2019-2022 School Improvement Plan

Tri-North Middle School

1000 West 15th Street
Bloomington, Indiana 47404
(812)330-7745

Building for the Future
Tri-North Middle School
Overview

Tri-North Middle School serves 570 seventh and eighth grade students residing in the northern half of Bloomington and Monroe County. Tri-North came into existence in 1984. The student population is diverse. Seventy-one percent of the Tri-North student body is Caucasian, ten percent is multi-racial, eight percent is Black, six percent is Asian, and six percent is Hispanic. The population is approximately 52 percent male and 48 percent female. Thirty-six percent of the student body receives free lunch and six percent is on reduced lunch.

The Monroe County Community School Corporation (MCCSC) is a dynamic community with broad diversity in cultures, religions, ethnic groups, and socioeconomic levels. This diversity and the school community’s commitment to quality education have made the MCCSC an educational leader in Indiana for the past 40 years. The district encompasses 342 square miles and operates three high schools, three middle schools, 14 elementary schools, and a diploma plus network secondary school. Broadview Learning Center for adult students and the Hoosier Hills Career Center for vocational training are also part of the corporation. The MCCSC is one of the largest school systems in the state of Indiana with an enrollment of approximately 11,000 students.

Bloomington, the major city and county seat of Monroe County, has a population of 82,575 while the county has a population of 141,888. Demographic figures indicate a community composed of 61 percent urban and 39 percent suburban, in both farm and non-farm settings. The state lists the Monroe County Community School Corporation as metropolitan.

The presence of Indiana University in Bloomington has many influences on the community in general and schools. Cultural, social, educational, entertainment, and recreational advantages to Tri-North clientele are a direct result of the university. Mobility, due to Indiana University and a few industries, causes approximately one-third of the community to change every four years. Another influence exerted by the presence of Indiana University is the level of education attained by parents of the students throughout the community. The occupations of parents in the Bloomington community are primarily professional, managerial, service, and skilled positions. The community has shown strong support for the public education in Monroe County with the passing of consecutive referendums in 2010 and 2017. Currently, construction is underway for a new state of the art Tri-North Middle School which is scheduled to be completed for the 2021 School year.

Mission Statement

Empowering students to maximize their educational success to become productive, responsible global citizens.

Core Beliefs and Values

Value 1: Engagement
All students can learn. We teach all students. No exceptions.
All students deserve rigorous, diverse curricular and extracurricular programs, integrated with technology. Such programs balance student’s needs and interests, resulting in high levels of student engagement, achievement and completion.

Value 2: Empowerment
All students are diverse and unique. When students are empowered, self-esteem grows.
All students’ experiences and perspectives are assets that reflect the strength of our schools and the values of our community. Such assets, when respected, nurtured and explored, promote their academic success and the success of their peers.

Value 3: Environment
All students thrive in a positive, creative and stimulating learning and working environment.
All employees excel in a culture actively supported by professional development opportunities. Highly trained, highly valued teachers and staff are pivotal to the continuous improvement and success of our students. All students deserve, and we will provide, a healthy, safe and secure learning environment.

Summary of Core Curricula

The focus of the professional development at Tri-North Middle School (TNMS), with the emphasis on the Professional Learning Communities model, supports the achievement of Indiana academic standards. The PLC model is a corporation-wide initiative to ensure that the faculty is working as a collaborative team to present consistent, essential materials systematically to the students and is focusing on four critical questions and key concepts:

3 Big Ideas

1. Ensuring that students learn
2. A culture of collaboration
3. A focus on results

The Four Critical Questions of Learning

1. What is it we expect them to learn?
2. How will we know when they have learned it?
3. How will we respond when they don’t learn?
4. How will we respond when they already know it

Instructional Strategies

Teachers at Tri-North work collaboratively as departments during the professional development time each Wednesday, and frequently during their daily, common planning time. This time is used to answer the four critical questions as they develop common instructional strategies and assessments that support the achievement of the Indiana academic standards.

Our building level professional development focus is The Art and Science of Teaching and John Hattie’s high leverage strategies ensuring that our practices our high yield practices.

In addition, Students are assigned to help sessions for specific work during TIE. Students with missing assignments are automatically assigned to TIE for homework assistance. Missing homework lists and assignments are provided for each student. Students also can work on enrichment activities and utilize a quiet reading area during TIE. A weekly schedule of these opportunities is available and posted. Every department has scheduled priority days to help ensure that the department sees specific students if needed.

Summary of Formative and Summative Assessments

In addition to ILearn, I-AM, & WIDA, Tri-North Middle School uses common formative and summative assessments to guide instructional process. Other assessments used to inform instruction and intervention Fountas & Pinnell LLI, Nat Geo Focus and Exact Path.
List of Other Programs for Students (Schoolwide or Targeted to Specific Groups of Students)

Tri-North has always been a culturally diverse population and has consistently worked to be a culturally responsive to all students. The school has numerous culturally sensitive units in the English/language arts classes for both seventh and eighth grade. Yearly, the faculty is trained to increase competence with English language learners, minorities, and students with special needs. The corporation has focused on Diversity and Inclusion to ensure all students are provided a safe, respectful learning environment. The curriculum office has hired a Diversity and Inclusion coordinator to ensure that all schools are equipped to support the diverse populations of our community. District Level Professional Development was completed in August of 2017 with a keynote presented by Dr. Derek Greenfield. The book study was completed in the 2017-18 school year by all faculty members. “Closing the Attitude Gap” by Dr. Baruti Kafele was the title in focus and reviewed in a systemic manner. Teachers were required to develop a SMART Goal that pertains to their classroom for the 2018-19 school year.

The administrators, counselors, and teachers are also taking a pro-active approach to bullying and incorporating those lessons in convocations, counseling sessions with students, classes, and the use of mediation personnel from the community. Restorative practices, PBIS, and trauma informed educational practices are components of the MCCSC comprehensive anti-bullying plan. MCCSC received a grant from Eli Lilly to support full implementation of The Second Steps curriculum. The commitment of MCCSC is demonstrated by full implementation of this evidence-based learning program.

Students in the Monroe County Community School Corporation who have limited English proficiency receive services through an ELL (English Language Learners) class and/or ELL resource class. Presently, Tri-North has two ELL English classes and three class periods of ELL resource. Approximately four percent of the population receives English Language Learner services.

The curriculum includes many course opportunities for high ability students in English, math, science and social studies, as well as art, physical education, and music. All three middle schools have courses for high ability students at each grade level. Approximately twenty percent of the population takes high ability course work in English, science, and social studies; approximately twenty-six percent of the population takes high ability course work in mathematics. High ability professional development opportunities are offered yearly. The school corporation sustains a high ability coordinator to monitor the program and collaborate with the teachers who teach the high ability classes.

Summary of Teacher and Staff Learning Opportunities

Monroe County Community School Corporation provides ongoing high-quality professional development. Twice a year, all staff members participate in day long PD on a variety of topics. In addition, staff meetings, quarterly central office meetings and special education meetings, conferences and Safe Schools provide ongoing education and support for our learning community. Most recent focus has been social and emotional learning, equity and inclusion and evidence-based reading instruction.

The Monroe County Community School Corporation is committed to the professional learning communities (PLC) practices. Starting back in 2010, all principals, school board members, and two MCEA representatives (teachers’ association) were provided comprehensive training in these practices. Several PLC-focused speakers have presented at corporation-wide professional development each year. Tri-North Middle School staff members participate in these communities within the school and among the greater MCCSC learning community.
The Art and Science of Teaching (ASOT) by Robert Marzano is a book read and discussed by our staff as a part of our professional development. This work was completed during faculty meetings and some PLC sessions in the 2015-16 & 2016-17 school years. We will continue our focus on aligning our curriculum with the Indiana academic standards as we continue to become a true Professional Learning Community. Future professional development will focus on co-teaching for general education and special education instructors. Cultural competency professional development will be ongoing for the 2017-18 school year.

Summary of Teacher and Staff Coaching and Evaluation Model

The Marzano Focused Teacher Evaluation Model is observer and teacher-friendly; it utilizes a systematic, step-by-step approach for observation to improve inter-rater reliability. The model is comprised of four domains, or areas of expertise, designed to progressively guide a teacher from planning, to implementation of instructional strategies, to awareness of conditions for learning in the classroom, and to professional responsibilities. Critical to the model is not only teacher use of instructional strategies, but also monitoring of learning through student evidences. These evidences become the measure for determining the effect of teachers’ use of instructional strategies. The design of the Focused Model integrates the four domains, or areas of expertise, into a framework for classrooms to establish:

Domain 1 addresses what teachers do in the classroom. It reflects the intricacy of what happens during any given lesson and the natural flow of activities. The model is based on the premise that lessons are constructed with multiple parts and that each part of a lesson has distinct characteristics, routines, and processes.

Domain 2 focuses on planning and preparing for units of instruction and lessons within units. Because these elements are directly related to Domain 1, the better a teacher prepares, the more effective are his or her instructional choices.

Domain 3 addresses deliberate practice. It encourages teacher self-reflection in the areas of evaluating personal performance and developing and implementing a professional growth plan.

Domain 4 is the backdrop for the other domains and encourages a supportive culture. It addresses collegiality and professionalism, emphasizing opportunities to observe and discuss strategies.

(\texttt{http://www.marzanoevaluation.com})

Summary of Key Family and Community Engagement Strategies

Tri-North’s Parent/Teacher Organization (PTO) has been a supportive and active organization. Through concession stand profits, dining partner fundraisers, donations, student dances and spirit wear sales, the PTO raises $15,000 yearly to put back into the school. The PTO has also dramatically increased parent volunteerism. Parents help in the library, work the concession stand, provide financial support for the student rewards system, sponsor and work at orientations, and support teachers with classroom materials and recognition luncheons. Tri-North parents are very involved with their children and are committed to their success. They attend extracurricular activities and concerts, open houses, sixth grade orientation, and participate in community events representing Tri-North.

Parent/teacher conferences, website, email, and telephone calls are numerous each year. Through Skyward technology, parents also have constant access to grades, assignments, attendance, and lunch accounts. At the seventh-grade orientation, held before the start of school, 85 percent of the students attended. Fall Open House always has a strong parent showing. Tri-North Welcome Night, sponsored by the PTO, is held annually.
in the spring for the incoming seventh grade. All children and their families are invited for dessert, musical entertainment by the student body, and introductions to numerous activities. The building is open the remainder of the evening to allow parents and students the opportunity to meet teachers and ask questions. The Eighth Grade Promotion Ceremony is the year ending activity which is a celebration of our students’ achievement during middle school.

List of Community Partners

Crestmont Boys & Girls Club
Banneker Center for Youth
Bloomington Blues Conference
Bloomington Urban Enterprise Association
Cook Medical Supply
Foundation of Monroe County Schools
Franklin Initiative
Global Citizens Empowerment, INC
Lilly Endowment
Indiana University School of Education
Indiana University School of Public and Environmental Affairs
IU Health
Ivy Tech
Monroe County School Foundation
Tri-North Middle School PTO
**Targets for Improvement Strategies**

**Attendance**

Attendance continues to be an area of focus. The rate for 2018-2019 was 96.0 percent showing a slight increase over the previous year.

<table>
<thead>
<tr>
<th>Year</th>
<th>12-13</th>
<th>13-14</th>
<th>15-16</th>
<th>16-17</th>
<th>17-18</th>
<th>18-19</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rate</td>
<td>95.90%</td>
<td>96.30%</td>
<td>96.00%</td>
<td>95.40%</td>
<td>95.30%</td>
<td>96.00%</td>
</tr>
</tbody>
</table>

**Goal**

- 2019-20 Student attendance rate will increase by 1.0% to 97.0%
- 2020-21 Student attendance rate will increase by 1.0% to 98.0%
- 2021-22 Student attendance rate will increase by .5% to 98.5%

**Strategies**

**Tier 1**
1. Communicate Expectations
   - Indiana Code 20-33-2 Compulsory School Attendance
   - IDOE Guidelines
2. Social/Emotional Learning
3. Positive Behavior Supports and Rewards
4. Celebrations for perfect attendance
5. Incentives and rewards

**TIER 2** Missing more than 10%, but less than 20%
1. Educate students and parents
   - Benefits of daily school attendance.
   - Risks associated with poor school attendance.
   - IDOE FAQ
2. MCCSC Canvas Course
3. Information letter about attendance with resources
4. Parent Conference
5. Attendance Contract
6. TIE Session 2X/Month

**Tier 3** Missing more than 20%
1. Middle School Mentor-Partnership with Centerstone
2. Social Worker–weekly check-ins and daily calls
Math ISTEP+/ILEARN Proficiency

<table>
<thead>
<tr>
<th></th>
<th>ISTEP+ 14-15</th>
<th>ISTEP+ 15-16</th>
<th>ISTEP+ 16-17</th>
<th>ISTEP+ 17-18</th>
<th>ILEARN 18-19</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>70.7</td>
<td>64.4</td>
<td>54.8</td>
<td>60.2</td>
<td>66.0</td>
</tr>
<tr>
<td>General Education</td>
<td>81.4</td>
<td>74.3</td>
<td>61.2</td>
<td>65.4</td>
<td>70.1</td>
</tr>
<tr>
<td>Special Education</td>
<td>18.6</td>
<td>25.7</td>
<td>15.3</td>
<td>18.2</td>
<td>N</td>
</tr>
<tr>
<td>Limited English Proficiency</td>
<td>62.5</td>
<td>66.7</td>
<td>55</td>
<td>60.5</td>
<td>E</td>
</tr>
<tr>
<td>Paid Lunch</td>
<td>75.9</td>
<td>74.3</td>
<td>66.2</td>
<td>76.8</td>
<td>W</td>
</tr>
<tr>
<td>Free &amp; Reduced Lunch</td>
<td>39.4</td>
<td>44.5</td>
<td>33.7</td>
<td>35.6</td>
<td>38.4</td>
</tr>
<tr>
<td>Black</td>
<td>29.4</td>
<td>28.9</td>
<td>41.9</td>
<td>T</td>
<td></td>
</tr>
<tr>
<td>Asian</td>
<td>89.7</td>
<td>76.9</td>
<td>85.2</td>
<td>91.4</td>
<td>E</td>
</tr>
<tr>
<td>White</td>
<td>68.3</td>
<td>68.4</td>
<td>58.7</td>
<td>64.4</td>
<td>S</td>
</tr>
<tr>
<td>Multiracial</td>
<td>39.4</td>
<td>54.8</td>
<td>40</td>
<td>50</td>
<td>T</td>
</tr>
<tr>
<td>Hispanic</td>
<td>**</td>
<td>57.1</td>
<td>**</td>
<td>35.5</td>
<td></td>
</tr>
</tbody>
</table>

Goal

2019-20 Sixty-four percent of students in Grade 7 will demonstrate proficiency on ILEARN. 2019-20 Seventy percent of students in Grade 8 will demonstrate proficiency on ILEARN.

Strategies

Tier 1
1. CMP3 Math Program- Inquiry-Based Instruction That Connects Mathematical Ideas.
2. Review and modify current curriculum/pacing guide to reflect updated IDOE guidance documentation.

Tier 2
1. Intervention-TIE Intervention groups-meet twice a week for 35 minutes. Students are identified for reteaching, intervention and enrichment.
2. Enrichment- Math 7+ is a class offered to students that are identified as above grade and capable of maintaining an advanced pace as identified by iLearn, Exact Path and teacher recommendation.
3. Enrichment- High School credit classes are offered for students who have demonstrated mastery of middle level skills.
4. Intervention- Two period Pre-Algebra- Eighth grade students in need of remediation of prerequisite skills.
5. 

Tier 3
1. Intervention- Math Success-General Education students are assigned to an intense intervention period.
2. Intervention- Two period Pre-Algebra- Eighth grade students in need of remediation of prerequisite skills.
<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>3.</td>
<td>Intervention-Practical Skills Math-Small classroom setting. Practical skills math used in daily life.</td>
</tr>
<tr>
<td>4.</td>
<td>Enrichment-Students are provided the opportunity to take Advanced High School Math Courses.</td>
</tr>
<tr>
<td>Goal</td>
<td>2019-20 Sixty-four percent of students in Grade 7 will demonstrate proficiency on ILEARN. 2019-20 Seventy percent of students in Grade 8 will demonstrate proficiency on ILEARN.</td>
</tr>
<tr>
<td>---------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| **Tier 1**                                                         | 1. Corporation level review and modification of the current curriculum/pacing guide to reflect updated IDOE guidance documentation.  
2. School-wide emphasis on informational text: comprehension, application and response with supporting evidence.  
3. Administer common formative assessments. Use data to evaluate teaching effectiveness and student learning. |
| **Tier 2**                                                         | 1. Intervention- TIE Intervention groups-two times a week for 45 minutes students are identified for reteaching, intervention and enrichment.  
2. Intervention-One ELA teacher is identified as interventionist. This teacher works with struggling students to master academic skills and standards in small group setting.  
3. Enrichment-High Ability Clusters-Students are scheduled in grade level classes. These students receive a more challenging modified curriculum designed.  
4. Enrichment-ALPS ELA-Students identified as gifted are offered the opportunity to be in an advanced grade level class. Assignments are routinely designed as DOK 4. |
| **Tier 3**                                                         | 1. Intervention-Language Lab-Students in need of reading intervention are assigned to an intensive reading intervention for one period a day.  
2. Intervention-IRI or Intense Reading Intervention (1 or 2 period)-Students with an Individualized Education Plan may be identified for this class which focuses on improving reading comprehension and fluency. |
Social Emotional Learning (SEL)

MCCSC has adopted a comprehensive approach to social and emotional learning will result in improved academic achievement, attendance, and student self-regulation. Our students will be college, career, and life ready.

SEL at Tri-North

MCCSC adopted Second Steps which is a curriculum rooted in social-emotional learning. The lessons are designed to help address the unique needs of students at each level, support a growth mindset and empower students to navigate the challenges of adolescence in a positive and productive manner. Tri-North has identified period 5 as the homeroom. During this period teachers share lessons, games, and discussions designed to address the unique needs of middle school students.

<table>
<thead>
<tr>
<th>Goal</th>
<th>Strategies</th>
</tr>
</thead>
</table>
| Tier 1 | 1. SEL- Second Step Curriculum is implemented school-wide.  
2. Bully Prevention-Counseling department provides lessons throughout the year.  
3. Middle Way- Middle Way provides week long training and discussion about bullying, healthy relationships, identifying and avoiding at-risk or unhealthy relationships. |
| Tier 2 | 1. Intervention- TIE groups. Social services work with small groups on a variety of topics such as academic success, study skills, attendance, healthy peer interactions, grief and equity.  
2. Intervention-Homework help. Teachers and para educators provide one on one support for students after school.  
3. Intervention-Social Skills Training- Social worker or counselors work with classrooms identified as generally disruptive and/or disrespectful.  
4. Intervention-Backpack Buddies-Counselors oversee the distribution of weekly food provisions.  
5. Intervention-Counselors use a variety of strategies, such as Circles and conflict mediation.  
6. Intervention-Reset Room-Students struggling to participate in class in a respectful and productive manner may select or be sent to the Reset Room. Students reflect on the situation and their response. Students are allowed to return to class when both the supervisor and student agree they are ready to participate in a positive manner. |
| Tier 3 | 1. Intervention-Individual meetings include counseling, academic support, restorative conversations, and connecting families to outside resources.  
2. Intervention-Middle School Mentor-Students are supported for a variety of needs based on the identification by the Student Assistance Team. The mentors work with student and families to facilitate the identification of strategies and outside resources. |
Positive Behavior Support System

Positive Behavior Intervention/Instruction System is an evidenced based framework for supporting positive choices and behaviors rather than focusing on response and discipline. Students are taught expected behaviors across typical school settings. Positive behavior is rewarded and celebrated. “The broad purpose of PBIS is to improve the effectiveness, efficiency and equity of schools and other agencies. PBIS improves social, emotional and academic outcomes for all students, including students with disabilities and students from underrepresented groups.”(https://www.pbis.org/)

Tri-North PBIS

Tri-North began our PBIS journey during the 2017-18 School Year. Year one is readiness evaluation and planning. In the fall of 2018-19 School Year, the Tri-North faculty reviewed and revised the Tri-North Trojan ARMOR Code. The ARMOR Code is a set of norms or practices that we want all students to develop during their two years at Tri-North Middle School. The Code has become our common language. We believe this CODE promotes the attributes that will allow our students to contribute to the greater community as responsible, positive and productive citizens.

People and Animal Learning Services (PALS)

Tri-North is partnered with PALS (People and Animal Learning Services) in Bloomington to participate in their program called EQUIPT. This is a program that has the goal of increasing the participants ability to articulate emotions and to identify ways that that their emotions and responses can impact others. These goals are achieved thru the relationship, care of and interactions with the horses at the PALS facility.

Tri-North Middle School will be taking 10 students during the fall semester to the PALS facility for 8 weeks. These 8 weeks will be focusing on many topics like boundaries, leadership, addressing challenging situations and nonverbal communication.
# Student Demographics

<table>
<thead>
<tr>
<th></th>
<th>SY18-19</th>
<th>Percentage</th>
<th>SY17-18</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>All students</strong></td>
<td>570</td>
<td></td>
<td>546</td>
<td></td>
</tr>
<tr>
<td><strong>Male</strong></td>
<td>297</td>
<td>53.1%</td>
<td>299</td>
<td>54.8%</td>
</tr>
<tr>
<td><strong>Female</strong></td>
<td>273</td>
<td>47.9%</td>
<td>247</td>
<td>45.2%</td>
</tr>
<tr>
<td><strong>American Indian or Alaska Native</strong></td>
<td>0</td>
<td>0.0%</td>
<td>1</td>
<td>0.0%</td>
</tr>
<tr>
<td><strong>Asian</strong></td>
<td>34</td>
<td>6.0%</td>
<td>37</td>
<td>6.8%</td>
</tr>
<tr>
<td><strong>Native Hawaiian or other Pacific Islander</strong></td>
<td>0</td>
<td>0.0%</td>
<td>1</td>
<td>0.0%</td>
</tr>
<tr>
<td><strong>Black or African American</strong></td>
<td>43</td>
<td>7.5%</td>
<td>38</td>
<td>7.0%</td>
</tr>
<tr>
<td><strong>Hispanic or Latino</strong></td>
<td>35</td>
<td>6.1%</td>
<td>33</td>
<td>6.0%</td>
</tr>
<tr>
<td><strong>White</strong></td>
<td>404</td>
<td>70.9%</td>
<td>380</td>
<td>69.6%</td>
</tr>
<tr>
<td><strong>Two or more races</strong></td>
<td>54</td>
<td>10.0%</td>
<td>56</td>
<td>10.3%</td>
</tr>
<tr>
<td><strong>Exceptional Learners</strong></td>
<td>79</td>
<td>14.3%</td>
<td>72</td>
<td>13.2%</td>
</tr>
<tr>
<td><strong>English Learners</strong></td>
<td>21</td>
<td>3.7%</td>
<td>22</td>
<td>4.0%</td>
</tr>
<tr>
<td><strong>Qualify for Free or Reduced Priced Meals</strong></td>
<td>205</td>
<td>36.0%</td>
<td>228</td>
<td>41.8%</td>
</tr>
<tr>
<td><strong>Homeless Students</strong></td>
<td>0</td>
<td>0.0%</td>
<td>0</td>
<td>0.0%</td>
</tr>
<tr>
<td><strong>Migratory Students</strong></td>
<td>0</td>
<td>0.0%</td>
<td>0</td>
<td>0.0%</td>
</tr>
</tbody>
</table>