

Selma Middle School

Strategic and Continuous School Improvement and Achievement Plan

Selma Middle School is committed to academic excellence and the cultivation of individual potential through a cooperative, safe, and engaging environment, where each person feels equally significant, respected, and appreciated.

ANNUAL UPDATE AND PROGRESS REPORT 2021-2023

Superintendent: Bryan Rausch
Liberty-Perry Community School Corporation

Principal: Todd Lunsford
10501 E. CR 167 S.
Selma, Indiana 47383
(765) 288-7242
tlunsford@libertyperry.org

Corporation # 1895
School # 1377

Selma Middle School Faculty and Staff 2021-2022

Mr. Todd Lunsford	Principal
Ms. Audra Butler	School Counselor
Mrs. Julie Feistritzter	Treasurer
Mrs. Karen Standish	Secretary
Mr. Dale Byrge	Director of Technology
Mrs. Jenna Eastham	Technology and Curriculum
Mrs. Amy Everhart	Director of Special Education Services
Mrs. Carrie Milliner	Language Arts
Mrs. Debra Wesley	Language Arts
Mrs. Jennifer Walton	Language Arts
Mrs. Barb Miller	Mathematics
Mr. Jason Hunt	Mathematics
Mr. Cyler Sarah	Mathematics
Mr. Jason Dudley	Science
Mrs. Karla Riggin	Science
Mrs. Chris Ashmore-Good	Science
Mrs. Christie Pasman	Social Studies
Mr. Adam Faulkner	Social Studies
Mrs. Chris Reynolds	Social Studies
Mrs. Tammy Brant	Physical Education
Mrs. Alyssa Geary	Visual Arts
Mrs. Debby Pittenger	Health Education
Mr. Kevin Van Note	Instrumental and Vocal Music
Mrs. Diane Goodpaster	Special Education
Mrs. Julie Nelson	Special Education
Mrs. Lauren Norton	Special Education
Mrs. Karen Gourley	Paraprofessional-Special Education
Mrs. Carol Horner	Paraprofessional-Special Education
Mrs. Tera Rich	Paraprofessional-Special Education
Mrs. Melinda Thompson	Librarian
Mrs. Tammy Trimble	Head Cook
Mrs. Julie Cox	Cook
Mrs. Elizabeth Springer	Cafeteria Worker
Mrs. Joy Self	Cafeteria Worker
Mr. Eric Elenberg	Custodian
Mr. Monte Waymire	Custodian
Mrs. Shawntell Wright	Custodian

Introduction School and Community Description

Liberty-Perry Community School Corporation is located in east central Indiana, four miles east of Muncie in Delaware County. The corporation consists of one elementary school, one middle school, and one high school. Selma Middle School and Wapahani High School share a 32-acre campus with track, softball, baseball, and soccer facilities. Of the 270 students at SMS, 90% are Caucasian and 10% are African American, Hispanic or Multi-racial. Forty-five percent (45%) of the students at Selma Middle School participate in the free or reduced lunch program.

The rural town of Selma is a residential community for the city of Muncie, which is also the site of the Ball State University campus, with many of the community members working in the manufacturing or service industries. Although there are several small businesses in the community, the school corporation remains the largest employer and the center of community activity. The town of Selma is situated in Delaware County which continues to be a somewhat depressed area economically (along with the rest of east central Indiana).

Selma Middle School was built in 1980. It is a two-story building, located on the same campus as Wapahani High School, with twenty-two available classrooms. First floor classrooms include a gymnasium, cafeteria, visual arts room, instructional music room, a recreational room, cooking facilities for nutrition/wellness classes, school office, facility lounge, and a faculty fitness facility. All of the core academic classrooms are on the second floor, as well as a library, and a mezzanine used for Physical Education classes and athletic practices.

Selma Middle School facilitates many extracurricular activities in the areas of athletics and academics. Athletic opportunities include coed cross country, coed soccer, girls' volleyball, boys' and girls' basketball, cheerleading, wrestling, boys' and girls' track, co-ed golf club, co-ed bowling club, summer baseball club, and softball club. Academic opportunities include academic teams for English, Math, Science, Social Studies, and Interdisciplinary; Science Club, National Junior Honor Society, Student Council, Yearbook, and an Art Show in the spring featuring a variety of work from students in multiple grade levels. The 7th and 8th grade bands and choirs perform at many events including both fall and spring performances featuring only middle school students. The middle school has been very well represented in the fall musical and the spring play at the high school.

Location of Curriculum

Course curriculum guides are located with each teacher for public review. The curriculum guides are aligned with the current Indiana Academic Standards.

Description of Curriculum

The curriculum offerings at SMS vary depending on the grade. The day is divided into seven, fifty-minute periods including a thirty-minute lunch break providing recreation opportunities. Each grade offers core classes including English, Math, Science, Social Studies, and one period daily of Home Room. SMS students build their skills in English with the primary use of Read Theory, No Red Ink, Study Island and Amplify curriculum. In Math, SMS students build their skillset with the use of Vimme Math, Freckle Math, and Study Island, with the use of NWEA and STAR Math being used to determine readiness levels of each student. Our science teachers use Discovery Education and CK-12 as curriculum pieces. In Social Studies, our students receive curriculum from their McGraw-Hill textbook. Study Island has been fully implemented as part of the middle school enrichment and remediation efforts in the Math, English, Science, and Social Studies disciplines.

6th Grade

In the sixth grade students take Physical Education and Nutrition/Wellness for a full year alternating between classroom work and physical activity every other day. Rounding out their curriculum, students experience a nine-week rotation in each of the following classes: PLTW - Design and Modeling, Intro to Art, Music, and a Traits of Writing/Math Lab (focused on remediation and enrichment). Most 6th grade curriculum is on-line via E-Books, etc.

7th Grade

Seventh graders experience a nine-week rotation through Physical Education and Nutrition/Wellness (full semester alternating each day), PLTW - App Creators, and Inquiry and Research Strategies. One period a day for the entire year is dedicated to an elective choice of Vocal Music, Instrumental Music, or Visual Art. Most 7th grade curriculum is on-line via E-Books, etc.

8th Grade

In the eighth grade students may qualify by class performance and/or test scores to take Algebra and Personal Fitness. Vocal Music, Instrumental Music, or Visual Art is another elective choice offered for the entire school year. They also experience a nine-week rotation through the courses of PLTW - Medical Detectives, Personal Management, and one semester of Physical Education and Nutrition/Wellness (alternating each day). Most 8th grade curriculum is on-line via E-Books, etc.

All Selma Middle School students attend one period of homeroom. Homeroom is designed to give students a structured time to complete homework as well as allow teachers to have a built in time during the day that they can have an opportunity for remediation or intervention.

Special Education

A Resource period is offered to special education students in all grades with that specification on their Individual Education Plan (IEP). SMS practices in full inclusion of students with learning disabilities and/or communication disorders in the general education classroom. Students with moderate, severe, or multiple disabilities have the opportunity to participate in classes for social skills, life skills, adaptive physical education, and community-based programming at our high school for part of the instructional day.

Technology/Curriculum

Technology has become an indispensable tool for student learning. Technology has provided increased individualized instruction, feedback and assessment. Three programs currently in place that evaluate students' reading and math skills are Star Math, NWEA, and Study Island. The programs provide a pre-assessment tool to determine the student's beginning skill level. The Star Math program adapts to each student's ability level and allows students to meet objectives and progress at their own rate. NWEA combines at-will enrichment and remediation assignments with scheduled testing windows for Reading and Math. The program is designed to effectively predict a student's success on ILEARN testing. The implementation of Study Island will afford students additional opportunities for enrichment and/or remediation and can be used in conjunction with data obtained from NWEA testing.

All students in grades 6-8, as well as faculty, have school issued IPADs. Students and faculty utilize Google Workspace, Pear Deck, Blooket, Kahoot, Nearpod, Remind, Quizlet, and a number of different apps and resources to maximize student engagement for individual lessons. SMS students and teachers utilize CANVAS as a learning management system, which is also the central meeting space for students when elearning days have to be utilized for inclement weather, professional development, or health-related school closings. Teachers have excelled at utilizing Canvas Conferences and Google Meets in order to meet face-to-face with students when we are unable to have in-person school. Selma Middle School has teachers that are designated as "Technology Leaders" who serve to address issues and train other staff members about the IPAD. Teachers currently use PowerTeacher as their grade management system.

Statement of Mission

Selma Middle School is committed to academic excellence and the cultivation of individual potential through a cooperative, safe, and engaging environment, where each person feels equally significant, respected, and appreciated.

Attendance Rate

2018-2019 - 95.64%

2019-2020 - Undetermined

2020-2021 - 90.36%

Selma Middle School has continued a pattern of excellent student attendance, but a number of factors impacted our attendance rate for the 2020-2021 school year. As with all school districts across the country, our attendance rate was negatively impacted by the COVID-19 pandemic. Although our attendance rate fell approximately 5%, from 95% to 90%, from years in the past, our school and district were able to provide in-person instruction for more than 90% of the 2020-2021 school year.

An additional challenge that our district faces is the number of out-of-district students that we accept, mostly those students that have moved in from Muncie, and how some of those students affect our attendance rates. We continue to monitor, send letters home, put students on “attendance contracts”, and contact parents or guardians as needs arise. Students have and will continue to be expected to maintain our high level of attendance, regardless of past experiences.

Strategies for improvement in Attendance Rate

**Note - These strategies exist with the exception of absences that relate to COVID or cautionary absences. Additionally, Selma Middle School will be sensitive to an increased number of absences that may occur in relation to COVID-19 and will suspend punitive attendance policies if quarantining or illness becomes too severe at any one time.*

Attendance letters reminding the parents/guardians and students of the attendance policy and possible consequences will be mailed home on the fifth absence and all consecutive absences that follow. On the fifth absence, the student will meet with the principal to again stress the importance of attending school and the consequences of poor attendance. The implementation of an Attendance Committee that will address attendance concerns, consisting of administrators,

teachers, a parent and a student. The committee will meet with students once they have reached their 6th absence to determine what disciplinary action will be taken. Options at the committee’s discretion are:

- Loss of credit in class or classes.
- Referral to proper legal authorities.
- Filing charges for educational neglect
- Possible revocation of “transfer status”

Presentation of Data -- ILEARN

2020-2021

GRADE ELA	State AVG	MATH	State AVG.
6 37.9%	39.9%	44.8%	33.0%
7 55.3%	41.1%	43.5%	30.5%
8 47.1%	43.9%	33.7%	27.8%

Red - Below State Average

Green - Above State Average

Selma Middle School continually scores above to well above state averages on all areas of ILEARN, with the exception of 6th grade English, which fell just below the state average.

Language Arts

With all of the enhancements in technology, we have simplified our approach during homeroom to focus on all students reading a book during the first 15 minutes of homeroom every day. Our goal is that this will help address the many minutes that were lost during the pandemic to focus on reading and comprehension. A love for reading is important when focusing on the comprehension, grammar, reading, and writing needs of all students. Additionally, students will have assignments in No Red Ink and Amplify that will address specific writing elements, grammar components, and comprehension pieces that will increase student reading levels,

strengthen student comprehension, improve grammar amongst our students, and piece together important writing elements that students need to be able to display for the end of the year ILEARN test.

Math

Historically, our students at SMS have excelled in mathematics. This year, we are replacing Accelerated Math with Freckle in our math curriculum. Additionally, students in 6th grade will utilize Vimme math, which provides weekly assessments that prepare students for the end of the year ILEARN test. The use of Freckle, Study Island, NWEA, STAR Math, and teacher-made notes and resources that are strongly connected to state standards are utilized by all grade levels.

Selma Middle School - School Improvement Plan Fall 2021

Student Performance Goal #1 The 2021-2022 SMS attendance rate will increase 2.64% or more when compared to the 2020-2021 attendance rate.

Due to the pandemic, our attendance rate slipped from an annual average between 95-96% in previous school years, down to 90.36% during the 2020-2021 school year. Realistically, we know that quarantining students for 10-14 days this school year, per state requirement at the time of submitting our plan, will still negatively impact our attendance rate. Our goal, through the initiatives detailed in the attendance part of our School Improvement Plan (SIP), will be to increase our attendance rate, as noted below, each of the next three school years:

- 2021 - 2022 - 93% or higher
- 2022 - 2023 - 94% or higher
- 2023 - 2024 - 95% or higher

Student Performance Goal #2 Overall passing rates, in each grade level, will increase by at least 2.5% on the ELA portion of the ILEARN.

Recent curriculum additions in No Red Ink and Amplify will spur our students to continue to improve their ILEARN scores. Our teachers have witnessed the rigor of the most recent ILEARN tests (2018-2019 and 2020-2021), which will lead to our students being better prepared for their end of the year assessments. Along with these curriculum resources, teachers will receive professional development on utilizing the report features on NWEA, which will lead to a

greater understanding of what specific needs individual students have. Teachers will receive quarterly updates on student predictor data. These updates will provide teachers with predictions of where students are expected to be on end of the year assessments, which will directly relate to higher passing rates on ILEARN.

Student Performance Goal #3 Students will achieve an overall growth on ILEARN

Our teachers have witnessed the rigor of the most recent ILEARN tests (2018-2019 and 2020-2021), which will lead to our students being better prepared for their end of the year assessments. Along with these curriculum resources, teachers will receive professional development on utilizing the report features on NWEA, which will lead to a greater understanding of what specific needs individual students have. Teachers will receive quarterly updates on student predictor data. These updates will provide teachers with predictions of where students are expected to be on end of the year assessments, which will directly relate to higher passing rates on ILEARN. We will also review correlation between STAR math and NWEA math scores to determine how well the two tests correlate and which program best predicts ILEARN passing rates.

Strategies for School-wide Improvement 2021-2022 Focus

1. Parent Information – Parents are provided information about important events at school in the following ways:
 - a. Parent e-mail for receiving the daily announcements
 - b. Access to student grades through PowerSchool
 - c. Attendance letters sent home for students with five days of missed school
 - d. Use of Canvas and other tools on student IPADS
 - e. Implementation and update of Selma Middle School App.

2. Parents are given multiple opportunities to participate in activities both during and after school hours.
 - a. Chaperoning field trips
 - b. Help with sporting events
 - c. Assist with fundraisers
 - d. Assist with Science investigations
 - e. Guest speakers
 - f. Science club activities
 - g. National Day of Writing

- h. 6th grade Wax Museum
- i. 6th grade Chicago Trip
- j. 8th grade Washington DC trip

2. Professional Development – Professional development opportunities are twofold:

1. Teachers may participate in a book study group over the summer. Each year a different professional book is chosen for its relevance to middle school strategies and/or curriculum. Interested teachers receive a copy of the book and meet periodically throughout the summer to discuss the book and share ideas for implementing new strategies into the classroom.
2. Teachers are encouraged to attend conferences in areas of interest and which fall in line with the new requirements for licensure renewal.
3. Teachers will have significant ongoing training regarding all things IPAD related: NWEA, Canvas, Google Drive, Google Docs, etc. Teachers have been designated as Tech Leaders to lead professional development in this area. CLASS training will also be provided to all staff.

Selma Middle School Response to Intervention Strategies 2021-2022

Tier One: General Education

- Differentiating Instruction within the general education classroom when necessary.
- Any student may stay after school for tutoring by appointment with teachers.
- All SMS students—50 minute homeroom with an emphasis on homework daily homework completion and daily accountability. NWEA and Study Island will be used for remediation and enrichment during this time as well.
- 6th graders have one nine week rotation of ELA/math enrichment to improve areas of English and Math
- 7th graders have one nine weeks of Inquiry & Research Strategies enrichment
- 8th graders have one nine weeks of Personal Management
- Adaptive Physical Education is offered for students whose physical capabilities do not permit them to participate in general education P.E.

Tier Two: General Education Plus Remediation

- Audio-books for self-selected required reading are available as long as needed to any general education student who is not meeting reading expectations and who has the general education English teacher's permission.
- Students are able to access the RTI resource period when needed to work with a teacher one-on-one or in a small group when extra support is needed.

* Students will have an expanded use and emphasis on NWEA and Study Island as they pertain to measuring student progress, growth, and areas for remediation.

Tier Three: Special Education Services

- Audio-books for self-selected required reading are available as long as needed to all students with a diagnosed reading disability or who performs more than two grade levels below expected.
- One resource room hour per day is available to any student with an IEP by decision of the case conference committee in order to facilitate work completion and/or to have tests/quizzes read.
- Para support or a co-teacher is available in the general education classroom as determined by need each school year.
- Self-contained placements are also available at the discretion of the case conference committee.
- Special education students may enroll in adaptive P.E. at case conference committee discretion.

Professional Development

The Liberty-Perry Community School Corporation will support the continued professional development of all staff by providing them with the resources they need to stay current in their field and implement best practices in teaching and learning.

Implementing Career Awareness and Career Development Education Curriculum

Selma Middle School is in its second year of offering Project Lead the Way (PLTW) courses to students in all three grade levels. Through courses in Design and Modeling, App Creations, and Medical Detectives, we are providing students with opportunities to learn about careers that may interest them in their futures. We also have chosen these courses knowing that it will give our students opportunities to learn about potential graduation pathways that they will get to choose when entering high school. Additionally, students in eighth grade are able to take Personal Management, which is a class that focuses on real-life application skills that pertain to daily life when students enter high school, college, and the workforce.

Cultural Competency

Through monthly CLASS lifelines, students are taught to be empathetic, positive, hard-working individuals who care for those around them, regardless of one's physical appearance. Teachers and the school counselor focus on social-emotional learning to ensure that all students feel safe, secure, and well-represented while attending Selma Middle School. Staff will continue to receive

professional development through CLASS training, which will focus on social-emotional learning and positive reinforcement within the classroom.

Students at Selma Middle School are given unique opportunities throughout their middle school years to attend several different field trips. These trips include going to Chicago and Washington D.C., attending a dinner theatre show, field trips focused on specific times in history, and trips to state and local parks. Through these experiences, our students are provided with the opportunity to expand their horizon to the world around them.

Student Accountability Policy

The determination of retention will be made at the administrative level on an individualized basis. The general criteria for retention are failing grades, obtaining a score below the cut level on the ILEARN, attendance rate, and disciplinary actions taken during the school year. The principal will hold individual conferences with the student and their parents/guardians to determine eligibility to move to the next grade level.

Bullying Policy

Selma Middle School will have a policy on file and available for review to address concerns and legislation regarding bullying in our schools. Students and staff will receive ongoing education on the subject and everything within the schools power will be done to ensure a safe learning environment for students. The Liberty-Perry School Corporation anti-bullying policy is located on the website as well as individual school policies on their websites.

Principal's signature _____ *Date* _____

LPCTA rep _____ *Date* _____