

# Eastern Greene Middle School 2017-18 School Improvement Plan

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**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

**Superintendent**

Ted Baechtold

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**Middle School – School Improvement Committee**

Member Name	Affiliation
Patrick Ault	Principal
Tammy Basye	Teacher
Irene Burch	Teacher
Amy Goodwin	Teacher
Whitney Russell	Teacher
Dacia Sachtjen	Teacher
Kurtis Moffitt	Teacher
Valerie Ault	Teacher
Aaron Buskirk	Teacher
Crystal Mechinus	Parent
Amy Rogers	Parent

**Date of Meetings**

August 28, 2017
September 11, 2017
To be announced

**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.

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## **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.

## **III. Corporation Profile**

Eastern Greene School District is a rural district serving Beech Creek, Center, and Jackson townships, covering a total area of 144 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 1200 students in grades pre-k thru 12<sup>th</sup> grade. Within the school's population there is little ethnic diversity. 96% of the school population is white; approximately 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 seven member board that is elected by the public. 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 400 students in fifth, sixth, seventh, and eighth grades. The 2017-2018 academic year represents Eastern Greene Middle School's eleventh year of independent operation as a true middle school. During the current school year the

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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 21<sup>st</sup> century learning skills. Critical thinking, collaboration, student creativity, and incorporation of multi-media skills are just a few of the 21<sup>st</sup> century learning skills that have become common practice across all grade levels and subjects. Finally, the school year is made up of 180 days consisting of four nine week grading periods.

The middle school facilities include 20 classrooms for general education, five computer labs, two 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 teaches two subjects and the students travel from classroom to classroom for the various core subjects. Grade 6 has four teachers: Mathematics, Language Arts, Science/Health, and Social Studies. Grades 7 and 8 have four teachers each: Mathematics, Language Arts, Science, and Social Studies. 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> grade teachers also teach a teacher designed elective that each student rotates through during the school year.

Our special education staff consists of three teachers. One teacher works with grades 5/6, one with grades 7/8, and one has a self-contained room serving grades 5-8. Each grade level follows an inclusion model with a limited pullout program when needed. In addition, Eastern Greene Schools is a

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member of the Bedford Co-op which assists with our students' special education needs and services. 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, band, choir, orchestra, family and consumer science, computers, physical education, agriculture education, and general teacher designed electives.

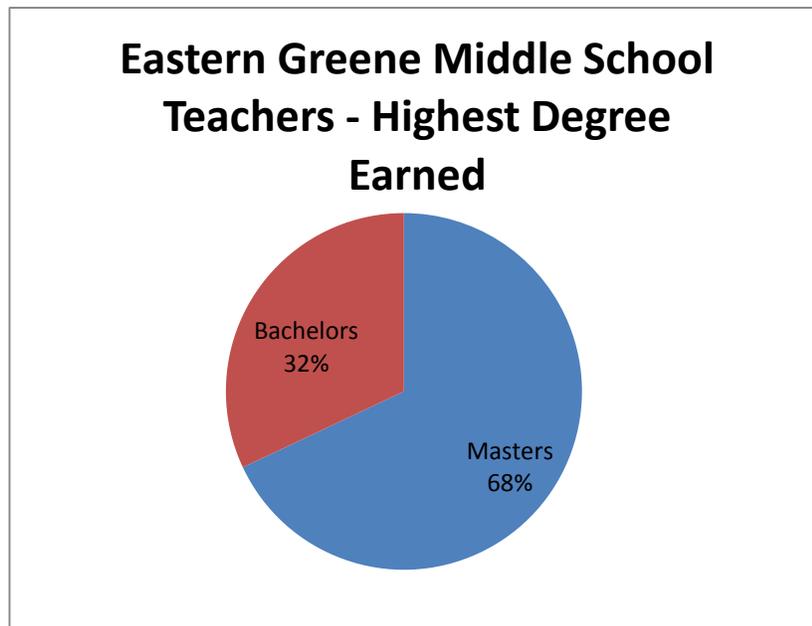
The Eastern Greene Middle School provides numerous extra-curricular activities. Students are encouraged to participate in extra-curricular activities and are given equal opportunity to do so. The athletic opportunities offered include: volleyball, basketball, baseball, track and field, cross-country, cheerleading, and football. Various academic clubs are also offered. These include Scrabble Club, Science Club, Math Club, Nature Club, FFA, Spelling Bee, Students Against Violence Everywhere (S.A.V.E.), and Student Council. Students are offered academic help from community members, many of whom are retired professionals. In addition to the above listed activities, Eastern Greene Middle School also offers opportunities for students to participate in 21<sup>st</sup> Century Scholars, 8<sup>th</sup> Grade Reality Store and Career Fair, Buddy Programs with the elementary, various academic competitions, Riley Hospital fundraising activities, various community service projects, job shadowing, spirit week activities, and Red Ribbon Week. Also, students in fifth grade are able to attend a three day and two night trip to Bradford Woods which is an outdoor learning facility. Additionally, the students in eighth grade travel to Washington, D.C. for several days and 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. Seven of the 26 teachers split time with either the elementary or the high school. In addition, we have an Art and PE Facilitator position that instructs 5<sup>th</sup> and 6<sup>th</sup> grade and a study skills and PE Facilitator for 7<sup>th</sup> and 8<sup>th</sup> grade. The graphs below further illustrate the strengths of the teaching staff.

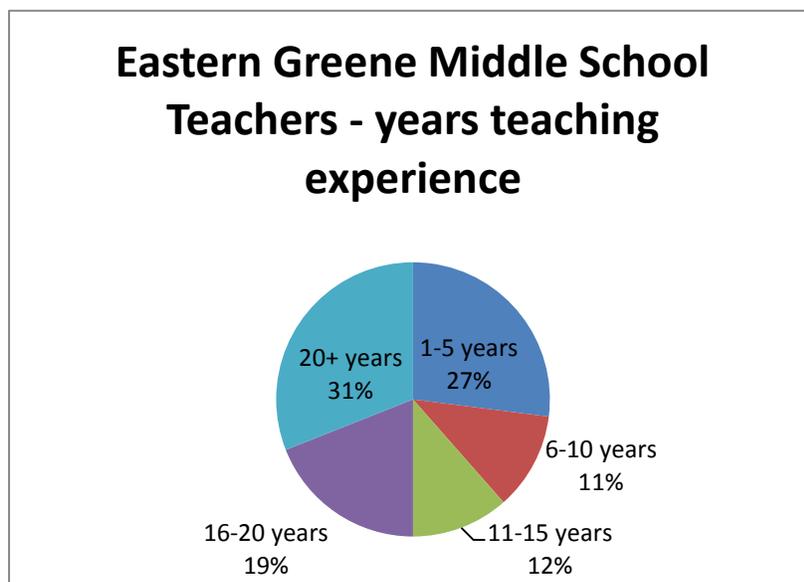
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The graph below illustrates the educational level of Eastern Greene Middle School teachers. 68% of our staff has a master's degree.



The graph below illustrates the teaching experience of Eastern Greene Middle School teachers. 73% of our teachers have five or more years teaching experience.



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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 elementary, a guidance secretary, and seven custodial/maintenance staff who are shared with the elementary/high school.

Of our 340 middle school students, 162 are female and 178 are male. About 98% of our students are white. The students at Eastern Greene Middle School come from a variety of socio-economic backgrounds, but 48.5% qualify for the free/reduced lunch program.

About 18.5% of our students receive special services as designated by their Individualized Education Plan (I.E.P.) and about 10% 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 150 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, and Bedford, or to Daviess County and the

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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 very 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, 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 Schools 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, parent-teacher conferences, 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. 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 2<sup>nd</sup> to last (out of 293 districts) in the state of Indiana. A related statistic, state support per student, had Eastern Greene Schools receiving

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\$4,881 per student from the state. This ranks Eastern Greene Schools as the 30<sup>th</sup> school district in terms of funding 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 include:

**** Per capita income	\$16,584	Ranking 243 out of 293
Adults with less than high school education	21.2%	Ranking 85 out of 293
Families below poverty	10.6%	Ranking 78 out of 293
Free lunch students	53.9%	****

## 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	Music/Choir
Math	Computer Technology	Orchestra
Science	Family and Consumer Science	Art
Agriculture Education	Study Skills	Language Arts & Math Rtl

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## 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 parent/teacher conferences in each grade.

Percentage of Parents Who Participated in Fall Parent/Teacher Conferences	
GRADE	ATTENDANCE PERCENTAGE
5 <sup>th</sup> Grade	94%
6 <sup>th</sup> Grade	94%
7 <sup>th</sup> Grade	97%
8 <sup>th</sup> Grade	89%

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. Parents help in multiple capacities to help raise money for the 8<sup>th</sup> grade class trip to Washington, DC and the 5<sup>th</sup> grade class trip to Bradford Woods, assist with teacher appreciation week, and provide periodic snacks for the staff and students.

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### **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 advisory groups 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 conjunction with the Greene County Sheriff's Department, are working to develop consistent 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.

### **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.

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- 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.

## EGMS Behavioral Conduct Code

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

	<b>Be Respectful</b>	<b>Be Responsible</b>	<b>Be Hardworking</b>
<b>School Wide/ Classroom</b>	<ul style="list-style-type: none"> <li>• Follow adult direction without complaint</li> <li>• Use positive words and actions with peers and adults</li> <li>• Clean up after yourself</li> <li>• Use appropriate voice</li> <li>• Respect others' space</li> <li>• Honor the school dress code</li> <li>• Treat others how you would want to be treated</li> </ul>	<ul style="list-style-type: none"> <li>• Be on time to class and be ready to learn</li> <li>• Follow school rules</li> <li>• Remind others to follow school rules</li> <li>• Take care of all personal and school property</li> <li>• Attend school every day</li> </ul>	<ul style="list-style-type: none"> <li>• Turn in all assignments on time</li> <li>• Be prepared for class with all supplies and materials</li> <li>• Study for tests and quizzes</li> <li>• Ask for help when needed</li> <li>• Exhibit academic honesty</li> <li>• Participate in class discussions</li> <li>• Bring necessary materials with you</li> </ul>

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<b>Hallway</b>	<ul style="list-style-type: none"> <li>• Use respectful language and actions</li> <li>• Be patient with peers</li> <li>• Keep hands, feet, and objects to yourself</li> </ul>	<ul style="list-style-type: none"> <li>• Keep voices down</li> <li>• Get materials at an appropriate time</li> <li>• Keep hallways clean</li> <li>• Walk to class in a timely manner</li> </ul>	<ul style="list-style-type: none"> <li>• Have necessary materials with you</li> <li>• Keep hallways clean</li> <li>• Keep your locker clean</li> </ul>
<b>Bus</b>	<ul style="list-style-type: none"> <li>• Comply with the bus driver's rules</li> <li>• Follow adult directions without question</li> <li>• Keep hands, feet, and objects to yourself</li> </ul>	<ul style="list-style-type: none"> <li>• Move into school quickly in the morning</li> <li>• Exit the school to the buses quickly in the afternoon</li> <li>• Do not loiter in the school</li> <li>• Take home all needed supplies</li> </ul>	<ul style="list-style-type: none"> <li>• Get to your bus on time</li> <li>• Have necessary materials with you</li> </ul>
<b>Restroom/ Locker Room</b>	<ul style="list-style-type: none"> <li>• Respect school property</li> <li>• Clean up your mess</li> <li>• Talk in a quiet and appropriate manner</li> <li>• Keep hands, feet, and objects to yourself</li> </ul>	<ul style="list-style-type: none"> <li>• Use your time wisely</li> <li>• Clean up after yourself</li> <li>• Be responsible for your own material</li> </ul>	<ul style="list-style-type: none"> <li>• Use soap and water when washing hands</li> <li>• Clean up after yourself</li> <li>• Flush the toilet after use</li> <li>• Keep your materials in your locker room locker</li> </ul>
<b>Cafeteria</b>	<ul style="list-style-type: none"> <li>• Stand in line patiently with your hands and feet to yourself</li> <li>• Be respectful of cafeteria workers</li> </ul>	<ul style="list-style-type: none"> <li>• Clean up after yourself</li> <li>• Keep the noise volume appropriate</li> <li>• Wait to be dismissed by an adult</li> </ul>	<ul style="list-style-type: none"> <li>• Comply with adults if requested to help</li> <li>• Follow cafeteria rules</li> </ul>

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<b>Cafeteria</b>	<ul style="list-style-type: none"> <li>• Follow adult direction without question</li> <li>• Enter and exit in an appropriate manner</li> </ul>		
<b>Extracurricular Activities</b>	<ul style="list-style-type: none"> <li>• Keep hands, feet, and objects to yourself</li> <li>• Know and follow school expectations</li> <li>• Enter and exit in an appropriate manner</li> <li>• Stay in designated areas</li> </ul>	<ul style="list-style-type: none"> <li>• Follow adult direction without complaint</li> <li>• Use polite language with everyone</li> <li>• Cooperate with everyone</li> <li>• Use appropriate voice</li> <li>• Exhibit sportsmanship</li> </ul>	<ul style="list-style-type: none"> <li>• Leave area as you found it or better</li> <li>• Be your personal best</li> </ul>

## **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. Three of the five labs serve as 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> Language Arts classroom labs. At times, the 6<sup>th</sup> grade Language Arts lab is utilized by the Math and Science teachers for technology-enhanced curriculum. The 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

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research, and publishing applications. In addition, we have adopted Google Applications and Docs which all students are learning and using.

For computer instruction, all 5<sup>th</sup> grade students have one class period weekly. 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> 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 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. Both the 5<sup>th</sup> and 6<sup>th</sup> 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. Five Star Technologies has also provided an onsite Technology Integration Specialist that works with teachers throughout the corporation to best utilize technology in their individual classrooms.

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 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

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monitored and counseled by the guidance counselor and administrators. Parent contact is made at regular intervals at the earliest sign of attendance concerns.

Grade	2012-13	2013-14	2014-15	2015-16	2016-17
Grade 5	96.3%	96.7%	96.4%	97.6%	97.4%
Grade 6	96.6%	96.2%	96.7%	96.7%	97.4%
Grade 7	96.3%	96.5%	96.1%	95.8%	95.1%
Grade 8	96.2%	96.5%	96.5%	97.0%	95.4%
All Grades	96.4%	96.5%	96.4%	96.8%	96.3%

## **XII. High Ability**

Eastern Greene Middle School has worked hard to expand our offerings for our high ability 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 7<sup>th</sup> grade and Algebra at the 8<sup>th</sup> grade. For the 2009-2010 school year we had 15 students take the ECA Algebra test and all 15 passed it. For the 2010-2011 school year we had 16 students take the ECA Algebra test and all 16 passed it. For the 2011-2012 school year we had 17 students take the ECA Algebra test and all 17 passed. And for the 2012-2013 school year we had 16 students take the ECA Algebra test and all 16 passed. The 2014-2015 school year we had two classes of students taking Algebra I in the 8<sup>th</sup> grade for a total of 40 students. In 2015-2016 school year, we had a class of Algebra I in the 8<sup>th</sup> grade with a total of 28 students.

## **XIII. Response to Instruction**

As a staff we have done extensive work with our Response to Instruction programs. Over the summer of 2011 a group of 12 middle school teachers conducted a two day workshop to further

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develop our Rtl 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 Rtl students.

#### **XIV. Academic Honors, College and Career Readiness**

Not Applicable

#### **XV. AP, ACP, and dual credit courses**

Not Applicable

#### **XVI. Graduation Rate**

Not Applicable

#### **XVII. DATA TITLES– Titles of Assessment Tools Used**

- ISTEP+
- Quarterly Teacher Created Exams in all core classroom subjects for grades 6-8
- Teacher generated math placement test
- Teacher generated language arts placement test
- Math pre and post-test on a yearly basis
- Acuity testing for all grades to use as a predictor
- Assessments of student writing by the school-wide writing rubric

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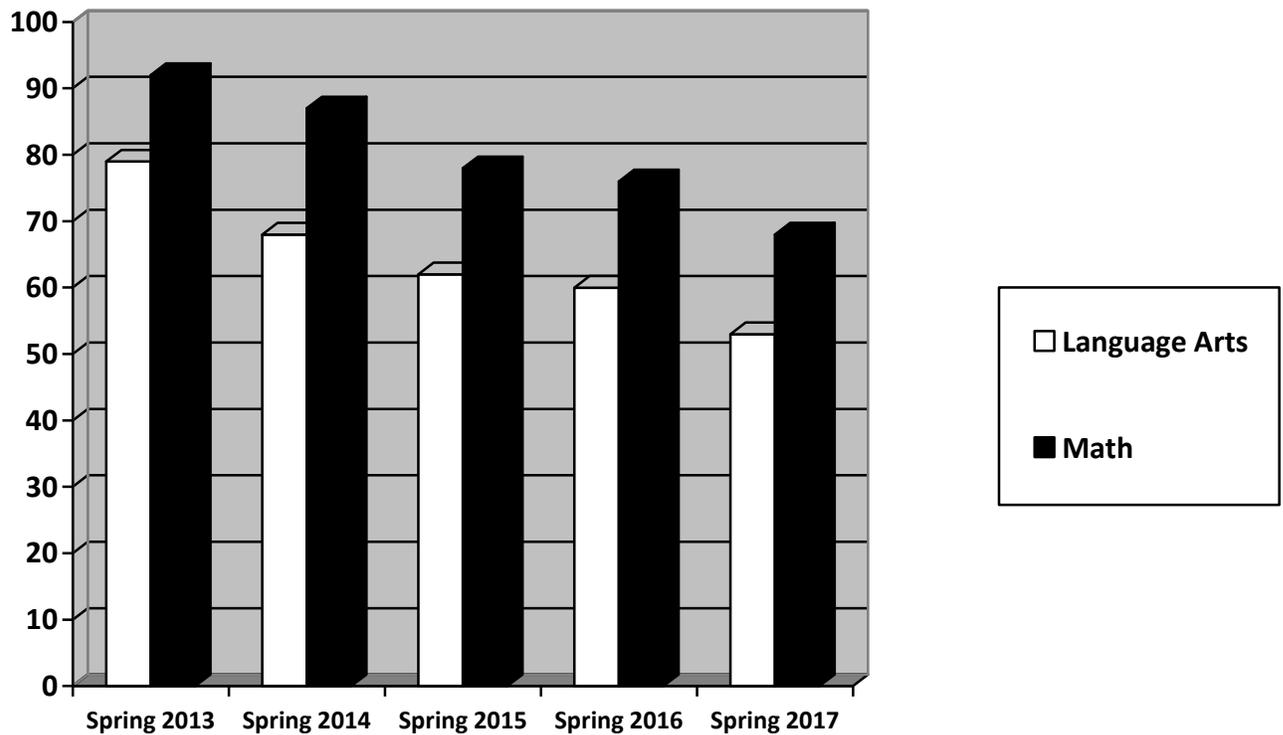
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## XVIII. DATA RESULTS –Description of Assessment Results

Below are the ISTEP+ results for the 5<sup>th</sup> grade from 2013 through spring of 2017.

	Language Arts	Math
Spring 2013	79	92
Spring 2014	68	87
Spring 2015	62	78
Spring 2016	60	76
Spring 2017	53	68

### EGMS 5th Grade ISTEP+ % Passing



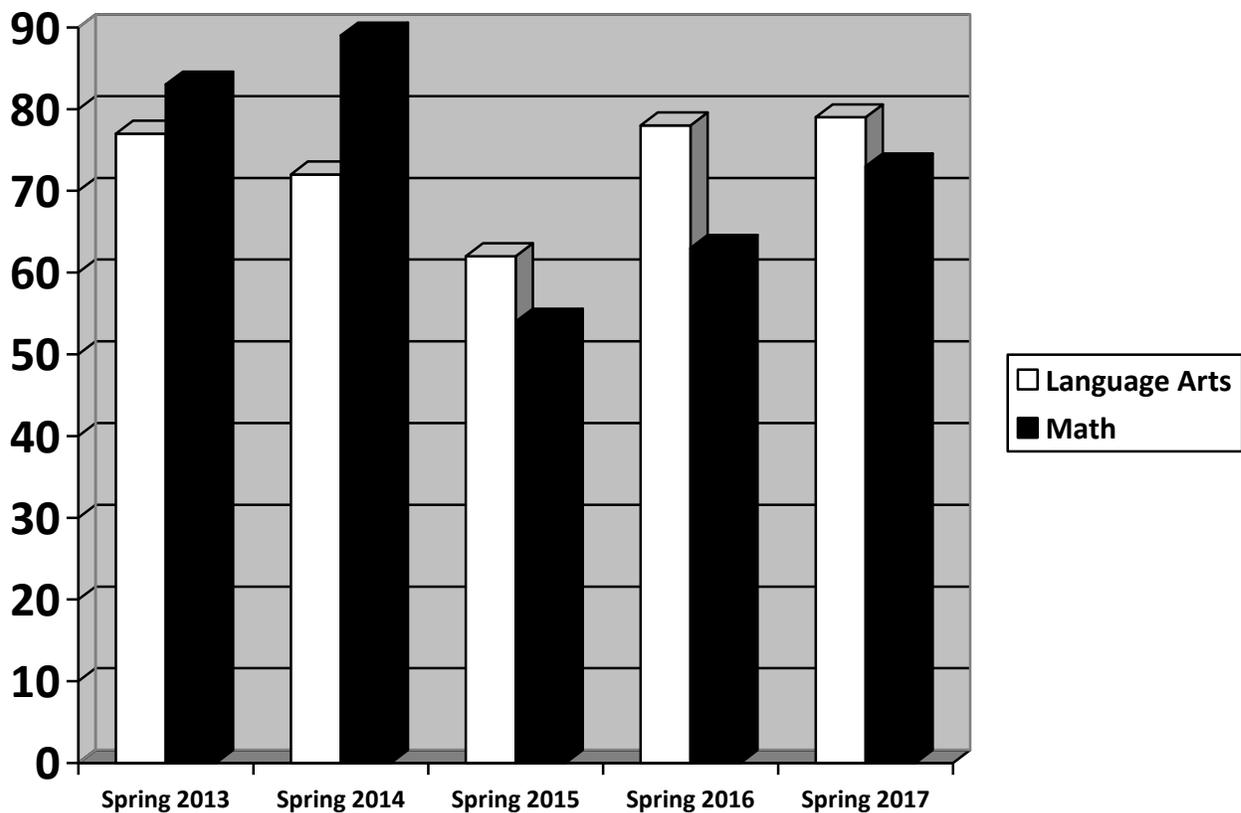
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Below are the ISTEP+ results for the 6<sup>th</sup> grade from 2013 through spring of 2017.

	Language Arts	Math
Spring 2013	77	83
Spring 2014	72	89
Spring 2015	62	54
Spring 2016	78	63
Spring 2017	79	73

**EGMS 6th Grade ISTEP+ % Passing**



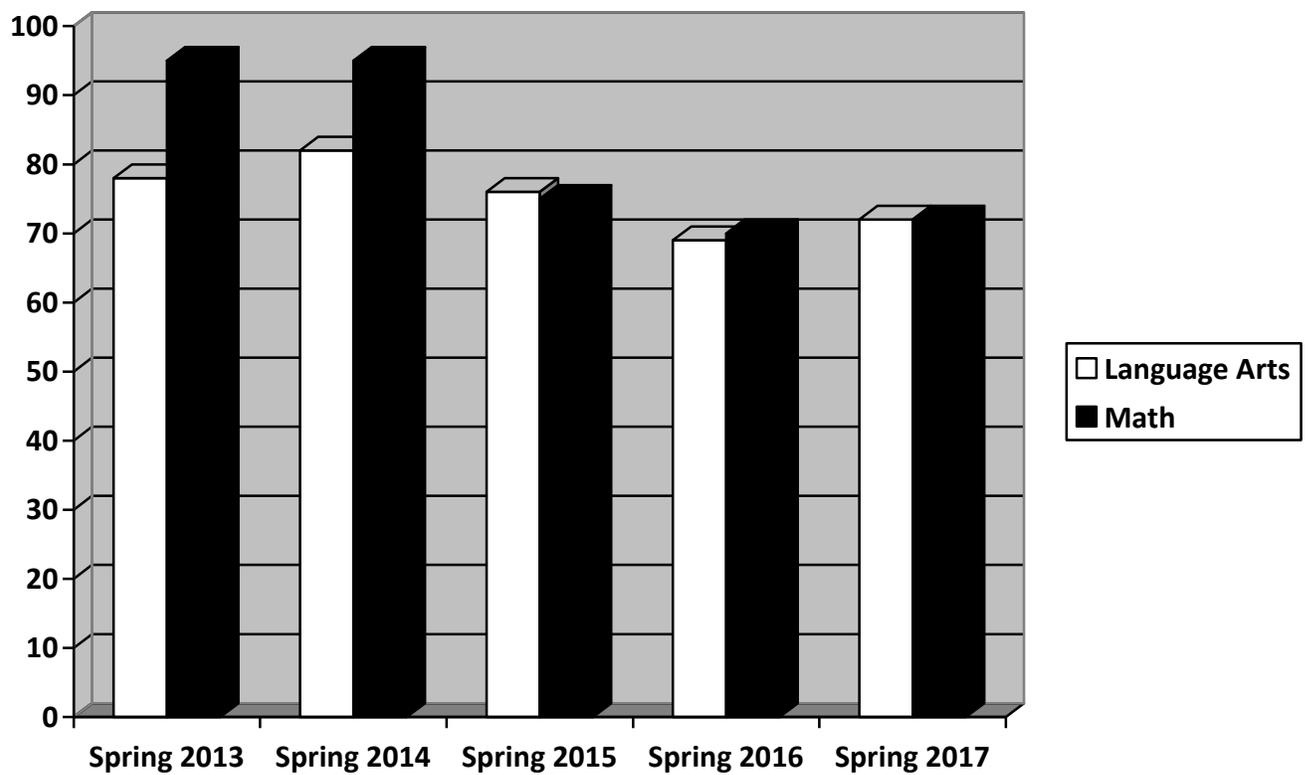
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Below is the ISTEP+ results for the 7<sup>th</sup> grade from 2013-spring of 2017.

	Language Arts	Math
Spring 2013	78	95
Spring 2014	82	95
Spring 2015	76	75
Spring 2016	69	70
Spring 2017	72	72

## EGMS 7th Grade ISTEP+ % Passing



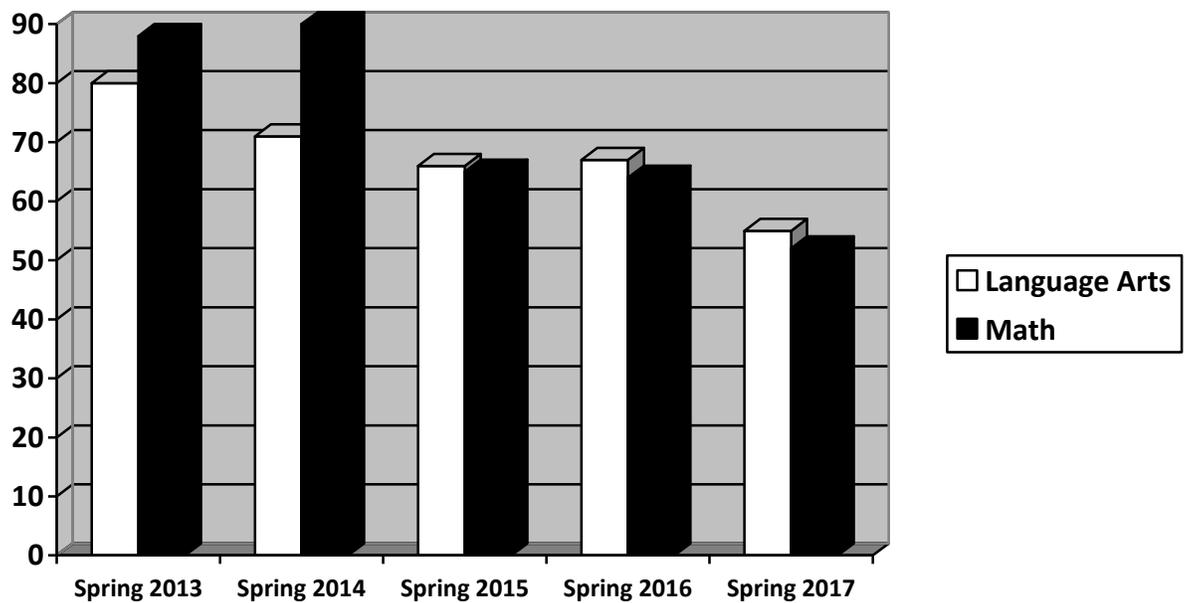
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Below is the ISTEP+ results for the 8<sup>th</sup> grade from 2013-spring of 2017.

	Language Arts	Math
Spring 2013	80	88
Spring 2014	71	90
Spring 2015	66	65
Spring 2016	67	64
Spring 2017	55	52

**EGMS 8th Grade ISTEP+ % Passing**



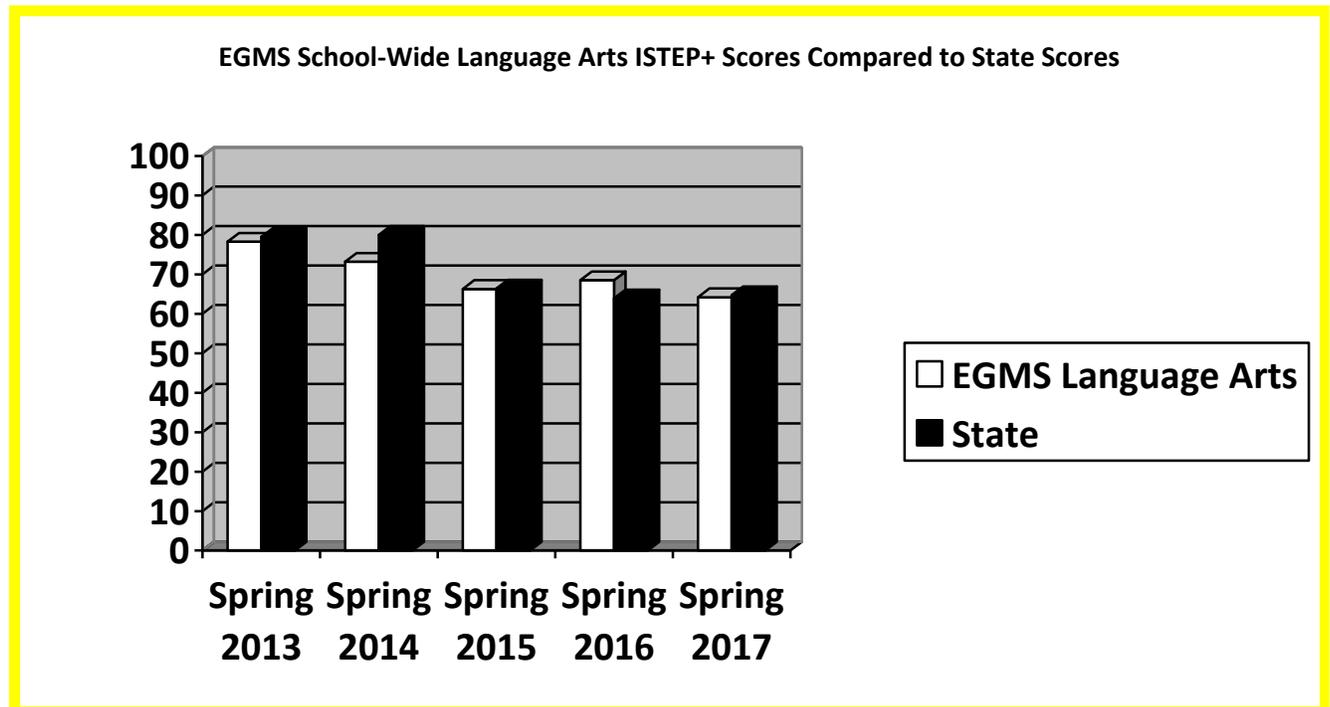
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## XIX. DATA ANALYSIS – Comparisons of Data

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



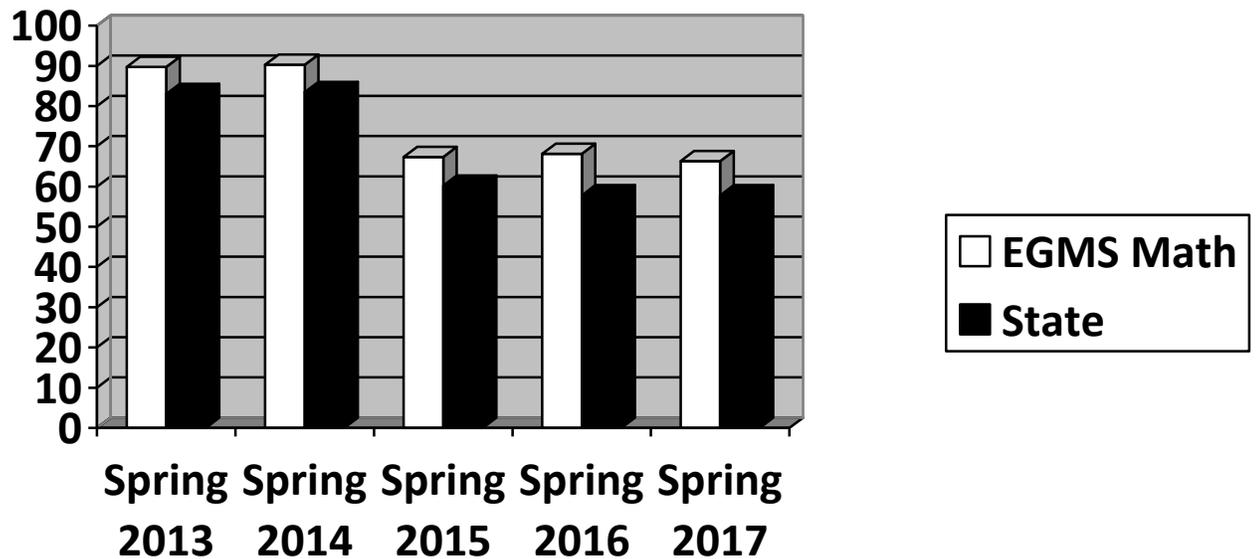
# Eastern Greene Middle School 2017-18 School Improvement Plan

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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

### EGMS School Wide Math ISTEP+ Scores Compared to State Scores

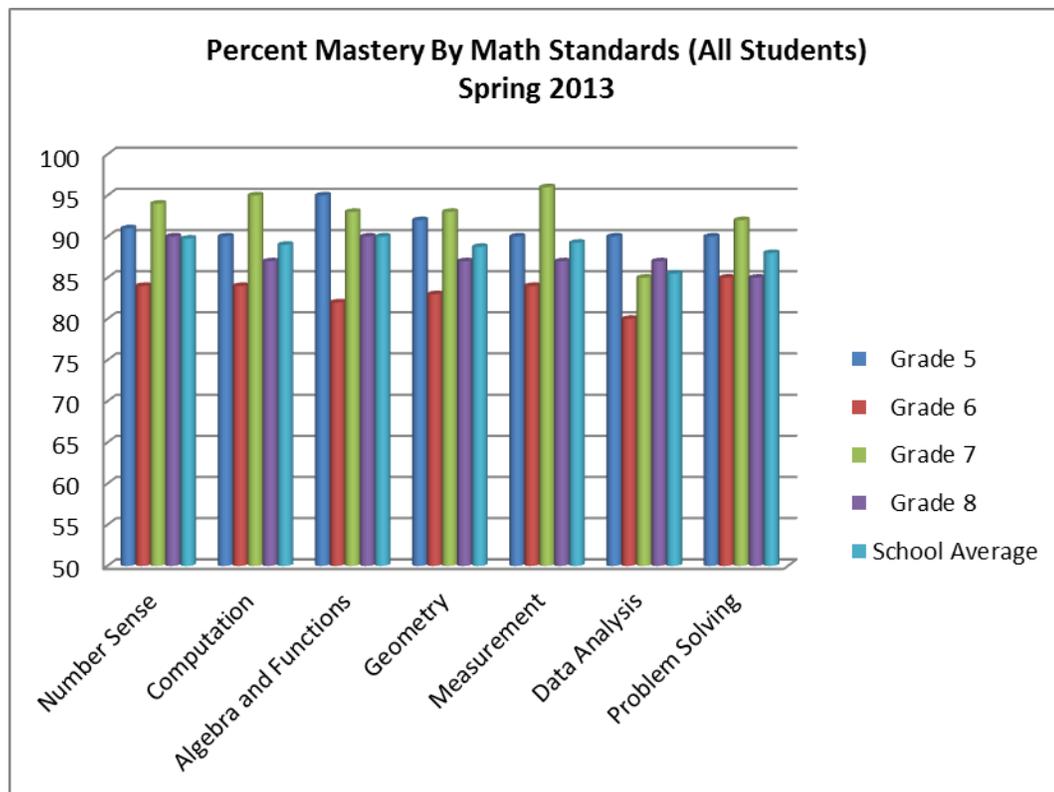


## Eastern Greene Middle School 2017-18 School Improvement Plan

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Below is a table and graph explaining our percentage of students who demonstrated mastery on the different sections of the ISTEP+ Math Test for the spring 2013 test.

	<b>Grade 5</b>	<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>	<b>School Average</b>
Number Sense	91	84	94	90	90
Computation	90	84	95	87	89
Algebra and Functions	95	82	93	90	90
Geometry	92	83	93	87	89
Measurement	90	84	96	87	89
Data Analysis	90	80	85	87	86
Problem Solving	90	85	92	85	88

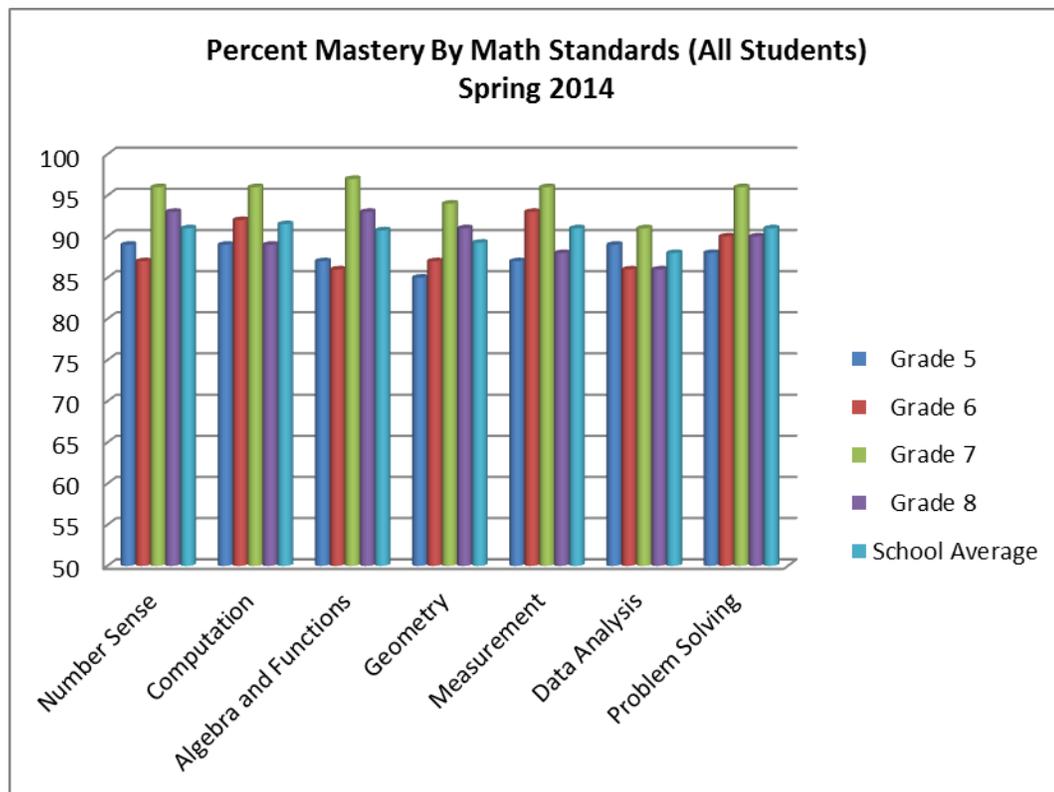


## Eastern Greene Middle School 2017-18 School Improvement Plan

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Below is a table and graph explaining our percentage of students who demonstrated mastery on the different sections for the ISTEP+ Math Test for the spring 2014 test.

	<b>Grade 5</b>	<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>	<b>School Average</b>
Number Sense	89	87	96	93	91
Computation	89	92	96	89	92
Algebra and Functions	87	86	97	93	91
Geometry	85	87	94	91	89
Measurement	87	93	96	88	91
Data Analysis	89	86	91	86	88
Problem Solving	88	90	96	90	91



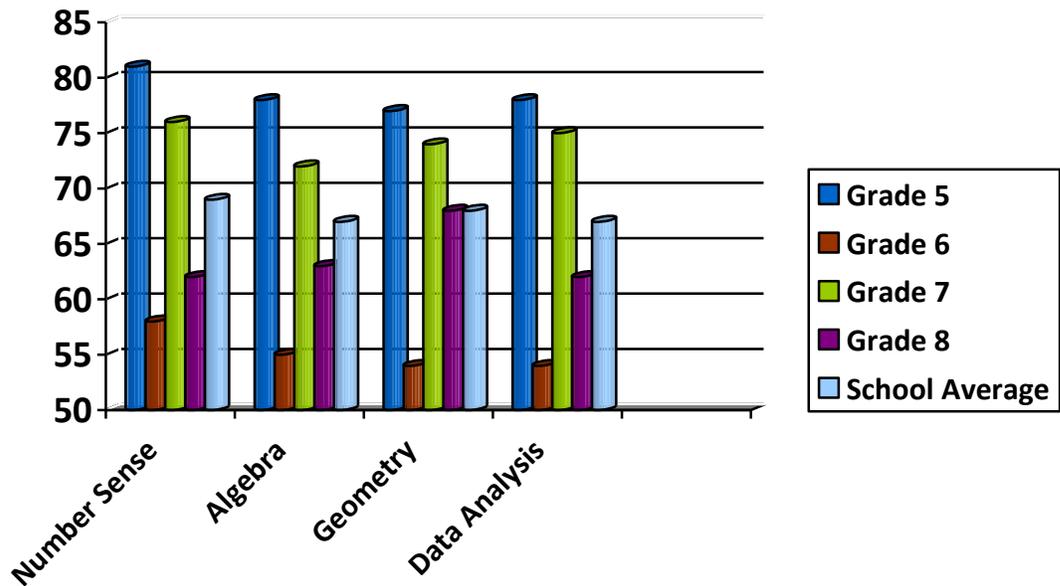
## Eastern Greene Middle School 2017-18 School Improvement Plan

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Below is a table and graph explaining our percentage of students who demonstrated mastery on the different sections for the ISTEP+ Math Test for the spring 2015 test.

	Grade 5	Grade 6	Grade 7	Grade 8	School Average
<b>Number Sense</b>	81	58	76	62	69
<b>Algebra and Functions</b>	78	55	72	63	67
<b>Geometry and Measurement</b>	77	54	74	68	68
<b>Data Analysis Statistics and Probability</b>	78	54	75	62	67

**Percent Mastery by Math Standards (All Students) Spring 2015**



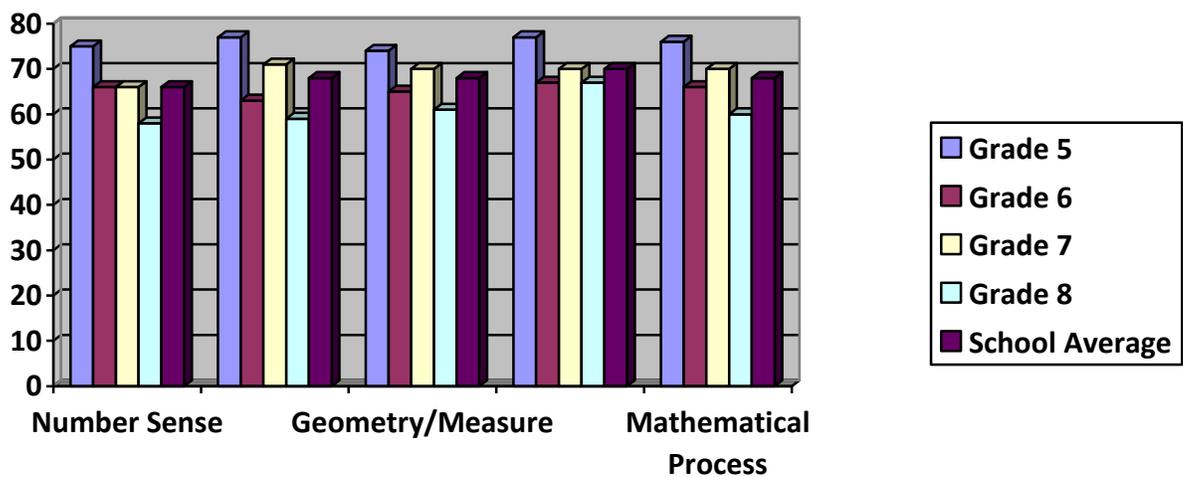
## Eastern Greene Middle School 2017-18 School Improvement Plan

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Below is a table and graph explaining our percentage of students who demonstrated mastery on the different sections for the ISTEP+ Math Test for the spring 2016 test.

	Grade 5	Grade 6	Grade 7	Grade 8	School Average
<b>Number Sense and Computation</b>	75	66	66	58	66
<b>Algebra and Functions</b>	77	63	71	59	68
<b>Geometry and Measurement</b>	74	65	70	62	68
<b>Data Analysis, Probability, and Statistics</b>	77	67	70	67	70
<b>Mathematical Process</b>	76	66	70	60	68

**Percent Mastery by Math Standards (All Students) Spring 2015**



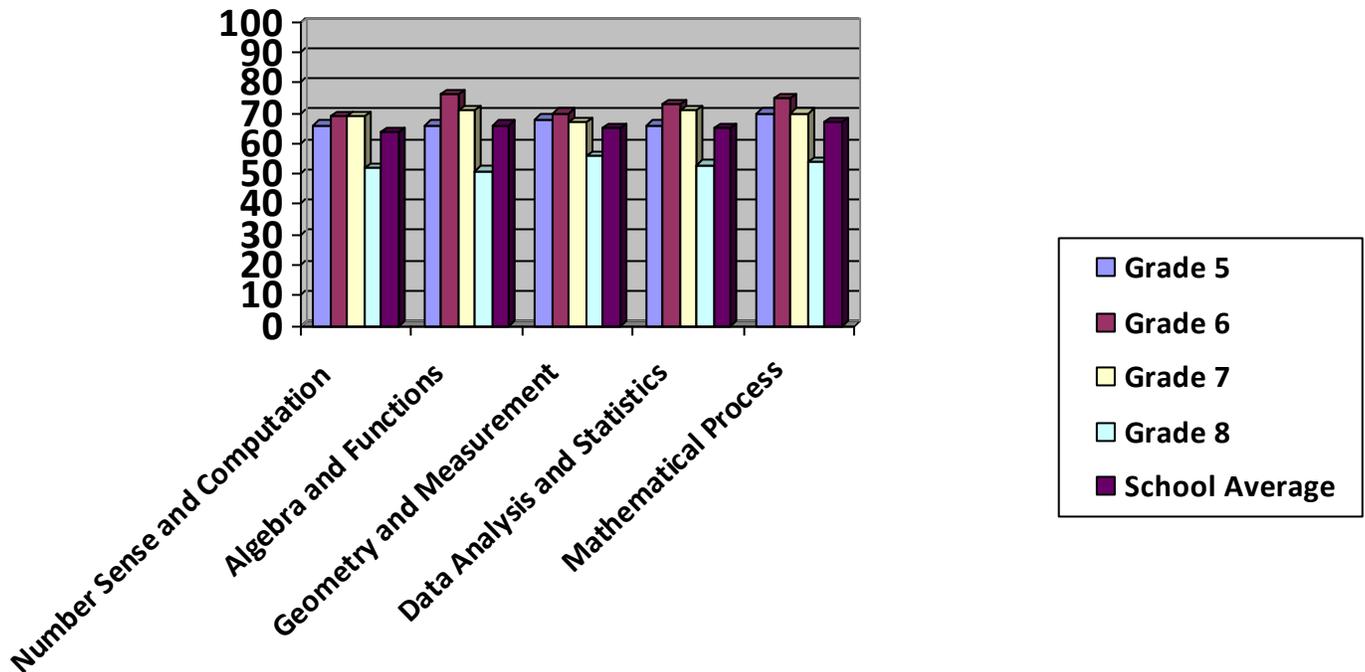
## Eastern Greene Middle School 2017-18 School Improvement Plan

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Below is a table and graph explaining our percentage of students who demonstrated mastery on the different sections for the ISTEP+ Math Test for the spring 2017 test.

	Grade 5	Grade 6	Grade 7	Grade 8	School Average
<b>Number Sense and Computation</b>	66	69	69	52	64
<b>Algebra and Functions</b>	66	76	71	51	66
<b>Geometry and Measurement</b>	68	70	67	56	65
<b>Data Analysis and Statistics</b>	66	73	71	53	65
<b>Mathematical Process</b>	70	75	70	54	67

**Percent Mastery by Math Standards (All Students) Spring 2017**

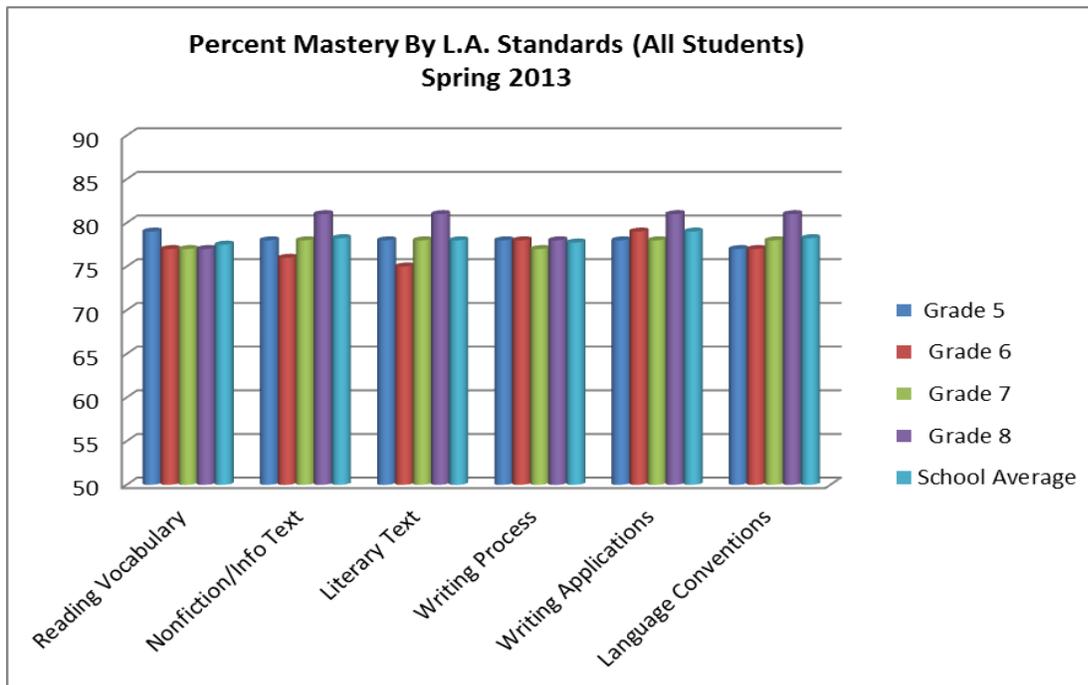


## Eastern Greene Middle School 2017-18 School Improvement Plan

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Below is a table and graph explaining our percentage of students who demonstrated mastery on the different sections of the ISTEP+ Language Arts Test for the spring 2013 test.

	<b>Grade 5</b>	<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>	<b>School Average</b>
Reading Vocabulary	79	77	77	77	78
Nonfiction/Info Text	78	76	78	81	78
Literary Text	78	75	78	81	78
Writing Process	78	78	77	78	78
Writing Applications	78	79	78	81	79
Language Conventions	77	77	78	81	78

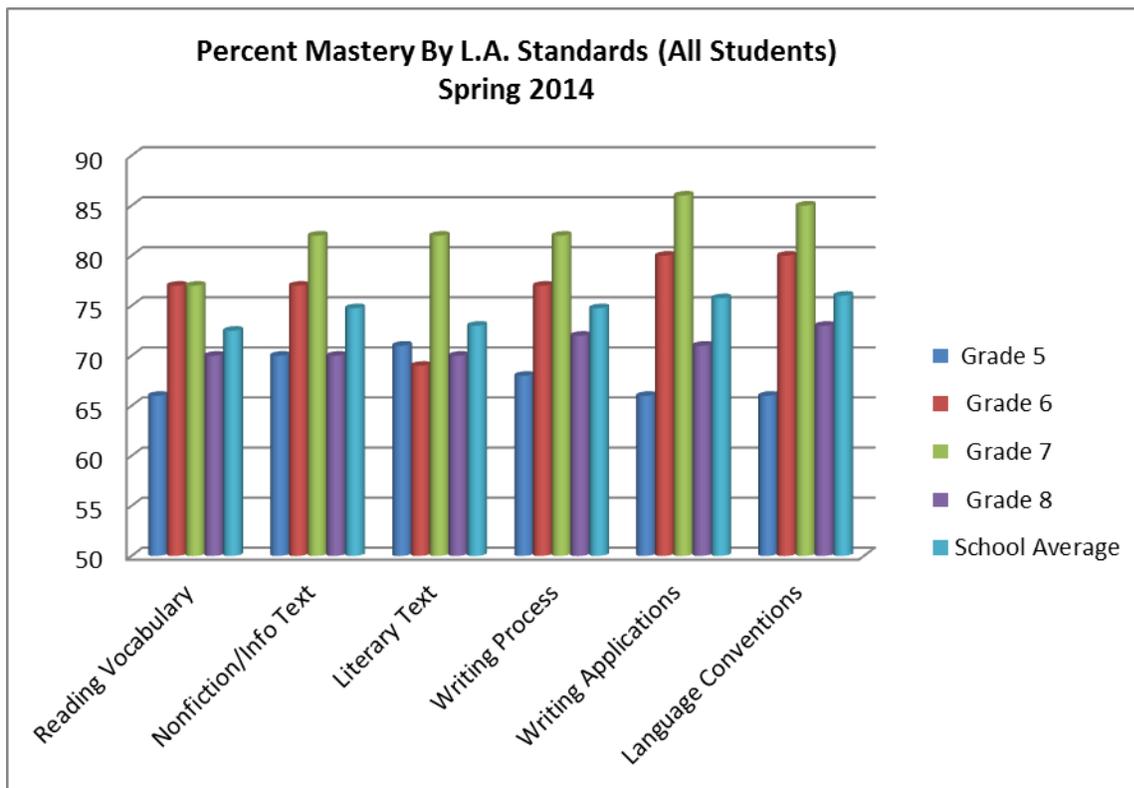


## Eastern Greene Middle School 2017-18 School Improvement Plan

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Results from the 2014 test:

	<b>Grade 5</b>	<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>	<b>School Average</b>
Reading Vocabulary	66	77	77	70	73
Nonfiction/Info Text	70	77	82	70	75
Literary Text	71	69	82	70	73
Writing Process	68	77	82	72	75
Writing Applications	66	80	86	71	76
Language Conventions	66	80	85	73	76



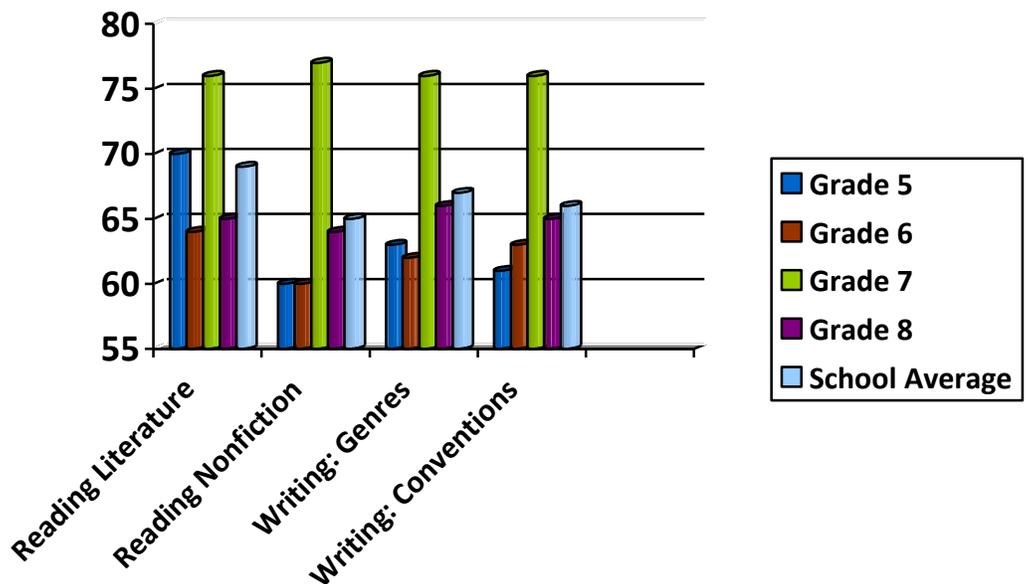
# Eastern Greene Middle School 2017-18 School Improvement Plan

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Results from the 2015 Spring ISTEP+ test

	Grade 5	Grade 6	Grade 7	Grade 8	School Average
<b>Reading: Literature</b>	70	64	76	65	69
<b>Reading: Nonfiction &amp; Media Literacy</b>	60	60	77	64	65
<b>Writing: Genres, Writing and Research Process</b>	63	62	76	66	67
<b>Writing: Conventions of Standard English</b>	61	63	76	65	66

**Percent Mastery by English/Language Arts Standards (All Students) Spring 2015**



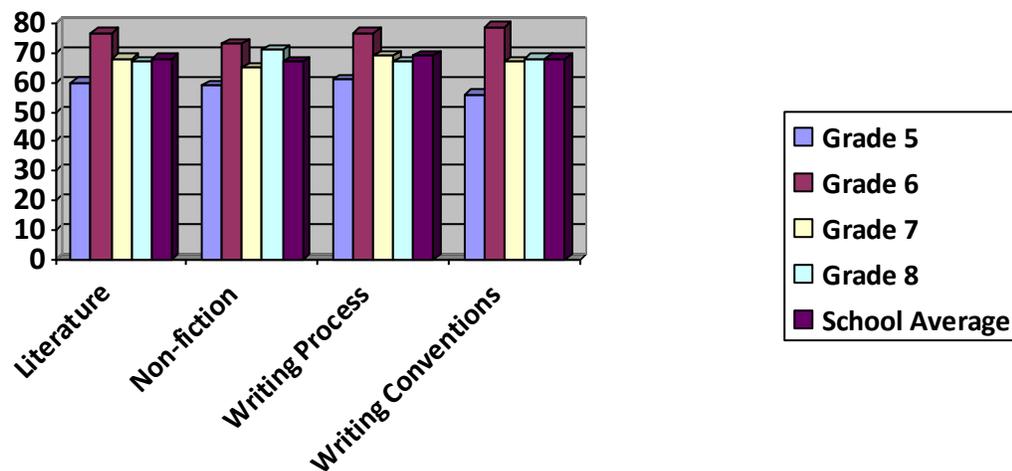
# Eastern Greene Middle School 2017-18 School Improvement Plan

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Results from the 2016 Spring ISTEP+ test

	Grade 5	Grade 6	Grade 7	Grade 8	School Average
<b>Reading: Literature</b>	60	77	68	67	68
<b>Reading: Nonfiction &amp; Media Literacy</b>	59	73	65	71	67
<b>Writing: Genres, Writing and Research Process</b>	61	77	69	67	69
<b>Writing: Conventions of Standard English</b>	56	79	67	68	68

**Percent Mastery by L.A. Standards (All Students) Spring 2015**



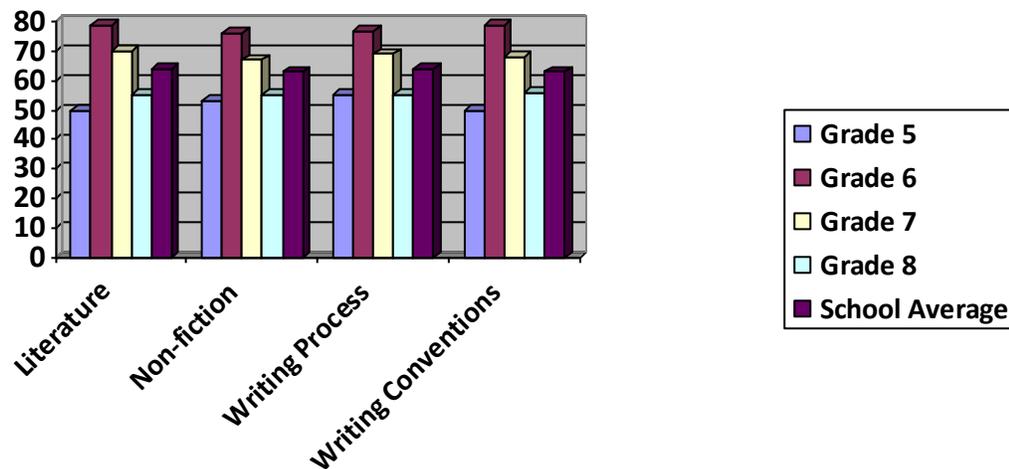
## Eastern Greene Middle School 2017-18 School Improvement Plan

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Results from the 2017 Spring ISTEP+ test

	Grade 5	Grade 6	Grade 7	Grade 8	School Average
<b>Reading: Literature and Vocabulary</b>	50	79	70	55	64
<b>Reading: Nonfiction &amp; Media Literacy</b>	53	76	67	55	63
<b>Writing: Genres, Writing and Research Process</b>	55	77	69	55	64
<b>Writing: Conventions of Standard English</b>	50	79	68	56	63

**Percent Mastery by L.A. Standards (All Students) Spring 2015**



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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 2017.

5<sup>th</sup> grade language arts results:

	<b>General Ed.</b>	<b>Identified</b>
Spring 2013	84	56
Spring 2014	59	46
Spring 2015	64	45
Spring 2016		**
Spring 2017	54	33

6<sup>th</sup> grade language arts results:

	<b>General Ed</b>	<b>Identified</b>
Spring 2013	82	50
Spring 2014	74	33
Spring 2015	66	41
		40
Spring 2017	87	**

7<sup>th</sup> grade language arts results:

	<b>General Ed</b>	<b>Identified</b>
Spring 2013	82	42
Spring 2014	84	36
Spring 2015	88	35
Spring 2016		35
Spring 2017	75	20

## Eastern Greene Middle School 2017-18 School Improvement Plan

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8<sup>th</sup> grade language arts results:

	<b>General Ed</b>	<b>Identified</b>
Spring 2013	85	29
Spring 2014	71	**
Spring 2015	78	14
Spring 2016		13
Spring 2017	61	33

5<sup>th</sup> grade math results:

	<b>General Ed</b>	<b>Identified</b>
Spring 2014	89	69
Spring 2015	79	73
Spring 2016		**
Spring 2017	71	42

6<sup>th</sup> grade math results:

	<b>General Ed</b>	<b>Identified</b>
Spring 2013	90	43
Spring 2014	89	75
Spring 2015	58	37
Spring 2016		20
Spring 2017	81	**

7<sup>th</sup> grade math results:

	<b>General Ed</b>	<b>Identified</b>
Spring 2013	97	83
Spring 2014	97	64
Spring 2015	81	55
Spring 2016		39
Spring 2017	74	30

## Eastern Greene Middle School 2017-18 School Improvement Plan

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8<sup>th</sup> grade math results:

	<b>General Ed</b>	<b>Identified</b>
Spring 2013	93	54
Spring 2014	88	**
Spring 2015	76	18
Spring 2016		25
Spring 2017	57	38

A careful 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. The strides that we were making in the last several years took a step back in 2015 with the new ISTEP+ with the new increased standards especially for our special education students.

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 2013 – spring 2017.

5<sup>th</sup> grade language arts results:

	<b>Paid Lunch</b>	<b>Free/Reduced Lunch</b>
Spring 2013	84	70
Spring 2014	71	61
Spring 2015	73	50
Spring 2016	76	41
Spring 2017	56	47

6<sup>th</sup> grade language arts results:

	<b>Paid Lunch</b>	<b>Free/Reduced Lunch</b>
Spring 2013	82	67
Spring 2014	72	65
Spring 2015	68	50
Spring 2016	79	72
Spring 2017	85	71

# Eastern Greene Middle School 2017-18 School Improvement Plan

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7<sup>th</sup> grade language arts results:

	<b>Paid Lunch</b>	<b>Free/Reduced Lunch</b>
Spring 2013	84	70
Spring 2014	85	72
Spring 2015	79	73
Spring 2016	81	52
Spring 2017	74	63

8<sup>th</sup> grade language arts results:

	<b>Paid Lunch</b>	<b>Free/Reduced Lunch</b>
Spring 2013	86	74
Spring 2014	72	64
Spring 2015	74	59
Spring 2016	76	57
Spring 2017	66	37

5<sup>th</sup> grade math results:

	<b>Paid Lunch</b>	<b>Free/Reduced Lunch</b>
Spring 2013	98	88
Spring 2014	87	85
Spring 2015	86	70
Spring 2016	84	66
Spring 2017	73	61

6<sup>th</sup> grade math results:

	<b>Paid Lunch</b>	<b>Free/Reduced Lunch</b>
Spring 2013	91	77
Spring 2014	91	84
Spring 2015	60	44
Spring 2016	71	53
Spring 2017	83	61

7<sup>th</sup> grade math results:

## Eastern Greene Middle School 2017-18 School Improvement Plan

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	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

8<sup>th</sup> 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

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 is 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.

# Eastern Greene Middle School 2017-18 School Improvement Plan

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## **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

## **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 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.

# Eastern Greene Middle School 2017-18 School Improvement Plan

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## 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 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	Teachers  Administrators	Indiana Academic Standards	Monthly math department meetings to collaborate and share instructional	2017-2020	Every month at math department meetings, teachers will review their pacing guidelines and which standards they have taught and review which standards still need to be taught.

## Eastern Greene Middle School 2017-18 School Improvement Plan

<p>and Career Readiness standards, and these standards are consistently and effectively taught.</p>		<p>And College and Career Readiness Standards</p>	<p>ideas</p>		
<p>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 Rtl school –wide intervention model.</p>	<p>Teachers  Counselor</p>	<p>Review material from Indiana Academic Standards and College and Career Readiness Standards  Best practices and learned through the Greene County Math Grant  Previous Indiana standardized Applied Skills tests</p>	<p>Monthly math department meetings to collaborate and share instructional ideas  One on one teacher meetings</p>	<p>2017-2020</p>	<p>Students will be selected for the pull-out program based on their performance on the Indiana standardized test, ACUITY, and teacher created placement test. Students will be regular assessed based on their performance during instruction as well as on ACUITY testing.</p>
<p>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.</p>	<p>Teachers  Administrators</p>	<p>Indiana Academic Standards  And College and Career Readiness Standards  Math textbook series</p>	<p>Monthly math department meetings to collaborate and share instructional ideas  Teachers are encouraged to go to math workshops/ conferences for professional</p>	<p>2017-2020</p>	<p>Every month at math department meetings, teachers will review their methods of instruction, questioning techniques, etc. with the group.</p>

## Eastern Greene Middle School 2017-18 School Improvement Plan

<p>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.</p>		<p>Variety of math teacher resources</p> <p>Notes and lessons learned from county-wide math grant meetings</p>	<p>development.</p>		
<p>4) Parental involvement in mathematics education is supported and encouraged.</p>	<p>Teachers</p> <p>Administrators</p> <p>Counselor</p>	<p>School/grade level newsletters</p> <p>Email addresses</p>	<p>Monthly math department meetings to collaborate and share ideas</p>	<p>2017-2020</p>	<p>Progress reports, report cards, parent-teacher conferences, school website, math parent nights, after-school tutoring, providing parents with helpful math websites, student assignment notebooks</p>
<p>5) Grades 5-8 will have leveled math classes in which math 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.</p>	<p>Teachers</p> <p>Administrators</p> <p>Counselor</p>	<p>Indiana Academic Standards and College and Career Readiness Standards</p> <p>Math textbook series</p> <p>Variety of math</p>	<p>Monthly math department meetings to collaborate and share instructional ideas</p>	<p>2017-2020</p>	<p>Students will be given an assessment test near the end of the year to determine placement for the next school year.</p> <p>ACUITY Assessment</p> <p>Teacher created quarterly assessments</p>

## Eastern Greene Middle School 2017-18 School Improvement Plan

		teacher resources			
<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</p> <p>Regular classroom teachers</p> <p>Administrators</p>	<p>Indiana Academic Standards and College and Career Readiness Standards</p> <p>Math textbook series</p> <p>Variety of math teacher resources</p> <p>Calculators</p>	<p>Monthly math department meetings to collaborate and share instructional ideas</p>	<p>2017-2020</p>	<p>ACUITY Testing</p> <p>Classroom math performance assessments</p> <p>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</p> <p>Administrators</p> <p>Counselor</p>	<p>Indiana Academic Standards and College and Career Readiness Standards</p>	<p>Monthly 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.</p> <p>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</p>

# Eastern Greene Middle School 2017-18 School Improvement Plan

		<p style="text-align: center;">Previous Indiana standardized  tests</p>			<p style="text-align: right;">all teachers.</p>
<p><b>Research/Best Practice Sources</b></p>	<p style="text-align: center;"><u>Mathematics Teaching in the Middle School</u> (magazine), published by National Council of Teachers of Mathematics</p> <p style="text-align: center;"><a href="http://www.nctm.org">http://www.nctm.org</a> (National Council of Teachers of Mathematics)</p> <p style="text-align: center;"><a href="http://www.internet4classrooms.com">http://www.internet4classrooms.com</a> (Instructional resource)</p> <p style="text-align: center;"><a href="http://www.nmsa.org">http://www.nmsa.org</a> (National Middle School Association)</p> <p style="text-align: center;">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 style="text-align: center;">Hyde, A and Pamela R. Hyde. <u>Mathwise: Teaching Mathematical Thinking and Problem Solving</u>. Portsmouth, NH: Heinemann, 1991.</p> <p style="text-align: center;">Rectanus, C. <u>So You Have to Teach Math? Sound Advice for 6-8 Teachers</u>. Sausalito, CA: Math Solutions, 2006.</p> <p style="text-align: center;">Schuster, L. and Nancy Canavan Anderson. <u>Good Questions for Math Teaching:</u></p>				

## Eastern Greene Middle School 2017-18 School Improvement Plan

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	<u>Why Ask Them and What to Ask, Grades 5-8</u> . Sausalito, CA: Math Solutions, 2005.
<b>Assessments</b>	<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;">ACUITY Assessment (three times a year)</p> <p style="text-align: center;">Remediation performance tests (given pre- and post- remediation)</p>

### **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+. 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 2017-18 School Improvement Plan

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## 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	Monthly language arts department meetings to collaborate and share instructional ideas.	2017-2020	Every month 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.  Grade level teams will regularly review the informational text being taught 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	Monthly language arts department meetings to collaborate and share instructional ideas  Sharing of ideas with language arts	2017-2020	Students will be selected for the pull-out program based on their performance on Indiana standardized tests, ACUITY, and teacher created placement test. Students will be regular assessed based on their

## Eastern Greene Middle School 2017-18 School Improvement Plan

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		Standards  Best practices and learned through internal staff development  Previous Indiana standardized tests	consultant		performance during instruction as well as on ACUITY testing.
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.	Teachers  Administrators	Indiana Academic Standards and Career Readiness Standards  Language Arts textbook series  Variety of language arts teacher resources	Monthly 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	Every month at language arts department meetings, teachers will review their methods of instruction, questioning techniques, etc. with the group.  Implementation of the Reading Coach Program.  Use of Reading Academy at all grade levels for students not at grade level
4) Parental involvement in reading education is supported and encouraged.	Teachers  Administrators	School/grade level newsletters  Email	Monthly language arts department meetings to collaborate and share ideas.	2017-2020	Progress reports, report cards, parent-teacher conferences, school website, providing parents with helpful language arts websites, and student assignment notebooks.

# Eastern Greene Middle School 2017-18 School Improvement Plan

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	Counselor	addresses			
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	Monthly 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 ACUITY test 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	Monthly 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

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<p>7) Teachers will provide activities that reflect the reading comprehension format of the Indiana standardized tests.</p>	<p>Teachers  Administrators</p>	<p>Indiana Academic Standards and College and Career Readiness Standards  Previous Indiana standardized tests</p>	<p>Monthly language arts department meetings to collaborate and share instructional ideas.</p>	<p>2017-2020</p>	<p>Reading comprehension activities/tests formatted similar to the Indiana standardized test format.  All students will take the ACUITY Test</p>
<p>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.</p>	<p>Teachers  Administrators  Counselor</p>	<p>Indiana Academic Standards and College and Career Readiness Standards  Previous Indiana Standardized Tests</p>	<p>Monthly language arts department meetings to collaborate and share ideas and learn how to analyze data.</p>	<p>2017-2020</p>	<p>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 ACUITY results will also be used to help drive the instruction</p>
<p><b>Research/Best Practice Sources</b></p>		<p><a href="http://www.internet4classrooms.com">http://www.internet4classrooms.com</a> (Instruction Resource)  <a href="http://www.nmsa.org">http://www.nmsa.org</a> (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,</p>			

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	NH: Heinemann, 2005.
<b>Assessments</b>	<p>Indiana Standardized tests</p> <p>Grade level performance assessments.</p> <p>Remediation performance tests.</p>

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

<p><b>Goal:</b> <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></p>					
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.	<p>Teachers</p> <p>Administrators</p>	<p>Indiana Academic Standards and College and Career Readiness Standards</p>	<p>Monthly language arts department meetings to collaborate and share instructional ideas.</p>	<p>2017-2020</p>	<p>Every month at language arts department meetings, teachers will review how they are writing to meet the stated goal.</p> <p>Grade level teams will regularly review the writing methods utilized 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>Monthly 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, ACUITY, and teacher created placement test. Students will be regular assessed based on their performance during instruction as well as on ACUITY testing.</p>
<p>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.</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>Monthly 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>Every month at language arts department meetings, teachers will review their methods of instruction, questioning techniques, etc. with the group.</p>

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<p>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.</p>	<p>Teachers  Administrators  Counselor</p>	<p>Indiana Academic Standards and College and Career Readiness Standards  School/grade level newsletters  Email addresses</p>	<p>Monthly departmental meetings.  Twice a year hold a day long in house workshop focused on writing in subject area.</p>	<p>2017-2020</p>	<p>Quarterly exams and student written response to the various forms of writing to a given text.</p>
<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  Regular classroom teachers  Administration</p>	<p>Indiana Academic Standards and College and Career Readiness Standards  Language Arts textbook series  Variety of language arts teacher resources  Computer-based reading skills programs</p>	<p>Monthly 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.  Each student's IEP checklist.</p>
<p>7) Teachers will provide activities that reflect the different types of</p>	<p>Teachers</p>	<p>Indiana Academic Standards</p>	<p>Attend professional development geared towards the new</p>		<p>State-wide assessments and teacher created writing activities.</p>

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writing using textual evidence on a regular basis.	Administrators	and College and Career Readiness Standards  Previous Indiana standardized tests	standards.  Monthly language arts department meetings to collaborate and share instructional ideas.	2017-2020	
<b>Research/Best Practice Sources</b>		<p><a href="http://www.internet4classrooms.com">http://www.internet4classrooms.com</a> (Instruction Resource)</p> <p><a href="http://www.nmsa.org">http://www.nmsa.org</a> (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>			
<b>Assessments</b>		<p>Indiana Standardized tests</p> <p>Grade level performance assessments.</p> <p>Remediation performance tests.</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 ISTEP+ 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 to discuss best practices and successful approaches for teaching math concepts.
- Math teachers will analyze Acuity 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 to discuss best practices.

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- 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.

In addition we will continue to have professional development in is 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 begin professional development on and implementing more and more 21<sup>st</sup> century learning skills. There will be opportunities for our teachers to study how today's generation of students learns differently, study Project Based Learning, and a school-wide focus on technology 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 what works and what does not. We will spend some time in vertical alignment and discussion with both with fellow middle school students and elementary/high school. Teachers will be encouraged to take part in study groups, book reads/discussions, and general collaboration.

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The overall impact of our professional development will be measured and evaluated by continued analysis of the student assessment data.