaling all DOK levels. Teachers also utilize Powerschool Assessment which has a bank of questions and will specify the DOK level for each question. NWEA is computer adaptive and also assists students and teachers with a variety of DOK level questions. S-DMS continues to put an emphasis on meeting students where they are and pushing them to grow academically. The implementation of MTSS has provided teachers with a structure to assist with meeting students where they are and</p>

assisting them in their growth process. Teacher lessons are adjusted based on daily/weekly assessments.

Each student takes a learning style assessment at the beginning of the year. This information is compiled by our counselors and sent out to our teachers. Teachers then have the availability to see how students learn best. Additionally we meet on a monthly basis with our school committees and leadership team (department heads). Building level department heads assist with communication within the other staff as well as provide direction regarding our school. Department heads also have departmental meetings where they discuss instructional strategies, data interpretation, and how to meet various learning styles in the same class.

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?
<p>For Focus Area 1:</p> <p>Understanding where students are academically, how they learn, and building relationships with students is the start of great instruction. Mutual respect between students and staff promotes the best learning environment.</p>	<p>For Focus Area 1:</p> <p>Not applicable</p>
<p>For Focus Area 2:</p> <p>Language arts instruction and test scores will continue to improve as we know where our students are, how they learn, and provide various opportunities for learning</p>	<p>For Focus Area 2:</p> <p>Not applicable</p>
<p>For Focus Area 3:</p> <p>Math instruction and test scores will continue to improve as we know where our students are, how they learn, and provide various opportunities for learning</p>	<p>For Focus Area 3:</p> <p>Not applicable</p>

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.

Demographics based on the 2020-2021 school year:

Paid Lunch	77.2%
Free Lunch	18.7%
Reduced Lunch	4.1%
Special Education	20.8%
White	94.9%
Hispanic	2.0%
Multiracial	2.6%
Asian	0.1%
Black	0.3%

S-DMS prides itself on all students and staff being inclusive and respectful. In December of each year, we have a community service day where all (879) students will be participating in some form of community service. The best part of that day is teaching students the importance of respecting others, being tolerant of differences among other people, and the value of community service. Additionally, S-DMS will continue their cultural diversity group, and unity group, where students gather and discuss respect, diversity, and the importance of educating all students and staff. Finally our guidance counselors develop student lessons which revolve around tolerance and diversity. These lessons will be implemented by staff during MTSS.

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?
<p>For Focus Area 1:</p> <p>Our goal is to educate all students regarding mutual respect and student diversity.</p>	<p>For Focus Area 1:</p> <p>Not applicable</p>
<p>For Focus Area 2:</p> <p>Students feel more comfortable when school is a safe place for students to learn. Language arts assessment scores will increase as students feel more comfortable to work with peers and ask questions of teachers.</p>	<p>For Focus Area 2:</p> <p>Not applicable</p>
<p>For Focus Area 3:</p> <p>As all students feel more comfortable and that school is a safe place students will have the ability to learn. Math assessment scores will increase as students feel more comfortable to work with peers and ask questions of teachers.</p>	<p>For Focus Area 3:</p> <p>Not applicable</p>

Description of Core Component: Family Engagement
<ol style="list-style-type: none"> 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.

At S-DMS we have numerous opportunities for our parents and community to get involved in our school. Open-house night, parent-teacher conferences, community service day, guest speaking day, band concerts, choir concerts, athletic events, coaches, sponsors, and the list continues. One program which has expanded--and continues to get more community members involved--is our Trojan Careers Program. All students in our building take a learning style assessment and career interest inventory the first day of school. Our counselors compile that information and set up site visits to local businesses (which correlate with the students' interests). Subsequently, students attend a college visit, a reality check, and finally a "capstone project." We currently have 20+ business partners and 7 university/college partners.

Another unique program we have established is with our public library. We have partnered with the library to ensure all students & families have an opportunity to receive a free public library card.

Communication is key for the school to our students, parents, community and all stakeholders. We send out a monthly Trojan Tribune which goes to all parents within our school. Additionally we have a Twitter account which we post daily announcements, school events, and exciting school activities. Finally, we also have a schoolwide communication tool (School Messenger), which we are capable of sending school emails and phone messages to all parents.

We utilize various committees to provide administration the "pulse of the community." Our school improvement team consists of teachers, staff, and parents. Our department heads provide the climate of the building and provide suggestions on what we need to do differently. Our student council and diversity group provide administration with the student perspective on daily operations of the school. All of these groups are vital in providing feedback regarding concerns and the direction of S-DMS.

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: As mutual respect continues to grow within our school, the communication among	For Focus Area 1: Not applicable

students, staff, and community will become stronger	
For Focus Area 2: Parental and community support is important for our language arts scores to improve. Student connection to community and parents is key to the overall success of student academics.	For Focus Area 2: Not applicable
For Focus Area 3: Parental and community support is important for our math scores to improve. Student connection to community and parents is key to the overall success of student academics.	For Focus Area 3: Not applicable

Description of Core Component: Technology	
1. How will the school coordinate its technology initiatives, in service of improving student academic outcomes?	
Sunman-Dearborn Community School Corporation continues to be committed to improving technology. S-DMS is entering their 4th year of one-to-one technology education. Our corporation has worked hard to have a viable and reliable technology structure for student learning. We continue to use chromebooks and have established a replacement plan to ensure we are updated with our technology. We have multiple teachers who are Google 1 and Google 2 certified and our professional development continues to grow. Teachers are continuing to build and implement technology-included lessons. Additionally, S-DMS rolled out their e-learning plan during the 19-20 school year. Finally all students are introduced to digital citizenship curriculum through Common Sense Media, where they learn the importance of technology edicate and safety.	
How will the school's technology plan also help the school address its focus areas?	In what ways does the school's technology plan <i>not</i> help the school address its focus areas?
For Focus Area 1:	For Focus Area 1:

Technology allows for student engagement and collaboration. The more opportunities students are given to collaborate, the quicker they will learn about respecting others.	Not applicable
For Focus Area 2: There are many technology platforms we utilize to increase language arts student classroom engagement (Criterion, Edmentum, NWEA, Google Suites for Education, online textbooks). Student engagement is key to student learning, and technology assists with that engagement.	For Focus Area 2: Not applicable
For Focus Area 3: There are many technology platforms we utilize to increase math student classroom engagement (Edmentum, NWEA, Google Suites for Education, online textbooks). Student engagement is key to student learning, and technology assists with that engagement.	For Focus Area 3: Not applicable

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

<p>Summarize the strategies from the core components in SIP Phase 3 that address this focus area:</p> <p>Respect is a core value of our school and corporation. We believe there are many character traits that are encompassed under the word respect. Tolerance, kindness, acceptability, inclusiveness, and many others are all values we have at S-DMS. Daily, we work to ensure students and staff have mutual respect. Students learn about respect through lesson plans completed throughout various times/classes in our school. We work with a group of students regarding cultural diversity and the importance of respect. Student-driven lesson plans that promote respect assist with our goal of increasing respect amongst all staff. We also throughout the year will be surveying our students regarding respect and their understanding.</p>
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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:

Currently we are not aware of any root causes.

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:

Based on collaboration with other schools, we believe our positive behavior system, along with monthly lesson plans addressing respect, will assist with our students' understanding and growth regarding this character trait.

Evidence-Based Interventions for Focus Area 2

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

We must continue to place language arts instruction and student learning at the forefront of our school goals. Students must have the vocabulary, reading comprehension level, and understanding of grammatical language to be college and career ready. Our teachers will continue to break each assessment (daily assessments, NWEA, etc) down by standard and interpret that data to meet students where they are. Students needing that additional ELA instruction will be placed in our MTSS tiered 2 or 3. Students in MTSS will be provided small group or individual instruction to best meet those students' needs. Furthermore, each student will take a semester of reading class in addition to a full year of language arts class.

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:

One possible root cause of our language arts scores could be the rigor of questioning. We need to continue to improve our teacher's understanding of DOK and questioning rigor.

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:

Teachers will continue to utilize NWEA and daily assessment data to ensure students are learning and are at grade level comprehension. Teachers will be responsible for breaking down assessments by standard and referring students, after reteaching, to remediation for deficient standards. We will also be implementing our MTSS program this year for our tiered 2 and 3 students with a concentration on meeting student needs where they are.

Evidence-Based Interventions for Focus Area 3
<p>Summarize the strategies from the core components in SIP Phase 3 that address this focus area:</p> <p>We must continue to place math instruction and student learning at the forefront of our school goals. Students must have the mathematical skills to be college and career ready. Our teachers will continue to break each assessment (daily assessments, NWEA, etc) down by standard and interpret that data to meet students where they are. Students needing that additional ELA instruction will be placed in our MTSS tiered 2 or 3. Students in MTSS will be provided small group or individual instruction to best meet those students' needs.</p>
<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:</p> <p>One possible root cause of our language arts scores could be the rigor of questioning. We need to continue to improve our teacher's understanding of DOK and questioning rigor.</p>
<p>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:</p> <p>Teachers will continue to utilize NWEA and daily assessment data to ensure students are learning and are at grade level comprehension. Teachers will be responsible for breaking down assessments by standard and referring students, after reteaching, to remediation for deficient standards. Students will be periodically pulled from elective classes to address deficient standards and be retaught those skills.</p>

V. Design a professional development plan

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	Increase staff knowledge of NWEA data and how to implement this knowledge through the academic periods, including MTSS	To supply all students with the best data to drive student learning, which will increase state assessment scores. As students and staff learn more about NWEA our learning will increase as demonstrated by our triangulation of data (ILEARN, NWEA, daily assessments).
2	Increasing staff understanding of test questioning rigor.	As we look at our triangulation data, our common assessment data is not meshing with our NWEA/ILEARN data. We need to investigate if the rigor of our common assessment test questioning can be improved?
3	Increase our student and staff understanding of respect & relationship building.	All students and staff should feel the school is a safe and welcoming place. A portion of this vision is for all students to build a relationship with an adult(s) in the building.
Professional Development Offerings		
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.		
PD Goal #	Initial Professional Development	Follow-up Professional Development to Support Implementation
1	We will collaborate with other schools and how they are utilizing NWEA data to drive instruction and student learning	Administration will schedule meetings with other school's administration on how they are using NWEA data.
2	Administrators will reach out to other schools to establish best practices regarding rigorous test questioning.	Administration will regularly meet with teachers to review test questioning. Additionally administration will assist staff with the collection and interpretation of triangulation of data.
3	Our student led diversity and unity group will begin to formulate lessons which our teachers will instruct to all students. Additionally staff will be	Administration will monitor the lessons and results from the lessons.

	provided multiple lessons throughout the year to utilize with our students	
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	Reach out to local schools for school visits. NWEA website and educational articles	NWEA resources through their website
2	Educational articles, videos, and possible educational experts.	Not applicable
3	Counselors time to establish lesson plans, and diversity student group meetings.	Counselors time to establish lesson plans, and diversity student group meetings.
Professional Development Evaluation		
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	NWEA growth reports	As we increase our NWEA knowledge student test scores should ultimately increase.
2	Administration will monitor assessment questions with regular meetings with departments.	Increase of student test scores.
3	Students will take a pre & post Google form asking about their opinions regarding respect and our school	Results from the Google form. .