

# School Improvement Plan

<b>School Name</b>	La Porte Middle School
<b>Local Education Agency Name</b>	La Porte Community School Corporation
<b>School Year</b>	2020-2021



### CNA Planning Team Members

*La Porte Middle School currently established a CORE team. The CORE team is composed of various administrators, support staff, and teachers.*

Name	Stakeholder Group(s)	Role(s)
Elizabeth Krutz	Instructional Leader	Principal
Ben Braden	Instructional Leader	Assistant Principal
Mark Fridenmaker	Instructional Leader	Assistant Principal
Rachel Ward	Instructional Leader	Data & Instructional Coach
Laura Kwasny	Instructional Leader	ELA 7th
Lorraine Tighe	Instructional Leader	ELA 7th
Carrie Miller	Instructional Leader	ELA 7th
Afiyie Dudley-Daniels	Instructional Leader	ELA 7th
Natalie Watterson	Instructional Leader	Social Studies 7th
Megan Tockert	Instructional Leader	Social Studies 8th
Bonnie DeWolf	Instructional Leader	Social Studies 8th
Bethanie Bortz	Instructional Leader	Math 8th
Rebecca Bockhorst	Instructional Leader	World Language
Liz Cravens	Instructional Leader	Music

### School Profile

La Porte Middle School is located at 306 E. 18th St. (Near the corner of 18th and “A” Streets) in the southern portion of La Porte. La Porte Middle School is a new addition to the Kesling campus in 2019. La Porte Middle School is comprised of 53 classrooms as well as rooms for innovation labs, art, industrial technology, foods and nutrition, business technology, instrumental, and vocal music. Additional shared facilities include four large, and one small gymnasium, complete with locker facilities for both boys’ and girls’ athletic teams and a large library/media center. Additional facilities within the building include a large auditorium and stage,

and open courtyard. Facilities surrounding the school site include a large well-lit parking lot, soccer fields, a football field with bleachers, and a quarter-mile track. To improve the aesthetic value of the Kesling Campus, students and staff have been active in outdoor education projects. Through these efforts, windbreaks have been planted, and an outdoor education classroom has been constructed on the northeastern end of the building. Kesling Park, located to the west of the school, has facilities which include a mile-long jogging trail, tobogganing hill, baseball and soccer fields, and tennis and racquetball courts.

### **Mission Statement**

The purpose of La Porte Middle School is to provide a sound foundation for all students' achievement, by utilizing varied learning experiences that emphasize core knowledge, strong basic skills, and exploratory opportunities. La Porte Middle School fosters a climate which supports responsible behavior, a sense of community and parental involvement. The mission statement at La Porte Middle School is "*Learn Today to Excel Tomorrow.*"

### **Core Beliefs or Core Values**

We Believe...

- 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.
- Mutual respect is essential 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 high 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.
- Our environment promotes continuous improvement embedded in our culture.
- A safe and secure learning environment must be provided for all students.
- Diversity is an asset that is to be valued and respected.

### **Summary of Current School Improvement Strategies**

At La Porte Middle school we believe effective teachers:

- Set goals.
- Provide feedback.
- Help students interact with new knowledge.
- Provide students with simulations and low-stakes competition.

- Engage with students, allowing them to share personal insights and noticing when they aren't engaged.
- Establish and maintain classroom rules.
- Maintain relationships with students.
- Communicate high expectations.

Teachers are also responsible for implementing effective instructional strategies. Such strategies include:

- Simulations and games
- Identifying similarities and differences.
- Summarizing, note taking, and annotating.
- Checking frequently for understanding.
- Reinforcing effort and providing recognition.
- Homework and spaced/spiral practice.
- Visual representations.
- Cooperative learning.
- Setting objectives and providing feedback.
- Generating and testing hypotheses.
- Cues, essential questions and advance organizers.

### **Summary of Core Curricula**

La Porte Middle School implements LaPorte Community School Corporation's core goal of a guaranteed and viable curriculum framework. The curriculum ensures that all students have an equal opportunity to learn. "Guaranteed" commits that each student has access to effective teachers and access to the same content, knowledge and skills to have the opportunity of success in school. Content cannot be randomly replaced by teachers on a whim. "Viable" ensures that students have been allotted enough time to learn the guaranteed curriculum.

In order to ensure a guaranteed and viable curriculum, all classes are taught according to district developed curriculum maps, which are aligned with the Indiana College and Career Ready Standards for each curriculum area. Standard Based Maps will be uploaded to the district website.

In addition to the core academic courses, students also participate in numerous essential courses. Such essentials include Physical Education, Health, Fine Arts, Performing Arts, and Career and Technical Education Courses. All 7th grade students are required to take Digital Citizenship and all 8th grade students are required to take Exploring College and Careers. Descriptions of all curricula are located on the school website and the Educational Services Center. In addition to daily course offerings, students at La Porte Middle School have a wide variety of extracurricular activities available to them. These activities include academic competitions, athletics, and clubs.

## Summary of Formative and Summative Assessments

In addition to ILearn, a variety of assessment tools are employed at La Porte Middle School. All teachers use formative assessments to determine student achievement and to alter instruction based on the data. Northwest Evaluation Association (NWEA) formative assessments are given three times a year in the areas of Reading and Mathematics. In addition to NWEA, classroom teachers use various classroom assessments, including exit slips, benchmarks, and performance based tasks to evaluate student achievement in a formative nature. Algebra placement exams and teacher recommendations are used to determine student assignment to the appropriate ninth grade math class at the high school. Math and Rea. As students enter and leave middle school, the Otis-Lennon Ability test is administered to determine high ability students in regards to English Language Arts and Mathematics.

## Summary of Academic Intervention and Enrichment Programs

Students at La Porte Middle School are offered opportunities for intervention and enrichment programs. Students are identified for these programs by ILearn Data, NWEA Data, and daily class work. During intervention, students are placed either in a Math Skills and Strategies course or a Reading Skills and Strategies Course. Students receive direct instruction on Indiana College and Career Standards critical/power standards. Students also engage in computer programs and assignments aligned individually to their needs.

Enrichment students have the opportunity to take courses for high school credit. Such courses include Algebra 1, Spanish, Novels, and Agriculture. LaPorte Middle School also offers several Project Lead the Way courses. In addition to these courses, La Porte Middle School also has two innovation labs in which the activities support the units. Within those labs are STEM activities and projects, and problem, inquiry-based learning.

## List of Other Programs for Students Schoolwide or Targeted to Specific Groups of Students

La Porte Middle School provides the following resources for staff and students.

- Renaissance
- NWEA Map Skills
- Pearson
- Study Island
- Connect Ed/McGraw Hill
- Naviance
- Gizmos
- Project Lead the Way
- NearPod

## Summary of Teacher and Staff Professional Learning Opportunities

Staff at La Porte Middle School currently meet in Team and Department Professional Learning Communities. During this time, staff participate in a variety of professional development opportunities.

In addition, the La Porte Middle School professional development program is conducted in alliance with the district goals and objectives and includes the following updates:

- An Instructional Coach leads staff in professional development one time per month in a large group setting based on needs identified by the La Porte Middle School Core team.
- An instructional Coach provides staff with opportunities for individual, team, or department professional development based off specific needs
- During professional development time, staff are supported in the following areas: Standard Based Curriculum, Best Practice Design, Formative and Summative Assessments, Data Driven Instruction, and Enrichment and Remediation
- Annually, La Porte Middle School staff revises Curriculum Maps focused on the Indiana College & Career Ready Academic Standards with alignment with ILEARN.
- During the School Year, La Porte Middle School staff continues to focus on the five core concepts of Professional Learning Communities.
- The following are additional professional development areas that are on-going throughout the year:
  - *Taming the Team* with Jack Berkenmyer
  - Grade Level Meetings with emphasis on student achievement and instructional strategies
  - Textbook Adoption Fairs
  - Instructional coach providing on-site professional development
  - Analyzing data to direct instruction
  - Development and training in NWEA, Canvas, Study Island and Renaissance Learning-Reading
  - Differentiation, Modifications, and Accommodations
  - Curriculum Alignment with ILEARN
  - Special Education staff development
  - Reciprocal Teaching
  - Autism Awareness
  - Annotating Strategies
  - Best practices to use with students from poverty
  - Best practices to use with students with learning disabilities
  - Best practices to use with male students
  - The Growth Mindset
  - CARE Math

The staff at La Porte 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 La Porte 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 parents can monitor student learning in classes through Canvas. Parents can also contact teachers at any time or email teachers at La Porte Middle School. On the first of each month, a parent newsletter is posted on the LPMS website, along with other important information and LPMS uses Facebook to communicate essential information. [Link to La Porte Middle School](#)) and teacher teams send a team newsletter home with report cards.

The Following are examples of opportunities for parental involvement at La Porte 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	

### **Safe and Disciplined Learning Environment**

Expectations for student conduct are clearly communicated through administrators to faculty, staff, parents, and the students at La Porte Middle School. Related policy planning involves the school corporation administration, La Porte School Board, community members, and La Porte Middle School administrators and faculty. Implemented policies for a safe and disciplined learning environment at La Porte Middle School are published, distributed, and made readily available. La Porte Middle School has a school safety plan that is reviewed and updated each year and all corporation and state guidelines are followed.

La Porte 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. La Porte Middle School has two AEDs for staff to use in an emergency situation and almost all staff members are trained in CPR.

As a part of the LPMS 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)
- Yearly student survey regarding their feelings about La Porte Middle School
- Monthly Building Level Safe School Committee Meetings
- Review and update crisis plan each year

- Conduct all safety drills
- Train staff in neuroscience and neuroplasticity
- Second Steps Program
- Bullying Curriculum
- Counselor Talks with Students
- Words of Wisdom
- Grade level assemblies regarding appropriate school behavior
- See Something, Say Something Reporting
- Unwanted Behavior Reporting
- Student of Month Program
- Slicer Pride Cards

### **Transitioning**

Transitioning from middle school to high school is an important time in the education of a child. La Porte Middle School has a comprehensive plan to address transitioning during this critical point in the lives of our students. These activities are as follows:

- 7-8 Grade Years: Focus on college and career readiness at all grade levels
- January: High school counselors visit LPMS 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

### **Academic Honors Diploma and Core 40**

- Provisions to offer courses that allow all students to become eligible to earn the Academic Honors Diploma  
  
Algebra for 8th Grade Students, Spanish for 7th and 8th Graders, CTE Courses, High Ability classes in Math and ELA and Virtual Learning Classes for 8th Grade Students for High School Credit
- Provisions to encourage all students to earn an Academic Honors Diploma or complete the Core 40 curriculum

### **Technology Initiatives**

La Porte 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 technological topics each week and individual bases. 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 La Porte Middle School.

#### Building Inventory:

- One to One Student Chromebooks
- Ben-Q Boards in all classrooms
- All teaching staff have desktop computers that are used primarily for word processing, grade recording,
- Thirty station piano lab.
- Two Innovation labs that include:
  - 10 Pocket Labs (can be used with chromebook)
  - 2 LEGO Mindstorms
  - 12 (a class set) VEX IQ robotics (free engineering lesson online)
  - 3- 18 piece Ozobot Bit
  - 30 mini sphero bots
  - 3 Breakout EDU kits
  - 2 Little Bits Music Maker (makes an electronic guitar or air drum set)
  - 2 Little Bits STEM Packs
  - 3 indoor drones
  - 3 outdoor drones
  - 1 Rokenbok STEM set
  - 15 devices- VR/AR cart
  - 10 i-Pads
  - 1 large Makerbot 3D printer
  - 1 Makerbot Mini 3D printer
  - 30 Merge Cubes
  - 3 K'Nex Building Bridges
  - 3 K'Nex Building Amusement Parks
  - Cricket Machine
  - Mini STEM kits that can be checked out for classroom use

### **Culturally Responsive Teaching**

At La Porte Middle School, we believe five qualities distinguish culturally responsive, effective teachers. First, La Porte Middle School believes expectations play a critical role in student achievement. We believe every educator must demonstrate the same specific, observable, and measurable behaviors and practices to all students, regardless of the students current academic performance, race, ethnicity, or cultural or linguistic context. Second, teachers contribute to

positive academic, attitudinal, and social outcomes for students, such as regular attendance, on-time promotion to the next grade, on-time graduation, self-efficacy, and cooperative behavior. Third, culturally responsive teachers use diverse resources to plan and structure engaging learning opportunities, monitor student progress formatively, adapt instruction as needed, and evaluate learning using multiple sources of evidence. Fourth, staff contribute to the development of classrooms and schools that value diversity and civic mindedness. Finally, teachers find the value to collaborate with colleagues, administrators, parents, and education professionals to ensure student success, particularly the success of high risk students or those with special needs

Staff at La Porte Middle School display these five qualities through several strategies. The strategies are listed below.

- Welcoming students by name as they enter the classroom.
- Using eye contact with high- and low-achieving students.
- Using proximity with high- and low-achieving students equitably.
- Using body language, gestures, and expressions to convey a message that all students' questions and opinions are important.
- Arranging the classroom to accommodate discussion.
- Ensuring bulletin boards, displays, instructional materials, and other visuals in the classroom reflect students' racial, ethnic, and cultural backgrounds.
- Using a variety of visual aids and props to support student learning.
- Learning, using, and discipline some words in students' heritage language.
- Modeling the use of graphic organizers.
- Using class building and team building activities to promote peer support for academic achievement.
- Using random response strategies.
- Using cooperative learning structures and decades of research on the Teacher Expectations Student Achievement (TESA) Interaction Model which have identified 27 specific, observable, and measurable teacher behaviors that communicate high expectations. These behaviors provide equitable response opportunities and effective feedback, and help develop caring relationships. The 27 teacher behaviors were found to communicate high expectations to all students regardless of their race, ethnicity, or cultural or linguistic context (Los Angeles County Office of Education, 2002; Montgomery County Public Schools, 2010).
- Structuring heterogeneous and cooperative groups for learning.
- Using problem solving techniques to assist students to answer (rephrasing, asking a related question, giving a hint or clue, or prompt using scaffolding questions.)
- Acknowledging all students' comments, responses, questions, and contributions.
- Seeking multiple perspectives.
- Using multiple approaches to consistently monitor students' understanding of instruction, directions, procedures, processes, questions, and content.
- Identifying student knowledge before instruction.
- Using students' real life experiences to connect to students' lives.
- Using "wait time."
- Asking students for feedback.
- Providing students with the criteria and standards for successful task completion.
- Giving students effective, specific, oral and written feedback.
- Providing multiple opportunities to use effective feedback to revise and resubmit work.

- Explaining and modeling positive self-talk.
- Asking high order questions equitably of high- low-achieving students.
- Providing individual help to high- low- achieving students.

Teachers also recognize the following best practices.

- Modeling, scaffolding, and clarification of challenging curriculum
- Using student strengths as starting points and building on their funds of knowledge
- Investing in and taking personal responsibility for students' success
- Creating and nurturing cooperative environments
- Having high behavioral expectations
- Reshaping the prescribed curriculum
- Encouraging relationships among schools and communities
- Promoting critical literacy
- Engaging students in social justice work
- Sharing power in the classroom

The following areas are identified in need of additional professional development to increase cultural competency in La Porte Middle School.

- Teachers acknowledge their own biases and inequitable actions.
- Teachers make an effort to learn about their students' cultural backgrounds.
- Teachers examine curriculum and learning materials for bias.
- Teachers build caring, cooperative classroom environments.
- Teachers build relationships with families and communities.
- Teachers identify curricular bias.

**Enrollment by Ethnicity**

Asian	0.4%
Black/African-American	1.7%
Hawaiian or Pacific Islander	0.2%
Hispanic	17.3%
Multiracial	6.5%
Native American	0.2%
White	73.6%

### Enrollment by Student Groups

Economically Disadvantaged	60.6%
English Learners	2.3%
Foster	0
High Ability	0
Homeless	0
Migrant Family	0
Military Connected	0
Students with Disabilities	13.9%

### Immediate Areas of Concern

Due to the building reconfiguration and Covid 19, La Porte Middle School currently has no overview state data. However, specific areas of improvement are needed immediately based on historic assessment and stakeholders in the building.

Improvement Areas	Addressing the Areas
Growth in Core Academic Areas (English Language Arts, Mathematics, Science, and Social Studies)	<ul style="list-style-type: none"> <li>● Establishment of standards-based curriculum maps</li> <li>● Implementation of spaced practice and prioritization of standards coverage based on ILEARN blueprint information and item specifications</li> <li>● Moving from a basal-focused curriculum to a standards-focused curriculum</li> <li>● Integration of social and emotional learning in the classroom</li> <li>● Integration of Depths of Knowledge activities</li> </ul>
Closing the Achievement Gap	<ul style="list-style-type: none"> <li>● Establish consistent collaborative teaming outlined by Jack Berkenmyer</li> <li>● Provide meaningful experiences for all students</li> <li>● Build Staff/Student relationships</li> <li>● Create consistent routines, structures, and boundaries</li> <li>● Application of Neuroscience</li> </ul>
Process Standards for	<ul style="list-style-type: none"> <li>● Moving from a basal-focused curriculum to a</li> </ul>

Mathematics	standards-focused curriculum <ul style="list-style-type: none"> <li>● Implementing 1 day of the week conceptual problem solving (CARE or Number Talks)</li> <li>● Implementing performance based tasks monthly</li> <li>● Allowing for mathematical classroom discussion</li> </ul>
Aligning Reading and Writing	<ul style="list-style-type: none"> <li>● Establishment of standards-based curriculum maps that fully blend both reading and language arts</li> <li>● Moving from a basal-focused curriculum to a standards-focused curriculum</li> <li>● Implementing writing to sources performance based tasks</li> </ul>

### Established Objectives and Continuous Improvement

Due to the building reconfiguration and Covid 19, La Porte Middle School currently has no overview state data. However, NWEA assessment data is analyzed to monitor student achievement and progress.

#### Goal 1

**Student achievement and growth in English/Language Arts for all LaPorte Middle School students will continue to increase target passing rate and growth by 5% each year.**

#### NWEA Percentage of Students Projected to pass ILearn

	Fall	Winter	Spring
2019-2020	47%	46%	*
2020-2021	50%		

#### NWEA Percentage of Students meeting Adequate Growth

	Fall	Winter	Spring
2019-2020	53%	50%	*
2020-2021			

#### ILearn

2019-2020	2020-2021	2021-2022
*		

\* Assessment not given due to Covid

- ELA Department Teams will develop S.M.A.R.T. goals aligned with the overall school goal and based on ILEARN, NWEA, formative, and summative assessment data throughout the school year to impact student achievement.
- ELA Department Teams will establish standards-based curriculum maps that fully integrate both Reading and Language Arts standards and allow for spaced practice.
- Spaced practice and prioritization of Indiana College and Career Ready Standards based on ILEARN blueprints will be implemented throughout the year.
- Teachers will make the move from implementing a basal-focused curriculum to a standards-focused curriculum.
- Teachers will use routine standards checks to evaluate student progress and adjust instruction on an ongoing basis.
- Teachers will implement short answer and essay responses designed to address conceptual knowledge of text across content areas (i.e. connecting general ideas and specific evidence)
- Reading and Language Arts teachers will create performance based tasks with the focus on writing to sources and synthesizing.

**Goal 2**  
**Student achievement and growth in Math for all La Porte Middle School students will continue to increase target passing rate and growth by 5% each year.**

NWEA Percentage of Students Projected to pass ILearn

	Fall	Winter	Spring
2019-2020	39%	37%	*
2020-2021	33%		

NWEA Percentage of Students meeting Adequate Growth

	Fall	Winter	Spring
2019-2020	49%	43%	*
2020-2021			

ILearn

2019-2020	2020-2021	2021-2022
*		

- Math Department Teams will develop S.M.A.R.T. goals aligned with the overall school goal and based on ILEARN, NWEA, formative, and summative assessment data throughout the school year to impact student achievement.
- Teachers will establish standards-based curriculum maps.
- Spaced practice and prioritization of Indiana College and Career Ready Standards based on ILEARN blueprints will be implemented throughout the year.
- Math teachers will make the move from implementing a textbook-focused curriculum to a standards-focused curriculum.
- Teachers will implement CARE, a mindset that boosts students' number sense and conceptual algebraic readiness.
- Teachers will plan and implement learning experiences that boost student flexible thinking and math process standards.

### **Goal 3**

**LaPorte Middle School will maintain a physically and emotionally safe environment by increasing the percentage of students not receiving disciplinary actions and remain below the state average.**

2019-2020	2020-2021	2021-2022
80.5 %		

La Porte Middle School Staff will:

- Build a positive culture by implementing social and emotional best practices.
- Build positive relationships with students.
- Promote equity.
- Involve families.

In addition, La Porte Middle School teachers will:

- Review student behavior data to catch problems early.
- Provide individualized support to chronic behavioral students by implementing an MTSS action plan.
- Encourage students to participate in extracurricular opportunities.
- Teach Social Emotional Learning and implement concepts into all areas of the curriculum.
- Motivate and engage all students.
- Set high expectations.

In order to achieve our goals, staff schoolwide will implement the following:

- A variety of strategies recommended by middle-level consultant Jack Berckemeyer to increase collective efficacy.
- Curriculum maps that are centered around the Indiana College and Career Ready Standards and aligned with ILEARN blueprints.

- Data analysis from formative assessments, summative assessments, NWEA, and ILEARN results to adjust instruction to maximize student achievement and growth.
- Structured lessons that include all essential elements of sound lesson design (anticipatory set, stated objectives, evidence of best practices, checking for understanding, guided practice, independent practice, and closure.)
- Incorporate ILEARN support activities throughout the school year into content areas not directly tested on ILEARN.
- Increase the percentage of DOK 2 and 3 activities and questions.
- Implement a close reading and note taking system (suggested AGENT)
- Display course objectives and success criteria.
- Implement short answer responses designed to address conceptual knowledge of content. (i.e. connecting general ideas and specific evidence).
- Meet at least once per month to analyze data and collaborate to adjust instruction to maximize student achievement and growth.

### **Status, Rules, and Timeline for Implementation, Review and Revision**

- Statutes and rules to be waived: None
- Three year timeline 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 LaPorte Middle School.
  - The achievement review will include data from the DOE, ILEARN data, and the results of local assessments.