2023-2024 SCHOOL IMPROVEMENT PLAN

Greendale Middle School (1209)
Lawrenceburg Community School Corp

INSPIRE SUCCESS

School Improvement Institute (SI2)

Apr 6, 2023

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OVERVIEW

This school improvement plan was developed using a vision-based and data-driven process called *Vision-to-Action*. In addition to containing the interventions our school and community identified as key to raising student achievement and closing achievement gaps in our school, this plan contains interventions that meet the expectations of:

- Indiana Rules and Regulations

School Improvement Institute (SI2) review completed on April 6, 2023 at 08:33 AM

Organizational Structure

Many individuals were involved in the creation of this school improvement plan.

Steering Team

The **Steering Team** is comprised of educators, a parent, and a business representative. The Steering Team's role is to help the School Improvement Council 1) analyze data, 2) discuss key questions related to school improvement planning in an open and honest manner, and 3) reach consensus in decisions related to school improvement.

Name	Position	Steering Team Point Position
Leigh Ann Craig	School Counselor	Achievement Data, Root Cause Data
Shannon Craig	Economic Development	
Brice Darling	Other	
Jennifer Fischer	Teacher	Student Body
Jayme Herbert	Principal	Council Consensus, Council Discussion
Heather Scribner	Parent	
Gayle Stafford	Teacher	Intervention Development

School Improvement Council

The **School Improvement Council** is made up of educators, parents, and representatives of community stakeholder groups. Educators include teachers, counselors, administrators, and others. All parents were invited to be part of the council. The role of the School Improvement Council is to 1) analyze data, 2) discuss key questions related to school improvement planning in an open and honest manner, and 3) reach consensus for decisions related to school improvement.

Name	Teacher	Parent	Other Stakeholder Group(s)	Name	Teacher	Parent	Other Stakeholder Group(s)
Steve Ahaus		⊘		Stephanie Hussung		⊘	
Andrea Atkins		⊘		Alllison Johnson	⊘	⊘	
Jen Barrett		⊘		Eric Johnson		⊘	
Jennifer Barrett		⊘		Lori Kaffenberger	⊘		
Michelle Berglund	⊘			Gina Lewis		⊘	
Nicole Berry		⊘		Crystal Lynam		⊘	Youth service organization representative, Agency representative, Instructional School Support Staff Person
Megan Borgmann	⊘						
Nicole Bosch		⊘					
Janice Bostick	⊘			Mike Manford	⊘		
Austin Bowling			Local government representative	Matt McCool	⊘		
Carol Bray	⊘			Patti McCreanor		⊘	
Maureen Brayton		⊘		Sarah McMullen	⊘	⊘	
Pam Bushman			Instructional School Support Staff Person	Kelly Meyer	⊘		
				Conner Miles	⊘		
Jennifer Cash			Other	PAUL O'BRIEN		⊘	
Kim Cherry			Instructional School Support Staff Person	shana opatry hughes		⊘	
Kelli Combs		⊘		Misti Peak		⊘	
Nikki Cornett		⊘		Jeanie Phillips		⊘	
Leigh Ann Craig		⊘	Counselor	Mike Pratt	⊘		
Shannon Craig			Business representative	christa Quicksall			Other
Brad Cutter	⊘			Lauren Reade	⊘		
Brice Darling			Administrator	Jaclyn Reynolds	⊘		
Elise DeRuby	⊘			Heather Scribner	⊘	⊘	
Tracey Evans			Instructional School Support Staff Person	David Sheeley	⊘		
Judy Ferguson			Non-Instructional School Support Staff Person	Diana Slayback		⊘	
				Michelle Smith		⊘	
Jennifer Fischer	⊘			Gayle Stafford	⊘		
Anita Gaines			Instructional School Support Staff Person	James Stevenson	⊘		
				Jennifer Stoecklin		⊘	
Paula Gorman		⊘		Bryce Stonefield	⊘		
Emily Greve	⊘			Lisa Taylor		⊘	
Jed Hadley		⊘		Pamela Taylor		⊘	
Ethan Hall			Instructional School Support Staff Person	Mary Tighe	⊘	⊘	Youth service organization representative
Harry Hanneken			Instructional School Support Staff Person	Nick Tremain	⊘		
Shannon Hastings	⊘			Jennifer Walker	⊘		
Jessica Heidorn		⊘		Melissa Watkins		⊘	Business representative, Community foundation representative, Youth service organization representative
Jayme Herbert			Administrator				
Ginny Hizer		⊘					
Eric Hostetler	⊘			Kellie Watson			Administrator
Amber Humble	⊘			Mark Wessinger		⊘	
				Jenna Williams		⊘	Counselor
				Tori Zeek	⊘		

Student Body

The **Student Body** includes every student enrolled in the school. The role of the Student Body is to 1) review data, 2) discuss key questions related to school improvement planning in an open and honest manner, and 3) provide input for the School Improvement Council.

School Improvement Process

Those involved in developing this School Improvement Plan participated in a series of discussions related to the Vision-to-Action process:

Discussion 1: Rationale for Raising Student Achievement
Discussion 2: Common Vision for High Student Success
Discussion 3: Data Analysis & Achievement Goals
Discussion 4: Data Analysis & Root Causes
- Academic expectations
- Curriculum content
- Instructional practices
- Classroom assessment
- Extra help
- Student guidance
- Learning environment
Discussion 5: Interventions

Data-Driven Decision-Making

The Vision-to-Action improvement process relies heavily on data as a foundation for decision-making.
1. Achievement Data – To what degree are students prepared for success at the next educational level, and ultimately for success in postsecondary education and a global economy?
2. Root Cause Data – What conditions in the school and community interfere with student achievement?
3. Intervention Data – Is the intervention having the desired impact on adults and students?

Implementation Window

Our school and community will be implementing this plan during the 2023-2024 school year. Questions about the School Improvement Plan should be directed to the building principal.

SCHOOL IMPROVEMENT PLAN COMPONENTS

PART 1: Vision

The Vision Statement was developed by teachers, parents and community members serving on the School Improvement Council with input provided by the student body. The foundation of the statement identifies the core convictions upon which this school improvement plan is built and answers the question, "What do our students deserve in order to be successful learners, responsible citizens, and productive members of a global economy?" The second part of the vision statement describes ideal adults who are striving to provide students with the things they deserve in order to achieve at a rigorous level. The third part of the vision statement describes ideal students in a school and community where adults live by their convictions. The last part of the vision statement includes ideal data that represent the community's dreams. This lofty data serves as the focal point for the remainder of the school improvement plan and requires the school and community to work toward every student succeeding at a high level.

OUR VISION STATEMENT

We believe all students deserve:

We believe that all students should have an equal opportunity at a high quality and meaningful education. The environment should be safe, structured, and caring. Students deserve to have a curriculum based upon the Indiana Academic Standards but advanced through a variety of activities, teachers who are well-trained and teach with compassion and dedication. Students should be respected and praised for a job well done.

Students should be expected to behave in a way that shows respect to their peers, parents, and teachers. Students should be attentive in the classroom, participate in classroom discussions, and work with their peers to learn. Students should be self-motivated and strive to do their best. Students should attend school every day so they do not miss out on instruction.

Students deserve to be challenged and engaged in all courses, whether they are academic or electives. Engaging students in critical thinking within the classroom by utilizing a variety of instructional strategies. Students deserve to be taught skills and problem solving techniques that will prepare them for activities outside the school (example problem solving, cooperative learning, use of technology, and project-based learning).

Our expectations of students should be clear and concise. Students should know what is expected of them both academically and behaviorally. Students deserve to have a voice and be active in their education when it comes to rules, expectations, and consequences.

Students also deserve to have a support system to assist them if they are having difficulty in a class, issues with other students, or questions about career planning. Students should have family that respect them, praise them for a job well done, expect daily attendance, and guide behavior. Students should be influenced by positive role models, such as teachers and community members that keep them focused on the goals set forth by the school.

Students deserve to have teachers that are prepared with lessons integrating technology in all aspects of the curriculum. Students use a one-to-one device within the classroom and demonstrate proper use of technology integrated with the curriculum being taught.

Effort is important for students to be successful at Greendale Middle School. Students should maintain a positive, considerate, and respectful attitude toward each other and toward the staff.

All adults in our community are living by these core convictions daily and as a result, show the following attitudes and actions:

Students should have educators that are professional in their presentation of instruction. The educators should be looking at data from all assessments (homework, quizzes, tests, projects (hands on and group), and problem solving situations) to base the direction of learning. Students deserve to have teachers who instruct them on problem solving, social skills, and study habits. Students deserve to have educators who teach them to communicate in a variety of different ways.

Educators should also develop a caring, responsible, and accountable environment where students can be successful. Deadlines should be set and met by educators and students. Educators should return assignments in a timely manner with detailed feedback that allows for growth. Students and educators should develop clasroom and individual goals for themselves to accomplish in every class throughout the year. Educators should have grades updated on STI for feedback and communication with parents. Educators should hold students accountable for their behavior and have clear, concise, and immediate consequences for negative behavior without further reminders or threats.

Educators expect that when students arrive in class each day, they come prepared this includes bringing all educational materials and completed homework. Students deserve an educator who is equally prepared with a lesson plan and a variety of strategies for teaching students the curriculum. Teachers should consider themselves academic coaches or mentors who guide students in good decision making. Educators should be caring and responsible towards students. We will not accept excuses from any stakeholders when it comes to the education of our students.

Parents and community members play a significant role in the outcome of our students. Parents should check for completion of homework and expect their child to attend school daily. Parental communication with educators is welcomed as a way to help the student's improve. Community members recognize the work that is being done at Greendale Middle School is benefiting the future of Lawrenceburg. Community members should assist students in career planning, job opportunities, and work in cooperation with the school to discuss curriculum, data from assessments, and how the community can better serve the school.

In this environment where all adults are living by their core convictions, all students:

With hard work and dedication on the part of all stakeholders, we feel that we can create many opportunities for students to be successful. As stakeholders, we have high expectations for our students to put forth their best efforts academically and behaviorally. We also have high expectations for ourselves as educators, to provide students with a caring, disciplined work environment and a quality education. With students, parents, educators, and community support working together toward these goals, test scores, school culture and students' futures will measurably improve.

All students will show growth on the state testing in Math and Language Arts. All students taking the end of course assessment in Algebra will pass. We stress to students that everyone needs to set goals to get education after high school not limited to college. We are increasing our requirements in homework completion and that will influence the amount of students demonstrating success in the classroom. We want to increase the amount of credits GMS students can earn before entering LHS.

As a result of these efforts, our school's student achievement data is as follows:
- % of students who Demonstrate Growth on State Testing: 90%
- % of students who Receive Post-Secondary Education: 90%
- % of students who C Average or Better: 75%
- % of students who Homework Completion: 90%
- % of students who Exit GMS with 2+ High School Credits: 70%

PART 2: Academic Goals

The academic goals were established after a thorough analysis of multiple achievement data assessments including the state math assessment, state English / language arts assessment, student mastery of each Indiana College and Career Readiness Standards, and report card grades. A full list of academic assessments is found in the Root Cause Self Study Excerpts section of this plan. Note: Other types of data are discussed in the Comprehensive Needs Assessment / Root Causes section of this plan.

The School Improvement Council (including teachers, parents, and community members) and Student Body were involved in the analysis of the achievement data. The following questions were addressed during the data analysis.

- How does this data compare to our vision (ideal) data?
- What specific data fields disturb us?
- What specific data fields please us?
- Where do we observe achievement gaps?

Using a consensus based decision-making model, the School Improvement Council (including parents) first identified a small number of **Focus Areas** (FA). These are <u>broad</u> academic areas on which the school and community agreed to focus their energy in the coming year.

Next, the School Improvement Council members "drilled down" the data within the FAs and created <u>specific</u> **SMART Goals** focused on specific courses, academic standards, and/or student groups that, if improved, would impact the broad FA. Both the FAs and the SMART Goals are listed below.

Once the SMART goals were developed, the student body was asked to identify the SMART goals the school should address.

Finally, the School Improvement Council established a data target for each SMART Goal that the students, teachers, parents and community would strive to reach by the end of following school year. The data targets fall between the current student data and the vision (ideal) data.

Description of the Gaps Identified between the Vision and the Achievement Data Report:
Our vision is where we want all students to succeed. Although we are seeing growth we are seeing low passing scores.

IMPORTANT: Each Focus Area (FA) is followed by its SMART Goal(s). The title for the FA indicates the FA focus, subject and student grades. The numbers in the tables reflect baseline data for past years and the target data for future years. The "vision data" represents our ideal data. It is the mission of our school to work toward this ideal.

OUR GOALS

FA 1: Student Proficiency (Pass Rate) (English / Language Arts; 6, 7, 8; Bottom 25% and Special Education)

Description:
Our students are struggling on the state assessment in ELA

Specific Achievement Data:
Data shows that the overall language arts performance in grades 6-8 has increased. Increasing our overall performance in language arts to 80% increases the performance grade to a B and could also positively impact our growth in this area. We believe the root cause of PAI 2 is due to the absence of effective grade level review/instruction of academic standards in language arts for special needs students. In addition, we need to increase the instruction in reading comprehension and relating answers back to the text. Teachers indicate the students in this category often are behavior issues and miss instruction due to absences. Although we improved overall we would still like to aim for at least 80% mastery in all grade levels. Our Special Education Passing Rates are low in both ELA. We are wanting to improve growth and proficiency in this group.

Key Takeaways:
We need to continue to work on student writing skills and using multiple sources for them to compare.

SMART GOALS THAT IMPACT FA 1:

Percent student passing language arts on state test (Grades 6, 7, 8; Free/Reduced, Special Ed - IEP, Grades: C & D)

Grades:	6, 7, 8						
Demographics:	Free/Reduced, Special Ed - IEP, Grades: C & D						
Benchmark:	Percent student passing language arts on state test						
Completion date:	June 30, 2024						
Data:		Actual	Actual	Actual	Actual	Target	Target	Target
	Year:	2018	2019	2021	2022	2023	2024	2025
	Month:	May	May	May	May	May	May	May
	%:	74.4%	50.6%	46.2%	43.7%	70%	75%	77%

FA 2: Student Proficiency (Pass Rate) (Math 6, 7, 8; Bottom 25%, Special Education)

Description:
Our students are struggling on the state assessment in Math

Specific Achievement Data:
Data shows that the overall math performance in grades 6-8 has decreased. Increasing our overall performance in math to 80% increases the performance grade to a B and could also positively impact our growth in this area. We believe the root cause of PAI 2 is due to the absence of effective grade level review/instruction of academic standards in math for special needs students. In addition, we need to increase the instruction in math performance problems and multiple correct answers. Teachers indicate the students in this category often are behavior issues and miss instruction due to absences. Although we We would still like to aim for at least 80% mastery in all grade levels. Our Special Education Passing Rates are low in Math. We are wanting to improve growth and proficiency in this group.

Key Takeaways:
We need to continue to work on student basic math skills and using those in effective performance questions.

SMART GOALS THAT IMPACT FA 2:

Percent of students passing math on state test (Grades 6, 7, 8; Free/Reduced, 21st Century Scholar Participant, Special Ed - IEP, Grades: C & D)

Grades:	6, 7, 8					
Demographics:	Free/Reduced, 21st Century Scholar Participant, Special Ed - IEP, Grades: C & D					
Benchmark:	Percent of students passing math on state test					
Completion date:	June 30, 2024					
Data:		Actual	Actual	Actual	Target	Target	Target
	Year:	2021	2022	2023	2023	2024	2025
	Month:	May	May	May	May	May	May
	%:	30.4%	28.9%		70%	75%	77%

FA 3: Graduation Rate (Math; 6, 7, 8)

Description:
We feel students are struggling in math areas and it is ultimately affecting the graduation rate at LHS.

Specific Achievement Data:
Data shows that the overall math performance in grades 6-8 since the state testing changes have been less than 50% range. Increasing our overall performance in math to 80% increases the performance grade to a B and could also positively impact our growth in this area. We believe the root cause of PAI 1 is due students needing to pay closer attention to the questions being asked focusing on multiple correct answers and showing work. Greendale Middle School has increased the class offerings to honors students because of this, students are tested on academic standards they were taught in previous years. To address this concern, we
continue to use Study Island to do reminder skills for ones covered in previous years. We have added ALEX as well. In addition, we need to increase the instruction in algebra functions and showing all their work. Teachers indicate the students in this category often are behavior issues and miss instruction due to absences. We are still aiming for the 80%. We are also working on student work ethic and grit.

Key Takeaways:
The scores are not improving as much as expected on state testing even though we are seeing gains on NWEA.

SMART GOALS THAT IMPACT FA 3:

Growth of students on NWEA and state test in Math (Grades 6, 7, 8; All Students)

Grades:	6, 7, 8					
Demographics:	All Students					
Benchmark:	Growth of students on NWEA and state test in Math					
Completion date:	June 30, 2024					
Data:		Actual	Actual	Actual	Target	Target	Target
	Year:	2021	2022	2023	2024	2025	2026
	Month:	May	May	May	May	May	May
	%:	25.1%	24.7%		50%	55%	60%

PART 3: Root Causes (Comprehensive Needs Assessment)

Root Causes are situations that are interfering with learning and achievement. Root causes within the school and community were identified by the School Improvement Council after studying two types of root-cause data and reviewing input from the student body.

The root-cause data included:

1. Surveys
   a. Survey of all students with results disaggregated by gender, free-reduced lunch status, race/ethnicity, and parental postsecondary attendance status. Survey of parents, faculty, and community members.
   b. Survey items asked participants to identify whether or not best educational practices were in place with regard to a) expectations, b) curricular rigor, c) instruction, d) classroom assessments, e) extra help, f) student guidance, and g) the learning environment.
2. Short answer question responses completed by school personnel regarding the degree to which the school was implementing best educational practices with regard to a) expectations, b) curricular rigor, c) instruction, d) classroom assessments, e) extra help, f) student guidance, and g) the learning environment.

Discussion:

The student body was asked to respond to an open ended question below. Their responses were provided to the School Improvement Council.

- "What is interfering with learning at our school?"

After reviewing the students' input and the root-cause data, the School Improvement Council was asked to respond to two questions:

- What data indicate an area that is interfering with students' ability to reach our SMART goals?
- What data indicate an area that is interfering with a specific student group's ability to reach our SMART goals?

OUR ROOT CAUSES

SMART Goals →

↓ **Root Causes**

Root Causes	1. general root causes that affect all smart goals	2. percent student passing language arts on state...	3. percent of students passing math on state test...	4. growth of students on nwea and state test in ...
Does at least one Root Cause address this SMART Goal?	yes	no	no	no
Lack of data use and knowledge by all stakeholders Evidence: Staff and Parent Interactions	✓			
Student Overuse of Devices Evidence: Student and Staff Surveys	✓			
Student behavior distractions in class Evidence: Student and Staff Surveys	✓			
Stakeholders understanding of standards, instruction, and assessments for all Evidence: Parent and Student Surveys indicated there is a gap between standards, instructions, and assessments. Staff assessments indicate they are teaching standards based curriculum.	✓			
Attendance Evidence: Students with attendance issues are not scoring well on ISTEP and/or showing typical or high growth on ISTEP and NWEA.	✓			
Students in special education classes are not getting rigor of instruction on grade level standards necessary to pass state testing. Evidence: We are seeing high growth but not increased pass rate for students on state testing and NWEA.	✓			
Students in advanced classes are not getting rigor of instruction on grade level standards necessary to show high growth. Evidence: Students in the advanced classes pass state testing but don't usually demonstrate high growth.	✓			

Full Text of SMART Goals

1. General root causes that affect all smart goals
2. Percent student passing language arts on state test (Grades 6, 7, 8; Free/Reduced, Special Ed - IEP, Grades: C & D)
3. Percent of students passing math on state test (Grades 6, 7, 8; Free/Reduced, 21st Century Scholar Participant, Special Ed - IEP, Grades: C & D)
4. Growth of students on NWEA and state test in Math (Grades 6, 7, 8; All Students)

PART 4: Interventions

The Student Body was asked to brainstorm potential interventions for each root cause. Their thoughts were shared with the School Improvement Council.

In addition to interventions suggested by the Student Body, the School Improvement Council researched and reviewed interventions for each root cause using several sources including the SI2 searchable database of interventions. The Council then selected the interventions that would be implemented in the coming year based on the intervention's potential for addressing the root cause.

OUR INTERVENTIONS

After School Assistance

We will offer teachers to assist students who are struggling academically and those who need a structured place after school to complete work and get assistance with current work or skill development. Our special education teacher swill provide instruction and assistance after school as well. We will provide a snack and drink since the students will be staying after hours. We will also be utilizing this as a place for students who miss days or miss work to make up time and get assistance.

Attendance

Parents will be issued letters at 2, 4, 8 days. We will put students on attendance contracts developed at the district level for absences and tardies. The attendance policy is located in the online handbook on the website http://www.greendale.lburg.k12.in.us/) and the physical handbook. We also put them on contracts for tardies. If virtual continues we will put them on for not attending class.

Big Brother Big Sisters

The mentoring program will continue this year with our partnership with Big Brothers/Big Sisters of the Greater Cincinnati Area. Students will be identified by classroom teachers, parents, and the guidance counselor. Students will be paired with a "Big" who will provide guidance with homework, social interaction, and career planning. Schedules are created at the start of the year so the mentor time does not conflict with any core subjects. The mentors discuss the student's attendance and academic success and struggle with the mentee.

The "bigs" are trained through interviewed for about an hour, then they do an online training, then they do a group training. The training deals with confidentiality, what their role is i.e. not a counselor, not a parent. What would need to be reported? What traits of good leaders and role models are?

College and Career Readiness

We are moving a class from LHS to GMS for all 8th graders to get introduced to the Pathways for Graduation. The students will be introduced to the different pathways and guest speakers will be brought in to address a variety of professions.

Computer Based Skills Development

GMS will utilize a computer based program to help students drill down on specific skill deficits working towards mastery. Students will complete activities on an individual level. Students in advanced courses will complete assignments on the grade level they will be testing in addition to advanced skills. Special education students will complete assignments on their skill level in order to reach grade level. We will use Study Skills time to complete the activities. Students are also able to access this in the summer and when absent to allow for additional skills practice even on breaks and absences.

We also utilize keyboarding instruction. We are working on increasing the rigor of this program due to testing being an online format.

Differentiated Instruction for Math and Reading

Teachers developed activities to engage students in their learning using different techniques than the paper-pencil method of teaching. Teachers will share ideas with other content areas for improving skills in their areas. Students will be identified for intervention based upon grades, testing scores, and state testing scores from the previous year. Intervention times will take place during study skills, math enrichment and reading classes. Students will complete some assignments using technology and paper pencil. Most students will be working at grade level. Advanced and special education students will be splitting their time between grade level skills and performance level skills. Staff will utilize state testing and NWEA testing to determine skill gaps and give assignments and mini lessons based on those gaps.

Digital Data Sharing

We continue to use the same information we used in the physical data room to look at a students performance and achievement data; but we are transitioning to all online and shared. We identify any student whose attendance or behavior is an issue. We factor behavior, effort, and attendance into the data room discussions. We use Google Shared Docs and Sheets as well as Pivot. Parents and students will be notified of scores and their meaning more often. In regards to special education students it will be discussed at the annual IEP meeting. We will also be utilizing the information for discussions with parents and students when scheduling for the next year.

Extended Graduation Plan

Students in grade 6- 8 will create or update an Indiana Graduation Plan annually, the plan is part of the students permanent record, and the plan includes a statement of the student's intent to graduate and an acknowledgement of the importance of good citizenship, school attendance, and diligent study habits. In addition to this plan, the guidance counselor of Greendale Middle School, along with the business teacher, will provide the opportunity for students to participate in career planning. The planning will be updated annually in either the business class or by the guidance counselor. The importance of this plan is to provide the student the opportunity to set goals for the future, including an intent for graduation from high school and exploration of career plans. Students will research the required education for each of their goals. Utilizing computer websites to identify areas of interest will be done in the business classroom. The guidance counselor will provide information to students about different careers and college choices starting in the 6th grade. This plan will be followed up on a yearly basis by counselor and business teacher to involve them further in their graduation plan and thus where their lives will take them past high school. In addition, students will be informed of the importance of exemplary behavior, good attendance, and proficient study habits that will help them reach their maximum potential. Community members volunteer and participate in Career Day. We changed this year to make a Career Week to allow more parent involvement. We completed this during study skills to avoid class disruption.

We also offer parent meetings for transition, IEPs and honors classes to make sure we are getting students appropriately placed.

We are also looking at creating field trips to colleges and job shadowing opportunities.

Handbook

We have worked as a staff with parent and student input to rewrite the student handbook with an emphasis on attendance regulations and consistent discipline expectations and consequences. Students were involved through student council and surveys. Parents will still be able to access the agenda online as well at http://www.greendale.lburg.k12.in.us/. We added specific discipline for overuse of devices.

We go over the handbook at the start of the year with all students.

Homework Policy

Teachers, administrators, students, and parents collaborated to develop a rigorous and consistent homework policy that will be implemented by all teachers at GMS. One of the hurdles was creating a program to transition

students between CES and LHS. All teachers had input in developing this plan addressing the needs of our students. Our goal is to reduce the number of missing assignments turned in to each teacher and raise teacher expectations of students. We settled on 70/30 split. Although we had a few issues overall this past year it did align grades more with the students abilities and we want to continue one more year before making a change. Parents are informed of the expectations in the family meetings and handbook.

ILEARN Practice

We will divide students up once a week into their testing sites to practice real time testing setting situations. We will use released items as our basis of the instruction. We will follow a two hour delay schedule on those days and the teachers will discuss the questions in their appropriate classes throughout the remaining portion of the day. During this time we utilize the type of testing environments the students will be accustomed. We are able to give the students the opportunity to become familiar with writing for longer than 45 minute class period. We utilize digital clocks in all sites. We provide a variety of possible prompts. Advanced and special education complete activities on their grade level standards.

We have a family night where parents are invited in to see updates to the test for the year and encourage students to succeed.

Math Remediation

This ongoing strategy will be part of the Tier 3 initiative of RtI. Students will be identified through grades, ILEARN scores, and classroom performance by teachers of math. Students struggling in these courses and +/- 20 points on ILEARN will be placed into the Math Enrichment where extra instructional time, test taking strategies, and remediation will take place.

Parent Communication

Teachers are asked to send weekly grade level newsletters to parents to keep them up to date on important information for the upcoming week. They will indicate expectations, upcoming assessments and projects, and standards they are discussing.

Parents will be notified via letters and also in person meetings on student attendance.

We will have opportunities for parents to get training on PowerSchool and Google Classroom.

Reading Remediation

This ongoing strategy will be part of the Tier 3 initiative of RtI. Students will be identified through grades, ILEARN scores, and classroom performance by teachers of language arts. Students struggling in these courses and +/- 20 points on ILEARN will be placed into the Reading Lab where extra instructional time, test taking strategies, and remediation will take place.

Social Emotional Activities

We have had PD throughout the year on ACES and Social Emotional Needs to kids and adults. We will be creating activities to implement in study skills class. The teachers and students will also be introduced to The Leader in Me concepts. Our goal is to continue to address the Seven Habits of Effective Teens in study skills class as well as PD with a focus on the first three habits as foundations.

PREPARATION

To prepare for successful implementation of the interventions outlined above, the School Improvement Steering Team developed several plans including a Professional Development Plan and an Intervention To-Do List.

PART 5: Professional Development Summary

Alignment with the School Improvement Plan: The Professional Development Summary is directly aligned with interventions found in the School Improvement Plan.

Effective Learning Process: The Professional Development Summary was written by teacher-leaders and includes activities that will help teachers develop the knowledge and skills needed to successfully implement the interventions listed in the School Improvement Plan. The plan includes a variety of formats for professional development. Activities have been embedded in the school day as appropriate.

Professional Growth Environment: Each intervention is supported by the Steering Team. Steering Team members are responsible for 1) writing (with support from colleagues) an intervention plan including on-going professional development activities, resource and funding procurement, and evaluation activities, 2) providing on-going mentoring to their colleagues in the implementation of the intervention, 3) analyzing the effectiveness of the intervention, and 4) making a recommendation to the School Improvement Council with respect to whether or not the intervention should be sustained.

OUR PROFESSIONAL DEVELOPMENT SUMMARY

Professional Development Title	Learning Style	During Contract Hrs	Implementation Date	Introduction	Preparation	Early Use	Routine Use
Intervention: Computer Based Skills Development							
NWEA	Auditory	⊘	Mon, Aug 14, 2023	⊘	⊘	⊘	⊘
NWEA	Auditory	⊘	Mon, Sep 11, 2023	⊘	⊘	⊘	⊘
NWEA	Auditory	⊘	Mon, Jan 8, 2024	⊘	⊘	⊘	⊘
NWEA	Auditory	⊘	Fri, Apr 12, 2024	⊘	⊘	⊘	⊘
Intervention: Digital Data Sharing							
Monthly Grade Level and BiWeekly Content Team Meetings	Kinesthetic	⊘	Mon, Aug 12, 2024	⊘	⊘	⊘	⊘
Intervention: Math Remediation							
Study Island and NWEA Training	Kinesthetic	⊘	Thu, Aug 17, 2023	⊘	⊘	⊘	⊘
Intervention: Big Brother Big Sisters							

Big Brothers Big Sisters Training	Auditory	✓	Mon, Aug 12, 2024	✓	✓	✓	✓

Intervention: ILEARN Practice

ILEARN Logistics	Kinesthetic		Mon, Mar 25, 2024	✓	✓	✓	
ILEARN Logistics	Kinesthetic		Mon, Apr 8, 2024	✓	✓	✓	
Test Security	Auditory		Mon, Sep 11, 2023				✓
Test Security	Auditory		Mon, Apr 8, 2024				✓

Intervention: Reading Remediation

Study Island and NWEA Training	Visual	✓	Mon, Aug 14, 2023	✓	✓	✓	✓

Intervention: Differentiated Instruction for Math and Reading

Study Island Training	Kinesthetic		Mon, Aug 19, 2024	✓	✓	✓	✓

Intervention: Social Emotional Activities

Seven Habits of Effective Teens Review Staff	Auditory	✓	Mon, Sep 11, 2023				✓

PART 6: Interventions Task List

As needed, a detailed task list was developed that includes activities related to 1) intervention evaluation, 2) professional development, 3) resource securement and 4) funding securement. The Steering Team will go over the intervention task list with the entire faculty. Throughout the year, the Steering Team will check off each task as it is completed. At the end of the first semester, the Steering Team will present the percentage of completed activities to the School Improvement Council. If the tasks were not fully implemented, the Steering Team will facilitate a discussion about changes that will occur during the second semester to ensure that all tasks are completed.

OUR INTERVENTIONS TASK LIST

Date	Intervention	Prep Area	Task	Person Responsible
Mon, Aug 14, 2023	Computer Based Skills Development	Professional Development	NWEA	Andrea Spaeth
Thu, Aug 17, 2023	Math Remediation	Professional Development	Study Island and NWEA Training	Andrea Spaeth
Mon, Sep 11, 2023	Social Emotional Activities	Professional Development	Seven Habits of Effective Teens Review Staff	Leigh Ann Craig
Fri, Dec 29, 2023	Big Brother Big Sisters	Funding	Fundraising	GMS Staff and Students
Mon, Jan 8, 2024	Computer Based Skills Development	Professional Development	NWEA	Andrea Spaeth
Mon, Mar 4, 2024	Math Remediation	Evaluation	Collect Follow Up Data	Remediation Staff and Office Staff
Mon, Mar 18, 2024	Extended Graduation Plan	Evaluation	Collect Follow Up Data	Counselors (GMS and LHS)
Mon, Mar 25, 2024	ILEARN Practice	Professional Development	ILEARN Logistics	Jayme Herbert
Mon, Mar 25, 2024	Reading Remediation	Evaluation	Collect Follow Up Data	Remediation Staff and Office Staff
Sun, Mar 31, 2024	Big Brother Big Sisters	Evaluation	Collect Follow Up Data	BBBS Liaison
Mon, Apr 8, 2024	ILEARN Practice	Professional Development	Test Security	Andrea Spaeth
Fri, Apr 12, 2024	Computer Based Skills Development	Professional Development	NWEA	Andrea Spaeth
Mon, May 27, 2024	Digital Data Sharing	Evaluation	Collect Follow Up Data	All Staff
Mon, Jun 3, 2024	Computer Based Skills Development	Funding	Write IDOE Grant	Andrea Spaeth
Mon, Jul 15, 2024	Differentiated Instruction for Math and Reading	Funding	Purchase Order and Grant	Andrea Spaeth
Mon, Jul 22, 2024	Differentiated Instruction for Math and Reading	Resources	Typing Program Purchased	Andrea Spaeth
Mon, Aug 12, 2024	Digital Data Sharing	Professional Development	Monthly Grade Level and BiWeekly Content Team Meetings	Jayme Herbert
Mon, Aug 19, 2024	Differentiated Instruction for Math and Reading	Professional Development	Study Island Training	Andrea Spaeth

APPENDICES

Appendix A: School Improvement Plan Summary - Crosswalk

This report shows the relationship between the SMART Goals, Root Causes, and Interventions. For each SMART Goal, the report shows 1) Root Causes that, when successfully addressed, will positively impact the SMART Goal; and 2) the Interventions that will enable the school to successfully address the Root Causes.

GENERAL Root Causes that affect all SMART Goals

Root Causes →

↓ Interventions

Interventions	1. Lack of data use and knowledge...	2. Student Overuse of Devices	3. Student behavior distractions...	4. Stakeholders understanding...	5. Attendance	6. Students in special education...	7. Students in advanced classes...	External Expectations
Does at least one Intervention address this Root Cause?	yes	yes	yes	yes	yes	yes	yes	yes
Computer Based Skills Development	⊘			⊘		⊘	⊘	⊘
Digital Data Sharing	⊘			⊘		⊘	⊘	
Handbook		⊘	⊘		⊘			⊘
Math Remediation	⊘			⊘		⊘		⊘
Big Brother Big Sisters			⊘		⊘			⊘
Extended Graduation Plan	⊘			⊘				⊘
Homework Policy	⊘			⊘				⊘
ILEARN Practice	⊘			⊘		⊘	⊘	⊘
Reading Remediation	⊘			⊘		⊘		⊘
Attendance					⊘			⊘
Differentiated Instruction for Math and Reading	⊘			⊘		⊘	⊘	⊘
Social Emotional Activities		⊘	⊘		⊘			⊘
College and Career Readiness								⊘
Parent Communication	⊘			⊘				⊘
After School Assistance					⊘	⊘		⊘

Full Text of Root Causes
1. Lack of data use and knowledge by all stakeholders

2. Student Overuse of Devices

3. Student behavior distractions in class

4. Stakeholders understanding of standards, instruction, and assessments for all

5. Attendance

6. Students in special education classes are not getting rigor of instruction on grade level standards necessary to pass state testing.

7. Students in advanced classes are not getting rigor of instruction on grade level standards necessary to show high growth.

Grades 6, 7, 8; Free/Reduced, Special Ed - IEP, Grades: C & D; Percent student passing language arts on state test

Root Causes →

↓ **Interventions**

	External Expectations
Does at least one Intervention address this Root Cause?	yes
Computer Based Skills Development	⊘
Digital Data Sharing	
Handbook	⊘
Math Remediation	⊘
Big Brother Big Sisters	⊘
Extended Graduation Plan	⊘
Homework Policy	⊘
ILEARN Practice	⊘
Reading Remediation	⊘
Attendance	⊘
Differentiated Instruction for Math and Reading	⊘
Social Emotional Activities	⊘
College and Career Readiness	⊘
Parent Communication	⊘
After School Assistance	⊘

Grades 6, 7, 8; Free/Reduced, 21st Century Scholar Participant, Special Ed - IEP, Grades: C & D; Percent of students passing math on state test

Root Causes →

↓ **Interventions**

	External Expectations
Does at least one Intervention address this Root Cause?	yes
Computer Based Skills Development	⊘
Digital Data Sharing	
Handbook	⊘
Math Remediation	⊘
Big Brother Big Sisters	⊘
Extended Graduation Plan	⊘
Homework Policy	⊘
ILEARN Practice	⊘
Reading Remediation	⊘
Attendance	⊘
Differentiated Instruction for Math and Reading	⊘
Social Emotional Activities	⊘
College and Career Readiness	⊘
Parent Communication	⊘
After School Assistance	⊘

Grades 6, 7, 8; All Students; Growth of students on NWEA and state test in Math

Root Causes

↓ Interventions

	External Expectations
Does at least one Intervention address this Root Cause?	yes
Computer Based Skills Development	⊘
Digital Data Sharing	
Handbook	⊘
Math Remediation	⊘
Big Brother Big Sisters	⊘
Extended Graduation Plan	⊘
Homework Policy	⊘
ILEARN Practice	⊘
Reading Remediation	⊘
Attendance	⊘
Differentiated Instruction for Math and Reading	⊘
Social Emotional Activities	⊘
College and Career Readiness	⊘
Parent Communication	⊘
After School Assistance	⊘

Appendix B: Root Cause Self Study Excerpt

This excerpt provides root cause information required by PL221 and, if applicable, Title I.

Short Answer Questions 2022-2023

Indiana Rules and Regulations

A	Where is the public copy of your school's curriculum located? (PL221) Please use data from 2022-2023	Website
B	What rules or statutes would you like to waive in order to promote student learning? (PL221) • Identify the specific statute and and/or rule you wish to waive. • Identify the educational strategies this waiver would allow you to implement that could not be implemented under current statute and rule. • Explain the benefit to student achievement. • Describe the evaluation process that would be used to measure the success of these strategies. Please use data from 2022-2023	none
C	Are your school's attendance rates supportive of learning? What activities will you implement next year to increase or maintain your attendance rate? (PL221) Please use data from 2022-2023	Attendance Contracts and a K-12 Attendance Policy
D	List the titles of the assessment instruments that are used in addition to ILEARN, IREAD-3, and ISTEP. Give a brief description of each. (PL221) Please use data from 2022-2023	NWEA Math & Reading

Appendix C: Continuous Improvement Timeline

The SI2 School Improvement Planning Process operates on a three year cycle and includes leadership team development followed by the development of key components of the school improvement plan as outlined above.

Our school was in Update 2 for the 2022-2023 school year.

	ORIGINAL PLAN	REVIEW & REVISE		
	Start Up	**Update 1**	**Update 2**	**Update 3**
Aug		Begin Implemention of Interventions	Begin Implemention of Interventions	Begin Implemention of Interventions
Sep				
Oct	Commit to SI2 Process	Recruit School Improvement Council & Establish Student Body Discussion Format ; Update Steering Team (if needed)	Recruit new Council Members & Update Steering Team (as needed)	Recruit new Council Members & Update Steering Team (as needed)
Nov	Recruit Steering Team	Update Achievement & Root Cause Data (surveys are optional)	Update Achievement & Root Cause Data (surveys are optional)	Revise Vision & Update Achievement & Root Cause Data (including Student, Faculty, Parent, and Community Surveys)
Dec	Create Organizational Structure / Learn About SI2	Mid-Year Intervention Implementation Evaluation	Mid-Year Intervention Implementation Evaluation	Mid-Year Intervention Implementation Evaluation
Jan	Collect Achievement Data & Root Cause Data (including Student, Faculty, Parent, and Community Surveys)	Achievement Goals Update	Achievement Goals Update	Achievement Goals Update
Feb	Write Vision Statement	Root Causes Update	Root Causes Update	Root Causes Update
Mar	Identify Achievement Goals Focus Areas and SMART Goals	Intervention Update	Intervention Update	Intervention Update
Apr	Identify Root Causes	Prepare to Implement Interventions	Prepare to Implement Interventions	Prepare to Implement Interventions
May	Select Interventions			
May Jun	Prepare to Implement Interventions detailed planning			