

Center Grove Community School Corporation

Center Grove Middle School Central

School Improvement Plan

2021-2024



This plan is written in compliance with IC 20-31-5-4, IC 20-31-4-6, IC 20-31-6, IC 20-19-3-12.2, and 511 IAC 6.2-3. Additional input on professional development was sought from IC 20-19-2-11, IC 20-20-31. The technology coordination plan complies with IC 20-20-13. Center Grove Middle School Central suspends no federal rules or statutes. In compliance with 511 IAC 6.2-3-2, Center Grove Middle School Central recognizes Sec 2101(a)3(c)1(B)ii from the 2015 ESSA reauthorization supplants 511 IAC 10-6.

Curriculum

The Center Grove Community School Corporation is undergoing a curriculum revision to attain a Guaranteed and Viable Curriculum (G&V). This includes reviewing and organizing state standards into Essential Learnings (EL) with Proficiency Scales to describe the progression of learning on each measurement topic. All curriculum guides are posted in our learning management system (CANVAS) where all teachers have access as well as additional resources. Our process for building our G&V includes many Curriculum Collaborators per subject. Additionally, we include an item bank for common formative assessments (CFA) per EL as well as a sample CFA that teams can use and modify to assess student learning.

Requirement Pertaining to Goals and Objectives

Center Grove Community School Corporation, and specifically Center Grove Middle School Central, demonstrates an exceptional history of academic excellence in both student achievement and growth. Our continuing goal is to remain in the top tier of performing schools in the state of Indiana. We will continue to maintain a school ranking of an A in the state's A-F accountability model. Our percentage of students passing ISTEP+/ILEARN will rise from our most current benchmark established this past school year. Our attendance rate will continue to exceed the state's 95% threshold.

The curriculum, instructional strategies, professional development initiatives, and assessment program outlined below will support all students and drive Middle School Central's continuous improvement process. Our goals will be supported by a daily commitment to student-focused instructional goals, the PLC Process, and RTI.

Reduction in Absenteeism

Center Grove Community School Corporation, and specifically Center Grove Middle School Central, has an exemplary attendance record. In isolated instances where attendance does become a problem, we utilize the Johnson County Juvenile Probation System to compel student attendance.

Name and Description of Assessments in Addition to ISTEP+

- **Accountability Assessments:** This school complies fully with the expectations regarding the administration of ISTEP+/ILEARN, ISTAR/ICAN, and ECAs.
- **Northwest Evaluation Association (NWEA):** normed adaptive assessments for English, Reading, and Math in grades 6-8. These are used as formative benchmark assessments and as a progress monitoring tool for predictive measurement on ISTEP+/ILEARN and ECAs.
- **NWEA Lexile:** gathered from the NWEA adaptive assessment. This is used to align instructional and reading levels.

Professional Development Narrative

Data Analysis

- **PLC - Middle School Central** participates in Professional Learning Communities (PLCs) weekly during our Early Release Days. These Wednesdays are used to provide a dedicated time, structure, and collaborative opportunity to perform student-centered data analysis and teacher-centered research on identifying best practices of instruction that are results oriented. This allows us to work toward providing a guaranteed and viable curriculum that is aligned to state standards. This also allows us to monitor and evaluate instructional effectiveness, formative assessment data and

summative assessment data to drive our individualized instruction. Teachers utilize this time to collect and compare Essential Learnings (EL) data. Interventions are then implemented within their interdisciplinary team to improve student proficiency levels within each EL. Proficiency Levels are also being utilized in Math, Science, and Language Arts. Social Studies will be next with all other subjects following within 5 years. Proficiency Levels are built for each EL and clearly define the learning progression for each EL. This articulates the level of student proficiency from a 1 to a 4, 3 being proficient in any one particular EL.

- ILEARN Data - ILEARN data is compared to our ILEARN Benchmarks tracked over time to monitor growth and achievement. ILEARN data is analyzed and disaggregated by subject, team, teacher, and student. At the time of this final draft, we are still learning how to best utilize the new ILEARN data presented to us.
- NWEA Data - NWEA data is compared to our NWEA Benchmarks and correlative data over time to monitor growth and achievement. It is also monitored 3 times throughout the year to track current performance, growth, and projected proficiency. We will work this year to establish the new correlative data to the new ILEARN assessment.

Strategies, Programs, Services, and Activities

- Center Grove Middle School Central provides a strong core curriculum that is aligned to Indiana State Standards. Students have the opportunity to take both enrichment and intervention coursework. We provide ENL instruction for all middle level ENL students in the corporation that accept services. We also provide a wide variety of Special Education Services. We offer many opportunities for honors placement. This includes opportunities for students to take courses for high school credit.
- CGMSC provides students with well-rounded elective coursework. Our students have the opportunity to participate in various music, art, business, technology education, world language, wellness and physical education coursework. Almost half of our student body participates in athletics and 95+% of our students participate in either band, choir, or orchestra.
- Professional Development (PD) at CGMSC is data driven. Our staff completes a yearly reflection and needs assessment. This drives the work of our Design Team (professional development leaders). The Design Team then takes this data and creates a yearlong plan of PD. This year's focus is on clarity of our instructional work, clarity of our guaranteed and viable curriculum, the social-emotional development and the brain research behind brain development, and clarity in how these all connect to the three levels of being a high reliability school. Additionally, CGMSC has a full time instructional coach who is utilized to provide PD in supporting high ability students, supporting English language learners, building of lessons and assessments with rigor and deeper levels of knowledge, etc.
- CGMSC utilizes a homeroom period to provide differentiated support that is informed by the PLC Process. This time is also utilized for building character development, high-interest reading, RTI, resource time to monitor academics, and setting student learning objectives. We have also designed additional tiers of intervention and remediation through a math and language lab.

Evaluation on the impact of these activities

- Ongoing review of local assessments, both formative and summative, allows CGMSC students and staff to monitor the effectiveness of our instruction and learning. PLC collaborative teams meet weekly to review curriculum, pacing, alignment, and assessment to drive their instruction, remediation, and acceleration of student learning.

Assurances

- Principals have completed the IDOE Legal Standards for accreditation assurances.

Cultural Competency

- Our teachers participate in cultural competency training that is provided by our CGMSC Instructional Coach and ENL Teacher.
- Our students have opportunities to learn about a variety of cultures through arts, music and world languages instruction. Our students also participate in a daily homeroom period that is focused on strengthening peer relationships, building depth and celebrating the understanding of our differences and likenesses. This is also the designated time within our day that we teach character education to all students.
- Specifically, our Social Studies Departments and our Music Department are working together to improve our awareness and capacity using their content to show real time and real world applications.

Provisions to Maximize Parental Participation

- Parent participation is a key component to success within our school. Parents actively support Center Grove Middle School Central by participating in the Parent/Teacher Organization and by volunteering to assist in classrooms, on field trips, and at athletic and social events. The school organizes several events to facilitate communication between the school and home. We also have very high participation and partnership for Parent/Teacher Conferences. This is formally done in October each year and as needed within our teaming structure.
- CGMSC parents are very active and visible in our school. Many parents support our interdisciplinary teams with activities, field trips, resources and incentives for student celebrations.
- CGMSC parents are a very active part of our Positive Behavior Intervention and Support (PBIS). They sponsor Frozen Yogurt (FROYO) Fridays and spirit days as well as support us during conference nights, orientation nights, back to school nights, registration days, teacher appreciation events, etc. Our PTO raises funds and immediately reinvests in our students and teachers.
- CGMSC believes in making sure that there is a strong and meaningful connection between school and parents. We have team time built into our school day. This 40 minute time slot is available for our teams to provide outreach to parents and inform them of student academic and social needs. It also is a time to communicate celebration of student growth and achievement, both academically and behaviorally. This is also a time that parents can reach out and set up conferences with teachers to share needs, supports, etc. We find this to be a very beneficial daily opportunity which allows students and families to build much stronger partnerships between school and home.

Provisions to Maintain a Safe and Disciplined Learning Environment

Center Grove Middle School Central maintains a safe and orderly learning environment through emergency preparedness. CGMSC participates in and completes all state mandated drills for fire, tornado, earthquake, and building lockdowns.

In order to be proactive, our CGMSC Safety Plan and Guidelines for staff are updated yearly. Our plan also underwent a full revision in the Summer of 2018. All staff must sign off yearly that they have read the plan and guidelines in its entirety. Center Grove employs its own police force. These officers patrol our facility on a rotating basis. We utilize two K-9 officers as needed. We also have security cameras in operation and monitored as needed throughout the interior and exterior of our facilities on

a daily basis. We also have a student handbook that is reviewed with all students at the beginning of each school year. The handbook outlines all rules and procedures. We have also added a QR code for quick and easy reference for students to “see something; say something” and report any suspicious or dangerous activity immediately and anonymously if they so choose. We added in 2019-2020 an extra layer of practice. Our Team Leaders facilitate scenarios monthly with our teams of teaching professionals during their allotted team meeting time.

CGMSC utilizes Raptor, an electronic visitor check-in system to prevent potential visitors who may pose a threat to our safety. After checking in with our receptionist and Raptor, visitors must turn in their identification and wear a printed badge with their photo and reason for the visit to the building. Teachers have also been instructed on how to approach any individual that is not wearing appropriate identification. If guests will be working with students individually or in a group, a criminal background check must be on file with the corporation. Doors are electronically monitored. Assigned staff are alerted via email if a door is being used, left ajar, or once again becomes secured.

Career Awareness and Development

Career development activities at Center Grove Middle School Central include Career Day guest speakers, career-focused clubs such as robotics, art club, career-related classroom lessons. “The Career Game – Explorer” is used in 6th grade and career lessons taught by our guidance counselors are used in 7th Grade, a week-long project using Indiana Career Explorer Online Navigation System in 8th Grade, a tour of the Central Nine Career Center, and an opportunity to shadow a high school student ambassador currently in a career program of their choice for three days at Central Nine Career Center through the P.L.A.C.E. Program (Practical Learning and Career Exploration). These activities meet Indiana’s Employability Skills Standards.

Students use career interest inventories at each grade level which compare student interests to careers and vocational choices. Students explore their interests, strengths, and personality profile to identify career categories. Students also explore the relationship between education level, pay scale, and career options according to what matches their strengths and interests.

The key areas within Indiana’s Employability Skills Standards are met daily in academic classes, Unified Arts classes, and the CGMSC Character Education Program. Center Grove Community School Corporation highlights a character education trait each month, integrating traits such as Effort, Responsibility, Cooperation, Leadership, Caring, Respect, Acceptance, Trust, Self-Control, and Determination into daily language, school announcements, bulletin boards, and Monday Character Education Lessons.

For this school year, students will continue to be taught the neuroscience behind their emotional and physiological response to triggers as well as Trust-Based Relational Intervention (TBRI) through strategies intentionally designed homeroom lessons. Students are given the opportunity to engage in feedback with peers, create relationships with trusted adults, and demonstrate continuous self-growth throughout the school year. Through engaging discussions students demonstrate self-control and understanding of the potential consequences, as well as apply conflict resolution skills to resolve differences.

Provisions for the Coordination of Technology Initiatives

Technology is changing the way instruction is delivered and material is accessed. Center Grove Community School Corporation strives to develop teachers who understand how to integrate technology at the highest levels to support high learning outcomes for their students. Our district technology team provides many resources and guides our professional development and coaching

using the SAMR and Triple E frameworks. We model and stress to teachers that, to have the biggest impact on student learning, we must use technology to transform lessons and ask students to participate in learning activities that previously were unimaginable. In the hands of a well-trained teacher, technology can be a tool to accelerate learning and give students new opportunities to create and share their work.

We believe in providing all students with opportunities for personalized, connected learning. All students grades K-2 have access to an iPad during the school day, as part of a project called iPossibilities. These students also have access to five classroom Chromebooks to help facilitate collaboration using G Suite. All students grades 3-5 have access to a Chromebook during the school day. They also have access to five classroom iPads to help encourage creativity. All middle school and high school students have access to an iPad 24/7, as part of a project called Mobile Minds. We believe in the ISTE Standards for Students and strive to develop students into empowered learners, digital citizens, knowledge constructors, innovative designers, computational thinkers, creative communicators, and global collaborators. We believe this environment develops a well-rounded student who is college and career ready. Data from BrightBytes, an annual survey we administer to determine the effectiveness of technology in improving student achievement, reveals we are above national average in our classroom implementation, access, skills, and environment scores. Our next steps are to deepen our STEM integration into our planning and instruction within our interdisciplinary teams. In addition, during the 2019-2020 school year, a STEM elective was added to the curricular offering for students in grades 6-8.

Statutory Requirements:



September 17, 2021

Superintendent Signature

Date

BOARD APPROVED ON SEPTEMBER 16, 2021

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