

Edinburgh Community Middle School

2019-2020



School Improvement Plan

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Mission Statement

Edinburgh Community Middle School believes in the importance of focusing on and nurturing the entire individual in order to encourage self-respect, life-long learning, and academic achievement. Our belief is that by nurturing our students on personal as well as academic levels, we create the environment and opportunity for them to acquire the appropriate knowledge and experiences necessary to become productive citizens in our society.

Motto

“Making a difference, one student at a time.”

2019-20 School Improvement Committee

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Student Demographics

Edinburgh Community Middle School serves students in grades six, seven, and eight in Edinburgh, Indiana, a small town of nearly 4,500 located in the corners of Johnson and Bartholomew counties.

Of the 186 students who attended the middle school for the 2018-2019 school year, 91% were Caucasian, 4% were Hispanic and 5% were multi-racial. Approximately 18% of its students were enrolled in the special education program and 68% of the population received lunch and textbook assistance.

2018 Annual Report for EDINBURGH COMMUNITY SCHOOLS

INDICATOR	CORPORATION RESULTS					State
	14-15	15-16	16-17	17-18		Results
A-F Accountability Grade	C	B	B	B		
Student Enrollment	955	927	911	862		1133822
Teacher Salary - Minimum	\$33,268	\$33,560	\$33,703	\$33,795		\$34,165
Teacher Salary - Maximum	\$62,540	\$63,053	\$63,053	\$63,053		\$65,536
% of students in Special Education	19.8	19.4	19	20.9		16
% of students in Gifted & Talented	15.5	15.2	15.9	17.4		13.6
% of students receiving Free Lunches/ Textbooks	66.2	65.8	63.8	67.4		49.6
% of Limited English Proficiency Students	3.3	3.3	2.5	3.5		5.3
% of Students in Alternative Education	1.7	1.7	1.3	1.3		1.6
Inter District Mobility	11.2	12.8	12.4	11.2		0

Curriculum and School Organization

The curriculum for Edinburgh Community Middle School is based on current Indiana College and Career Readiness Academic Standards. State Academic Standards and support materials are provided to each teacher. Copies of the standards are available online on the Edinburgh Community School Corporation website (<http://www.ecsc.k12.in.us>) and are located in each classroom and the middle school office.

Textbooks are evaluated during adoption years to choose the text that best covers the Indiana State Standards. Each textbook is reviewed for correlation to state standards. Edinburgh Community Middle School students receive their own personal Chromebook to support daily instruction. Our focus is to develop our students for the technologically changing world and to prepare them to be productive global citizens. Students also receive daily instruction in: social studies; science; rotation courses such as art, music appreciation, industrial technology, information technology, careers, and personal finance; and physical education/health (one semester each). In addition, students are given the option to participate in choir, band, or a guided study hall.

Edinburgh Middle School offers and utilizes many support programs. It offers a Special Education program with teachers, and assistants who incorporate inclusion of special education students when appropriate. English Language Learners are supported through resource classes. There is a High Ability program for identified math and language arts students with the opportunity to take advanced language and math classes. After school, assistance is provided by many teachers on a regular basis. All students are encouraged to participate in extra-curricular activities through school clubs and athletics.

The Edinburgh Community School Corporation Board of Trustees and Administrators implemented a Student Accountability Plan for the 2015-2016 school year to identify and assist students who are at risk of failing or dropping out of school. Students who do not successfully meet the criteria for success may be retained, but more importantly, the students receive additional assistance and intervention. By holding students accountable at an earlier age, they will be more properly prepared for success at the high school level.

The school corporation includes an elementary building and a building shared by the middle school and the high school. Although housed in the same building as the high school, Edinburgh Middle School has been a separate school since 1994-95, at which time the school community recognized the special needs of students in seventh and eighth grades. After much research and planning, a core team of teachers began to teach middle school exclusively, and the main wing of the first floor was dedicated as the middle school area. In 2004-2005, the sixth grade students along with four teachers were moved to the middle school in an attempt to better meet the needs of this unique age group. The many changes made in the past few years have enabled the middle school to create an environment conducive to the school's philosophy of helping one student at a time.

Assessments

ILEARN - The purpose of the ILEARN assessment program is to measure student achievement in the subject areas of English/Language Arts, Mathematics, Science (Grades 4 and 6), and Social Studies (Grades 5). In particular, ILEARN is an adaptive test that reports student achievement levels according to the Indiana Academic Standards. Indiana migrated from the ISTEP+ assessment to the ILEARN during the 2018-2019 school as the summative assessment used for school accountability.

AIRWAYS – This assessment is given two or three times per year to determine a student’s mastery of the Indiana State Standards throughout the school year. Teachers review assessment data to help adjust their curriculum throughout the school year in preparation for the Spring ILEARN assessment.

TEACHER CONSTRUCTED ASSESSMENTS – These are a variety of teacher constructed testing instruments based on state standards and general course content. They are regularly used to evaluate student progress.

Parental Participation

Parental involvement remains a focus for Edinburgh Community Middle School. During the 2019-2020 school year, we will focus on parent outreach in a variety of ways.

School Events

- Sixth grade orientation
- Middle School night at Varsity Sports Events
- School Open House
- Parent/Teacher Conferences
- Band and Choir Concerts
- Awards Day
- 8th Grade Graduation Luncheon

Parent Outreach

- Positive phone calls
- Team meetings with parents as needed
- ILEARN assessment awareness
- Student Accountability Plan Conferences
- PowerSchool program - Online grades
- Individual staff webpages displaying classroom activities
- Provide email updates about school events
- Daily announcements posted on school website
- Social media outreach through Facebook and Twitter

Safe and Disciplined Learning Environment

The safety and security of EMS students has become more and more of a concern in recent years, as is typical of other schools across the United States. In response to these needs, a corporation-wide emergency plan has been established and the building principal has received school safety specialist training. Starting with the 2018-2019 school year, middle school students are no longer permitted to carry backpacks in the hallways and are required to store their personal belongings in their school lockers.

Security measures for EMS include cameras throughout the building, with the ability to retrieve video data by means of computer. Several exterior cameras were added to the parking lots and athletic complex for additional security. A keyless lock system secures exterior doors of the building which are locked at approximately 8:30 a.m. to keep unauthorized individuals from accessing the building. The exterior doors on Keeley Street (2E) remain open for visitors to enter. A secure entrance was installed in 2014 which routes all visitors through the main office to sign in. All entrances have been identified by a posted sign for security purposes. A universal call system is used to inform parents in the event of emergencies.

Partnerships have been developed with the local police and fire departments. In collaboration with the town of Edinburgh, Edinburgh Schools will have a School Resource Officer (SRO) for the first time during the 2019-2020 school year. Automated External Defibrillators or AEDs have been purchased and installed. Select school personnel have been certified in the use of AEDs by local authorities.

Student behavior guidelines including the demerit system were discussed with students during class assemblies at the start of the school year. The student handbook is updated annually, and clearly spells out for students the expectations for appropriate behavior held by EMS faculty and staff. Regular and consistent communication between staff and parents help to encourage and support a safe and disciplined learning environment.

Technology

The ECSC Technology Department provides current educational technology for EMS students and staff, allowing them to access information, generate knowledge, and communicate amongst their peers while providing technical support, one on one or group training and hardware/software troubleshooting. The technical staff strives to remain up-to-date on current technology standards while making the technology fall under the same guideline. EMS technology is based upon a detailed technological rigor that gives each and every student the opportunity to be successful. The school provides every student with a Chromebook and digital curriculum for use in the classrooms and at home.

At Edinburgh Middle School, we take pride in being ahead of the technological curve while adapting to everyday shift changes. Staff and students at EMS collaborate via multiple conduits. For example, Google Apps for Education is one of our major collaboration utilities, allowing students and staff to engage in digital curriculum, coordinate a collaborative learning environment and develop a strong work ethic in an e-learning setting. EMS uses several e-learning solutions such as: Quizlet, an online study guide for students and Google Classroom, an online course management system that works in conjunction with Google Apps. Compass Learning and Edgenuity provide our students with a digital learning environment allowing for course reinforcement and solid third party learning paths.

Teachers are given various training opportunities ranging from an annual summer technology institute provided by the Johnson County Schools and surrounding counties, to online learning resources and one on one training. Teachers are instructed to implement technology into their core curriculum.

Classroom computers run administrative functions such as grading, attendance, schedule inquiry, electronic mail, instructional software and the Internet, in addition to word processing using Google Apps and various e-learning websites. All classrooms are also equipped with a phone, projector, surround sound and DVD player. The school also equips our students with 802.11 AC wireless corporation wide and three computer labs for testing and group projects. A 500 mbps internet download speed gives students at EMS the adequate bandwidth for classroom engagement.

The school website "www.ecsc.k12.in.us" allows for increased accessibility to important school information for students and the community. Parents and students are given online resources like MealPay Plus, an online student meal pay and meal accountability, Follett E-Books and classroom websites just to name a few. We recently moved to Pearson's PowerSchool as our current student information system. This student information system allows for remote teacher access for grade books, demographics, medical and disciplinary information. Parents also use this tool to monitor their child's grades, discipline and attendance. Parents benefit from a universal call system called School Messenger, which informs them of school closings and delays, low balance meal accounts, as well other important school events.

School Performance- 2018 Report for EMS

INDICATOR	Edinburgh Middle School Results:					State
	14-15	15-16	16-17	17-18		Results
A-F Accountability	F	C	D	C		
Student Enrollment	216	190	205	188		
Grade 6 %- Passing ISTEP+ Math Standard	53.7	48.3	50	71.9		57.9
Grade 6- % Passing ISTEP+ ELA Standard	49.3	41.6	69.5	62.5		65.2
Grade 7- % Passing ISTEP+ Math Standard	42	50	42.8	33.3		50.3
Grade 7 -% Passing ISTEP+ ELA Standard	68.1	55	44.6	65.1		64.3
Grade 8- % Passing ISTEP+ Math Standard	34.7	58	53.7	41.1		55.7
Grade 8 % Passing ISTEP+ ELA Standard	60	58	62.6	58.9		63.6
Attendance Rate	95.5	94	95.1	96		95.3
# of Students with 10+ Unexcused Absences	8	19	7	5		

ISTEP+/ILEARN Assessment Data

6th Grade Scores:				State Average:		
	% E/LA	% Math	% Both	% E/LA	% Math	% Both
2014-2015	49	54	40	66	62	53
2015-2016	42	48	48	66	60	52
2016-2017	68	49	49	67	60	53
2017-2018	63	72	57	65	57	51
ILEARN S2019	30	31	n/a	47	46	n/a
7th Grade Scores:				State Average:		
	% E/LA	% Math	% Both	% E/LA	% Math	% Both
2014-2015	68	42	36	66	54	49
2015-2016	55	50	38	68	52	48
2016-2017	42	41	32	65	51	46
2017-2018	65	33	33	64	50	45
ILEARN S2019	42	25	n/a	49	41	n/a
8th Grade Scores:				State Average:		
	% E/LA	% Math	% Both	% E/LA	% Math	% Both
2014-2015	60	35	31	64	54	48
2015-2016	58	58	47	62	53	47
2016-2017	62	53	49	62	55	48
2017-2018	59	41	32	64	56	49
ILEARN S2019	58	22	n/a	50	37	n/a

Assessment and Data Analysis Plan

Edinburgh Community Middle School recognizes that the assessment and data analysis plan is an on-going process. Therefore, assessments will continue over the span of the School Improvement Action Plan. The guidelines below will be evaluated on a yearly basis to see what, if any, changes are necessary.

Assessment Plan

All students will participate in:

- Airways testing
- Monthly assessment of school wide Word Within A Word Program
- Pre and Post-tests in core subject areas of state standards
- ILEARN (Language Arts, Math, Social Studies and Science)

Data Analysis

- Staff members will review most current ILEARN data to plan instruction accordingly
- Staff members will analyze Airways scores during the school year to drive instruction
- Coordinate monthly department meetings to help provide a vision for department assessments and data analysis.
- Teachers will individually analyze their pretests to determine needs of individual students and differentiate instruction.
- Teachers will post grades in a timely manner in PowerSchool for student and parent access.

Professional Development Plan

Overview

Edinburgh Middle School is committed to professional development. The administrators, teachers, and faculty understand the importance of staying up-to-date with the current teaching strategies, curriculum, and educational issues. Our focus is that of maintaining and increasing student achievement.

The Edinburgh Middle School staff also has one professional development day prior to the beginning of the school year. During this time the teachers and staff will have guest speakers and/or meetings pertaining to the ideas laid out in the School Improvement Plan.

In addition to professional development arranged and provided by Edinburgh Middle School/Edinburgh Community School Corporation, many faculty members attend conferences and seminars. All faculty members are also responsible for development of an individual professional growth plan. As a member of the ECESC, staff members are able to attend workshops that highlight instructional strategies in their subject areas.

Specific Plans for 2019-2020:

- Staff instruction on Powerteacher Pro
- Monthly subject area meetings for grades 6-12
- Monthly staff meetings focusing on various effective instructional strategies
- Individual teacher meetings regarding use of Airways data
- Math and English teachers attend ILEARN training workshops through ECESC

Action Plan *for* Edinburgh Middle School

Goal #1: The percentage of middle school students passing the English ILEARN assessment shall meet or exceed the state average.

Planned Strategies:

Teachers submit weekly lesson plans to administrators to ensure instruction is aligned to current Indiana Academic Standards

Persons Accountable: Administrators/Teachers **Timeline:** 2015-ongoing

Administrators conduct regular observations throughout the school year to ensure standards-based instruction.

Persons Accountable: Administrators **Timeline:** 2015-ongoing

Administrators provide feedback to teachers for improved instruction based on observation data.

Persons Accountable: Administrators **Timeline:** 2015-ongoing

Teachers construct and utilize pre/post-tests to check student understanding of standards-based instruction.

Persons Accountable: Teachers **Timeline:** 2015-ongoing

Implementation of RATE, a school-wide writing strategy that students use to answer prompts in all subject areas.

Persons Accountable: Administrators/Teachers **Timeline:** 2016-ongoing

Support Data: *ILEARN, Airways, Pivot/Five Star*

Standardized Assessments: *ILEARN, Airways*

Local Assessments: *School and teacher-constructed assessments, IXL*

Research/Best Practices Sources:

Building Background Knowledge for Academic Achievement (Marzano/Pickering 2004)

Building Academic Vocabulary: Teacher's Manual (Marzano/Pickering 2004)

Word Within the Word (Thompson 2013)

Action Plan *for* Edinburgh Middle School

Goal #2: The percentage of middle school students passing the Math ILEARN assessment shall meet or exceed the state average.

Planned Strategies:

Teachers submit weekly lesson plans to administrators to ensure instruction is aligned to current Indiana Academic Standards

Persons Accountable: Administrators /Teachers

Timeline: 2015-ongoing

Administrators conduct regular observations throughout the school year to ensure standards-based instruction.

Persons Accountable: Administrators

Timeline: 2015-ongoing

Administrators provide feedback to teachers for improved instruction based on observation data.

Persons Accountable: Administrators

Timeline: 2015-ongoing

Teachers construct and utilize pre/post-tests to check student understanding of standards-based instruction.

Persons Accountable: Teachers

Timeline: 2015-ongoing

Additional instruction time provided in homeroom and math labs for students to focus on individual and group deficiencies of standards as determined by assessment plan.

Persons Accountable: Administrators / Math Teachers

Timeline: 2015-ongoing

Support Data: *ILEARN, Airways, Pivot/Five Star*

Standardized Assessments: *ILEARN, Airways*

Local Assessments: *School and teacher-constructed assessments, IXL*

Research/Best Practices Sources:

Building Background Knowledge for Academic Achievement (Marzano/Pickering 2004)

Building Academic Vocabulary: Teacher's Manual (Marzano/Pickering 2004)

Word Within the Word (Thompson 2013)