

Decatur Middle School



2017-2020 PL221 Plan

5108 South High School Road
Indianapolis, IN 46221

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PL 221 Committee Members
(2017-2018)

Kyle Barrentine- Administrator
Missy Harvey- Administrator
Adam Allen- Administrator
Stacy O'Brien – Administrator
Maren Kula- Administrator
Lori Voss- Guidance Director

Amanda Card- Parent
Cari Parks- Parent

Andrea Loyal- Teacher
Emily Lepore- Teacher
Nikki Morrow- Teacher
Sarah Basham- Teacher
Erin Gettinger- Teacher
Jennifer Tiffany- Teacher

MSD of Decatur Township

A Journey Toward Excellence

Mission

The MSD of Decatur Township is Student Invested, Community Connected. We Prioritize Student Learning, Safety, and Customer Service, fostering a support system for our families.

Vision

Learning Pathways for individual aspirations in an ever-changing world.

MSD of Decatur Township Core Principles for Our Ideal Schools

Excellence in education is achieved through: Learning

- Learning includes 21st Century:
 - curriculum
 - skills
 - technology
 - professional development
- Education is learner-centered to best support the individual in maximizing his/her learning.
- Learner-centered education motivates, challenges, enables, and guides every learner to reach his/her potential and provides the skills necessary for future success.
- Teachers guide, facilitate, and monitor differentiated learning experiences that empower students to be responsible, self-directed learners.
- Responsible, self-directed learners have ownership of and accountability for their learning.
- Support the child's learning is a partnership of the family, school, and community.
- Learning is supported through the structures and roles of all leaders.
- Curriculum, instruction, and assessment prepare students to succeed in a world that is constantly changing.

- Information literacy is incorporated into all content areas.
- The safe, respectful, and caring learning environment that fosters trust includes:
 - meeting individual needs
 - high expectations
 - team based learning
 - collaboration
 - integrated and ethical use of technology
 - critical thinking/problem solving
 - reflection
 - community support

Assessing Learning

- Assessment is used to guide the learning process to meet individual needs, rather than to compare students.
- Formative student assessment includes self-evaluation and guidance from teachers and families.
- Summative student assessment is based on authentic performances that certify learning.
- Student progress is based on individual learning, rather than based on time.
- Students use self-evaluation to guide and demonstrate learning.
- Families provide insight on their child's learning to help assess learning.
- Families are given information that helps them understand what assessments mean for their child's learning.
- Teachers continuously self-assess their teaching philosophy and practices to best support each student's learning.

Relationships

- Relationships among students, staff, families, the community, and the state are critical to learning.
- Schools, families, students, and community are committed to a consistent, on-going, and active partnership and to clear and prompt communication.
- The development and needs of the whole child are the focus of the school, family, and community.
- Students are motivated and supported by all to achieve their personal best.
- Our schools are a learning resource accessible to all.
- Teachers learn from and with their colleagues.

Decatur Middle School's Vision of Our Small Learning Communities

1. Decatur Middle School's Small Learning Communities (SLC's) provide our students, families, and staff a small, inviting, personalized learning community where every member feels a sense of caring and belonging. Everyone associated with our SLC's is treated with respect and dignity. Our SLC's are intentionally designed to be small and flexible so that each SLC can co-create, plan, and take healthy risks together in our student-centered, 21st century learning environment. Every student is well known, and each student has an identified adult who cares deeply about his/her academic, social, and emotional development. **We are fully committed to achieving high equitable academic outcomes for each student. In addition to equity of access, we also expect high academic outcomes for all students.**
2. In our SLC's, every learner is a teacher and every teacher a learner. Our students and staff are supported and connected to each other through our technologically rich, project-based, interdisciplinary curriculum. Our staff and students are technologically literate, creative problem solvers, and informed decision makers who work collaboratively in small diverse groups to achieve our high expectations for each student. **Good communication skills are at the heart of our relationship driven small learning communities.**
3. Our DMS SLC's are comprised of small collaborative groups of educators that share core beliefs about teaching and learning. Our staff will have the will, skill, capacity, and knowledge to create and sustain a positive 21st century learning environment for each student. We are committed to open minded, collaborative, and flexible in order to differentiate our teachings to engage each student's learning style. **All of our decisions are based on the best interest of our students.**
4. We teach with an eye to the future and know and understand the needs of 21st century citizens and workers. We model the skills, habits, and dispositions that are essential to success in school and in life, now and in the future. **We work in collaborative teams that are data-driven, open to feedback, and student-centered.**
5. We offer interdisciplinary, project-based learning as well as family advocacy and character education. We integrate the arts, health, and physical education into our core subjects. As a staff we hold each other accountable to 21st century teaching and learning. We document our students' learning as evidence of the effectiveness of our teaching. We work closely together to make sure that not one student falls between the spaces in our safety net. **We realize that it is our collective responsibility to discover ways to make sure that all of our students experience success in school and realize the infinite possibilities that the future holds for them in life.**

The Decatur School Community

The Metropolitan School District of Decatur Township is located inside the city limits of Indianapolis in the southwest corner of Marion County.

The current ethnic make-up of the student population is 9.9% African American, 73.6% Caucasian, 11.1% Hispanic, 4.5% Multiracial, and 1% American Indian/Asian. Many families in the township live either near or below the poverty level. Relative to Marion County, Decatur has one of the highest percentages of students receiving free meals. In 2013-2014, 64.3% of the middle school students were eligible for the free meal plan. For the 2015-2016 school year the percentage of students on free meals and textbooks is 68%.

This School Improvement Plan facilitates our effort to refine middle level 7th and 8th grade education, which emphasizes high quality 21st century instruction, assessment, and intervention. This plan creates a fluid combination of common assessments, project-based learning, a global environment, artful learning, and various other instructional strategies to differentiate student learning, creating a rigorous and relevant learning environment.

Decatur Middle School (#5181)

5108 S High School Rd
Indianapolis, IN 46221-9316
Phone: (317) 856-5274 Fax: (317) 856-2163

Principal Kyle Barrentine

kbarrentine@msddecatur.k12.in.us

Accreditation Status: State Accredited

Enrollment 2017-2018: 988

Grades: 07-08

Schedule: Traditional

Corporation: M.S.D. Decatur Township, (#5300)



Education Program and Curriculum

All students at Decatur Middle School are assigned to one of four small learning communities that are balanced demographically. For two regular periods each day students attend academic core classes, which may include art, wellness (health and PE), computer applications, and general music. Decatur Middle School also offers band and choir as full academic year choices. Fast ForWord, a computer-based program focusing on phonetics and comprehension, is offered to students needing an extra boost in the area of language arts. Placement is determined by NWEA and ISTEP+ assessments. Students who need extra help in math are placed in APEX Learning computer-based classes focusing on the missing foundational math skills. This insures that all students are having their individual needs met that is outside of their regular math and language arts classes.

Attendance is taken daily and is sent to the office using Skyward, our student management software.

The area of special education has been evolving at Decatur Middle School. Most special education students at Decatur Middle School are educated through full-time inclusion in the regular education program. The CIPS class (severe and moderate students) are self-contained for most of the day. However, the students are in PE and interventions/enrichments classes with general education students. Some of the mild students are self-contained for math and language arts, but are in an inclusion setting for their other classes. The LD students are put in a co-taught inclusion classroom for math and language arts. The general education teacher plus a licensed special education teacher are both in the classroom instructing the students. There is also a separate resource room that students can use throughout the school day.

Individual Education Plans (IEP) are written to include the student in the general education program. The IEP is written at least one time each year during the Annual Case Conference with the student, parent, general education teacher and special education teacher. The TOR ensures that the accommodations are being utilized by the classroom teachers.

High ability students at Decatur Middle School are assigned equally to each SLC at each grade level. Students come from the elementary schools already placed in high ability math/science, and/or language arts/social studies classes. The progress of the students is evaluated and should the program not meet the needs of the student, a committee will reassign that individual. Nomination to the program comes from teachers, parents and students.

A federal grant pays for an afterschool tutorial program called Club Phoenix. This group is open to any student, and meets Monday through Thursday from 3:00-5:00pm. The first hour is tutorial time and the second hour is activity time. The students work with college students through the University of Indianapolis as well as classroom teachers for the after school tutoring. The grant allows for a 6:1 student to tutor ratio. The activity time is a 16:1 ratio. Decatur Middle School students grow physically, mentally, and socially through participation in numerous athletic sport team events as well. The two programs are working together to provide study tables for the athletes as well as providing them with transportation on a daily basis.

The school has several computer labs that are utilized. Two of the thirty station labs are used by the computer applications teachers. This leaves three rooms of thirty station labs that teachers use on a first come/first serve basis by signing a weekly schedule in each lab area. In addition, one fourth of the building (the project-based learning wing) have one-to-one netbooks that connect wirelessly to the internet and assigned to individual students. The district is planning a digital transformation beginning in the 16-17 school year. The staff is currently receiving in-service training on the use of iPads along with the learning management system, Canvas, in preparation for the student iPad rollout in the fall.

DMS PL 221 Umbrella Goals

Math:

80% of students will show a positive % of change in individual mathematics ISTEP+ scores.

Language Arts:

Improve Language Arts ISTEP+ scores by a minimum of 3% per year from the entry scores at 7th grade.

Special Education:

By providing appropriate accommodations, special education students will meet the quarterly goals on common assessments.

School Culture and Climate:

By developing a set of consistent policies and procedures, DMS will create a culture of caring that improves the school climate.

Attendance:

Improve the attendance percentage from 95%.

7th Grade ELA Spring 2017

ISTEP+ SPRING 2017 Disaggregated Summary

School			Subject															
DECATUR MIDDLE SCHOOL (5300-5181)			ELA		07													
	Total Number of Students	PASS+		PASS		TOTAL PASSING		DID NOT PASS		UNDETERMINED		SCALE SCORE		OBTAINED				
		N	%	N	%	N	%	N	%	N	%	Mean	Median	Standard Deviation	Low	High		
All Students	460	50	11	208	45	258	56	189	41	13	3	0	526.0	54.921	353	681		
General Education																		
TOTAL General Education	399	49	12	199	50	248	62	142	36	9	2	0	532.0	48.489	400	681		
Special Education																		
With Accommodations	59	1	2	8	14	9	15	46	78	4	7	0	461.0	56.013	353	595		
Without Accommodations	2	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***
TOTAL Special Education	61	1	2	9	15	10	16	47	77	4	7	0	461.0	56.003	353	595		
English Learner																		
With Accommodations	16	0	0	0	0	0	0	14	88	2	13	0	474.5	43.901	353	512		
Without Accommodations	1	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***
TOTAL English Learner	17	0	0	0	0	0	0	14	82	3	18	0	474.5	43.901	353	512		
Non-English Learner																		
With Accommodations	76	1	1	15	20	16	21	55	72	5	7	0	470.0	55.284	355	595		
Without Accommodations	367	49	13	193	53	242	66	120	33	5	1	0	537.0	46.995	407	681		
TOTAL Non-English Learner	443	50	11	208	47	258	58	175	40	10	2	0	527.0	54.155	355	681		
Gender																		
Male	249	21	8	93	37	114	46	128	51	7	3	0	510.5	58.347	353	664		
Female	211	29	14	115	55	144	68	61	29	6	3	0	537.0	47.327	381	681		
No Valid Information	0	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***
SES																		
Paid Lunch	129	25	19	68	53	93	72	34	26	2	2	0	546.0	49.798	416	664		
Free or Reduced Lunch	328	25	8	139	42	164	50	153	47	11	3	0	517.0	55.018	353	681		
No Valid Information	3	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***
Ethnicity																		
American Indian or Alaska Native	0	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***
Black or African American	56	3	5	18	32	21	38	32	57	3	5	0	500.0	55.935	368	603		
Asian	4	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***
Hispanic	47	2	4	14	30	16	34	29	62	2	4	0	497.0	56.196	353	629		
White	328	44	13	163	50	207	63	116	35	5	2	0	536.0	52.189	356	681		
Multiracial	22	1	5	11	50	12	55	8	36	2	9	0	528.5	61.120	355	648		
Native Hawaiian or Other Pacific Islander	0	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***
No Valid Information	3	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***

8th Grade ELA Spring 2017

ISTEP+ SPRING 2017 Disaggregated Summary

School			Subject															
DECATUR MIDDLE SCHOOL (5300-5181)			ELA		08													
	Total Number of Students	PASS+		PASS		TOTAL PASSING		DID NOT PASS		UNDETERMINED		SCALE SCORE		OBTAINED				
		N	%	N	%	N	%	N	%	N	%	Mean	Median	Standard Deviation	Low	High		
All Students	481	33	7	179	37	212	44	250	52	19	4	0	530.0	61.675	355	738		
General Education																		
TOTAL General Education	417	32	8	168	40	200	48	198	47	19	5	0	537.0	58.374	355	738		
Special Education																		
With Accommodations	61	1	2	9	15	10	16	51	84	0	0	0	473.0	59.253	367	680		
Without Accommodations	3	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***
TOTAL Special Education	64	1	2	11	17	12	19	52	81	0	0	0	474.5	60.483	367	680		
English Learner																		
With Accommodations	22	0	0	2	9	2	9	15	68	5	23	0	466.0	53.352	355	554		
Without Accommodations	1	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***
TOTAL English Learner	23	0	0	3	13	3	13	15	65	5	22	0	467.0	57.631	355	564		
Non-English Learner																		
With Accommodations	69	2	3	12	17	14	20	55	80	0	0	0	476.0	61.950	367	680		
Without Accommodations	389	31	8	164	42	195	50	180	46	14	4	0	540.0	55.873	385	738		
TOTAL Non-English Learner	458	33	7	176	38	209	46	235	51	14	3	0	533.0	60.242	367	738		
Gender																		
Male	255	12	5	82	32	94	37	153	60	8	3	0	517.0	62.971	355	680		
Female	226	21	9	97	43	118	52	97	43	11	5	0	546.0	57.501	376	738		
No Valid Information	0	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***
SES																		
Paid Lunch	146	20	14	82	56	102	70	43	29	1	1	0	561.0	54.734	422	738		
Free or Reduced Lunch	330	13	4	96	29	109	33	203	62	18	5	0	515.0	59.957	355	679		
No Valid Information	5	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***
Ethnicity																		
American Indian or Alaska Native	1	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***
Black or African American	59	1	2	12	20	13	22	40	68	6	10	0	503.0	65.489	355	632		
Asian	4	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***
Hispanic	56	5	9	23	41	28	50	25	45	3	5	0	540.0	60.803	404	679		
White	341	26	8	137	40	163	48	168	49	10	3	0	536.0	59.544	367	738		
Multiracial	15	0	0	3	20	3	20	12	80	0	0	0	500.0	46.689	442	603		
Native Hawaiian or Other Pacific Islander	0	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***
No Valid Information	5	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***

7th Grade Math Spring 2017

ISTEP+ SPRING 2017														Disaggregated Summary			
School	Subject										Tested Grade						
DECATUR MIDDLE SCHOOL (5300-5181)	Math										07						
	Total Number of Students	PASS+		PASS		TOTAL PASSING		DID NOT PASS		UNDETERMINED		SCALE SCORE					
		N	%	N	%	N	%	N	%	N	%	Mean	Median	Standard Deviation	OBTAINED		
All Students	462	41	9	112	24	153	33	298	65	11	2	0	515.0	45.402	360	654	
General Education																	
TOTAL General Education	400	41	10	108	27	149	37	244	61	7	2	0	518.0	43.297	360	654	
Special Education																	
With Accommodations	61	0	0	4	7	4	7	53	87	4	7	0	467.0	37.681	395	575	
Without Accommodations	1	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	
TOTAL Special Education	62	0	0	4	6	4	6	54	87	4	6	0	467.5	37.627	395	575	
English Learner																	
With Accommodations	18	0	0	0	0	0	0	17	94	1	6	0	473.0	39.608	360	518	
Without Accommodations	0	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	
TOTAL English Learner	18	0	0	0	0	0	0	17	94	1	6	0	473.0	39.608	360	518	
Non-English Learner																	
With Accommodations	78	0	0	6	8	6	8	68	87	4	5	0	469.5	39.383	373	575	
Without Accommodations	366	41	11	106	29	147	40	213	58	6	2	0	523.0	40.392	409	654	
TOTAL Non-English Learner	444	41	9	112	25	153	34	281	63	10	2	0	516.0	44.348	373	654	
Gender																	
Male	249	30	12	54	22	84	34	159	64	6	2	0	515.0	49.409	373	654	
Female	213	11	5	58	27	69	32	139	65	5	2	0	515.5	40.338	360	631	
No Valid Information	0	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	
SES																	
Paid Lunch	129	20	16	45	35	65	50	63	49	1	1	0	533.0	42.706	420	631	
Free or Reduced Lunch	330	21	6	66	20	87	26	233	71	10	3	0	507.0	44.297	360	654	
No Valid Information	3	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	
Ethnicity																	
American Indian or Alaska Native	0	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	
Black or African American	57	1	2	7	12	8	14	47	82	2	4	0	485.0	43.133	360	580	
Asian	4	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	
Hispanic	48	3	6	9	19	12	25	34	71	2	4	0	493.5	46.265	404	599	
White	328	34	10	91	28	125	38	198	60	5	2	0	521.0	42.648	395	654	
Multiracial	22	2	9	4	18	6	27	14	64	2	9	0	507.5	54.182	418	620	
Native Hawaiian or Other Pacific Islander	0	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	
No Valid Information	3	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	

8th Grade Math Spring 2017

ISTEP+ SPRING 2017														Disaggregated Summary			
School	Subject										Tested Grade						
DECATUR MIDDLE SCHOOL (5300-5181)	Math										08						
	Total Number of Students	PASS+		PASS		TOTAL PASSING		DID NOT PASS		UNDETERMINED		SCALE SCORE					
		N	%	N	%	N	%	N	%	N	%	Mean	Median	Standard Deviation	OBTAINED		
All Students	482	33	7	121	25	154	32	298	62	30	6	0	537.5	42.014	385	727	
General Education																	
TOTAL General Education	418	32	8	114	27	146	35	248	59	24	6	0	541.0	39.035	385	653	
Special Education																	
With Accommodations	61	1	2	6	10	7	11	48	79	6	10	0	508.0	50.193	396	727	
Without Accommodations	3	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	
TOTAL Special Education	64	1	2	7	11	8	13	50	78	6	9	0	508.5	49.425	396	727	
English Learner																	
With Accommodations	22	0	0	0	0	0	0	19	86	3	14	0	484.0	42.802	385	541	
Without Accommodations	1	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	
TOTAL English Learner	23	0	0	0	0	0	0	20	87	3	13	0	491.0	42.319	385	541	
Non-English Learner																	
With Accommodations	70	1	1	8	11	9	13	54	77	7	10	0	513.0	49.113	396	727	
Without Accommodations	389	32	8	113	29	145	37	224	58	20	5	0	543.0	36.331	389	653	
TOTAL Non-English Learner	459	33	7	121	26	154	34	278	61	27	6	0	539.0	40.265	389	727	
Gender																	
Male	255	15	6	65	25	80	31	166	65	9	4	0	537.0	43.382	385	727	
Female	226	18	8	56	25	74	33	132	58	20	9	0	539.0	40.400	396	653	
No Valid Information	1	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	
SES																	
Paid Lunch	146	18	12	54	37	72	49	68	47	6	4	0	554.5	41.399	389	727	
Free or Reduced Lunch	330	15	5	67	20	82	25	225	68	23	7	0	531.0	40.414	385	651	
No Valid Information	6	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	
Ethnicity																	
American Indian or Alaska Native	1	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	
Black or African American	59	1	2	5	8	6	10	47	80	6	10	0	515.0	39.919	385	604	
Asian	4	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	
Hispanic	56	5	9	13	23	18	32	37	66	1	2	0	541.0	43.799	406	651	
White	341	25	7	100	29	125	37	196	57	20	6	0	542.0	39.448	389	653	
Multiracial	15	0	0	1	7	1	7	13	87	1	7	0	530.5	33.126	444	554	
Native Hawaiian or Other Pacific Islander	0	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	
No Valid Information	6	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	

NWEA Scores 2016-17

MAP: Language 2-12 IN 2014

IN Academic Standards English/Language Arts K-12:
2014

Term	Grade	Student Count	Mean RIT	Std Dev	Median
Winter 2015-2016	7	453	217.3	11.6	218
Fall 2015-2016	7	455	214.6	12.5	216
Winter 2015-2016	8	487	218.7	12.9	220
Fall 2015-2016	8	489	216.9	13.3	219

MAP: Reading 6+ IN 2014

IN Academic Standards English/Language Arts K-12:
2014

Term	Grade	Student Count	Mean RIT	Std Dev	Median
Winter 2015-2016	7	457	217.8	13.9	219
Fall 2015-2016	7	459	214.3	14.2	216
Winter 2015-2016	8	488	219.0	15.6	221
Fall 2015-2016	8	489	216.5	15.5	219

Mathematics

Decatur Middle School

MAP: Math 6+ IN 2014

IN Academic Standards Mathematics K-8, HS: 2014

Term	Grade	Student Count	Mean RIT	Std Dev	Median
Winter 2015-2016	7	456	226.6	14.8	227
Fall 2015-2016	7	455	223.5	15.0	224
Winter 2015-2016	8	486	230.5	17.1	232
Fall 2015-2016	8	487	228.5	16.2	230

SMART GOAL# 1 – Language Arts Department

SMART GOAL

SMART GOAL: Improve Language Arts ISTEP+ scores by a minimum of 2% per year from the entry scores at 7th grade.

STRATEGIES/INTERVENTIONS: 1. Continue refining and developing Language Arts Intervention classes, specifically adjusting curriculum on data analysis from ISTEP+ and NWEA scores. 2. Continue using *Fast ForWord* to build underlying processing skills 3. Analyze benchmark tests in Intervention program to ascertain effectiveness of program and refine interventions. 4. Further refine consensus map and instructional units geared specifically to identified weakness of students

IMPLEMENTATION TIMELINE: 2014-2016: a. Analyze Spring, 2015 ISTEP+ scores of incoming 7th graders to establish baseline data and identify target instructional areas b. Implement revised Intervention curriculum; revised benchmarks c. Revise and update consensus maps, incorporating identified student needs

ANTICIPATED PROBLEMS: a. Discovering new and alternate ways to motivate students to do their best and work to improve their skills b. Parent involvement--- discovering news ways of reaching out to parents who need more support to encouraging student success c. Finding sufficient time to effectively analyze data and then prepare the adjusted curriculum

PREVENTIONS: a. Seek to develop instructional materials that are engaging and interactive to help foster interest and success. b. Identify ways to support parents and provide them with resources and ideas to help motivate and support each child's unique education.

CELEBRATIONS: a. Identify improvements on ISTEP+ and NWEA---(individually and groups) and acknowledge those successes in some way (i.e., certificates, posters, scroll names on video announcements, and publish names in the *Hawk Highlights*) b. Set and promote goals for improvement c. Offer incentives or awards for students scoring 80% or higher on Intervention benchmarks

SMART GOAL# 2 – Language Arts Department

SMART GOAL: Provide students with literacy support in all courses to improve overall communication skills which would, in turn, improve ISTEP+ and NWEA scores.

STRATEGIES/INTERVENTIONS:

- a. Develop specific reading and writing strategies that can be used in content area classes to further support literacy skills
- b. Provide instruction, modeling, and support to content area teachers regarding implementation of identified reading and writing strategies

IMPLEMENTATION TIMELINE:

- a. 2017-2018: Research and identify no more than three instructional strategies that can be implemented in content area classes to build literacy skills
- b. 2018-2019: Develop materials for content areas teachers on identified literacy skills and provide professional development of those skills, including modeling
- c. 2019-2020: Content area teachers implement identified instructional literacy strategies with support from Language Arts teachers and master teachers

ANTICIPATED CONCERNS:

- a. Having time to research literacy strategies, identify targeted skills, and develop materials for content areas teachers
- b. Providing content teachers with adequate support and materials to incorporate Language Arts' skills that are not overwhelming
- c. Finding ways to support and encourage content area teachers so they are susceptible to applying literacy strategies in their classrooms
- d. Accessing limited technology

PREVENTIONS:

- a. Develop literacy strategies that are easy to understand and simple to embed within the content area classes
- b. Model strategies in the content classes for teachers

CELEBRATIONS:

- a. Identify improvements on ISTEP+ and NWEA –both individual and group – and the role that content area teachers helped in achieving that success
- b. Share positive experiences, materials, outcomes of the literacy strategies in the content classes

Special Education

SMART GOALS

SMART GOAL: 1) Improve Language Arts ISTEP+ scores by a minimum of 3% per year from the entry scores at 7th grade. 2) Improve the NWEA math RIT score by 5 RIT values.

STRATEGIES/INTERVENTIONS: 1) Use the best practice of co-teaching to develop the skills of special education students. 2) Use the Interventions and Enrichments period to develop special education students' academic skills.

IMPLEMENTATION TIMELINE: 2017-2018: Our goal would be to implement these strategies fully during this academic school year.

ANTICIPATED PROBLEMS: Continuing to seek out ways to meet the needs of highly transient special education students. Students whose mental health issues stand in the way of adequate academic progress.

PREVENTIONS: 1) Continuing to find ways to foster time to have collaborative, instructional planning between Special Education and General Education teachers. 2) Collaborative approach with Cummins Behavioral Health Care to support students' mental health needs. 3) Increase teachers' awareness of students and their disabilities and appropriate needs to develop a plan of action to best serve the student.

CELEBRATIONS: a. Identify improvements on ISTEP+ and NWEA---(individually and groups) and acknowledge those successes in some way (i.e., certificates, scroll names on video announcements, and publish names in the *Hawk Highlights*) b. Set and promote goals for improvement c. Offer incentives or awards for students scoring 5 point values or higher on Intervention benchmarks d. Make phone calls home to special education students' parents or guardians who are making positive progress

Vision, Mission, and Belief Statement

CULTURAL COMPETENCY

The Vision, Mission, and Belief (VMB) statements for our Design Team correlate with the Decatur Middle School VMB and the Schools To Watch (STW) criteria.

The vision of the Cultural Competency Committee is that the staff of DMS is sensitive to the culture of all students at DMS and that each child, regardless of culture, will achieve the highest success possible. We are committed to being open-minded, collaborative, and flexible in order to differentiate our teaching to engage each student's learning style. All of our decisions are based on the best interests of our students.

Current Work of Cultural Competency

Current work: The school has implemented the Positive Behavioral Interventions and Supports (PBIS) model. Through this program, the school has embraced a positive focus to instill the desired mindset among staff and students to make doing the right thing a habit. This systemic change has begun to change the culture of the school and has greatly reduced discipline referrals.

There is a data team, a prize/incentive team, and an intervention team that allow the PBIS model to be successful. The data team keeps up to date records on the number of incidents, where they took place, the time they took place, and the demographics. The team will analyze these findings and design solutions for the betterment. The prize and incentive team keeps the idea alive that it is good to make the right decisions. Students can earn rings to go around their lanyards that can be used as cash for certain items. This has allowed the students to want to get caught in making the right decisions. The intervention team works more at a Tier two or Tier three intervention where the student must meet before and after school with a staff member for a check in / check out process.

Design Team: Cultural Competency

SMART GOALS

1. SMART GOAL:

The Cultural Competency Committee will explore cultural awareness with the DMS staff over the next three years to reduce dis-proportionality in discipline referrals from 57% to 40 % or lower.

2. STRATEGIES/INTERVENTIONS:

Staff in-service during JTEM, implementation of PBIS, monthly statistical updates, implementation of support groups for students and teachers

3. IMPLEMENTATION TIMELINE:

Year One: Reduce dis-proportionality in discipline referrals from 57% to 50%

Year Two: Reduce dis-proportionality in discipline referrals from 50% to 45%

Year Three: Reduce dis-proportionality in discipline referrals from 45% to 40%

5. ANTICIPATED PROBLEMS:

Staff participation, staff acceptance of PBIS, adequate time for support groups

5. PREVENTIONS:

Find activities that will engage the staff as well as provide them with data, in-service staff on PBIS by use of IU network

6. CELEBRATIONS: TBD

Current Work Toward Attendance Goal

The current work towards the attendance goal is aimed at creating high expectations in regard to student attendance, which enable students to close achievement gaps and reach their individual and collective potential. In order to provide students with opportunities to explore a rich variety of topics and interests to develop their identity, learn about themselves, and discover their own ability, we make attendance improvement a non-negotiable expectation for our students at DMS.

- DMS has created the PBIS Tier II and a STAR class that is aimed at developing relationships between the school staff members, students, and students' families. By developing strong, healthy relationships, students will feel accountable to individual relationships at school, thus creating a desire and need to be in attendance each day.
- DMS has created an attendance reward program where students who have perfect attendance each week are rewarded with individual incentives. This program motivates and rewards students for their positive attendance habits and recognizes them with their peers.
- The reward program includes items such as cookies, popsicles, movie nights, and end of the year drawings (restaurant certificates and coupons).
- DMS has created a daily attendance contact for any student that is not in attendance. Guidance counselors track daily attendance and are in frequent contact with families often concerning attendance issues. A phone call is placed to each primary contact number for any student who is not in the daily attendance count. This call is aimed to show the parent and student that we, the staff at DMS, are caring and interested in having excellent daily attendance.
- DMS implemented Teen Court where students can be referred to this informal court hearing for truancy.
- DMS has implemented a process for referring students and parents to a formal truancy court.

Attendance Goal

SMART GOALS

1. **SMART GOAL:** During the 2017-2018 school year, Decatur Middle School will improve its attendance percentage to above 96%.

2. **STRATEGIES/INTERVENTIONS:** 1) Continued use of the STAR to form relationships 2) Attendance reward raffle program 3) Daily attendance contact 4) Daily review of attendance and contacts with families as needed

3. **IMPLEMENTATION TIMELINE:** All of these strategies will be implemented during the 2015-2016 school year with the intent of reaching our SMART goal at the end of the school year.

4. **ANTICIPATED PROBLEMS:** One anticipated problem might be snow days or the unforeseeable events..

5. **PREVENTIONS:** There are no foreseeable preventions that would disallow DMS from implementing these strategies.

6. **CELEBRATIONS:** One way to celebrate is to consistently discuss and promote daily attendance with our students. Consistent awareness and conversations that promote our attendance success stories. Continued focus on relevant and developmentally appropriate motivating rewards.

Current Work of Professional Development

Professional Development at Decatur Middle School is designed toward fulfilling and meeting our PL 221 “Umbrella Goals” and Cultural Competency Goal. Decatur Middle School delivers professional development in multiple ways.

The areas of instruction and development topics include: 21st Century Learning and Skills, Cultural Competency, Assessment for Learning, Literacy and Math Strategies, Vision, Mission, and Belief Statement Reflections, Project-Based Learning Instruction, Data-Sharing and Reflection, Common Assessments, Student Conflict Resolution Training, STAR Program Training, and Small Learning Communities Work Sessions. Next, is development of PBL (Project-Based Learning) and Artful Learning within DMS. Through multiple grants, DMS teachers have been and continue to be provided professional development in the area of project-based learning and artful learning. Outside specialists have trained and continue to train DMS staff. Many staff have attended outside conferences, workshops, and school visits to develop and improve their individual and collective practices. This professional development will continue within DMS and throughout Decatur Township in efforts to articulate a K-12 PBL and Artful Learning process and provide a common vocabulary.

Another area of professional development at DMS is Cultural Competency Training. DMS has provided training aimed at providing staff with a better understanding of cultural competency and areas of focus such as social equity. DMS has worked with and continues to work with outside experts in the areas of “data dis-proportionality.” DMS is exploring its dis-proportionality in the areas of student discipline, student achievement, and attendance. While examining this data, the staff will develop instructional practices, deliberate intervention methods, and detail self-awareness of data and a better understanding of what steps are needed to improve the school in these areas.

Finally, DMS has provided professional development in the area of “Assessment For Learning.” The Instructional Coaches at DMS and outside experts have provided deliberate training in the areas of item-analysis and assessment in vertical articulation. DMS continues to understand the importance of developing teachers’ ability to align assessments and classroom instructional practices. Professional development continues to occur with the development of common formative and summative assessments. The TAP model requires weekly professional development training using data driven decision making, best practices modeled, and the use of field testing by the master teachers.

Through these professional development focuses and strategies, the importance of a solid and clear professional development plan is clearly understood by all staff. DMS is aimed at achieving its PL 221 Umbrella Goals and Cultural Competency Goals.

Professional Development

SMART GOALS

1. **SMART GOAL:** During the 2017-2018 school year, the professional development plan at Decatur Middle School will include planned CLUSTER development, PBL and Artful Learning development, Cultural Competency development, PBIS training, and Assessment development aimed at helping the school reach its PL 221 Umbrella and Cultural Competency Goals.

2. **STRATEGIES/INTERVENTIONS:** 1) Providing planned, professional development during CLUSTER times 2) Providing continued PBL and Artful Learning professional development to staff 3) Providing continued cultural competency training in the area of social equity through PBIS 4) Providing assessment training in the areas of best practices, uses of data, item-analysis and assessment in vertical articulation

3. **IMPLEMENTATION TIMELINE:** Implementation of all four strategies will occur throughout the 2017-2018 school year.

4. **ANTICIPATED PROBLEMS:** The amount of time

5. **PREVENTIONS:** Some preventions would be: District level unforeseeable needs. Based on the needs of the district, time may have to be used for additional needs or areas of professional development throughout the school year.

6. **CELEBRATIONS:** Allow staff to share positive stories of how they implemented different strategies or concepts from professional development training into their current practices and the type of positive results they have witnessed.

Timeline of the Umbrella Goals

Math 2017-2018	<ul style="list-style-type: none"> • 80% of the students will show a positive percent change in individual mathematics ISTEP+ scores. • 72% of special education students will meet projected NWEA RIT scores from Fall 2015 to Spring 2016
Math 2018-2019	<ul style="list-style-type: none"> • 83% of the students will show a positive percent change in individual mathematics ISTEP+ scores. • 74% of special education students will meet projected NWEA RIT scores from Fall 2015 to Spring 2016
Math 2019-2020	<ul style="list-style-type: none"> • 86% of the students will show a positive percent change in individual mathematics ISTEP+ scores. • 76% of special education students will meet projected NWEA RIT scores from Fall 2016 to Spring 2017
Language Arts 2017-2018	<ul style="list-style-type: none"> • Improve Language Arts ISTEP+ scores by 2% for the incoming 7th graders from 69% total passing to 71%. • The current 8th grade class will improve from 65% from to 67%.
Language Arts 2018-2019	<ul style="list-style-type: none"> • Improve Language Arts ISTEP+ scores by 3% for the incoming 7th graders each year for this testing group. (Scores TBD)
Language Arts 2019-2020	<ul style="list-style-type: none"> • Improve Language Arts ISTEP+ scores by 3% for the incoming 7th graders each year for this testing group. (Scores TBD)
Culture and Climate 2017-2018	<ul style="list-style-type: none"> • Reduce the number of referrals to below 600. • Include at least 2 new parents on our PTO. • Take 3 college road trips with 30 students and parents per trip. • Continue to involve an outside agency such as the Mary Rigg Neighborhood Center (MRNC) to create tutoring and socialization opportunities for our students. • DMS will have 150 students in the MRNC program. • DMS will meet with each of the 5 elementary principals to establish a common set of policies and procedures. • Teachers will have a minimum of 85% of their STAR students in a positive relationship with a staff member by the end of the 7th grade year. • 90% of the STAR students by the end of their 8th grade year.
Culture and Climate 2018-2019	<ul style="list-style-type: none"> • Reduce the number of referrals by 50 from the previous year. • Include at least 3 new parents on our PTO. • Take 3 college road trips with 35 students and parents per trip. • Continue to involve and form 3 new community partners with outside agencies such as the Mary Rigg Neighborhood Center (MRNC) to create tutoring and socialization opportunities for our students. • DMS will have 150 students in the MRNC program. • The set of policies and procedures established with the elementary schools will be implemented at DMS • Teachers will have a minimum of 85% of their STAR students in

	<p>a positive relationship with a staff member by the end of the 7th grade year.</p> <ul style="list-style-type: none"> • 90% of the STAR students by the end of their 8th grade year.
Culture and Climate 2019-2020	<ul style="list-style-type: none"> • Reduce the number of referrals by 50 from the previous year. • Include at least 4 parents on our PTO. • Take 3 college road trips with 40 students and parents per trip. • Continue to involve and form 3 new community partners with outside agencies such as the Mary Rigg Neighborhood Center (MRNC) to create tutoring and socialization opportunities for our students. • DMS will have 150 students in the MRNC program. • Data will be analyzed for the set of policies and procedures established with the elementary schools. • Teachers will have a minimum of 85% of their STAR students in a positive relationship with a staff member by the end of the 7th grade year. • 90% of the STAR students by the end of their 8th grade year.
Attendance 2017-2018	Improve the overall attendance percentage to be over 95%.
Attendance 2018-2019	Improve the overall attendance percentage to be over 96%.
Attendance 2019-2020	Improve the overall attendance percentage to be over 96%.