

**Union County/College Corner Joint School District**  
**Corporation #7950**

**Union County Middle School**  
**School #8206**

**School Improvement Plan**  
**2016-2017**

## **STATUTES AND RULES TO BE WAIVED**

None at this time

## **DESCRIPTION AND LOCATION OF CURRICULUM**

Copies of the corporation curriculum are located in the main office. Copies can also be accessed electronically for all teachers to use. The electronic version reflects year-long curriculum maps as well as unit and lesson plans. All curriculums are aligned with the Indiana Academic and College and Career Readiness Standards established by the Indiana Department of Education. As revisions of the standards occur, alignment continues to be examined and reevaluated as needed.

## **TITLES AND DESCRIPTIONS OF ASSESSMENT INSTRUMENTS TO BE USED**

Union County Middle School administers the Indiana Statewide Testing for Educational Progress (ISTEP+) in the spring of each school year in grades 6, 7, and 8.

The middle school will also administer quarterly computer-based Plato assessments. These assessments are designed to indicate student proficiency in math and language arts. The tests are aligned to the ELA and math standards. The overall intent of administering these quarterly assessments is to identify student deficiencies and give teachers the opportunity to focus on instructional strategies in content areas of need and to measure student growth and progress within and across grades. This is accomplished through the school wide response to intervention (RTI) program that provides remediation for students who need it and exploratory enrichment classes for those who do not need remediation. The Indiana Standards Tool for Alternate Reporting (ISTAR) is administered to assess growth with students that have been identified with severe cognitive disabilities.

Additional assessments include the use of Aleks, Academy, IXL, and Moby Max for math and ELA programs that are specifically designed to assist in matching student achievement gaps with appropriate learning activities. These additional assessments are critical for the school's RTI program. "The 6 + 1 Traits of Writing" is a model used to monitor and evaluate student writing throughout the school year.

## **PARENT INVOLVEMENT**

Communication between teachers and parents is made through written notes, mid-term and nine week grade reports, weekly newsletters, phone calls, emails, social media, and web pages. Several teachers have web pages or utilize social media to provide weekly assignments, important notices and dates, study tips and any other information that the teacher wishes to share. Parents have access to all staff email addresses for individual use.

Parent conferences will be held in October to discuss individual student progress. Union County Middle School encourages parents to continue to be involved in their student's middle school career by volunteering to chaperone at socials, field trips, and classroom extension opportunities.

## **SAFE AND DISCIPLINED LEARNING ENVIRONMENT**

At the beginning of the school year, teachers and students review school guidelines and student discipline expectations. Grade level teachers address minor discipline issues. More serious discipline concerns are referred to the building administrators.

A committee review of current corporation discipline practices resulted in a three year corporation plan for improving behavior and discipline within schools (IC20-26-5-32). Target goals are:

- 1) A reduction in school discipline referrals by 10%
- 2) Develop a list of family strengthening programs of sufficient quality to benefit our families
- 3) Utilize an alternative program to decrease the number of dropouts and expulsions by 20%

Building wide surveillance cameras record around the clock for safety and discipline management. Union County Middle School currently has twenty cameras that feed into two large screen displays in the main office. Additional cameras will be added during the 2016-17 school year.

Union County/College Corner Joint School District has developed an Emergency Management Guide that is used by staff to determine protocol for a variety of emergency situations. Monthly and quarterly drills are practiced for student preparedness. The middle school has a Crisis Team that meets quarterly to review protocol and procedures. The Crisis Team also meets on an as needed basis when emergencies arise.

## **TECHNOLOGY INITIATIVES**

There are approximately 300 plus computers and tablets in the middle school (nearly 1 per student). The building has wireless Internet access as well as hard wire access in each classroom. The technology department has slated adding access points, switches, and other enhancements to the wireless infrastructure as we transition into a one-to-one environment. There are four thirty station labs that are used for classroom support and achievement assessments. We now have access to Canvas, a learning management system, which will begin to be utilized instructionally starting in 2017-18. This will be a more viable instructional tool once we are one-to-one with student devices. Nearly every classroom is equipped with a ceiling mounted data projector,, document cameras, classroom clickers and smart board capabilities. Six mobile towers of 30 IPAD's each is used almost daily by teachers/students for various levels of instruction.

Technology is used almost daily to support instructional goals and objectives. Continued focus on building wide professional development will be implemented to assist staff. In-service time, faculty meetings, and grade level professional development opportunities will be offered throughout the school year.

## **RESULTS OF ISTEP+**

Union County Middle School students demonstrated passing summaries that surpassed or nearly surpassed state percentages in all curricular areas assessed.



### Spring 2016 ISTEP+ Passing Disaggregation Summaries (UCMS%/State%)

#### **English/Language Arts**

6 <sup>th</sup> grade	60.0%/66.3%
7 <sup>th</sup> grade	80.3%/67.5%
8 <sup>th</sup> grade	65.8%/61.8%

#### **Math**

6 <sup>th</sup> grade	57.3%/59.8%
7 <sup>th</sup> grade	73.0%/52.3%
8 <sup>th</sup> grade	64.9%/53.4%

#### **Social Studies**

7 <sup>th</sup> grade	71.0%/67.2%
-----------------------	-------------

#### **Science**

6 <sup>th</sup> grade	71.0%/65.1%
-----------------------	-------------

#### **Both ELA/Math**

6 <sup>th</sup> grade	49.1%/52.0%
7 <sup>th</sup> grade	67.2 %/47.9%
8 <sup>th</sup> grade	64.9%/46.7%

#### **School Total**

ELA 69.1% Math 65.3% Both 56.9%

#### **State Totals**

ELA 66.1% Math 58.9% Both 51.6%

**Performance Domain (511 IAC 6.2-10-4)**

	Grades 03-08		
	Pass Rate	Participation	Points
English/Lang. Arts	70.1 % (234/ 334)	100.0 % (348/ 348)	70.1
Mathematics	65.9 % (220/ 334)	100.0 % (348/ 348)	65.9

**Performance Summary**

	Points	Weight	Weighted Points
E/LA (Grades 3-8)	70.1	0.50	35.05
Math (Grades 3-8)	65.9	0.50	32.95
E/LA (Grade 10)	N/A	N/A	0.00
Math (Grade 10)	N/A	N/A	0.00
<b>Total Performance Points</b>			<b>68.0</b>

**Growth Domain (511 IAC 6.2-10-5)**

	Grades 04-08		
	Top 75% Growth	Bottom 25% Growth	Points
English/Lang. Arts	95.9	79.6	87.8
Mathematics	107.4	120.8	114.1

<b>Growth Summary</b>			
	Points	Weight	Weighted Points
E/LA (Grades 4-8)	87.8	0.50	43.90
Math (Grades 4-8)	114.1	0.50	57.05
E/LA (Grades 9-12)	N/A	N/A	N/A
Math (Grades 9-12)	N/A	N/A	N/A
<b>Total Growth Points</b>			<b>101.0</b>

Based on the above data, UCMS must target the class of 2022 to improve its math and ELA skills as they were the only group that had a passing rate below the state average in both math and ELA. The overall performance rate for UCMS needs to improve as only 68 performance points were earned on the school grade card. The class of 2021 clearly did well in performance and growth in both math and ELA. The growth domain was an overall strength for UCMS. This was particularly true for math. ELA fared well for students in the top 75% of students. UCMS will target how to increase growth for the bottom 25% of students in ELA. The teaching staff will review collective school data and individualized data to target interventions to increase overall performance and foster growth across all areas, particularly among the bottom 25% of students. Why the class of 2022 underperformed will also be explored and targeted interventions will be made to ensure that they have increased success on the 2017 ISTEP+. This will be accomplished through RTI, in class instruction, and special education resource room time.



## **CULTURAL COMPETENCY**

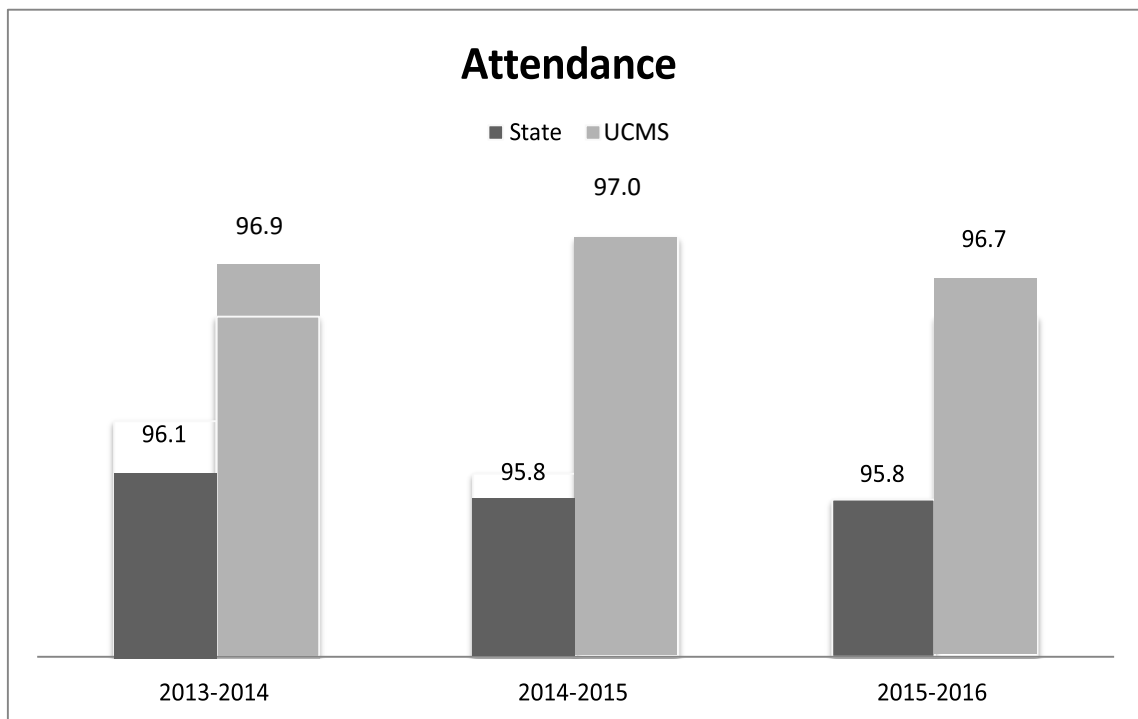
Union County Middle School recognizes the various cultures in our community. As a public school, we must achieve cultural competency by integrating knowledge about individuals and groups of people into specific practices and policies that are applied in appropriate cultural settings. Many students who attend our school are at an advantage because their teachers have their similar cultural backgrounds. Our challenge as educators is to teach and reach those students with whom we do not share the same backgrounds and/or ethnicity. As we prepare our students for their future careers and places in society, we must provide them with opportunities to grow in their knowledge and experiences in a quickly changing multicultural society.

Opportunities to strengthen cultural awareness and competency include:

- Providing opportunities for students to understand differences as they relate to disabilities.
- Invite guest speakers or programs to share experiences in life, music, and art. This could include people with disabilities, people of different cultures or fine arts performers.
- Professional development activities to educate and promote culture diversity for all staff.

## Attendance

Student attendance rates at Union County Middle School have met or surpassed the Indiana state average the past three years. During those years, the attendance percentage exceeded 96%.



## **School Improvement Goals**

1. The percentage of students in grades 6, 7, 8 that will be at or above the ISTEP+ passing rates in English Language Arts will increase by 5% from the spring 2016 passing rates.

### **STRATEGIES:**

- All teachers will use the 2016 ISTEP constructed response questions in all areas for student familiarization of format style and response.
- Increased student practice in writing evidential summaries from text.
- Beginning in January, all teachers will include a minimum of one open-ended or constructed response type question in all end of unit assessments.
- Continued refinement and use of the writing program – “6+1 Traits of Writing” with an increased emphasis on using expressive and detailed vocabulary in all writing activities.
- A Response to Intervention (RTI) Program was put into effect that places students into tiers based upon ability level and need. Various interventions will be utilized with them designed to increase student skill levels ability.

2. The percentage of students in grades 6, 7, 8 that will be at or above the ISTEP+ passing rate in Mathematics will increase by 5% from the spring 2016 passing rates.

### **STRATEGIES:**

- All teachers will include the use of higher order thinking activities on the depth of knowledge chart to foster problem solving skills.
- A Response to Intervention (RTI) Program was put into effect that places students into tiers based upon ability level and need. Various interventions will be utilized with them designed to increase student skill levels ability.
- ISTEP designed warm-ups will be used in all math classes

3. To meet or exceed the state attendance rate from 2015-2016

### **STRATEGIES:**

- Make home contact on all unexcused absences on the day of the absence
- Utilize corporation attendance committee to conference with parents of children that accumulate more than 10 absences
- Recognize perfect attendance for all at the end of the school year

4. Improve methods to communicate better with parents.

### **STRATEGIES:**

- Continue use of email groups for school/parent information
- Continue use of corporation/school web site
- Continue to publish weekly newsletters
- Use Friday folders for sixth grade students (1<sup>st</sup> grading period)
- Utilize Social Media (Twitter, Instagram, and Facebook) to engage families

- Plan and implement parental information nights (such as: dangers of sexting, technology, assessment, etc.)
- Begin utilization of the learning management system, Canvas

## **PROFESSIONAL DEVELOPMENT**

- All staff will implement vocabulary and reading strategies in all classrooms
- All staff will integrate Indiana 2014 Academic Literacy Standards into lesson plans
- Implementation of the “6 + 1 Writing Traits” in all Language Arts classes
- Participation in professional development opportunities that are aligned to the school improvement plan
- All staff will implement critical thinking strategies to increase student’s level of problem solving and inquiry learning
- Utilize data to increase formative assessment scores on standards based instruction
- All staff will engage in professional development specifically targeted to instructional best practices, differentiation of instruction, and technology based instruction

### **3 Year School Improvement Plan**

After examining our most recent achievement results on the spring ISTEP+ tests, teachers at Union County Middle School need more time to learn the nuances of the new standards and test. Our results were not reflective of our own expectations. In comparison to the state average, which we mirror from a demographic and socio-economic standpoint, for the most part our scores were higher and significantly higher in some cases. Continued focus for improvement in Language Arts will be in the areas of the writing process, language conventions and information/non-fiction analysis, instructional practices that focus on all reading strategies will be implemented in all subject areas. Focus for improvement in mathematics will be in the areas of problem solving, measurement, and data analysis and probability.