

Center Grove Community School Corporation

Center Grove Middle School North

School Improvement Plan 2024-2025



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 North suspends no federal rules or statutes. In compliance with 511 IAC 6.2-3-2, Center Grove Middle School North 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 (ELs) with Proficiency Scales/Levels 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 (CFAs) per EL as well as a sample CFA that teams can use and modify to assess student learning.

The curriculum focus at the middle schools, which serve students in grades six, seven and eight, includes a student being assigned to several interdisciplinary teams. Through the use of these teams, teachers are able to have more contact time and work together to develop meaningful programming. In addition to experiencing an outstanding middle school curriculum in the core subjects, students are provided exploratory opportunities in the areas of foreign language, industrial technology, art, music, physical education, STEM, and computer applications. Center Grove middle school students complete one year of algebra study as part of their mathematics preparation before entering high school.

Requirement Pertaining to Goals and Objectives:

Center Grove School Corporation and specifically Middle School North focus on all students receiving an exceptional educational experience. We develop knowledgeable, confident, and responsible citizens through inspirational and innovative learning opportunities.

District Goals

1. Center Grove will provide an appropriate academic program that is transferable to life for all students by supporting and enhancing excellence in academic programs and the academic environment to encourage high achievement for all Center Grove students.
2. Center Grove will encourage, support, and invest in technology projects designed to transform teaching and learning in all educational disciplines for the purpose of student engagement and life achievements as well as improve the entire operations of the district.
3. Center Grove will provide and maintain excellent educational environments.
4. Center Grove will maintain two-way, ongoing stakeholder communication that advocates for students.
5. Center Grove will attract, retain, and develop the best staff through ongoing support.

Middle School North (MSN) Goals

1. MSN will continue to implement school wide strategies of RACE and ICAN across all subject areas.
2. MSN will maintain our daily attendance percentage above 95%.
3. MSN will earn a level A rating from the Indiana Dept. of Education.
4. MSN will continue to progress Essential Learnings and Scales through the PLC process using data to drive instruction.
5. MSN will identify students through various data and classroom observations to provide appropriate RTI to meet students at their present levels.
6. MSN will demonstrate student proficiency (pass rate) that meets or exceeds 17 percentage points above the state average on the English/Language Arts test by 06/05/2025 as measured by ILEARN.

7. MSN will demonstrate student proficiency (pass rate) that meets or exceeds 18 percentage points above the state average on the Math test by 06/05/2025 as measured by ILEARN.

Reduction in Absenteeism:

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

Name and Description and of Assessments in Addition to State-Mandated Assessments:

- Accountability Assessments - Center Grove Middle School North complies with expectations regarding the administration of ILEARN and I AM.
 - ILearn - The purpose of the Indiana Learning Evaluation Assessment Readiness Network (ILEARN) program is to measure student achievement in the subject areas of English/Language Arts, Mathematics, Science (Grade 6), and Social Studies (Grade 7). Progress is measured according to Indiana Academic Standards adopted by the Indiana Department of Education. MSN also uses ILEARN Checkpoints for formative assessment 3 times each school year.
 - I AM- Indiana's Alternate Measure (I AM) is an alternate assessment for students with significant cognitive disabilities used to measure student achievement based on grade level alternate standards in the subject areas of English/Language Arts and Mathematics for grades 6,7,8, Science in grade 6, and Social Studies in grade 7. Eligibility must be determined by the Case Conference Committee as the most appropriate assessment. I AM is given in two test windows.
- CogAT: The Cognitive Aptitude Test is given to students prior to coming to Center Grove Middle School North in 5th grade and prior to going to Center Grove High School in 8th grade. CogAT measures learned reasoning and problem solving skills in the areas of verbal, quantitative, and nonverbal. CogAT scores are used to determine future class placement.
- WIDA - An English language proficiency assessment given to English language learners (ELLs) to assist educators with identification, support services, and measure student progress.
- Aimsweb - A standards-aligned progress monitoring tool used in the Special Education Program in grades 6,7,8 to inform instruction and improve student performance based on individual student goals.

Professional Development Narrative:

- **Data Analysis**

Center Grove Middle School North, like all CG schools, participates in Professional Learning Communities (PLCs) weekly to provide time, structure, and collaborative opportunity for student-centered data analysis. Teachers use PLC time to evaluate instructional effectiveness of essential learnings as measured by summative state assessments and formative assessments. Response to Intervention (RTI) goals are created based on these formative assessments.

- **Strategies, Programs, Services, and Activities**

Center Grove Middle School North delivers a strong core program built upon a clear articulation and integration of Indiana Academic Standards through a locally developed curriculum framework (i.e. essential learnings).

Center Grove Middle School North adheres to Center Grove Community School Corporation's district PLC model. The PLC model drives our RTI process, professional development needs, and classroom instruction. Instructional coaches provide training to teachers by modeling use of additional resources and evidence-based practices.

Services provided by Center Grove Middle School North:

- After-school academic support for students as needed along with transportation home.
- Counseling services through Community Health are available for identified students to reinforce academic, behavioral, and organizational skills.
- Fast-Track to prepare low socio-economic students for school by providing school supplies, backpacks, hygiene items, shoe vouchers, and haircut vouchers.

- **Evaluation on the impact of these activities**

Ongoing review of formative assessments and standardized summative evaluations allow Center Grove Middle School North staff to monitor RTI progress on a continual basis. Weekly, small scale PLC review of classroom best practices informs daily practice. Common indicators, such as NWEA and essential learning assessments, serve as benchmarks for recording student growth and teacher content delivery.

- **Assurances**

Principals have completed the IDOE Legal Standards for accreditation assurances.

Cultural Competency:

District's Diversity, Equity and Inclusion Commitment: The Center Grove Community School Corporation is committed to keeping diversity, equity and inclusion at the forefront of its goal of creating an environment where all staff, students and community members feel a sense of belonging. The CGCSC staff understands this work is never complete, and will always strive to learn, grow, change and adapt to the needs of our students, staff, and community.

District's Equity Engagement Vision Statement: The Center Grove Community School Corporation seeks to understand the current culture in our school buildings in order to make recommendations that will help create an environment where all students feel comfortable and supported in order to reach their personal and academic potential. We will provide educational opportunities for students and staff to learn how to treat one another and empathize with one another.

The Center Grove Community School Corporation utilizes a district-level Equity Task Force dedicated to inspire, empower, and lead a culture of equity and well-being for students, staff, and community. The CGCSC Equity Task Force learned more about equity within our district and community, evaluated our challenges and needs, and created a corporation equity plan. The Equity Task Force conducted a thorough review of quantitative and qualitative data and inequities throughout the district over the last 10 years. Each school building also has an Equity Team that determined strategies to further and specifically implement the vision for equity in their school.

See more at <https://www.centergrove.k12.in.us/district/equity-in-center-grove>.

Center Grove Middle School North utilizes a school-level Equity Task Force dedicated to inspire, empower, and lead a culture of equity and well-being for students, staff, and community. In addition, Center Grove Middle School North school administrators meet regularly with the Student Equity Council.

Provisions to Maximize Parental Participation:

Parent participation is a key component to success within our school. Parents actively support Center Grove Middle School North 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.

Parents are encouraged to attend Back to School Night, parent teacher conferences, grade level socials, Student of the Month breakfasts, and various programs throughout the year, such as the Veterans Day and awards programs. Parents are also involved with creation of the spring musical set, other art programs, and guest speaker events.

Provisions to Maintain a Safe and Disciplined Learning Environment:

Center Grove Middle School North maintains a safe and orderly learning environment through emergency preparedness drills during the school year.

Emergency drills -- fire, severe weather, intruder, and bus evacuation -- are conducted to ensure that students and staff understand safety procedures. School Resource officers, secure entrance, and security cameras provide an extra measure of safety throughout the building. The school corporation has an electronic visitor check-in system called Raptor that coordinates with our volunteer background database.

All visitors must provide identification before being given access to the rest of the building. Upon presenting identification, the visitor will be given an ID badge to use while at the school. This measure provides an extra step in maximizing the security of the main entrance to the building.

Center Grove Middle School North implements a school-wide behavior plan, which includes positive behavior support. Staff members were trained in TBRI. At the beginning of each school year, behavioral expectations are shared with students through handbook meetings conducted by administrators, counselors, and teachers. Procedures and policies are shared with new students as they enroll. Reminders of expectations are posted throughout the school that refer to our school acronym "PRIDE" which stands for persistence, responsibility, integrity, determination, and excellence. Our behavior plan was created with input from staff members. It is the expectation for all staff members to use the same plan to provide our students with consistency throughout the school day.

Career Awareness and Development

Career development activities at Center Grove Middle School North include Career Day guest speakers, career-focused clubs such as robotics, art club, and gamers guild, taking care of the CGMSN green space in Science classes, career-related classroom lessons ("The Career Game – Explorer" is used in 6th grade and "The Career Game – What Makes You Special?" is 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 LS.4, LS.5, LS.6.

Students use career interest inventories at each grade level comparing 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 CGMSN Character Education Program (6-8 WE.3, WE.4, WE.5, WE.6, WE.7, WE.8, LS.1, LS.9, LS.10, LS.12). 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 Wednesday family circles. Since the 2019-20 school year, students are also being taught the neuroscience behind their emotional and physiological response to triggers as well as Restorative Practices through Trust-Based Relational Intervention (TBRI) in weekly lessons (6-8 SE.1, SE.2, SE.3, SE.4). 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 (6-8 M.1, M.2, M.4, LS.2, LS.7). Through restorative chats, students demonstrate self-control and understanding of potential consequences of responsibility as well as apply conflict resolution skills to resolve differences (6-8 WE.1, WE.2).

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 that 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 do things 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 the national average in our classroom implementation, access, skills, and environment scores.

Statutory Requirements:



September 25, 2024

Superintendent Signature

Date

BOARD APPROVED ON SEPTEMBER 19, 2024

EXCLUSIVE REPRESENTATIVE SIGNATURE ON SEPARATE PAGE (stored at building)

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Language Arts:

Goal	All students at Center Grove Middle School North will improve literacy skills within all content areas.																								
Benchmarks	CGMSN will demonstrate student proficiency (pass rate) that meets or exceeds 17 percentage points above the state average on the English/Language Arts test by 06/05/2025 as measured by ILEARN.																								
Supporting Data	The ILEARN test was not taken during the 2019-2020 school year due to the COVID-19 closure. ILEARN results for the 2023-2024 school year showed that we had an E/LA Pass Rate of 58% (16 percentage points above the state average and 6 percentage points higher than our score the previous year). <table><tr><td></td><td>MSN E/LA</td><td>State E/LA</td><td>Difference</td></tr><tr><td>2018-2019</td><td>60.8% Passing</td><td>48.9%</td><td>+11.9%</td></tr><tr><td>2020-2021</td><td>52.4% Passing</td><td>41.6%</td><td>+10.8%</td></tr><tr><td>2021-2022</td><td>50.7% Passing</td><td>41.4%</td><td>+9.3%</td></tr><tr><td>2022-2023</td><td>52% Passing</td><td>41.6%</td><td>+10.4%</td></tr><tr><td>2023-2024</td><td>58% Passing</td><td>42%</td><td>+16%</td></tr></table> ILEARN Checkpoints and Essential Learning Common Formative Assessment data will continue to be progress monitored.		MSN E/LA	State E/LA	Difference	2018-2019	60.8% Passing	48.9%	+11.9%	2020-2021	52.4% Passing	41.6%	+10.8%	2021-2022	50.7% Passing	41.4%	+9.3%	2022-2023	52% Passing	41.6%	+10.4%	2023-2024	58% Passing	42%	+16%
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Targeted Subgroups	Special Education, Free/Reduced lunch																								

Instructional Strategies (Teachers will...)	Learning Outcomes (Students will...)
Develop and utilize rigorous common formative assessments aligned to our essential learnings.	Achieve proficiency or above on common assessments.
Model and require students to state a claim, support it with specific textual evidence, and connect the evidence to the claim (R.A.C.E format).	State a claim, support it with specific textual evidence, and connect the evidence to the claim.
Provide specific, effective feedback that leads to improved writing. Ex: Teacher/subject rubrics	Reflect on feedback to establish personal learning goals.
Provide students weekly opportunities to engage in independent reading.	Build reading stamina through independent choice books as well as class-assigned materials.
Utilize Connect time, diagnostic bell work, a	Students will show improvement in reading

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workshop model with a teacher table, and FLEX days (RTI) to differentiate and strengthen literacy skills.	comprehension and writing skills by practicing at their own specific achievement levels.
Model close reading strategies (think-aloud, annotation, Read Three Times, etc.).	Use close reading strategies to create meaning.
Teachers and interventionists will use specific and differentiated interventions.	Students will demonstrate increased proficiency on common formative assessments.

Research Supporting Instructional Strategies	Bailey, K., Jakicic, C. (2017) <i>Simplifying Common Assessment</i> . Bloomington, IN: Solution Tree
	Center for Standards, Assessment, & Accountability. (2022). Assessment Design Toolkit. Retrieved June 20, 2022, from https://csaa.wested.org/
	Hattie, J. (2009) <i>Visible Learning</i> . New York, NY: Routledge
	Marzano, R., Warrick, P., Simms, J, et.al. (2014) <i>A Handbook for High Reliability Schools: The Next Step in School Reform</i> . Bloomington, IN: Marzano Research

Professional Development	
Action	Timeline
Develop and utilize rigorous common formative assessments.	August 1, 2022-Ongoing
Build teacher capacity of R.A.C.E writing strategy.	August 29, 2018-Ongoing
Build upon Tier I instructional and intervention strategies.	August 29, 2018-Ongoing
PLC	August 8, 2018-Ongoing

Monitoring System	
Action	Review and Revision
Professional observation / evaluation and feedback	Ongoing
PLC data analysis and planning (EL common assessments and ILEARN Checkpoints)	Ongoing

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Math:

Goal	All students at Center Grove Middle School North will improve math skills.			
Benchmarks	CGMSN will demonstrate student proficiency (pass rate) that meets or exceeds 18 percentage points above the state average on the Math test by 06/05/2025 as measured by ILEARN.			
Supporting Data	The ILEARN test was not taken during the 2019-2020 school year due to the COVID-19 closure. ILEARN results for the 2023-2024 school year showed that we had a Math Pass Rate of 52% (17.7 percentage points above the state average and 1.3 percentage points higher than our score the previous year).			
		MSN Math	State Math	Difference
	2018-2019	60.8% Passing	48.7%	+12.1%
	2020-2021	45.5% Passing	30.4%	+15.1%
	2021-2022	49.4% Passing	32.6%	+16.8%
	2022-2023	51% Passing	34.6%	+16.4%
	2023-2024	52% Passing	34.3%	+17.7
	ILEARN Checkpoints and Essential Learning Common Formative Assessment data will continue to be progress monitored.			
Targeted Subgroups	Special Education, Free/Reduced Lunch			

Instructional Strategies (Teachers will...)	Learning Outcomes (Students will...)
Develop and utilize rigorous common formative assessments aligned to our essential learnings.	Achieve proficiency or above on common assessments.
Teachers will provide students opportunities to engage in subject specific activities using ICAN.	Students will use ICAN (I dentify the problem, C hoose a strategy, A nswer, N ow justify) to solve subject specific problems.
Utilize Connect time, diagnostic bell work, a workshop model with a teacher table, and FLEX days (RTI) to differentiate and strengthen literacy skills.	Students will have additional opportunities to use these strategies to demonstrate and expand use of ICAN.
Teachers and interventionists will use specific and differentiated interventions, including ALEKS as part of our textbook adoption.	Students will demonstrate increased proficiency on common formative assessments and ALEKS.

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Teachers will provide spiral reviews during math classes.	Students will demonstrate increased proficiency on Essential Learning common formative assessments.
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Research Supporting Instructional Strategies	Bailey, K., Jakicic, C. (2017) <i>Simplifying Common Assessment</i> . Bloomington, IN: Solution Tree
	Center for Standards, Assessment, & Accountability. (2022). Assessment Design Toolkit. Retrieved June 20, 2022, from https://csaa.wested.org/
	Hattie, J. (2009) <i>Visible Learning</i> . New York, NY: Routledge
	Marzano, R., Warrick, P., Simms, J, et.al. (2014) <i>A Handbook for High Reliability Schools: The Next Step in School Reform</i> . Bloomington, IN: Marzano Research

Professional Development	
Action	Timeline
Develop and utilize rigorous common formative assessments.	August 1, 2022-Ongoing
Build teacher capacity of ICAN problem solving strategy.	August 29, 2018- Ongoing
Build upon Tier I instructional and intervention strategies.	August 29, 2018-Ongoing
PLC	August 8, 2018- Ongoing
Provide training on ALEKS and our new textbook.	August 15, 2023- Ongoing

Monitoring System

Action	Review and Revision
Professional observation / evaluation and feedback	Ongoing
PLC data analysis and planning (EL common assessments and ILEARN Checkpoints)	Ongoing

Data Sheet: Center Grove Middle School North

	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	Target
ILEARN Math	All: 60.4	All: 45.4	All: 49.4	All: 51	All: 52	80
ILEARN Math 6	72.2	47.1	57	55	63	85
ILEARN Math 7	61.7	43.2	40	48	48	85
ILEARN Math 8	47.6	46.2	49	47	48	85
ILEARN ELA	All: 60	All: 52.4	All: 50.7	All: 52	All: 58	80
ILEARN ELA 6	61	48.4	48	51	64	80
ILEARN ELA 7	64	56.4	53	49	56	80
ILEARN ELA 8	55	52	56	59	56	80
ILEARN Science	76	51	50	55	*	80
NWEA Fall	6th Math: 223 7th Math: 233 8th Math: 238 6th Reading: 217 7th Reading: 222 8th Reading: 225 6th Lang Usage: 216 7th Lang Usage: 220 8th Lang Usage: 225	6th Math: 218 7th Math: 229 8th Math: 235 6th Reading: 216 7th Reading: 221 8th Reading: 224 * * *	6th Math: 64% 7th Math: 68% 8th Math: 71% 6th Reading: 66% 7th Reading: 71% 8th Reading: 69% 6th Lang Usage: 63% 7th Lang Usage: 69% 8th Lang Usage: 71%	6th Math: 29.6% 7th Math: 37.1% 8th Math: 28.9% 6th E/LA: 56.2% 7th E/LA: 58.5% 8th E/LA: 57.4%	6th Math: 40.3% 7th Math: 37.4% 8th Math: 34.4% 6th E/LA: 62.4% 7th E/LA: 58.3% 8th E/LA: 54.5%	
NWEA Winter	6th Math: 228 7th Math: 236 8th Math: 239 6th Reading: 221 7th Reading: 224 8th Reading: 226 6th Lang Usage: 219 7th Lang Usage: 223 8th Lang Usage: 226	6th Math: 224 7th Math: 233 8th Math: 237 6th Reading: 219 7th Reading: 224 8th Reading: 226 * * *	6th Math: 68% 7th Math: 63% 8th Math: 69% 6th Reading: 65% 7th Reading: 66% 8th Reading: 65% 6th Lang Usage: 64% 7th Lang Usage: 70% 8th Lang Usage: 70%	6th Math: 45.3% 7th Math: 48.5% 8th Math: 34.1% 6th E/LA: 60.9% 7th E/LA: 56% 8th E/LA: 57%	6th Math: 58.2% 7th Math: 43.2% 8th Math: 42.3% 6th E/LA: 57.1% 7th E/LA: 57.1% 8th E/LA: 49.3%	

NWEA Spring	6th Math: NA	*	6th Math: 67%	6th Math: 55.8%	6th Math: 62.2%
	7th Math: NA	*	7th Math: 61%	7th Math: 50.6%	7th Math: 50.2%
	8th Math: NA	*	8th Math: 66%	8th Math: 44.7%	8th Math: 50.3%
	6th Reading: NA	*	6th Reading: 66%	6th E/LA: 57.8%	6th E/LA: 56.8%
	7th Reading: NA	*	7th Reading: 66%	7th E/LA: 53.8%	7th E/LA: 58.2%
	8th Reading:	*	8th Reading: 65%	8th E/LA: 57.5%	8th E/LA: 54.8%
	6th Lang Usage: NA	*	6th Lang Usage: 66%		
	7th Lang Usage: NA	*	7th Lang Usage: 62%		
	8th Lang Usage: NA	*	8th Lang Usage : 67%		

- **NWEA Data: Percentage of students meeting or exceeding national norm 2021-22**
- **NWEA Data: Mean RIT 2018-2021**
- **NWEA Data: Projected Proficiency on ILEARN 2022-2023**

*Data Not Available