

THE CRAWFORDSVILLE COMMUNITY SCHOOL CORPORATION

School Improvement and Achievement Plan

2018-21

School Name: Crawfordsville Middle School

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Crawfordsville, IN 47933**

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School DOE Number: 6281

Corporation DOE Number: 5855

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School Improvement Committee Membership

<u>Name</u>	<u>Title/Representation</u>
Brent Bokhart	Principal
Craig Callahan	Assistant Principal
Donna Wilson	Guidance Counselor
Tami Haas	Dean of Students
Chastity French	Teacher of Mathematics
Stacey Guard	Teacher of Science
Gary Bacon	Technology Coordinator
Paul Utterback	Teacher of Language Arts
Jason Surber	Teacher of Social Studies
Alexis Tinkel	Teacher of Special Education

INTRODUCTION

Narrative Description of the School, Community, and Programs

Crawfordsville is the county seat of Montgomery County, Indiana. Its population is approximately 16,000.

The city is named for William Crawford, a high-ranking national political figure of the 1800's. Crawford appointed Ambrose Whitlock as Receiver of the Lands for a settlement, and Whitlock, in turn, named his new community after his good friend.

Crawfordsville has always prided itself as being the "Athens of Indiana" because of the wealth of authors that have made Crawfordsville their home throughout its history. The most famous of these authors is Lew Wallace who wrote the novel, Ben Hur. The Lew Wallace Study/Ben Hur Museum is one of the main historical sites in Crawfordsville open to the public.

Crawfordsville was also the home of Henry S. Lane, a co-founder of the Republican Party, a former Lieutenant Governor of Indiana and a pall bearer at President Lincoln's funeral. Today, the Lane Place is open for tours and is the home of the Montgomery County Historical Society.

Crawfordsville is an industrial-based community with a very diverse socio-economic population. The largest employer is RR Donnelly and Sons Printing, headquartered in Chicago. Other industries include Nucor Steel, Lithonia Lighting, Penguin Random House Publisher, Pace Dairy, International Paper and Sommer Metalcraft.

Crawfordsville is also home to Wabash College, one of only three all-male liberal arts colleges in the country. Wabash has a very good reputation nationally, and contributes much to the culture of Crawfordsville.

Crawfordsville Community Schools is the largest of the three school corporations that serve families in Montgomery County. The other two are North Montgomery and South Montgomery School Corporations. The latter two, for the most part, serve families who live outside the city limits, although all three corporations are open tuition to any resident of Montgomery County free.

Crawfordsville Schools are comprised of three elementary schools. Laura Hose Elementary serves students in kindergarten and first grade. Meredith Nicholson Elementary is attended by students in the second and third grades, while Mollie B. Hoover Elementary serves families who have children in fourth and fifth grades.

Included in the middle school is the Middle Alternative Program (MAP) which provides an alternative education to middle school students who cannot succeed in the traditional school setting.

Crawfordsville High School houses students in grades 9-12 and is located on the southwest edge of town. The current structure was opened in 1993 and

replaced the old Crawfordsville High School which was built in 1911 in close proximity to the downtown area. The old CHS is still standing and is now named the "Athena Center," having been renovated into apartments and a fitness center.

The 2015-2016 school year marked our first year in the completed new middle school building. Our school has two levels that contain two gymnasiums, boys and girls locker rooms, a fitness room, wrestling room, media center, band room, choir room, cafeteria, large group instruction room, clinic, academic classrooms, and offices for technology and administration. An open green space is located north of the gymnasiums.

Crawfordsville Middle School has been on a traditional, seven-period schedule for several years. Classes are forty-eight minutes in length, and passing periods last five minutes. Advisory period is a class in which students will receive social/emotional and academic teaching lessons. This period starts each day and is a twenty minute period. The school doors open at 8:10 a.m., first period begins at 8:42 a.m., and the dismissal bell rings at 3:50 p.m. Students may eat breakfast in the classroom. Teachers and students have a 30-minute lunch period.

Crawfordsville Middle School students are provided core curricula of language arts, mathematics, science/ health, social studies, physical education and related arts. Language arts and math classes are taught at SPED self-contained, corrective, general, and advanced levels. Students who take Algebra 1 and Spanish 1 may earn high school credit.

Crawfordsville Middle School's curriculum is designed to meet the needs of *all* students. English Language Learner (ELL) classes are offered to non-English speaking students. Students with high achievement and motivation for learning are placed in the Accelerated and Enriched (A&E) program's advanced core classes. A majority of special education students are serviced in fully inclusive co-taught general education classrooms with the support of FOCUS groups while others are taught in self-contained Special Education Classes (SPED) classrooms.

Student enrollment at Crawfordsville Middle School has held consistent over the past several years. The student population is approximately 50% female and 50% male.

School Year	Enrollment
2014-15	538
2015-16	541
2016-17	542
2017-18	529
2018-19	552
2019-20 (Projected)	554

The socio-economic status of CMS’s students and families has been on a decline for several years, resulting in a large number of students on free or reduced lunch.

School Year	Free and Reduced Lunch %
2014-15	60.2%
2015-16	60.6%
2016-17	64.4%
2017-18	66.6%
2018-19	65.4%
2019-20	66%

Faculty & Staff

Crawfordsville Middle School’s teaching staff consists of thirty-four (34) teachers and ten (7) paraprofessionals. The support staff is comprised of two administrators, one guidance counselor, one dean of students, one technology coordinator, a media specialist, instructional coach, and a nurse. Each teacher instructs six periods per day, an advisory period and has one period for planning.

Three secretaries serve in the administrative offices. A treasurer handles all bookkeeping/monetary needs. The custodial staff includes six full-time employees working two different shifts.

Health Services

School nursing is a specialized practice of professional nursing that advances the well-being, academic success, life-long achievement and health of students. To that end, school nurses facilitate positive student responses to normal development, promote health and safety including a healthy environment, intervene with actual and potential health problems, provide case management services, and actively collaborate with others to build student and family capacity for adaption, self-management, self-advocacy, and learning (NASN, 2010).

The school nurse is the health expert in the school, serving in a number of capacities. She treats and manages the care of students with chronic conditions such as asthma, diabetes, life-threatening allergies, and a range of disabilities. She also evaluates students

with acute illnesses and provides first aid for injuries. The nurse teaches about health and prevention topics, and educates staff regarding individual students' health care needs including caring for students with diabetes, seizures, and life-threatening allergies. The school nurse manages medication administration for many students who have orders for daily medication to be taken during the school day, as well as providing "as-needed" occasional medications.

The nurse works closely with students, staff, and families to create a safe and healthy school environment. She advocates for students with special health care needs and coordinates their health care during the school day. She collaborates with students and families on issues related to health and attendance. To keep children healthy and in school. She oversees surveillance of communicable diseases, immunizations, vision screening, impact testing and concussion management. The school nurse serves on many committees, including Nutrition and Fitness, Health Education Advisory, 504 plans, and IEP conferences.

Administration Department

This department is divided into two separate departments: student services and academic services. The dean of students/athletic director and student services counselor handle the following areas:

- Student Discipline/Attendance/Bullying
- Mental Health/Social/Behavioral Counseling
- Supervision of Student Leadership Groups
- Athletics/Extracurricular Events/Fundraising/Field Trips
- Career Exploration

The principal and assistant principal handle the following areas:

- Curriculum, Instruction and Assessment
- Student Scheduling
- Special Education
- School Safety
- Student Discipline
- Professional Development
- Teacher Evaluation

Technology

In an effort to keep pace with the ever-changing world of technology, Crawfordsville Middle School has implemented a "stay at school one-to-one laptop model". There are currently over 600 laptops in classrooms for approximately 550 students to use. This abundant access allows teachers the opportunity to integrate technology into their curriculum without the distraction of students having to bring a device of their own to class that is charged and ready to use.

CMS has a state-of-the-art wireless environment which allows students, faculty, and staff to connect to the internet from anywhere in the building. Many peripheral devices are available for students and faculty as well. Each classroom contains a laser printer resulting in easy access to printed material. LCD projectors, Blu-ray players, MOBI presenters and a built in sound system are also available for student projects and faculty presentations. Teachers are able to connect in any room via HDMI connections.

Media Center

Students may use the Crawfordsville Middle School library at any time before, during, and after school. Instruction in library media skills and information literacy skills is integrated into students' regular academic classes, usually in collaboration with the librarian and the classroom teacher. Reading programs seek to encourage student reading by providing interesting reading materials and time to practice the skill of reading. In addition, students at each grade level use the facilities for various research projects throughout the year. Reading clubs offer opportunities for students to discuss books with faculty members. Book fairs are offered both first and second semester to encourage the love of reading.

Extra-Curricular Activities/After-School Programs

Students have an opportunity and are encouraged to participate in extra-curricular and after-school programs. Activities sponsored by Crawfordsville Middle School include, but are not limited to, athletic teams, field trips, choral/band presentations, musical and theatrical presentations, a talent contest, student leadership team, guest speakers, convocations, school dances, and academic contests. Academic contests include a spelling bee and Academic Super Bowl in the areas of math, English language arts, science, social studies, and interdisciplinary.

Service to others is an important part of the CMS education and experience. Opportunities are provided to students to participate in helping others and making the community a better place to live. Student groups have cleaned up local areas, participated in canned food drives and charitable fund raising, and performed other service-type activities.

Crawfordsville Middle School's athletic teams are known as *The Athenians* and sport the colors of gold and blue. Students may participate in football, soccer, cross country, tennis, basketball, wrestling, swimming, volleyball, golf, cheerleading, dance team, and track.

In addition to athletics, CMS offers a variety of clubs and organizations students may join, including, FCA, A-Team, and Student Leadership Team.

The *After the Bell* Program will provide at least 8 hours a week of tutoring, as well as physical and/or enrichment activities to students before and after school each week. This program is funded by the 21st Century Community Learning Center grant.

Student Attendance

Attendance at Crawfordsville Middle School is an area that has been consistently improving over the past several years. This consistency can be directly correlated to the development of a corporation-wide attendance policy and the hiring of a corporation resource officer to support the school administration in the enforcement of that policy. We are continuing to develop initiatives to motivate students to improve attendance. Through the implementation our new attendance policy we have also partnered with CPS, the probation office, and the prosecutor's office to hold parents more accountable for his or her child's attendance.

School Year	Attendance Rate
2014-15	96.5%
2015-16	96.2%
2016-17	95.7%
2017-18	95.9%
2018-19	95.6%
2019-20 (Projected)	95.8%

Description and Location of Curriculum

Crawfordsville Middle School's teachers have made an on-going commitment to ensure that our curriculum is aligned with the state standards. We are currently beginning our fourth year of implementing NWEA testing into our curriculum with the ultimate goal of k-12 vertical alignment. Copies of the curriculum maps for each area are located in the subject-area classrooms, uploaded to Canvas, and in the administrative offices. The curriculum addresses the following academic areas: language arts, reading, mathematics, science, social studies, physical education, health, fine arts, and related arts. The teachers within each department are continuously looking for ways to meet the diverse needs of our student population and to improve their academic achievement.

Titles & Descriptions of Assessment Instruments Used in Addition to ISTEP+

NWEA Testing

In the 2015-16 year we began using NWEA to test our students in Math, ELA and Reading. Teachers used the results to identify student weaknesses in relation to specific state standards and also coordinate instruction with our curriculum maps. NWEA can be found in Section 2 of this report. NWEA is also used to predict students throughout the year as it relates to their performance on the ISTEP+ assessment.

Locally Developed Common Assessments

In the 2017-18 school year each content area began creating common summative assessments that are aligned to content specific curriculum maps. These CSA's will be used to analyze data and impact future instruction. MA and ELA departments are currently reviewing the new state blue prints to ensure proper alignment with curriculum maps and common assessments.

Other Alternative Methods of Assessment

Chapter and unit tests and quizzes (objective, close- and open-ended questions)

Essay tests Written reports Projects (individual and group)

Presentations (individual and group) Observations by teacher

Visuals (including brochures, coat of arms, posters, maps, power point)

Informal classroom questioning Oral examinations

Checklists Rubrics Problem Based Learning

Case Studies Simulations Investigations

SECTION (2)

STATEMENT OF MISSION AND BELIEFS

CMS Mission Statement

Crawfordsville Middle School's mission is to empower and inspire all students to apply knowledge, skills, and attitudes necessary to become creative problem solvers, to achieve personal success, and to contribute responsibly to our community.

CMS Goals

- Every student performs at or above grade level in all subjects
- Provide a safe learning environment conducive to teaching and learning
- Encourage students to excel inside and outside the classroom

SECTION (3)

SUMMARY OF DATA

Data, Including Charts, from the Annual Performance Report

6th Grade Language Arts ISTEP/iLearn

School Year	Language Arts-ISTEP
2012-13	81%
2013-14	78%
2014-15	55%
2015-16	58.6%
2016-17	59%
2017-18	53.3%
2018-19	34%

7th Grade Language Arts ISTEP/iLearn

School Year	Language Arts-ISTEP
2012-13	71%
2013-14	83%
2014-15	65%
2015-16	57.5%
2016-17	65%
2017-18	49.7%
2018-19	36%

8th Grade Language Arts ISTEP/iLearn

School Year	Language Arts-ISTEP
2012-13	76%
2013-14	76%
2014-15	65%
2015-16	66.1%
2016-17	60%
2017-18	62%
2018-19	45%

6th Grade Mathematics ISTEP/iLearn

School Year	Math-ISTEP
2012-13	85%
2013-14	88%
2014-15	58%
2015-16	52.3%
2016-17	50%
2017-18	46%
2018-19	30%

7th Grade Mathematics ISTEP/iLearn

School Year	Math-ISTEP
2012-13	82%
2013-14	85%
2014-15	53%
2015-16	61.3%
2016-17	42%
2017-18	38%
2018-19	33%

8th Grade Mathematics ISTEP/iLearn

School Year	Math-ISTEP
2012-13	85%
2013-14	86%
2014-15	44%
2015-16	59.5%
2016-17	57%
2017-18	49.4%
2018-19	31%

Data Related to Performance Indicators Other Than Those Included in the Annual Performance Report

6th Grade Language Usage NWEA Window 2 – Average Percentile or Higher

School Year	Language Usage
2015-16	65%
2016-17	55%
2017-18	61%
2018-19	58%

7th Grade Language Usage NWEA Window 2 – Average Percentile or Higher

School Year	Language Usage
2015-16	57%
2016-17	62%
2017-18	63%
2018-19	56%

8th Grade Language Usage NWEA Window 2 – Average Percentile or Higher

School Year	Language Usage
2015-16	67%
2016-17	66%
2017-18	75%
2018-19	66%

6th Grade Mathematics NWEA Window 2 – Average Percentile or Higher

School Year	Math
2015-16	55%
2016-17	56%
2017-18	65%
2018-19	52%

7th Grade Mathematics NWEA Window 2 – Average Percentile or Higher

School Year	Math
2015-16	57%
2016-17	60%
2017-18	66%
2018-19	63%

8th Grade Mathematics NWEA Window 2 – Average Percentile or Higher

School Year	Math
2015-16	63%
2016-17	67%
2017-18	74%
2018-19	71%

6th Grade Reading NWEA Window 2 – Average Percentile or Higher

School Year	Reading
2015-16	48%
2016-17	50%
2017-18	58%
2018-19	58%

7th Grade Reading NWEA Window 2 – Average Percentile or Higher

School Year	Reading
2015-16	53%
2016-17	63%
2017-18	57%
2018-19	66%

8th Grade Reading NWEA Window 2 – Average Percentile or Higher

School Year	Reading
2015-16	55%
2016-17	53%
2017-18	73%
2018-19	65%

SECTION (4)

CURRENT EDUCATIONAL PROGRAMMING CONCLUSIONS

Curricular Support for Achievement of Indiana Academic Standards

Student achievement of the Indiana Academic Standards in all content areas and grade levels is supported by our school's curriculum through the following:

- Written curriculum for all content areas and grade levels is aligned to the Indiana Academic Standards.
- Classroom assessments are aligned with the Indiana Academic Standards
- The implementation of NWEA testing has and will continue to focus student effort on core Indiana Academic Standards and provide a means for continued focus on areas of improvement in curriculum and student achievement. It will also allow teachers to effectively predict student achievement on the ISTEP and assist with preparation for iLearn.

Instructional Strategies

Student achievement of the Indiana Academic Standards in all content areas and grade levels is supported by our teachers' use of instructional strategies through the following:

- Members of the CMS Teacher Leadership team meet bi-weekly to discuss curriculum, instruction, and assessment as well as other interventions such as PBIS and Advisory.
- Teachers attend professional development conferences and training as related to our professional development plan and goals. Teachers also collaborate through weekly PLC time every Wednesday morning. Teachers discuss data analysis and instructional strategies.
- Teachers are held responsible for using research-based instructional strategies in their classrooms through formal evaluations and walkthroughs via the RISE evaluation program.
- Each department meets once a month to discuss curriculum, assessment, strategies, and professional development opportunities.
- New teachers participate in colleague observations in order to gain reflective feedback from highly effective teachers that they can in turn integrate into their own instruction.
- Co-teaching is currently implemented in all grade levels in math and language arts, 6th grade science

Student Achievement

Current student achievement based on the results of our NWEA testing and the ISTEP/iLearn detailed in Section (3) reveal a need for improvement in math, and language arts. We are currently using the following strategies to address this need.

- The implementation of NWEA testing to provide critical data on specific areas of student weakness and predict performance on the ISTEP/iLearn test.
- Remedial language arts and math classes to address students whose skills are lacking in this area
- Inclusion of special education students into general education classrooms to help this subgroup improve achievement
- Development of curriculum maps for each grade level and subject to ensure alignment with the standards.
- Implementation of PLATO, an online program geared toward differentiated and individualized student learning and instruction into the math and ELA curriculum.
- The use of newly developed common assessments will begin with some departments and grade levels this year.

Parental Participation

Crawfordsville Middle School provides several avenues for parent involvement and communication. Bi-Weekly our parents receive our school's newsletter via Smore platform. It is also posted on the school website. It provides parents with important dates, school announcements, and athletic updates. In addition, CMS has made use of School Messenger (an automated parent notification system) to deliver messages to parents via phone. The school's website is interactive and contains teacher pages to keep parents informed of activities and events in each class. CMS offers an automated grade book program called Parent Portal through Power School, which allows parental access to grades and attendance via a secured website. In addition to these major modes of encouraging parental participation, CMS offers the opportunities listed below. Parents who wish to volunteer must have a criminal history check on file in the main office.

- Transition program for 5th graders and their parents held in the spring
- Parent Open House in October
- Parent volunteer opportunities during and after school
- Special education/RTI/MTSS conferences
- Voice mail capability with all staff members
- E-mail capability with all staff members
- Chaperones on field trips
- Chaperones at dances
- Web access and Social Media access to daily announcements
- Involvement in students' extra-curricular activities
- Parent surveys
- School Messenger (Office and Teacher Communication)

Technology as a Learning Tool

Technology plays an important role in much of the curriculum at Crawfordsville Middle School. Our PE teachers use heart rate monitors and pedometers to evaluate student fitness. The pre-engineering courses called Gateway to Technology have allowed students to explore technology through hands on projects. Students create models with specialized software then set out to create and test their designs with working motors, connectors, and LEGOS. A PLTW Computer Science course has been added as well as a PLTW Medical Detectives and Science of Technology course. Our ESL department uses PLATO program to help our Hispanic population learn English. This focus on technology allows us to develop and mold our students into technology users and not just technology consumers. CMS also uses Canvas as its learning management system (LMS).

Safe and Disciplined Learning Environment

Crawfordsville Middle School is committed to providing and maintaining a safe, disciplined learning environment for all students. CMS has several individuals, including the principal, assistant principal, and the school resource officer, who have been trained

as school safety specialists through the School Safety Specialists Academy in Indianapolis. The corporation has also completed the development of a comprehensive safety emergency plan for all schools that is updated annually. Staff and students participate in mock drills to simulate protocols within the existing plan. In addition, the corporation is an active member in the Montgomery County Crisis Team. The corporation and CMS actively strive to ensure the safety of our school and students, as shown by the following actions. A district safety committee also meets and leads safety discussions and initiatives.

- A school resource officer has been employed to assist with all school security endeavors.
- In cooperation with the local police department, drug detecting dogs are brought in at least once each semester to search for drugs.
- Security cameras (25) have been installed in all hallways and several entrances throughout the building and outside the building.
- The corporation has developed and implemented a comprehensive school safety and security plan that is reviewed and revised annually.
- Each teacher/classroom has an Emergency Crisis Card and a First-Aid backpack. These are located in each classroom. School nurse also meets and communicates with teachers regarding specific student health needs.
- All exterior doors are locked at all times during the school day. Individuals must enter the school during the school day using our buzzer system, and all employees and students of CMS have been repeatedly instructed not to let anyone in the building.
- Each administrator and guidance counselor has a walkie-talkie radio for emergency use.
- Each administrator has a corporation-issued cell phone to connect them with central office personnel.
- A drug testing policy is in place if there is reasonable suspicion that a student may be under the influence of a controlled substance.
- Local SWAT teams use the building for drills to become familiar with the facility in case of an emergency.
- Students and all school personnel will be trained in the new bullying program by our guidance counselor of student services.
- AED's are located in two locations in the building and EPI-Pens are located in the cafeteria.

Professional Development

The staff at Crawfordsville Middle School believes that professional development should be a continuous process linked directly to the needs of our students. We use our time as efficiently and effectively as possible, including monthly faculty and department meetings, professional development workshops/trainings and full day curriculum alignment sessions to ensure professional growth and development. We use both outside consultants and in-house experts to provide training. The Teacher Leadership Team meets regularly to discuss the direction of the school and teacher professional

development needs. This year’s plan will focus on co-teaching/inclusion, curriculum mapping, and the implementation of PLC’s that will focus on student achievement. PLC’s will be weekly and focus on student achievement through action research.

SECTION (5)

STUDENT ACHIEVEMENT OBJECTIVES/GOALS

GOAL: IMPROVE STUDENT ATTENDANCE RATE 0.2% EACH YEAR

School Year	Attendance Rate
2014-15	96.5%
2015-16	96.7%
2016-17	95.7%
2017-18	95.9%
2018-19	95.6%
2019-20 (Projected)	95.8%

GOAL: IMPROVE LANGUAGE ARTS ISTEP/ILEARN TO 5% OR HIGHER ACROSS GRADE LEVELS

Grade Level	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19 (iLearn)	2019-2020 (Projected)
Grade 6	79%	55%	59%	59%	53%	34%	39%
Grade 7	84%	65%	58%	65%	50%	36%	41%
Grade 8	76%	65%	61%	60%	62%	45%	50%

GOAL: IMPROVE MATHEMATICS ISTEP/ILEARN SCORES TO 5% ACROSS GRADE LEVELS

Grade Level	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19 (iLearn)	2019-2020 (Projected)
Grade 6	88%	58%	52%	50%	46%	30%	35%
Grade 7	85%	53%	61%	42%	38%	33%	38%
Grade 8	86%	44%	60%	57%	49%	31%	36%

SECTION (6)

SPECIFIC AREAS WHERE IMPROVEMENT IS NEEDED IMMEDIATELY

1. Attendance Rate
2. Language Arts ISTEP
3. Mathematics ISTEP

SECTION (7)

BENCHMARKS FOR PROGRESS

Please see the master school improvement chart at the end of this plan.

SECTION (8)

ACADEMIC HONORS DIPLOMA AND CORE 40

Provisions to Offer Courses that Allow All Students to Become Eligible to Earn the Academic Honors Diploma

All 8th grade students are enrolled in either pre-algebra or algebra courses for mathematics to ensure competency for future Core 40 classes. Along with Algebra I, eighth grade students also have the option of enrolling in Spanish I to receive high school credit.

Provisions to Encourage All Students to Earn an Academic Honors Diploma or Complete the Core 40 Curriculum

The high school guidance department encourages all students to complete the Core 40 curriculum when they meet individually with students during the 8th grade year to determine appropriate courses for the freshman year in high school. Students are also exposed to career-planning lessons delivered throughout the middle school years by our guidance department. These lessons emphasize the importance of post-secondary education.

SECTION (9)

**PROPOSED INTERVENTIONS BASED ON STUDENT ACHIEVEMENT
OBJECTIVES AND GOALS**

Please see the master school improvement chart at the end of this plan.

SECTION (10)

PROFESSIONAL DEVELOPMENT

Please see the master school improvement chart at the end of this plan.

SECTION (11)

STATUTES AND RULES TO BE WAIVED

Crawfordsville Middle School does not have any waivers on file with the state of Indiana, and is not seeking any statutes or rules to be waived.

**MASTER SCHOOL IMPROVEMENT CHART
SECTIONS (7), (9), and (10)**

Benchmarks & Indicators of Performance (SECTION 7)	Proposed Interventions Based on Student Achievement Objectives/Goals (SECTION 9)	Professional Development Activities (SECTION 10)	Suggested Timeline (SECTION 12)	Coordinated By
<p>Goal #1: IMPROVE STUDENT ATTENDANCE RATE 0.2% EACH YEAR</p>	<ul style="list-style-type: none"> • Corporation-wide attendance policies will continue to be enforced and communicated to parents and students. • Our SRO (school resource officer) will continue to assist administrators with students who are chronically absent. • School staff will seek the cooperation of outside agencies to assist with families of students with chronic absenteeism. • Incentive programs will be developed to encourage attendance. • Attendance rate will be calculated quarterly to monitor progress towards the goal. • Students with chronic attendance problems will be placed on contracts detailing consequences for frequent absences. • Administration will make contact with absentees at 3/5/7 excused absences to make sure students and parents understand the CMS attendance policy. 	<ul style="list-style-type: none"> • Assistant Principal will contact schools with high student attendance rates to gather ideas and suggestions for improvement. • Assistant Principal will share attendance ideas and suggestions with office staff and SRO for improved attendance • CMS PBIS System • Continued implementation of Advisory program in which teachers are able to build relationships with students • School based social worker will work with families and their students in the home to improve attendance 	<p>2018-21</p>	<p>Administrators SRO Guidance Counselor Dean of Students School Based Social Worker</p>

Benchmarks & Indicators of Performance (SECTION 7)	Proposed Interventions Based on Student Achievement Objectives/Goals (SECTION 9)	Professional Development Activities (SECTION 10)	Suggested Timeline (SECTION 12)	Coordinated By
Goal #2: IMPROVE LANGUAGE ARTS ISTEP/ILEARN SCORES TO 80% ACROSS GRADE LEVELS WHILE CONTINUING TO DEMONSTRATE 0.2% ANNUAL GROWTH	<ul style="list-style-type: none"> • ELA teachers will assist with increased focus on literacy and writing across content areas. • Students will be assessed through NWEA to determine specific areas of weakness in Language Arts. • Students who have failing grades in Language Arts or fail the Language Arts portion of the ISTEP will participate in co-teaching and double blocked class sections. • Teachers will use “Yes, MA’AM” format for constructive questions. • Students who score Pass + on ISTEP will be considered placement to A/E Team for entry into program. • Students will be required to attend ATB program homework help sessions if not passing core classes. • Students will be required to attend Language Arts specific tutoring. 	<ul style="list-style-type: none"> • Teacher presentations by Language Arts Department on consistent writing format across content levels. • Teachers will participate in weekly Wednesday PLC time to focus on student achievement data, curriculum, instruction, assessment, and student placements. • Teachers will participate in NWEA Professional Development sessions to better understand data and remediation strategies. • The CMS Teacher Leadership Team will assist the ELA department with NWEA and ISTEP/iLearn data. • Teachers will continue to review and implement curriculum maps. • Teachers will edit and review the master schedule annually to determine if course offerings are meeting student needs. • Teachers will create and implement common summative assessments that will be used to impact and drive instruction. 	2018-2021	ELA Department Curriculum, Instruction, & Assessment Team Administrators

Benchmarks & Indicators of Performance (SECTION 7)	Proposed Interventions Based on Student Achievement Objectives/Goals (SECTION 9)	Professional Development Activities (SECTION 10)	Suggested Timeline (SECTION 12)	Coordinated By
Goal #3: IMPROVE MATHEMATICS ISTEP/ILEARN SCORES TO 80% ACROSS GRADE LEVELS WHILE CONTINUING TO DEMONSTRATE 0.2% ANNUAL GROWTH	<ul style="list-style-type: none"> • Teachers will create SLO's for one class based on localized end of course assessments. • Students will be assessed using NWEA to determine specific areas of weakness in Math. • Students who fail the Math portion of the ISTEP will participate in co-teaching and double blocked class sections. • Students will be required to attend ATB program homework help sessions if not passing core classes. • Students who score Pass+ will on ISTEP will be recommended to A/E Team for entry into program. 	<ul style="list-style-type: none"> • Teachers will learn how to effectively use the PLATO program to implement a blended learning model for respective courses being implemented. • Teachers will participate in weekly Wednesday PLC time to focus on student achievement data, curriculum, instruction, assessments, and student placements. • Teachers will participate in NWEA professional development sessions to understand data usage and remediation strategies. • Teachers will continue to review and implement curriculum maps. • The CMS Teacher Leadership Team will assist the Math department with NWEA and ISTEP/iLearn data. • Teachers will edit and review the master schedule annually to determine if course offerings are meeting student needs. • Teachers will create and implement common summative assessments that will be used to impact and drive instruction. 	2018 – 2021	Administrators Curriculum, Instruction, & Assessment Team Math Department