

School Improvement Plan
2017-2018
2018-2019
2019-2020

School Name	Jackson Creek Middle School
School Address	3980 South Sare Road Bloomington, IN 47401
School Telephone Number	812-330-2451
School Fax Number	812-330-2457
School Number	6223
School Corporation Number	5740

Dr. David Pillar
Principal

Dr. Judith DeMuth
Superintendent

Mrs. Martha Street
School Board President

School Improvement Plan Signature Sheet

Date: 6/5/17	
School Name: Jackson Creek Middle School	
Name	Signature
Ben Haralovich-Special Education Teacher	
Joseph Donnelly-Music Teacher	
Tori Drummy-Spanish/ENL Teacher	
Josh Pace-Language Arts Interventionist	
Katie Cox-Special Education Teacher/MCEA Rep	
Jenny Hollander-Math Interventionist	
Tim Risen-PTO Co-President	
Kristin Poage-Assistant Principal	
Bill Wallace-Assistant Principal	
David Pillar-Principal	

I. Introduction, including the following

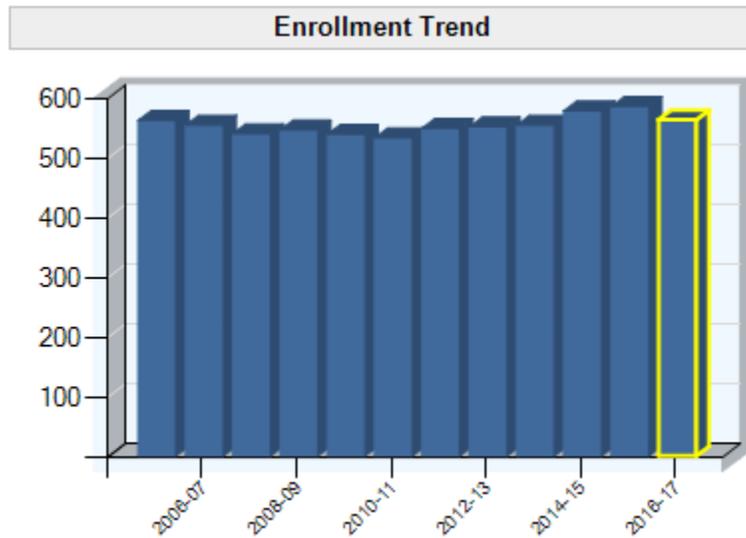
A. Narrative Description

Located in the rolling hills of Southern Indiana, Jackson Creek Middle School, a 2012, 2013, and 2015 Indiana Department of Education “A “ School, is one of three comprehensive public grade 7 and 8 middle schools within Bloomington’s Monroe County Community School Corporation. With 140,000 square feet of space located on 13 acres, Jackson Creek has an enrollment of approximately 575 students and offers a comprehensive academic program for middle school learners ranging from Community-Based Special Education Programming to Accelerated Learning Programming. Jackson Creek has 37 certified and highly qualified staff members that offer courses ranging from the core curriculum subjects of science, social studies, math, and language arts, to elective offerings such as physical education, band, choir, orchestra, art, technology, family and consumer sciences, video production, and three different world languages.

Since its construction in 1998, Jackson Creek Middle School has also provided numerous extra-curricular offerings including nine athletic teams, academic clubs, Science Olympiad, Jazz Band, Builder’s Club, Academic Super Bowl, Best Buddies, a Garden Club, Speech Team, and the National Junior Honor Society. Jackson Creek also has fostered positive partnerships with Riley Children’s Hospital, IU Health-Bloomington’s Olcott Cancer Center, The Greater Bloomington Chamber of Commerce, The Hoosier Hills Foodbank, The American Red Cross, and the Monroe County Humane Society.

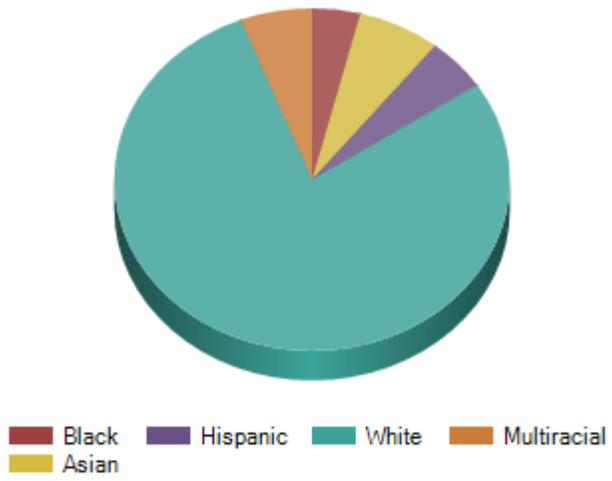
Demographics:

The most recent demographic data on the State Department of Education website shows that the total enrollment for Jackson Creek in the 2016-2017 school year was 561 students. This is a decrease of 22 students from the previous year. The breakdown of this enrollment is illustrated in the graphs below (Please note this is the most recent DoE data available). Our demographics have varied only slightly from year to year.

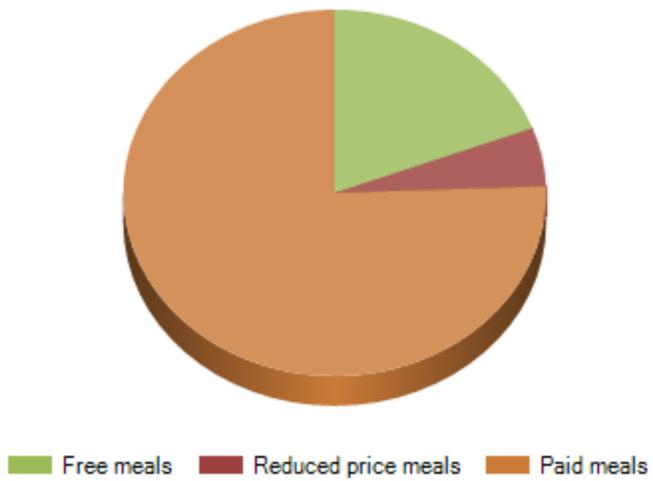


Grade	2012-13	2013-14	2014-15	2015-16	2016-17
Grade 7	270	280	293	293	273
Grade 8	279	272	283	290	288
Total Enrollment	549	552	576	583	561

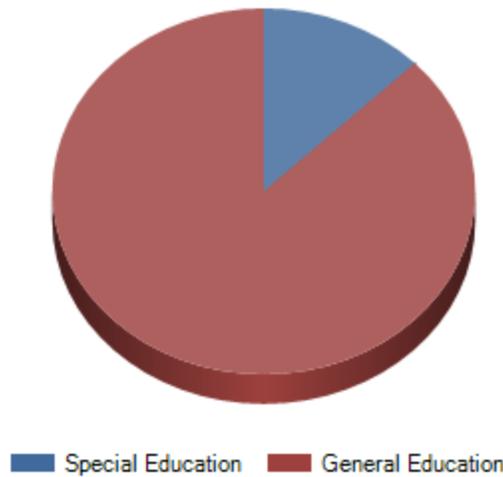
Enrollment 2016-17 by Ethnicity



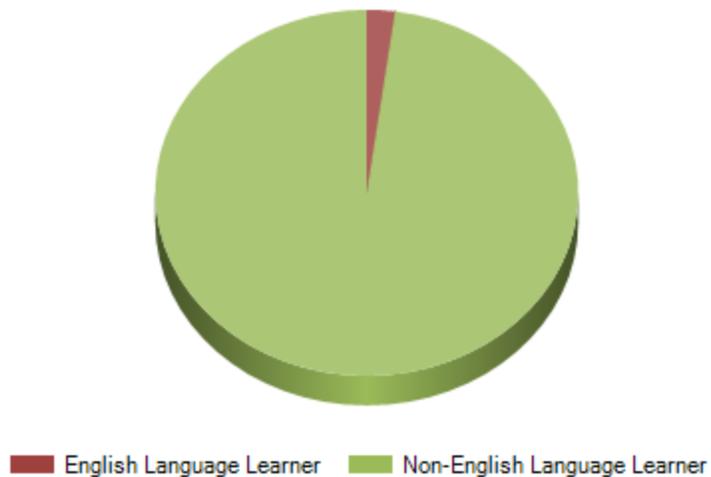
Enrollment 2016-17 by Free/Reduced Price Meals



Enrollment 2016-17 by Special Education



Enrollment 2016-17 by English Language Learners



B. Curriculum

Becoming a Professional Learning Community (PLC)

Beginning in 2010-2011, Jackson Creek made the commitment to becoming a Professional Learning Community (PLC). We use the PLC model developed by Robert DuFour, Rebecca DuFour, Robert Eaker and Thomas Many. Due to our school functioning as a Professional Learning Community, everything we do is focused on student learning. Time use and instruction has been the focus of our reorganization efforts so that learning can be the constant. This means that if a student does not learn something when it is taught then the instructional approach is changed, the length of time permitted to learn the standard is increased or other strategies are used. We do not wait for students to fail. We work to ensure that every student learns.

In order to develop Jackson Creek into a Professional Learning Community every teacher is assigned to a collaborative team of teachers based on the department in which he or she teaches. These PLC teams gather weekly for forty-five minutes (outside of their preparation time) to address four key questions. “1. What do we want students to learn? 2. How will we know that they have learned it? 3. What will we do when they don’t learn? 4. What will we do when they have learned it?” (DuFour, DuFour, Eaker, and Many, 2006). Some departments (Math and Special Education), have also been scheduled so the entire department has common preparation time for teachers to review curriculum and assessment materials. Other core subject area teachers are paired with another same-subject teacher for common preparation periods.

In order to address the first question, “What do we want students to learn?” departments of teachers have identified power standards from the state and common core standards. Next, they have “unpacked” these standards to translate the standard to what they actually want students to know, learn, and be able to do. They then have mapped out a general timeline of when those standards will be taught. PLC Teams have also developed common assessments that they implement and analyze regularly. This process targets the second question; “How will we know that they have learned it?” Data gathered from the use of common assessments provide PLC Teams with information to address the third question, “What will we do if they don’t learn?” The English Language Arts PLC has also developed scale score rubrics (using a 1-4 scale) for each of the power standards for 7th and 8th grade language arts. Other departments are working with scale scoring as well. The use of scale score rubrics ties the power standards to assessments and ensures that when teachers analyze formative, summative and common assessments that they are able to discuss student performance as it relates to learning each standard. We understand the importance of the use of scale score rubrics and continue to engage other departments in developing this tool.

Fully addressing the third and fourth questions require that our PLC Teams plan for addressing the students who have not learned and those who have already learned the standard. The framework that we are using to build these skills is Pyramid Response to Intervention (PRTI). The PRTI model was developed by Austin Buffom, Mike Mattos and Chris Weber, authors of Pyramid Response to Intervention: RTI, Professional Learning Communities, and How to Respond When Kids Don't Learn (2011). PRTI is “based on the premise that some students need more time and support to ensure their learning.” PRTI “provides a systemic process of intervention that is implemented school wide, rather than varying teacher to teacher.” It “provides academic and behavioral interventions – academic interventions for those who can’t learn, behavioral interventions for those who won’t learn.” It “utilizes a system of interventions that are increasingly more intensive and directive, and are commonly represented visually by pyramids with three tiers.” In 2011-2012, the JCMS RTI committee refined the process of identifying the tiers of support for our instructional program. We plan to continue this process, and to then use the information to identify gaps that must be addressed in order to maintain learning as the constant. In December of 2012, Jackson Creek Middle School was awarded the distinction of being named an All Things PLC Evidence of Effectiveness School, making it the first individual middle school in the state of Indiana to receive this honor. In 2016, this honor was renewed as it was determined that Jackson Creek Middle School was still carrying out the functions of a PLC with fidelity.

C. Assessment Instruments

In order to spend more time on classroom instruction, Jackson Creek and the other schools within the MCCSC have strengthened local assessments so that tests developed by our own teachers would be used to gauge student progress. Assessments are aligned with the standards and are a part of our guaranteed and viable curriculum that all students have access to. The results of these assessments determine student placement in remediation and enrichment activities and properly prepare students for state-wide assessments.

Students enrolled in Chinese, Spanish and French, as well as Geometry and Algebra, will take an assessment developed in collaboration with both high school and middle school teachers to determine mastery and placement for future courses.

II. Monroe County Community School Corporation Mission

The Mission of the MCCSC is empowering students to maximize their educational success to become productive, responsible global citizens.

MCCSC Core Values:

1. Engagement
2. Empowerment
3. Educate

III. School Mission and Belief Statements

JCMS Mission:

Jackson Creek Middle School: Dream, Explore, Learn

At JCMS We Believe:

- All people are unique and have the ability to learn, but with different rates and styles.
- All members of our school community have the right to be treated with dignity and respect.
- All teachers will maintain ongoing professional development and continual self-evaluation and reflection.
- Communities, families, and schools share the responsibility for the education of all students.
- The school will provide an orderly, safe and positive environment where all members of our school community feel welcome.
- The welfare of our community is dependent on how functional and adaptive all our children become.
- The school will open and maintain lines of communication among students, staff, parents, and the community.
- Extracurricular activities will allow for growth and development of the student outside the classroom setting.
- The school will have clear expectations for everyone in the school community, while allowing for the growth of the individual.
- The school will focus on the intellectual, physical, emotional, social, and ethical growth and development of the whole person.
- The school will foster an appreciation of creativity in all content areas and programs.
- The school will teach the skills necessary for all students and staff to function successfully in a technological society.
- The school will be involved in a continuous effort to improve and refine its services and educational programs.
- All curriculum and programs of the school will be challenging, integrative, and exploratory.

IV. Current Education Programs

A. Curriculum Supports of the Indiana Academic Standards

1. Guaranteed and Viable Curriculum

The course description and curriculum for each course are developed through building and district level committees and are based on the Indiana Standards for Learning. Curricula are developed through

department PLC teams using Indiana Standards for Learning and the Common Core Standards. Additionally, MCCSC has embarked upon the process of Curriculum Mapping. All core academic subject areas have collaboratively developed Power Standards and curriculum maps which are available on a network drive which is available to all faculty.

2. High School Core 40/Honors Diplomas

Provisions for IAHD and Core 40

For students who have achieved advanced placement, Jackson Creek offers the following high school level courses Algebra I, Geometry, Spanish I, Spanish II, French I, and French II, Chinese I.

B. Instructional Strategies which support the Indiana Academic Standards

Instructional strategies are developed and refined according to the agreed upon Power Standards which have been formulated through department PLC teams using the Indiana Standards for Learning and the Common Core Standards.

C. Parental and Community Participation

Jackson Creek Middle School is focused on establishing partnerships with the community. Families of students at JCMS have the opportunity to participate in such programs as field trips, dances, athletics, resource adoptions, library volunteers, Science Olympiad volunteers, Builder's Club volunteers, and Public Law 221 committees. The principal of JCMS invites parents to have lunch with him once a month. The purpose of this informal gathering is for parents to be given the opportunity to ask questions and to learn about various topics that impact Jackson Creek Middle School. Yet another opportunity for parent involvement is the Parent-Teacher Organization (PTO). Jackson Creek Middle School PTO objectives are to: promote students' learning and well-being in school, at home, and in the community; encourage active communication among parents, faculty, administrators, and students; advocate policies and academic programs that foster positive student development.

In addition to the work of our parents and great Bloomington community, we also have a very strong relationship with Indiana University. Students and faculty at Indiana University provide many supports to Jackson Creek Middle School that enhance the services for our students. Student teachers and pre-service observers provide additional professional assistance within the building. A relationship with the Department of Psychology provides mentors and group leaders for challenges faced by some of our female students. The East Asian Cultural Center, the Neal Marshall Black Culture Center, and Mathers Museum of Art all provide resources, speakers, and information that enhances our curriculum. Indiana University Athletics and the Jacobs School of Music have also provided speakers and information for our students and events. Several JCMS faculty members are also adjunct instructors at Indiana University.

D. Technology as a Learning Support

The staff members, students, and parents of Jackson Creek Middle School envision a school environment that incorporates the equitable use of technology to strengthen academic achievement for all students. It is our intention to help students accomplish curricular goals by utilizing multiple instructional strategies that will be broadened with the utilization of appropriate technology. Technology is an integral part of the teaching and learning process at our school and acts as one of the primary catalysts for lifelong learning. We have a blended learning model with students having individual iPads that may be taken home. The Canvas Learning Management System houses many parts of our curriculum and class activities.

E. Recent Professional Development

In addition to monthly faculty learning meetings, ten JCMS certified staff members have attended “Professional Learning Communities at Work” conferences in Lincolnshire, IL or St. Charles, MO. Additionally, staff have participated in other conferences on assessment, literacy, Read 180, and Sheltered Instruction Observation Protocol (SIOP) training. Teachers have worked with technology training at the local and national levels as we continue work to support a 1-1 iPad initiative and use the Canvas Learning Management System. Starting in the 2013-2014 school year, and moving forward, the faculty has been studying *The Art and Science of Teaching* by Dr. Robert Marzano which is directly related to our teacher evaluation model.

F. Cultural Competency

JCMS Cultural Competency Definition and Mission

Building cultural competence is a process of learning to function effectively among people different from ourselves. Cultural competence requires an understanding of our own identities and values in order to relate better with others. In recent years, students at Jackson Creek have participated in the City of Bloomington Martin Luther King Jr. Commission’s essay contest and speaker series. Additionally, the school also celebrated the Chinese and Korean Lunar New Year to recognize our largest minority population. We also have a Globetrotters International Club that supports learning about and respecting cultures and traditions from around the world. These events are done at Jackson Creek Middle School as we acknowledge that different groups of people have been more or less empowered in society and we recognize that students and educators alike can work to change institutional inequities that may exist in schools by doing the following:

- Set goals for school improvement that take into consideration the differing needs of students
- Adapt practices to address the needs of all students
- Embrace differences as assets within our community
- Participate in and invite community involvement
- Create a school environment that is welcoming and safe
- Encourage administration, faculty, and students to explore their own cultural world views.
- Demonstrate understanding, empathy, tolerance, and interest with others.

G. Safe and Disciplined Learning Environment

Safe and Disciplined Learning Environment

Jackson Creek Middle School provides a safe and disciplined learning environment. Our Emergency and Disaster Plans and our School Handbook are edited and reviewed yearly. These are given to the faculty and students on the first day of the school year. Faculty members review the handbook with the students, and have parents sign that they have read the contents of this document.

Student Discipline: Five Step Discipline Procedures

A responsible classroom is one in which a teacher exhibits an attitude of respect for students, has a positive influence in helping students develop good citizenship traits, plans a challenging curriculum to meet the needs of all students, and provides instruction utilizing various methods, deliveries, and strategies. The teacher is responsible for creating a positive classroom climate conducive for learning. This is done through the establishment of clear expectations and consistent classroom practices. Such strategies include, but are not limited to:

- Awareness of individual student needs (i.e. academic, physical, social, emotional, etc.)
- Clear and concise classroom rules
- Consistent reinforcement of the rules

- Appropriate utilization of administrators and support staff
- Clear documentation of classroom concerns when referrals are made

Jackson Creek uses the four main concepts of the Olweus Bully Prevention Program to address harassment and bullying. The four main concepts of the Olweus Bully Prevention Program are: Agree not to bully others; Set firm, consistent limits; Consistently use nonphysical, non-hostile negative consequences when rules are broken; Adults in the school should function as authorities and positive role models. The Human Understanding and Diversity Committee/Positive Behavior Supports Committee provide professional development and resources for the faculty and staff to understand, commit to and, implement the Olweus program. Student generated posters which state the four Anti-Bullying Rules are prevalent in the building. The four Olweus Anti-Bully rules are: “We will not bully others; We will try to help students who are bullied; We will try to include students who are left out; If we know that somebody is being bullied, we will tell an adult at school and an adult at home.” In order to monitor perceptions about bullying at Jackson Creek, we annually give the students a survey from Olweus about bullying.

Monroe County Community Sch Corp

2016 Annual Performance Report

Jackson Creek Middle Sch, Bloomington 6223

Indicator	School Results				State
	'13-'14	'14-'15	'15-'16	'16-'17	Total
A-F Accountability Grade	B	A	B		
Student Enrollment	552	576	583	561	1,133,380
Number of Certified Teachers	44	35	34		59,669
* Grade 7 Percent Passing ISTEP+ Math Standard	92.1	71.9	69.8		52.2
* Grade 7 Percent Passing ISTEP+ Language Arts Standard	88.6	80.0	81.5		67.5
* Grade 7 Percent Passing ISTEP+ Social Science Standard	85.4	0	81.0		67.2
* Grade 8 Percent Passing ISTEP+ Math Standard	91.5	73.1	72.7		53.3
* Grade 8 Percent Passing ISTEP+ Language Arts Standard	87.9	80.5	76.7		61.8
Percent of 8th Graders in Algebra I	36.8	24.4	23.8		39.1
Percent Passing ECA Math Standard	100.0	0	0		35.7
Pupil Enrollment to Certified Employee Ratio	10.4	13	13.2		13.7
Attendance Rate	96.6	96.7	96.6		95.8
Number of Students with More Than 10 Unexcused Days Absent	10	5	8		76,150
Number of Students absent greater than 10% of School Year	16	13	16		80423
Number of Students Suspended	51	36	20		88,260
Number of Students Expelled	2	1	1		2,797
Number of Students Expelled or Suspended involving Drugs, Weapons, or Alcohol	0	0	2		5,871
Number of Out of School Suspensions	34	1	0		104,576
Number of In School Suspensions	73	63	35		87,224

* In 2014-15 Indiana transitioned to new, more rigorous college-and-career ready standards and a new statewide assessment to measure these standards. Therefore, results are not comparable to previous data.

As part of our disciplined learning environment, we record our school wide discipline and attendance data. Our attendance rate has climbed over the period of time reflected in the data above. The trend over the past two years has been a decline in the number of student with ten or more unexcused absences. We have drastically reduced the number of students who have been suspended from school, from 66 in the 2012-2013 school year, to 36 in the 2014-2015 school year.

V. Summary of data, derived from an assessment of the current status of educational programming, including the following:

- A. Data, including graphs, and data summary from the annual performance reports as appropriate from available Indiana Department of Education data from recent school years.

JAC School Improvement Plan: ISTEP Data Summary for ISTEP16

JACKSON CREEK MIDDLE SCHOOL

ISTEP Test Year: 2016

GRADE: 7						
ELA	School IPI Avg	District IPI Avg	District/School Variance	State IPI Avg	State/School Variance	State/District Variance
Reading: Literature and Vocabulary	57.71	55.12	2.59	41.00	16.71	14.12
Reading: Nonfiction, Vocabulary and Media Literacy	58.63	56.65	1.98	45.00	13.63	11.65
Writing: Genres, Writing Process, Research Process	60.26	58.16	2.10	48.00	12.26	10.16
Writing: Conventions of Standard English	78.71	76.81	1.90	65.00	13.71	11.81
Math	School IPI Avg	District IPI Avg	District/School Variance	State IPI Avg	State/School Variance	State/District Variance
Number Sense and Computation	62.57	61.76	0.81	52.00	10.57	9.76
Algebra and Functions	60.56	60.77	-0.21	47.00	13.56	13.77
Geometry and Measurement	50.50	49.91	0.59	38.00	12.50	11.91
Data Analysis, Statistics, and Probability	59.48	56.55	2.93	44.00	15.48	12.55
Mathematical Process	45.52	43.69	1.83	27.00	18.52	16.69
Social Studies	School IPI Avg	District IPI Avg	District/School Variance	State IPI Avg	State/School Variance	State/District Variance
History	66.26	64.57	1.69	50.00	16.26	14.57
Civics and Government	58.32	56.17	2.15	44.00	14.32	12.17
Geography	72.48	71.04	1.44	58.00	14.48	13.04
Economics	53.79	50.37	3.42	36.00	17.79	14.37

GRADE: 8

ELA	School IPI Avg	District IPI Avg	District/School Variance	State IPI Avg	State/School Variance	State/District Variance
Reading: Literature and Vocabulary	69.85	66.47	3.38	56.01	13.84	10.46
Reading: Nonfiction, Vocabulary and Media Literacy	56.32	53.55	2.77	43.00	13.32	10.55
Writing: Genres, Writing Process, Research Process	64.59	62.09	2.50	55.00	9.59	7.09
Writing: Conventions of Standard English	79.81	77.89	1.92	70.00	9.81	7.89

Math	School IPI Avg	District IPI Avg	District/School Variance	State IPI Avg	State/School Variance	State/District Variance
Number Sense and Computation	49.89	47.58	2.31	33.01	16.88	14.57
Algebra and Functions	57.13	53.09	4.04	38.01	19.12	15.08
Geometry and Measurement	58.45	56.56	1.89	43.00	15.45	13.56
Data Analysis, Statistics, and Probability	68.18	65.29	2.89	55.99	12.19	9.30
Mathematical Process	56.71	52.20	4.51	38.00	18.71	14.20

Based upon the most recent data available as shown above, Jackson Creek Middle School performed above the Monroe County Corporation IPI Average in every break-out category for both 7th and 8th grade Math and English/ Language Arts, except in the area of Language Conventions. Other than that category, in ELA, we scored between 2.88-5.30 points higher in all areas, but, of note, we scored significantly higher in the area of Writing Process and Reading Vocabulary for both 7th and 8th grades. In Math, we scored between 1.26-3.58 higher in all breakdown areas of the test, but with the highest difference in the area of number sense.

2015-2016 Report Card



Jackson Creek Middle School

Jackson Creek Middle School received a B as its final letter grade for school accountability.

Overall Summary			
	Points	Weight	Weighted Points
Performance Domain Grades 3-8	76.45	0.500	38.23
Performance Domain Grade 10	0.00	0.000	0.00
Growth Domain Grade 4-8	99.70	0.500	49.85
Multiple Measures Domain Grade 12	0.00	0.000	0.00
Overall points			88.1
Overall grade			B

Performance Domain

Mathematics

72.9% of students passed the assessment.
This rate is above the state average.
99.3% of students participated in the assessment.

English/Language Arts

80.0% of students passed the assessment.
This rate is above the state average.
97.6% of students participated in the assessment.

Growth Domain

A school's letter grade may increase, decrease, or remain the same based on student improvement.

Mathematics

94.7 points for Top 75% Growth
104.5 points for Bottom 25% Growth
99.6 points for Overall Growth

English/Language Arts

104.2 points for Top 75% Growth
95.2 points for Bottom 25% Growth
99.7 points for Overall Growth

Indiana Department of Education Student Centered Accountability
 2015- 2016
 Monroe County Com Sch Corp (5740)
 Jackson Creek Middle School (6223)

Overall Summary (511 IAC 6.2-10-3)			
	Points	Weight	Weighted Points
Performance Domain	76.5	0.5	38.25
Growth Domain	99.7	0.5	49.85
Multiple Measures Domain	0	0	0
Overall Points:			88.1
Overall Grade:			B

Enrollment		
	Enrollment	Enrollment Percent
Grades 03-08	583	100.00 %
Grades 09-12	0	0.00 %

Summary by Domain

Performance Domain (511 IAC 6.2-10-4)						
	Grades 03-08			Grade 10		
	Pass Rate	Participation	Points	Pass Rate	Participation	Points
English/Lang. Arts	80.0 % (423 / 529)	97.6 % (564 / 578)	80.0	N/A	N/A	N/A
Mathematics	72.9 % (395 / 542)	99.3 % (577 / 581)	72.9	N/A	N/A	N/A

Performance Summary			
	Points	Weight	Weighted Points
E/LA (Grades 3-8)	80.0	0.50	40
Math (Grades 3-8)	72.9	0.50	36.45
E/LA (Grade 10)	N/A	N/A	0
Math (Grade 10)	N/A	N/A	0
Total Performance Points			76.5

Growth Domain (511 IAC 6.2-10-5)								
	Grades 04-08			Grades 09-12				
	Top 75% Growth	Bottom 25% Growth	Points	Top 75% Growth	Bottom 25% Growth	Points	10th to 12th Imp.	Points
English/Lang. Arts	104.2	95.2	99.7	N/A	N/A	N/A	N/A	N/A
Mathematics	94.7	104.5	99.6	N/A	N/A	N/A	N/A	N/A

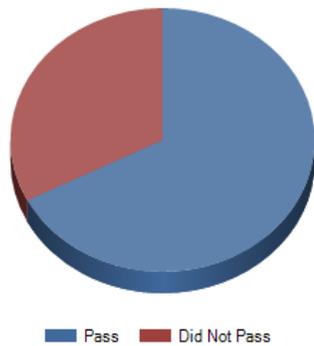
Growth Summary			
	Points	Weight	Weighted Points
E/LA (Grades 4-8)	99.7	0.50	49.85
Math (Grades 4-8)	99.6	0.50	49.8
E/LA (Grades 9-12)	N/A	N/A	N/A
Math (Grades 9-12)	N/A	N/A	N/A
Total Growth Points			99.7

Annual Performance Report

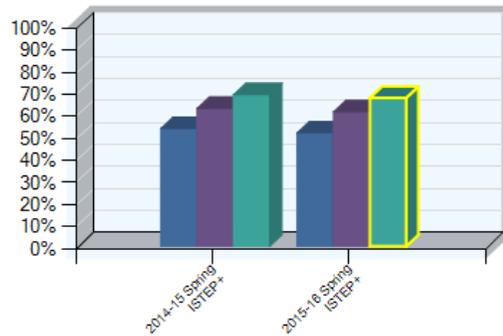
1. ISTEP+

Year: Subject: Grade:

ISTEP+ 2015-16

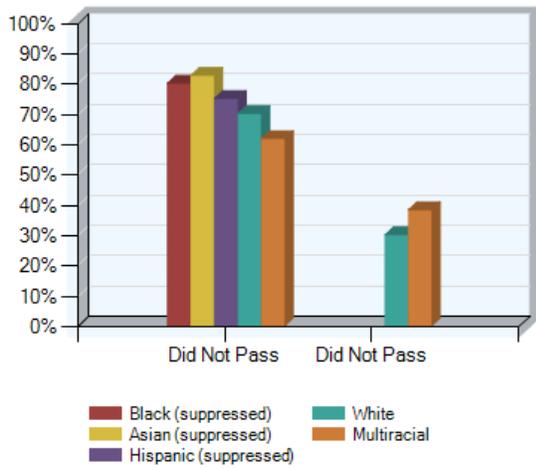


ISTEP+ Percent Passing Trend

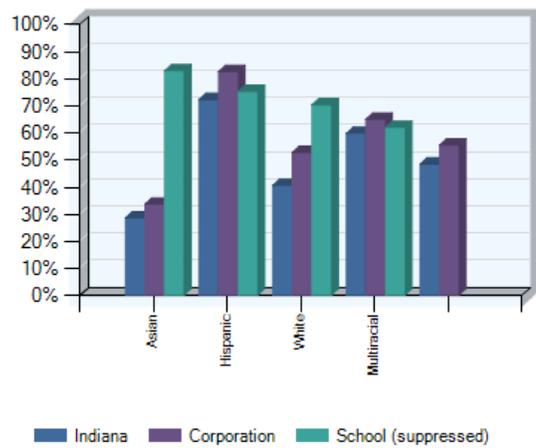


■ Indiana ■ Corporation ■ School

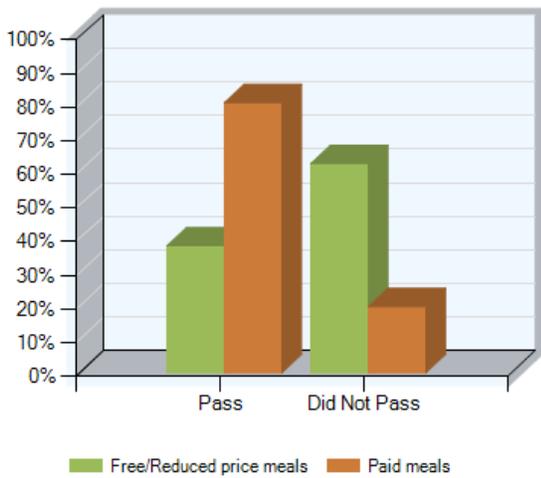
ISTEP+ 2014-15 Results by Ethnicity



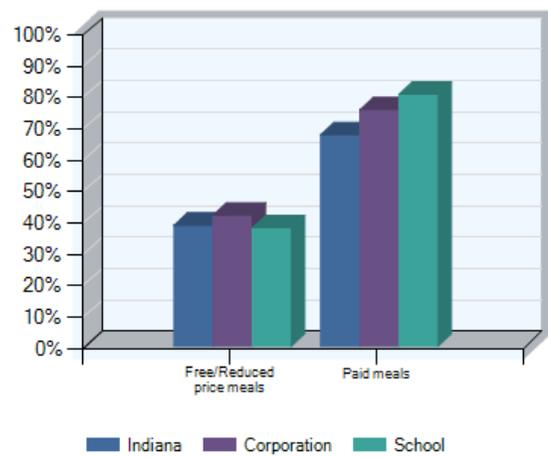
ISTEP+ 2014-15 Percent Passing by Ethnicity Compared to State Average



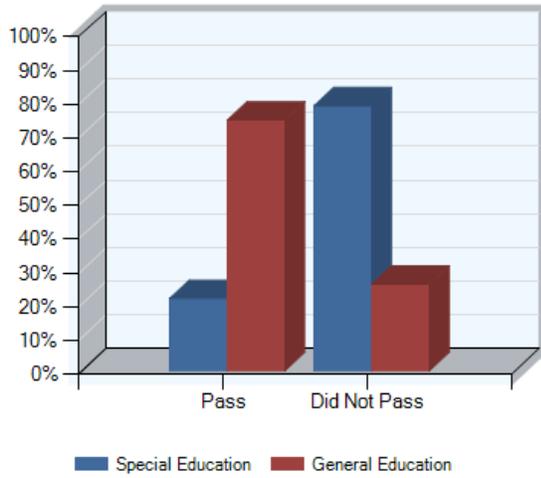
ISTEP+ 2014-15 Results by Free/Reduced Price Meals



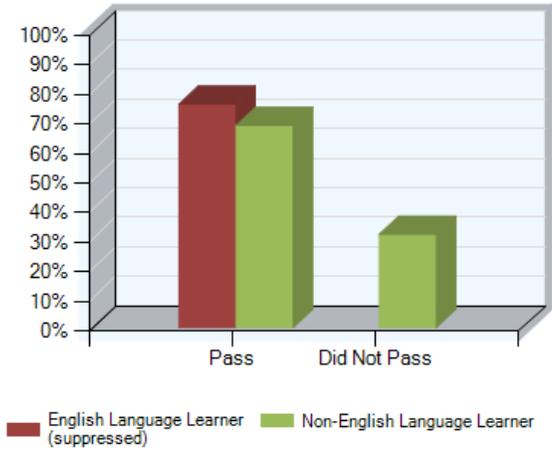
ISTEP+ 2014-15 Percent Passing by Free/Reduced Price Meals Compared to State Average



ISTEP+ 2014-15 Results by Special Education

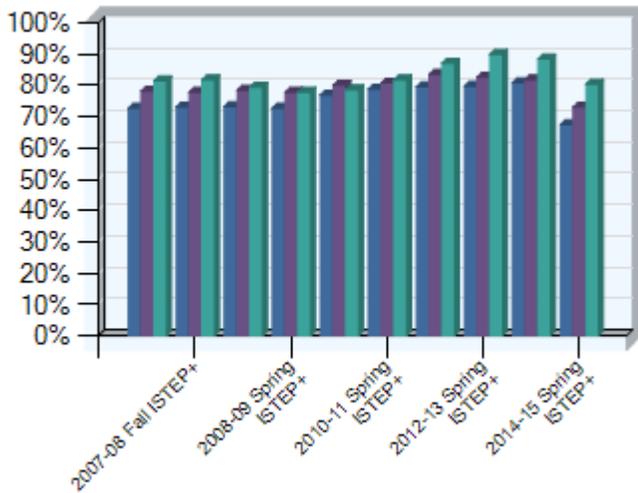


ISTEP+ 2014-15 Results by English Language Learners



**English Language Arts
Grades 7 and 8**

ISTEP+ Percent Passing Trend

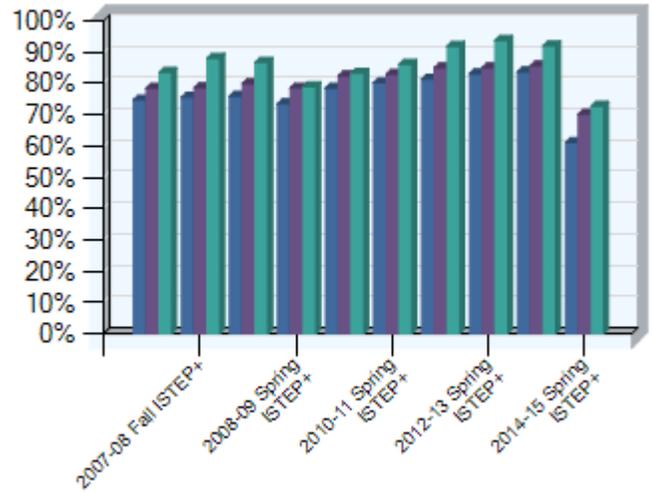


Passing Trend

2011---81.6%
 2012---86.9%
 2013---89.8%
 2014---88.3%
 2015---80.3%
 2016---79.1%

**Math
Grades 7 and 8**

ISTEP+ Percent Passing Trend

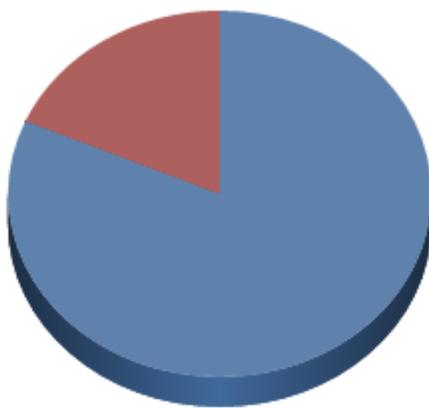


Passing Trend

2011---85.94%
 2012---91.70%
 2013---93.60%
 2014---91.8%
 2015---72.5%
 2016---71.3%

**English Language Arts
Grade 7**

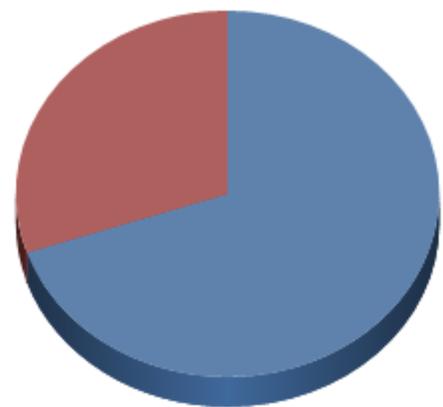
ISTEP+ 2015-16



Pass Did Not Pass

**Math
Grade 7**

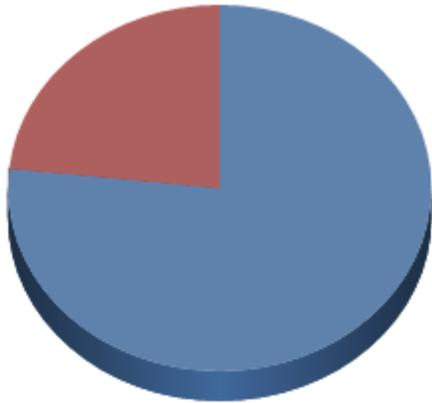
ISTEP+ 2015-16



Pass Did Not Pass

**English Language Arts
Grade 8**

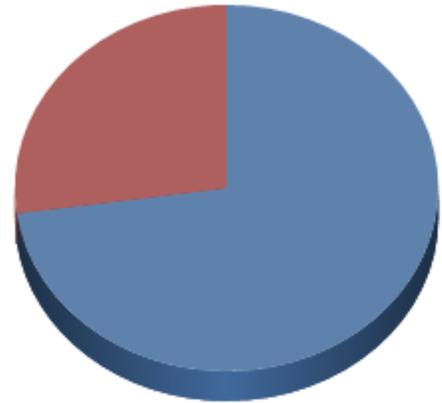
ISTEP+ 2015-16



Pass Did Not Pass

**Math
Grade 8**

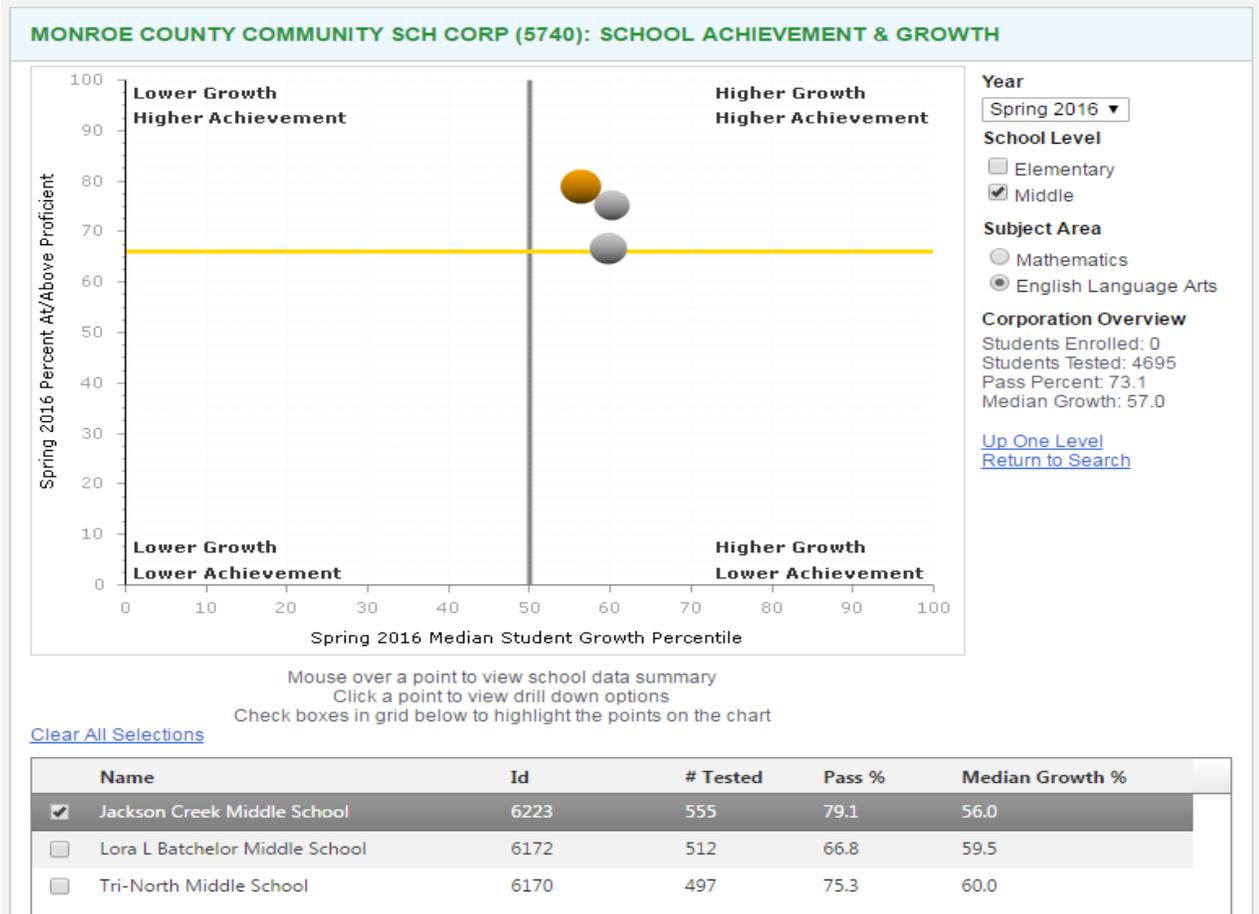
ISTEP+ 2015-16



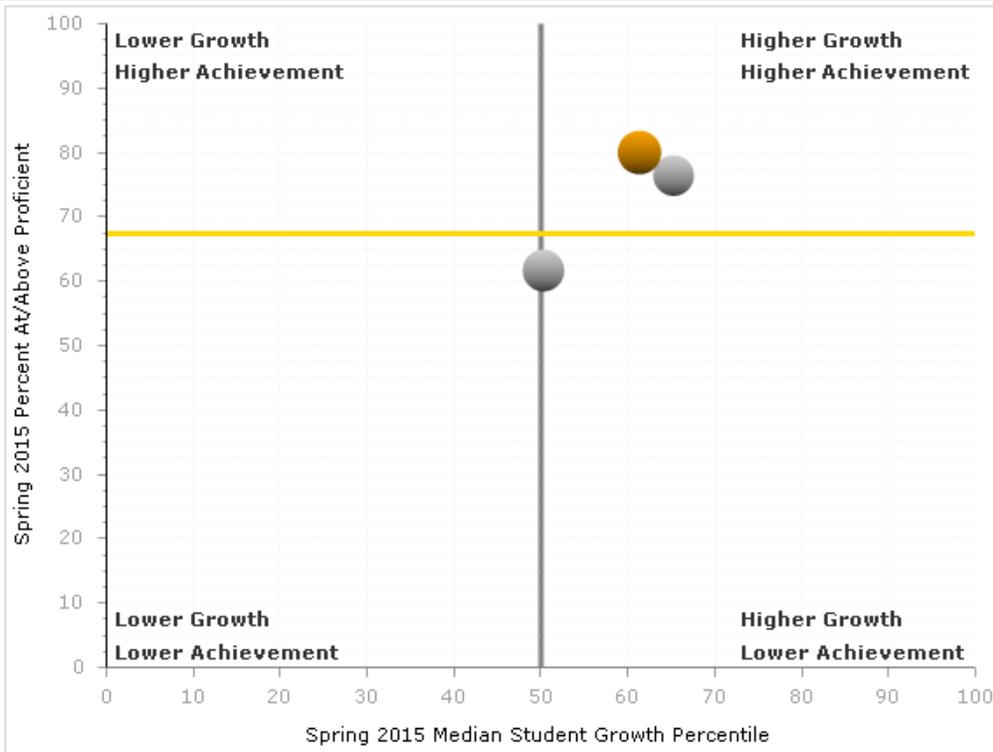
Pass Did Not Pass

B. Growth data

GROWTH MODEL / MONROE COUNTY COMMUNITY SCH CORP / SCHOOLS /



MONROE COUNTY COM SCH CORP (5740): SCHOOL ACHIEVEMENT & GROWTH



Year

Spring 2015 ▼

School Level

Elementary

Middle

Subject Area

Mathematics

English Language Arts

Corporation Overview

Students Enrolled: 0

Students Tested: 4614

Pass Percent: 72.9

Median Growth: 57.0

[Up One Level](#)

[Return to Search](#)

Mouse over a point to view school data summary

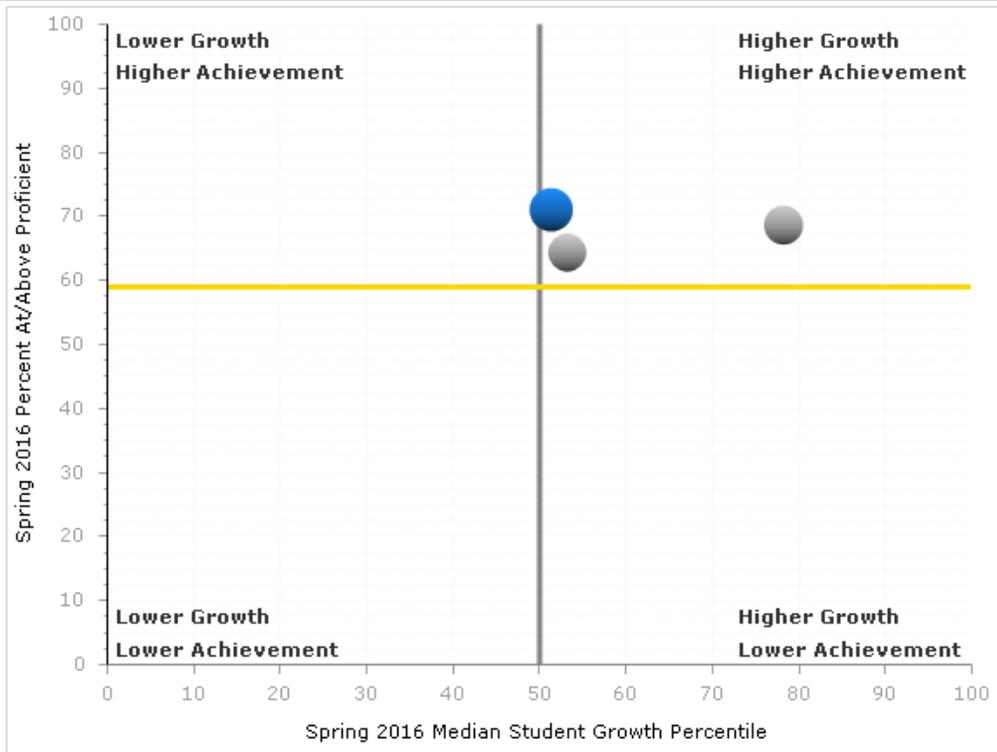
Click a point to view drill down options

Check boxes in grid below to highlight the points on the chart

[Clear All Selections](#)

	Name	Id	# Tested	Pass %	Median Growth %
<input checked="" type="checkbox"/>	Jackson Creek Middle Sch	6223	547	80.3	61.0
<input type="checkbox"/>	Lora L Batchelor Middle Sch	6172	523	62.0	50.0
<input type="checkbox"/>	Tri-North Middle School	6170	511	76.7	65.0

MONROE COUNTY COMMUNITY SCH CORP (5740): SCHOOL ACHIEVEMENT & GROWTH



Year
 Spring 2016 ▼

School Level
 Elementary
 Middle

Subject Area
 Mathematics
 English Language Arts

Corporation Overview
 Students Enrolled: 0
 Students Tested: 4749
 Pass Percent: 67.9
 Median Growth: 56.0

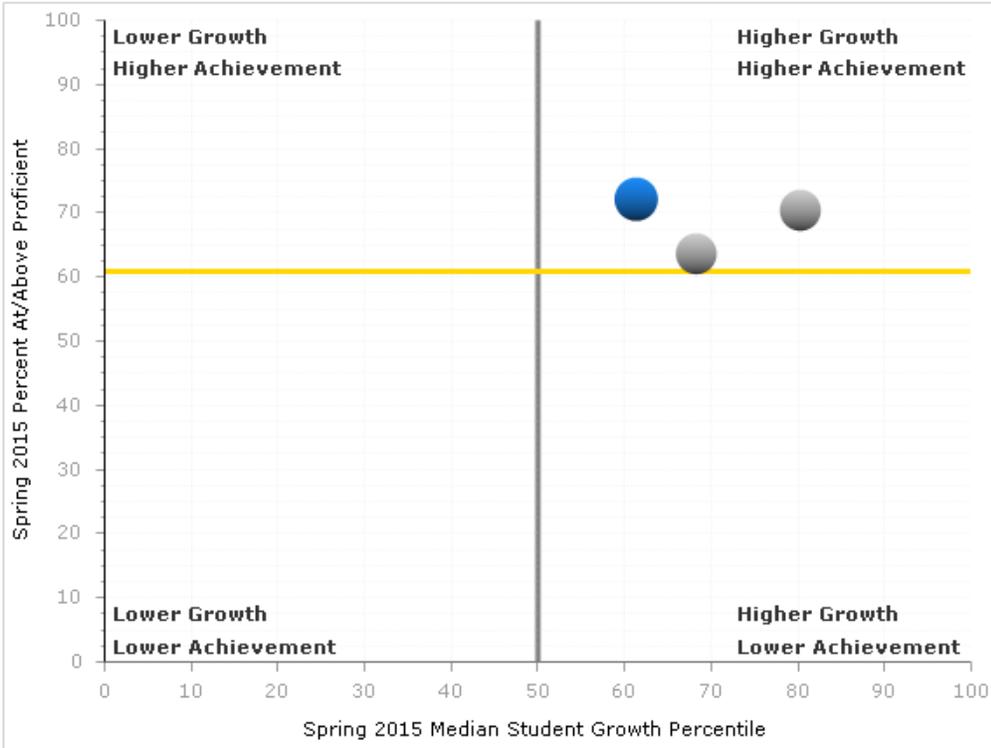
[Up One Level](#)
[Return to Search](#)

Mouse over a point to view school data summary
 Click a point to view drill down options
 Check boxes in grid below to highlight the points on the chart

[Clear All Selections](#)

Name	Id	# Tested	Pass %	Median Growth %
<input checked="" type="checkbox"/> Jackson Creek Middle School	6223	568	71.3	51.0
<input type="checkbox"/> Lora L Batchelor Middle School	6172	512	68.9	78.0
<input type="checkbox"/> Tri-North Middle School	6170	500	64.4	53.0

MONROE COUNTY COM SCH CORP (5740): SCHOOL ACHIEVEMENT & GROWTH



Year
 Spring 2015 ▾

School Level
 Elementary
 Middle

Subject Area
 Mathematics
 English Language Arts

Corporation Overview
 Students Enrolled: 0
 Students Tested: 4697
 Pass Percent: 70.0
 Median Growth: 64.0

[Up One Level](#)
[Return to Search](#)

Mouse over a point to view school data summary
 Click a point to view drill down options
 Check boxes in grid below to highlight the points on the chart

[Clear All Selections](#)

	Name	Id	# Tested	Pass %	Median Growth %
<input checked="" type="checkbox"/>	Jackson Creek Middle Sch	6223	553	72.5	61.0
<input type="checkbox"/>	Lora L Batchelor Middle Sch	6172	523	70.7	80.0
<input type="checkbox"/>	Tri-North Middle School	6170	520	63.7	68.0

C. Attendance Rate

Year: Grade:

Attendance By Grade						
Grade	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
Grade 7	96.8%	96.5%	96.8%	96.8%	97.0%	96.7%
Grade 8	96.1%	96.5%	96.0%	96.4%	96.5%	96.4%
All Grades	96.5%	96.5%	96.4%	96.6%	96.7%	96.6%

D. Data and data summary related to performance indicators other than those included in the annual performance report

E. Other information about educational programming and the learning environment including appropriate local assessments.

1. When determined appropriate through Special Education Annual Case Reviews, approximately 3-4% of our student population takes the modified IMAST or ISTAR test in place of the ISTEP+.

VI. Conclusions and Identified Goals with Action Plans

Goal # 1: Students will demonstrate an increase in combined typical and high growth in Math and Language Arts.				
Benchmark Goals:				
Smart Goal for 2017-2018: Math/Language Arts Growth on ISTEP+ will increase by 3% from the previous year				
Smart Goal for 2018-2019: Math/Language Arts Growth on ISTEP+ will increase by 3% from the previous year				
Smart Goal for 2019-2020: Math/Language Arts Growth on ISTEP+ will increase by 3% from the previous year				
Support Data	Standardized Assessments		Local Assessments	
<ol style="list-style-type: none"> 1. Failure rates 2. Student grades 3. Scale Scores 	<ol style="list-style-type: none"> 1. ISTEP 		<ol style="list-style-type: none"> 1. Locally Created Assessments 2. ALEKS 3. Rasinski Comprehension Rubric/ AIMSweb Fluency Reading Assessment 	
School-wide structures that support the attainment of the learning Goal # 2:				
Strategies to meet Goal # 2	Person(s) Accountable	Timeline-3 Year	Evidence of Attainment	

Tier I Strategies		Begin	End		Professional Development/Required Resources
Revisit guaranteed and viable curriculum in Math and Language Arts class	Classroom teachers and Interventionists	August 2017	May 2020	Student growth data on classroom performance in Math and Language Arts	Teachers will participate in PLC Meetings and Team/Department meetings to work on power standards, unpacking standards, curriculum mapping, and developing a pacing guide. Teachers will continue work being done to develop Scale Scoring to be able to most accurately assess student mastery in Power Standard areas.
Tier II Strategies	Person(s) Accountable	Timeline-3 Year		Evidence of Attainment	Professional Development/Required Resources
		Begin	End		
Low-growth students will be identified using prior ISTEP+ data for remediation	Administrators, Counselors, classroom teachers and Interventionists	August 2017	May 2020	Students show documented growth	All staff members should be familiar with creating local assessments and in how to read the data results

Tier III Strategies	Person(s) Accountable	Timeline-3 Year		Evidence of Attainment	Professional Development/Required Resources
		Begin	End		
Targeted remediation in small groups or individually will be done for students that show no growth or regression	Classroom teachers, Interventionists, and remediation aides	August 2017	May 2020	Students show growth and achievement in remediation activities and students show documented growth on local assessments	All staff members should be familiar with using locally created assessments and in how to read the data results

Research/Best Practice for Intervention:
 Buffum, Austin G., Mike Mattos, and Chris Weber. *Pyramid Response to Intervention: RTI, Professional Learning Communities, and How to Respond When Kids Don't Learn*. Bloomington, IN: Solution Tree, 2009, Print.
 DuFour, Richard. *Learning by Doing: A Handbook for Professional Learning Communities at Work*. Bloomington, IN: Solution Tree, 2006. Print.

Goal # 2: Student attendance at school will improve.					
Benchmark Goals:					
Smart Goal for 2017-2018: Final attendance report will show a .3% increase from the previous year.					
Smart Goal for 2018-2019: Final attendance report will show a .3% increase from the previous year.					
Smart Goal for 2019-2020: Final attendance report will show a .3% increase from the previous year.					
Support Data		Standardized Assessments		Local Assessments	
1. Attendance data 2. PBS/Behavior data					
School-wide structures that support the attainment of the learning Goal # 3:					
Strategies to meet Goal # 3	Person(s) Accountable	Timeline-3 Year		Evidence of Attainment	Professional Development/Required Resources
		Begin	End		
Tier I Strategies					
Promote and publicize the value of attendance and advertise start times and expectations for attendance	Entire school staff	August 2017	May 2020	Attendance data	
Tier II Strategies	Person(s) Accountable	Timeline-3 Year		Evidence of Attainment	Professional Development/Required Resources
		Begin	End		
Reward students with good attendance with various acknowledgements	Administration, counselors, attendance secretary, Social worker, classroom teachers	August 2017	May 2020	Perfect attendance lists Attendance data Attendance contracts	Check and Connect
Tier III Strategies	Person(s) Accountable	Timeline-3 Year		Evidence of Attainment	Professional Development/Required Resources
		Begin	End		
Initiate consequences and remediation for students with poor attendance	Administration, counselors, attendance secretary, social worker, probation department	August 2017	May 2020	Attendance data	Introductions and interaction with the Monroe County Probation Department Check and Connect
Research/Best Practice for Intervention: Check and Connect					



VII. Other Information

A. Status and rules to be waived.