

School Improvement Plan

August, 2014

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PRINCIPAL

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Students achieving success by developing skills that last a lifetime
(Scott Middle School Vision)

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Scott Middle School Mission Statement

The Scott Middle School Community is committed to growth for every student.

- **Academic** growth is stressed through challenging classes designed with state standards to prepare our students for their future.
- **Social** growth is promoted by providing students with opportunities to participate in extra as well as co-curricular activities.
- **Creative** growth is expressed through student centered curriculum and courses that allow students to explore their individual talents.

Scott Middle School Beliefs

We believe a key purpose of education is to ensure that every child, regardless of background, learns to think, reason, and use his or her skills effectively.

We believe we are preparing students to be lifelong learners.

We believe attendance is an important factor in student success.

We believe that every person (students, faculty, staff, visitors) who enters Scott Middle School should be treated with dignity and respect.

We believe responsibility for learning and behavior should be shared by the student, parent, community, and school personnel.

Unique Local Insights

Data Collection Instruments

We selected the following instruments to collect data regarding Unique Local Insights:

TELL Survey
STI
C.O.D.E.
IDOE
NIET

TELL Survey

The TELL survey was developed for the state of Indiana and consisted of 10 areas focusing on School Leadership, Teacher Leadership, Professional Development, Instructional Practices and Support, Managing Student Conduct, Community Support and Involvement, Time and Facilities and Resources. The survey was conducted in the Spring of 2013 with over 1,412 educators participating in the survey. Scott Middle

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School had a participation rate of 92% responding to the survey. The survey provided crucial information to the staff based on faculty perceptions of the questions.

STI

STI is a data warehouse which includes student enrollment history, attendance, discipline, grades and courses. This system also allows administration and guidance to print reports calculating ethnic breakdowns, ADM, student discipline areas, attendance rates, perfect attendance and many other reports. These reports allow administration to closely monitor what is occurring within the school and provide interventions and incentives where necessary.

C.O.D.E.

The TAP Leadership Team utilizes C.O.D.E. to store professional development data and record teacher evaluation scores. Within the C.O.D.E system teacher's are also allowed to view their evaluation scores and enter Individual Growth Plans. Reports are printed to review inter-rater reliability of evaluators, whole school refinement and reinforcement areas, team evaluation scores, and SKR scores. Many other reports are available to the TAP Leadership team which provide valuable data to guide professional development.

IDOE

The Indiana Department of Education Compass website provides information regarding student demographics for Scott Middle School and schools around the state. This information is utilized to identify trends in student demographics, poverty, and attendance. The data drives decision making at Scott.

NIET

The National Institute for Excellence in Teaching assess the implementation of the TAP system yearly at Scott Middle School. The assessment team reviews quantitative and qualitative measures which focus on the following areas: Leadership Team Training and Certification, Career Teacher Training: Ongoing Applied Professional Growth, Teacher Evaluation, Competitive Hiring, and Effective Retention, Multiple Career Paths, Ongoing Applied Professional Growth Structure, Post Conference Plans, Master and Mentor Support, Cluster Group Observations, Master/Mentor Leadership, Principal Leadership, and Cluster Meeting Records. Each of the above areas is rated and scores are reported to the school at the end of May.

Student Data Collection Instruments

We selected the following instruments to collect Student Data:

- Acuity
- ISTEP+ – Mathematics
- ISTEP+ – Language Arts
- SRI – Scholastic Reading Inventory
- School Based Strategy Implementation Assessments (Pre and Post)

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Orleans-Hanna Algebra Prognosis Test
 Algebra End of Course Assessment
 Biology End of Course Assessment
 Plato benchmark assessments
 Ethnicity Report
 Mobility Report
 Attendance Report
 Free and Reduced Lunch Report

Analysis of Data from Collection Instruments

Acuity

Acuity serves as a predictive tool to determine student achievement for the ISTEP+ assessment. Please see the graph below which indicates the percentage of accuracy for the Acuity assessment for the 2013 – 2014 school year.

Column1	PREDICTIVE – C	ISTEP 2014 SCORES
Grade level	<u>ACUITY - ELA - Passing rate %</u>	<u>ELA - Passing rate %</u>
6	64%	49%
7	60%	65%
8	65%	67.90%
Grade level	<u>ACUITY - MATH-Passing rate %</u>	<u>MATH - Passing rate %</u>
6	60%	60%
7	58%	60.70%
8	69%	68.40%

End of Course Assessments

Algebra

Thirty-one students participated in the End of Course (ECA) assessment for Algebra in May of 2014. Seventy-one percent of the students passed the ECA which is an increase of 33% from the previous school year. Six of the students who passed were 7th graders and will be enrolled in Geometry at the beginning of the 2014 – 2015 school year.

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Biology

In May of 2014, we administered the Biology ECA for the first time to 25 8th students currently enrolled in Biology I at Scott Middle School. Seventy-six percent of the students who took the exam passed. This process will continue at Scott Middle School to encourage higher expectations from our students and offer a diverse curriculum to meet the high ability needs of our student body.

School Based Strategy Implementation Assessments

All students will participate in comprehensive school-wide assessments consisting of problem solving and critical thinking questions. Teachers will collaborate to create an assessment for each grade level based on current Indiana College and Career Readiness Standards. This assessment will drive our school based instructional strategies for the 2014 – 2015 school year. Student will continue to take pre and post assessments during the strategy cycles to measure and monitor student growth.

Orleans-Hanna Algebra Prognosis Test

Sixth and seventh grade students at Scott Middle School took the Orleans-Hanna Algebra Prognosis Test in March of 2014. 235 6th graders participated in the assessment. Two-hundred thirty-three 7th graders participated in the assessment. Table #3 below shows the number of students who scored 60% or better on the Orleans-Hanna Algebra Prognosis Test.

Table #3

Grade Level	Number of students receiving a score of 60% or better	Total number of students who took the test
Sixth	57	235
Seventh	39	195

Findings

The Orleans-Hanna Prognosis Test was administered in March 2014, which is only approximately two-thirds of the way through the school year. 24 percent of the six graders scored 60% or better, and 20% of the seventh graders scored 60% or better.

Implications

Although algebra is addressed on the surface throughout the school year, the level of concentration is greater during the latter one-third of the school year. If more emphasis is placed on the algebra standard earlier in the year, a higher percentage of students would achieve a score of 60% or better.

Additionally, more time needs to be allotted for problem solving during the regular mathematics classroom. Teachers will use a variety of activities to teach the four basic

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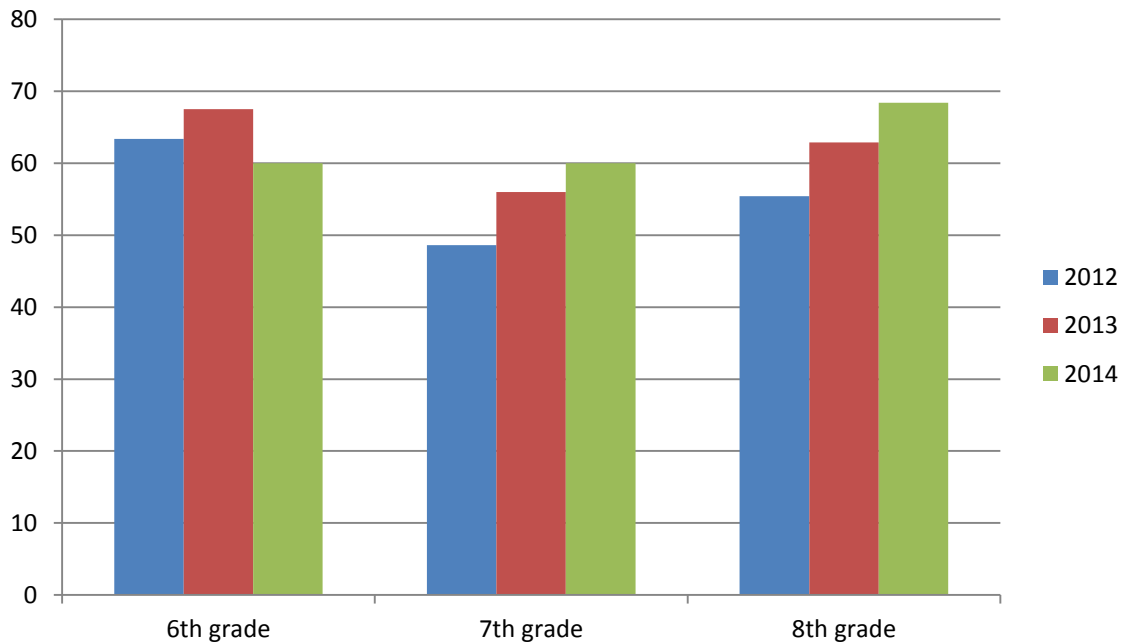
problem solving methods. Ideas for successful strategies to be used with children of poverty need to be implemented, such as working with manipulative.

ISTEP+

ISTEP+ is currently offered for all grades in the areas of mathematics and language arts. In addition, science is taken at the sixth grade level and social studies at the seventh grade level. By creating a database of student scores, we are able to track the progress of students who take the ISTEP+ in their sixth grade year and compare that score to their eighth grade year. This is a good indicator of student achievement growth over a period of 3 academic years.

Math

Graph #1 below compares ISTEP+ Mathematics scores all grade levels.



Findings

As we examine Graph #1 above, we note the increase in math scores from 2012 to 2014 in 7th and 8th grade. The data indicates a 12% increase in 7th grade math in the past 3 years and a 13% increase in 8th grade math. In 2014, a dip occurred in the 6th grade math scores, however, there was a 7% increase from 2012 – 2013 and upon further investigation we discovered only 64% on the 6th graders passed the math ISTEP as a 5th grader.

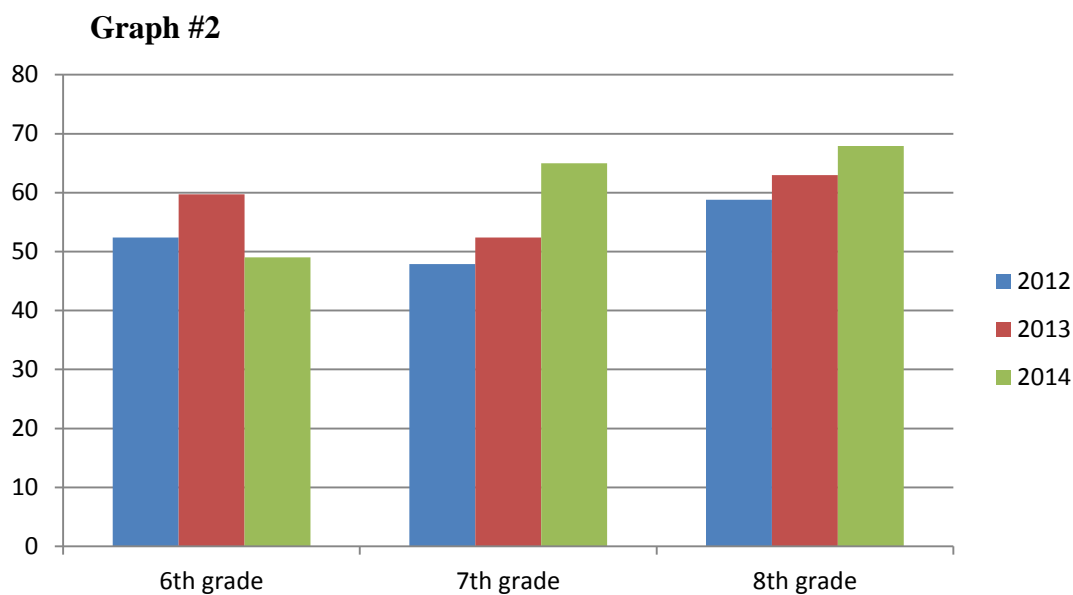
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Implications

The entire school faculty must continue to collaborate on strategies to help students be more successful in mathematics. All mathematics teachers are currently attending articulation meetings sponsored by the district. Additional articulation sessions must be organized at Scott Middle School to insure that the curriculum is aligned both vertically and horizontally. Scott Middle School also has enlisted the support of Bob Trammel, a math consultant. Mr. Trammel meets quarterly with the math department to provide support and interventions. Beginning in the 2014 – 2015 school year, a Math Intervention class was added to service students who are performing below grade level. Additionally, the Special Education department has supplied Scott Middle School with a leveled, computer math program for students with IEP's to increase mastery of the math standards. The deficiencies will be addressed through RtI and school wide field tested strategies.

ISTEP+ – English/Language Arts

Graph #2 below compares ISTEP+ Language Arts scores of all grade levels.



Findings

As we examine Graph #2 above, we note the increase in 7th and 8th grade ELA ISTEP scores over the past 3 years. The 7th grade increased by 18% over a 3 year period and the 8th grade increased 13%! Similar to the Math scores, the 6th grade decreased from 2013 to 2014, but only 52% of those students passed the ISTEP ELA as 5th graders.

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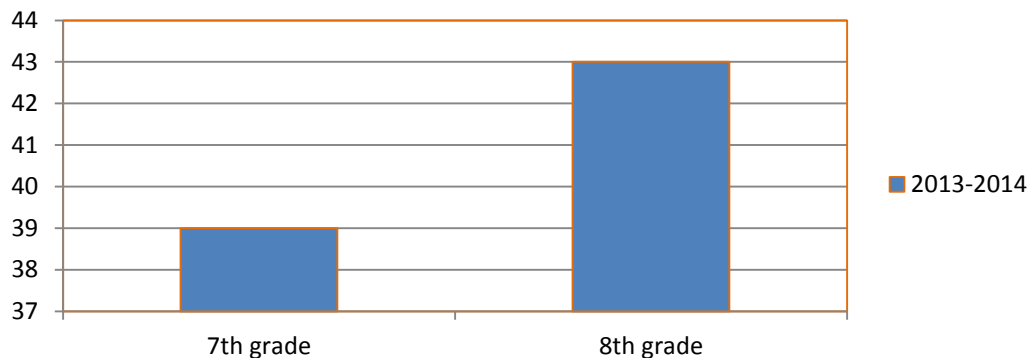
Implications

In order to see an increase in English language arts scores for all students, vertical and horizontal articulation of the curriculum must be addressed. To continue an upward trend in reading comprehension scores, reading and language arts teachers will need to review curriculum and instruction for gaps. In addition, proven research based strategies will be implemented school wide and students will be continually monitored for progress.

Scholastic Reading Inventory

SCHOLASTIC READING INVENTORY™ (SRI) is a reading assessment program that measures reading comprehension on the Lexile Framework® for Reading. Educators use students' Lexile scores to inform instruction and to make recommendations for remediation or advanced placement. Students take the SRI test four times per year, and are expected to show growth.

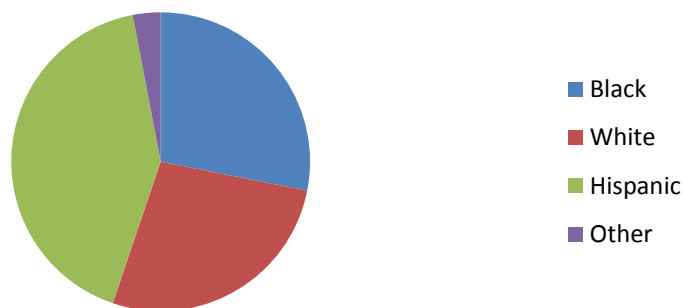
2013-2014



Demographic Data

The student population is very diverse at Scott Middle School with 41.8% Hispanic, 27.1% White, 28% Black, and approximately 3% of other ethnicities.

Ethnicity



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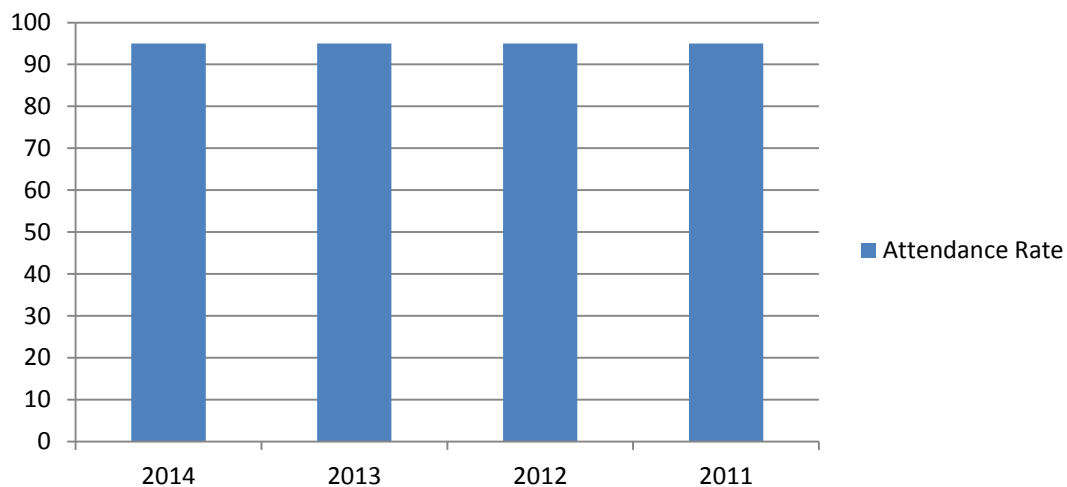
Mobility Rate

The enrollment of Scott Middle School has consistently seen a decline since 2009. However, the official enrollment for the 2013 – 2014 school year was 823 students in grades 6-8 up approximately 19 students from the 2012 – 2013 school year. With the increase in enrollment, Seventy-four new students enrolled in Scott Middle School for the 2013 – 2014 school year and 88 students withdrew or did not show. There is a significant decrease in the amount of students withdrawing from SMS. In 2012 – 2013, we had 154 students withdraw.

Attendance Report

In the past four years, the attendance rate at Scott Middle School has been between 95.7%-95.9%. We are currently within the state average of 95.8%. **Graph #3**

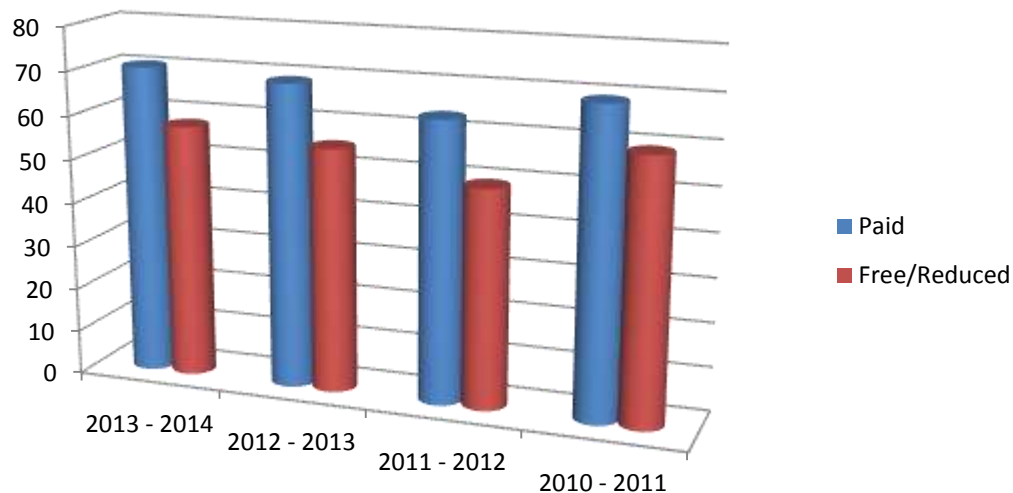
Attendance Rate



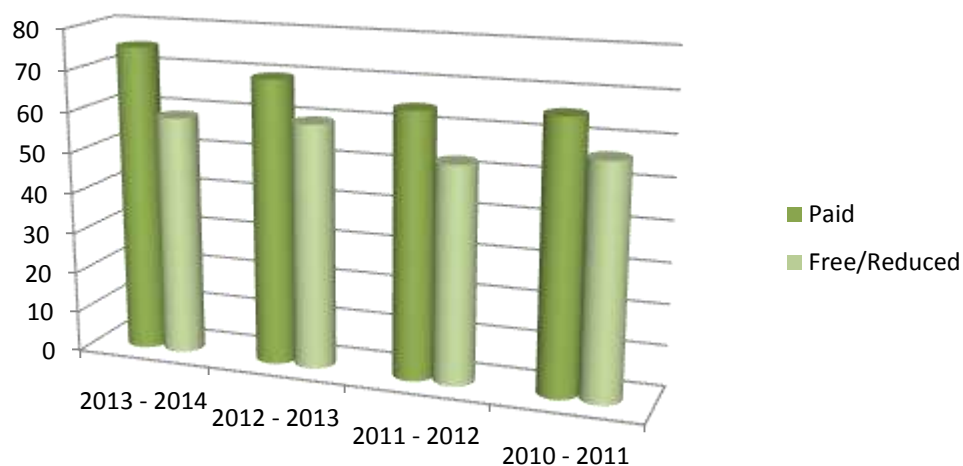
Free and Reduced Lunch Report

In 2013-2014, 78.3% of the students at Scott Middle School were on free or reduced lunch. This is a 3.4 increase from 2012 – 2013.

Graphs #5 below shows the percentage of students on free or reduced lunch who passed the English/Language Arts portion of ISTEP+ for the following years compared to those on paid lunch.



Graphs #6, below, shows the percentage of students on free or reduced lunch who passed the math portion of ISTEP+ for the following years compared to those on paid lunch.



Implications for Action: Student Data

Target Area Goals

As a school, our areas of concentration are critical thinking and problem solving, reading comprehension across all curriculums, and responsible student behavior.

- 1) The number of black students passing the Math portion of the ISTEP+ will increase by 6% which will bring the passing rate to 57%.
- 2) The number of Scott Middle School students passing both the ELA and Math ISTEP+ will increase by 7% which will bring the passing rate to 58%.

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- 3) Seventy-five percent of the Bottom 25% of students failing the ELA portion of the ISTEP+ will show High Growth.

Instructional Course Offerings

Scott Middle School offers a variety of courses to meet the needs of all learners. In addition to Math, Reading/Language Arts, Science and Social studies we offer advanced courses in Math and ELA at all grade levels. Additionally, we offer Biology IH, Pre-AP English, Geometry, Spanish I, Algebra IH and Preparing for College and Career Readiness for high school credit.

To support those student with academic deficiencies we also provide Read 180 and System 44 for English/Language Arts and Math Intervention Lab.

Additional support programs include:

- Special education (15.02%) of our students are involved in LD, MiMO, ED, physically handicapped, severe disabilities, communication disorder, vision impairment, and hearing impairment, and Section 504
- SIOP for English Language Learners (ELL) (approximately 15% of our students)
- Literacy Specialist managing media/library and technology
- Sixth grade summer transition program and the ISTEP+ remediation programs are provided every year
- PLATO
- TAP
- Title 1

Students have an opportunity to take at least twelve weeks of each of the following special/practical arts classes: Gateway to Technology (GTT), visual arts, health and wellness, relationships, Spanish, financial literacy and Chinese In addition students also take physical education, general music, instrumental music (band), and choir. An example of one student's schedule is shown in Chart A.

CHART A Student Engaged Time (Sample)					
Periods	Monday	Tuesday	Wednesday	Thursday	Friday
1 -7:30-7:50 AM	Advisory	Advisory	Advisory	Advisory	Advisory
2 -7:54 – 8:43AM	Literacy	Literacy	Literacy	Literacy	Literacy

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3 -8:47 -9:36 AM	Block	Block	Block	Block	Block
4 -9:40 – 10:29 AM	Specials	Specials	Specials	Specials	Specials
5 -10:33 -10:58 AM	Lunch	Lunch	Lunch	Lunch	Lunch
6 -11:02-11:51 AM	Math	Math	Math	Math	Math
7 -11:55-12:44 PM	Science	Science	Science	Science	Science
8 -12:48 - 1:37 PM	Social Studies	Social Studies	Social Studies	Social Studies	Social Studies
9 - 1:41 - 2:30 PM	Specials	Specials	Special	Special	Specials

Scott Middle School provides a safe and disciplined environment through:

- Crisis Intervention Plan
- Security monitors and video tapes
- Visitor/Guest sign in
- Security personnel (off-duty Hammond Police officers)
- Staff hallway supervision assignments
- Student agenda
- Advisory program
- Regularly scheduled grade level class meetings to outline and discuss school policies and procedures
- Student Success recognition events
- Regularly scheduled fire and disaster drills to insure student and staff are familiar with proper procedures
- Fire Marshal inspections
- Student IDs
- PBIS
- School Wear Policy Guidelines
- SSST (Student Staff Support Team)

Scott Middle School is a technology rich environment with four student computers and a visual presenter in every classroom. All computers have internet access. The staff at Scott has received training for PCs and using the visual presenter. Software training has included programs, such as Microsoft Word, PowerPoint, Excel and STI student attendance and grade reporting, and Indiana IEP (an online IEP program for special education).

Curriculum is supported by a wide variety of software for specific areas, such as Inspire, Acuity, PLATO, Read180, and Smart Board software. Scott Middle School has a site license for Reading Counts with over forty-nine thousand (49,000+) tests for student assessment. Staff members received training in Nettekker. Nettekker can be used to search for reading materials by lexile level and is a good source for cross curricular

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reading. Atomic Learning video tutorials are available for the staff and school community. Scott Middle School has its own website. This website further enhances communication to students and parents for maximizing materials presented at Scott. Students may also practice basic skills from the list of suggested website provided by teachers and resource center personnel.

Students receive approximately twelve weeks of Gateway to Technology (GTT) and pre-engineering computer technology instruction during their years at Scott. In addition to the curriculum for GTT, students receive an introduction to word processing, spreadsheet, and PowerPoint presentation software as well as appropriate use of the internet in the PC Computer Lab with reinforcement for these skills through projects and classroom activities. Students and teachers also use presentation software along with LED visual presenters and television monitors.

The Library Media Resource Center is equipped with twenty-one student computers, scanner, color laser printer and laser printers for use by students and teachers. Students receive training on using the electronic card catalogue, online encyclopedias, magazine indexes, online searching and biographical indexes as part of the search process on an ongoing basis as the need for these skills are introduced through classroom activities. Instruction for the use of digital cameras, scanners, and downloading images occurs as students locate information that needs clarification by visual materials and are incorporated into the programs Microsoft Word, PowerPoint and Inspiration that are introduced to sixth grade students during Reading/LA programs.

Additional Technology

- Each classroom is equipped with a telephone, visual presenter, projector, teacher computer, laser printer, and student computers.
- Teachers, students and office personnel all have access to a networked system served by several different servers for security purposes.
- Academic classes are equipped with four student computer and specials classes have a minimum of one student computer.
- Teacher webpages include links with examples of lessons for the specified curriculum, enrichment and remediation sites.
- DVD players are on all teacher computers and are used with projectors and/or television monitors for movies and documentaries.
 - a. Two stand alone DVD/VCR player which are connected to large screen television is available for all classes for infrequent usage by individual teacher, substitutes and students.
 - b. 6th and 7th grade science teachers have DVD/VCR players in their classrooms for daily use.
 - c. A presentation cart is available with DVD/VCR player, speakers, visual presenter, and projector for large group presentation in the auditorium, cafeteria, gym.

- d. DVD usage is available in the Resource Center thru the student station attached to the standard presentation cart.
- An additional cart used for large group instruction includes an interactive touch screen, computer with network capability and speakers.
- Three mobile Smart boards are available.
- Clicker classroom response systems (teachers that had participated in a summer training program received these for their specific classroom use.
- Listening centers are available to all classrooms
 - a. Permanent listening centers are available in 7th and 8th grade reading classes for use with the “Plugged Into Reading” program.
 - b. Audiotapes and audio CD’s for classroom sets of books are available
- Calculators are used in mathematics classes, science classes, and in projects for faster application of formulas, such as calculating speed, acceleration, time and distance.
- Students use the visual presenter or opaque projectors to enlarge products used for projects.
- Movie Maker software is available for video production and editing.
- Video and still Digital cameras are available for student and teacher presentations as well as fieldtrip documentation.
- Automated Library Media Center is available on a modified flexible schedule for training and research.
- Video on Demand
 - a. Videotaping of cable, PBS, and History Channel is available by teacher request and stored online for future streaming to the classrooms throughout the school
 - b. Monitoring of usage rights is monitored by the district media center.
- Teachers have access to a video collection within the school and can make recommendations for purchases that support curriculum.
- Televisions and VCRs are available as needed
- VCR’s are on 6th, 7th, 8th grade Social Studies technology carts*
- Pasco science probes are utilized in science programs for data programs.
- A variety of complexity of microscope class sets are available
- A set of 16 Alpha-Smarts are used for word processing by students.
- Pearson Science Program with/ virtual labs and smartboard technology
- Access is available to NewsBank, Learn 360, Thinkfinity, SIRS, Online Newspapers, Grolier Online, Holt Online Learning, Inspire, Nettekter and Atomic Learning, to supplement classroom activities.
- Inspiration is available on all student computers in the Resource Center and taught by the Media Specialist along with Reading/LA teachers.
 - a. It is also used as a tool for creating graphic organizers by all classroom teachers.
 - b. Two classrooms have Inspiration on student computers as requested by their instructors
- Acuity Online is available for both testing and instruction.
- Reading Counts quizzes are available online and accessed thru the Resource Center and Reading classes.
 - a. Some Advisory teachers have requested testing access in their classrooms

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- b. Currently SCH is considering a web-based Reading Counts system that will be available to all students thru the internet.
- Word Predicting pens for special education students
 - Four (4) laptop computers with wi/fi for use in the Science Dept.
 - Wii system for Physical Education classes
 - Two computer labs and the Resource Center (30, 30, 21 computers) are available for scheduled usage for large group instruction, research and testing.

The technology listed above is used by classroom teachers to bring a variety of experiences to the learning environment. Students are taught how to use technology, in particular as a way to demonstrate their learning when applicable.

Existing School Data: Community Data

Data Collection Instruments

We used the following instruments to collect data regarding Community Data:

- 2010 Census
- Enrollment Trend Data

Analysis of Data

Community Information Narrative

Scott Middle School is an urban school located in Hammond, Indiana located outside the city limits of Chicago, Illinois. Hammond has a population of 78,967 (2010 Census). Scott is located in the Hessville neighborhood of Hammond which has a population of approximately 13,860. Thirty-six percent of the households in Hessville have children under the age of 17 and 27% of the population is under the age of 19.

School Description

Scott Middle School currently serves 818 students in grades 6th, 7th, and 8th in the Hessville section of Hammond, Indiana. We have seen an increase in our transient population in the last few years. Many of our transient students are coming into Scott without knowledge of specific academic standards set by the Indiana Department of Education (IDOE). A large percentage of these students are from neighboring communities which has schools closing. Currently we have 130 students new to Scott Middle School and Hammond and 89 students who withdrew. This number does not include the incoming 6th grade students or the outgoing 8th grade students.

The unofficial enrollment at Scott Middle School for the 2014 - 2015 school year is 822 students which is up from the beginning of the 2013 – 2014 school year by 20 students. Enrollment by ethnicity includes the following: white 24%; Hispanic, 41%; black, 41%; and multiracial, 3%;

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Faculty and staff

Scott has a staff of 54 full-time certified teachers of which 8 are special education, 1 ESL paraprofessional, 2 counselors, 1 part-time speech therapists, 11 special education aides, 1 part-time special education case manager, 1 part-time school psychologist, 1 in classroom behavior modification (ICBM) supervisor, 1 media technician, 1 dean of students, 1 suspension and expulsion interventionist, 1 nurse, 1 assistant principal, and 1 principal. When staff positions become vacant, an effort is made to hire highly qualified staff members that are more reflective of Scott's student population.

Parent Involvement

Scott Middle School encourages the participation of parents in school activities through various forms of communication. Parents are invited to Scott for informal visits and celebrations throughout the school year. For example, parents/family members are invited for Open House, 6th, 7th and 8th grade awards ceremonies, band and choir concerts/contests, Sports Awards Banquet, National Junior Honor Society induction ceremony, cultural festivals, and field trips.

Additionally, contact is made with the parents in written form through progress reports, letters, e-mails, Scott Middle School web page, weekly grade reports (if requested), six week report cards, ISTEP+ mailings, remediation mailings, Facebook, Twitter and the PTSA Newsletter. The phone messaging system is also used to communicate information important to Scott Middle School families.

Finally, we invite parents to the building for conferences about their child(ren), special education case conferences, and PTSA sponsored events. The incoming sixth grade orientation has been revised to include parents/care givers. One session is held in the spring, and another session is held before school starts in the fall. The spring session is held in the evening in an effort to provide an opportunity for parents to be present at the orientation.

Implications for Action (Community Data) and Task List

Target Area Goals

As we address our goals we should investigate ways to

1. Increase parent and community involvement with Scott Middle School.
2. Find new ways to receive feedback and communicate better with parents and the community.

Interventions

Each academic grade level team creates a letter, flier or web page to be sent home with their students during the first few days of school. We understand the importance of notifying parents of the support systems offered by the School City of Hammond. We

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utilize the phone messaging system to notify parents of important events at Scott Middle School. This method of communicating has been more successful because we are able to have the machine deliver the same message multiple times. The one flaw with the system is that not all of our families have permanent telephone numbers. Regular phone number updates are requested through updated profile sheets and links through our school website. New to the 2011 – 2012 school year was the newly installed LED school sign at the corner of 173rd and Grand Street. This sign has proven to be vital to parent and community communication.

Parents have been able to access grades and communicate with staff members via the STI (student system) since 2006. Using STI Home, parents can view grades and homework as well as send e-mail to teachers. STI, which is on each teacher station computer, is used by the teachers for recording grades and attendance daily.

New to Scott for the 2014 – 2015 school year is the addition of two Family Involvement Coordinators. The coordinators will collaborate with the Scott PTSA to increase family involvement with the schools.

Summary

Scott Middle School administrators and staff continuously collect and analyze data to make informed curricular decisions. We believe we have examined our school in terms of what is currently taking place in teaching and learning. By examining the current status of our students' performance, we tried to focus on data that would help us select appropriate goal areas. Considering our mission and population, we believe we have made the correct selection.

In the process of profiling, we developed disaggregation categories and learned the characteristics of our students to a much greater degree. We learned the unique community characteristics that impact our school. The profiling process gave us a clearer picture of our starting point and is the document we will now use as a guide as we develop our school improvement plan.

Our Site-based Planning Team serves as facilitators for the goals' committees. Throughout this year we worked closely with the staff to implement the strategies to move us closer to achieving the goal of improved student achievement. The School City of Hammond Administration has provided our committee with workshops and meetings after school to help us understand the process and expectations.

Scott Middle School (219) 989-7340/ Fax 219-545-4576				
Name	Ext	Room	Position	
Office	3390	Main Office	Office	
Abeyta, Theresa	3300	Main Office	Admin. Secretary	
Bauer, Stephanie	3381	Counselors' Office	Case Manager	
Beckham, Alyson	3332	Counselor's Office	Counselor	
Bell, Rachel	3382	Resource Center	Speech Pathologist	
Bergren Colleen	3310	Main Office	Principal	
Conference Room	3309	Main Office	Conference Room	
Computer Lab	3474	85	Computer Lab	
Computer Lab	3449	86	Computer Lab	
Dilbeck, Carol	3301	Main Office	Office Mgr. /Book-keeper	
Fentress, Andrew	3331	Counselors' Office	Counselor	
Friend, Doug	3313	Office	Assistant Principal	
Good, Gina	3380	Resource Center	Psychologist	
Groszek, Lisa	3360	Resource Center	Library Media Specialist	
Hardy, Tracey	3330	Counselors' Office	Counseling Secretary	
Hicks, Jerame	3312	Main Office	Dean	
Jones, Lolita	3355	Cafeteria	Cafeteria Manager	
Security Office	3333	55	Security Officers	
Specker, Sandy	3385	Resource Center	Sp. Ed Social Worker	
Teachers Lounge	3308	56	Teachers Lounge	
Uylaki, Kathy	3350	Custodian Office	Custodian	
Wasowski, Tami	3305	Health Office	Nurse	
White, Cristina	3361	Counselors' Office	SEI	
Williams, Carolyn	3398	Main Office	Attendance	
Teachers				
Name	Ext	Room	Position	(Team)
Aceviz, Lydia	3422	4	Math	6A
Akers, Alex	3472	62	Band	Special
Allen, Eric	3446	2	Social Studies	*6A
Bais, Charles	3470	26	Social Studies	7A
Biederstadt, Marilee	3460	6	Special Education	Special Ed.
Bisbee, Christina	3440	31	Master Teacher	31
Boland, James	3435	17	Social Studies	6B
Bridges, Ryan	3424	32	EH (6 th -8 th)	EH
Britt, Joseph	3371	88 Gym	Gym (6 th -8 th)	Special
Browning, Justin	3461	51	Health (6 th -8 th)	Special
Buckley, Pamela	3459	61	Music/Choir (6 th -8 th)	Special
Burrows, Angelina	3434	31	Master Teacher	31
Carney, Beatrice	3427	3	Science	6A
Carroll, Rozanne	3450	24	Reading	7A

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Cicillian, Ashley	3457	71	Gym	Special
Darwish, Aida	3476	13	LDP Case Manager	-
Dragoo, Wilma	3421	18	Reading	6B
Duncan, Theresa	3425	19	Language Arts	6B
Evanich, Lori	3439	7	Social Studies	8A
Guerra, Laura	3467	81	Special Education	Special Ed.
Harveth, Alana	3453	36	MO/MH (6 th -8 th)	Special Ed
Heintz, Kathryn	3444	15	Math	*8A
Hernandez, Christine	3429	83	Read 180	Special
Hubbard, Thomas	3471	29	Science	7B
Huffman, Ernie	3441	35	Science	8B
Jones, Gerald	3430	23	Math	7B
Jones, Tallulah	3433	25	LD/MI/ All Subjects	Special Ed
Kwolek, Adam	3448	21	Math	*7A
La Buda, Steven	3436	11	Crane Reynolds	Special Ed.
LeBlanc, Matthew	3428	84	Math Lab	Tech
Lopez, Lorena	3452	13	ESL	ESL
Martinez, Vanessa	3462	5	Lang. Art/Reading	6A
Mastej, Mary Ellen	3456	39	Reading	8B
Mc Carty, Christina	3420	1	Lang. Arts/ Reading	6A
McGrory, Rosalia	3454	37	Math	8B
McManus, Melissa	3455	6	Special Education	Special Ed.
Midkiff, Ryan	3442	8	Lang. Arts/Reading	8A
Nestich, Steve	3437	38	Lang. Arts/ Reading	*8B
Newbery, Gisella	3432	14	Science	6B
Odom, Brandi	3423	22	Lang. Arts/ Reading	7A
Olivieri, Sarah	3477	12	Spanish	Special
Paskis, Bill	3458	26	Social Studies	7B
Peterschmidt, Dorothy	3469	16	Science	8A
Pogue, Tina	3443	25	LD/All Subjects	Special Ed.
Powers-Haywood, Alicia	3465	9	Lang. Arts/ Reading	8A
Regnier, Susan	3464	82	Art	Special
Relf, Charmitta	3468	70	ICBM	Carpeted Gym
Rodriguez, Angelique	3479	60	FACS	Special
Rueth, Chad	3473	40	Social Studies	8B
Scheeringa, Beth	3447	27	Lang. Arts/ Reading	7B
Scott, Gerald	3426	80	GTT (6 th -8 th)	Special
Smith, Patricia	3438	20	Math	*6B
Tellis, Athena	3451	33	Science	7A
Wall, Danielle	3431	30	Lang. Arts/ Reading	*7B
Yang, Yihong	3466	10	Chinese (6 th -8 th)	Special

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School Improvement Action Plan
Scott Middle School
2014 – 2015
MATHEMATICS

Goal Statement #1: By the Spring of 2015, 67% of the students at Scott Middle School will meet state standards in mathematics as measured by ISTEP+.		
Benchmarks: 1. Fall 2014, 63% of students will meet state standards in mathematics as measured by the Acuity assessment. 2. Winter 2015, 65% of students will meet state standards in mathematics as measured by the Acuity assessment. 3. Spring 2015, 67% of students will meet state standards in mathematics as measured by the Acuity Assessment.		
Support Data Statements: 1. Graph #1 ISTEP Math page 7 2. Acuity Table page 5 3. Hannah Orleans Table page 6	Standardized Assessments 1. ISTEP+ 2. Orleans-Hanna Algebra Prognosis Test 3. Acuity Diagnostic Test	Diagnostic Assessments 1. Acuity Individualized Diagnostic Tools 2. Custom Tests 3. PLATO 4. ASCEND Math 5. Math IXL
Interventions: 1: Students will utilize researched based, field tested problem solving strategies (SOLVE and UPS Check) 2: Acuity software will be used to pinpoint students' mathematical deficiencies and as a resource for instruction. 3: Teachers will receive weekly professional development and feedback relevant to their content. 4: A math intervention course will be offered to students who have failed the math ISTEP+ or who are at risk of failing.		Research/Best Practice 1. NCTM (National Council for Teachers of Mathematics) 2. <i>Best Practice New Standards</i> – Zemelman, Daniels, Hyde 3. <i>The Relationship Between Mathematics Language Facility and Mathematics Achievement Among Jr. High Students</i> Bradley, Carol., 1988, ED293727

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Intervention #1: Students will utilize researched based, field tested problem solving strategies (SOLVE and UPS Check)					
Activities to implement the intervention	Person(s) Responsible	Timeline		Resources	Classroom Level Monitoring System
		Begin	End		
Teachers will implement field tested research based problem solving strategy in every classroom in every subject	All teachers responsible for teaching math	August 2014	June 2015	National Council of Teachers of Mathematics	Teacher walk through and observations
Teachers will attend weekly professional development to effectively implement and teach problem solving strategies.	All teachers responsible for teaching math	August 2014	June 2015	National Council of Teachers of Mathematics	Mentor/Master weekly follow-up observations
Intervention #2: Acuity software will be used to pinpoint students' mathematical deficiencies and as a resource for instruction.					
Activities to implement the intervention	Person(s) Responsible	Timeline		Resources	Classroom Level Monitoring System
		Begin	End		
Data meeting biweekly will assist teachers in identifying students needs utilizing the Acuity Item analysis worksheet.	All math teachers	August 2014	May 2015	Indiana Readiness Standards	Teachers will use custom tests to monitor students achievement
ACUITY assessment will be given to determine student performance.	All math teachers	Sep. 2014	Feb. 2015	AcuitySoftware Mrs. Grozsek, Resource Center	Acuity Assessment
Students will set individual goals based on data collected.	All math teachers	Sept. 2014	May 2015	Goal setting worksheet	Teacher will have side by side with students monthly to review goal

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Intervention #3: Teachers will receive weekly professional development and feedback relevant to their content.					
Activities to implement the intervention	Person(s) Responsible	Timeline		Resources	Classroom Level Monitoring System
		Begin	End		
All teachers will attend weekly p.d. focusing on effective teaching strategies according to the TAP rubric.	All teachers	August 2014	May 2015	TAP Rubric and Portal	Follow-up visits and conferences with career teachers.
Teachers will reflect weekly utilizing students achievement data, students work and personal teaching refinements in their written reflections. Personal goals are set based on instruction and student achievement.	All teachers	August 2014	May 2015	Google docs, CODE, TAP Portal	Mentor/Master teachers will review IGP's for authenticity.
Bob Trammel will meet with math teachers to develop curriculum maps, observe instruction, review data, and provide instructional strategies	Math teachers	August 2014	May 2015	IDOE resources	Observations by Mr. Trammel and administrators.
Intervention #4: A math intervention course will be offered to students who have failed the math ISTEP+ or who are at risk of failing.					
Activities to implement the intervention	Person(s) Responsible	Timeline		Resources	Classroom Level Monitoring System
		Begin	End		
Teacher will monitor student progress through the use of Acuity, Plato, and/or Math IXL.	Math Interventionist	August 2014	May 2015	Acuity, Plato, Math IXL	Progress monitoring, custom assessments
Teacher will differentiate instruction and use data to drive instructional decisions	Math Interventionist	August 2014	May 2015	Acuity, Plato, Math IXL	Progress monitoring, custom assessments

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School Improvement Action Plan
Scott Middle School
2014 – 2015
LANGUAGE ARTS

Goal Statement # 2: By the Spring of 2015, 65% of the students at Scott Middle School will meet the English/Language Arts (E/LA) standards as measured by ISTEP+.					
Benchmarks: : 1. Fall 2014, 61% of students will meet state standards in E/LA as measured by the Acuity assessment. 2. Winter 2015, 63% of students will meet state standards in E/LA as measured by the Acuity assessment. 3. Spring 2015, 65% of students will meet state standards in E/LA as measured by the Acuity Assessment					
Support Data Statements: (from the Profile/Needs Assessment) 1. ISTEP+ Page 5 and 8 2. Acuity Page 5 3. Scholastic Reading Inventory pg 8		Standardized Assessments 1. ISTEP+ 2. SRI 3. Acuity Test		Diagnostic Assessments 1. Acuity Individualized Diagnostic Tools 2. Scholastic Reading Counts 3. PLATO	
Interventions 1: Students will utilize Acuity. 2: Silent Sustained Reading will be used to improve student comprehension 3: Balanced Literacy will be used to improve student comprehension. 4: Main Idea strategies will be used to improve student comprehension. 5. Teachers will receive weekly professional development and feedback relevant to their content. 6. A reading intervention course will be offered to students who have failed the ISTEP+ or who are at risk of failing.				Research/Best Practice 1. , Kujawa, Sandra and Lynne Huske. <i>Strategic Teaching and Reading Project Guidebook</i> , NCREL, 1995. 2. Bloom, Benjamin. <i>Taxonomy of Educational Objectives</i> , 1984. 3. Allen, Janet. <i>Yellow Brick Road</i> , 2000. 4. Gardner, Howard. <i>Multiple Intelligences</i> , 1998. 5. Culham, Ruth. <i>6+1 Traits of Writing: The Complete Guide</i>	
Intervention #1: Students will utilize Acuity.					
Activities to implement the intervention	Person(s) Responsible	Timeline Begin End		Resources	Classroom Level Monitoring System
Data meetings biweekly will assist teachers in identifying students needs utilizing the Acuity Item analysis worksheet.	All E/LA teachers	August 2014	May 2015	Indiana Readiness Standards Acuity Software	Teachers will use custom tests to monitor students achievement

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ACUITY assessment will be given to determine student performance.	All E/LA teachers	August 2014	May 2015	Mrs. Grozsek, Resource Center	Acuity Assessment
Students will set individual goals based on data collected.	All E/LA teachers	Sept. 2014	May 2015	Goal setting worksheet	Content teacher will have side by side conversations with students monthly to review goal
Intervention #2: Silent Sustained Reading will be used to improve student comprehension					
Activities to implement the intervention	Person(s) Responsible	Timeline Begin End		Resources	Classroom Level Monitoring System
Whole school book, <i>Same Stuff as Stars</i> , will be read during advisory for 15 minutes each day. Teachers will enhance activities according to student ability levels. Teachers will differentiate instruction.	All staff members	Sept. 2014	Dec. 2014	<i>Same Stuff as Stars</i> and developed curriculum. TAP Rubric TAP Portal	Summative Assessments Rubrics Formative Assessments
Intervention #3: Balanced Literacy will be used to improve student comprehension.					
Activities to implement the intervention	Person(s) Responsible	Timeline Begin End		Resources	Classroom Level Monitoring System
Students will receive 90 minutes of literacy instruction per day with a balance of reading and writing using guided practice, shared practice and independent practice.	All E/LA	August 2014	May 2015	Scholastic Training on the components of Balanced Literacy. Monthly PD to support	Literacy Coach and administration will conduct observations to ensure proper implementation

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Independent reading with access to over 500 books in the classroom.	All E/LA	October 2014	May 2015	implementation. Scholastic trainer and Literacy Specialist	Observations by Literacy Specialist and administration
Intervention #4: Main Idea strategies will be used to improve student comprehension.					
Activities to implement the intervention	Person(s) Responsible	Timeline Begin End		Resources	Classroom Level Monitoring System
Teachers will implement field tested, research based main idea identifying strategy in E/LA and Social Studies	E/LA and Social Studies Teachers	October 2014	May 2015		Weekly follow-up visits, conferences, modeling and co-teaching by mentor and master teachers to ensure proper implementation of strategy
Teachers will attend weekly professional development to effectively implement and teach main idea identifying strategies.	E/LA and Social Studies Teachers	October 2014	May 2015		Teachers' weekly Individual Growth Plans will highlight student achievement and reflection of the strategy implementation.
Intervention #5: Teachers will receive weekly professional development and feedback relevant to their content.					
Activities to implement the intervention	Person(s) Responsible	Timeline Begin End		Resources	Classroom Level Monitoring System
All teachers will attend weekly professional development focusing on effective teaching strategies according to the TAP rubric.	All teachers	August 2014	May 2015	TAP Rubric and Portal	Follow-up visits and conferences with career teachers.
Teachers will reflect weekly utilizing student achievement data, student work and personal teaching refinements in their written reflections.	All teachers	August 2014	May 2015	Google docs, CODE, TAP Portal	Mentor/Master teachers will review IGP's for authenticity and converse with Career teachers.

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Personal goals are set based on instruction and student achievement.					
Intervention #6: A reading intervention course will be offered to students who have failed the ISTEP+ or who are at risk of failing.					
Activities to implement the intervention	Person(s) Responsible	Timeline Begin End		Resources	Classroom Level Monitoring System
Students falling below grade level will be reviewed and assigned to Read180 or System 44 based on Lexile level. Students will participate in Read180 system until Response to Intervention team determines students' next steps.	Mrs. Hernandez	August 2014	May 2015	Scholastic Read 180	Scholastic Reading Inventory, Rbooks, Read 180 computer based system, teacher designed assessments

School Improvement Action Plan
Scott Middle School
2012-2014
RESPECT AND RESPONSIBILITY

Goal Statement # 3: 90% of all Scott Middle School students will be respectful, responsible and ready		
Benchmarks: Positive Behavior Intervention Support Team will utilize STI to monitor student infractions monthly and report percentage of population committing an infraction.		
Support Data Statements: Loss of instructional time due to students being in the Behavior Intervention Zone or Suspended out of school	Standardized Assessments 1. STI	Local Assessments 1. School Disciplinary Reports/Records
Interventions: Intervention #1: Staff created Character Education Program based on Whole School Behavior Intervention Program (PBIS).		Research/Best Practice 1. 2. <i>Leave No Child Behind</i>, Dr. Comer, James

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**School Improvement Action Plan
Scott Middle School
2012 – 2014
RESPECT AND RESPONSIBILITY**

INTERVENTION #1: Staff created Character Education Program based on Whole School Behavior Intervention Program and Comer School Development Program.					
Activities to implement the intervention	Person(s) Responsible	Timeline		Resources	Classroom Level Monitoring System
		Begin	End		
School expectation matrix placed in student agendas	C. Bergren	August 2014	May 2015	Kevin Dill Seminars, District Education and training sessions for PBIS team	Agenda checks completed by teachers. Matrix used in PBIS lessons.
Teachers implement developed curriculum to introduce PBIS matrix as a way to help students become more aware of the consequences of their decision making, positive rewards available, and consequences of poor choices.	All Staff	August 2014	May 2014	PBIS developed matrix, curriculum	PBIS developed curriculum assessments, Behavior Expectation matrix, STI system, Behavior Modification Logs
Administrators will meet with grade level students to reinforce expectations—hallway, classroom, cafeteria, and dress code. Students will be rewarded for on-time attendance.	Administration All Staff	August 2014 August 2014	Sept. 2014 May 2015	PowerPoint and handbook STI	Behavior Modification Log STI, teacher reporting of student attendance

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Teachers will model the expectation of the PBIS system	All Staff	August 2014	May 2015	Monthly curriculum issued	Observations – behavior of students in all settings
Students will demonstrate their understanding of PBIS expectations, through activities, such as scenarios, role playing, discussion, quotes, and worksheets.	All Staff	August 2014	May 2015	Monthly curriculum issued	Observations – behavior of students in all settings
Academic team leader leads discussion of students who need academic and/ or behavioral interventions. A teacher is assigned as case manager to monitor interventions. If student does not show improvement in identified areas team leader refers student to Student Staff Support Team.	Academic team leader Grade level counselor	August 2014	May 2015	Comer Resource Binders	Observations – behavior of students in all settings, time samplings, progress monitoring of behavior
SSST Committee will meet to review students referred. The team will identify areas needed for interventions by those who exhibit a need for anger management and/or social skills, academic remediation	SSST Committee, Academic Teachers	August 2014	May 2015	Teacher Recommendations Research based interventions	Observations – behavior of students in all settings
Student will have an individual plan of intervention for anger management and/or social skills and/or academic remediation.	SEI, Guidance Counselor	August 2014	May 2015	Teacher Recommendations Research based interventions School Psychologists	Observations – behavior of students in all settings Time Samplings when appropriate Functional Behavior Assessments Behavior Intervention Plans

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when appropriate

PROFESSIONAL DEVELOPMENT PLAN
Scott Middle School
2014 – 2015

To support Goal Statement #1, By the Spring of 2015, 67% of the students at Scott Middle School will meet state standards in mathematics as measured by ISTEP+ and Goal Statement # 2, By the Spring of 2015, 65% of the students at Scott Middle School will meet the English/Language Arts (E/LA) standards as measured by ISTEP+. the following Professional Development Plan will be implemented.

<i>Effective Staff Development Steps</i>	<i>Implementation Activities</i>	<i>Documented Evidence of Each Step</i>	<i>Person(s) Responsible</i>	<i>Timeline Begin</i>	<i>End</i>
I. Knowledge	Teachers will be supported in Differentiated Instruction during TAP cluster meetings and effective instructional practices	Teacher evaluation Weekly follow-up Cluster discussion Attendance at cluster Student work samples of cluster implementation	TAP leadership team	August 2014	May 2015
II. Model/ Demonstration	TAP Leadership Team will model/ demonstrate different instructional strategies which support Differentiated Instruction and effective instructional practices through weekly follow-	TAP Leadership team logs	TAP leadership team	August 2014	May 2015

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	up visits				
III. Practice with Feedback	Teachers will implement differentiated instructional strategies and effective instruction in the classroom	Lesson Plans Administrative walk-throughs Mentor observations Master observations Teacher evaluations	All classroom teachers	September 2014	May 2015

To support Goal Statement #1, By the Spring of 2015, 67% of the students at Scott Middle School will meet state standards in mathematics as measured by ISTEP+ and Goal Statement # 2, By the Spring of 2015, 65% of the students at Scott Middle School will meet the English/Language Arts (E/LA) standards as measured by ISTEP+. The following Professional Development Plan will be implemented:

<i>Effective Staff Development Steps</i>	<i>Implementation Activities</i>	<i>Documented Evidence of Each Step</i>	<i>Person(s) Responsible</i>	<i>Timeline Begin</i>	<i>End</i>
1. Knowledge	Teachers will attend TAP cluster meetings weekly to learn strategy implementation.	Attendance at TAP Cluster Meetings Lesson Plans Student Work Samples Weekly follow-up visits Weekly feedback	TAP Leadership Team	August 2014	May 2015
II. Model and Demonstration	TAP Master teachers will model strategy during weekly cluster	Attendance at TAP Cluster Meetings Lesson Plans Student Work Samples	TAP Leadership Team	August 2014	May 2015

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	meetings and TAP mentor teachers will model strategy in classroom for those teachers who need it.	Weekly follow-up visits Weekly feedback			
III. Practice with Feedback	Teachers will implement strategy in classroom and will receive weekly observation supported with written feedback.	Attendance at TAP Cluster Meetings Lesson Plans Student Work Samples Weekly follow-up visits Weekly feedback	All Teachers	August 2014	May 2015

In support of Goal Statement # 3, 90% of all Scott Middle School students will be respectful, responsible and ready, the following Professional Development plan will be implemented.

<i>Effective Staff Development Steps</i>	<i>Implementation Activities</i>	<i>Documented Evidence of Each Step</i>	<i>Person(s) Responsible</i>	<i>Timeline Begin</i>	<i>End</i>
1. Knowledge	Teachers attend presentation in small groups about PBIS and how to implement at Scott Middle School	Attendance at TAP kickoff Attendance at all staff meeting in auditorium	PBIS Team	August 2014	August 2014
II. Model and Demonstration	Teachers are provided sample Behavior Modification Logs and Disciplinary Action Requests.	Attendance at TAP kickoff Attendance at all staff meeting in auditorium	PBIS team	August 2014	May 2015

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III. Practice with Feedback	Teachers turn in WOW's, develop classroom incentives, write proper DAR's and follow PBIS program.	Daily by all teachers and staff	All teachers	August 2014	May 2015
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