

Unified Comprehensive Needs Assessment and School Improvement Plan

School Name	Barker Middle School
Local Education Agency Name	Michigan City Area Schools
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

Phases

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

I. Establish a Comprehensive Needs Assessment planning team

CNA Planning Team Members		
<i>Note: Add or subtract rows as needed.</i>		
Name	Stakeholder Group(s)	Role(s)
Frederick Greene	Building Administration	Principal
Lucas Snyder	Building Administration	Assistant Principal
Sarah Bohac	Staff	Teacher - 7th/8th Grade Support Services (ELA/MATH)
Christina Parsons	Staff	Teacher - 7th Grade Math
Maria Surma	Staff	Teacher - 8th Grade Math
Greg Olson	Staff	Teacher - 7th Grade ELA
Mariah Pol	Staff	Teacher - 7th/8th Grade Social Studies Department Chair - S.S.
Amy Hamann	Staff	Teacher - 7th/8th Grade Science
Erin Colvin	Staff Family/Community	Teacher - 7th Grade ELA Department Chair (Literacy) Parent
Scott Combs	Family/Community	Law Enforcement School SRO/Parent
Amy Cushway	Family/Community	Parent
<i>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.</i>		
<i>Note: TSI identified schools must include a domain of study specific to each subgroup identified as low performing.</i>		
Committee's Domain of Study: Students with IEP's		
Name	Stakeholder Group(s)	Role(s)

Sarah Bohac	Special Education (Math/ELA)	TOR
Shari Mullins	Special Education (Math/ELA)	TOR
Shirley Erby	Special Education (Math/ELA)	TOR

Committee's Domain of Study: Black Male Achievement		
Name	Stakeholder Group(s)	Role(s)
Dion Campbell	Officer, MCPD	Community Member
Cathy Bildhauser	District Administrator	Curriculum Director
Amy Cushway	Parent	Community Member

Committee's Domain of Study: District Review Team		
Name	Stakeholder Group(s)	Role(s)
Dr Barbara Eason-Watkins	Administration	Superintendent
Dr Wendel McCollum	Administration	Asst Superintendent
Cathy Bildhauser	Administration	Curriculum Director

II. Develop a vision of excellence

Vision of Excellence
<p>Barker Middle School will provide a safe and orderly learning environment for all students. We strive for all students to excel academically, socially and emotionally. To achieve this goal, we aspire to prepare all students for further educational achievement by providing a challenging curriculum (RIGOR) that connects students' education with their future (RELEVANCE) in a safe, supportive, and nurturing environment where every student has at least one healthy relationship with an adult within the building. (RELATIONSHIPS).</p> <p>We strive to achieve this vision by providing an environment of collaboration and continuous improvement by embracing the MCAS philosophy of PLAN, DO, STUDY, ACT. Using this</p>

template, we will align our instruction to the MCAS curriculum maps, evaluate our student data, adjust our instructional methods, set new action plans and create common assessments through collaboration via PLC's, and implement new and adjusted instructional strategies with fidelity.

Barker MS and MCAS strive to improve student and staff performance by increasing building capacity. This will be accomplished through PD and support for Principals and teachers by challenging instructional methods and ensuring that measurable, standards based, student friendly objectives are posted on a regular basis. Teacher will also plan engaging lessons which are engaging and use evidence based instructional strategies. We will also use a common language through which we will reflect, collaborate with our BLT and ILT in order to insure that we are doing what is best for our students. At the core of our language are 3 essential concepts:

Rigor

- In depth focus on high priority standards
- Teachers continue to support learning at DOK levels 3 & 4
- Productive Struggle/Stamina - the ability to sustain focus on a task for an extended amount of time and work through academic challenges
- Spiraling our curriculum to reinforce and link previously learned knowledge to current and future content
- Data driven PLC and team meetings

Relevance

- Emphasize connections between classroom and real world experiences
- College and career readiness, using tools such as Naviance
- STEM related courses and activities
- Aspiration to achieve highest school grade

Relationships

- Create connections
 - Restorative circles and Digital Citizenship program during Impact
 - Incentives, such as Activity/Reward Days to celebrate student success
 - Student grouping to help support relationships between teachers and students
 - Culture of collaboration and commitment holding teachers and staff accountable through instructional leadership teams
 - Community partnerships with various organizations
- Positive climate and culture between teachers, students, & parents
- Establish a PTO as the parental connection to Barker's educational process
- Utilize PTO and Title 1 Parent Nights & "Book Tastings" to empower parents in helping their students achieve success.

III. Create a school profile

School Profile

Michigan City Area Schools (MCAS) is comprised of Michigan City and the towns of Beverly Shores, Long Beach, Michiana Shores, Pines, Pottawatomie Park, and Trail Creek.

Michigan City Area Schools is home to twelve schools: eight elementary, two middle schools, one high school, and one county career and technical center. MCAS also has programs for Student Support Services, Title I, Gifted and Talented programs, Core Academy, and Honors College.

During the 2019-2020 school year, Barker Middle School served a diverse population of 409 seventh (224) and eighth graders (185).

Three hundred and seventy-four students receive Free/Reduced Lunch, 125 students receive Student Support Services, 143 are Black (58-8th, 85-7th), 177 are White (84-8th, 93-7th), 46 are Multiracial (20-8th, 26-7th), 38 are Hispanic (20-8th, 18-7th), and 1 is Asian, and 2 are Native Hawaiian/Other/Pacific Islander.

The school day begins at 7:15 and ends at 2:15 p.m. The school day operates under block scheduling consisting of four 75 minute blocks and a 45 minute impact time. Students have math and language arts everyday and all other classes every other day.

The school teams are comprised of an 8th grade team with special needs and co-taught classes, a 7th grade team with special needs and co-taught classes, and a combination of 7th and 8th grade team with special needs and co-taught classes.

The school employs a full-time principal, a full-time assistant principal, two secretaries, one full time guidance counselor and a full time social worker. Classroom teachers are supported with instructional assistants and paraprofessionals. The behavior support model this year includes an Alternative Academic program and supervisor.

Currently, there are thirty (30) teachers, five (5) Student Support teachers, eight (8) paraprofessionals, and two (2) instructional assistants employed at Barker Middle School. This year the co-teaching model is still implemented with continuous support over the course of the year. There are four sections of 7th grade Co-Taught Language Arts, three sections of 8th grade Co-Taught Language Arts, three sections of 7th Grade Co-Taught Math, four sections of 8th Grade Math and there are two separate classes taught by Support Service Teachers to support the more intense student needs within our district..

There are eighteen (18) core subject teachers and seven (7) essentials teachers with specialized licensing for their specific content areas (Chorus (1), Band (1), Computer Technology (1), PLTW (Project Lead the Way) (1), Digital Art (1), and Wellness (2).

Vision

The vision of Barker Middle School is to prepare all students for High School and Life by providing a challenging curriculum (RIGOR) that connects students' education with their future (RELEVANCE) in a safe, supportive, and nurturing environment (RELATIONSHIPS). We will engage our students with rigorous instruction that is aligned with the IDOE Standards and connects with our benchmark (iReady) assessment as well as our common assessments.

Mission Statement

The mission of Barker Middle School is to provide a place of supportive relationships with students, staff, and community. We demonstrate an academically challenging learning environment. We educate and include each child. We use as our motto: Educate, Empower, & Support.

Core Values

- Students will be LIFELONG LEARNERS who set and pursue their goals for personal growth.
- Students will COMMUNICATE effectively through their development of speaking, reading and writing skills.
- Students will become CRITICAL THINKERS who are capable of solving problems using a variety of tools.
- Students will work COLLABORATIVELY using effective leadership and group skills within diverse settings.
- Students will become ETHICAL and MORAL CITIZENS who consistently demonstrate self-discipline, courage, honesty, compassion and appreciation for and tolerance of diversity.

Student Demographics

A link to our student demographic data is available [here](#).

Staff Demographics

A link to our staff demographic data is available [here](#).

Student Behavior

The staff of Barker Middle School is committed to providing a safe and secure learning environment. Students and their parents/guardians are fully aware of the school's policies, procedures, and Handbook. The parent/guardian of each student is provided access to a copy of the school's

Family/School Handbook at the beginning of the year via the district website. Parents digitally sign an acknowledgement when enrolling their student. Within the handbook, specific behavioral guidelines and disciplinary procedures are clearly described. At the beginning of the school year and throughout the year, school personnel are trained in classroom management strategies, designed to prevent and effectively respond to student misconduct. Specific procedures for professional staff are outlined and discussed annually with all staff at the beginning of the school year.

Classroom teachers, the physical education teachers, and the school counselor work closely to provide ongoing guidance lessons that incorporate corresponding health curriculum objectives. Topics, such as resisting drugs and violence, personal goal setting, and physical wellness are addressed with students.

All doors of the school are locked and admittance to the school requires recognition by school personnel. Upon entry, visitors are required to register at the office and wear a name tag while moving throughout the building. School and corporation personnel wear identification tags while in the building.

Student Academic Outcomes

Barker Middle School strives to excel in academic achievement. Through our Building Leadership Team and our INstructional LEadership Team, we strive to review our level of rigor and engagement in the building by evaluation our problems of practice and then collaborating on methods to resolve those concerns. The current goals for Barker (based on our 2018-2019 iLearn scores) include the following: Black Students: Our black students will see a 15% growth in achievement in 2020 (insert data), Students with Exceptionalities will see a 10% growth from: (insert data), and our ELL Students: will achieve a growth of 15% (insert data). Here is our current data: Our Student Outcome data is available [Here:](#)

Summary of Current School Improvement Strategies

Teachers inject DOK into their instruction, whether they are remediating, enriching, or delivering daily general instruction. We provide additional support during core instruction, such as IMPACT, as well as before, during, and after school. We have also adopted the following strategies:

- Reading & Math Integrated into all classes
- Intense use of IMPACT time for weekly scripted ELA/MATH iReady lessons
- Higher DOK levels in all classes
- Data driven planning for instruction
- Adoption of the PLC Model into all levels within the building (BLT, Team, Team Leader, Staff and PLC)
- Engagement of a broad range of stakeholders, including families, educators, community partners, and students in the CNA process.

The strategies listed below are intended to address areas needed for immediate improvement in English Language Arts and Mathematics. These strategies are intended to address our subgroups (Black, Special Education, Free/Reduced Lunch students, and Males) that are achieving significantly

below average. We will continue to disaggregate data to ensure that all subgroups are addressed throughout the year.

Effective Instruction:

Learning Goals are posted and align to standards-based instruction. Classroom observations show that some objectives were aligned to Indiana Academic Standards. Few classrooms implement a variation of instructional strategies; the majority of observations indicate teacher led, whole group instruction as the primary instructional strategy. There is little evidence that teachers stopped to Check for Student Understanding to inform their instructional and response strategies; in only 30% of classrooms observed did the teacher consistently check for student understanding and adjust the lesson as needed.

Curriculum, Assessment, and Intervention Systems:

iReady provides valuable interim data; however, not all classrooms utilize the data in order to plan for targeted instruction. All students are assigned to an IMPACT class, however, based on classroom observations, the structure of the intervention lacks fidelity in all classes as well as direct instruction in order to complement iReady learning paths. Lessons, both in terms of objective and instruction observed, were infrequently aligned to grade-level Indiana Standards.

The following above mentioned areas of immediate improvement have helped guide and shape our weekly PLC's and drive the school improvement process at BMS.

Reading Improvement Strategies

- Daily use of small group instruction - intentional grouping
- Use of think alouds to model key reading strategies
- Use of common, school-wide critical vocabulary
- Analysis of standards-mastery data to align instruction
- Use of IMPACT and Ready Curriculum 2 days/week

Writing Improvement Strategies

- Cross curricular writing assignments to build stamina and fluency
- Adherence to and unpacking of Indiana Academic Standards
- Analysis of student writing using the Indiana Academic Standards

Math Improvement Strategies

- Backwards planning of weekly mathematics lessons
- Analysis of standards-mastery data to inform instruction and interventions
- Adherence to, and unpacking of Indiana Academic Standards for Math
- Use of IMPACT and Ready Curriculum 2 days/week

School Leadership Strategies

- Monitor school-wide improvement strategies through continuous data analysis, walkthroughs, and formal and informal observations
- Facilitate development of school-wide behavior plan
- Use of clear communication that provides feedback and transparency aligned to school improvement initiatives

Student Support Strategies

- Co-taught ELA and Math classrooms

- Implementation of schoolwide PBIS strategies
- Implementation of schoolwide MTSS strategies

Summary of Core Curricula

The curriculum for Barker Middle School is developed by Michigan City Area Schools, based on Indiana Academic Standards. Corresponding curriculum maps direct the flow of instruction and adherence to academic standards. These guides include references to currently adopted core instructional materials, both online and in print. Curriculum for each subject: mathematics, language arts (including reading, English, spelling, and writing), social studies, science/health, the arts, and physical education, are reviewed and revised during the year of state textbook/resource adoption. Copies of the curriculum maps and pacing guides are available at the Michigan City Area Schools offices during regular business hours and in the school office during the school year between 9:00 A.M. and 3:00 P.M. and online via the school and corporation webpages. Barker's Curriculum consists of:

ELA: Springboard and Ready Reading, iReady provides support for remediation & enrichment

Math: Ready Math & iReady assessments & data analysis.

Science: Carolina STC Genes and Molecular Science. Battle Creek Physical Science Kit. Rocks and plate tectonics from Battle Creek. Energy is the NEEDS kit.

Social Studies: 7th Grade textbook is Eastern Worlds and Discovery Ed Techbook. 8th Grade Textbook is US History.

Summary of Formative and Summative Assessments

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

English/Language Arts - Interim and Formative

iReady BOY, MOY, EOY. Common Assessment and semester end and progress monitoring, benchmark and running records, end-of-unit textbook assessments and quarterly writing prompts.

Subject: English/Language Arts - Summative

Common assessment for winter, and spring, iReady & iLearn

Subject: Mathematics - Interim and Formative

End-of-chapter textbook assessments

Subject: Mathematics - Summative

Common assessments for fall, winter, and spring, iReady & iLearn

Behavioral

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

Summary of Academic Intervention and Enrichment Programs

Each Academic team meets regularly and works with teachers and families to address each student's specific needs. Data from iReady is used to identify these students along with teacher recommendations and team decisions. Another key component is the Jack Berckemeyer 3-5-3 plan (Chap. 12 to use the 3-5-3 and page 153 for the form; 3 – 3 academic issues, 5 – 5 strategies to move forward, 3 – 3 ways to follow up) before interventions from the team. When the team decides, and confers with Guidance and Admin, students are referred to the MTSS COmmittee for further intervention(s). The MTSS Team meets monthly to discuss new students who have been referred, as well as review those students who are already in process.

Interventions:

In addition to regular instruction and the outlined action steps, we propose to use the following interventions:

1. Reteach using whole and small group instruction as determined by overall class results.
2. Teams currently work on small-group instruction to meet students' needs.
3. The 3-5-3 plan is utilized for behavior and academic concerns.
4. In Impact Time, students will be grouped using data from diagnostic and standards mastery tests for targeted remediation:
 - a. Students will be grouped based upon their ability level within either iReady Math or ELA.
 - b. Lessons for teachers will be provided each week (1 ELA & 1 MATH).
 - c. Teachers will do one Whole Group Lesson in ELA & Math, and students will work in their learning paths on the coordinate day for each lesson.
 - c. Teachers that utilize differentiated instruction to meet the needs of our students. Students will be grouped into ability levels within the class and provided small group intensive instruction that addresses the needs of the student.
5. The Multi-Tiered Support Services team (MTSS), with input from the academic team and parents, creates a more specific intervention plan for students who were not successful on a 3-5-3 plan.

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

In addition to the intervention and enrichment programs previously noted, Barker Middle School provides some schoolwide programs to foster the academic and social/emotional growth of all students. After school programs offered include:

1. BMS Remediation, which provides homework assistance and learning support beyond the classroom for students (supported by Title 1 funds),
2. Girls Who Code, which is open to all female students and incorporates science, technology, engineering, and math concepts in project-based exploration,
3. A Technology Club , which is open to all students.
4. Our middle school extra-curricular activities are the catalysts for well-rounded, challenging learning experiences with expectations of leading students to our desired learning outcomes. The activity curriculum is frequently reviewed by teachers and building and district administrators to maintain effective and meaningful programs that support student

achievement and leadership. Being involved in extracurricular activities is encouraged at Barker to promote structure, social skills, and an active lifestyle.

5. The extracurricular activities at Barker are numerous and far-reaching, some of these enrichment programs include:
 - a. Club Discovery, Academic Teams, Newspaper, Athletics,
 - b. Student Council, National Junior Honor Society, Chess Club, and The Barker News Network.

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

Hiring and retaining a high quality staff is a priority for Michigan City Area Schools. The corporation supports Barker Middle School's recruitment, selection, induction, and retention strategies by having specific procedures in place for each of these areas and providing technical support as vacancies occur. These are described below. MCAS ensures that teachers hired for positions are "highly qualified" in academic subjects in which they are the primary instructor and requirements under the Every Student Succeeds Act.

- Recruitment: The corporation posts vacancies on the Indiana Department of Education's website and with universities across the state. Corporation personnel work with the school principal to locate applicants who best meet the unique context of the school and particular vacancy.
- Selection: The school has a hiring committee (teachers and support personnel) to assist the principal in the selection of applicants and the interview process.
- Induction: Michigan City Area Schools provides a welcome and initial training for newly employed staff hired in the summer. At the school level, new staff are provided initial training in procedures specific to the school (e.g. attendance, access to school beyond the school day, etc.). Most new teachers are informally paired with a mentor who provides ongoing coaching and support. In addition to providing support in the employee's professional performance, the mentor provides ongoing emotional support and guidance.
- Retention: Celebrating success and providing ongoing recognition and encouragement are the keys to retaining staff at Barker Middle School. The principal intentionally cultivates and maintains a positive school culture, centered on these factors. Examples of celebrations and recognitions include: a spotlight on teacher success article for the public; corporation teacher-of-the-year recognition; recognition of staff for program development and awarded grants before the school board, and celebrations for individual and/or group accomplishments during staff meetings. Ongoing support is provided by colleagues and the principal in staff efforts to incorporate innovative educational ideas (including the procurement of grants), individual professional coaching, and incentives for longevity at the school.

Human Resource information and MCAS positions are posted and regularly updated on the District website. MCAS provides a competitive salary base for beginning teachers with no years of teaching experience. Certified staff receives benefits and may carry family options with additional contributions.

MCAS screens carefully to ensure teachers have the attributes that make for an effective teacher---including commitment to the profession and evidence of the capacity to work well with children, as well as academic ability---demonstrating social interaction and communication skills as well as teaching attributes and behaviors. MCAS may recruit certified teachers who are working in the District as substitute teachers or student teachers, but all recruits must demonstrate exemplary standards and expectations in classroom management, student engagement, student expectations, and exhibit participation in the professional learning community. (SWP: Section 1114(6)(6)(a)(b)(7) MCAS recruits certified teachers who represent the cultural diversity of the school and community.

Summary of Teacher and Staff Professional Learning Opportunities

Barker uses Professional Learning Communities (PLC's) as well as some outside PD sources provided by the district for learning opportunities.

MCAS provides a wealth of PD for all staff over the summer, much of which is free of charge to the staff. During the school year, Barker teachers and staff have support from Curriculum Associates for math (Yvonne Rambo) , and Amy Treadwell for ELA. Administrators get support from Steve Tozer and the UIC School of Educational Leadership.

Professional Learning Communities

As we drill down further to improve student learning, it is extremely important that teachers collaborate and align their instructional strategies as identified by the ILT. The framework of a professional learning community can be grouped into three major themes that are evident in the policies, programs, and practices of the school. The themes are as follows:

1. A solid foundation consisting of collaboratively developed and commonly shared mission, vision, values, and goals
2. A focus on results as evidenced by a commitment to continuous growth and improvement
3. To emphasize learning rather than teaching by identifying the best instructional strategies to help all students learn the intended curriculum

Barker Middle School offers onsite professional development opportunities through whole-group learning, small-group, team-based learning, and individual learning for staff members. Professional development is results-driven, data-based, and job-embedded.

Each teacher participates in weekly Professional Learning Community meetings, and monthly staff meetings. During the 2019-2020 school year professional development will be provided in the following areas/topics:

- Student Support Services brings relevant teachers to training sessions and workshops.
- Cultural Competency- Outside PD & BMS Staff PD
- Staff will participate in district wide e-learning training.

In addition, the school district offers multiple opportunities for Barker teachers to receive professional development through the school year and summer months. Barker staff has attended professional development in the following areas: ELA and math alignment with the Indiana Academic Standards,

Ready Math, Behavior Training and Co-teaching. During the school year the math teachers have received support in specific math strategies in the area of planning and student engagement. There was an intensive Literacy Workshop over the summer and there will be follow up throughout the school year. Teams have been working with Jack Berckemeyer throughout the year to focus on student achievement, engagement and relationship building.

Summary of Teacher and Staff Coaching and Evaluation Model

In 2011, the Indiana General Assembly passed the law (IC 20-28-11.5) mandating evaluation of all teachers and administrators every year. Beginning in the 2013 school year, MCAS implemented RISE or a modified rubric aligned to state requirements as the district-wide system for evaluating teacher effectiveness.

Goals of RISE, MCAS, and Barker Middle School:

- Create an atmosphere of continued professional development and growth for all teachers and administrators.
- Create a collegial relationship between teachers and administrators utilizing the rubric as an assessment tool that will provide meaningful feedback for growth and development during observations, evaluation and professional development.
- Help new teachers become acclimated with their new surroundings.
- Identify teachers who will serve as teacher leaders for the school.

Summary of Key Family and Community Engagement Strategies

One of the responsibilities of the Building Leadership Team is to coordinate family engagement and outreach. The BLT also facilitates the parent contact of Title 1 information. The Parent Contact Chairperson & committee are key pieces for studying, planning, and implementing family engagement services and events. Ongoing two-way communication and attention to continuous alignment to the schools' vision are cornerstones for family engagement. At present, communication at Barker occurs via:

The school website which includes timely information (e.g. school calendar, scheduled events, and the monthly breakfast/lunch menus) and references to specific information, such as the Family/Student Handbook, teacher pages, staff contact information, and programs (e.g. High Ability, Title I);

Family/Student Handbook which is distributed in print form to all families at the beginning of the year or upon enrollment;

Weekly All Calls to Parents, which alert parents to pertinent information about their student(s) for the upcoming week.

Text reminders of important events, such as parent-teacher conferences, and text alerts when emergencies and/or school delays/cancellations occur;

Personal telephone contacts (telephone calls and email) by staff to discuss students' successes and matters of concern regarding students' academic progress and/or behavior;

Parent-Teacher Conferences, which are held in the fall for all students and in the spring, as necessary to discuss student academic concerns, state testing results, and summer school enrollment;

Progress reports, which are distributed every nine weeks, with interim reports distributed each mid-term;

Monthly newsletter that is posted on the school website and distributed via email and paper formats

BMS has instituted a PTO Group to further improve parent participation and advocacy in the Barker school community.

List of Community Partnerships

Barker Middle School has a long list of Community Partnerships which include the following:

1. National Junior Honor Society and Student Council are two opportunities for students to provide school leadership as well as to participate in service learning projects for the school and the community.
2. Michigan City Police Department which helps support school safety during the school day.
3. Hours for Ours Mentoring, which provides positive role models for our boys
4. Another source of community collaboration for Barker Middle School students is with Safe Harbor's Club Discovery, which is committed to providing high quality enrichment programming partnered with dedicated academic assistance. Students participate in daily academic support and diverse enrichment programs. Services include: homework help/tutoring, nutritious after-school snack, enrichment opportunities, and College and Career Readiness Coaching. The program runs between the hours of 2:15-5:15 P.M. on days that school is in session, and an MCAS school bus is available for transportation home. Cost is \$5.00 per year per student.
5. Other community partnerships include:
 - a. Museum of Science and Industry, Horizon Bank, KTR Corporation, Michigan City Fire Department, Michigan City Senior Center
 - b. NIPSCO, Sullair Corporation, US Steel, VFW Post 2536, and WEFM Radio, LaPorte County Soil and Water Conservation District,
 - c. Rittenhouse House (senior living center), Michigan City Public Library, and Challenger Learning Center.

IV. Identify focus areas

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

The Focus Areas at Barker Middle School will be to increase student success for Black Students Overall and for Special Education Students.

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

Here are some gaps that were identified by our ILT between our Vision of Excellence and our current school profile:

Barker Gap information can be found [here](#).

Description of Focus Area 1: ELA

Multiple assessments reveal limited growth in English Language Arts, however, students are still well below the state average for proficiency. iLearn (and ISTEP) data has shown that growth is inconsistent over a three year period and there was a drop in growth scores in 7th grade which occurred from SY 16-17 to SY 17-18. In SY 18-19, iLearn scores did not show any substantial gains, but highlighted the achievement gap between Black Students (especially Male) and their white counterparts (7th-State-26% vs 19% for Barker, 8th-27% for State vs 18% for Barker).

Our Special Education Students also continued to show a significant gap between their scores and those of their General Education Peers. Eighth grade showed some growth in SY 17-18, but that progress wasn't maintained in the 18-19 iLearn data, so the scores still continue to fall below the state average pass rate (7th-7% for BMS vs 14% for the State Avg; 8th-13% for the State avg and 7% for Barker) . The subgroups of specific concern in both grades are special education students and African American students.

There is a lack of school wide processes for data monitoring and the shifting of instruction based on analysis. This analysis includes formative assessments/common assessments and checks for understanding. A school wide method of mastery of standards needs to be created and monitored. The clear objectives with a focus on the mastery of grade level standards also must be deployed. Students need to be clearly aware of expectations and mastery requirements for daily class blocks. Using these strategies, we expect to see an overall increase of 10% in our ELA scores for the 2019-2020 academic year.

Description of Focus Area 2: Math

iReady, Ready, and iLearn assessments highlight an achievement and academic progress (growth) deficiency in mathematics compared with state averages. The past three years have demonstrated a growth in student achievement, however, student achievement continues to lag behind state averages on the iLearn Assessment:

7th (37% for BMS vs 41% for the State Avg) and 8th (30% for BMS vs 37% for the State Avg).

Subgroup performance is a specific concern, especially with our Exceptional Students (7th-42% for Non Exceptional vs 11% for Exceptional; 8th-35% for Non Exceptional vs 4% for Exceptional) and Black Male students (7th-16% vs 45% for White Students; 8th-16% vs 30% for White students).The clear objectives with a focus on the mastery of grade level standards also must be deployed. Students need to be clearly aware of expectations and mastery requirements for daily class blocks. To that end, we are expecting to see an increase of 10% in our overall MATH scores for 2019-2020.

Description of Focus Area 3: Exceptionalities Subgroup

The participation of Exceptional Students for the high stakes test of iLearn continues to be an

area of concern. While we did experience some growth on our iready Benchmark, we did not see the same growth on the iLearn. When we look at the scores of our students, the achievement gap between our exceptional students and our General Education students continues to be an area wherein we have an opportunity for growth:

- ELA (7th-8%) was below the State Avg of 49% for Proficient
- ELA (8th-7%) was below the State Avg of 51% for Proficient
- Math (7th-4%) was below the State Avg of 42% for Proficient
- Math (8th-4%) was below the State Avg of 37% for Proficient

It is undetermined the factors which contributed to the 2% of students that did not participate. The Pass rates are:

- 8th Grade: 100% were below or approaching State Average in ELA & Math
- 7th Grade: 100% were below or approaching State Average in ELA & Math

Currently, all exceptional students have been placed in co-taught classes with the core teacher and special education teacher. This year small groups and differentiation are implemented in all classrooms to increase the passing rate of all students and those students with an IEP. Also, all exceptional students are being exposed to grade-level curriculum during IMPACT, with resource time being offered during the 75 minute block. The iLearn data (above) reveals a massive gap between performance expectations and results. While we realize that we need to see dramatic growth from our Exceptional students, we are expecting to see a 10% increase from exceptional students on this year's iLearn assessment.

Description of Focus Area 4: Black Student Subgroup

Data from the past three years indicates some growth from year to year, however, Black students continue to underperform when compared to white, Hispanic, and multiracial students. ELA data over the past three years is unstable and changes from year to year without continuous achievement gains. Math achievement data shows that there is a slight improvement, but does not mirror the improvement seen in other subgroups.

---85% of all Black 8th Grade Students were Below or Near Passing in Math on iLearn

---79% of all Black 8th Grade Students were below or Near Passing in ELA on iLearn

---81% of all Black 7th Grade Students were below or Near Passing in ELA on iLearn

---81% of all Black 7th Grade Students were below or Near Passing in Math on iLearn.

Using the teaching strategies for the 2019-2020 school year, we are expecting to see 10% growth from our Black Students across the board.

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

During the 2018-2019 school year, data was collected from teachers and staff during PLC time and Staff Meetings. Most came from surveys. There were no teacher focus groups in the 2018-2019 school year, but that has been changed for the 2018-2019 school year.

Jack Berckmeyer noted that there had been no change with the teams or their culture in the past 2 years.

Description of additional data collected for focus area 1:

1. Weaknesses:
https://docs.google.com/document/d/1_6DdmBqokEWHQGpv0_nLtyqC7g5sy06Lx4VKOY3ayBA/edit
2. Strengths
<https://docs.google.com/document/d/1ITe1wtErKpUjOJysAOIRcsFaZz7MNtaC0egJac7WBSc/edit>

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

CALL Data

Admin walkthrough data:

Teachers post learning goals, but they have not been student friendly

Most ELA teachers were not using anchor charts

Exceptional Teachers were not posting learning goals using content connectors

Additional Data Collected for Focus Area 2

Description of additional data collected for this focus area 2:

CALL Data:

Strengths:

<https://docs.google.com/document/d/1ITe1wtErKpUjOJysAOIRcsFaZz7MNtaC0egJac7WBSc/edit>

Weaknesses:

https://docs.google.com/document/d/1_6DdmBqokEWHQGpv0_nLtyqC7g5sy06Lx4VKOY3ayBA/edit

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

<https://docs.google.com/document/d/1UvIgbMEsDMnOKzMS3tMtWVGViTO79pEz7tZPBWw64Dw/edit>

Additional Data Collected for Focus Area 3

Description of additional data collected for this focus area 3:

<https://docs.google.com/document/d/1UvIgbMEsDMnOKzMS3tMtWVGViTO79pEz7tZPBWw64Dw/edit>

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

<https://docs.google.com/document/d/1UvIgbMEsDMnOKzMS3tMtWVGViTO79pEz7tZPBWw64Dw/edit>

Summary of Stakeholder Feedback Data

Stakeholder Group	Method(s) used to collect feedback	Number of stakeholders Who provided feedback	Links to data reports and/or summaries of key takeaways
<i>Barker Parents (from Title 1 Parent Nights) Barker Parent Survey</i>	<i>Parent Survey</i>	<i>6 out of 6</i>	<i>Key Takeaways: All parents felt that they were informed about their school Most parents were pleased about the direction that the school was heading in All parents felt that they got some useful information to assist their child in Literacy</i>
Barker PTO	Survey	10 Out of 17	Parents who responded want to be involved with Barker

			<p>Parents who responded want PTO to be reorganized</p> <p>Parents who responded want a more even distribution of offices & responsibilities</p>
Teachers	CALL Survey	26 out of 30	<p>Teachers who responded are unsure of how RTI/MTSS works</p> <p>Teachers who responded are not sure if we will use this document (CNA/SIP) for student improvement</p> <p>40% of Teachers who responded feel that school-wide meetings don't improve their teaching</p>

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		
<p><i>Note: Adjust the table as needed.</i></p>		
<p>Focus Area 1: ELA</p>		
<p>Conclusions from data quality check for Focus Area 1: 1. The ILT/CNA team believes that the data collected and utilized (iLearn, iReady BOY, MOY, EOY Scores, classroom observations, teacher surveys, & teacher focus groups) to inform focus area 1 is adequate.</p> <ul style="list-style-type: none"> ● Additional data sources to be taken into account for next year: <ul style="list-style-type: none"> ○ Content Area Common assessment results ○ BOY, MOY & EOY Results <p>https://docs.google.com/document/d/1Oi5WUmRnhDbvNCuRxJFTlqAHbQ7FEUfhf8NY_zOS464/edit</p> <p>Qualitative data (i.e. iReady & iLearn) reveals a possible lack in the use of higher level DOK instructional strategies and checks for understanding to adjust classroom instruction in all content areas. This was viewed by the CNA/SIP team as a possible contribution to low ELA scores.</p>		
<p>Updated description of Focus Area 1 (based on additional data collected during phase four of the CNA process):</p>		
Description of key findings for Focus Area 1 (strength or area for growth)	Summary of supporting data for key findings from Focus Area 1	Root causes for key findings from Focus Area 1
<ul style="list-style-type: none"> ● Power standards not identified ● Not utilizing data regarding student mastery ● Not spiraling instruction ● Not routinely using formative 	Classroom walkthroughs Lack of common assessments Lesson plans and teacher data	<p>Click Here</p>

<p>assessments to drive instruction</p> <ul style="list-style-type: none"> ● Not writing and reading school-wide 		
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Focus Area 2: Math

Math Achievement Subgroup: Conclusions from data quality check for Focus Area 2: Students are not adequately prepared for the state assessment. Low academic growth scores and classroom observation data reveal a lack of standards based instruction. Specifically, in most of the classrooms observed, the standard wasn't thoroughly "unpacked" to level that it was on the iLearn Assessment. Additionally, classroom instruction is failing to meet the rigor demanded by the iLearn Assessment. It is very likely that a lack of the use of relevant data to inform instruction and a lack in the use of evidence based instructional strategies might possibly be contributing factors.

Updated description of Focus Area 2 (based on additional data collected during phase four of the CNA process):

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
<ul style="list-style-type: none"> ● Not preparing students for the comprehension aspect of the test ● Not following curriculum ● Did not adequately utilize student data ● Low number sense ● PLC not available for collaboration on a regular basis ● In less than half (45%) of classrooms observed, did the 	<p>iLearn Data 18-19 ISTEP data iReady data</p>	<p>Click Here</p>

<p>lesson objective align to the Indiana Academic Standards.</p> <ul style="list-style-type: none"> In half (50%) of the classrooms observed were academic supports posted and aligned to standards (e.g. objectives, goals, posters, data). 		
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Focus Area 3: Exceptional Students

Special Education Subgroup: Conclusions from data quality check for Focus Area 3: There is a significant achievement gap between our Exceptional students and the school average for General Education Students. Low academic growth scores and classroom observation data reveal a consistent lack of standards based instruction. Specifically, in only 35% of classrooms observed, did the lesson objectives align to academic standards, or align to the relevant content connectors. Additionally, classroom instruction is failing to meet the rigor & engagement demanded by the Indiana Academic Standards. The CNA team believes a lack in the use of data to inform instruction, a lack in the use of evidence based instructional strategies, and a lack of differentiated instruction might possibly be contributing factors.

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

[Click Here](#)

[Click Here](#)

Description of key findings for Focus Area 3 (strength or area for growth)	Summary of supporting data for key findings from Focus Area 3	Root causes for key findings from Focus Area 3
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<ul style="list-style-type: none"> Lack of licensed teachers Ineffective use of remediation (IMPACT) Lack of formative 	<p>Insufficient Student Support Services (CALL Survey-Barker 2.39 vs State Standard of 3.09)</p>	<p>Click Here</p>
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<p>assessments</p> <ul style="list-style-type: none"> • Insufficient differentiation • Low student engagement • Students missing instruction due to academic removal • Ineffective Co-teaching model 		
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Focus Area 4: African American Subgroup

Black Student Achievement Subgroup
 Conclusions from data quality check for Focus Area 4:
 There is a significant achievement gap between our African American students and the school average.

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

Description of key findings for Focus Area 4 (strength or area for growth)	Summary of supporting data for key findings from Focus Area 4	Root causes for key findings from Focus Area 4
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<ul style="list-style-type: none"> • Lack of cultural competency • Increased amount of academic alternative • Increased suspensions • Lack of positive relationships • Poor teacher/parent relationship 	<p>Barker Discipline data for 2018-2019: Click Here</p>	<p>Click Here</p>
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School Improvement Plan Template

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

Phases

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

I. Form a School Improvement Plan development team

SIP Development Team Members

Note: Add or subtract rows as needed.

Name	Stakeholder Group(s)	Role(s)
Fred Greene	Building Administrator	Principal
Lucas Snyder	Building Administrator	Assistant Principal
Sarah Bohac	Staff	Teacher - 7th/8th Grade Support Services (ELA/MATH)
Christina Parsons	Staff	Teacher - 7th Grade Math
Maria Surma	Staff	Teacher - 8th Grade Math
Greg Olsen	Staff	Teacher - 7th Grade ELA
Mariah Pol	Staff	Teacher - 7th/8th Grade Social Studies Department Chair - S.S.
Amy Hamman	Staff	Teacher - 7th/8th Grade Science
Erin Colvin	Staff Family/Community	Teacher - 7th Grade ELA Department Chair (Literacy) Parent
Scott Combs	Family/Community	Law Enforcement School SRO/Parent
Amy Cushway	Family/Community	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: 7th and 8th Grade ELA Academic Growth		
Name	Stakeholder Group(s)	Role(s)

Erin Colvin	Staff	Teacher & Dept Chair
Michael Ramsey	Staff	Teacher - 8th Grade ELA
Amy Cushway	Family/Community Member	Parent

Committee's Focus: 7th and 8th Grade Mathematics Academic Growth

Name	Stakeholder Group(s)	Role(s)
Christina Parsons	Staff	Teacher - 7th Grade Math
Kathleen Gushrowski	Staff	Teacher & Dept Chair
Molly Abraham	Staff	Teacher - 8th Grade Math

Committee's Focus: Students with Exceptionalities Academic Growth

Name	Stakeholder Group(s)	Role(s)
Sarah Bohac	Staff	Teacher - 7th/8th Grade Support Services (ELA/MATH)
Shari Mullins	Staff	Teacher
Arielle Smith	Staff	Guidance Counselor

Committee's Focus: Black Academic Growth

Name	Stakeholder Group(s)	Role(s)
Fred Greene	Building Administration	Principal
Deion Campbell	Community/Parent	MCPD Officer/Former SRO
Marques Reese	StaffCommunity/First Responder	MCFD Fireman

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

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

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

Review of Focus Area 1: English Language Arts

Description of Focus Area 1: English Language Arts

English Language Arts assessments reveal minimal and inconsistent growth of both 7th and 8th grade students over the past five years.

7th grade ISTEP+ scores showed a marked decline between school year 2016-17 and school year 2017-18. The introduction of the ILearn assessment yielded a 38% proficiency score, 11% lower than the state average of 48% proficient, with a 41% proficiency for 7th grade and 38% proficient for 8th grade. 7th grade ISTEP data for school years 2014-15 to 2017-18 demonstrated inconsistent performance and proficiency significantly below the state averages. 7th grade students 47%, 56%, 52%, and 50%, respectively, for the 14-15, 15-16, 16-17, and 17-18 school years. Student scores were on the incline between SY14-15 and SY15-16 but have declined since the 16-17 school year with the ILearn assessment indicating 48% proficiency for 7th grade students.

8th grade students were 50%, 52%, 46%, and 50% proficient, respectfully for the 14-15, 15-16, 16-17, and 17-18 school years. Scores remained near 50% until the ILearn assessment indicated a drop to 41% proficiency. Overall, Barker’s students remained significantly behind the 65% average of the state.

In addition to state assessment data, the iReady Language Arts Diagnostics indicate an average of 45% of students working two or more grade levels below their current academic level, 25% approximately one grade level below, and only 30% working at or above their current grade level. Greatest areas of concern include vocabulary and comprehension of informational text.

Growth on assessment data is present, but minimal and inconsistent.

Modified Description of Focus Area 1:

Description of key findings for Focus Area 1 (strength or area for growth)

Root causes for key findings from Focus Area 1

- SY 18-19 iLearn Scores
All 8th Grade Students
- 59% were below or Near Passing in ELA on iLearn
- All 7th Grade students
- 62% were below or Near Passing in ELA on iLearn

- Lack of meaningful data availability
- Lack of data driven instruction
- Lack of spiral review for retention
- Collaborative formative assessment not used to drive instruction
- Lack of effective academic differentiation in Tier 1
- Ineffective scope and sequence of curriculum
- Lack of cultural diversity in curriculum
- Lack of resources for behavior and academic interventions
- Over identification of specific subgroups being removed for behavior

	<ul style="list-style-type: none"> ● Lack of cultural awareness ● Lack of positive stakeholder relationships
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
<p>Average of about 60% of the Barker students were not proficient on iLearn.</p> <p>50% of student body 2 or more grade levels below on iReady diagnostic.</p> <p>Deficients in vocabulary and comprehension of information text.</p>	<ol style="list-style-type: none"> 1. Ineffective scope and sequence of curriculum 2. Lack of meaningful data used to drive instruction 3. Use formative assessment to drive instruction 4. Lack of resources for behavior and academic interventions 5. Lack of effective academic differentiation in Tier 1 6. Lack of spiral review for retention 7. Lack of cultural awareness in the classroom 8. Classroom management strategies geared towards assumed middle-class norms without teaching the expectation of those norms, resulting in over-identification of specific subgroups being removed for behavior 9. Misconceptions and previous assumptions result in targeting of specific students. 10. Lack of positive stakeholder relationships

Review of Focus Area 2: Mathematic

Description of Focus Area 2: Mathematics

State assessment data shows a stagnation of student growth since SY2014-15. Barker students hover just under 40% proficiency overall, falling to about 35% proficient on the ILearn assessment. Barker proficiency scores remain significant behind the state average of around 60%.

7th grade students were 37%, 38%, 31%, and 37% proficient, respectfully, for the 14-15, 15-16, 16-17, and 17-18 school years. Students were 37% proficient on the ILEarn assessment in SY18-19.

8th grade students were 39%, 41%, 46%, and 44% proficient for the 14-15, 15-16, 16-17, and 17-18 school years, respectfully. 8th grade students were only 30% proficient on the ILEarn assessment for the 2018-19 school year.

The iReady mathematical diagnostic data indicates an average of 45% of students working two or more grades below their current academic level, 30% working one grade below, and only 25% of students working at or above grade level in mathematics. Further breakdown of

the data indicates concern in all four domain areas: numbers and operations, algebra and algebraic thinking, measurement and data, and geometry.
 In classroom drill and practice of computation of integers and applying the order of operations display a lack of basic number sense awareness for a substantial portion of the population.

Modified Description of Focus Area 2:

Description of key findings for Focus Area 2 (strength or area for growth)	Root causes for key findings from Focus Area 2
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SY 18-19 iLearn Scores
 All 8th Grade Students

- 70% were below or Near Passing in Math on iLearn

All 7th Grade students

- 63% were below or Near Passing in Math on iLearn

- Consistent use formative assessment to drive instruction
- Lack of meaningful data used to drive instruction
- Lack of resources for behavior interventions
- Lack of effective differentiation in Tier 1
- Lack of spiral review for retention
- Classroom management strategies geared towards assumed middle-class norms without teaching the expectation of those norms, resulting in over-identification of specific subgroups being removed for behavior
- Misconceptions and previous assumptions result in targeting of specific students.
- Lack of positive stakeholder relationships

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

- Consistent use formative assessment to drive instruction
- Lack of meaningful data used to drive instruction
- Lack of resources for behavior interventions
- Lack of effective differentiation in Tier 1
- Lack of spiral review for retention
- Classroom management strategies geared towards assumed middle-class norms without teaching the expectation of those norms, resulting in over-identification of specific subgroups being removed for behavior

- 7. Misconceptions and previous assumptions result in targeting of specific students.
- 8. Lack of positive stakeholder relationships

Review of Focus Area 3: Students with Exceptionalities

Description of Focus Area 3: Students with Exceptionalities

7th Grade:

Source: iLearn 2018-2019

ELA: 8% Proficiency (vs 14% for State)
 Math: 11% Proficiency (vs 11% for State)

8th Grade:

Source: iLearn 2018-2019

ELA: 7% Proficiency (vs 13% for State)
 Math: 4% Proficiency (vs 9% for State)

Our Students with Exceptionalities performance on the state assessments present a significant achievement gap when compared to their same grade, nondisabled peers. Students have lower overall participation rates, significantly lower proficiency averages despite being provided with assessment accommodations as outlined in their Individualized Education Plans, and show less growth over time when compared to the whole population and other subgroupings.

This subgroup of students also underperform compared to their grade level nondisabled peers on the iReady diagnostics in both reading and math, however, on average, participation, time spent, and lesson passed are at or exceeding the nondisabled student population. In addition, because of this group's participation, they are also demonstrating notable growth from one diagnostic to another over the course of a single school year, however, this group of students are prone to unpredictable and inconsistent scores, marked declines between end-of-year and beginning-of-year diagnostics, and continue to do all of this while remaining two or more years behind their grade level nondisabled peers, on average.

Students with exceptionalities proficient data by grade and subject for SY18-19 ILearn assessment

2% of all students with exceptionalities received undetermined scores.

The majority of students with exceptionalities enrolled at Barker attend co-taught classes and are accessing the grade level curriculum with academic and/or behavioral support as determined by their case conference committees at their IEP meetings. There is a wide variety of implementation styles between hallways and co-teaching relationships, leaving analysis of the effectiveness difficult to attain.

Barker houses the district's intense interventions program and life skills classes for the middle school level. Students with moderate, severe, and profound disabilities are assessed using Indiana's alternate achievement assessment, aligned to Indiana's Content Connectors. This assessment proved especially difficult for the students.

Modified Description of Focus Area 3:	
Description of key findings for Focus Area 3 (strength or area for growth)	Root causes for key findings from Focus Area 3
<p>8th grade students with exceptionalities ILearn SY18-19</p> <ul style="list-style-type: none"> ● 93% were below or Near Passing in ELA on iLearn ● 96% were Below or Near Passing in Math on iLearn <p>7th grade students with exceptionalities ILearn SY18-19</p> <ul style="list-style-type: none"> ● 93% were below or Near Passing in ELA on iLearn ● 89% were below or Near Passing in Math on ILearn 	<ul style="list-style-type: none"> ● <i>Lack of licensed teachers & personnel</i> ● <i>Lack of resources for behavior and academic support</i> ● <i>Lack of including sped students in remediation</i> ● <i>Formative assessments not used to drive instruction, lack of student need driven differentiation in Tier 1 setting</i> ● <i>Students missing instruction due to removal from academic setting</i> ● <i>Lack of effective use of Co-teaching model</i> ● <i>Lack of continuum of services for sped population</i> ● <i>Shared definitions of student engagement</i>
Modified description of key findings for Focus Area 3 based on the SIP development team's discussion	Modified root causes for key findings based on the SIP development team's discussion
<p>Students with exceptionalities are not proficient with grade level standards.</p> <p>Students with exceptionalities are not making growth at rates comparable to their grade level nondisabled peers.</p>	<ol style="list-style-type: none"> 1. <i>Lack of effective use of Co-teaching model</i> 2. <i>Lack of continuum of services for sped population</i> 3. <i>Shared definitions of student engagement, assessment, and instructional design</i> 4. <i>Formative assessments not used to drive instruction, lack of student-need driven</i> 5. <i>Students missing instruction due to removal from academic setting</i> 6. <i>Lack of resources for behavior and academic support (learning lab, resource room)</i> 7. <i>Lack of inclusion in remediation</i> 8. <i>Lack of differentiation in Tier 1 setting</i> 9. <i>Lack of licensed teachers & trained support staff</i>

Review of Focus Area 4: Black Students

Description of Focus Area 4: Black Students

Multiple assessments reveal significant gaps in black student proficiency and growth when compared to their white counterparts. Black students underperform in both English Language Arts and math portions of state and district assessments, with black males being consistently one of the lowest performing subgroups of the student population.

Discipline data shows a disproportionate number of suspensions and expulsions for black students. Further disaggregation indicate black males as being overrepresented even further.

Data from the past three years indicates some growth from year to year, however, Black students continue to underperform when compared to white, Hispanic, and multiracial students. ELA data over the past three years is unstable and changes from year to year without continuous achievement gains. Math achievement data shows that there is a slight improvement, but does not mirror the improvement seen in other subgroups.

---85% of all Black 8th Grade Students were Below or Near Passing in Math on iLearn

---79% of all Black 8th Grade Students were below or Near Passing in ELA on iLearn

---81% of all Black 7th Grade Students were below or Near Passing in ELA on iLearn

---81% of all Black 7th Grade Students were below or Near Passing in Math on iLearn

[Discipline Data is here:](#)

Modified Description of Focus Area :

The achievement gap for our Black students is very high and has had little or no growth in the last 3 years.

Description of key findings for Focus Area 4 (strength or area for growth)

Root causes for key findings from Focus Area 4

Black 8th Grade Students

- 79% were below or Near Passing in ELA on iLearn
- 85% were Below or Near Passing in Math on iLearn

Black 7th Grade students

- 82% were below or Near Passing in ELA on iLearn
- 79% were below or Near Passing in Math on iLearn

- Lack of identified effective instructional strategies
- Lack of identified effective behavioral strategies
- Consistent uses of effective instructional strategies
- Lack cultural diversity in content curriculum
- Increased amount of academic alternative and Increased suspensions
- Lack of positive relationships
- Poor teacher/parent relationship

Modified description of key findings for Focus Area 3 based on the SIP development team's discussion

Modified root causes for key findings based on the SIP development team's discussion

<p>Average of over 80% of Black students were not proficient on iLearn.</p> <p>Discipline Data:</p>	<ol style="list-style-type: none"> 1. Lack cultural diversity in content curriculum 2. Lack of identified and effective instructional practices in Tier 1 3. Lack of cohesion and consistency behavioral interventions 4. Lack of positive relationships 5. Excessive use of classroom exclusion.
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III. Describe the school’s core components to identify opportunities to address focus areas

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

Description of Core Component: Safe Learning Environment	
<ol style="list-style-type: none"> 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? 	
<ol style="list-style-type: none"> 1. How will the school maintain a safe and disciplined learning environment for students and teachers? <ol style="list-style-type: none"> a. Barker Middle School has a Safety Committee/Crisis Team which meets twice a month. The committee reports tt, and is a part of the Building Leadership Team (BLT). b. The Crisis Team insures that all necessary drills are completed, and that they are completed at the prescribed time(s) (i.e. Monthly, quarterly, per semester, annually). c. The Crisis Team works closely with Admin & SRO d. Admin will review expectations & procedures with staff at BOY & MOY. e. Teachers will review expectations & procedures with students at BOY & MOY. 	

2. How will the school ensure clear expectations are communicated to students?
 - a. Via student assemblies, announcements on BNN by Admin,
 - b. Admin communicates pertinent info to teachers and teachers will relay to students.
 - c. Admin sends all-call messages to parents of students

3. How will the school create an environment in which there is genuine respect for students and a belief in their capability?
 - a. BMS Staff will undergo Cultural Sensitivity training (PD from outside source)
 - b. Insure that Restorative Circles are being done with fidelity
 - c. Incorporate texts and materials within each academic discipline which are reflective of the cultures represented in the building.

4. How will the school utilizes a multi-pronged approach including early intervention and positive behavior support to create a safe learning environment?
 - a. Explicit instruction of safety practices and expectations to students and staff.
 - b. Implement a BPIS system to reinforce desired behaviors
 - c. Utilize behavior infractions as opportunities to teach
 - d. Create and implement a system restorative practices

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?
For Focus Area 1: English Language Arts <ul style="list-style-type: none"> ● Practicing emergency drills ● Having a Crisis Team ● Communicating Expectations in the beginning of the year 	For Focus Area 1: <ul style="list-style-type: none"> ● Repeated running drills during same time of day ● Lack of temperature regulation in the building ● Students working in the hallway for extended periods/independent work time ● Continual communication and enforcement of expectations ● Environment is not conducive for students/staff to take risks (respect/support)
For Focus Area 2: Mathematics <ul style="list-style-type: none"> ● Practicing emergency drills ● Having a Crisis Team ● Communicating Expectations in the beginning of the year 	For Focus Area 2: <ul style="list-style-type: none"> ● Repeated running drills during same time of day ● Lack of temperature regulation in the building ● Students working in the hallway for

	<p>extended periods/independent work time</p> <ul style="list-style-type: none"> • Continual communication and enforcement of expectations • Environment is not conducive for students/staff to take risks (respect/support)
<p>For Focus Area 3: Students with Exceptionalities</p> <ul style="list-style-type: none"> • Practicing emergency drills • Having a Crisis Team • Communicating Expectations in the beginning of the year 	<p>For Focus Area 3:</p> <ul style="list-style-type: none"> • Repeated running drills during same time of day • Lack of temperature regulation in the building • Students working in the hallway for extended periods/independent work time • Continual communication and enforcement of expectations • Environment is not conducive for students/staff to take risks (respect/support)
<p>For Focus Area 4: Black Students</p> <ul style="list-style-type: none"> • Practicing emergency drills • Having a Crisis Team • Communicating Expectations in the beginning of the year 	<p>For Focus Area 4:</p> <ul style="list-style-type: none"> • Repeated running drills during same time of day • Lack of temperature regulation in the building • Students working in the hallway for extended periods/independent work time • Continual communication and enforcement of expectations • Environment is not conducive for students/staff to take risks (respect/support)

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 1 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.

Curriculum Guides

Barker Middle School follows the district curriculum as approved by the school board and the District Director of Curriculum. Scope, sequence and pacing guides for all Mathematics and English Language Arts, K through 8th grades are available on the Michigan City Area Schools district website. In a collaborative setting, the curriculum maps are revamped year to year by teachers in the field area and realigned with the Indiana State Standards for Mathematics and English Language Arts. After each revamp, the curriculum maps are posted on the Michigan City Area district website and distributed for teacher use. English language arts and mathematics are integrated into all classrooms by all teaching staff during Impact time for all students as well as through cross-curricular projects and collaborative lesson building between core subjects. Higher Depth of Knowledge (DOK) levels are encouraged to be used in all classes. Furthermore, all teachers are encouraged through professional developments with the Indiana Department of Education to utilize the web based resources made available by the Indiana Department of Education.

English Language Arts

Barker Middle School adopted Springboard College and Career Prep over 5 years ago and Ready Reading curriculum 3 years ago and use both as the primary ELA curriculum. During the curriculum mapping development, 7th and 8th grade teachers district wide carefully wove the two curriculums together to use simultaneously in the classroom. Springboard features excerpts of literature and novels that provide a wide-range of authors and backgrounds for exposure. ELA teachers incorporate novels that represent global exposure of current and historical societal conflicts that students can relate to and that provide multiple perspectives and cultural awareness.

The iReady computer program for English Language Arts or "Reading", adopted alongside the Ready curriculum, provides support for remediation & enrichment. Students are encouraged to follow their individualized pathways to master targeted skills with the expectation to pass one lesson each week. This reading intervention targets and supports specific skill gaps in learning or creates an enriching learning experience to further develop student proficiencies. Time given throughout the week is provided to students during Impact to connect to their individual pathways.

All teachers in the building teach one additional English language arts lesson during impact weekly. This teacher guided lesson focused on a specific skill and provides the students with additional needed remediation or enrichment. The students are split into small groups for lessons, and grouped based on their learning gaps identified in the Beginning of the year formative assessment.

Some additional resources infused within all of the Barker English language arts curriculum include: google.classroom, google.docs, Quizlet, Kahoot, Quizizz, google.slides and more.

Mathematics

Ready Math is the adopted mathematics curriculum for 7th and 8th grade at Barker Middle School. During the curriculum mapping development, 7th and 8th grade teachers district wide have carefully aligned the Ready curriculum with the Indiana State Standards and reconvene to pace it to match our school year schedule annually. Supplemental material, instruction and tools are often used to support the adopted Ready curriculum, such as online review websites, computation review skills and drills, and STEM challenge research and instruction.

The iReady computer program for mathematics, adopted alongside the Ready curriculum, provides support for remediation & enrichment. Students progress through targeted lessons based on their diagnostic score. This mathematics intervention targets each students' individual pathway and supports by targeting gaps in learning and/or creating an enriching learning experience. Time is given throughout the week to work on these learning pathways.

All teachers in the building teach one additional mathematics lesson during impact weekly. This teacher guided lesson focused on a specific skill and provides the students with additional needed remediation or enrichment. The students are split into small groups for lessons, and grouped based on their learning gaps identified in the Beginning of the year formative assessment.

Some additional resources infused within all of the Barker mathematics curriculum include: Khan Academy, Kuta Math Software, Prodigy, Quizlet, Kahoot, Quizizz, google.slides, google.classroom and more.

Science

The Michigan City Area Schools Middle Schools adopted the Carolina STC Genes and Molecular Science, Battle Creek Physical Science Kit, Rocks and plate tectonics from Battle Creek and Energy the NEEDS kit as our science curriculum and resource set. These science resources focus on a research-developed curriculum that supports hands-on learning, and a specific focus on writing skills and technology skills.

Some additional resources infused within all of the Barker science curriculum include: google.classroom, google.docs, Quizlet, Kahoot, Quizizz, google.slides, and Virtual Reality Kits and more.

Michigan City Area Schools middle school science teachers review and revamp the science curriculum map to align with the Indiana State Standards for Science on an as needed basis.

Social Studies

The Michigan City Area Schools Middle Schools adopted the Holt McDougal Social Studies curriculum. Our 7th Grade textbook is *Eastern World* and our 8th grade textbook is *United States History Growth and Development: Beginnings to 1914*. Social Studies classes also use Discovery Education's online Techbook and curriculum. Both 7th and 8th grade Social Studies curriculum have students analyze multiple historical perspectives and how this impacts our modern world. Students engage in dialogue, discussions, debates, research papers, virtual reality tours, and history fair projects infusing cross-curricular skills.

Through the virtual reality tours using Google VR goggles, students are able to infuse STEM in Social Studies traveling to multiple places in the world and witnessing the accomplish various groups made in history.

Students create independent historical research projects as a part of National History Day (NHD). Students have the choice of creating a research paper, documentary, performance, exhibit, or website related to a topic in history. Students spend weeks preparing research to answer a historical argumentative question. They present their projects to community members who judge the projects. These projects incorporate many Language Arts skills as students practice argumentation, citing sources, using evidence, etc. Excelling projects advance to regional, state, and national competitions where students present their research in front of university professors and state political leaders.

STEM Curriculum

Barker Middle School is a State of Indiana STEM Certified Middle School for 2017-2022 and has infused STEM curriculum into every classroom. Our STEM committee (which is also our Museum of Science & Industry School Partnership Team) plans and implements STEM themed field trips, cooperative learning challenges, and cross-curricular projects.

Digital Arts, Gateway to Technology (Project Lead the Way at the middle school level) and Problem Based Technology are direct STEM classes have been implemented into Barker's curriculum to support STEM infusion and our goals as a STEM Certified middle school.

STEM challenges are district wide challenges that involve the greater community as well, Created to support learning through exploration and hands-on application of science, technology, engineering, and math concepts in a collaborative setting, our STEM challenges allow students to research, develop, and test creations following specific rules and developing social skills and then show off their learning to younger and older students as well as community members.

A large part of the STEM Certification for Barker Middle School is our community partnerships such as the Museum of Science & Industry, Sullair Corporation, Michigan City Police Department, Michigan City Fire Department, KTR Corporation, and many others. The community partnerships support many areas of our STEM goals and cross curricular content.

Health, Wellness, & Physical Education

All 7th and 8th grade students participate in a year long Health and Wellness course designed to develop personal health and wellness skills as well as to promote a more active lifestyle. Students participate in the presidential fitness program and a C+R course which is designed to teach appropriate development of healthy relationships, including those romantic in nature.

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?
For Focus Area 1: ELA Adopted culturally diverse texts and novels. This is reflective in the engagement and interest of the students	For Focus Area 1: Curriculum not implemented with fidelity Lack of sets of novels for novel studies
For Focus Area 2: Math Ready math teaches productive struggle	For Focus Area 2: Ready is not being used with fidelity all classrooms.
For Focus Area 3: Students with Exceptionalities Co-taught ELA and math classes Grade level curriculum exposure Impact class with support services teacher iReady learning pathways	For Focus Area 3: Tier 1 differentiation not occurring within all classrooms Core instruction taking place the entire block with little opportunity for small group blended learning for all students Lack of a learning lab of alternative setting that is not punitive to support academic support Resource only available for short specific times not open for students on an as needed basis
For Focus Area 4: Black Students Cultural representation is present in Springboard & other print media	For Focus Area 4: Attention to the diversity of authors/people in content is made for students Lack of learning lab/alternative academic setting.

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);
 - 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.

Interim assessments are given out daily and weekly, these include: formative testing, such as BOY, MOY, EOY, iReady math quizzes/tests, Khan Academy quizzes, exit tickets, Ready interim assessment, comprehension and written expression snapshots, computation quizzes. The use of interim assessments is to determine student mastery and align instruction to student understanding

Teachers are provided support from Curriculum Associates (Math) and via Lisa Vahey (ELA). Teachers are provided time for collaboration during PLC to discuss and disaggregate student data. Teachers have a daily Team Time to discuss student achievement and data.

Teachers have a 75 minute instructional block in which they can assess via: bellringers, exit tickets, and other informal assessments during the instructional block. Teachers use the iReady Diagnostic for their Formative Assessment and groups students based on their performance.

Teachers have a variety of options for PD during the Summer (provided via Central Office) Teachers are given time during PLC to discuss data and focus on creating and using assessments. Training on developing classroom assessments and implementing a PLC wide approach to education.

Gap Analysis: Assessment

How will the school’s assessment plan also help the school address its focus areas?	In what ways does the school’s assessment plan <i>not</i> help the school address its focus areas?
For Focus Area 1: ELA 1. BMS has an ELA Dept Chair	For Focus Area 1: 1. Currently lacking Common Assessments

2. Teachers have sometime to collaborate and develop common assessments (future).	2. Lack of time to collaborate & analyze data.
For Focus Area 2: Math 1. Common Assessments via Ready 2. Low DOK levels on items outside of Ready	For Focus Area 2: 1. Ready/iReady not taught with fidelity 2. Time to look at data from assessments
For Focus Area 3: Exceptional Students 1. All students are exposed to the same Ready Curriculum 2. All students receive the same instruction during IMPACT 3. ELA concepts are woven into most assessments across the curriculum	For Focus Area 3: 1. Assessments are primarily in pencil/paper Format 2. Assessments are graded on extended parameters outside of display of content proficiency (following directions, writing skills, etc.)
For Focus Area 4: Black Students 1. ELA concepts are woven into most assessments across the curriculum	For Focus Area 4: 1. Assessments are primarily in pencil/paper Format 2. Assessments are grades on extended parameters outside of display of content proficiency (following directions, writing skills, etc.)

Description of Core Component: Instruction

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

Barker Middle School will incorporate instructional strategies using Best Practices from Core Instruction throughout the curriculum. Using weekly walkthrough data, and timely feedback, teachers will be asked to reevaluate their practices and procedures to insure that all students are engaged and receiving quality instruction at the highest levels in all content areas. Using

our own checklist and google forms, we will communicate results with all staff to insure that we are driving quality instruction. [See form here](#)

Gap Analysis: Instruction

How will the school's plan for instruction also help the school address its focus areas?	In what ways does the school's plan for instruction <i>not</i> help the school address its focus areas?
For Focus Area 1: ELA	For Focus Area 1:
For Focus Area 2: Math	For Focus Area 2:
For Focus Area 3: Students with Exceptionalities	For Focus Area 3:
For Focus Area 4: Black Students	For Focus Area 4:

Description of Core Component: Cultural Competency

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

1. The BMS Leadership Team has been involved in Social Emotional Learning Training with IDOE and will also be trained in MTSS and Restorative Practices. The hope and goal is to train our staff so that we can reduce or disparity of suspensions and expulsions from 2018-2019.
2. Barker Staff and teachers will be doing a book study in which we explore the best ways to engage and teach our students so that they all achieve success. Initially, the book study was going to be, Teach Like A Champion, but after feedback from our ILT/CNA staff, we needed to change our focus. Instead, we will be exploring 3 works by Eric Jensen:
 - a. Teaching with poverty in mind (for teachers & admin)

- b. Engaging students with poverty in mind (new teachers & all admin)
- c. Poor Students, Rich Teaching (all BMS Staff)
- 3. BMS Staff will engage in discussion & collaboration with Vince Iturralde from the UIC School of Leadership and explore the ICI model in which all teachers & atf will reflect on their own biases and work through them in order to connect & help all of our students
- 4. BMS will start 3 clubs and mentoring groups which will address the needs of our Black Boys, Girls, and Alternative Lifestyle students who also have expressed that they feel marginalized.
- 5. Barker Middle School will keep parents apprised via all call communication, the school website, Title 1 Parent Nights, and the Barkler PTO.
- 6. By engaging the staff in collaboration and discussion with the UIC School of Leadership and the Eric Jensen series, Barker Middle School will ensure that we will address the needs of all of our students and families.

Gap Analysis: Cultural Competency

How will the school’s cultural competency plan also help the school address its focus areas?	In what ways does the school’s cultural competency plan <i>not</i> help the school address its focus areas?
For Focus Area 1: ELA	For Focus Area 1:
For Focus Area 2: Math	For Focus Area 2:
For Focus Area 3: Students with Exceptionalities	For Focus Area 3:
For Focus Area 4: Black Students	For Focus Area 4:

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? [Parent Compact is here:](#)

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.

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: ELA We will include our PTO as well as our Title 1 PARENT nights to inform our parents and keep them abreast of all developments as well as any deficiencies.	For Focus Area 1: Only the parents who attend the meetings get the information
For Focus Area 2: Math We will include our PTO as well as our Title 1 PARENT nights to inform our parents and keep them abreast of all developments as well as any deficiencies.	For Focus Area 2: Only the parents who attend the meetings or are involved in the groups get all of the information.
For Focus Area 3: Students with Exceptionalities We will include our PTO as well as our Title 1 PARENT nights to inform our parents and keep them abreast of all developments as well as any deficiencies.	For Focus Area 3: Only the parents who attend the meetings or are involved in the groups get all of the information.
For Focus Area 4: Black Students We will include our PTO as well as our Title 1 PARENT nights to inform our parents and keep them abreast of all developments as well as any deficiencies. We also have Mentors who come to Barker to help those students who are most at risk.	For Focus Area 4: Only the parents who attend the meetings or are involved in the groups get all of the information. There are other students who could benefit from Mentor contact, but we don't have enough mentors.

Description of Core Component: Technology

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

Barker Middle School has received a grant in which we purchased a class set of Virtual Reality Goggles. These units will be used primarily in Science and Social Studies to augment the instruction and background knowledge in Math and ELA. Currently, the Social Studies Department is using these units to augment the instruction in the Novel, Refugee (in collaboration with the ELA Department) in which students get the opportunity to travel to the 3 different geographical destinations which are discussed in the book, which occur during various time references (i.e Nazi Germany in the 1930's, Cuba in 1994, and Syria in 2015). This technology will give the students a relevant outlook on various Non-White Cultures during different points of time.

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 <i>not</i> help the school address its focus areas?
For Focus Area 1: ELA Social Studies will collaborate with ELA during various points and projects during the school year.	For Focus Area 1: Some projects do not align with both departments
For Focus Area 2: Math Science will collaborate with the Math Dept during key point during the school year in which they can engage in joint projects.	For Focus Area 2: Some projects and standards do not align with both departments at a convenient time.
For Focus Area 3: Students with Exceptionalities	For Focus Area 3: Exceptional students require resource time (which happens in the block) which may pull them away from collaborative projects
For Focus Area 4: Black Student	For Focus Area 4: Some projects do not align with both departments. Exceptional students require resource time (which happens in the block) which may pull them away from collaborative projects.

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:

1. Ineffective scope and sequence of curriculum
 2. Lack of meaningful data used to drive instruction
 3. Use formative assessment to drive instruction
 4. Lack of resources for behavior and academic interventions
 5. Lack of effective academic differentiation in Tier 1
 6. Lack of spiral review for retention
 7. Lack of cultural awareness in the classroom
 8. Classroom management strategies geared towards assumed middle-class norms without teaching the expectation of those norms, resulting in over-identification of specific subgroups being removed for behavior
 9. Misconceptions and previous assumptions result in targeting of specific students.
 10. Lack of positive stakeholder relationships
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1. Exceptional Students who may need more resource time struggle to get adequate time with their TOR due to the demands of the curriculum
 2. There is a wealth of data, but it may not always be used in the most effective manner by teachers or admin
 3. There is a lack of common assessments by all departments, which limits the ability for all teachers to communicate and collaborate from a common platform. This is being addressed this academic year.
 4. In the past, BMS has struggled with addressing some of the “newer” behavioral concerns which have been occurring. Much of this concern is being addressed in cultural sensitivity training, but we are also working on developing a resource room (instead of ISS) in which struggling students may go to (who do not have disciplinary concerns), as well as a Restorative Process for students who have committed “Level 1” infractions.
 5. Barker is instituting a RTI/MTSS system to address this concern, thereby resolving some students who have “slipped through the cracks”.
 6. The BMS Leadership Team has been involved in Social Emotional Learning Training with IDOE and will also be trained in MTSS and Restorative Practices. The hope and goal is to train our staff so that we can reduce or disparity of suspensions and expulsions from 2018-2019.
 7. Barker Staff and teachers will be doing a book study in which we explore the best ways to engage and teach our students so that they all achieve success. Initially, the book study was going to be, Teach Like A Champion, but after feedback from our ILT/CNA staff, we needed to change our focus. Instead, we will be exploring 3 works by Eric Jensen:
 - a. Teaching with poverty in mind (for teachers & admin)
 - b. Engaging students with poverty in mind (new teachers & all admin)
 - c. Poor Students, Rich Teaching (all BMS Staff)

8. BMS Staff will engage in discussion & collaboration with Vince Iturralde from the UIC School of Leadership and explore the ICI model in which all teachers & atf will reflect on their own biases and work through them in order to connect & help all of our students
9. See above
10. BMS had a PTO Group and Title 1 Parent Nights to address this concern

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:

Teachers have not attempted to form positive relationships with all students in their classrooms.

Teachers and staff have connected with all of the students and parents that they come in contact with during the normal school day

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:

Many of the staff still fault students who were sent to Barker from another school which closed and that their behavior and academic performance has caused Barker's performance to fall from where it once was.

[Data is here:](#)

Evidence-Based Interventions for Focus Area 2

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

1. Inconsistent use of formative assessments to drive instruction
2. Lack of meaningful data used to drive instruction
3. Lack of resources for behavior interventions
4. Lack of effective differentiation in Tier 1
5. Lack of spiral review for retention
6. Classroom management strategies geared towards assumed middle-class norms without teaching the expectation of those norms, resulting in over-identification of specific subgroups being removed for behavior
9. Misconceptions and previous assumptions result in targeting of specific students.

10. Lack of positive stakeholder relationships

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:

1. BMS Discipline data (suspensions & expulsions)
2. Parent surveys from 2018-2019
3. 2018-2019 iLearn data
4. BMS just implemented an RTI/MTSS system, but it has not been communicated to the entire staff as effectively as we would have hoped.

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:

1. A lack of focus on teaching & engaging students who are outside of Middle Class Cultural Norms
2. RTI/MTSS Strategies
3. Effective implementation of Social Emotional Learning Strategies

Evidence-Based Interventions for Focus Area 3

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

1. *Lack of effective use of Co-teaching model*
2. *Lack of continuum of services for sped population*
3. *Shared definitions of student engagement, assessment, and instructional design*
4. *Formative assessments not used to drive instruction, lack of student need driven*
5. *Students missing instruction due to removal from academic setting*
6. *Lack of resources for behavior and academic support*
7. *Lack of including sped students in remediation*
8. *Lack of differentiation in Tier 1 setting*
9. *Lack of licensed teachers & trained support staff*

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:

BMS Discipline data (suspensions & expulsions)
BMS RTI/MTSS Process

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:

A disconnect between the Middle Class Teaching staff and students who do not understand or know those cultural norms

Evidence-Based Interventions for Focus Area 4

Summarize the strategies from the core components in SIP Phase 4 that address this focus area:

1. Lack cultural diversity in content curriculum
2. Lack of identified and effective instructional practices in Tier 1
3. Lack of cohesion and consistency behavioral interventions
4. Lack of positive relationships
5. Excessive use of classroom exclusion.

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:

1. Lack cultural diversity in content curriculum
2. Lack of identified and effective instructional practices in Tier 1
3. Lack of positive relationships
4. Excessive use of classroom exclusion.

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:

1. Culturally sensitive training & PD
2. Restorative Justice Implementation
3. Social-Emotional Training for Staff

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V. Design a professional development plan

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

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

Professional Development Plan		
<i>Set Goals</i>		
<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	BMS will see a 10% increase in performance in Black Male Student Achievement	The achievement gap between Black and non-black students continues to increase.
2	BMS will see a 10% increase in performance in Exceptional Student Achievement	The achievement gap between Exceptional and Non-Exceptional students continues to increase.
3	BMS will see a 20% reduction in the amount of F's.	This decrease would create a 43% reduction in Fs earned by students in two years.
<i>Professional Development Offerings</i>		
<p>For each of the school's professional development goals, define how administrators, teachers, and/or staff will receive professional development both in terms of their initial training as well as ongoing professional development to support implementation.</p>		
PD	Initial Professional Development	Follow-up Professional Development to

Goal #		Support Implementation
1	Engaging Students in Poverty	PD with Eric Jensen
2	Teaching Students in Poverty	PD with Eric Jensen
3	Poor Students, Rich Teaching	PD with Eric Jensen

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	Time & Money	Same
2	Time & Money	Same
3	Time & Money	Same

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	Staff Survey	CALL Data
2	Staff Survey	CALL Data
3	Staff Survey	CALL Data

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

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

Our Coordination of Funds Info is [here](#)