

SCHOOL IMPROVEMENT PLAN
2016-2019

Fayette County School Corporation, #2395

Connersville Middle School, 1895

1900 Grand Avenue

Connersville, IN

47331

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1. INTRODUCTION

a. Narrative Description of the School

Connersville Middle School is located in Connersville, Indiana. It is the only middle school in the Fayette County School Corporation. The school consists of grades seven and eight with an enrollment of 555 pupils.

The student body of Connersville Middle School is comprised of 283 seventh graders and 272 eighth graders ranging between ages 12 and 15. The genders are equally represented. The student population includes approximately 98 special education students. Ethnic diversity is limited since 96% of the student body is categorized as Caucasian. The other 4% of the student body consists of 15 African-Americans, 2 Native Americans, 3 Asian students, and 2 other students. English is the spoken language of all students at CMS. The percentage of students in Connersville Middle School who qualify for free or reduced lunch is 58%.

The faculty consists of 34 certified staff and 2 guidance counselors: 12 are male and 24 are female. Additionally, there is one principal, one assistant principal and one assistant principal/athletic director. The Special Education Department consists of four teachers. The support staff includes 2 full time secretaries, 1 full time bookkeeper; 1 full time media secretary and 1 part time secretary/receptionist. Personnel maintaining the facilities consist of 1 split shift and 5 full shift custodians. Additionally, the support staff includes 6 special education instructional assistants, and 3 full time, 1 part time general education assistants and 3 additional support staff. A school nurse or healthcare assistant is available on a full time basis.

Fayette County population currently stands at 13,481 and has declined by about 12.5% over the past 9 years, per Internet website STATS Indiana. The Connersville community consists of both an industrial and agricultural base, located within 90 minutes of 3 major cities: Indianapolis, Cincinnati and Dayton. Its major industry is manufacturing, which employs one quarter of its eligible workforce. With 24.3% (2009) of the county population at poverty level, per capita income for Fayette County is \$16,391 (2009), and median household income stands at \$29,621 (2009). The populace with high school diploma or higher is 70.8%, while approximately 8.2% (6.2% with Bachelor's or higher and 2% with Graduate or Professional Degrees) of Fayette County residents have college degrees.

Connersville Middle School students also have the opportunity to experience a variety of hands-on, exploratory classes that relate to real-world applications. These classes include health, physical education, art, general music, band, choir, family and consumer science, foreign language exploration, computer applications, and industrial technology. These allow students to identify personal interests and possible career paths in selection of high school courses. The implementation of school wide strategies from the school improvement plan contributes to student achievement. Connersville Middle School provides both resource and inclusive settings for students in special needs programs. All special needs students are now included in mainstream classes in each grade level and interdisciplinary team. Support for these students includes a Special Education teacher and or instructional assistant in the core classrooms where the majority is scheduled, resource study time daily, as mandated per IEPs, and a resource lab for testing purposes plus homework help as needed.

In general, there is an understanding that special needs students should be in the least restrictive environment that can be provided in the general education setting. Student socialization and acclimation to the school setting, based on data and research, allow them to achieve at higher levels than they would have demonstrated in an isolated setting. This type of inclusion is based on research completed by the Indiana Institute on Disability and Community.

b. Title and purpose of major assessments other than ISTEP+

In addition to Indiana statewide testing (ISTEP+), the PIVOT Inspect and custom formative assessments (CFA) are being utilized throughout the school year for math and language arts in grades 7-8. The PIVOT Inspect assessment will provide scores that make it possible to monitor a student's mastery level of a particular standard in a given time frame. Assessment questions are limited and focus directly on the standards addressed with instruction towards mastery. The PIVOT Inspect results will be used to focus instruction for students and to evaluate the overall effectiveness of instructional programs. Scores also serve as a basis for assigning students to help sessions for remediation or enrichment on a weekly basis. Achievement reports show several kinds of scores: percentile scores, mastery levels as well as individual student reports. Percentile scores are used to compare a student to a large group of students of similar age and grade. The PIVOT Inspect assessment also provides two benchmark assessments and a ISTEP Practice test which will be administered prior to ISTEP. Teachers can also determine from the scores whether the student is working above, on, or below grade level.

In addition to ISTEP+ and PIVOT Inspect, students will receive additional remediation utilizing a program titled, "Moby Max" as a Response to Intervention for students scoring in the lower 20% based on ISTEP+ math and language arts scores. Acuity Instructional Resources are incorporated following benchmark assessments to improve student mastery of standards and monitor progress. Moby Max is utilized to obtain a grade level placement for implantation of Ascend Math on an individualized basis. The Moby Max Reading assessment is utilized to identify student reading levels at both 7th and 8th grade.

Departmentally created pre/post assessments are utilized to determine a baseline or starting point for each course and measure student progress in mastery of the curriculum. Common benchmark assessments provide additional data to analyze the effectiveness of instruction and student progress.

2) MISSION STATEMENT

a. Mission of Connersville Middle School

The Mission of Connersville Middle School is to provide a safe, positive environment in which high expectations and quality education enable young adolescents to become productive citizens and lifelong learners.

b. Core Beliefs

At Connersville Middle School we Believe that:

- All stakeholders are responsible for a respectful, consistent, safe, positive and orderly environment creating a sense of belonging.
- Professional development needs to be more focused to support teachers in developing their instruction and environment to attain the goals at CMS.
- Parents, school and community must be actively involved stakeholders in the development of a common goal for students to become contributing, responsible and successful young adults.
- The state standards constitute the core of the curriculum.
- All staff must commit to work together to provide all students the opportunity to progress.
- We must challenge and give all students the opportunity to reach their highest potential.

3) SUMMARY OF CRITICAL DATA

a. Annual Performance Report

Connersville Middle School, Connersville 1895					
INDICATOR	School Results				State Results
	12-13	13-14	14-15	15-16	
Student Enrollment	603	603	632	555	
Grade 7 Percent Passing ISTEP+ Math Standard	79.9	83.6	52.8	55	
Grade 7 Percent Passing ISTEP+ Language Arts Standard	81.7	82.1	67	74	
Grade 7 Percent Passing ISTEP+ Social Studies Standard	71.1	69	63.5	67	
Grade 8 Percent Passing ISTEP+ Math Standard	86.4	86.9	63.8	52	
Grade 8 Percent Passing ISTEP+ Language Arts Standard	85.7	86.3	70.8	59	
Percent of 8th Graders Enrolled in Algebra I	26.2	28.5	23.9	35	
Percent Passing ECA Math Standard	100	100	100	N/A	95.8
Attendance Rate	96	96.1	95.6	96.5	
Number of Students with More Than 10 Unexcused Days Absent	11	11	15	12	
Number of Students with 10% or More Days Absent for any Reason	16	41	18	25	
Number of Students Suspended	97	48	82	65	
Number of Students Expelled	14	8	25	17	
Number of Expulsions and Suspensions Involving Drugs, Weapons, or Alcohol	1	4	28	12	

b. Other related data

Connersville Middle School had maintained a 96% attendance rate for the 3 years prior to 2014-15, but raised the attendance rate back above the 96% range in the 2015-16 school year. CMS will strive to improve .1% each of the next two years. Attendance is a high priority at CMS and directly aligns with student achievement. Communication with parents/guardians of students who demonstrate chronic attendance issues and home visits to intervene have produced positive results. The implementation of incentives each grading period for perfect attendance has recognized numerous students that model strong participation ethics in their own education. The principal and assistant principals follow the Fayette County School Corporation attendance policy. Charges are filed with the Fayette County Prosecutor and reports are made to the Division of Child Services against parents who violate the attendance policy and the state attendance laws.

c. Key components of the educational programming

The formation of interdisciplinary teams, schools-within-schools, has been the driving force behind school restructuring and improvement at Connersville Middle School. Identifying curricular connections, utilizing alternative assessment, and implementing instructional strategies that differentiate for different student learning styles are utilized intentionally and with fidelity to align with the middle school philosophy and pedagogy. Each department utilizes collaborative time provided a minimum of once per month to analyze data, align curriculum and reflect on best practices. An advanced language arts curriculum has been implemented in both the 7th and 8th grade to extend students that have demonstrated mastery of key ELA

standards and challenge them to meet higher expectations and levels of implementation aligned with the Career and Readiness standards.

Connersville Middle School received an Innovation Grant in 2014-15, that provided additional resources and professional development to increase utilization of technology as an instructional device and a learning device for students. The dedicated time allotted for Self Selected Reading (SSR) is a researched based approach to enhance student's reading, vocabulary and access to literature both narrative and expository. Increased focus on Close reading strategies are being integrated into weekly experiences for students to provide approaches to reading difficult text with more success and comprehension.

Positive Behavior Intervention Support (PBIS) is a key component for creating a positive learning environment at CMS where students are acknowledged for meeting expectations that are school-wide and promote behaviors which meet the expectations demonstrating "Respect, Responsibility and being Ready To Learn" in the classroom.

4) CONCLUSIONS ABOUT THE EDUCATIONAL PROGRAMMING

a. Evidence that curriculum supports *Indiana's College and Career Readiness Standards*

Connersville Middle School teachers base instruction on the Indiana Academic Standards. Curriculum maps have been developed for each grade level for the Language arts and math standards. Curriculum maps list standards to complete for each six weeks to insure that instructional pacing includes all grade level standards within the school year. Common formative assessments for each grade level have been developed in alignment with the curriculum maps. Each teacher has access to copies of the curriculum maps and the common assessments. This insures that standards, curriculum, and assessment are all aligned.

b. Evidence that instruction supports *Indiana's College and Career Readiness Standards*

CMS teachers analyze data from common benchmark assessments that align with the standards and curriculum map. Based on the data reports, lessons are reviewed and revised when applicable. The administration monitors lesson planning and supports data analysis with the provision of collaborative time to reflect on results and strategies for improvement.

Staffs are provided ongoing professional development from attendance at workshops and staff meetings specific to "Close Reading" strategies to increase student comprehension of informational text. Special education staff collaborates with the general education staff to provide an inclusion setting that intentionally meets the grade level expectations of the state standards.

c. Conclusions about overall student achievement

The percentage of seventh and eighth grade students that passed both the English Language Arts and Math sections of ISTEP+ decreased the past two years with the introduction of the new ISTEP+ format. Students at CMS have consistently scored above the state average in the areas of Mathematics and Language Arts in previous years. A concern in the area of Mathematics is geometry and measurement. Strategies to address these key components will be addressed in the intervention section of this report.

d. Parent participation reflection

CMS introduced student-led conferences in 1996. Prior to student-led conferences, the parent involvement in teacher conferences was 49% in 1995. Fall **2016** student-led conference participation was **62%**. Dates for grade report distribution also align with student-led conferences to encourage attendance.

Parents were surveyed during student-led conference about communication, safety, and parent involvement. Parent reported as follows:

- Communication:
 - **80%** of parents feel they can contact the student's teacher at any time.
 - **74%** of parents access the Harmony parent portal to view students' grades.
- Safety:
 - **94%** of parent felt their student is in a safe learning environment.
- Parent involvement
 - Based on parent response:
 - **47%** of parents are willing to participate in students' school activities.
 - **31%** of parents had no opinion on participating in students' school activities.
 - **22%** of parents are not interested in participating in students' school activities.

To improve parental participation in school activities and student life, Connersville Middle School uses Parent Advisory Groups to address issues at CMS. These issues include student concerns, academics, athletics, and other pertinent information teachers communicate via e-mail and websites more regularly than in previous years with parents and students. School wide newsletters are sent digitally through email and our student information system and posted on the school website to inform parents of school and team activities and state standards being taught. Midterm reports are provided each four weeks for all students to communicate academic progress with students and parents. All daily homework assignments are posted on the school web site for students and parents to access. Parents have 24 hour access to student information in the Harmony student information parent portal. Additionally, the school website has multiple links to information about school and team activities and athletic events.

Sixth grade parent night has also been offered as an introduction to middle school. Many teachers attend to meet parents, introduce teaming, and answer questions. It has been well received and attended by parents of incoming 7th grade students. More specific attendance data will be collected in the future to identify strategies that encourage the highest percentages of attendance.

e. Technology as a learning tool reflection

The integration of technology into the educational process at Connersville Middle School has markedly progressed during the last few years. The faculty is employing instructional technology in a variety of ways. There are **five** computer labs available for student use. One computer lab is used as the classroom for the computer technology teacher, and the other **four** are scheduled by teachers for various projects ranging from research on the Internet to word processing. The general-purpose labs are signed out 89% of the instructional days per year. Fifteen computer stations located in the Library Media Center are available for research. The 8th grade Industrial Technology classrooms each house 24 computers which are used for "Project Lead the Way", a pre-engineering program. The 7th grade Reading classroom now holds 28 student stations for students to utilize the Achieve 3000 program. Student stations have been increased in science classrooms to utilize during labs and other media applications. Additional student stations are located in Room 303 for students to utilize Moby Max, an online math and language arts program to assist students with below grade level mastery of skills.

The 2016-17 school year marks the first implementation of 1:1 iPads for all students. Teachers incorporated iPads into their classroom instruction during the 2014-2015 school years in preparation for a goal

of increasing student learning devices beginning in fall of 2015 at CMS. During the 2015-2016 school year one 7th grade team of teachers and students took on the challenge of incorporating iPads into daily academic instruction for a technology enriched curriculum. Students have an iPad assigned to them that they pick up at the start of each day and carry with them to utilize in classes until the end of the school day. The students learning platform is Google Classroom that provides daily opportunities for students to approach learning with increased utilization of digital text and learning activities.

Every classroom has a teacher station with Internet connectivity. Each teacher station is connected to a large screen television, which allows the projection of various media formats to the entire class. Most classrooms are equipped with LCD projectors and are able to project media to a larger audience. Utilizing this technology, our teachers have access to thousands of educational video clips at their fingertips through our annual subscription to an Internet streaming video-on-demand product. Five Smartboards have been installed in core classrooms for increased student and teacher interaction with technology. This technology is utilized almost daily to provide a visual instructional tool and engage student learning and participation.

In addition to the teacher stations, 80% of our classrooms have at least one student station connected to the Internet. Two mobile computer labs with 30 notebook computers have been added to the technology available to students and staff to utilize in the classroom setting. Currently there are three ENO white board located on each floor available for classroom use. The media center also has two “ELMO” document cameras available for checkout.

Students utilize video production equipment to broadcast morning announcements and special programs to all the televisions in the school. Teachers have begun designing differentiated projects that encourage advanced students to integrate video and audio technology into their projects using this same equipment.

Teachers are becoming more advanced users of technology. Every teacher has been trained on projecting information from their computer to their television, in the use of e-mail, on accessing the online homework logs and in the use of various instructional software packages. “Tech Tips” are provided at monthly staff meetings to encourage use of the new equipment and provide recommendations for integration of technology for improved instruction and student learning. Teachers were each provided with an iPad in February 2014 and have been provided ongoing professional development to help with utilizing it for classroom and instructional uses.

f. Safe and disciplined learning environment reflection

All students at CMS are advised of the school rules in a small group setting and sign that they have received the rules and have had an opportunity to ask questions concerning specific sections. The individual teachers, core teams and interdisciplinary teams handle minor discipline problems. Severe or repeat problems are addressed through the student handbook based on a level system and handled by administration.

A Positive Behavior Intervention Support program was fully implemented during the 2010-2011 school year to improve specific behaviors related to “Respect, Responsibility and being Ready to Learn”. Priority focus for these expectations was given to the locations of hallways, cafeteria and classrooms. Each certified staff member receives a notebook with lessons to teach the expected behaviors and acknowledge positive behaviors with a token system. Lessons on expected behavior are taught throughout the year during Spartan Pride class time. The expectations are posted throughout the school and shared with parents and the community through newsletters and public bulletins.

In order to increase students' feeling of safety and minimize bullying, Team Lead, a bystander leadership program, was implemented during the 2010-2011 school year. An average of sixty eighth grade students is accepted into the group during the first semester. Team Lead members received training from a team of trained teachers on basic leadership skill and bully prevention, and specifically on skills to help prevent and respond to relational aggression. Team Lead members then met weekly to review skills, learn new skills, and discuss issues within the school. A survey of eighth grade students showed that 87.8% of students know what to do when they see someone getting hurt verbally and 83.3% had seen another student stand up for someone who was being made fun of. A supplementary outcome of the program is an anonymous report form generated by the Team Lead members that have been added to each classroom for student use. Additionally, the report form has been added to the school website for anonymous electronic reports. Students, parents, and community members will be able to report safety concerns anonymously which will be sent directly to administration. Administrators meet with all students during Spartan Pride to present anti bullying information during the Spartan Pride. Assistant principals identify bully behaviors and methods to cope with a bully situation

School wide procedures are in place that includes locking classroom doors and continuously reviewing the procedures for "Lock Downs" and "Lock Out" situations. All perimeter doors to the school are locked at the start of the school day and entrance to the main office is obtained through a buzzer system.

g. Professional Development Reflection

Staff at Connersville Middle School have received training for implementing 'Close Reading' strategies across the curriculum. Lead teachers have attended workshops on reading and writing strategies and shared information and strategies during monthly staff meetings and in-service training days. Technology tips are provided at each staff meeting and more intensive training for utilization of the iPad was provided to over 50% of the staff. Additionally, bi-weekly lead teachers introduce new instructional strategies and tools during team meetings. The train-the-trainer approach is a district wide initiative with the support of Five Star facilitators to identify digital learning approaches that will enhance the current level of instruction and learning. Teachers are provided opportunities to attend content specific conferences to remain current with trends and best practice strategies for teaching their curriculum. Language Arts and Mathematics teachers will receive training to transition to the Career and College Readiness standards and provided collaboration opportunities to revise the current curriculum maps and common assessments. All staff are focused on common writing practices and expectations as part of the school wide writing initiative.

5) STUDENT ACHIEVEMENT GOALS

a. Percent passing ISTEP+ Mathematics

The current pass rate for Connersville Middle School in mathematics as measured by ISTEP+ is 56.5%.

Goal 1: The pass rate for Connersville Middle School on the Mathematics portion of ISTEP+ will meet or exceed the state average.

b. Percent passing ISTEP+ Language Arts

The current pass rate for Connersville Middle School in English Language Arts as measured by ISTEP+ is 66.5%

Goal 2: The pass rate for Connersville Middle School on the English Language Arts portion of ISTEP+ will meet or exceed the state average.

c. Attendance Rate

The attendance rate for Connersville Middle School during the 2015-16 school year was 96.5%

Goal 3: The attendance rate for Connersville Middle School will increase by at least .1% in 2016-17.

6) SPECIFIC AREAS OF FOCUS

Based on the results of spring 2016 ISTEP+, a renewed focus on the writing process will be implemented across all curriculums. A common scoring rubric has been implemented and reviewed with all staff. To address the Career and College Readiness standards, a focus on the depth of writing and supporting evidence will intensify the approach to writing in all content areas. Approximately sixty percent or more of reading required for middle school students at CMS is informational text requiring deeper understanding of the content. Student performance in this area has made steady gains, but is still a concern and focus for students to understand the text and what the information is conveying to the reader.

With a shift in state standards, all staff will need additional time to understand what the standards will require students to know and demonstrate both in the content areas and the literacy standards. A focus on understanding the literacy standards implication for all content areas will be learned by the teachers and implemented through strategies focused on reading comprehension of informational text.

An analysis of the specific deficiencies for lower gains in the area of Geometry will be completed to focus on the skills and applications for meeting the standards assessed. Additional analysis of the math applied skills to determine specific indicators resulting in lower scores for the number sense component will provide a more specific focus. Two step equations and multi- step problems requiring higher order problem solving applications will require more intense focus for math teachers. Implementing strategies from the Eight Mathematical Practices will be possible with more staff development.

With new staff quickly emerging at CMS, a more intentional review of strategies that support the literacy and math skills required for students to master the standards will need to be implemented. A format for bringing new staff up to speed on school wide strategies will be a focus with the implementation of teacher mentors, individual meetings with administration, classroom observations of other quality staff and the assistance of the eLearning coach to implement digital learning strategies.

7) BENCHMARKS FOR PROGRESS

- 80% of CMS students will earn at least a rubric score of 3 out of 4 on the third Applied Skills Common Writing Assessment.
- 70% of CMS students will score 60% or higher on the PIVOT Inspect ISTEP practice assessment in Language Arts.

- 70% of CMS students will score 60% or higher on the PIVOT Inspect ISTEP practice assessment in Mathematics.
- 70% of students placed in the Response to Intervention program will increase one grade level utilizing reports from Moby Max in either Mathematics or Language Arts.
- 85% of CMS students will reach or exceed grade level in reading based on the Moby Max diagnostic assessment.
- 85% of CMS students will reach or exceed grade level in mathematics based on Moby Max diagnostic assessment.
- Data charts will be developed and monitored by each teacher to benchmark progress towards 80% mastery of the pre/post assessment in each content area.
- Students will be provided a minimum of three experiences with Close Reading strategies each week recorded as part of team meeting agenda items.
- 96.6% or higher attendance rate each nine weeks.

8) ACADEMIC HONORS DIPLOMA AND CORE 40

This section is not applicable.

9) PROPOSED INTERVENTIONS

English Language Arts

- Literacy instruction will be delivered in all content areas by teachers that align with the Indiana State Literacy Standards for Career and College Readiness.
- Train teachers on Close Reading strategies and support and monitor regular application
- Teachers will progress monitor students in their selected class using assessments that align with the pre/post standards identified as priority skills and knowledge. Data charts will be utilized as part of the monitoring process.
- Analyze data to identify discrepancies between subgroups in order to make informed instructional decisions.
- All teachers will utilize technology for instruction and to engage students in their learning.
- Students will be provided vocabulary instruction based on common words identified by each department.
- Mentoring new teachers with planning and implementation of instructional strategies identified as best practice.
- Provide teachers with multiple opportunities to increase their knowledge and application of technology that will enhance instruction and learning.
- Collaborate during interdisciplinary team meetings to analyze data, student progress and make curricular connections for students each week.
- Collaboratively score and assess student writing on the common writing assessments.

- Expand current literacy knowledge that reflects best practice in reading and writing instruction to build capacity for ALL learners
- Provide language arts remediation for all students not passing ISTEP+ with focused instruction on comprehension and writing strategies
- Evaluate students' growth using both formal and informal assessments such as Achieve 3000, Ascend Math and PIVOT Inspect.
- Continue to adapt curriculum to reflect cultural diversity and provide for differentiation
- Use of the ISTEP+ language-in-use rubric across the curriculum
- Use of paragraphing and Big 6 research strategies across the curriculum
- Sustained silent reading three days per week
- Implementation of GIST Summary strategy
- Implementation of Mine the Question strategy
- Response to Intervention
- Orton-Gillingham phonics reading program for significantly below grade level readers
- Implement school wide Common Assessment three times per year.
- Challenge learning for higher-end students and remediation for students identified in need by disaggregated test data.
- High ability Language Arts classes for 7th and 8th grade.
- Staff will implement pre-reading, during reading and post reading strategies to increase student comprehension of informational text
- Provide differentiated instruction to meet needs of all learners
- Create a reading list for lower level readers.
- Explore various writing styles.
- The addition of Achieve 3000 and Moby Max to address reading comprehension will be utilized for the 7th grade reading classes and RTI.

Mathematics

- Utilize Ascend math instructional technology in math classes to help students improve skills in specific areas of need
- Continue the utilization of Moby Max for below grade level math students to narrow the gap
- Teachers will disaggregate data from standardized test scores and Acuity data in order to determine student achievement levels and to develop appropriate lessons and assessments to improve student skills.
- Improve teachers' collaborative skills to create more cohesive and effective professional learning communities
- Provide math remediation for all students not passing ISTEP+ with focused instruction on problem solving and multi-step problems.
- Evaluate students' growth using both formal and informal assessments utilizing Pivot Inspect.
- Continue to adapt curriculum to reflect cultural diversity and provide for differentiation

- Analyze data to identify discrepancies between subgroups in order to make informed instructional decisions
- Response to Intervention
- Challenge learning for higher-end students and remediation for students identified in need by disaggregated test data
- Math Lab class for most 8th grade students
- High ability Advanced Pre-Algebra class for 7th graders; Algebra class for 7th and 8th graders
- Functional Math class for students who are significantly below grade level in math skills utilizing Ascend Math as a supplement to direct instruction.

Attendance

- Attendance will be monitored each nine weeks for continued progress towards 96.6% attendance rate or higher.
- Monitor individual student attendance on a daily basis.
- Implement incentives to acknowledge and promote good attendance.
- Contact local prosecutor and Division of Children Services with chronic cases of poor attendance or truancy.

Behavior

- Utilize token system to acknowledge student behavior that aligns with the 3 R's (Responsible, Respectful and Ready to Learn) in the classroom, hallway and cafeteria.
- Provide opportunities for students to redeem their tickets for items in the bookstore or special events planned every 9 weeks.
- Teachers implement lessons that support the 3 R's during Spartan Pride three days a week for the first 3 weeks of school. Mini-lessons are implemented throughout the school year to highlight the expectations on a regular basis.

10) PROFESSIONAL DEVELOPMENT

Professional development for teachers is listed on the three year timeline on page 16.

11) CULTURAL COMPETENCY COMPONENT

a. Student Demographics

Please refer to page 4

b. Strategies

At Connersville Middle School we implemented the following learning activities for students and/or staff to ensure our students have an opportunity to grow in their knowledge and experiences in a quickly changing and multicultural society.

- Developed a list of resources available in Spanish.
- Include Foreign Language Exploration for approximately fifty percent of 8th grade students that provide a curricular study of various cultures. The course is designed to increase understanding and tolerance for beliefs, traditions and global impact with the multi-cultural integration of the spoken languages in French, Japanese and Spanish.
- Japanese educators and students spend a day each year at CMS and share with student's activities and cultural differences in the foreign language exploration classes.
- Provide opportunities for students to understand differences as they relate to disabilities. With students with a range of learning and physical disabilities attending CMS, students are often paired with students that need their assistance either with school work or to participate in activities.
- Create a Culture Diversity study group comprised of students from the varied culture ethnicities in our school. The student group would meet monthly during activity period and after school to develop activities for students and staff that enhances their knowledge of various cultures both at CMS and globally.
- Invite guest speakers or programs to our school or classroom to share experiences in life or music and art. They could include people with disabilities, people of different cultures or fine arts performers to name a few.

c. Professional Development

Our challenge as educators is to teach and reach students with whom we do not share the same backgrounds and/or ethnicity. As we prepare our students for their future careers and places in society, we must provide them opportunities to grow in their knowledge and experiences in a quickly changing and multicultural society. Staff at CMS has completed a study of Ruby Payne's work, but there is a need to refresh the strategies and understanding provided by her work.

Staffs also need to learn the traditions and cultural differences to effectively provide culturally sound information to students in their classroom when applicable.

12) STATUTES AND RULES TO BE WAIVED

Not applicable

13) THREE YEAR TIMELINE FOR IMPLMENTATION, REVIEW, AND REVISION

CONNERSVILLE MIDDLE SCHOOL SCHOOL IMPROVEMENT ACTION PLAN	Aligned to Goal(s)	Attendee(s)	Resource or Facilitator	3 year Timeline						
				2016-17		co m pl et ed	2017- 2018	co m pl et ed	2018- 2019	co m pl et ed
				Semester 1	Semester 2					
Annual Review of SIP	All	All Staff	Principal		x		x		x	
Annual Revision of SIP	All	SIP Committee	Principal		x		x		x	
CURRICULUM & INSTRUCTION										
Curriculum map revision	1,2	Social Studies, Science Teachers	Department Chairs Principal	x	x		x			
Curriculum map revision	1, 2	All other content area teachers	Department Chairs Principal	x			x		x	
Analyze data to identify student's proficiency of standards in order to make informed instructional decisions. (Benchmark assessments, CFA, unit assessments, Moby Max, Pivot)	1, 2	All teachers	Principal Department Chairs	x	x		x		x	
Training aimed at utilizing technology in the classroom. (iPads, Electronic Whiteboards, online instructional resources.)	1,2	All Teachers	Lead Teachers, eLearning Coach	x	x		x		x	
Provide training based on Five Star Train the Trainer focused on applications utilizing Google for instruction and student learning.	1,2	All Teachers	eLearning Coach, Lead Teachers, Five Star Facilitator	x	x		x		x	
Teachers maintain data charts for SLO classes that monitor student progress over the semester and/or year.	1 or 2	All teachers	Principal , Department Chairs	x	x		x		x	
Create ISTEP+ like experiences for students from the Applied Skills.	1,2	All general education teachers	Department Chairs	x	x		x		x	

ENGLISH LANGUAGE ARTS										
Train staff to provide students with "Close Reading" strategies a minimum of 3 times per week per team.	2	All Teachers	Principal, Team Leaders Department Chairs	x	x		x			
Utilize uniform paragraphing with a minimum of three to five paragraphs in each essay or research project.	2	All teachers	Language Arts teachers. Media Specialist	x	x		x		x	
Employ informational text utilizing Scholastic magazines.	2	Language Arts, Math, and Health Teachers	ELA Department Chair	x	x		x		x	
Implement the IAS Literacy Standards	2	All Teachers	Department Chairs	x	x		x		x	
Maintain dedicated time for SSR	2	All Teachers	Reading Focus Group	x	x		x		x	
Provide training for research strategies in all content areas.	2	All Teachers	ELA, Department Chairs. Media Specialist	x	x		x		x	
Score applied skills common assessment based on ISTEP+ rubric.	2	All Language Arts Teachers	ELA Teachers	x	x		x		x	
MATHEMATICS										
Teachers will be trained on instructional strategies of solving multi-step word problems.	1	Math Teachers	Math Department Chair		x		x		x	
Engage students in problem-solving activities to support IAS standards.	1	All Teachers	Department Chairs	x	x		x		x	
Students will be engaged in analysis and interpretation of data from tables, graphs and charts.	1	All Teachers	Math Teachers	x	x		x		x	
Provide students multiple opportunities to engage in problem-solving activities and open-ended and multi-step problems that align with IAS.	1	Math Teachers	Math Department Chair	x	x		x		x	

ATTENDANCE										
PBIS Revisions to Plan	All	All Teachers	Principal	x	x		x		x	
Monitor student attendance on a weekly basis.	3	All teachers	Assistant Principals	x	x		x		x	
Communicate the importance of good school attendance in school newsletters.	3	Principal	Principal	x	x		x		x	
Involve the resource officer and prosecutor for students that are chronically absent from school.	3	Assistant Principals	Assistant Principals	x	x		x		x	

14) SCHOOL WIDE TITLE 1 TEN COMPONENTS

Not applicable

15) COMMITTEE MEMBERS

- Beth Denham Principal
- Brenda Bohl Teacher
- Carole Dierckman Teacher
- Lynne Smith Teacher
- Chris Greeson Teacher
- Victoria Smejkal Teacher
- Steve Luebbe Teacher
- Paula Farthing Teacher
- Anne Stanley Teacher
- Sandy Isaac Support Staff
- Tina King Parent