

## **Kesling Middle School Public Law 221 Plan Table of Contents**

### I. Introduction:

#### A. Description of school

Kesling Middle School, a two story brick and glass structure, is located at 306 E. 18<sup>th</sup> Street on thirty-eight acres of open land. The building, constructed in 1971, contains thirty-three academic classrooms, as well as rooms for art, family living, technology education and music. Physical education classes are accommodated in large and small gymnasiums, which have locker room facilities. Also included in the building are a library media center, a large auditorium, a lecture room, cafeteria, student bookstore, three computer labs, administration and counseling offices. The school houses sixth through eighth grade classes. Included in the student population are students with learning disabilities, students identified as mildly mentally handicapped and/or emotionally disturbed, and students identified as English language learners. Kesling offers services for the hearing impaired, as well as speech, physical, and occupational therapy. A full guidance staff is on-site daily and other outside agencies work closely with the school.

Link to [Kesling Middle School Demographic Data](#)

#### B. Description and location of the curriculum

The curriculum at Kesling includes academic, expressive, and performing arts classes. All classes are taught according to district developed curriculum maps, which are aligned with the Indiana academic standards for each curriculum area. Sixth, seventh, and eighth grade classes are two eighteen week semesters that are divided into four nine week terms in length for a total of thirty-six weeks. The expressive arts classes are offered as a series of exploratory classes for nine week intervals. The performing arts classes meet on alternate days, throughout the entire school year and are graded every nine weeks. Descriptions of all curricula are located on the school website and the Educational Services Center. In addition to daily course offerings, students at Kesling have a wide variety of extra-curricular activities available to them. These activities include academic competitions, athletics, and clubs.

#### C. Titles and descriptions of assessment instruments to be used in addition to ISTEP

A variety of assessment tools are employed at Kesling Middle School. All teachers use formative assessments and summative assessments to determine student achievement and to alter instruction based on the data. Algebra placement exams and teacher recommendations are used to determine student assignment to the appropriate ninth grade math class at the high school. Classroom teachers use various classroom assessments, including end of unit tests, to evaluate student achievement in a formative nature. Reading teachers utilize STAR Reading diagnostic testing three times per year, Accelerated Reader and Study Island to gauge student learning. Math, Language Arts, Reading, and Science (Grade 6) and Social Studies (Grade 7) teachers utilize Study Island, formative assessments and summative assessment results to guide instruction. As students enter and leave middle school, the Otis-Lennox Ability tests is administered to determine appropriate ability grouping in regards to language arts, reading, and math.

### II. Statement of mission, vision or beliefs

Learn Today to Excel Tomorrow

*The La Porte Community School Corporation BELIEVES...*

- All children can learn, we can teach all students, and there are no exceptions.
- All students will be challenged throughout their academic career to reach their maximum potential.
- Children are unique and their self-esteem will be fostered to become successful.
- In mutual respect in every interaction with students, staff, parents, and community.
- A positive attitude creates a successful working and learning environment.

- Personal and professional integrity is critical to the learning process.
- District employees are highly valued resources.
- Decisions will be information and data based in the best interest of students.
- Accountability for student achievement is critical.
- A collaborative team approach is essential to ensure high performance.
- In an environment in which continuous improvement is embedded in our culture.
- In a safe and secure learning environment.
- Diversity is an asset that is to be valued and respected.

### *Kesling Middle School*

#### A. Mission

Learn Today to Excel Tomorrow

#### B. Belief Statements

*The Kesling faculty BELIEVES:*

- All students are entitled to a quality education.
- The middle school philosophy addresses the cognitive, emotional, physical and social needs of adolescents.
- Attendance and involvement are keys to increasing student achievement.
- Staff should feel valued and be encouraged to develop professionally.
- Parents and community members are an integral and valued part of the educational process.
- The learning environment should be safe and orderly.
- Learning is a continuous process.

### III. Summary of data:

- Please go to the Indiana Department of Education Website to get the most recent ISTEP+ achievement data regarding Kesling Middle School.  
Link to [Kesling Middle School Achievement Data](#)
- Student achievement based on results from ISTEP+ testing is the primary indicator of student success. Other indicators used to monitor student progress are formative tests, summative tests, unit tests, Study Island, Accelerated Reader, and STAR Testing.
- Other information about educational programming and the learning environment
  - Each nine weeks, Kesling Middle School recognizes approximately 350 students in grades six through eight for their academic achievement for making the requirements of the Kesling Honor Roll.
  - Each week, all teams of teachers choose students of the week and, at the end of each month, choose students of the month. Students are also recognized for perfect attendance on a nine week, semester, and yearly basis and for earning passing grades in all classes.
  - Monthly, students are recognized for their achievements from participation at the 85% comprehension level based on Accelerated Reader results.
  - Each year, discipline statistics in the categories of office visits, in school suspension, out of school suspension, and expulsions. During the 2015-2016 school year, these statistics were periodically reviewed at Kesling Middle School to evaluate what changes could be made to help all students be successful at school. Furthermore, the Kesling Safe Schools Committee periodically meets to discuss all aspects of school safety. Please go to the Indiana Department of Education Website to get the most recent information regarding student discipline statistics.
  - Each year, a student survey is conducted. During the 2015-2016 school year, the percentage of students with favorable responses increased from the previous year.

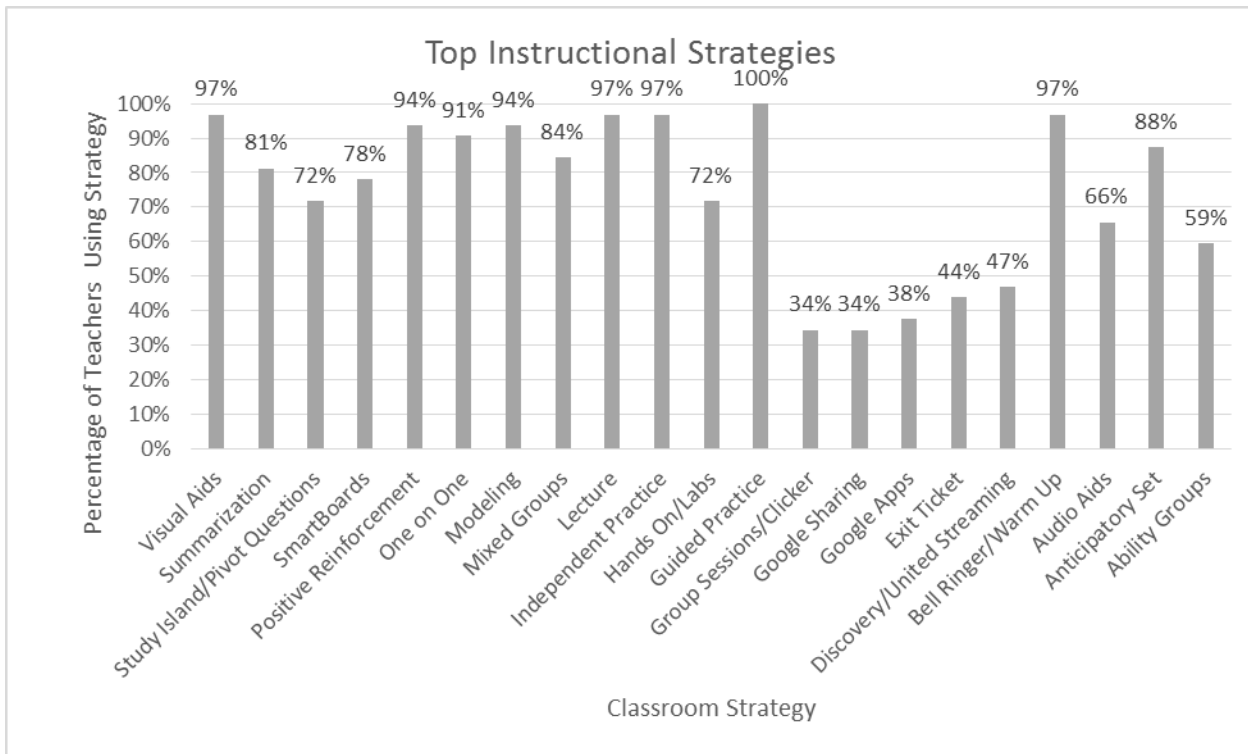
IV. Conclusions about the current educational programming, derived from an assessment of the current status of educational programming, including the following:

A. Information about how the school's curriculum supports the achievement of Indiana College and Career Ready Standards.

The information on this topic was gained via staff surveys, curricular statements, and administrative observation. Conclusions drawn from this data is that all curricular areas, including art, computer applications, family and consumer sciences, health, music, physical education, and technology, utilize the Indiana College and Career Ready Standards. The Indiana College and Career Ready Standards are the guide teachers use to drive classroom instruction.

B. Information about how the school's instructional strategies support the achievement of Indiana College and Career Ready Academic Standards.

The faculty of Kesling Middle School is committed to differentiating instructional strategies to meet the needs of its diverse student population while supporting the achievement of Indiana's College and Career Ready Academic Standards. The faculty uses a wide variety of instructional strategies to meet the needs of all students. Teachers integrate many varying forms of technology within their strategies as appropriate for the lessons they enhance. A school-wide survey provided the following data:



Additional strategies from the survey data included: stations and centers, guest speakers, virtual learning academy, group projects, presentations by students, individual white/chalk boards, pair/share, independent reading, individual projects, small group discussion, problem of the day, large group discussion, self-evaluation, role plays, perfect process, cross-content areas, project based learning, invented vocabulary, bizarre artwork, meta-cognitive modeling, Brain Pop, repetition, conferencing, spiral review, virtual field trips, and web quests.

C. Analysis of student achievement based on ISTEP+ information found at the Indiana Department of Education website and other assessment strategies.

Kesling Middle School uses the ISTEP+ assessment data, formative assessments, summative assessments, end of unit tests, Study Island, Accelerated Reader, and STAR Reading to drive the improvement of student academic performance. The data gathered from these sources is used to guide our staff in diagnosing areas in need of attention. We use the information to identify student strengths and weaknesses in order to provide appropriate instruction for students. Teachers meet as grade level teams, academic departments, across grade levels, various data teams and as a faculty to create instructional goals to increase student achievement. Teachers use the testing data to create both individual instructional goals, as well as school wide goals, for the purpose of increasing student achievement.

B. Parental participation in the school.

The staff at Kesling Middle School believes that parental involvement is an important component of academic success for all students. Parents have many opportunities to participate and become involved in Kesling Middle School. Teacher teams and the school communicate with parents in a variety of ways. Students receive report cards at the end of each grading period. Parents can electronically monitor child progress through the on-line grade system and receive alerts through the Kesling ICU program. Parents can also contact teachers at any time or e-mail teachers at Kesling Middle School. On the first of each month, a parent newsletter is posted on the Kesling website, along with other important information. Link to [Kesling Middle School](#)) and teacher teams send a team newsletter home with report cards.

The Following are examples of opportunities for parental involvement at Kesling Middle School:

Athletic Fundraiser	Mailing School Materials	Spelling Bee
Attendance Awards	Ice Cream Social	PTA Legislative Day
Field Trip Chaperones	Music Fundraiser	LPHS Scholarship
Fun Night Chaperones	Fundraisers During the Year	
Parent Open House	Picture Day	
Guest Speakers	Parent/Teacher Conferences	

E. Technology as a learning tool.

Kesling Middle School is committed to the use of technology in the classroom to increase student achievement. All technology purchases and plans are developed through the LPCSC Corporation Technology Committee with input from the building level. Currently, we have two staff members who belong to the committee. Furthermore, a technology and instruction coach conducts professional development with staff on various topics. We believe that technology is a valuable tool to use with students to actively engage them in the learning process. Teachers are constantly developing ways to incorporate technology within the classroom. The following is an inventory of the technology available for teacher use with students at Kesling Middle School:

INVENTORY:

- All teaching staff have desktop computers that are used primarily for word processing, grade recording, Smartboard use, and power point presentations.
- All academic teachers (math, science, language arts, social studies, and science) have Chromebook labs in classroom for individual student use.
- Four 16 station Chromebook labs in each special education classroom
- Four 30 station mobile labs and one 15 station mobile lab.
- A media center with 40 computer stations is located within the library.
- Five project labs for applications have 30 computer stations.

- The school has 32 SmartBoards, with projectors and speakers located in all academic classrooms.
- The school has 10 sets of Remote Response Systems.
- Eight teachers have interwrite pads.
- A portable lab with seven iMac computers, which are loaded with science probeware, is available in the Science Department.
- Each science teacher has a presentation station.
- Four presentation stations for all staff members to use with students.
- A mini twelve station portable science lab.
- The school has eleven, sixteen station mobile labs.
- Six Alphasmart word processors are available for student use.
- All teacher computers and one library computer have a video output card to utilize video projection or a Smartboard.
- Thirty station piano lab.
- Five IPADS
- WKMS television lab.
- Most classrooms have Channel One accessibility.
- Flip video camera

#### F. Safe and disciplined learning environment.

Expectations for student conduct are clearly communicated through administrators to faculty, staff, parents, and the students at Kesling Middle School. Related policy planning involves the school corporation administration, La Porte School Board, community members, and Kesling administrators and faculty. Implemented policies for a safe and disciplined learning environment at Kesling Middle School are published, distributed, and made readily available. Kesling has a school safety plan that is reviewed and updated each year and all corporation and state guidelines are followed. Kesling Middle School is in compliance with the Indiana Department of Fire and Building Services. Procedures for responding to emergency situations are posted in each classroom. Drills to practice these procedures are conducted during the school year as state standards require. These situations include fire, tornado, lockdown, and secure in place. Emergency kits are present in each student area and maintained in current status. Kesling has two AED's for staff to use in an emergency situation and almost all staff members are trained in CPR.

As a part of the KMS PL 221 plan, we have strategies that are implemented each year to ensure a safe and caring environment. These strategies include:

- A school resource officer (SRO) is shared between middle school in La Porte
- Monthly Building Level Safe School Committee Meetings
- Review and update crisis plan each year
- Conduct all safety drills
- Train staff in de-escalation techniques
- Character Education activities
- Bullying Curriculum
- Counselor Talks with Students
- Words of Wisdom
- Participation in The League
- Guest speakers on various character topics
- Grade level assemblies regarding appropriate school behavior
- Yearly student survey regarding their feelings about Kesling Middle School

Transitioning from elementary school to middle school and from middle school to high school are important times in the education of a child. Kesling Middle School has a comprehensive plan to address transitioning during both of these critical points in the lives of our students. These activities are as follows:

### **5<sup>th</sup> Grade to 6<sup>th</sup> Grade Transition Activities:**

- February: Academic and non-Academic information is gathered from elementary schools
- March: Planning for fifth grade visitations
- April: Fifth grade visitations during school and each student is given a folder that includes important information
- April: 5<sup>th</sup> and 6<sup>th</sup> Grade Fun Night with parent meeting
- May: Special Education TOR participates in transitional conferences for students with IEP's
- May: Tours for students with individual needs
- August: 6<sup>th</sup> Grade Student and New Student Tours
- August: Day before First Day → Open House for parents and students
- August: First Day of School & First Week → Structured Orientation Activities followed by All Sixth Grade Teachers in Advisory Period and throughout the week
- Transitional information on KMS website for incoming sixth grade students

### **8<sup>th</sup> Grade to 9<sup>th</sup> Grade Transition Activities:**

- 6-7-8 Grade Years: Focus on college and career readiness at all grade levels
- January: High school counselor's visit Kesling and discuss LPHS and course selection
- January: Parent meeting at LPHS
- February: High School schedules finalized and parent meeting at LPHS
- May: Special education TOR visits LPHS with those special education students needing additional tours
- August: Open tours for ninth grade students at LPHS
- August: Tours of LPHS for students and students assigned to a mentor teacher and mentor group in high school

### **G. Professional development.**

The Kesling Middle School professional development program is conducted in alliance with the district goals and objectives and includes the following updates:

- During team meeting time with the building principal, teachers continue to have the opportunity to delve into different topics. These topics included scheduling, curriculum, summarization, differentiation, student motivation, lesson design, and best practice strategies to actively engage students in learning.
- In the fall of 2015 and throughout the year, Kesling Middle School staff participated revised Curriculum Maps focused on the New Indiana College & Career Ready Academic Standards
- During the school year, Kesling staff had the opportunity to have professional development at Kesling Middle School on Data Teams, S.M.A.R.T. Goal Development and integrating Common Core Literacy Standards in the Different Content Areas.
- During the 2015-2016 School Year, all Kesling Middle School staff continued with the implementation of implementing a zero based grading system. The focus was on the work of Danny Hill and Dr. Jayson Nave and the book *Power of ICU*. The book guided the professional development along with discussion held with staff during meetings.
- During the 2015-2016 School Year, Kesling Middle School continued with the implementation of Data Teams in Professional Learning Communities.
- During the 2015-2016 School Year, Kesling continued the concept of reciprocal teaching using the framework established in the book *Reciprocal Teaching at work (K-12): Powerful Strategies and Lessons for Improving Reading Comprehension*.
- During the 2015-2016 School year, Kesling continued to implement the traits of writing across all disciplines modeled after the work of Kristen Smekens and implementation of Yes MAAM across disciplines.
- The following are additional professional development areas that were on-going throughout the year:
  - Grade Level Meetings with emphasis on student achievement and instructional strategies
  - Textbook Adoption Fairs
  - Technology coach providing on-site training technology professional development weekly to teachers
  - Principal analyzes data to direct instruction and meets with teachers individually three times per year.
  - Development and training in Study Island and Reading Renaissance

- Differentiated Instruction
- Special Education staff development
- Reciprocal Teaching
- Autism Awareness
- Summarization Reading Comprehension Strategies to be used in all disciplines
- Best practices to use with students from poverty
- Best practices to use with students with learning disabilities
- Best practices to use with male students

Once professional development is provided to teachers, it is the expectation that they try the technique within their classroom with fidelity. As new professional development activities are presented in the future, specific school-wide strategies will be implemented to reinforce the professional development provided to increase student achievement.

V. Student achievement objectives, derived from an assessment of the current status of educational programming, including the following: (see School Improvement Action Plan)

A. Please see the Indiana Department of Education website for the most current attendance percentage.

B. Percentage of students meeting academic standards under the ISTEP+ program.

- Please see the Indiana Department of Education website for the most current ISTEP+ data.

VI. Specific areas where improvement is needed immediately based on 2016 ISTEP+ Data.

**Areas of Concern in Language Arts (Grades Six, Seven and Eight)**

- Sixth Grade: Vocabulary and Writing Process
- Seventh Grade: Vocabulary and Writing Process
- Eighth Grade: Vocabulary and Writing Process
- Reaching AYP for all student groups
- Closing the achievement gap for all student groups

**Areas of Concern in Mathematics (Grades Six, Seven and Eight)**

- Sixth Grade: Mathematical Process & Geometry/Measurement
- Seventh Grade: Mathematical Process & Geometry/Measurement
- Eighth Grade: Algebra & Geometry/Measurement
- Reaching AYP for all student groups
- Closing the achievement gap for all student groups

**Areas of Concern in Science (Grade Six)**

- Earth Science and Physical Science

**Areas of Concern in Social Studies (Grades Seven)**

- Government and Economics

VI. Benchmarks for progress that specify how and to what extent the school expects to make continuous improvement in all areas of the education system.

**Goal 1:** Student achievement and growth in English/Language Arts for all Kesling Middle School students will increase each year. (Target Passing Rate = Above 70% & Growth = Above 70%)

**Goal 2:** Student achievement and growth in math for all Kesling Middle School students will increase each year. (Target Passing Rate = Above 70% & Growth = Above 70%)

**Goal 3:** Student achievement in science for all Kesling Middle School students in grade six will increase each year. (Target Passing Rate = Above 70%)

- Goal 4:** Student achievement in Social Studies for all Kesling Middle School students in grade seven will increase each year. (Target Passing Rate = Above 80%)
- Goal 5:** The overall attendance rate at Kesling Middle School will be maintained above 96% and all subgroups will make Adequate Yearly Progress in regards to attendance.
- Goal 6:** Teachers will use technology as an integral part of instruction to increase student achievement.

(See Kesling Middle School Improvement Action Plan).

VII. Academic Honors Diploma and Core 40, including the following:

- A. Provisions to offer courses that allow all students to become eligible to earn the Academic Honors Diploma.

Algebra for 8<sup>th</sup> Grade Students, High Ability Classes in Math and ELA and Virtual Learning Classes for 8<sup>th</sup> Grade Students for High School Credit

- B. Provisions to encourage all students to earn an Academic Honors Diploma or complete the Core 40 curriculum.
- C. Algebra for 8<sup>th</sup> Grade Students and High Ability Classes in Math and ELA

IX. Proposed interventions based on school improvement goals.

**General Items:**

- All teachers will follow the state curriculum maps to ensure appropriate scope and sequence in relation to Indiana College and Career Ready Standards. (August 2016)
- All teachers will cover Reading Standards in the Content Area. (2016)
- All staff will analyze data from formative assessments, summative assessments, and ISTEP+ results to alter instruction based on the results of the data. (Fall 2016)
- All curricular areas not directly tested on ISTEP+ will conduct ISTEP+ support activities as part of their regular curriculum (Fall 2016)
- Math, Language Arts, and Reading teachers will develop S.M.A.R.T. Goals based on ISTEP+, formative assessment and summative data throughout the school year to impact student achievement. (Fall 2016)
- All non-tested ISTEP+ areas will develop S.M.A.R.T. goals based on content area data to impact student achievement. (Fall 2016)
- All staff in non-ISTEP+ tested subject areas will incorporate Literacy Standards within their classroom with a focus on informational text within their content area. (Fall 2016)
- All staff will support the most current S.M.A.R.T. Goals in math, language arts and reading by incorporating the concept of the goals within their content area. (Fall 2016)
- All staff will incorporate higher order thinking skills within class lessons, activities and assessments which will include working towards increasing the percentage of DOK 2 and 3 questions to at least 40%. (Fall 2016)
- Staff will use PQA Format (Part of Question in Answer) format with students in all subject areas with a goal of 40% to 50% Depth of Knowledge at Level 2 and Level 3. (Fall 2016).
- Staff will use spiral review in all subject areas (Fall 2016)
- Staff will use the Yes MAAM format when students answer extended responses.
- Staff will use Close Reading strategies when having students understand text materials. (Fall 2016)
- ELA and math teachers will meet in PLC's at least two times per month to analyze data and collaborate on how to instruction is being altered based on data results.(Fall 2016)



- Kesling Title I Services→ Students in need of remediation will be identified from ISTEP+ results, formative, and summative assessment results. Students will receive additional support within the classroom in math, reading and language arts and in English and Math Labs (Fall 2016).
- All teachers will structure lessons that include all essential elements of sound lesson design (Anticipatory Set, Stated Objectives, Evidence of Best Practices, and Checking for Understanding, Guided Practice, Independent Practice and Closure). (Fall 2016)
- Staff will continue with positive incentives plan to reward students for increased academic performance and will use a No Zero system modeled after the work in the book Power of ICU. (Fall 2016)
- All staff will incorporate essential traits of writing across disciplines modeled after the work of Kristen Smekens. (Fall 2016)

### **Reading/Language Arts (Entire School Year):**

- Language Arts and Reading teachers will develop S.M.A.R.T. Goals based on ISTEP+, formative and summative assessment data throughout the school year to impact student achievement.
- Social studies, allied art, performing art, PE, and health teachers will implement class activities and authentic assessments to reinforce items related to “Writing in the Content Area” and “Reading in the Content Area” assignment at least one time per nine weeks per grade level. These authentic assessments will be modeled after ISTEP+ short answer applied skills questions and reading comprehension questions.
- All reading teachers will use ISTEP+, Accelerated Reader and STAR Reading to assess student learning and use results to make curricular modifications that will focus on closing the achievement gaps for all students and to increase reading comprehension.
- All reading and language arts teachers will have a daily oral language activity (Bell Ringer) as an anticipatory set and spiral review that will focus on areas of concern based on student learning data.
- All reading and language arts teachers will assign essay prompts modeled after ISTEP+ assessments at least one time per nine weeks.
- All reading and language arts teachers will incorporate multiple choice and extended response questions within assessments and assignments with a goal of 40% to 50% Depth of Knowledge at Level 2 and Level 3.
- Language arts and reading teachers will use the teacher scoring guide and student’s applied skills booklet to review and reinforce standards. Students will have the opportunity to edit and review other student work, their own work and understand what an exemplary response looks like so students know what is expected.
- All language arts teachers will incorporate essential traits of writing within their discipline area modeled after the work of Smekens
- Reading teachers will continue using and expand upon the use of *Reciprocal Teaching* and *Daily Five* to increase student comprehension levels.
- Reading teachers will continue to use Accelerated Reader within the classroom to increase the comprehension level of all students at Kesling Middle School.
- All ELA teachers will continue to use the Chromebook labs as an essential teaching tool to increase student achievement.

### **Math:**

- Math teachers will develop S.M.A.R.T. Goals based on ISTEP+, formative and summative assessment data throughout the school year to impact student achievement.
- All math teachers will use ISTEP+, formative assessment and summative assessment data to assess student learning and use results to make curricular modifications that will focus on closing the achievement gaps for all students.
- All math teachers will have a daily math review activity as an anticipatory set that will consist of three to five problems focused on areas of concern based on student learning data.
- Math teachers will continue to teach and use the problem solving process that was developed by math teachers to guide students on how to solve multi-step problems.

- Math teachers will include a component of spiral review as an integral part of the daily lesson plan and assignments based on student learning data.
- Math teachers will incorporate multiple choice and extended response questions within assessments with a goal of 40% to 50% Depth of Knowledge at Level 2 and Level 3.
- Math teachers will use the teacher scoring guide and student's applied skills booklet to review and reinforce standards at least two times per nine weeks. Students will have the opportunity to edit and review other student work, their own work and understand what an exemplary response looks like so students know what is expected.

## **Science:**

- Science teachers will use ISTEP+ and/or Study Island to develop S.M.A.R.T. goals to impact student achievement.
- All science teachers will use ISTEP+, Study Island and formative assessments to assess student learning and use results to make curricular modifications that will focus on closing the achievement gaps for all students.
- All science will have daily bell ringer activities as an anticipatory set that will focus on areas of concern based on student learning data.
- All science teachers will include a component of spiral review as an integral part of the daily lesson plan and assignments based on student learning data.
- Science teachers will incorporate multiple choice and extended response questions within assessments and assignments that will require a deeper depth of knowledge.

## **Social Studies:**

- Social studies teachers will use ISTEP+ and formative assessments to develop S.M.A.R.T. goals to impact student achievement.
- All social studies teachers will use ISTEP+ and formative assessments to assess student learning and use results to make curricular modifications that will focus on closing the achievement gaps for all students.
- All social studies teachers will have daily bell ringer activities as an anticipatory set that will focus on areas of concern based on student learning data.
- All social studies teachers will include a component of spiral review as an integral part of the daily lesson plan and assignments based on student learning data.
- Social studies teachers will incorporate multiple choice and extended response questions within assessments and assignments that will require a deeper depth of knowledge.

(See Kesling Middle School Improvement Action Plan)

- X. Professional development that is coordinated with proposed interventions and that supports sustainable school improvement efforts.
- Professional development will be provided on the following topics:
    - Implement the traits of writing across all disciplines modeled after the work of Kristen Smekens and Yes MAAM format to respond to extended responses.
    - Implement Close Reading strategies across discipline areas.
    - Continue with professional development on the implementation of the Indiana College and Career Ready Standards Across all disciplines and the impact on lesson design.
    - Reinforce the sound lesson structure that include all essential elements of sound lesson design (Anticipatory Set, Stated Objectives, Evidence of Best Practices, and Checking for Understanding, Guided Practice, Independent Practice and Closure)
    - Increase student achievement and reduce student apathy by continuing with a No Zero Policy based on the work of the book the *Power of ICU*.
    - Use of Data Teams and S.M.A.R.T. goals to impact student achievement in all discipline areas.

- Expand upon the use of Reciprocal Teaching based on the work *Reciprocal Teaching at work: Powerful Strategies and Lessons for Improving Reading Comprehension* within all discipline areas to increase the reading comprehension levels of all students.
- Teaching best practices as identified in professional journals.
- Continue with professional development opportunities focused on the Six Step Vocabulary Development by Robert Marzano.
- How to increase the depth of knowledge expected from students with a goal of 40% to 50% Depth of Knowledge at Level 2 and Level 3?
- Implement additional professional development opportunities identified by the Kesling Middle School Steering Committee and Kesling Professional Development Committee. Each month, staff is given a monthly handout outlining the professional development for the month.
- Math, language arts, reading, science, social studies teachers, when related to increased student achievement as it relates to the school improvement action plan, will attend professional conferences to gain additional knowledge to increase student achievement if funds are available.

(See Kesling Middle School Improvement Action Plan)

XI. Statutes and rules to be waived.

None

XII. Three (3) year time line for implementation, review, and revision.

- Multiple times per year the leadership team and the sub committees review and revise the improvement plan for each goal and monitor progress of the School Action Plan.
- Data will be a key component to the improvement plan. The achievement of students will be reviewed annually by the principal, leadership team, teachers, and other stakeholders at Kesling Middle School.
- The achievement review will include data from the DOE, ISTEP+ data, and results of local assessments. Other indicators will be information taken from, STAR Reading, Accelerated Reader, Read 180, and Study Island along with observations from administrators.

<b>School Improvement Action Plan</b> <b>Kesling Middle School</b> <b>August 2015</b>		
<b>GOAL:</b> Student achievement and growth in English/Language Arts for all Kesling Middle School students will increase each year. (Target Passing Rate = Above 70% & Growth = Above 70%)		
<b>Support Data:</b> Reading: Literature – Vocabulary Writing: Genres – Writing Process- Research Process	<b>Standardized Assessments:</b> ISTEP+ Study Island, Read 180, STAR Reading and Accelerated Reader	<b>Local Assessments:</b> Chapter and Unit Tests Administrative Observations Formative and Summative Assessments
<b>Intervention:</b> Students will become more proficient in vocabulary, genres, writing and the research process.		<b>Research/Best Practice:</b> Oczkus: <u>Reciprocal Teaching at Work (K-12): Powerful Strategies and Lessons for Improving Reading Comprehension</u> Harvey and Goudvis: <u>Strategies that Work</u> Marzano: <u>What Works in Schools</u> Hoyt, Mooney & Parkes: <u>Exploring Informational Texts: From Theory to Practice</u> Hill & Nave: <u>The Power of ICU</u> Smekens Writing Process Indiana Department of Education Resources Indiana Department of Education Workshops

Strategies/Activities to Implement the Intervention:	Persons Responsible:	Time Frame:	Resources:	Staff Development Activities
<p>* Language Arts and Reading teachers will develop S.M.A.R.T. Goals based on ISTEP+ and local assessment data throughout the school year to impact student achievement.</p> <p>* Language Arts and Reading teachers will model how to answer CCR questions and use the PERFECT process as a guide.</p> <p>*Reading teachers will continue using and expand the use of <i>Reciprocal Teaching</i> to increase student comprehension levels.</p> <p>* Reading teachers will periodically have a daily oral language activity as an anticipatory set that focuses on nonfiction/info text and literary text questions.</p> <p>* Reading teachers will identify focus groups based on current data that need additional support responding to non/fiction/info text and literary text.</p> <p>*All reading teachers will practice direct instruction in regards to nonfiction/info text and literary text.</p> <p>*Social studies, allied art, performing art, PE, and health teachers will incorporate nonfiction/info text within the content area.</p> <p>*All teachers will model how to use details from nonfiction/info text to support responses to questions.</p> <p>* All teachers will use the “Yes MAAM” approach when having students respond to essay questions.</p> <p>* Language Arts and Reading teachers will develop assignments, lessons, and assessments with a goal of 40% to 50% Depth of Knowledge at Level 2 and Level 3.</p> <p>* Reading teachers will model how to use details from literary text to support answers to questions.</p>	<p>*Classroom teachers</p> <p>*Principal</p>	<p>Fall 2016</p> <p>Ongoing</p>	<p>* Exemplary authentic assessment examples</p> <p>*Corporation &amp; DOE information</p> <p>* The Learning Connection</p>	<p>* Professional Development based on Smekens work.</p> <p>*Grade level team meetings to review information</p> <p>*Faculty Meetings</p> <p>*Cross grade level meetings</p> <p>*Review of applied skills tests</p> <p>*Demonstration lessons from staff members.</p> <p>* Data Team meetings</p> <p>* S.M.A.R.T. Goal Development.</p>
<p><b>GOAL:</b> Student achievement and growth in math for all Kesling Middle School students will increase each year. (Target Passing Rate = Above 70% &amp; Target Low Growth = Above 70%)</p>				
<p><b>Support Data:</b></p> <p>Mathematical Process</p> <p>Geometry – Measurement</p>	<p><b>Standardized Assessments:</b></p> <p>ISTEP+</p> <p>Study Island</p>		<p><b>Local Assessments:</b></p> <p>Chapter and Unit Tests</p> <p>Formative and Summative Assessments</p> <p>Administrative Observations</p>	

<b>Intervention:</b> Students will demonstrate increased mastery of mathematical process and geometry & measurement.			<b>Research/Best Practice:</b> Marzano: <u>Classroom Instruction That Works</u> Payne: <u>Understanding Learning: the How, the Why, the What</u> Wong: <u>Effective Teaching</u> Wormeli: <u>Summarization</u> Danielson: <u>Enhancing Professional Practice</u> Hill & Nave: <u>The Power of ICU</u> Indiana Department of Education Resources Indiana Department of Education Workshops	
<b>Strategies/Activities to Implement the Intervention:</b>	<b>Persons Responsible:</b>	<b>Time Frame:</b>	<b>Resources:</b>	<b>Staff Development Activities</b>
<p>*All math teachers will develop S.M.A.R.T. Goals based on ISTEP+ and local assessments to assess student learning and use results to make curricular modifications that will focus on closing the achievement gaps for all students.</p> <p>*All math teachers will have a daily math review activity as an anticipatory set that will consist of three to five problems focused on areas of concern based on student learning data.</p> <p>*Math teachers will continue to teach and use the problem solving process that was developed by math teachers to guide students on how to solve multi-step problems.</p> <p>*Math teachers will include a component of spiral review as an integral part of the daily lesson plan and assignments based on student learning data.</p> <p>*Math teachers will develop assignments, lessons, and assessments with a goal of 40% to 50% Depth of Knowledge at Level 2 and Level 3.</p> <p>*All math teachers will continue to bridge the gap between the teaching of Indiana Academic Standards and Common Core Standards and follow IDOE guidelines.</p> <p>*Math teachers will model how to answer CCR questions and use the PERFECT process as a guide.</p>	<p>*Classroom teachers</p> <p>*Principal</p>	<p>Fall 2016</p> <p>Ongoing</p>	<p>*Textbook</p> <p>*Corporation &amp; DOE information</p> <p>*ISTEP+ Scoring Guides</p>	<p>*Data Team Meetings.</p> <p>*Department meetings to discuss curricular issues</p> <p>*Vertical Articulation Meetings</p> <p>*Review of applied skills tests</p> <p>* Grade Level Meetings</p>
<b>GOAL:</b> Student achievement in science for all Kesling Middle School students in grade six will increase each year. (Target Passing Rate = Above 70%)				
<b>Support Data:</b> Earth Science Physical Science	<b>Standardized Assessments:</b> ISTEP+ Study Island		<b>Local Assessments:</b> Chapter and Unit Tests Formative Assessments Administrative Observations	
<b>Intervention:</b> Students will become more proficient in responding to earth science and physical science.			<b>Research/Best Practice:</b> Wormeli: <u>Summarization</u> Marzano: <u>Classroom Instruction That Works</u> Danielson: <u>Enhancing Professional Practice</u> Hill & Nave: <u>The Power of ICU</u>	
<b>Strategies/Activities to Implement the Intervention:</b>	<b>Persons Responsible:</b>	<b>Time Frame:</b>	<b>Resources:</b>	<b>Staff Development Activities</b>
*All science teachers will	*Classroom teachers	Fall 2016	*Textbook Material	* Department Meetings

<p>develop S.M.A.R.T. Goals based on ISTEP+ and/or formative assessments to assess student learning and use results to make curricular modifications that will focus on closing the achievement gaps for all students.</p> <p>*All science will have daily bell ringer activities as an anticipatory set that will focus on areas of concern based on student learning data.</p> <p>*All science teachers will include a component of spiral review as an integral part of the daily lesson plan and assignments based on student learning data.</p> <p>*Science teachers will develop assignments, lessons, and assessments with a goal of 40% to 50% Depth of Knowledge at Level 2 and Level 3.</p>	<p>*Principal</p>	<p>Ongoing</p>	<p>*ISTEP+ Scoring Guides</p>	<p>* Grade Level Meetings</p>
<p><b>GOAL 4:</b> Student achievement in Social Studies for all Kesling Middle School students in grade seven will increase each year. (Target Passing Rate = Above 80%)</p>				
<p><b>Support Data:</b> Civics- Government Economics</p>	<p><b>Standardized Assessments:</b> ISTEP+ Nine Week Assessments</p>		<p><b>Local Assessments:</b> End of chapter tests Periodic classroom administrative observations</p>	
<p><b>Intervention:</b> Students will become more proficient in civics/government and economics.</p>			<p><b>Research/Best Practice:</b> Wormeli: <u>Summarization</u> Marzano: Classroom Instruction That Works Harvey &amp; Goudvis: Strategies That Work Danielson: <u>Enhancing Professional Practice</u> Hill &amp; Nave: <u>The Power of ICU</u></p>	
<p><b>Strategies/Activities to Implement the Intervention:</b></p>	<p><b>Persons Responsible:</b></p>	<p><b>Time Frame:</b></p>	<p><b>Resources:</b></p>	<p><b>Staff Development Activities</b></p>
<p>*All social studies teachers will develop S.M.A.R.T. Goals based on ISTEP+, and/or formative assessments to assess student learning and use results to make curricular modifications that will focus on closing the achievement gaps for all students.</p> <p>*All social studies teachers will have daily bell ringer activities as an anticipatory set that will focus on areas of concern based on student learning data.</p> <p>*All social studies teachers will include a component of spiral review as an integral part of the daily lesson plan and assignments based on student learning data.</p> <p>*Social Studies teachers will develop assignments, lessons, and assessments with a goal of 40% to 50% Depth of Knowledge at Level 2 and Level 3.</p>	<p>*Classroom teachers *Principal</p>	<p>Fall 2016  Ongoing</p>	<p>*Textbook Material Corporation &amp; DOE information *ISTEP+ Scoring Guides</p>	<p>* Department Meetings * Grade Level Meetings</p>

<b>Goal 5:</b> The overall attendance rate at Kesling Middle School will be maintained above 96% and all subgroups will make Adequate Yearly Progress in regards to attendance.				
<b>Support Data:</b> DOE Attendance Rate		<b>Support Data:</b> Weekly Excel Attendance Tracking		
<b>Intervention:</b> Students' attendance will be monitored on a weekly basis by the administration at Kesling Middle School for all attendance groups and students will be recognized for perfect attendance			<b>Intervention:</b> Students' attendance will be monitored on a weekly basis by the administration at Kesling Middle School for all attendance groups and early intervention will occur with potential attendance concerns.	
<b>Strategies/Activities to Implement the Intervention:</b>	<b>Persons Responsible:</b>	<b>Time Frame:</b>	<b>Resources:</b>	<b>Staff Development:</b>
*Attendance will be monitored through weekly charting and attendance concerns will be addressed at that time. *Students will be recognized by teams & the school for perfect attendance on nine week, semester and yearly basis. *Student attendance concerns will be addressed by Teacher Advisory teachers, classroom teachers and administration. *Administrative contacts will be made throughout the year with assistance from the attendance officer.	*Teacher Advisors *Classroom Teachers *Guidance Secretary *Assistant Principal *Attendance Officer *Principal	Fall 2016  Ongoing	*Corporation & DOE information	*Faculty Meeting *Grade Level Meetings with Administration * Monthly Meetings with KMS Administration and District Attendance Officer
<b>Goal 6:</b> Teachers will use technology as an integral part of instruction to increase student achievement.				
<b>Support Data:</b> ISTEP+ Results Nine Week Assessments Growth Model		<b>Support Data:</b> Individual Response System (CPS) Exam Pro Results Chromebooks		<b>Support Data:</b> Acuity Results Teacher exams
<b>Intervention:</b> Teachers will guide students in the use of technology to increase student achievement in all discipline areas and use technology to communicate with parents, students, and community.			<b>Research/Best Practice:</b> Purposeful Learning Through Multiple Intelligences- Performance Learning Systems, Inc. <u>Marzano-Classroom Instruction that Works</u>	
<b>Strategies/Activities to Implement the Intervention:</b>	<b>Persons Responsible:</b>	<b>Time Frame:</b>	<b>Resources:</b>	<b>Staff Development:</b>
*Teachers will become proficient in using the Smart Board programs to impact student learning. * Teachers will become proficient in using hardware, software and web based information to teach students to create presentations. * Teachers will use e-mail, teacher web pages, Google Classroom and Skyward communications with parents, students, and community. * Teachers will use the Indiana Department of Education website to access ISTEP+ and Growth Model information to assist in monitoring student achievement. * All Core Academic Teachers will use classroom Chromebook labs as an integral part of daily instruction.	*Classroom Teachers *Principal	Ongoing  Fall of 2016	DOE Resources Exam Pro Test Corporation Hardware Corporation Software Learning Connection	*Professional Development Provided by Technology Coach. * Department meetings to share information within grade levels * Faculty meetings *Demonstration lessons from staff members *Professional Development Days and workshops