

Eastern Greene Middle School Thunderbirds



2019-2020

Eastern Greene Middle School
2019- 2020 School Improvement Plan

School Name

Eastern Greene Middle School

Address

10503 East State Road 54
Bloomfield, IN 47424

Telephone

(812) 825-5010

Corporation number

2940

School number

2436

Principal

Patrick Ault

Interim Superintendent

Dr. Carrie Milner

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Middle School – School Improvement Committee

Member Name	Affiliation
Patrick Ault	Principal
Megan Chitwood	Teacher
Rebecca Mobley	Teacher
Jamie Hudson	Teacher
Dacia Campbell	Teacher
Crystal Mechinus	Parent
Bridget Jeskewich	Teacher
Sarah Daughtrey	Teacher/Admin Intern

Date of Meetings

August 30, 2019
September 10, 2019
September 24, 2019

I. Corporation Mission Statement

EGMS will provide an academic program and educational learning environment which will empower students to become life-long learners with the knowledge and skills that will equip them for future academic and workforce success.

II. School Mission Statement

Eastern Greene Middle School provides a supportive and challenging environment that creates opportunities for students that are necessary to become life-long learners in a diverse society. Our programs promote the cognitive, physical, social, and emotional growth of each student in an atmosphere that values hard work, respect, and accountability.

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III. Corporation Profile

Eastern Greene School District is a rural district serving Beech Creek, Center, and Jackson townships, covering a total area of 144.54 square miles. The school district consists of Eastern Greene Elementary School, Eastern Greene Middle School, and Eastern Greene High School. The student enrollment is approximately 1221 students in grades pre-k thru 12th grade. Within the school's population there is little ethnic diversity. 94.6% of the school population is white; approximately 5.4% is African-American, Hispanic, Asian or multiracial. Many churches and civic groups function throughout the district, and two branches of the Bloomfield-Eastern Public Library are located there. The schools are located fifteen miles from Bloomington and Indiana University, which offer several opportunities for students. The corporation leadership consists of a Superintendent of Schools. In addition, the school is governed by a publicly elected seven-member board. Four members are elected as at-large members and three individuals are elected to represent the three townships.

IV. School Profile

Eastern Greene Middle School is the only middle school in the Eastern Greene School District. Prior to the 2007-2008 school year, Eastern Greene Elementary and Eastern Greene Jr./Sr. High School were housed in the same facility. Since the 2007-2008 school year the middle school has operated out of the old Jr./Sr. High School building. Eastern Greene Middle School is located at 10503 East State Road 54, Bloomfield, Indiana at the corner of Highway 43 and Highway 54 which is in Center Township, Greene County in southwestern Indiana. It serves approximately 343 students in fifth, sixth, seventh, and eighth grades. The 2019-2020 academic year represents Eastern Greene Middle School's thirteenth year of independent operation as a true middle school. During the current school year, the administration, faculty, staff, and students have worked to incorporate middle school concepts and philosophies to better meet the needs of our adolescent students. In addition, there has been a school-wide initiative to incorporate 21st century learning skills. Critical thinking, collaboration, student creativity, and incorporation of multi-media skills are just a few of the 21st century learning skills that have become common practice across all grade levels and subjects. Finally, the school year using a balanced calendar is made up of 180 days consisting of four nine-week grading periods.

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The middle school facilities include 20 classrooms for general education, five computer labs, three mobile computer labs, a multi-purpose science lab, three music/band rooms, and a family and consumer science room. The athletic facilities include a main gymnasium, a shared gymnasium with the elementary school, a baseball diamond and softball diamond both used by the varsity teams and the community leagues, a weight room, four inside locker rooms, and a coach's office/meeting area. The building also consists of a library, multipurpose room, two stages (including elementary gymnasium), a cafeteria, eight student restrooms, and a teachers' lounge. The guidance office area includes a conference room, three offices, and a receptionist desk. The administrative offices house three offices, an ISS room, a teacher workroom, a teacher mail room, and the front office reception area. The school nurse/clinic is located in the elementary portion of the building but is available to all of our students. The custodial area consists of an office, a shop, and four utility/storage closets.

The middle school consists of one team of teachers per grade level with 4 teachers per team. In grade 5 each teacher specializes in two subjects: ELA/Science or Math/Social Studies. Writing is taught by every teacher. We switched to this breakdown in order to increase bonding time between teachers/students, decrease transition time, and improve test scores. Grade 6 has four teachers: Mathematics, ELA, Science/Health, and Social Studies. Grades 7 and 8 have four teachers each: Mathematics, ELA, Science, and Social Studies. 7th and 8th grades have labs in ELA, Mathematics, Science and Social Studies.

EGMS provides a wide spectrum of Special Education services that are rooted deeply in an inclusive model, which embraces the idea that students will be appropriately supported in the least restrictive environment. These services include consultation, resource, inclusion, co-teaching, self-contained, speech and language, and an adaptive physical education class. EGMS has three special education teachers, one speech and language pathologist and five instructional assistants to serve our middle school community. In addition, EGMS has specialized support from our special education cooperative (OLJMG) for students that have more substantial needs. This specialized support can be provided through direct &/or indirect services which include but are not limited to: occupational therapy, physical therapy, school psychology services, vision, hearing, behavioral, and autism specialists' instruction or support.

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There are also a number of “specials” or elective teachers who we share with both the elementary and the high school. This group of teachers provides students with an opportunity to explore and develop their skills and interests in other areas. The courses currently in the curriculum include: art, intro to foreign language, band, choir, orchestra, family and consumer science, novels and film, study skills, library, computers/career planning, physical education, and agriculture education.

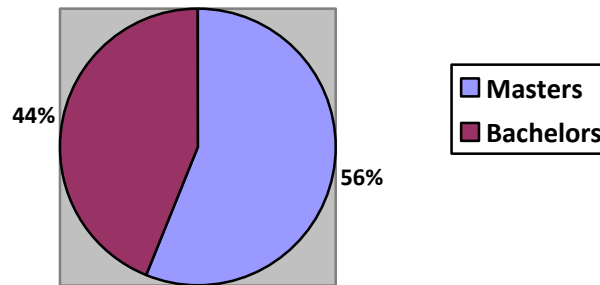
Eastern Greene Middle School provides numerous extra-curricular activities. Students are encouraged to participate in extra-curricular activities and are given equal opportunity to do so. The athletic opportunities offered include: volleyball, basketball, track and field, cross-country, cheerleading, and football. Various academic clubs are also offered. These include Nature Club, Science Club, Math Club, FFA, Spell Bowl, Students Against Violence Everywhere, Student Council, and VEX robotics. Many students also have an opportunity to participate in the CRANE science fair. Students are offered academic help from community members, many of whom are retired professionals. In addition to the above listed activities, EGMS also offers opportunities for students to participate in 21st Century Scholars, 8th Grade Reality Store and Career Fair, Buddy Programs with the elementary, academic competitions, Riley Hospital fundraising, community service projects, job shadowing, spirit week activities, Red Ribbon Week, Bully prevention week and College “GO” week. Students in fifth grade are able to attend a 3 day and 2-night trip to Bradford Woods which is Indiana University’s outdoor learning facility. Additionally, the students in eighth grade travel to Washington, D.C. for 3 days and 3 nights.

The teaching staff at Eastern Greene Middle School consists of 26 teachers, each of whom brings a high level of expertise and knowledge to the classroom. 5 of the 26 teachers split time with the high school. In addition, we have a PE teacher who teaches 7th and 8th grade physical education and 8th grade health. The graphs below further illustrate the strengths of the teaching staff.

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The graph below illustrates the educational level of Eastern Greene Middle School teachers. 63% of our staff has a master's degree.

Degree Level of Teachers



The chart below illustrates the teaching experience of Eastern Greene Middle School teachers. About 52% of our teachers have more than 5 years teaching experience.

1 – 5 years	47.82%
6 – 10 years	4.34%
11 – 15 years	17.4%
6 – 20 years	13.04%
20 + years	17.4%

In addition, the middle school administrative staff consists of a Principal and Athletic Director/Dean of students and Guidance Counselor/student advocate. Assisting with the special education students are five instructional assistants who work in an inclusion capacity. The rest of the staff consists of two secretaries/front office receptionists, an ECA treasurer who is shared with the high school and seven custodial/maintenance staff who are shared with the elementary/high school.

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Of our 354 middle school students, 173 are female and 183 are male. About 95% of our students are white. The students at Eastern Greene Middle School come from a variety of socio-economic backgrounds, but roughly 49% qualify for the free/reduced lunch program.

About 16% of our students receive special services as designated by their Individualized Education Plan (I.E.P.) and about 8.5% are designated as high ability.

V. Community Profile

Greene County is the fourth largest county in the state of Indiana encompassing an area of 542 square miles. Our three townships encompass 144.54 square miles of hilly terrain dotted with small farms and open field areas. A sizeable percentage of Eastern Greene residents are made up of families who have remained in the area for several generations.

The workforce of the Eastern Greene School District faces many challenges in obtaining employment within the district. Situated mainly in an agricultural setting, the district has few private businesses and practically no industrial development to support its population locally. Retail jobs are generally limited to gas stations, convenience stores, and diners. Jobs available in service areas include automobile repair, home maintenance and repair, and daycare services. Construction comprises only a small portion of the district's employment opportunities, and most firms located in the district are very small companies with few employees. Agriculture is a significant source of economic activity, but not economic prosperity. The school corporation is one of the main employers in our school district. Because of the limited employment opportunities offered in the school district, many of its residents commute to urban areas such as Bloomington, Spencer, Bedford, Daviess County and the Crane Naval Surface Warfare Center to find gainful employment. However, the school district does not enjoy an equitable exchange of labor between surrounding counties, as few people commute into the district for employment. This exodus of workforce creates a community that is unified by only a few touchstones, particularly the school itself and the larger local churches.

The economic opportunities offered by Bloomington and the relatively low property tax rate of Greene County attract a highly mobile population to the district. This high mobility rate presents several unique challenges to the students and staff of Eastern Greene Middle School. These students are more likely to miss large amounts of the curriculum, affect the cohesiveness of the school culture,

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and the instruction of the classroom teacher. The district's large number of mobile households affects the school's ability to improve attendance rates, in-school performance, and standardized test performance.

Eastern Greene School District is unique in that there is not a centralized town that hosts community activities. Instead, the school serves as the center of activity for the three townships that comprise Eastern Greene Schools. Whether it is a varsity basketball game, a winter music concert, or summer league baseball games, the school is the central component of life in our district. Through such programs as Harmony (an internet-based system that tracks students' academic progress, attendance, and behavior), detailed school website, voicemail (*School Messenger* for mass communication) parent-teacher conferences, classroom/district-based social media (Twitter, Facebook, etc.), and school newsletters, communication between the school and the community further enhances the overall importance of the school district to the community as a whole. It is commonplace to see the Boy and Girl Scouts meeting at the school, political functions taking place, wedding receptions, anniversaries, and reunions. Each of these activities further exemplifies the importance of the school in our community.

The overall poverty of many of our students and the surrounding community is one of the greatest obstacles we face as a school. Greene county was identified as having a higher unemployment rate of 4.1% than the Indiana avg of 3.3%, June 2019. The socio-economic characteristics of this school community describe an area that is one of the poorest school districts in the entire state. One statistic that clearly shows this fact is the assessed property value per student ratio. In 2006, the Eastern Greene Schools ratio in this category was \$105,909/1. This ranked the district 2nd to last (out of 293 districts) in the state of Indiana. A related statistic, state support per student, had Eastern Greene Schools receiving \$6,132 (2019) per student from the state. Several other socio-economic categories consistently show Eastern Greene Schools in the lower third of all school districts in the state. These categories (2016) include:

Per capita income	\$37,575	Rank in state 63 (2017)
Adults with less than high school education	21.2%	Ranking 85 out of 293(2012)
Families below poverty	16.1%	Rank in state 19
Free lunch students	51.3%	Middle school data (2019)
Single parent homes	9.6%	Rank in state 58 (2018)

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VI. Overall Curriculum Description

The curriculum for Eastern Greene Middle School is carried out in a seven-period day. The school's curriculum is located in the administrative office, guidance office, library, and individual classrooms. The curriculum of Eastern Greene Middle School is directly aligned with the Indiana State Academic Standards and College and Career Readiness standards, as dictated by the state. As we continue to implement middle school philosophies and concepts, we will re-evaluate the middle school curriculum, making changes that will better meet the needs of our students. In addition, as a corporation we are currently developing a plan to better align our curriculum for grades K-12. The following curricular areas are available to students at Eastern Greene Middle School:

English/Language Arts	Physical Education	Band
Social Studies	Health 7/8	Music/Choir
Math	Computer Technology	Orchestra
Science	Family/Consumer Science-Careers	Intro Foreign Language
Agriculture Education	Study Strategies	Language Arts & Math RtI
Novels and Films	Integrated social studies	
Core Class Labs	Art	

VII. Parental Participation

Parental involvement is a vital part of the educational process, and Eastern Greene Middle School welcomes and encourages parents to participate at all levels. Many parents take advantage of the opportunities to learn about our various middle school curricula, programs, and activities by attending orientation meetings in the spring and by speaking with teachers on an individual basis regarding their child's education.

Many parents stay involved by attending parent-teacher conferences during the fall. The chart below illustrates the percentage of parents that participated in our fall 2019 parent/teacher conferences in each grade.

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Percentage of Parents Who Participated in Fall Parent/Teacher Conferences	
GRADE	ATTENDANCE PERCENTAGE
5 th Grade	94.3%
6 th Grade	94.4%
7 th Grade	93.6%
8 th Grade	95.2%

In addition, parents can contact teachers via e-mail, utilize the school website for daily homework assignments, and access students' grades through the Harmony grade system linked to the school's website.

Our parents and community play a vital role in our school. Parents assist at athletic events by taking tickets and working with students in the operation of concession stands. Also, parents help in multiple capacities to help raise money for the 8th grade class trip to Washington, DC, the 5th grade class trip to Bradford Woods, assist with teacher appreciation week, assist the music depts. for performances, provide periodic snacks for the staff and students and give to our clothes/shoe closet.

VIII. Safe Learning Environment

Eastern Greene Middle School and Eastern Greene Schools strive to provide a safe and disciplined learning environment for all students. Students are expected to follow the adopted school rules and procedures as approved by the board of education. The adopted school rules are provided to each student in their daily planner which they are required to use on a daily basis. Parents and students are encouraged to read through the student handbook and are required to sign a form acknowledging they understand the school's rules and expectations. In addition, the individual grade level teams spend time during the first two weeks of school reviewing important aspects of the student handbook and team expectations. Eastern Greene Middle School also has a school safety specialist (the principal) and a detailed school safety plan. Currently, all of the schools of Greene County, in

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conjunction with the Greene County Sheriff's Department, are working to develop consistent safety plans county-wide to assist with responses to school safety issues. Eastern Greene Middle School has also put into place several new policies, such as student incident logs to meet the state requirements for bullying prevention and awareness, full time SRO's, and many teachers are CPI trained. Lastly, teachers in our building have had active shooter training three years in a row and there is a safety committee comprised of 4 teachers and the principal.

IX. Disciplined Learning Environment

A major component of the educational program at Eastern Greene Middle School is to prepare students to become responsible workers and citizens by learning how to conduct themselves properly and in accordance with established standards.

At Eastern Greene Middle School, we strive to create a positive school atmosphere and a positive school experience for all our students. To help ensure that this happens, we have developed specific expectations for student behavior. Throughout the school year teachers routinely review the expectations that we have for the students. A general guideline of student expectations is as follows:

EACH STUDENT SHALL BE EXPECTED TO:

- Abide by national, state, and local laws as well as the rules of the school.
- Respect the civil rights of others.
- Act courteously to adults and fellow students.
- Be prompt to school and each class, and be attentive.
- Work cooperatively with others when involved in accomplishing a common goal regardless of ability, gender, race, or ethnic background.
- Complete assigned tasks on time and as directed.
- Help maintain a school environment that is safe, friendly, and productive.
- Leave items inappropriate for school at home.

In addition, posted throughout the school and included in the student planners is the behavior expectations matrix attached below.

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EGMS Behavioral Conduct Code

The following chart was created to provide a framework of behavior expectations for the students at Eastern Greene Middle School.

	Be Respectful	Be Responsible	Be Hardworking
School Wide/ Classroom	<ul style="list-style-type: none"> • Follow adult direction without complaint • Use positive words and actions with peers and adults • Clean up after yourself • Use appropriate voice • Respect others' space • Honor the school dress code • Treat others how you would want to be treated 	<ul style="list-style-type: none"> • Be on time to class and be ready to learn • Follow school rules • Remind others to follow school rules • Take care of all personal and school property • Attend school every day 	<ul style="list-style-type: none"> • Turn in all assignments on time • Be prepared for class with all supplies and materials • Study for tests and quizzes • Ask for help when needed • Exhibit academic honesty • Participate in class discussions • Bring necessary materials with you
Hallway	<ul style="list-style-type: none"> • Use respectful language and actions • Be patient with peers • Keep hands, feet, and objects to yourself 	<ul style="list-style-type: none"> • Keep voices down • Get materials at an appropriate time • Keep hallways clean • Walk to class in a timely manner 	<ul style="list-style-type: none"> • Have necessary materials with you • Keep hallways clean • Keep your locker clean
Bus	<ul style="list-style-type: none"> • Comply with the bus driver's rules • Follow adult directions without question • Keep hands, feet, and objects to yourself 	<ul style="list-style-type: none"> • Move into school quickly in the morning • Exit the school to the buses quickly in the afternoon • Do not loiter in the school • Take home all needed supplies 	<ul style="list-style-type: none"> • Get to your bus on time • Have necessary materials with you

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<p>Restroom/ Locker Room</p>	<ul style="list-style-type: none"> • Respect school property • Clean up your mess • Talk in a quiet and appropriate manner • Keep hands, feet, and objects to yourself 	<ul style="list-style-type: none"> • Use your time wisely • Clean up after yourself • Be responsible for your own material 	<ul style="list-style-type: none"> • Use soap and water when washing hands • Clean up after yourself • Flush the toilet after use • Keep your materials in your locker room locker
<p>Cafeteria</p>	<ul style="list-style-type: none"> • Stand in line patiently with your hands and feet to yourself • Be respectful of cafeteria workers • Follow adult direction without question • Enter and exit in an appropriate manner 	<ul style="list-style-type: none"> • Clean up after yourself • Keep the noise volume appropriate • Wait to be dismissed by an adult 	<ul style="list-style-type: none"> • Comply with adults if requested to help • Follow cafeteria rules
<p>Extracurricular Activities</p>	<ul style="list-style-type: none"> • Keep hands, feet, and objects to yourself • Know and follow school expectations • Enter and exit in an appropriate manner • Stay in designated areas 	<ul style="list-style-type: none"> • Follow adult direction without complaint • Use polite language with everyone • Cooperate with everyone • Use appropriate voice • Exhibit sportsmanship 	<ul style="list-style-type: none"> • Leave area as you found it or better • Be your personal best

X. Technology as a Learning Tool

The use of technology has become an integral part of every school community. Technology is a vital part of both school curriculum and instruction. In order to prepare students for success in a technological world, focusing on the use of technology to improve student achievement is essential.

At Eastern Greene Middle School, we are striving to provide current and relevant technology access to all students. EGMS is equipped with five computer labs, each with 26-30 desktop PCs. In the fall of 2019, all of the computers in the building were replaced by new machines with the newest operating systems. Three of the five labs serve as 6th, 7th and 8th Language Arts classroom labs. The 6th

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grade ELA lab other two labs function as open labs for all classroom teachers and students to utilize. All computer labs include LCD projection systems for demonstration and large group instruction. Each lab has up-to-date software and utilizes Microsoft Office Suite for word processing, presentations, spreadsheet, Internet research, and publishing applications. In addition, we have adopted Google Applications and Docs which all students are learning and using. Students can use Moby Max program to brush up on skills.

For computer instruction, all 5th grade students have one class period weekly. 6th, 7th, and 8th grade students each attend computers class one class period daily for nine weeks and technology education is embedded within the core classroom curriculums.

All classrooms of EGMS are equipped with at least one desktop PC, which is networked, multimedia projection equipment and a classroom telephone, which is used for parent/teacher correspondence. All math classrooms have Smart Boards. There is a cart of iPads that can travel. Both the 5th and 6th grades each have a classroom set of Google Chromebooks which are shared between the grade level classrooms. Teachers also have access to the Harmony school data software program. This software program enables teachers and administrators to keep student records including general student information, grades, attendance, discipline records, the opportunity to correspond with parents via e-mail, and create lesson plans. Five Star Technologies provides EGMS's technology services support as well as for the entire corporation. We also employ 1 technology coach who goes into classrooms and helps teachers utilize Google Classroom and other technology platforms.

It is our goal to make a concerted effort to expand in the area of technology in order to address advances that affect the educational environment of our students. In doing so, it is essential to make technology more readily available to the students and staff and to provide the staff members with proper training on new technology, while at the same time focusing on the advancement of the educational needs of the students and their individual learning styles.

XI. Attendance Rate

At Eastern Greene Middle School, we realize that student academic success is directly related to regular student attendance. We have adopted and follow the attendance policy developed by all the

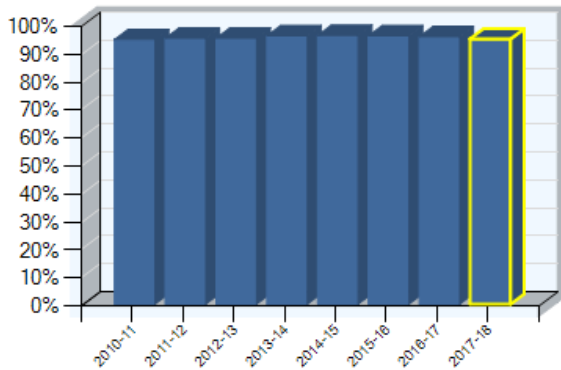
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schools in Greene County (see appendix 2). In addition, we have created quarterly rewards for students with excellent attendance. Students who struggle with regular school attendance are closely monitored and counseled by the guidance counselor and administrators. Parent contact is made at regular intervals at the earliest sign of attendance concerns.

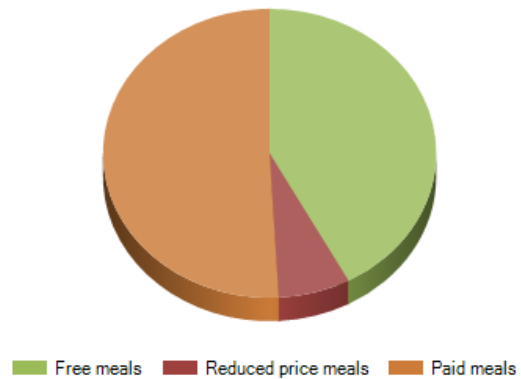
Attendance by grade-Source: IDOE-ME report as of September 20, 2019

Grade	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
Grade 5	96.2%	96.3%	96.7%	96.4%	96.5%	97.0%	95.9%	94.9%
Grade 6	96.4%	96.6%	96.2%	96.7%	96.7%	96.5%	96.1%	95.34%
Grade 7	95.3%	96.3%	96.5%	96.1%	96.6%	95.7%	96.2%	96.2%
Grade 8	95.7%	96.2%	96.5%	96.5%	96.1%	95.3%	95.7%	96.66%
All Grades	95.9%	96.4%	96.5%	96.4%	96.5%	96.1%	96.0%	95.8%

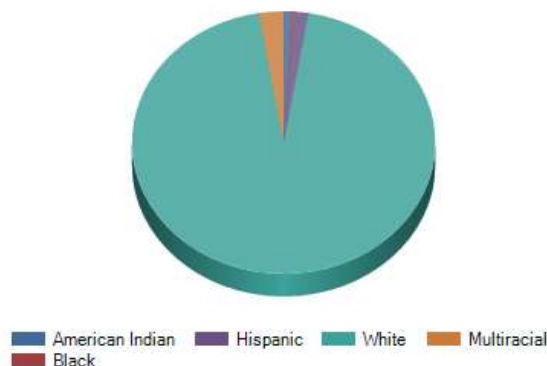
Attendance Rate Trend



Enrollment 2018-19 by Free/Reduced Price Meals



Enrollment 2018-19 by Ethnicity



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XII. High Ability

Eastern Greene Middle School has worked hard to expand our offerings for our high ability students. We administer the CoGat to 5th and 8th grade students. For the current school year, we have several offerings designed to target these students. At each grade level we have an Honors English class. Throughout the spring and summer of 2012, we realigned the Honors Language Arts Curriculum, incorporating the new state standards. In addition, each grade level has a high-level math class including Pre-Algebra at the 7th grade level and Algebra at the 8th grade level. The 2018-2019 school year we had two classes of students taking Algebra 1 in the 8th grade for a total of 30 students. The students also receive high school credit for Algebra 1.

XIII. Response to Instruction

As a staff we have done extensive work with our Response to Instruction programs. We have an RTI team that meets twice a quarter to discuss students. Over the summer of 2011 a group of 12 middle school teachers conducted a two-day workshop to further develop our RtI program. Our current program consists of a pullout program where all tier two and tier three students are pulled out of elective classes once a week for up to 30 minutes. The instruction during the pullout period is provided by the core subject teachers (math and language arts). The activities that the students work on are all best practice activities that are implemented in a small group or one-on-one setting. In addition, all teachers incorporate “bell work” activities in their respective classroom and monitor individual student success. We utilize a variety of methods for identifying our RtI students.

XIV. Academic Honors, College and Career Readiness

High English Language Arts, Algebra 1, Introduction to foreign language (Spanish, French), Robotics/VEX, College and Career Readiness computer based, College GO Week and many career lessons taught by our counselor.

XV. AP, ACP, and dual credit courses

*Algebra 1, College and Careers and Agriculture receive high school credit

XVI. Graduation Rate

Not Applicable

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XVII. DATA TITLES– Titles of Assessment Tools Used

- ILEARN
- Quarterly Teacher Created Exams in all core classroom subjects for grades 6-8
- Teacher generated math placement test
- Teacher generated language arts placement test
- Core subjects pre and post-test on a yearly basis
- AIRWays formative testing for all grades to use as a predictor
- Assessments of student writing by the school-wide writing rubric
- Moby Max computer program

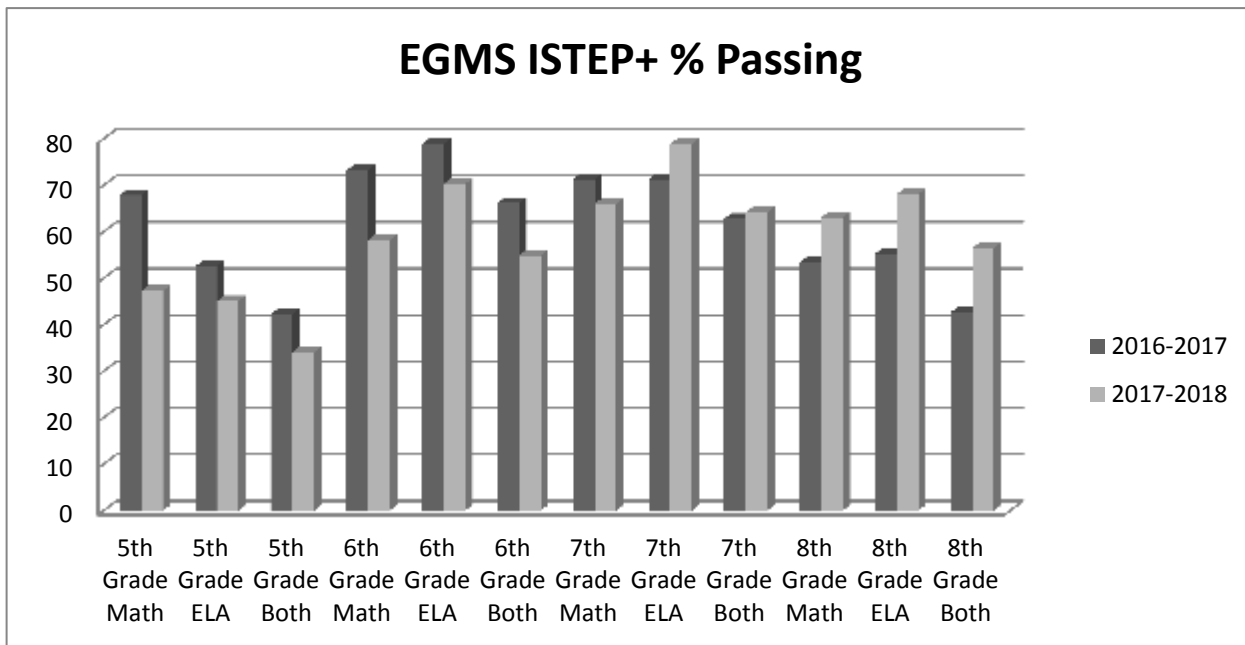
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XVIII. DATA RESULTS –Description of Assessment Results

The section shows the results from the new ILEARN assessment and the previous ISTEP+ assessment. It is important to remember that the assessments, ILEARN and ISTEP+, cannot be compared to each other as the assessments are fundamentally different. “The ILEARN is a computer-adaptive test (CAT) for English/Language Arts and Mathematics. CATs individualize the test for students based on their responses to previous questions or sets of questions. This allows for a unique assessment experience for students at their level of mastery, resulting in more precise data outcomes” (IDOE, 2019).

Eastern Greene Middle School Pass Rates for Reading and ELA ISTEP+

Grade	2016-17 Math	2016-17 ELA	2016-17 Both	2017-2018 Math	2017-2018 ELA	2017-2018 Both
5th	67.9	52.6	42.3	47.3	45.1	34.1
6th	73.2	78.9	66.2	58.2	70.3	54.9
7th	71.3	71.3	62.8	86.8	80.9	77.9
8th	53.4	55.3	42.7	66.0	78.9	64.2
EGMS	65.6	63.9	52.9	63.1	68.1	56.5

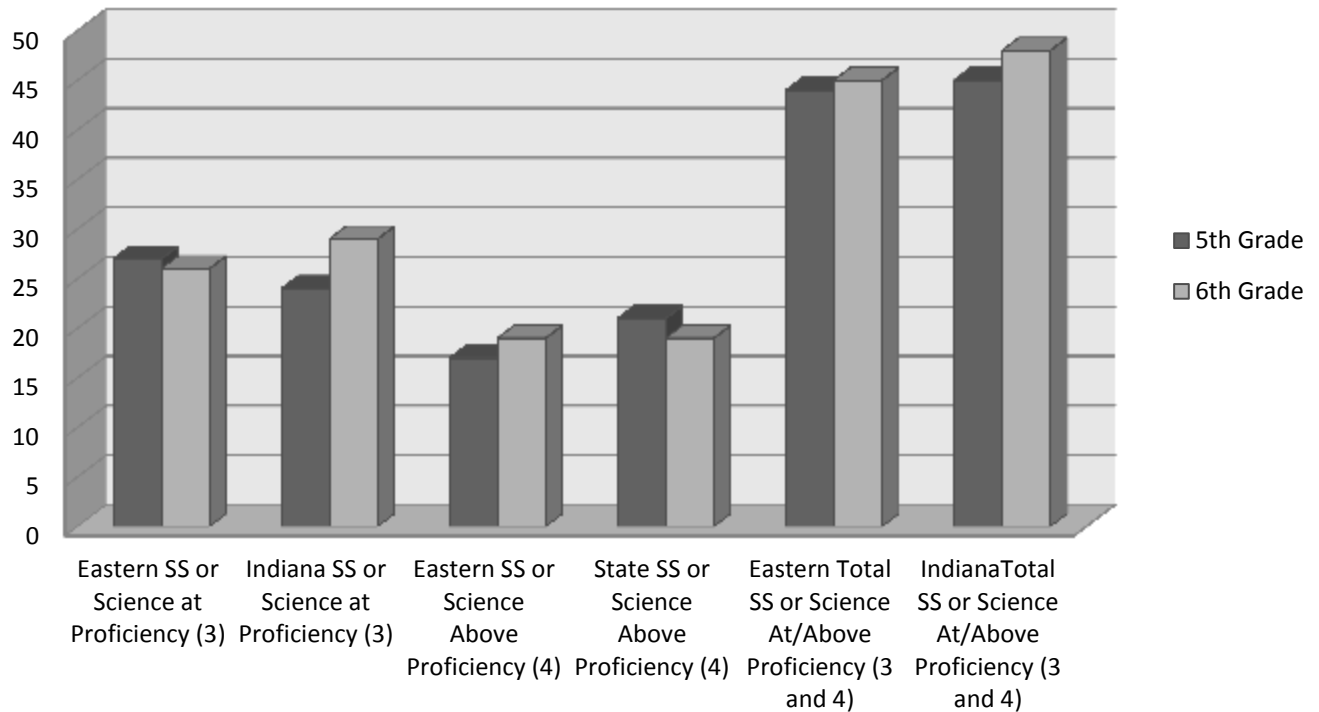


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ILEARN 2018-2019 Social Studies and Science Proficiency Scores

Grade	Eastern SS or Science at Proficiency (3)	Indiana SS or Science at Proficiency (3)	Eastern SS or Science Above Proficiency (4)	State SS or Science Above Proficiency (4)	Eastern Total SS or Science At/Above Proficiency (3 and 4)	Indiana Total SS or Science At/Above Proficiency (3 and 4)
5th	27	24	17	21	44	45
6th	26	29	19	19	45	48

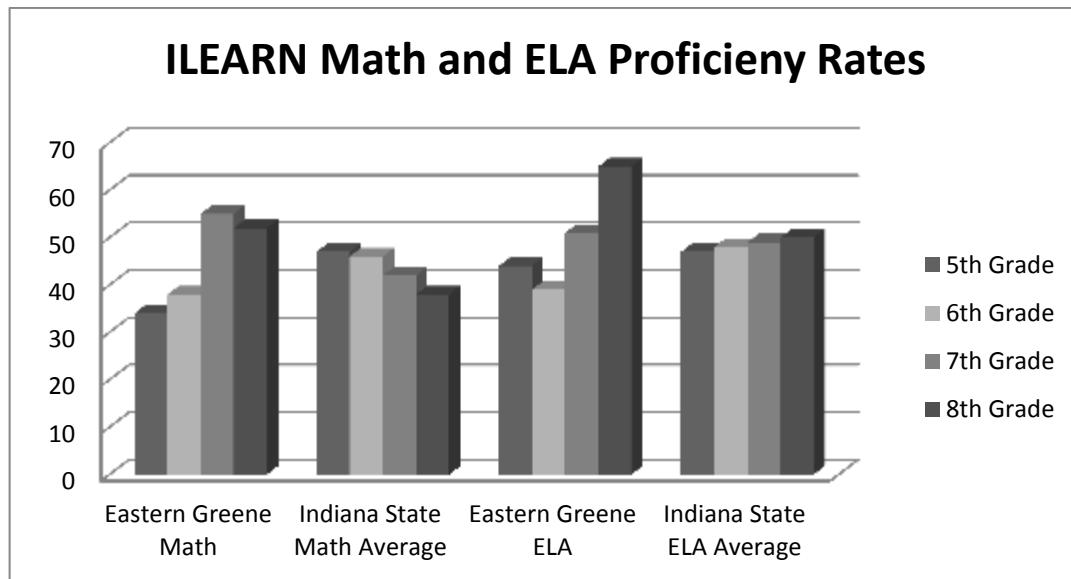
Social Studies and Science Proficiency



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ILEARN Proficient Rates 2018-2019

	Eastern Greene Math %	Indiana State Math Average %	Eastern Greene ELA %	Indiana State ELA Average %
5th Grade	34	47	44	47
6th Grade	38	46	39	48
7th Grade	55	42	51	49
8th Grade	52	38	65	50



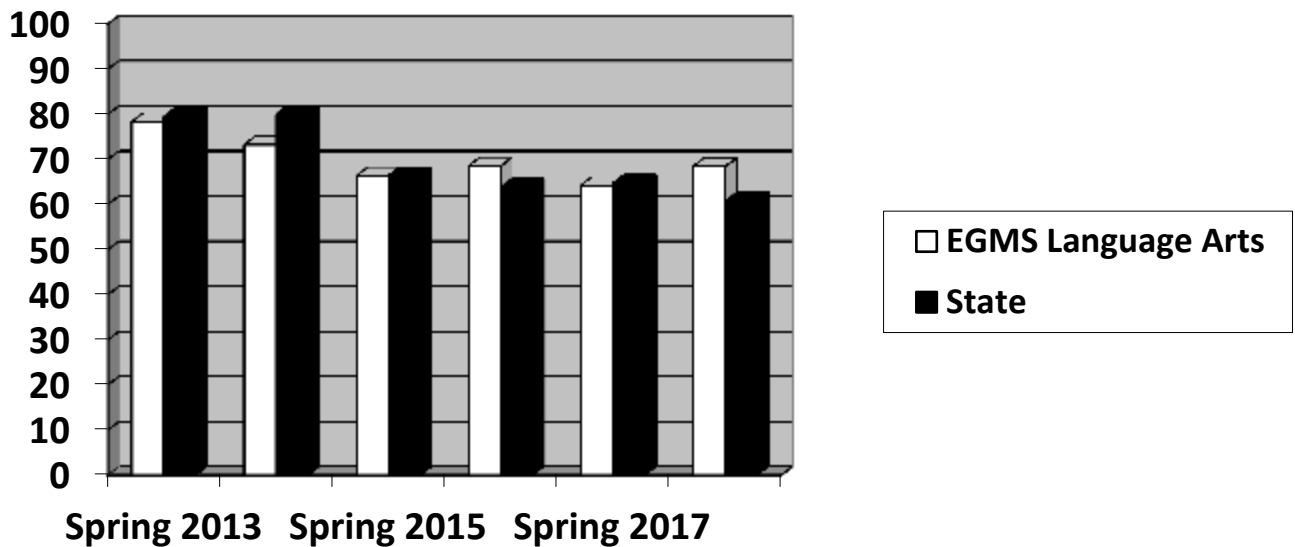
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XIX. DATA ANALYSIS – Comparisons of Data

PART1. The tables and graphs below are a comparison between EGMS school-wide ISTEP+ scores and the state average scores. The data listed is for the past five years. In Language Arts, over the last three years we have either been at or above the state average.

	EGMS Language Arts	State
Spring 2013	78.3	79.5
Spring 2014	73.2	80
Spring 2015	66.3	66.4
Spring 2016	68.5	63.9
Spring 2017	64.2	64.7
Spring 2018	68.4	60.8

EGMS School-Wide Language Arts ISTEP+ Scores Compared to State Scores

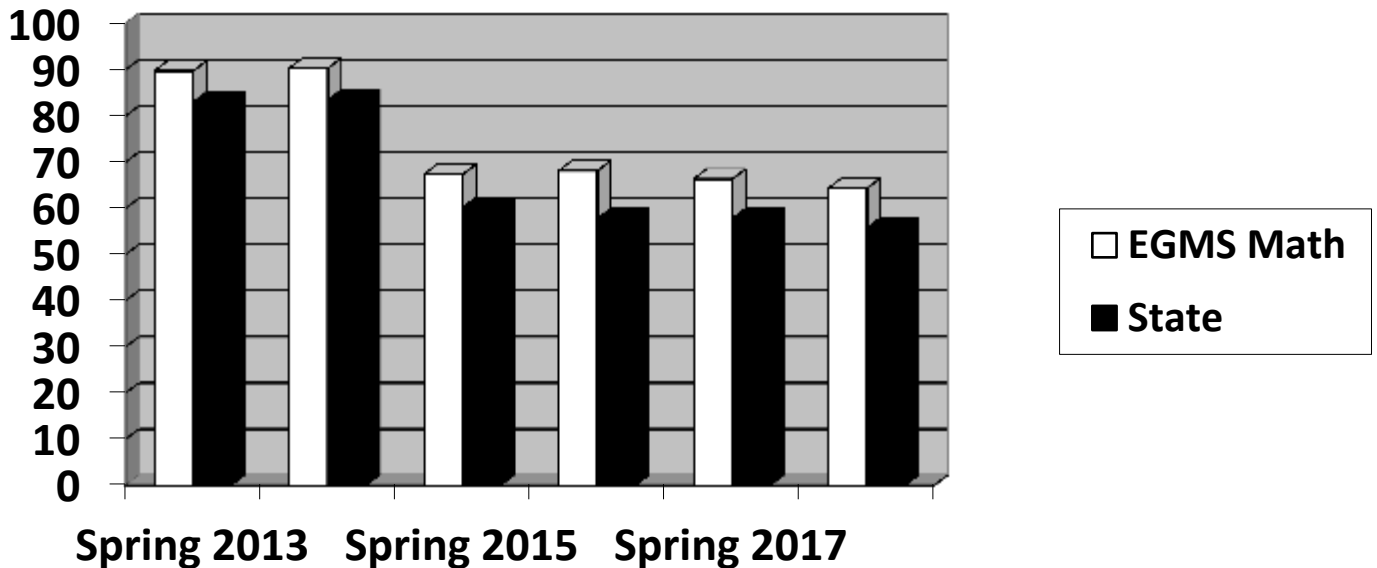


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In Math, for the last five years, we continue to be well above the state average. We will continue to strive to stay ahead of the state average.

	EGMS Math	State
Spring 2013	89.7	83
Spring 2014	90.3	83.5
Spring 2015	67.3	60.2
Spring 2016	68.1	57.8
Spring 2017	66.3	57.8
Spring 2018	64.3	55.8

EGMS School Wide Math ISTEP+ Scores Compared to State Scores



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The following tables are a comparison of our general education students and our special education students. It is broken down by grade level. The data is from spring 2013-spring 2018.

5th grade language arts results:

	General Ed.	Identified
Spring 2014	59	46
Spring 2015	64	45
Spring 2016	63	**
Spring 2017	54	33
Spring 2018	72	20

6th grade language arts results:

	General Ed	Identified
Spring 2014	74	33
Spring 2015	66	41
Spring 2016	83	40
Spring 2017	87	**
Spring 2018	72	19

7th grade language arts results:

	General Ed	Identified
Spring 2014	84	36
Spring 2015	88	35
Spring 2016	79	35
Spring 2017	75	20
Spring 2018	54	14

8th grade language arts results:

	General Ed	Identified
Spring 2014	71	**
Spring 2015	78	14
Spring 2016	78	13
Spring 2017	61	33
Spring 2018	81	17

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5th grade math results:

	General Ed	Identified
Spring 2014	89	69
Spring 2015	79	73
Spring 2016	79	**
Spring 2017	71	42
Spring 2018	72	20

6th grade math results:

	General Ed	Identified
Spring 2014	89	75
Spring 2015	58	37
Spring 2016	68	20
Spring 2017	81	**
Spring 2018	72	19

7th grade math results:

	General Ed	Identified
Spring 2014	97	64
Spring 2015	81	55
Spring 2016	76	39
Spring 2017	74	30
Spring 2018	54	14

8th grade math results:

	General Ed	Identified
Spring 2014	88	**
Spring 2015	76	18
Spring 2016	72	25
Spring 2017	57	38
Spring 2018	81	17

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An analysis of the ISTEP+ data comparing general education students with special education students clearly shows that we need to make strides towards improving the overall success of our special education students. We will address this with our action plan of small groups; use RTI, AIRWays for remediation and Moby max. The following tables and charts are a comparison of our paid lunch students and our free/reduced lunch students. It is broken down by grade level. Again, the data is from spring 2014 – spring 2018.

5th grade language arts results:

	Paid Lunch	Free/Reduced Lunch
Spring 2014	71	61
Spring 2015	73	50
Spring 2016	76	41
Spring 2017	56	47
Spring 2018	Not Available	Not Available

6th grade language arts results:

	Paid Lunch	Free/Reduced Lunch
Spring 2014	72	65
Spring 2015	68	50
Spring 2016	79	72
Spring 2017	85	71
Spring 2018	Not Available	Not Available

7th grade language arts results:

	Paid Lunch	Free/Reduced Lunch
Spring 2014	85	72
Spring 2015	79	73
Spring 2016	81	52
Spring 2017	74	63
Spring 2018	Not Available	Not Available

8th grade language arts results:

	Paid Lunch	Free/Reduced Lunch
Spring 2014	72	64
Spring 2015	74	59
Spring 2016	76	57
Spring 2017	66	37
Spring 2018	Not Available	Not Available

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5th grade math results:

	Paid Lunch	Free/Reduced Lunch
Spring 2013	98	88
Spring 2014	87	85
Spring 2015	86	70
Spring 2016	84	66
Spring 2017	73	61
Spring 2018	Not Available	Not Available

6th grade math results:

	Paid Lunch	Free/Reduced Lunch
Spring 2013	91	77
Spring 2014	91	84
Spring 2015	60	44
Spring 2016	71	53
Spring 2017	83	61
Spring 2018	Not Available	Not Available

7th grade math results:

	Paid Lunch	Free/Reduced Lunch
Spring 2013	84	70
Spring 2014	85	72
Spring 2015	87	62
Spring 2016	75	62
Spring 2017	79	55
Spring 2018	Not Available	Not Available

8th grade math results:

	Paid Lunch	Free/Reduced Lunch
Spring 2013	90	84
Spring 2014	92	79
Spring 2015	75	55
Spring 2016	73	52
Spring 2017	55	50
Spring 2018	Not Available	Not Available

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After an analysis of the data comparing students who paid for lunch with our free/reduced lunch students the data shows that our free/reduced students consistently perform lower than our paid lunch students. While many of the contributing factors that lead to this socio-economic difference are out of our hands, as a school this is an area that we need to continue to address.

XX. DATA CONCLUSIONS

As a middle school we need to always look at ways to better educate all of our students. After reviewing the data we understand while we have made some progress, it is vital that we continually review the data and the programs we offer to best meet the needs of our learners. Clearly we need to demonstrate growth and progress in all areas. Specifically, we need to improve our reading comprehension, student writing, and our general math scores in all areas. In addition, we need to evaluate all of our programs to better meet the needs of our special education population and our free/reduced lunch population.

XXI. DATA IMPLICATION – Implications of Data for Student Learning

After reviewing the data, we have developed school-wide goals of improving reading comprehension, student writing, and general math scores. Below is a detailed goal and action plan for meeting these goals. A major school-wide initiative has been a greater emphasis on RtI. We have developed a pullout program that requires students in tier two and three be pulled out of their elective classes once a week for 15-30 minutes for practice in their weakness area. While this is not a program directed specifically at our special education students, it does provide additional opportunity to meet their specific needs in a one-on-one or small group setting.

XXII. Survey Summary – Parents, Students, Teachers, & Community

None Available

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XXIII. Goal Action Plan – Specific plans for increased student performance based on data analysis, including timeline for implementation.

Attendance Goal

After a review of the student attendance data, our goal is to improve the student attendance rate for EGMS from 96.1% to 97%.

To reach this goal we will:

- Follow the attendance policy adopted by all Greene County Schools.
- Continue to award certificates and rewards for excellent attendance on a quarterly and semester basis.
- Continue to closely monitor daily attendance and communicate with parents of at-risk students.
- Develop consistent and clear messages for the school community about the importance of attendance through EGMS website, newsletter, social media, assemblies and informational or award evenings.
- Clearly communicate with parents about their need to inform EGMS office, in a timely manner, about the reasons for a student absence.
- Share with parent's current research that links attendance with student achievement levels.
- Offer support and suggestions for parents if their child refuses to come to school.
- Address barriers to attendance such as struggles with academics, bullying, friendship issues, etc
- Work closely with families and agencies when families are suffering hardships or are in crisis to ensure that students are in school in an environment that is supportive and safe.

Parent Involvement Goal

After a review of the data from our parent/teacher conferences in addition to the limited number of parents who are routinely involved with the middle school we want to increase the total involvement of parents. Our goal is to increase the percentage of parents attending parent/teacher conferences to 100% for grades 5-8.

Math Goal

After a review of the student assessment data, our goal for math improvement is that students will show continuous progress in overall math performance, as measured by the Indiana standardized test. The percentage of students in each grade level grouping that pass the math portion of the

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Indiana standardized test will improve by at least 1% each year. The table below outlines strategies for meeting our goal. With the advent of new mathematics materials for the 2016-2017 school year that align with the new standards, we hope to increase math scores on all standardized tests.

Eastern Greene Middle School Improvement Plan: Math Goal

Goal: *Eastern Greene Middle School students will show continuous progress in overall math performance, as measured by the Indiana standardized test. The percentage of students in each grade level grouping that pass the math portion of the Indiana standardized test will improve by at least 1% each year.*

Strategies	Responsible Parties	Resources Needed	Staff Development	Timeline	Activity Assessments
1) In all math classrooms, math instruction is aligned with the Indiana Academic Standards/College and Career Readiness standards, and these standards are consistently and effectively taught.	Teachers Administrators	Indiana Academic Standards And College and Career Readiness Standards	Math department meetings to collaborate and share instructional ideas	2017-2020	At math department meetings and on their own, teachers will review their pacing guidelines and which standards they have taught and review which standards still need to be taught.
2) During elective class time students who are not at grade-level will be pulled out 1-2 times a week as part of our RtI school-wide intervention model.	Teachers Counselor	Review material from Indiana Academic Standards and College and Career Readiness Standards Best practices and learned through the Greene County	Math department meetings to collaborate and share instructional ideas One on one teacher meetings	2017-2020	Students will be selected for the pull-out program based on their performance on the Indiana standardized test, IREADY, and teacher created placement test. Students will be regularly assessed based on their performance during instruction as well as on AIRWays testing.

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		Math Grant Previous Indiana standardized Applied Skills tests			
3) All math teachers will provide daily balanced math instruction that includes: problem solving opportunities, oral/written communication activities, computational practice, direct math instruction, and review activities. Staff members will give careful attention to mathematical questioning techniques in order to encourage students to explain how they arrived at an answer and to improve their mathematical reasoning skills.	Teachers Administrators	Indiana Academic Standards And College and Career Readiness Standards Math textbook series Variety of math teacher resources Notes and lessons learned from county-wide math grant meetings	Math department meetings to collaborate and share instructional ideas Teachers are encouraged to go to math workshops/conferences for professional development.	2017-2020	At math department meetings, teachers will review their methods of instruction, questioning techniques, etc. with the group.
4) Parental involvement in mathematics education is supported and encouraged.	Teachers Administrators Counselor	School/grade level newsletters Email addresses	Math department meetings to collaborate and share ideas	2017-2020	Progress reports, report cards, parent-teacher conferences, school website, math parent nights, after-school tutoring, providing parents with helpful math websites, student assignment notebooks
5) Grades 5-8 will have leveled math classes in which math teachers vary the method and	Teachers	Indiana Academic Standards and College and Career	Math department meetings to collaborate and share	2017-2020	Students will be given an assessment test near the end of the year to determine placement for

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<p>pace of instruction as dictated by student progress while still meeting academic standards. These are flexible groupings where students can be moved in or out as needed.</p>	<p>Administrators Counselor</p>	<p>Readiness Standards Math textbook series Variety of math teacher resources</p>	<p>instructional ideas</p>		<p>the next school year. AIRWays Assessment Teacher created quarterly assessments</p>
<p>6) Special education faculty and staff provide inclusion and small group classroom support in mathematics. Instructional modifications are made and supplemental support materials are utilized when appropriate to ensure academic progress.</p>	<p>Special education teachers and TAs Regular classroom teachers Administrators</p>	<p>Indiana Academic Standards and College and Career Readiness Standards Math textbook series Variety of math teacher resources Calculators</p>	<p>Math department meetings to collaborate and share instructional ideas</p>	<p>2017-2020</p>	<p>Iready Testing Classroom math performance assessments Each student's IEP checklist</p>
<p>7) All teachers will be cognizant of the format of Indiana standardized math tests, of our students' achievement on these tests, and on areas that need improvement. Non-math teachers will try to incorporate grade math standards in their lessons when appropriate.</p>	<p>Teachers Administrators Counselor</p>	<p>Indiana Academic Standards, College and Career Readiness Standards, Previous Indiana standardized tests</p>	<p>Math department meetings and weekly grade level meetings to collaborate and share ideas and learn how to analyze data</p>	<p>2017-2020</p>	<p>At math department meetings, teachers will review Indiana standardized test formatting and student achievement data and will use this data to help drive instruction. Math teachers will share this information with their grade level teams during team meetings. This data will be used to drive the instruction and keep consistent terms and expectations in the 25 minute bi-weekly math curriculum review taught by all teachers.</p>

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<p>Research/Best Practice Sources</p>	<p><u>Mathematics Teaching in the Middle School</u> (magazine), published by National Council of Teachers of Mathematics</p> <p>http://www.nctm.org (National Council of Teachers of Mathematics)</p> <p>http://www.internet4classrooms.com (Instructional resource)</p> <p>http://www.nmsa.org (National Middle School Association)</p> <p>Zemelman, S., Harvey Daniels, and Arthur Hyde. <u>Best Practices: New Standards for Teaching and Learning in America’s Schools</u>. Portsmouth, NH: Heinemann, 2005.</p> <p>Hyde, A and Pamela R. Hyde. <u>Mathwise: Teaching Mathematical Thinking and Problem Solving</u>. Portsmouth, NH: Heinemann, 1991.</p> <p>Rectanus, C. <u>So You Have to Teach Math? Sound Advice for 6-8 Teachers</u>. Sausalito, CA: Math Solutions, 2006.</p> <p>Schuster, L. and Nancy Canavan Anderson. <u>Good Questions for Math Teaching: Why Ask Them and What to Ask, Grades 5-8</u>. Sausalito, CA: Math Solutions, 2005.</p>
<p>Assessments</p>	<p style="text-align: center;">Indiana standardized tests</p> <p style="text-align: center;">Grade level performance tests given regularly</p> <p style="text-align: center;">AIRWays Assessment (three times a year)</p> <p style="text-align: center;">Remediation performance tests (given pre- and post- remediation)</p>

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Language Arts Goals

After a review of the student assessment data, our goals for language arts improvement is that students will show continuous progress in overall reading comprehension, as measured by the ISTEP+/ILEARN. Specifically, the focus will be on reading vocabulary, nonfiction/informational text, and literary text. The percentage of students in each grade level grouping that pass the reading comprehension portion of Indiana standardized tests (reading vocabulary, nonfiction/informational text, and literary text) will improve each year. In addition, we have developed a writing goal where student writing will demonstrate competency by using textual evidence from multiple sources in multiple types of writing. The following tables outline the strategies for meeting our two Language Arts goals.

Eastern Greene Middle School Improvement Plan: Language Arts Goal #1

Goal: *Eastern Greene Middle School students will show continuous progress in overall reading comprehension (reading vocabulary, nonfiction/informational text, and literary text), as measured by Indiana standardized tests. The percentage of students in each grade level grouping that pass the reading comprehension portion of the Indiana standardized tests will improve each year.*

Strategies	Responsible Parties:	Resources Needed	Staff Development	Timeline	Activity Assessments
1) In all language arts and reading classrooms, language arts instruction is aligned with the Indiana academic standards, and these standards are consistently and effectively taught in all classrooms.	Teachers Administrators	Indiana Academic Standards and College and Career Readiness Standards	Language arts department meetings to collaborate and share instructional ideas.	2017-2020	<p style="text-align: center;">At language arts department meetings, teachers will review how many reading comprehension standards they have taught and review what standards still need to be taught.</p> <p style="text-align: center;">Grade level teams will regularly review the informational text being taught in all disciplines.</p>

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<p>2) During elective class time students who are not at grade-level will be pulled out 2-3 times a week as part of our RtI school –wide intervention model.</p>	<p>Teachers Counselor</p>	<p>Review material from Indiana Academic Standards and College and Career Readiness Standards</p> <p>Best practices and learned through internal staff development</p> <p>Previous Indiana standardized tests</p>	<p>Language arts department meetings to collaborate and share instructional ideas</p> <p>Sharing of ideas with language arts consultant</p>	<p>2017-2020</p>	<p>Students will be selected for the pull-out program based on their performance on Indiana standardized tests, AIRWays, and teacher created placement test. Students will be regular assessed based on their performance during instruction as well as on Iready testing.</p>
<p>3) All teachers will provide daily balanced reading comprehension instruction that includes: oral reading, audio listening, teaching and using context clues, scanning, and pre-reading material. Staff members will give careful attention to questioning techniques in order to encourage students to explain how they arrived at an answer and to improve their reading comprehension skills.</p>	<p>Teachers Administrators</p>	<p>Indiana Academic Standards and College and Career Readiness Standards</p> <p>Language Arts textbook series</p> <p>Variety of language arts teacher resources</p>	<p>Language arts department meetings to collaborate and share instructional ideas.</p> <p>Teachers are encouraged to go to language arts workshops/conferences for professional development.</p>	<p>2017-2020</p>	<p>At language arts department meetings, teachers will review their methods of instruction, questioning techniques, etc. with the group.</p> <p>Implementation of the Reading Coach Program.</p> <p>Use of Reading Academy at all grade levels for students not at grade level</p>
<p>4) Parental involvement in reading education is supported and encouraged.</p>	<p>Teachers Administrators Counselor</p>	<p>School/grade level newsletters</p> <p>Email addresses</p>	<p>Language arts department meetings to collaborate and share ideas.</p>	<p>2017-2020</p>	<p>Progress reports, report cards, parent-teacher conferences, school website, providing parents with helpful language arts websites, and student</p>

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					assignment notebooks.
5) Grades 5-8 will offer some leveled reading classes in which teachers vary the method and pace of instruction as dictated by student progress while still meeting academic standards. These are flexible groupings where students can be moved in or out as needed.	Teachers Administrators Counselor	Indiana Academic Standards and College and Career Readiness Standards Language arts textbook series Variety of language arts teacher resources	Language arts department meetings to collaborate and share instructional ideas.	2017-2020	Students will be given assessments near the end of the year to determine placement for the next school year. Mid-year assessments will help determine if students would benefit more from being in a different class level. Use of AIRWays assessment scores.
6) Special education faculty and staff provide inclusion and small group classroom support in language arts. Instructional accommodations are made and supplemental support materials are utilized when appropriate to ensure academic progress.	Special education teachers and TAs Regular classroom teachers Administration	Indiana Academic Standards and College and Career Readiness Standards Language Arts textbook series Variety of language arts teacher resources Computer-based reading skills programs	Language arts department meetings to collaborate and share instructional ideas.	2017-2020	Language arts performance tests given at various times per year. Each student's IEP checklist. Reading Academy for students not at grade level
7) Teachers will provide activities that reflect the reading comprehension format of the Indiana standardized tests.	Teachers Administrators	Indiana Academic Standards and College and Career Readiness Standards Previous Indiana standardized tests	Language arts department meetings to collaborate and share instructional ideas.	2017-2020	Reading comprehension activities/tests formatted similar to the Indiana standardized test format. All students will take the Airways Test

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8) All teachers will be cognizant of the format of Indiana standardized tests, of our students' achievement on these tests, and in areas that need improvement.	Teachers Administrators Counselor	Indiana Academic Standards and College and Career Readiness Standards Previous Indiana Standardized Tests	Language arts department meetings to collaborate and share ideas and learn how to analyze data.	2017-2020	At language arts department meetings, teachers will review Indiana standardized test formatting and student achievement data and will use this data to help drive instruction. Student Iready results will also be used to help drive the instruction
Research/Best Practice Sources		http://www.internet4classrooms.com (Instruction Resource) http://www.nmsa.org (National Middle School Association) Zemelman, S., Harvey Daniels, and Arthur Hyde. <u>Best Practices: New Standards for Teaching and Learning in America's Schools</u> . Portsmouth, NH: Heinemann, 2005.			
Assessments		Indiana Standardized tests Grade level performance assessments. Remediation performance tests.			

Eastern Greene Middle School Improvement Plan: Language Arts Goal #2

Goal: <i>Eastern Greene Middle School student writing will demonstrate competency by using textual evidence from both literature and non-fiction works in persuasive, informative, and narrative writing.</i>					
Strategies	Responsible Parties:	Resources Needed	Staff Development	Timeline	Activity Assessments
1) In all language arts and reading classrooms, language arts instruction is aligned with the Indiana	Teachers Administrators	Indiana Academic Standards and College and Career Readiness Standards	Language arts department meetings to collaborate and share instructional ideas.	2017-2020	At language arts department meetings, teachers will review how they are writing to meet the stated goal. Grade level teams will

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academic standards, and these standards are consistently and effectively taught in all classrooms.					regularly review the writing methods utilized in all disciplines.
2) During elective class time students who are not at grade-level will be pulled out 2-3 times a week as part of our RtI school –wide intervention model.	Teachers Counselor	Review material from Indiana Academic Standards, and College and Career Readiness Standards Best practices and learned through internal staff development Previous Indiana standardized tests	Language arts department meetings to collaborate and share instructional ideas Sharing of ideas with language arts consultant	2017-2020	Students will be selected for the pull-out program based on their performance on Indiana standardized tests, AIRWays assessment , and teacher created placement test. Students will be regular assessed based on their performance during instruction as well as on AIRWays testing.
3) All teachers in all subjects will provide opportunities for students to demonstrate competency in writing in a variety of ways. Teachers in all subject areas will model for students the best practices at all grade levels.	Teachers Administrators	Indiana Academic Standards and College and Career Readiness Standards Language Arts textbook series Variety of language arts teacher resources	Language arts department meetings to collaborate and share instructional ideas. Teachers are encouraged to go to language arts workshops/conferences for professional development.	2017-2020	At language arts department meetings, teachers will review their methods of instruction, questioning techniques, etc. with the group.
4) It will be a focus of science and social studies teachers to meet the writing goal and provide opportunities for students to practice master.	Teachers Administrators Counselor	Indiana Academic Standards and College and Career Readiness Standards School/grade level newsletters Email addresses	Departmental meetings. Twice a year hold a day long in house workshop focused on writing in subject area.	2017-2020	Quarterly exams and student written response to the various forms of writing to a given text.

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<p>6) Special education faculty and staff provide inclusion and small group classroom support in language arts. Instructional accommodations are made and supplemental support materials are utilized when appropriate to ensure academic progress.</p>	<p>Special education teachers and TAs</p> <p>Regular classroom teachers</p> <p>Administration</p>	<p>Indiana Academic Standards and College and Career Readiness Standards</p> <p>Language Arts textbook series</p> <p>Variety of language arts teacher resources</p> <p>Computer-based reading skills programs</p>	<p>Language arts department meetings to collaborate and share instructional ideas.</p>	<p>2017-2020</p>	<p>Language arts performance tests given at various times per year.</p> <p>Each student's IEP checklist.</p>
<p>7) Teachers will provide activities that reflect the different types of writing using textual evidence on a regular basis.</p>	<p>Teachers</p> <p>Administrators</p>	<p>Indiana Academic Standards and College and Career Readiness Standards</p> <p>Previous Indiana standardized tests</p>	<p>Attend professional development geared towards the new standards.</p> <p>Language arts department meetings to collaborate and share instructional ideas.</p>	<p>2017-2020</p>	<p>State-wide assessments and teacher created writing activities.</p>
<p>Research/Best Practice Sources</p>		<p>http://www.internet4classrooms.com (Instruction Resource)</p> <p>http://www.nmsa.org (National Middle School Association)</p> <p>Zemelman, S., Harvey Daniels, and Arthur Hyde. <u>Best Practices: New Standards for Teaching and Learning in America's Schools</u>. Portsmouth, NH: Heinemann, 2005.</p>			
<p>Assessments</p>		<p>Indiana Standardized tests: ILEARN</p> <p>Grade level performance assessments: Iready</p> <p>Remediation performance tests: Moby max</p>			

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XXIV. Professional Development – Specific plan to support the school’s Goal Action Plan

At Eastern Greene Middle School we believe professional development is vital in order to best meet the needs of our students. Our professional development will be spread out over the school year where we will focus on various growth areas. Another aspect of our professional growth will be provided by our Technology Integration Specialist who will assist teachers in all curricular subjects immerse technology into their lessons on a regular basis. Our school-wide professional development goals are directly in line with our needs assessment based on the data outlined in this document. To meet our improvement goal of overall improvement in math performance as measured on the ILEARN test we will be doing the following:

- Math department will collaborate within grades and across grades to ensure mastery of basic math skills.
- Math teachers will meet monthly or more to discuss best practices and successful approaches for teaching math concepts.
- Math teachers will analyze AIRWays Test data which will be given three times a year.
- Math teachers will be given the opportunity to attend conferences and then will present the material to the other math teachers.
- Math teachers will collaborate with their interdisciplinary team of teachers and share common terms and concepts as to assist non-math teachers when incorporating math into their respective curriculums.
- RtI pullout program for tier two and three students
- Daily review activities across the curriculum

To help in meeting our goal of improved reading comprehension and student writing using textual clues we will be doing the following:

- All teachers will focus on reading comprehension and writing using textual clues within their curriculum.
- Language arts teachers will collaborate once a month or more to discuss best practices.
- Once a semester content area teachers will collaborate to share ideas and lessons to meet both language arts goals.
- Once a semester content area teachers will collaborate with Language Arts teachers to discuss best practices and review/evaluate reading across the curriculum and writing using textual clues.
- All teachers will be given the opportunity to attend conferences and then will present the material to the rest of the staff.
- Student not at grade level will be given instruction through our RtI pullout program.

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In addition we will continue to have professional development with the understanding and implementation of middle school philosophies and concepts. Professional development will be provided in the following areas:

- General middle school concepts such as teaming, advisory, and understanding the middle school student will be addressed throughout the school year.
- Motivational factors for middle school students including completion of daily classroom work and homework.
- Collaboration with other successful middle schools in the implementation of middle school concepts.

As a final aspect of our professional development, we will increase professional development on and implementing more 21st century learning skills. There will be opportunities for our teachers to study how today's students learn differently and a school-wide focus on technology and STEM embedded as a strand to the curriculum.

Finally, our staff development days will serve as an opportunity for our staff to learn, share, and instruct each other on current trends and what is working for them in their classroom. We will spend time in vertical alignment and discussion with fellow middle school faculty and the elementary/high school. Teachers will be encouraged to take part in study groups, book reads/discussions, and general collaboration. The overall impact of our professional development will be measured and evaluated by continued analysis of the student assessment data. Communication and caring for our students is our top priority and will help us to reach each student and his/her unique needs within our school.