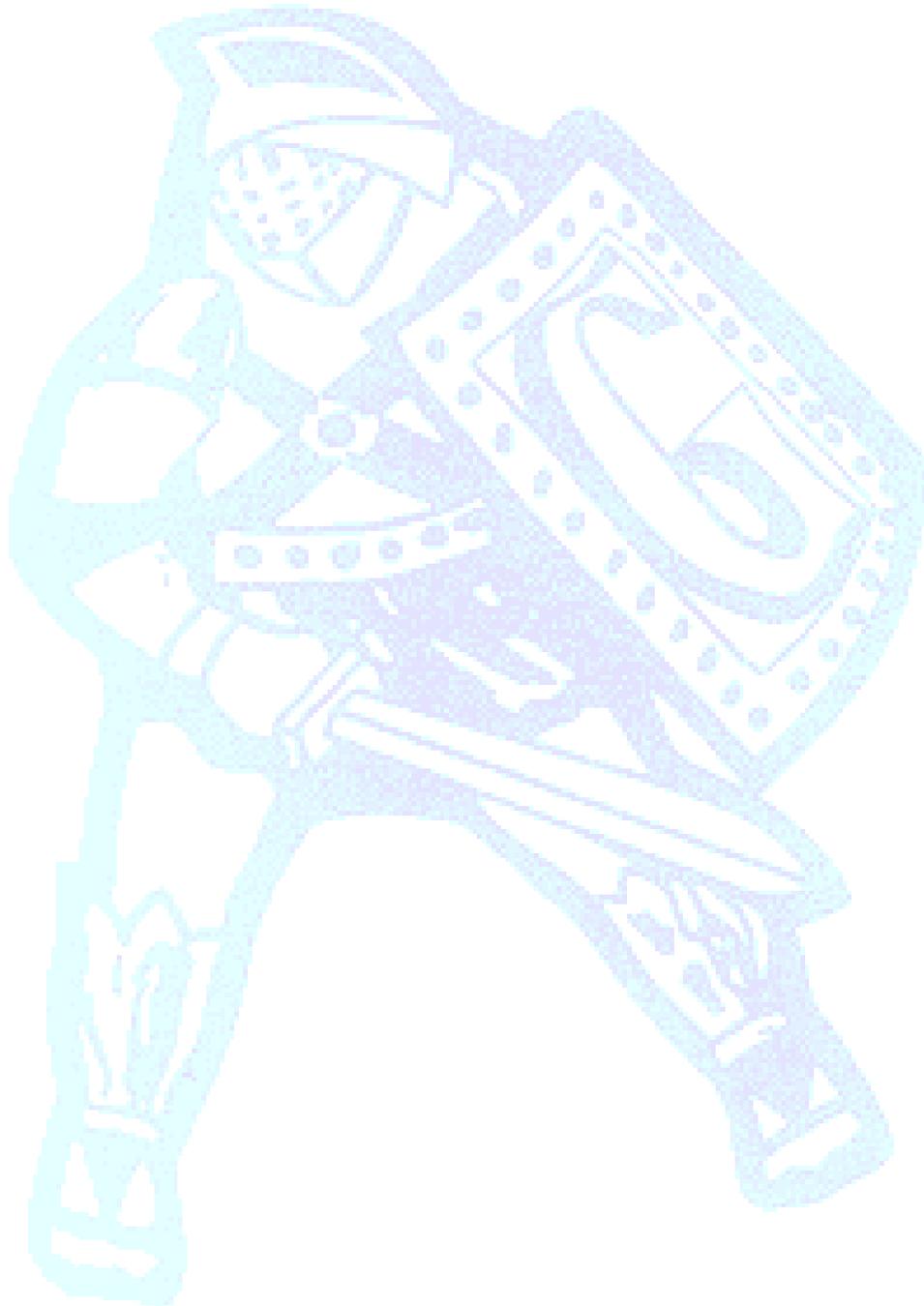


MICHAEL GRIMMER MIDDLE SCHOOL



A LAKE CENTRAL SCHOOL CORPORATION
SCHOOL IMPROVEMENT PLAN
PREPARED DURING THE 2016-2017 SCHOOL YEAR

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A copy of this document can be found on the Gimmer Middle School website.

STUDENT ACHIEVEMENT COMMITTEE MEMBERS 2001

<u>MEMBER</u>	<u>POSITION</u>	<u>GRADE LEVEL</u>
Carolyn Goeringer	Westlake Staff	All Grade Levels
Kathy Grimler	Art Teacher	All Grade Levels
Susan Groves	Social Studies Department Chairperson	Seventh Grade
Letitia Gustas	Language Arts Department Chairperson	Sixth Grade
Robert Gustas	Math Teacher	Seventh Grade
Sandra Karottki	Bargaining Unit Representative	
Patricia Krysa, M.D.	German/Literature Teacher	All Grade Levels
	Parent	
Laurie Pawlowski	Parent	
	PTO Representative	
David Schweitzer	Math Department Chairperson	Eighth Grade
Stephanie Szewciw	Student	
Marj Thompson	Science Department Chairperson	Seventh Grade
Stephen Tyler	Parent	
	Community Representative	
Michele Venhuizen	English and Literature	Sixth Grade
Nicholas Wikar	Student	
Nancy Williams	Community Representative	
Janet Zeck	Principal	
	Committee Chairperson	

REVISION COMMITTEE 2005

<u>MEMBER</u>	<u>POSITION</u>	<u>GRADE LEVEL</u>
Susan Groves	Social Studies Department Chairperson	Seventh Grade
Letitia Gustas	Language Arts Department Chairperson	Sixth Grade
Robert Gustas	Math Teacher	Seventh Grade
	Bargaining Unit Representative	
Sandra Karottki	German/literature/ English Teacher	All Grade Levels
Marj Thompson	Science Department Chairperson	Seventh Grade
Michele Venhuizen	English and Literature Teacher	Seventh Grade
Janet Zeck	Principal	
	Committee Chairperson	

REWRITE COMMITTEE 2008

<u>MEMBER</u>	<u>POSITION</u>	<u>GRADE LEVEL</u>
Mario Castañeda	Assistant Principal	
Susan Groves	Social Studies Department Chairperson	Seventh Grade
Letitia Gustas	Language Arts Department Chairperson	Sixth Grade
Sandra Karottki	English and Literature Teacher	Eighth Grade
Tim Lavelle	Student	
Elaine Meyer	Westlake Staff	Sixth and Seventh Grade
Marlo Owczarzak	Student	
Jennifer Neal	English and literature teacher Bargaining Unit Representative	Seventh Grade
Robyn Scheub	Parent Representative	
Todd Scheub	Parent Representative	
David Schweitzer	Math Department Chairperson	Eighth Grade
Susan Schweitzer	English and literature Teacher	Seventh Grade
Joyce Sullivan	Parent Representative	
Marj Thompson	Science Department Chairperson	Seventh Grade
Janet Zeck	Principal Committee Chairperson	

REVISION COMMITTEE 2010

<u>MEMBER</u>	<u>POSITION</u>	<u>GRADE LEVEL</u>
John Alessia	Principal Committee Chairperson	
Mario Castañeda	Assistant Principal	
Letitia Gustas	Language Arts Department Chairperson	Sixth Grade
Sandra Karottki	English and Literature Teacher	Eighth Grade
Jennifer Neal	English and Literature Teacher Bargaining Unit Representative	Seventh Grade
David Schweitzer	Math Department Chairperson	Eighth Grade
Susan Schweitzer	English and literature Teacher	Seventh Grade
Cheryl Staniszewski	Social Studies Department Chairperson	Eighth Grade
Jeff Brooks	Science Department Chairperson	Sixth Grade

REVISION COMMITTEE 2011

<u>MEMBER</u>	<u>POSITION</u>	<u>GRADE LEVEL</u>
John Alessia	Principal	
Mario Castañeda	Assistant Principal Committee Chairperson	
Vince Dykstra	Administrative Intern Special Education Teacher	Fifth Grade
Letitia Gustas	Language Arts Department Chairperson	Sixth Grade
Susan Schweitzer	English and literature Teacher	Seventh Grade

REVISION COMMITTEE 2012

<u>MEMBER</u>	<u>POSITION</u>	<u>GRADE LEVEL</u>
John Alessia	Principal	
Mario Castañeda	Assistant Principal Committee Chairperson	
Trishanne Parish	Language Arts Teacher	Sixth/Seventh Grade
Letitia Gustas	Language Arts Teacher/Chairperson	Sixth/Seventh Grade
Cheryl Geras	Math Teacher	Sixth/Seventh Grade

REVISION COMMITTEE 2013

<u>MEMBER</u>	<u>POSITION</u>	<u>GRADE LEVEL</u>
John Alessia	Principal	
Mario Castañeda	Assistant Principal Committee Chairperson	
Trishanne Parish	Language Arts Teacher	Sixth/Seventh Grade
Letitia Gustas	Language Arts Teacher/Chairperson	Sixth/Seventh Grade
Dave Schweitzer	Math Teacher	Seventh/Eighth Grade
Andrea Cochran	Special Education	Fifth Grade

REVISION COMMITTEE 2014

<u>MEMBER</u>	<u>POSITION</u>	<u>GRADE LEVEL</u>
John Alessia	Principal	
Mario Castañeda	Assistant Principal Committee Chairperson	
Trishanne Parish	Language Arts	Sixth/Seventh Grade
Letitia Gustas	Language Arts Teacher/Chairperson	Sixth/Seventh Grade
Susan Schweitzer	Language Arts	Seventh/Eighth Grade
Greg Ashby	Math	Seventh/Eighth Grade
Cindy Fort	Math	Seventh/Eighth Grade
Kristin Cane	General Education	Fifth Grade
Jennifer Howe	General Education	Fifth Grade

REVISION COMMITTEE 2016

<u>MEMBER</u>	<u>POSITION</u>	<u>GRADE LEVEL</u>
John Alessia	Principal	
Mario Castañeda	Assistant Principal Committee Chairperson	
Sarah Roth	Social Studies/Chairperson	Seventh/Eighth Grade
Letitia Gustas	Language Arts/Chairperson	Sixth/Seventh Grade
Nick Meyer	Science/Chairperson	Seventh/Eighth Grade
Greg Ashby	Math/Chairperson	Seventh/Eighth Grade

NARRATIVE DESCRIPTION OF THE SCHOOL

Grimmer Middle School is located in Schererville, Indiana. We are one of three public middle schools in the Lake Central School Corporation. In January 2008, the school's configuration changed from sixth through eighth grades to fifth through eighth. Our school corporation serves the west central section of Lake County, Indiana, with students from Schererville, Griffith, St. John, and St. John Township attending Grimmer Middle School.

Grimmer Middle School was opened in 1974. Currently, Grimmer Middle School is equipped with a media retrieval system, which allows for the transmission of videos and television broadcast from a central location to the individual classrooms. Each classroom is equipped with a phone, allowing teachers easy access to communication lines with parents and voice mailboxes for each teacher, which allows parents to initiate that communication as well. RDS, a computerized communication tool, has been implemented by all teachers. Additionally, each classroom has either a SmartBoard or an LCD projector. Some classrooms are also equipped with document cameras, Mobis, and responders. Two computer classrooms, three computer laboratories, and six mobile computer laboratories are currently in operation. There is also a twelve-station computer laboratory in the resource center.

In the school year 2007-2008, Grimmer's student population jumped to 1,204. With the opening of the corporation's third middle school in January 2008, the enrollment fell to 964 students. Currently, Grimmer shows an enrollment of 915 students for the 2016-2017 school year. Through this change, Grimmer's attendance percentage has remained steady, with an average of about 97 percent.

NARRATIVE DESCRIPTION OF THE COMMUNITY

Schererville, Indiana, is located in Northwest Indiana, approximately forty miles southeast of Chicago, Illinois. Numerous cultural and recreational facilities are available within a short driving distance. The Town of Schererville has a population of approximately 29,000. Additionally, Lake Central School Corporation has seen a growth in the minority population. Recently, the Town of Schererville has seen strong growth in the retail and service industries. Business and industry have traditionally been very supportive of the schools.

The Lake Central Education Foundation, supported and funded by local businesses and community members, offers grant opportunities for innovative teaching units. Grimmer teachers seek and receive grants from this foundation, expanding student learning opportunities and connecting with the community in a positive method.

Higher education opportunities exist locally. They include regional campuses of Calumet College, Indiana University, Indiana Vocational University, Purdue University, and University of Phoenix. Representatives from these institutions consistently support career exploration and teacher education programs.

NARRATIVE DESCRIPTION OF THE EDUCATIONAL PROGRAMS

Michael Grimmer Middle School strives constantly to give students broad experiences in a variety of settings. During the school day, students at each grade level are scheduled into a mix of classes that challenge them academically and expand their horizons.

Every student has a daily class (forty-seven minutes) of English, reading, math, science, and social studies. All students have the same teacher for both English and reading class.

Grimmer Middle School houses a strong music department. Sixth through eighth grade students may choose to participate daily in choir or band. Those who do not have a rotation of classes during the year that includes art, technology education, and study hall. All sixth through eighth grade students additionally have classes in physical education, health, and computers; fifth grade students have classes in art, music, gym, and computers.

In an effort to meet the needs of the changing socioeconomics of the school population, Grimmer has implemented comprehensive RtI and ENL programs. Students are baseline tested to determine eligibility and need. Interventions are then put in place to meet the students' individual needs.

Those students who qualify for academic assistance through their Individualized Education Plan may, instead of one of the exploratory rotations, have a daily resource class. This gives them the opportunity to receive individualized assistance in achieving their goals.

Students may also choose to participate in a number of co- and extra-curricular activities. These are designed to give the students opportunities to explore their talents in academic, athletic, and social arenas, while building relationships with their peers and adults. New activities, especially those that might have participation from those students not already involved, are constantly being explored and offered.

All students in fifth grade are educated in all core subjects of the academic curriculum. Students change classes for the majority of their academic subjects to prepare them for middle school.

Students in fifth grade also participate in the D.A.R.E program (Drug Abuse Resistance Education) for one full semester. The program is instructed by a community police officer who teaches them to be responsible through decision making and evaluation of their choices.

DESCRIPTION AND LOCATION OF CURRICULUM/STANDARDS

The staff at Michael Grimmer Middle School has continuously examined and revised the curriculum. They have collaborated with their counterparts at the two other middle schools in the corporation and with teachers in the feeder elementary schools and the high school. Horizontal and vertical articulation is the focus for advancing student achievement.

Each department chairperson has a copy of his or her own department's middle-level academic state standards. Department chairs are in place for language arts (English and literature), math, science, and social studies. The corporation has led various departments in evaluating state standards and articulating those standards along with instructional strategies to provide a continuum of instruction throughout all grade levels. Part of this process includes department chairs meeting regularly with their department members to assure that expectations of all students are clear. Department heads are the communication liaisons between the administration and the faculty.

All departments continuously revisit their curricula. This allows for the curricula to be working documents, changing with the needs of students as new best practices occur.

TITLES AND DESCRIPTIONS OF ASSESSMENT INSTRUMENTS TO BE USED IN ADDITION TO THE ISTEP+

Lake Central School Corporation has a tradition of academic excellence. Proof that the needs of the community have been met by the schools continues to be offered using such assessments as:

1. IREADY – A math and language arts diagnostic test is taken by all students in grades five through eight, three times a year. The results of these tests determine whether or not students need additional skill work prior to the ISTEP + test in the spring. In addition, students are given differentiated lessons based on their leveled performance.
2. Computer-Based System – Students are screened using RAPS360 to target students for remediation with the My Virtual Reading Coach (MVRC) in language arts. Students are screened using AIMS Web and iReady to target students for remediation in mathematics. These programs were implemented in the fall of 2013. All students who are below standard and many with RTI plans utilize these programs.
3. PSAT — Eighth grade students participate in this standardized assessment each fall.

MISSION STATEMENT

In partnership with family and community and through an educational system driven by clearly defined learner outcomes, all Grimmer students will learn skills, values, and knowledge which empower them to be contributing, responsible citizens confidently directing their own lives and adapting to rapid change in an increasingly complex world.

SUMMARY OF DATA

Michael Grimmer Middle School has many accomplishments of which it can be proud. Attendance has remained significantly high, with attendance for the **2015-2016 school year documented at 96.3 percent.**

The number of suspensions at Grimmer is minimal. This can be attributed to the positive referrals the administration receives when students are “Caught Being Good” and the Grimmer CARES (Courtesy, Accountability, Respect, Expectations, and Success) Matrix.

Current testing scores indicate that the majority of students are performing at a higher level than state average in language arts, mathematics, and science. Grimmer’s percentage of students passing the 2014-2015 ISTEP+ is 56.3 percent compared to a 53.5 percent state average. However, Grimmer Middle School recognizes a need for progress through interventions and strong instructional practices.

English/language arts scores continue to be solid among all grade levels. Students showed consistent growth in fifth, sixth, seventh, and eighth grades in all areas of the language arts test. When comparing the percent passing of Grimmer students (74.2 percent) to the state average (67.3 percent) on the language arts portion, Grimmer students significantly outperform the state average. Eighth graders were the lowest achieving group but were above the state average.

Mathematics scores continue to be at or above state average (61 percent). Sixth (60.3 percent) and seventh (53.1 percent) graders were the lowest achieving groups.

Fifth and seventh grade students also test in social studies. Since the inception of the social studies test at the fifth and seventh-grade level, Grimmer students have maintained scores well above the state average. Fifth grade had 78.6 percent, while the seventh grade had 81.9 percent passing.

Sixth grade students also test in science. Grimmer students scored well above the state average (66.9 percent); they passed with 81.5 percent.

In 2015, Grimmer experienced a decrease in enrollment of students who were not only new to the building but also to Lake Central School Corporation. In 2013, the number of new students decreased steadily from previous years. For 2016, enrollment has remained at 2015 levels. Teachers recognize the diversity of backgrounds that these students represent. The number of certified teaching staff has decreased to the current forty staff members. The majority of the staff is experienced, and all are dedicated to helping students achieve.

Literacy skills have not traditionally been the pedagogical focus of all Grimmer staff. They have been the domain of those teachers who conduct classes in English and literature. The staff feels most comfortable working within the realm of reading and bringing reading strategies into all content areas. Reading

strategies are often integrated into lessons and activities by the staff. All staff members focus on purposefully presenting academic vocabulary to all students. The focus on writing across the curriculum and academic vocabulary is occurring as a result of the school improvement initiatives.

GOAL EVALUATION COMPONENT

Our first goal is to improve the math performance in all grade levels and academic standards to meet or exceed the state average. In order to evaluate the achievement of our goal, we will use the following components: in-house assessments, ISTEP+ data, technology-based intervention reports, and IREADY.

Our second goal is to improve the reading comprehension of fictional text for all grades. Our goal is to continue to meet or exceed the state average in that area on the ISTEP+ exam. In order to evaluate the achievement of our goal, we will use the following components: in-house assessments, ISTEP+ data, technology-based intervention reports, CLOSE reading, and IREADY tests.

Our third goal is to educate and train all teachers in CLOSE reading strategies and techniques. In order to evaluate the achievement of our goal, we will incorporate the following components: in-house staff development, classroom observations of CLOSE reading instruction and practice, and a school wide handout that defines CLOSE reading and provides tips and strategies for students to use in all classes.

Our fourth goal is to improve students' abilities to cite appropriate textual evidence to support original responses. In order to evaluate the achievement of our goal, we will incorporate the following component: teachers will continually expose students to constructed response questions that require textual evidence throughout the year.

INFORMATION REGARDING THE RESULTS OF RISE EVALUATIONS AND OBSERVATIONS

Classrooms observations will be conducted during the 2016-2017 school year. Teachers with 0 years of experience, new to the corporation, or rated needs improvement/ineffective will have 2 long and 3 short observations. Teachers with 1 or more years of experience will have 2 short and 1 long observation if previously rated highly effective/effective. All teachers will have pre- and post-conferences to discuss specific competency areas. Being visible in teachers' classrooms is a priority with our administration and department chairs. Teachers will be rated highly effective, effective, needs improvement, and ineffective based on these observations and school, teacher, and student performance data.

CONCLUSIONS ABOUT THE CURRENT EDUCATIONAL PROGRAMMING...INCLUDING INFORMATION ABOUT CURRICULUM, STRATEGIES, AND STANDARDS

The Lake Central School Corporation created K-12 curriculum standards for each of the academic areas. State proficiencies and local needs were used to develop the corporation standards. The new state standards required improvement and revision of our current curriculum. In an effort to align our current curricula with those of the state, our corporation has formed committees to achieve this goal.

Art

The goal of the Grimmer art program is to maintain alignment with the state and national standards for the visual arts. Students who participate in Grimmer's comprehensive art program will have unique experiences.

5th Grade Art Curriculum – This course is based on *Harcourt Art Everywhere* textbook which explores the elements and principles of art through comparing and contrasting and project based lessons. Art history, criticism, and production heavily influence this course.

6th Grade Art Curriculum – This course is based on the basics of art and how art can be integrated into other subject areas. Several forms of art criticism are introduced and used so that students can make informed judgments about their art and the art of others. Color theory is introduced and students must apply theory to their artwork.

7th Grade Art Curriculum - This course is based on art of the past. Students are introduced to popular periods of art from the late 19th century and work chronologically to the modern art of the 21st century. A variety of media is introduced, and production is based on inspiration from art history. Art criticism is reinforced through looking at the historical pieces of art.

8th Grade Art Curriculum – This course is based on independent study, creation of three-dimensional art, and life skills that involve the use of art skills. Through critique, students will describe, analyze, and interpret their works of art. Concepts of art and the use of recycled materials are incorporated into this course through the use of alternate media. Digital technology is also introduced through the use of Wacom Drawing tablets.

Band

The Grimmer Band is dedicated to the enrichment of a child's education through music. Educating the "whole child" is the goal of the band department here at Grimmer. At each grade level, band students are instructed in solo, ensemble, and full band settings. Below is an overview of each grade level and the standards that are applied at that grade level.

- **Sixth Grade Beginning Band** – This is for first-year band students. Emphasis is placed on the basics of the instrument and music theory. Students learn to read and interpret music. Through lesson books and concert pieces, students are exposed to the relationships that music has with other arts and disciplines.
- **Seventh Grade Intermediate Band** – Second-year band students work on advancing their performance techniques. At the seventh-grade level, band students are introduced to the history and culture of music. The emphasis is on tone quality, intonation, and dynamics. Performances such as ISSMA Solo/Ensemble and organizational events are used to expand the students' performance skills.
- **Eighth Grade Advanced Band** – The top-performing group involves advanced instrumental techniques. This group is performance-oriented. Emphasis is placed on preparing the students for the transition into the high school program. The priority at this grade level is on extending the range of the instrument as well as exploration into improvisation and all forms and genres of music. Additionally, ISSMA Solo/Ensemble and organizational events are used to enhance the overall performance-based qualities of the students.

Choir and General Music

5th Grade General Music Curriculum- Based on the Making Music textbook; students will learn the history of Jazz and Solfege. To help students understand the meaning behind Jazz music, students will compose and present a Jazz Song in class. Students will be tested over the names and hand symbols for Solfege. Students will also learn and be tested on an Orff rhythmic dance.

6th Grade Choir Curriculum- based on Sing at First Sight, students will learn the following elements in music theory: 4/4 Time, C Major Scale, F Major Scale, Quarter Note, Quarter Rest, Do, Re, Half Note, Half Rest, Mi, Fa, Whole Note, Whole Rest, Sol, La, Eighth Note, Eighth Rest, Ti, High Do, Repeat Sign, 1st and 2nd Endings, Tie, Dotted Half Note, Low Ti, High Re, Dotted Quarter Note, Low La, and Low Sol. Students will begin the school year singing in unison as they learn

proper singing techniques and how to use and control their voices. As they learn and progress with these techniques, they will learn to sing in 2-part harmony and sing in the voice type that fits them. As students learn and perform a piece of music properly and correctly, the music will become more difficult.

7th Grade Choir Curriculum- based on Sing at First Sight, students will learn the following elements in music theory: 4/4 Time, C Major Scale, F Major Scale, Quarter Note, Quarter Rest, Do, Re, Half Note, Half Rest, Mi, Fa, Whole Note, Whole Rest, Sol, La, Eighth Note, Eighth Rest, Ti, High Do, Repeat Sign, 1st and 2nd Endings, G Major, D Major, Tie, Dotted Half Note, Low Ti, High Re, Dotted Quarter Note, Low La, Low Sol, Intervals, 2nds, and 3rds. Students will sing in 2-part harmony the entire school year with a few 3-part exceptions. As students learn and perform a piece of music properly and correctly, the music will become more difficult.

8th Grade Choir Curriculum-based on Sing at First Sight, students will learn the following elements in music theory: 4/4 Time, C Major Scale, F Major Scale, Quarter Note, Quarter Rest, Do, Re, Half Note, Half Rest, Mi, Fa, Whole Note, Whole Rest, Sol, La, Eighth Note, Eighth Rest, Ti, High Do, Repeat Sign, 1st and 2nd Endings, G Major, D Major, Tie, Dotted Half Note, Low Ti, High Re, Dotted Quarter Note, Low La, Low Sol, Intervals, 2nds, and 3rds, Dynamics Signs, Crescendo, Decrescendo, Bb Major, Eb Major, $\frac{3}{4}$ Time, $\frac{2}{4}$ Time, 8ths/Octaves, Eighth-Quarter-Eighth Note Pattern, 4ths, 5ths, Tempo Markings, $\frac{6}{8}$ Time. Students will begin the school year singing in 2-part harmony. By the end of the school year, students will sing one to two 3-part pieces. As students learn and perform a piece of music properly and correctly, the music will become more difficult.

Health

Upon completion of this course, sixth grade students will:

1. learn three components of the health pyramid, general hygiene practices
2. learn meaning of and practical applications of respect and responsibility
3. learn and practice decision making and goal setting
4. learn the varying players involved in bullying and what to do if they or someone they knows is being bullied or bullying

Upon completion of this course, seventh grade students will:

1. understand changes during adolescence and their causes
2. understand parts and functions of male and female reproductive systems
3. understand problems of male and female reproductive systems
4. be presented with abstinence based dangers of engaging in sexual activity before readiness
5. understand healthy eating and exercising habits

Upon completion of this course, eighth grade students will:

1. learn functions, parts of, problems with, and care for 4-5 body systems
2. learn basic facts about alcohol use, addiction, and abuse
3. learn basic facts about drug (legal and illegal) use, abuse, and addiction
4. learn and practice refusal skills

Language Arts

The language arts department has developed and implemented a comprehensive curriculum that meets or exceeds the state requirements while implementing all of the state standards. These documents are reviewed and revised continuously. To that end, teachers and department chairs meet regularly to revise and improve the curriculum.

The Writing and Language Standards are currently taught by our English and literature teachers. All teachers received in-house training on the 6+1 traits of writing. A committee was formed that received training by an expert in curriculum design. The types of writing expected by the state are being taught and assessed by English and literature teachers. Advanced sections are offered in all grades.

All students are expected to achieve at or above grade level with respect to state language arts standards. Prior to the start of the school day, students who are having difficulty are offered additional help, two mornings a week.

Mathematics

All core standards are covered and reviewed on numerous occasions in each grade level's curriculum. All state standards are covered. Advanced sections are offered in all grades. Algebra is offered to seventh and eighth grade advanced students; geometry is offered to eighth grade advanced students.

All students are expected to achieve at or above grade level with respect to state mathematics standards. Prior to the start of the school day, students who are having difficulty are offered additional help, two mornings a week. Students are allowed to complete test corrections and are encouraged to continually strive to achieve mastery of all material. The only exceptions are Algebra I, as per Lake Central's Corporation policy, which allows re-testing up to 80 percent in advanced math classes; there is no retesting offered in geometry.

Physical Education

The physical education classes meet the state standards in grades five through eight. Students demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities. Students are encouraged to maintain a lifetime of fitness by participating in activities such as:

yoga, circuit training, aerobic training, and dance. Students also participate in a variety of sports units in which they play in a group or team settings. By completing a variety of fitness, sport, and manipulative skills within the context of each grade level, all standards are met.

Science

Our curriculum is designed to emphasize grade level standards. Standards which require a sequence of developmental steps will be introduced at one grade level and reinforced at a later grade level. The science department is continuously evaluating and revising the curriculum to provide clear and easy use of the standards. ISTEP+ test scores and disaggregated data will be evaluated to determine areas in need of improvement or changes that will need to be made to the curriculum. Assessment of standards will occur through classroom assignments, lab reports, lab skill assessments, unit exams, and an end of course assessment. Advanced sections are offered in all grades.

Social Studies

In all social studies classes grades five through eight, teachers align instruction to meet the state standards through the use of textbooks, student study guides, online news sources, audio-visual materials, supplemental readings, worksheets, and student magazines. Advanced sections are offered in all grades. A variety of instructional methods allows teachers to assess students' mastery of the curriculum within the timeframe of corporation-approved pacing guides. Advanced sections are offered in all grades.

Technology

5th Grade – Keyboarding

Fifth grade classes rotate every 9 weeks. We cover Computer literacy, Digital Citizenship and touch keyboarding skills with the students. The touch keyboarding skills that we cover is all the letters, the shift keys (Caps), period, comma, question mark and apostrophe. We consistently go over the computers ergonomics as they are typing on a daily basis (standard for Effective Keyboarding Techniques). Under Computer literacy we are covering the state standards of Hardware and peripherals and identifying computer systems. Digital Citizenship is covering the standards of Digital Communications Etiquette, the students are working on short units for cyber bullying, emailing, spam emails, comparing online to real life friendships, and Privacy rules.

6th Grade – Keyboarding

Sixth grade classes are semester classes. They are covering lessons about computer literacy, digital citizenship, touch keyboarding, and computer applications. Computer literacy standards that we are covering are computer

operating systems, hardware, and software. Digital Communications Etiquette standards are being met through short units on safe online talk, what we are broadcasting on the internet, cyber bullying, and accessing search engines. The standards that apply for the computer applications are; word processing – editing documents, document appearances, page setup, create workbooks, apply formatting features, charts and graphs, create presentations, enhance visual presentations, multimedia delivery techniques and touch keyboarding technique.

7th and 8th Grade – Digital Communication Tools (DCT)

Seventh and eighth grade classes are meeting for a semester. The students are covering lessons on touch keyboarding to build speed and accuracy, computer application – editing documents, digital citizenship and computer literacy.

The standards that apply for the computer applications are; word processing – editing documents, develop and refine proofreading skills, document appearances, page setup, create workbooks, apply formatting features, charts and graphs, create presentations, enhance visual presentations, and multimedia delivery techniques. Students are developing and refining their oral communication skills, speech recognition, dictation and editing, format text using speech commands; compose documents using speech recognition, and basic speech recognition commands and techniques using Dragon Naturally Speaking software. They are developing skills using mobile devices to create electronic records and to maintain electronic records using devices such as Pocket PCs (PDAs) and Kindle Fire HDs. Writing skills are being developed using writing tablets for handwriting recognition as well. We will spend some time on a unit that covers the standards of computer literacy about identifying and operating equipment, including startup and exit procedures, explain and use appropriate file management techniques, demonstrate ethical conduct as it relates to technology, assess software and hardware capability, explain and use appropriate computer terminology and select appropriate technology tool to solve a problem efficiently.

Technology Education

The Grimmer Middle School technology education program uses approved academic standards to drive instruction. A project funded by the National Science Foundation and NASA led to the creation of the Technology for All Americans (TFAA) project in 2000. TFAA officials released the *Standards for Technological Literacy (ITEA)* in 2000. This document outlines twenty standards for the study of technology and is the cornerstone for content standards for Indiana's Technology Program, which were aligned in 2006. These content standards and specific benchmarks are used to develop the technology education program at Grimmer Middle School in the study of construction, communications, manufacturing, and transportation.

All twenty standards are represented at each grade level. Introduction to Technology is the topic at the sixth grade level. Students in this class have the opportunity to learn how people design, produce, use, maintain, and assess technological artifacts and systems with hands-on problem solving activities. Students will work individually and in groups to safely use, manage, and evaluate technological systems and engineering processes and communicate technology content and processes.

At the seventh-grade level, students explore the application of tools, materials, and energy in designing, producing, using, and assessing communication systems and transportation systems. Students will produce graphic and electronic media as well as explore systems and techniques used to apply technology to move people and cargo in vehicles and by other means on land, in and on water, and through both air and space.

The eighth-grade course explores the application of tools, materials, and energy in developing, producing, using, and assessing construction systems. Students also explore the manufacturing systems used to apply technology in obtaining resources and in changing them into industrial materials and finished products.

CONCLUSIONS ABOUT THE CURRENT EDUCATIONAL PROGRAMMING...INCLUDING ASSESSMENT OF STUDENT ACHIEVEMENT

Assessment of student achievement is accomplished primarily through the state mandated ISTEP+ examination given in grades five through eight. ISTEP+ is given in the spring under the conditions set forth in the supporting materials for each assessment. The results of this assessment usually reach the school sometime within the following year. If received in a timely fashion, these results are subsequently disaggregated, analyzed, and distributed as appropriate.

Current testing scores indicate that the majority of students are performing at a higher level than state average in all subjects. However, Grimmer Middle School recognizes a need for progress through interventions and strong instructional practices.

English/language arts scores continue to be consistent among all grade levels. Students showed consistent growth in fifth, sixth, seventh, and eighth grades. Generally, the weakest areas in language arts are Non-fiction and Vocabulary with all students. When comparing the percentage passing of Grimmer students to the state average on the language arts portion, **Grimmer students significantly outperform the state average.**

Mathematics scores surpassed the state average in all subgroups for eighth grade. Generally, the weakest area in mathematics is Number Sense with all students. Seventh graders continue to be the lowest achieving group.

Fifth and seventh-grade students also test in social studies. Since the inception of these additional assessments, **Grimmer students have maintained scores significantly above the state average.**

Sixth grade students also test in science. Since the inception of this additional assessment, **Grimmer students have maintained scores significantly above the state average.**

CONCLUSIONS ABOUT THE CURRENT EDUCATIONAL PROGRAMMING...PARENTAL PARTICIPATION IN THE SCHOOL

Michael Grimmer Middle School agrees with the many experts who believe that, more than ever, parents play a critical role in their children's school success. It has been said that only a fraction of what children learn comes from their time in the classroom; therefore, activities which are generated in the home help children grow and reinforce concepts they learn in school.

Before a student begins his/her career at Grimmer Middle School, two orientation functions are held. Students visit the school during the spring of fourth grade to familiarize themselves with the building. Students are also given an opportunity to find classes and practice their locker combinations with support from National Junior Honor Society students prior to the school year beginning. Parents are invited to attend an evening orientation to familiarize themselves with the building.

Parents are invited to communicate with school personnel on a continual basis. Open house begins the year, allowing parents an important first connection with teachers. Teachers update student grades through the Skyward program which allows parents real-time access to their children's progress. All teachers are required to post assessment/assignment dates on Canvas (an online calendar available to all parents). Parents are encouraged to call or email with any questions and/or concerns.

Grimmer Middle School feels that by making parents aware of what is happening with their child and their child's school, a synergism is created in the best interest of each individual student. Teachers contact parents by means other than online report cards. Grimmer Middle School feels that this additional parent contact gives parents a chance to keep track of their student's educational progress and needs.

Parents are visible in the school in a number of settings. These include parents who volunteer wherever their services are needed, members of the Parent Teacher Organization, chaperones at after-school activities, and those who support their students and the entire school by their attendance at competitions and performances.

Parents of students in band are supportive of their children and the program. All of these parents support the band program through various activities as part of their membership of the Band Boosters. The boosters are headed by four dedicated individuals who regularly give of their time. These volunteers travel

with the band to ISSMA competitions. They provide snacks during the summer band program. Selling tickets and decorating for concerts and organizing and coordinating all band fundraiser efforts are all examples of additional tasks done by the boosters. These parents are so supportive of the efforts of their children that the spring and fall concerts are performed twice to allow all those desiring to be present to do so.

The Parent Teacher Organization is also active at Grimmer. These individuals sponsor after-school dances. They assist with clerical duties. Through fundraising, PTO is able to help underwrite various classroom and extra-curricular expenses.

CONCLUSIONS ABOUT CURRENT EDUCATIONAL PROGRAMMING...INCLUDING TECHNOLOGY AS A LEARNING TOOL

Currently, all teachers use some form of technology in the classroom. There are three fully equipped computer labs for internet access and document creation; two additional labs are used as computer classrooms. A final option is the "Computers on a Cart"; these twelve mobile labs (Chrome Book Carts) are available for classroom use for all students in grades five through eight.

In fall of 2013, all special education classrooms were equipped with LCD projectors and Smart Boards. All language arts classrooms (grades six through eight) are equipped with a Smart Board or TV; one language arts classroom is equipped with a mobile computer lab, a Smart tablet, and Smart responders. This language arts classroom will be using Smart Classroom Interactive Suite and Adobe CS5 software. Grimmer also has Airliner tablets and Smart Responders. In the fall of 2015, all fifth grade classrooms were equipped with Smart TVs. At the start of 2016 math, Science and Social Studies teachers are also receiving Smart TV's.

In the language arts department, teachers use Accelerated Reader assessment programs. All students use Accelerated Reader as a reading comprehension measurement tool. Students read books within their individual reading levels and take computer-based comprehension tests. The IREADY program allows teachers to identify the general reading levels of students as well as potential reading difficulties. Language arts teachers have classroom computers to help with these assessments. Classes use the computer labs for writing papers, researching topics, and creating projects; there is some use of the internet for research on the library computers as well.

Science teachers have several interactive computer programs to use with their students (e.g., web quests, Google Slides presentations, etc.). They also use the internet for research in the computer lab.

Social studies and health teachers use the computers for research into such diverse topics as elections, the American presidency, drug education, statistics, and international holidays.

Grimmer teachers utilize Skyward, a computer grade program that provides students and parents with real-time grade access. Teachers also make use of Canvas, an online calendar tool for parents to view homework and upcoming assignments.

CONCLUSIONS ABOUT CURRENT EDUCATIONAL PROGRAMMING...INCLUDING SAFE AND DISCIPLINED LEARNING ENVIRONMENT

Grimmer Middle School, like all Lake Central schools, prioritizes the safety of its students. Great care is taken in drafting student rules and regulations. The administrative team updates rules annually after considering feedback from staff, examining records, and other current practices in public schools. All students have rules reviewed with them by principals at the beginning of each school year.

The building has been made more secure. Employees have been issued a photo identification badge that is to be worn at all times. This badge allows employees 24-hour access to the building, through electronic locks, during the regular school day. Keys to exterior doors are restricted to administrators and head custodian/maintenance personnel. Heavy-duty security doors are at each entrance, and a video surveillance system is in place. In 2016, new common language will be implemented across all school to increase student safety. This common language was developed through the "I love you guys" foundation.

Very few suspensions or expulsions are issued because of violence or weapons. In fact, students are most frequently referred to the assistant principal for insubordination and disrespect towards students and adults. The administrators and the guidance department deal with academic assistance and structuring methods to allow students to be successful in their educational program. Interventions for misbehavior happen most frequently at the classroom level.

The Grimmer Middle School climate is one of high expectations for behavior and student achievement. There is a high level of proactive teacher presence during passing periods. Administrators and counselors regularly circulate throughout the building. During lunch periods, cafeteria aides, one teacher or guidance counselor, and at least one principal supervise the students.

CONCLUSIONS ABOUT CURRENT EDUCATIONAL PROGRAMMING...INCLUDING PROFESSIONAL DEVELOPMENT

Lake Central School Corporation is committed to continuous school improvement. Central to that improvement is a dedication to the training of all professional staff. This training is sometimes done as a corporation unit, occasionally involves sending representatives from each building to seminars and conferences, and has, in recent years, included opportunities for all staff to receive technology training at their needs level.

Professional development has been conducted in-house as needed. Department meetings occur on a bi-monthly basis and aid teachers in examining strategies being practiced as well as areas of concern. Discussions about textbook adoptions, alignment of curriculum to the standards, and integrating technology into the classroom all occur during these sessions.

Part of Lake Central's technology plan has included training of teachers. Each teacher has a computer in his or her room and uses it to transmit daily attendance and quarterly grades. Electronic mail is also available for staff and parent communication. Computer training is offered to all teachers new to the corporation as well as veteran teachers on an as-needed basis.

STUDENT ACHIEVEMENT OBJECTIVES

Attendance Rate: The objective is to maintain our 96+ percent attendance rate throughout the 2016-2017 school year.

Percentage of Students Meeting Academic Standards: The objective is to increase the percentage of students achieving mastery on the ISTEP+. Long-term, Grimmer Middle School desires to have 100 percent of its students display proficiency in language arts, math, science, and social studies.

Graduation Rate: Michael Grimmer Middle School only serves students in grades five through eight. Therefore, graduation rate is not applicable.

SPECIFIC AREAS WHERE IMPROVEMENT IS NEEDED

The Grimmer Middle School staff examined, discussed, and reaffirmed our mission statement as reflecting the philosophy of those in the Grimmer educational community. A school portfolio, containing standardized test results for the past few years, attendance rates since 1994, discipline data since 1995, and local census information was produced.

The mission and portfolio were used simultaneously to initiate conversations on which direction Grimmer wanted to take. This took the form of brainstorming sessions in small groups. The results appear as "All Concerns" in the Appendix. The entire group then met to seek commonalities. Consensus was reached. Each of the items that appear in "Concerns to Address" (see Appendix) deserve attention, merit additional research, or minimally, warrant further discussion.

As those present examined the topics that would most impact student achievement, agreement was reached on the items below as high priority and the most appropriate focus of Grimmer's School Improvement Plan. For the purposes of writing the School Improvement Plan, the first area of concern is divided into two major intervention directions.

1. The percentage of all students who meet or exceed the state average on the mathematics portion of the ISTEP+ test will increase.
 - a. Grade-level focus on CLOSE reading
 - b. Grade-level focus on textual evidence
 - c. Grade-level focus on problem solving
 - d. IREADY remediation usage
2. The percentage of students who meet or exceed the state average on the fictional text and vocabulary subgroups of the language arts portion of the ISTEP+ test will increase.
 - a. Grade-level focus on CLOSE reading
 - b. Grade-level focus on textual evidence
 - c. IREADY remediation usage

3. The percentage of teachers who effectively integrate CLOSE Reading in all subject areas will increase.
 - a. Provide in-house staff development
 - b. Conduct classroom observations of CLOSE Reading
4. The percentage of teachers who effectively require students to provide textual evidence in support of their answers will increase.
 - a. Integrate activities and assessments that require textual evidence.

BENCHMARKS FOR PROGRESS

The long-term goal of Grimmer Middle School is to see all students proficient in all subject areas.

Response to Intervention (RtI) was implemented in the 2009-2010 school year. RtI allows for students to receive targeted, individual help. Teachers work with administrators, parents, and students to develop a plan for intervention at 3 tiered levels. Plans are followed for a specified period of time, reassessed, and revised if necessary.

Grimmer Middle School intends to maintain current attendance rates. The 2015-2016 attendance rate of **96.3** percent is exceptional. A decrease in the attendance rate would require special attention in the form of such interventions as new programs, incentives, and adjustments in policies.

ACADEMIC HONORS DIPLOMA AND CORE 40

Michael Grimmer Middle School serves students enrolled in grades five through eight. Academic Honors diploma and Core 40 requirements are not applicable.

GRIMMER MIDDLE SCHOOL

Proposed Goals and Interventions

GOAL #1: Grimmer Middle School students strive to meet or exceed the state average on ISTEP+ mathematics.

Objectives	Strategies	Evaluation
1. Students will achieve mastery knowledge of number sense.	<ol style="list-style-type: none"> 1. Weekly problem solving activities (formatted to match ISTEP+) 2. Integrate best practices for teaching and assessing problem-solving. 	Bell-ringer and activity integration In-house assessments Longitudinal ISTEP+ data
2. Students will display mastery knowledge of computation.	<ol style="list-style-type: none"> 1. Weekly computation activities (formatted to match ISTEP+) 2. Integrate best practices for teaching and assessing measurement and computation. 	Bell-ringer and activity integration In-house assessments Longitudinal ISTEP+ data

GOAL #2: Grimmer Middle School students will improve their reading comprehension of literary text scores on ISTEP+ language arts.

Objectives	Strategies	Evaluation
1. Students will continually increase knowledge of vocabulary word parts.	<ol style="list-style-type: none"> 1. Identify students with low reading comprehension skills using IREADY testing results (reading teachers). 2. Teachers will assist students with vocabulary in biweekly morning tutoring sessions (teachers). 3. Teachers will focus on etymology and Greek/Latin affixes and roots. 	IREADY data Longitudinal ISTEP+ data In-house assessments
2. Students will utilize strategies to comprehend literary material.	<ol style="list-style-type: none"> 1. Integrate best practices for reading comprehension strategies. 2. Teach and model reading comprehension strategies in all classrooms (all staff). 3. Use reading comprehension strategies in all academic courses (students). 4. Integrate informational text into literature classes (teachers). 	IREADY data Longitudinal ISTEP+ data In-house assessments Accelerated Reader tests Collections Tests (6-8)

GOAL #3: Grimmer Middle School teachers will continue to integrate CLOSE Reading across all subject areas.

Objectives	Strategies	Evaluation
1. Provide staff development	<ol style="list-style-type: none"> The school corporation will provide professional development for CLOSE Reading training. Language arts teachers will work collaboratively with math, science, social studies, specials, and special education teachers on reinforcing CLOSE Reading techniques. 	Attendance at professional development and in-house development opportunities.
2. Conduct classroom observations of CLOSE Reading activities	<ol style="list-style-type: none"> Teachers will invite administrators and/or department chairs to observe lessons that integrate CLOSE Reading Administrators/department chairs will share best practices observed with the staff 	Written/verbal feedback provided after observations
3. Create and provide school-wide handouts of CLOSE Reading strategies	<ol style="list-style-type: none"> School Improvement Team will design and create handouts. Administrators will make copies and distribute handouts to all staff. 	Handouts will be distributed to all students

GOAL #4: Grimmer Middle School teachers will require students to provide textual evidence to support answers across all subject areas.

Objectives	Strategies	Evaluation
1. Integrate activities and assessments that require textual evidence	1. Teachers will provide opportunities for students to create constructed responses supported with textual evidence (Yes Ma'am, PQA, Text Talkers, etc.)	<p>In-house assessments</p> <p>Longitudinal ISTEP+ data</p>

Professional Development Action Plan

Grimmer Middle School teachers will integrate CLOSE Reading across all subject areas.

OBJECTIVES	STRATEGIES	INTENDED AUDIENCE (STAKEHOLDERS)	PERSON RESPONSIBLE	TIME LINE
Provide staff development	Lake Central School Corporation will provide professional development on CLOSE Reading.	All teachers	LCSC	ongoing
	Language arts teachers will work collaboratively with math, science, social studies, specials, and special education teachers on reinforcing CLOSE reading techniques.	All teachers	Language Arts Teachers	ongoing

STATUTES AND RULES TO BE WAIVED

Michael Grimmer Middle School is not making any requests for waivers of statutes or rules for the 2016-2017 school year. All indications are that for at least the first year of implementation of our School Improvement Plan, no special allowances will be necessary. A request is made, however, to reserve the right to seek waivers for subsequent years of implementation. The need for any such waivers could conceivably arise during the research, study, and implementation phases of the plan.

APPENDIX A

REFERENCE INFORMATION

CONCERNS TO ADDRESS

The concerns listed below are not in any particular order. They simply reflect a variety of areas that the Grimmer staff and administration feel need to be addressed to close the gap between our mission and our school portfolio.

- Math
- Reading
- Written expression including spelling
- Expanded extra-curricular offerings for sixth graders
- Study skills and organization
- Citizenship/civic responsibility
- Consistency (in teachers of enforcing school rules)
- Building-wide communication
- Move-ins (Assessment and assistance in transitioning)
- Teacher Morale(opportunities for more staff interaction)
- Quality of student work(penmanship/neatness)
- Referrals/discipline data(sharing information when appropriate)
- Honor Roll(method to reflect attendance)
- Timely communication of students' issues to appropriate staff
- Increased technology skills

CO-CURRICULAR PROGRAMS

The following are co-curricular programs. They occur during the school day either on an on-going basis or as needed throughout the year.

- Awards Programs/Pep Assemblies
- Freshmen Scheduling and Orientation
- Motivational Speakers
- Red Ribbon Week
- Seasonal Assemblies
- New Student Orientation
- Spirit Week Activities
- Veterans' Day Program
- Thanksgiving Food Drive
- 21st Century Scholar Program
- Various fundraisers for charitable causes
- Band and Choir Concerts

EXTRA-CURRICULAR ATHLETIC PROGRAMS

The extra-curricular programs listed below are athletic in nature. Indication is also given as to what gender and grades are eligible for participation.

- | | | |
|-------------------|--|-------|
| • Football | 7 th /8 th | Boys |
| • Spring Football | 7 th | Boys |
| • Cross-Country | 6 th /7 th /8 th | Both |
| • Volleyball | 7 th /8 th | Girls |
| • Cheerleading | 7 th /8 th | Girls |
| • Dance Team | 7 th /8 th | Girls |
| • Wrestling | 6 th /7 th /8 th | Boys |
| • Basketball | 7 th /8 th | Both |
| • Track | 6 th /7 th /8 th | Both |
| • Running Club | 5 th /6 th /7 th /8 th | Both |
| • Tennis Club | 5 th /6 th /7 th /8 th | Both |

EXTRA AND CO-CURRICULAR PROGRAMS

The programs listed below are a mixture of extra- and co-curricular. Eligibility requirements are clearly explained to all students who might be interested in participation. The majority of the activities are open to all students, with try-outs required for most groups that perform or compete. Those activities that limit the number of students involved, or that have membership requirements, are listed first. Those activities with no qualifications listed have completely open membership.

ACTIVITY

- All-Region Band
- Circle the State with Song
- Bell Choir
- Crescendos
- Drama
- ISSMA solo/ensemble contest
- Jazz Band
- National Junior Honor Society
- Winter Guard
- Future Problem Solvers
- Student Council
- Chess Club
- Hoosier Spell Bowl
- Science Fair
- Science Olympiad
- White Paper Recycling
- Academic Super Bowl
- Student Ambassadors
- Publications/Yearbook
- Cooking Club
- HeroClix
- Fearless Females
- Northwest Indiana Storm Squad
- Talent Show

QUALIFICATIONS

Grades 7/8 in Band who qualify
All in Choir who qualify
Grades 6/7/8
Grades 7/8
Grades 6/7/8
All in Band, Choir or Bells
Grades 6/7/8 in Band
Grades 7/8 qualifying students
Grades 6/7/8
Grades 6/7/8
Grades 5/6/7/8
Grades 6/7/8
Grades 5/6/7/8
Grades 5/6/7/8
Grades 6/7/8
Grades 5/6/7/8
Grades 5/6/7/8
Grade 6/7/8
Grade 5
Grades 5/6/7/8
Grades 5/6/7/8
Grades 6/7/8
Grades 5/6/7/8

MISCELLANEOUS STUDENT PROGRAMS

Grimmer also offers a variety of programs that do not fit into any of the above categories. Many of these occur outside the regular school day. They provide a mix of academic and social opportunities for the Grimmer students and/or parents. Again, as need dictates or opportunities for reaching a broader portion of the student and community become available, new options are investigated and initiated.

- Concerts
- Dances
- Mid-West Talent Search
- Play Performances
- Student Ambassador Program

MISCELLANEOUS PARENT PROGRAMS

Listed below are some of the strategies Grimmer Middle School has in place to keep parents informed about Grimmer and their student as well as involved in school activities:

- Grimmer Website
- Online Newsletter
- Skyward Online Information Access System
- Interim grades posted in Skyward (every 2 weeks)
- Final grades posted in Skyward (every 9 weeks)
- Parent phone calls
- Open House
- Canvas
- E-mail to parents
- Twitter
- School Messenger Notification System
- Individualized Parent Teacher Conferences
- PTO
 - Meetings
 - Volunteering opportunities
 - Fundraising
- Book Fair
- Concerts
- Plays
- Sporting Events
- Dances
- Fourth Grade Parents' Night (for incoming fifth graders)
- Eighth Grade Parents' Night at the Freshman Center
- Freshman Scheduling of Eighth Grade Students
- Additional Parent Communication Tools (available as needed)
 - Parents to sign and return poor tests or major papers
 - Teachers/Parents communication through assignment sheets

APPENDIX B

DATA

DISCIPLINE

As a whole, Grimmer Middle School students and staff do a wonderful job of following school rules and take pride in keeping their school a safe learning environment. Staff members also take an active role in keeping the school safe by monitoring students during passing periods and by keeping detailed discipline records in their classrooms.

A trend that has remained consistent in the past few years is the types of discipline issues that most frequently result in students being suspended from school. Some of the specific issues that have resulted in the most suspensions the past two years include the following: bully/harassment, insubordination, dangerous activities, and disruptive behavior.

APPENDIX C

ISTEP+ DATA

	Grade	Year	State	Grimmer	Difference
English/LA and Math	All	2015	53.5	56.3	2.8
English/LA	5	2012	78.5	88	9.5
		2013	77	87	10
		2014	79	86.6	7.6
		2015	65.2	74.1	8.9
		2016	63.4	67.0	3.6
	6	2012	78.8	89	10.2
		2013	75	85	10
		2014	76	87.1	11.1
		2015	65.8	75.2	9.4
		2016	66.3	80.2	13.9
	7	2012	76.4	80	3.6
		2013	71	76	5
		2014	75	84.2	9.2
		2015	65.7	77.7	12
		2016	67.5	81.9	14.4
	8	2012	74.3	86	11.7
		2013	73	82	9
		2014	74	85.9	11.9
		2015	63.7	69.9	6.2
		2016	61.8	79	17.2
Math	5	2012	86.3	88	1.7
		2013	85	86	1
		2014	88	90.5	2.5
		2015	68.4	72.7	4.3
		2016	65.6	61	-4.6
	6	2012	83.2	90	6.8
		2013	82	86	4
		2014	84	87.2	3.2
		2015	61.9	60.3	-1.6
		2016	59.8	66	6.2
	7	2012	79.1	85	5.9
		2013	78	75	-3
		2014	79	79.1	.1
		2015	54.1	53.1	-1
		2016	52.3	45.4	-6.9
	8	2012	80.2	88	7.8
		2013	79	84	5
		2014	80	86.3	6.3
		2015	54.2	62.6	8.4
		2016	53.4	51.7	-1.7