Hanover Central Middle School

School Improvement Plan

2013 – 2016

Introduction:

Hanover Central Middle School is located in Lake County in Northwest Indiana and is a community school district for Hanover township which includes portions of Cedar Lake, St. John, and Dyer Indiana. After many years of sharing a building with Hanover Central High School, in August of 2012 the middle school moved to a brand new building just south of Cedar Lake, Indiana.

HCMS includes 530 students in grades six through eight. The various demographic break downs are illustrated below.
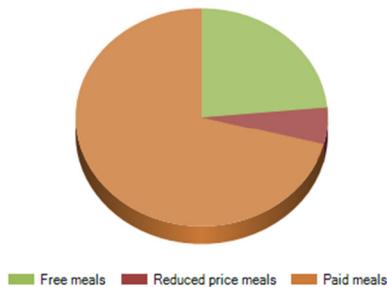
Enrollment 2012-13 by Ethnicity

- American Indian
- Asian
- White
- Multiracial
- Black
- Hispanic
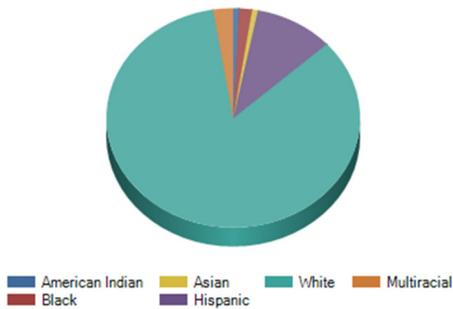
Enrollment 2012-13 by English Language Learners

- English Language Learner
- Non-English Language Learner

Enrollment 2012-13 by Free/Reduced Price Meals

- Free meals
- Reduced price meals
- Paid meals

Enrollment 2012-13 by Special Education

- Special Education
- General Education
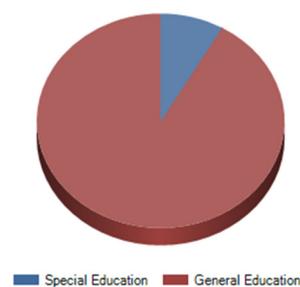
Hanover Central Middle School is currently not in compliance with Indiana expectations for middle school curriculum offerings as laid out by **511 IAC 6.1-5-3.6.** This is a result of limitations in staffing and scheduling that have largely gone unaddressed due to significant turnover in school leadership. Currently, students electing to take band or choir are not getting any physical education or career and technical education, a few students are not getting any visual arts or music and none of the students are getting health and wellness except when some of those standards are imbedded in other parts of the curriculum, such as science and family and consumer science. A plan is in place to correct this in the 2014-15 school-year.

Each student at HCMS receives daily instruction in math, English, reading, science and social studies. There is one period a day where the students can select band, chorus or a set of rotation classes. The rotation classes include nine weeks each of physical education, visual art, family and consumer science and computer applications. Since the art teacher is not available during the last rotation period that rotation is replaced with a study hall.

In addition to ISTEP+, HCMS gathers achievement, progress and growth data using NWEA, ACT Explorer and the Algebra I End-of-Course exam for the 8th grade Honors Algebra I class. Honors classes are available in math, reading and English at all three grade levels. Many of our struggling students, including some IEP students, benefit from special classes that modify the pace of material and have extra support with at least one paraprofessional working with those teachers.

Data:

ISTEP 2013 Overall Results

Grade	% Pass Both ELA & Math	% Pass ELA	% Pass Math
All	71.2	79.4	80.1
6th	72.2	79.4	83
7th	66.9	76.6	73.9
8th	74.6	82.2	83.4

ISTEP 2013 Grade Level Trends

All Students	% Pass English/Language Arts				
Grade	2009	2010	2011	2012	2013
6	79.5	76.1	78.2	82.7	79.4
7	81.1	79.3	83.2	78.1	76.6
8	77.1	77.6	80.5	80.6	82.2
Overall	79.3	77.8	80.5	80.5	79.4

All Students	% Pass Math				
Grade	2009	2010	2011	2012	2013
6	74.7	76.2	85.1	77.5	83
7	82.4	77.1	75.5	81.8	73.9
8	74.3	87.4	77.5	84.4	83.4
Overall	77	80	79.6	81	80.5

ISTEP 2013 Age group Comparisons

All Students	English/Language Arts		
Year	2011	2012	2013
Class of 2019	85.7	81.3	79.4
Class of 2018	84.1	82.7	76.6
Class of 2017	78.2	78.1	82.2

All Students	Math		
Year	2011	2012	2013
Class of 2019	79.9	84.3	83
Class of 2018	86.4	77.5	73.9
Class of 2017	85.1	81.8	83.4

ACCOUNTABILITY DATA

2013 Elementary/Middle School Model-Student Report

Hanover Community School Corp (4580)

Hanover Central Middle School (3784)

Summary Data

English/Language Arts

	Performance	Bottom 25% with High Growth	Top 75% with High Growth	Overall Group with Low Growth	Bottom 25% Participation	All Remaining Participation
Numerator	404	37	91	214	129	397
Denominator	512	128	364	492	130	401
Percent	78.9%	28.9%	25.0%	43.5%	99.2%	99.0%

Math

	Performance	Bottom 25% with High Growth	Top 75% with High Growth	Overall Group with Low Growth	Bottom 25% Participation	All Remaining Participation
Numerator	411	27	50	260	129	400
Denominator	514	124	371	495	130	401
Percent	80.0%	21.8%	13.5%	52.5%	99.2%	99.8%

A-F Accountability Grade resulting from the 2013 ISTEP is a D.

Current Educational Programming:

Parental Participation in the School

Parental involvement in the school and the education of their children takes many forms:

1. An active PTSO has a small percentage for membership but are very visible and active in the school and at school functions
2. We use Blackboard Connect for mass communication with parents when needed.
3. Parents have real time access to their children's performance at school through the Power School parent portal.
4. Teachers make many individual parent contacts to involve them in the educational process.
5. Teams will bring in parents during team meeting times when addressing interventions for students struggling academically or behaviorally.

Technology as a Learning Tool

Hanover Central Middle School is well equipped with technology for meeting the digital expectations of 21st century teaching and learning. Each teacher has a laptop to model for the students what digital citizenship is like in a wireless, mobile environment. Many classrooms allow and encourage students to take advantage of their "smart" handheld devices to support their learning. There are two computer labs, a mobile laptop lab and 64 desktop units in the media center resulting in 139 total computers available for student use with long range plans to pursue a 1:1 environment. Each classroom in equipped with a Smart Board, projector and audio system to support the teachers' use of digital resource for instruction.

Safe and Disciplined Learning Environment

Safety procedures and policies at HCMS are continually examined for improvement under the direction of the School Resource Officer (SRO). The SRO has offices in both the middle school and the high school and dedicates at least one day a week at the middle school. An agreement has recently been reached and the financial resources have been obtained to add off-duty police officer presence at each building in the district on a part-time basis. This will free up additional time that the SRO can spend at the middle school.

Each staff member is provided with a handbook that includes a detailed Emergency Response Plan. Safety drills of various types, including fire, tornado, intruder/lock down, bus evacuation, and earthquakes are conducted on a regular basis with the fire drills being observed and evaluated by the local fire department. Canine searches take place at HCMS

usually twice a year. Entry to the building is controlled by a system where only the main doors can be entered during the school day and visitors are restricted to an entry foyer by additional locked doors until acknowledged and granted access by office personal. All other exterior doors remain locked during regular school hours.

A school nurse is available full-time during the school day that takes care of sick and injured children along with overseeing vision/hearing testing and making sure student vaccinations are up to date. A procedure is in place allowing for students to report threats and bullying anonymously and reported issue are quickly handled and resolved. All classrooms are equipped with telephones and intercom call buttons providing quick access to appropriate personnel when assistance is needed. Key personnel carry radios at all times.

The assistant principal is the building-level safety coordinator and serves as part of the larger corporation safety team that meets regularly with local police and fire departments. He is also the primary contact for the classroom teachers when assistance is needed in maintaining a disciplined classroom environment. Each student is issued a handbook that outlines the school's expectations for conduct and the consequences that can be imposed if they are not meeting those expectations. A disciplinary Guidelines chart at the end of the handbook makes it easy to assign consequences in a fair and consistent manner.

Professional Development

Directly related to the turnover in leadership in recent years, professional development at HCMS has been limited, sporadic and unfocused. By far the main professional development has been that which the teachers have sought on their own time and at their own expense. A few teachers have been sent to various workshops but in-house professional development opportunities have been limited. The current school year has seen a slight improvement in this area as groups of teachers are being provided release time to work on the corporation technology design team and teacher evaluation design team along with building level projects on curriculum mapping and the AdvancED self-assessment. The new principal has made an effort since the beginning of the 2012-13 school-year to provide frequent suggestions of strategies for the teachers in the areas of instructional, classroom management, and technology integration along with arranging for some summer training on Smart Boards. Additional support and training is needed in helping the teacher to provide authentic engagement in the classroom though differentiated instruction, cooperative learning and technology integration.

Student Achievement Objectives/Goals

Attendance

Attendance at HCMS has consistently remained above the minimum target of 95% and has shown a slow but consistent improvement since 2007-08 as seen in the chart below. Numerous

procedures are in place to support the parents in their efforts to keep their children in school on a regular basis. Letters are sent home after 5 days of countable absences. Another letter is sent home after 8 days of countable absences with a request for a conference. After 10 days of countable absences the Lake County Juvenile Court division is notified and the probation officer then assists the families in finding ways to improve their child's attendance.

Attendance By Grade

Grade	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
Grade 6	94.3%	96.1%	96.6%	95.7%	96.8%	97.0%	97.0%
Grade 7	97.9%	95.5%	95.8%	96.3%	95.8%	97.0%	96.9%
Grade 8	97.6%	96.1%	95.5%	96.0%	96.6%	96.0%	96.7%
All Grades	96.6%	95.9%	96.0%	96.0%	96.4%	96.7%	96.9%

Percent of Students Meeting Academic Standard on ISTEP

HCMS has a history of consistently performing above the State average on ISTEP with pass rates always in the upper 70 or lower 80 percent pass range as shown in the chart below. The staff supports the School Improvement Team's desire to establish goals, strategies and intervention to break away from this stagnation. Of even greater concern is the high level of low growth from the 2013 ISTEP with 43.5% of all students showing low growth in ELA and 52.5% showing low growth in math.

ISTEP 2013 Grade Level Trends

All Students	% Pass				
Year	2009	2010	2011	2012	2013
Math	77	80	79.6	81	80.5
ELA	79.3	77.8	80.5	80.5	79.4

Specific Areas Where Improvement is Needed Immediately

1. The primary reason for our A-F Accountability grade of D is a result of a penalty point in both math and ELA due to high levels of low growth overall.

2. Our secondary area of concern is the performance stagnation around the 80% pass rate.

Benchmarks for Progress

1. Improve student growth to eliminate low growth penalty points by the 2014 ISTEP.

2. Pass rate target goals for each of the next three years:
       2014 – 81%
       2015 – 82%
       2016 – 83%

Proposed Interventions and Time Line

See Appendix for main interventions in the areas of curriculum and instruction.

In addition to the curriculum and instruction interventions outlined in the appendix, we will also:

> 1. Establish an ISTEP Push Team to come up with strategies for emphasizing the importance of ISTEP, getting the kids motivated, and planning celebrations for success.

> 2. The testing environment will be improved by making sure each test is proctored by a subject relevant teacher that the students are familiar with and distractions, such as options to "play" on the computer or participate in any other type of activities students would typically find more appealing than taking a test, will be eliminated and their only option after finishing a test will be to review and improve their responses on that test or sit quietly waiting for everyone else to finish.

> 3. Work to include more released items and other ISTEP-like items on local assessment and as bell work assignments.

Professional Development

As previously described, professional development at Hanover Community Schools has been has been limited, sporadic and unfocused due to leadership turnover. The current administration is supportive of professional development as it pertains to the essential questions of;

> 1. What are we going to teach?
> 2. How are we going to teach it?
> 3. How are we going to assess it?
> 4. What are we going to do if they do not learn it and if they do learn it?

We have started focusing on the first 2 questions at this point with release time for departments to work together on developing curriculum maps. Draft maps for all academic areas should be in place by the end of April 2014. The next step will be to develop formative and summative assessments to address question 3.

The specific strategies in the attached appendix include embracing certain reading and writing strategies across the curriculum. All of these come from the input of departments and grade-level teams and local "experts" will be used to provide direction and instructions as needed during the implementation of the strategies.

Appendix

School Improvement Plan
Hanover Central Middle School
2013-14

Goal: All students will improve their academic performance across the curriculum.					
Support Data: AdvancED Student Performance Worksheet ISTEP + Algebra I ECA NWEA			**Standardized Assessment:** ISTEP+ NWEA Algebra I ECA	**Local Assessment:** Teacher develped tests,projects and assignments.	
Intervention: Common reading strategies and resources will be used across the curriculum.				**Research/Best Practice Sources:** Smekens, Best Practices (Daniels), Focus (Schmoker), Do I Really have to Teache Reading (Tovani), Marzano	

Activities to Implement the Intervention	Person(s) Accountable	Timeline		Resources	Staff Development Activities
		Begin	End		
Adopt common reading strategies across the curriculum for nonfiction/informational texts.	Teachers and Administration	2013-14	Ongoing	GIST, SQ3R, QAR, KWL, Boulder Co. Curriculum, Thinking Maps, kellygallagher.org	Presentations at staff meetings on various techniques
Each subject at each grade level will develop a core content vocabulary list of 10 - 30 words.	Teachers	Jan-14	May-14	Smekens	Review of Smekens' core content vocabulary recommendation
All teachers will maintain a "Word Wall" containing the core content vocubulary for their course and grade and reference it frequently.	Teachers	Jan-14	Ongoing		
Teachers will implement the school adopted reading strategies for at least one supplemental piece of nonfiction or informational text per chapter or unit.	Teachers	2013-14	Ongoing		

Goal: All students will improve their academic performance across the curriculum.

Support Data:	Standardized Assessment:	Local Assessment:
AdvancED Student Performance Worksheet ISTEP + Algebra I ECA NWEA	ISTEP+ NWEA Algebra I ECA	Teacher develped tests,projects and assignments.

Intervention:	Research/Best Practice Sources:
Common writing strategies and resources will be used across the curriculum.	Smekens, Best Practices (Daniels), Focus (Schmoker), Marzano

Activities to Implement the Intervention	Person(s) Accountable	Timeline		Resources	Staff Development Activities
		Begin	End		
Adopt a common set of expectations for witing assignments across the curriculum such as "The Six Traits of Effective Writing" and assess using a school-wide rubric.	Teachers and Administrators	2013-14	Ongoing	Boulder Co. Curriculum, Six traits posters.	Presentation of various options at staff meetings
Adopt the commom writing process (the basics of writing) across the curriculum such as planning, drafting, revising, and editing.	Teachers	2013-14	Ongoing		Training at staff meetings
Use the MLA documentation/citation process across the curriculum.	Teachers	2013-14	Ongoing		
Each teacher will require a minimum of one writing assignment per quarter using the school adopted writing expectations and process.	Teachers	Spring 14	Ongoing		
English teachers will do reinforcements of grammer with a "Daily Oral Language" type activity or its equivalence.	English Teachers	2013-14	Ongoing		

Goal: All students will improve their academic performance across the curriculum.

Support Data:	Standardized Assessment:	Local Assessment:
AdvancED Student Performance Worksheet ISTEP + Algebra I ECA NWEA	ISTEP+ NWEA Algebra I ECA	Teacher develped tests,projects and assignments.

Intervention:	Research/Best Practice Sources:
Supporting numeracy, problem solving and critical thinking across the curriculum.	Smekens, Best Practices (Daniels), Focus (Schmoker), Marzano

Activities to Implement the Intervention	Person(s) Accountable	Timeline		Resources	Staff Development Activities
		Begin	End		
In the use of charts, graphs and maps as informational texts across the curriculum, teachers will be reinforcing the mathmatical skills needed for the analyzing and constructing of charts, graphs and maps.	Teachers	2013-14	Ongoing		
All science , social studies and specials teachers will support the mastering of math standards with real-life applications in their respective areas including, but not limited to, units of measure, conversions, and fractions.	Science, Social Studies and Specials Teachers.	2013-14	Ongoing		
Math teachers will enhance their efforts on developing the students' problem solving skills by using a pre-instruction/post-instruction complex story problem with each chapter, theme or concept.	Math Teachers	2013-14	Ongoing		

Goal: All students will improve their academic performance across the curriculum.

Support Data: AdvancED Student Performance Worksheet ISTEP + Algebra I ECA NWEA		Standardized Assessment: ISTEP+ NWEA Algebra I ECA		Local Assessment: Teacher develped tests,projects and assignments.	
Intervention: Modify the Response to Intervention/Instruction process to better meet the behavioral and academic needs of our students.				**Research/Best Practice Sources:** Enhancing RTI - Fisher and Frey	
Activities to Implement the Intervention	**Person(s) Accountable**	**Timeline**		**Resources**	**Staff Development Activities**
		Begin	End		
True teacher teams will be established with a common set of students and common planning time to facilitate the identification of and the development of an intervention plan for students needing tier 1 support. These Tier 1 interventions will be tracked using the "Tier 1 Interventions" document.	Principal, Guidance Counselor, Team leaders, Teachers	2013-14	Ongoing	Power-school, NWEA, ISTEP, Class Grades	Team Meetings 3-4 times monthly
A student resource time will be added to the end of the school day for the 2013-14 school year where students identified for Tier 2 support will meet with the appropriate classroom teachers in the subjects where additional intervention is needed. Tier 2 interventions will be tracked using the "RTI Action Plan" document.	Principal, Guidance Counselor, Team leaders, Teachers	2013-14	14-Jun	NWEA, ISTEP, Class Grades	
The guidance counselor will work with the teachers to identify students needing further intervention at Tier 3 and assign them to work one-on-one or in small groups with the RTI aide. Tier 3 interventions will be tracked using the "RTI Action Plan" document.	Guidance Counselor, RTI Aide	Aug-13	Ongoing	NWEA, ISTEP, Class Grades	
Math Lab and Language Lab will be added to replace the Tier 2 SRT support	Principal, Guidance Counselor	2014-15	Ongoing	State curriculum guidelines	

Goal: All students will improve their academic performance across the curriculum.

Support Data: AdvancED Student Performance Worksheet ISTEP + Algebra I ECA NWEA		Standardized Assessment: ISTEP+ NWEA Algebra I ECA		Local Assessment: Teacher develped tests,projects and assignments.	
Intervention: Sharpen the alignment of curriculum, reduce repetitions and gaps in learning and strengthen the articulation of skills through curriculum mapping.				**Research/Best Practice Sources:** Mapping the Big Picture, Understanding By Design	
Activities to Implement the Intervention	**Person(s) Accountable**	**Timeline**		**Resources**	**Staff Development**
		Begin	End		
Teachers will build draft curriculum maps that include content sequence, essential questions, and assessments all aligned to CCSS and Indiana standards.	Principal, Department Heads, Teachers	Nov-14	May-14	CCSS, IAS, Sample curriculum maps	Monthly release time for .5 days per department
Curriculum maps will be tweaked and updated with resources added.	Principal, Department Heads, Teachers	2014-15	Ongoing		.5 day release time quarterly
Curriculum maps are used to identify gaps and repetitions in the curriculum	Principal, Department Heads, Teachers	Aug-13	Ongoing		
Formative and Summative Assessments are developed based on the curriculum maps content sequence and essential questions	Principal, Department Heads, Teachers	2014-15	Spring 2016		