

Edinburgh Community Middle School

2015-2016



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.”

2015-16 School Improvement Committee

Kevin Rockey, Principal
Jason Schoettmer, Dean of Students
Traci Foltz, Guidance Counselor
Rick Bechtel, Social Studies Teacher
Ashley Jennings, English Teacher
Trish Jones, Math Teacher
Dorothy Peterschmidt, Science Teacher
Derrick Ball, Special Education Teacher

Student Demographics

Edinburgh Community Middle School serves students in grades six (6), seven (7), and eight (8) in Edinburgh, Indiana, a small town of nearly 4,500 located in the corners of Johnson and Bartholomew counties. The community is made up of mostly blue-collar workers. According to a 2000 census, forty-one percent (41%) of the adult population has not graduated from high school, and only three percent of the adult population possesses a bachelor's or advanced degree. At least twenty-four percent (24%) of our students come from single-parent households.

Of the 190 students currently attending the middle school, forty-seven percent (47%) are male and fifty-three percent (53%) are female. The student population is ninety-two (92%) Caucasian, five percent (5%) Hispanic and three percent (3%) multi-racial. Approximately twenty-one percent (21%) of its students are enrolled in the special education program and sixty-nine percent (69%) of the population receive lunch and textbook assistance.

2014 Annual Report for EDINBURGH COMMUNITY SCHOOLS

INDICATOR	CORPORATION RESULTS				State Results
	2010-11	2011-12	2012-13	2013-14	
Student Enrollment	900	942	939	945	10406602
Total Expenditure/Pupil (3 yr. ave)	\$10,800	\$10,600	\$10,384	\$10,218	\$11,044
Teacher Salary - Minimum	\$33,269	\$34,106	\$33,268	\$33,268	\$24,481
Teacher Salary - Maximum	\$60,434	\$62,036	\$62,035	\$62,035	\$87,602
% of students in Special Education	23.7	22.2	21	19.2	14.8
% of students in Gifted & Talented	33	25.7	14	13.7	14.2
% of Instruction delivered through Voc. Ed	4.3	5.2	4.7	5.2	5.5
% of students receiving Free Lunches/ Textbooks	60	61.6	63.7	66.7	49.2
% of Limited English Proficiency Students	2.3	1.6	3.2	3.2	5.3
Total ISTEP+ Remediation Funding	\$4,001	\$3,120	\$2,113	\$2,621	3000507
Inter District Mobility	11.4	11.2	10.7	11.3	4.3

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 laptop computer 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; nine-week 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. In addition, enrichment is offered to students during the school day through language and math labs. 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 prepare 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 time.

Assessments

ISTEP+ - The purpose of the *Indiana Statewide Testing for Educational Progress Plus (ISTEP+)* 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 and 7). In particular, *ISTEP+* reports student achievement levels according to the Indiana Academic Standards that were adopted by the Indiana State Board of Education. An Applied Skills open-ended Assessment (Part 1) and a Multiple-Choice and Technology-Enhanced item Assessment (Part 2), which are required components of the *ISTEP+* program, are used to measure these standards.

ACUITY – This assessment is given three times per year to determine a student’s mastery of the Indiana State Standards throughout the school year. Students who are in English 10 and/or sophomore math classes will take the Acuity assessments to help prepare for the End-of-Course

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 2015-2016 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
- Provide email updates about all events taking place at school in and out of the classroom.

Parent Outreach

- Positive phone calls
- Team meetings with parents as needed
- ISTEP+ Testing 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

Safe and Disciplined Learning Environment

The safety and security of EMHS 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.

Security measures for EMHS 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. 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 EMHS 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 EMHS 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. EMHS 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 EMHS 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. EMHS 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 150 mbps internet download speed gives students at EMHS 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 counts as well other important school events.

School Performance- 2014 Report for EMS

INDICATOR	Edinburgh Middle School Results:				State Results
	2010-11	2011-12	2012-13	2013-14	
Student Enrollment	229	235	232	209	1047430
Grade 6 %- Passing ISTEP+ Math Standard	72.6	83.8	84.9	79.3	85.8
Grade 6- % Passing ISTEP+ ELA Standard	64.8	77.9	71.8	65.5	78.7
Grade 6- % Passing ISTEP+ Science Standard	53.4	61.8	60.3	57.6	68.9
Grade 7- % Passing ISTEP+ Math Standard	71.1	77.5	79.4	67.1	80.5
Grade 7 -% Passing ISTEP+ ELA Standard	71.1	77.5	75	63.9	77.8
Grade 7 -% Passing ISTEP+ Soc. St Standard	63.2	80	69.1	46.6	73.2
Grade 8- % Passing ISTEP+ Math Standard	65.1	78	88.9	69.6	81.9
Grade 8 % Passing ISTEP+ ELA Standard	57.1	69.5	76.7	71	76.4
% of 8th graders enrolled in Alg I		60.2	33.3	35.6	27
% Passing ECA Math Standards	100	100	96.2	100	72.7
Attendance Rate	96.4	97.1	96.5	96.2	96.1
# of Students with 10+ Unexcused Absences	4	1	1	2	
# of Students with 10+ Absences for any reason		1	1	10	
# of Students Suspended	37	31	33	24	
# of Student Expelled	7	10	5	2	
# of Expulsions/Suspensions due to Drugs Alcohol or Weapons	1	2	2	3	

Assessment Data

ISTEP+ Results:

6th Grade Scores:				State Average:		
	% E/LA	% Math	% Both	% E/LA	% Math	% Both
Fall 2008	57	59	31	73	80	68
Spring 2009	47	43	30	72	77	63
2009-2010	64	65	49	72	77	65
2010-2011	60	73	52	76	80	70
2011-2012	78	84	72	78	83	72
2012-2013	72	84	62	78	84	73
2013-2014	66	79	64	79	86	74
2014-2015	49	54	40	66	62	53
7th Grade Scores:				State Average:		
	% E/LA	% Math	% Both	% E/LA	% Math	% Both
Fall 2008	60	66	47	70	82	67
Spring 2009	66	60	51	72	73	60
2009-2010	55	57	43	72	73	62
2010-2011	71	71	62	77	75	68
2011-2012	78	78	69	75	78	69
2012-2013	75	78	66	74	84	69
2013-2014	64	67	58	78	81	71
2014-2015	68	42	36	66	54	49
8th Grade Scores:				State Average:		
	% E/LA	% Math	% Both	% E/LA	% Math	% Both
Fall 2008	63	70	58	69	75	64
Spring 2009	72	68	61	69	72	58
2009-2010	71	74	59	69	72	62
2010-2011	55	55	45	72	77	66
2011-2012	70	78	60	73	80	68
2012-2013	77	88	72	76	81	71
2013-2014	71	70	58	76	82	71
2014-2015	60	35	31	64	54	48

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:

- Acuity testing
- Weekly assessments on identified Math standards
- Monthly assessment of school wide Word Within A Word Program
- Pre and Post-tests in core subject areas of state standards
- ISTEP+ (Language Arts, Math, Social Studies and Science)

Data Analysis

- Staff members will review most current ISTEP+ data to plan instruction accordingly
- Staff members will analyze Acuity scores during the school year to drive instruction
- Principal and Staff Members will analyze data from weekly Math and adjust instruction for necessary review.
- 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.

Specific Plans for 2015-2016:

- DOE visits provide feedback for instructional improvement
- Monthly subject area meetings for grades 6-12
- Monthly staff meetings focusing on various effective instructional strategies
- Individual teacher meetings regarding use of Acuity data
- Middle school leadership team created to guide professional development.

Action Plan *for* Edinburg Middle School

Goal #1: By the Spring 2016 ISTEP+, Edinburg Middle School shall raise 6th-8th grade ELA proficiency scores to 70%.

Planned Strategies:

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

Persons Accountable: Principal/Teachers

Timeline: 2015-ongoing

Principal conducts regular observations throughout the school year to ensure standards-based instruction.

Persons Accountable: Principal

Timeline: 2015-ongoing

Principal provides feedback to teachers for improved instruction based on observation data.

Persons Accountable: Principal

Timeline: 2015-ongoing

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

Persons Accountable: Teachers

Timeline: 2015-ongoing

Designated data team reviews current assessment data and assists individual teachers in planning data-driven instruction.

Persons Accountable: Principal/Dean of Students

Timeline: 2015-ongoing

Additional instruction period provided in the schedule for English students in order to address more of the required Indiana Academic Standards.

Persons Accountable: Principal/ English Teachers

Timeline: 2015-ongoing

Support Data: *ISTEP+, Acuity, Pivot/Five Star*

Standardized Assessments: *ISTEP+, Acuity*

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* Edinburg Middle School

Goal #2: By the Spring 2016 ISTEP+, Edinburg Middle School will raise 6th-8th grade Math proficiency scores to 70%.

Planned Strategies:

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

Persons Accountable: Principal/Teachers

Timeline: 2015-ongoing

Principal conducts regular observations throughout the school year to ensure standards-based instruction.

Persons Accountable: Principal

Timeline: 2015-ongoing

Principal provides feedback to teachers for improved instruction based on observation data.

Persons Accountable: Principal

Timeline: 2015-ongoing

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

Persons Accountable: Teachers

Timeline: 2015-ongoing

Designated data team reviews current assessment data and assists individual teachers in planning data-driven instruction.

Persons Accountable: Principal/Dean of Students

Timeline: 2015-ongoing

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

Persons Accountable: Principal/ Math Teachers

Timeline: 2015-ongoing

Support Data: *ISTEP+, Acuity, Pivot/Five Star*

Standardized Assessments: *ISTEP+, Acuity*

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 #3: By the Spring 2016 ISTEP+, Edinburgh Middle School will decrease 6th-8th grade Overall Group with Low Growth scores from 49.7% to 30% in Math.

Planned Strategies:

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

Persons Accountable: Principal/Teachers

Timeline: 2015-ongoing

Principal conducts regular observations throughout the school year to ensure standards-based instruction.

Persons Accountable: Principal

Timeline: 2015-ongoing

Principal provides feedback to teachers for improved instruction based on observation data.

Persons Accountable: Principal

Timeline: 2015-ongoing

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

Persons Accountable: Teachers

Timeline: 2015-ongoing

Designated data team reviews current assessment data and assists individual teachers in planning data-driven instruction.

Persons Accountable: Principal/Dean of Students

Timeline: 2015-ongoing

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

Persons Accountable: Principal/ Math Teachers

Timeline: 2015-ongoing

Support Data: *ISTEP+, Acuity, Pivot/Five Star*

Standardized Assessments: *ISTEP+, Acuity*

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)

