

# MICHAEL GRIMMER MIDDLE SCHOOL

A LAKE CENTRAL SCHOOL CORPORATION  
SCHOOL IMPROVEMENT PLAN  
PREPARED DURING THE 2019-2020 SCHOOL YEAR

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A copy of this document can be found on the Grimmer 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 Bargaining Unit Representative	Seventh Grade
Sandra Karottki	German/Literature Teacher	All Grade Levels
Patricia Krysa, M.D.	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 Bargaining Unit Representative	Seventh Grade
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	Fifth Grade
	Special Education Teacher	
Letitia Gustas	Language Arts Department	Sixth Grade
	Chairperson	
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	Sixth/Seventh Grade
	Teacher/Chairperson	
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	Sixth/Seventh Grade
	Teacher/Chairperson	
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

## REVISION COMMITTEE 2017

<u>MEMBER</u>	<u>POSITION</u>	<u>GRADE LEVEL</u>
John Alessia	Principal	
Mario Castañeda	Assistant Principal Committee Chairperson	
Trishanne Parish	Language Arts/Chairperson	Seventh/Eighth Grade
Letitia Gustas	Language Arts/Chairperson	Sixth/Seventh Grade
Amanda Bortko	Math/Science/Chairperson	Fifth Grade
James Ashby	Math/Chairperson	Seventh/Eighth Grade
Brett Wartman	Dean/Chairperson	All Grade Levels

## REVISION COMMITTEE 2018

<u>MEMBER</u>	<u>POSITION</u>	<u>GRADE LEVEL</u>
John Alessia	Principal	
Mario Castañeda	Assistant Principal	
	Committee Chairperson	
Trishanne Riordan	Language Arts/Chairperson	Seventh/Eighth Grade
Letitia Gustas	Language Arts/Chairperson	Sixth/Seventh Grade
James Ashby	Math/Chairperson	Seventh/Eighth Grade

## REVISION COMMITTEE 2019

<u>MEMBER</u>	<u>POSITION</u>	<u>GRADE LEVEL</u>
John Alessia	Principal	
Mario Castañeda	Assistant Principal	
	Committee Chairperson	
Trishanne Riordan	Language Arts/Chairperson	Seventh Grade
Letitia Gustas	Language Arts/Chairperson	Sixth Grade
James Ashby	Math/Chairperson	Seventh/Eighth Grade
Susan Thompson	Language Arts/Chairperson	Fifth 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. 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. Skyward, a web-based student management program, has been implemented by all teachers. Canvas, a web-based communication tool, is used by all teachers and is available to all students and parents. Additionally, each classroom has either a SmartBoard, LCD projector, or SmartTV. Some classrooms are also equipped with document cameras and responders. Two computer classrooms, three computer laboratories, and twenty-one Chrome Carts are currently in operation. There is also a twenty-four station computer laboratory in the resource center.

Currently, Grimmer shows an enrollment of 830 students for the 2019-2020 school year. 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. 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, and Purdue University. 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, grades six through eight, have a daily class (forty-seven minutes) of English, reading, math, science, and social studies. All fifth grade students have a daily class (ninety-four minutes) of English/reading and math, and a daily class (forty-seven minutes) of science and social studies. All students have the same teacher for both English and reading class. All grade levels are departmentalized.

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.

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 ILEARN**

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 ILEARN test in the spring. In addition, students are given differentiated lessons based on their leveled performance.
2. Computer-Based System – Students are screened using iReady to target for remediation with Read180 in language arts. Students are screened using 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 2018-2019 school year documented at 96.7 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, social studies, and science. Grimmer's percentage of students passing the 2018-2019 ILEARN is 58.1 percent.

However, Grimmer Middle School recognizes a need for progress through interventions and strong instructional practices.

English/language arts scores are above average in grades six through eight. When comparing the percent passing of Grimmer students (62 percent) to the state average passing on the language arts portion, Grimmer students significantly outperform the state average. Fifth graders were the lowest achieving group.

Mathematics scores are above average in grades five through eight. When comparing the percent passing of Grimmer students (50 percent) to the state average passing on the mathematics portion, Grimmer students outperformed the state average. Eighth graders were the lowest achieving group.

Fifth grade students also test in social studies. Since the inception of the social studies test at the fifth grade level, Grimmer students have maintained scores well above the state average. Fifth grade had 55 percent passing.

Sixth grade students also test in science. Grimmer students scored well above the state average; they passed with 62 percent.

Teachers recognize the diversity of backgrounds that the students represent. The number of certified teaching staff is 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 maintain 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, ILEARN data, technology-based intervention reports, math labs, and IREADY.

Our second goal is to implement reading strategies presented at the "Book Whisperer" conference. In order to evaluate the achievement of our goal, we will use the following components: increased weekly time for independent reading, increased access to books, and individual book talks.

Our third goal is to meet or exceed the state average of students passing in fifth grade for both the language arts and mathematics portions of the ILEARN test. In order to evaluate the achievement of our goal, we will use the following components: grade-level focus on writing in language arts, grade level focus on computation in mathematics, grade-level integration of iReady, and implementation of weekly “bonus block” of language arts and mathematics.

Our fourth goal is to promote a community of kindness among all staff and students. In order to evaluate the achievement of our goal, we will use the following components: interpret data from school survey, encouraging random acts of kindness, Grimmer CARES, SEL advisory program, and recognition of birthdays.

## **INFORMATION REGARDING THE RESULTS OF RISE EVALUATIONS AND OBSERVATIONS**

Classrooms observations will be conducted during the 2019-2020 school year. Teachers with 0 years of experience and/or new to the corporation will have 2 long and 3 short observations. Teachers rated needs improvement/ineffective will have 1 long and 2 short observations. Teachers with 1 or more years of experience and rated 3.25 or above will have 2 twenty-minute evaluations. Teachers with 1 or more years of experience and rated 3.24 or below will have 1 long and 2 ten-minute short observations. 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, or 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 19<sup>th</sup> century and work chronologically to the modern art of the 21<sup>st</sup> 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**

**5<sup>th</sup> 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.

**6<sup>th</sup> 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, 1<sup>st</sup> and 2<sup>nd</sup> 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.

**7<sup>th</sup> 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, 1<sup>st</sup> and 2<sup>nd</sup> 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.

**8<sup>th</sup> 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, 1<sup>st</sup> and 2<sup>nd</sup> 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. 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. Students are given the opportunity to revise essays for higher scores.

## **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 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 no corrections or re-testing.

## **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. Prior to the start of the school day, students who are having difficulty are offered additional help, two mornings a week.

## **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. Prior to the start of the school day, students who are having difficulty are offered additional help, two mornings a week.

## **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 (Domain – Technology Operating Skills - Core Standard 3 Effective Keyboarding Techniques). Under Computer literacy we are covering the state standards to establish the knowledge about the functions of computers in order to operate technology efficiently. Digital Citizenship standards are being covered with the following lessons: Talking safety online, Super Digital Citizen, Privacy Rules, What is Cyberbullying, and Selling Stereotypes.

### 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 vocabulary that we use in class daily. Digital Citizenship standards are being met through short units on Digital Life 101, Strategic Searching, Scams and Schemes, Cyberbullying: Be Upstanding, A Creator's rights. The standards that apply for Word Processing Software; Presentation Software 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. A new standard that we will be working on is Computer Science - coding. This is being accomplished through their many projects as well as on an online site called Code.org.

### 7th Grade – Digital Communication Tools (DCT)

Seventh 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 software; Spreadsheet software; presentation software; digital audio, video and images;

communication software – 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 and Google Talk to text. They are developing skills using mobile devices to create electronic records and to maintain electronic records using devices such as Kindle Fire HDs and iPads. Writing skills are being developed using a stylus with the Kindle Fires and iPads. 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. A new standard that we will be working on is Computer Science - coding. This is being accomplished through their many projects as well as on an online site called Code.org.

#### 8th Grade – Digital Citizenship

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 software; Spreadsheet software; presentation software; digital audio, video and images; communication software – 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 Weebly online website builder and Google Talk to text. They are developing skills using mobile devices to iMovies for their genealogy project using iPads. Writing skills are being developed using a stylus with the Kindle Fires and iPads. 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. A new standard that we will be working on is Computer Science - coding. This is being accomplished through their many projects as well as on an online site called Code.org.

## **Technology Education – PLTW**

The Grimmer Middle School technology education course is designed in conjunction with the Gateway to Technology (GTT) program through Project Lead the Way (PLTW). The program incorporates multiple units from PLTW to engage and empower middle school students to explore the growing areas of engineering, technology and computer science. Each PLTW Gateway unit engages students in activities that not only build knowledge and skills in these areas but also allows students to develop essential skills such as problem solving, critical and creative thinking, communication, collaboration, and perseverance.

The sixth grade course is an introduction to technology education through the PLTW Computer Science for Innovators and Makers curriculum. Throughout the unit, students will learn about programming for the physical world by blending hardware design and software development, allowing students to discover computer science concepts and skills by creating personally relevant, tangible, and shareable projects.

At the seventh grade level, students take on PLTW's Design & Modeling unit of study. In this section, students will explore and utilize the design process and develop an understanding of the influence of creativity and innovation in their lives. They are then challenged and empowered to use and apply what they've learned throughout the unit to create designs and products of their own.

The eighth grade unit of study focuses on PLTW's Automation and Robotics curriculum. In this section of the program, students learn about the history and impact of automation and robotics as they explore mechanical systems, energy transfer, machine automation, and computer control systems. Using the VEX Robotics® platform, students apply what they know to design and program traffic lights, robotic arms, and more.

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

Assessment of student achievement is accomplished primarily through the state mandated ILEARN examination given in grades five through eight. ILEARN 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 subject areas. 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 growth in seventh and eighth grades. Generally, the weakest areas in language arts are reading fiction and general writing. When comparing the percentage passing of Grimmer students to the state average on the language arts portion, Grimmer students outperform the state average. Fifth graders were the lowest achieving group.

Mathematics scores continue to be consistent among all grade levels. Generally, the weakest area in mathematics is geometry and algebraic functions with all students. When comparing the percentage passing of Grimmer students to the state average on the language arts portion, Grimmer students outperform the state average. Eighth graders were the lowest achieving group.

Fifth 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 twenty-two mobile labs (Chrome Book Carts) are available for classroom use for all students in grades five through eight.

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 carts and/or labs for writing papers, researching topics, and creating projects; there is some use of the internet for research on the library computers as well. They also integrate iReady lessons weekly, and quizzes can be administered online through Canvas. Teachers also integrate use of Readworks.org for online reading and comprehension skills checks.

Mathematics teachers assign homework online through Clever and the online ebook. They also integrate iReady lessons weekly, and quizzes can be administered online through Canvas.

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 secure. Employees have been issued a photo identification badge. 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 an updated video surveillance system (2017) is in place.

In 2016, new common language was implemented across all schools to increase student safety. Using common language that is consistent to schools across the country, the use of five codes has been implemented in all Lake Central schools: lockdown, lockout, evacuate, shelter, and hold.

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 2019-2020 school year.

Percentage of Students Meeting Academic Standards: The objective is to be at or above the state average on the ILEARN test. 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.

1. The percentage of all students who meet or exceed the state average on the mathematics portion of the ILEARN test will stay the same or increase.
  - a. Grade-level focus on mathematical academic vocabulary
  - b. Grade-level focus on algebraic functions and geometry
  - c. Grade-level integration of iREADY
2. Language arts teachers will implement strategies presented at the “Book Whisperer” conference.
  - a. Increased weekly time for student independent reading
  - b. Increased access to books
  - c. Individual book talks with teacher
  - d. Increased class time spent in the media center
3. The percentage of all students who meet or exceed the state average on the language arts and mathematics portions of the ILEARN test will increase.
  - a. Grade-level focus on writing in language arts
  - b. Grade level focus on computation in mathematics
  - c. Grade-level integration of iReady
  - d. Implementation of weekly “bonus block” of language arts and mathematics
4. Students and staff will promote a community of kindness.
  - a. Analyze school survey results for levels of interest and ideas
  - b. Encourage random acts of kindness
  - c. Utilize the Grimmer CARES program
  - d. Implementation of SEL focused advisory class
  - e. Recognition of birthdays

## 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 2018-2019 attendance rate of 97 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:** The percentage of all students who meet or exceed the state average on the mathematics portion of the ISTEP+ test will stay the same or increase.

Objectives	Strategies	Evaluation
1. Students will achieve mastery knowledge of algebraic functions.	<ol style="list-style-type: none"><li>1. Implement weekly algebraic functions activities.</li><li>2. Integrate best practices for teaching and assessing algebraic functions.</li><li>3. Integrate bi-weekly iReady lessons and activities.</li></ol>	Bell-ringer and activity integration  In-house assessments  Passing scores on iReady lessons  Growth on iReady progress monitoring reports  Longitudinal ILEARN data
2. Students will display mastery knowledge of geometry.	<ol style="list-style-type: none"><li>1. Implement ongoing geometry activities</li><li>2. Integrate best practices for teaching and assessing geometry.</li><li>3. Integrate bi-weekly iReady lessons and activities.</li></ol>	Bell-ringer and activity integration  In-house assessments  Passing scores on iReady lessons  Growth on iReady progress monitoring reports

		Longitudinal ILEARN data
3. Students will display mastery knowledge of mathematical academic vocabulary.	1. Daily integration of mathematical academic vocabulary in lessons	In-house assessments Longitudinal ILEARN data

**GOAL #2:** Language arts teachers will implement strategies presented at the “Book Whisperer” conference.

Objectives	Strategies	Evaluation
1. Teachers will increase time given in class for independent reading.	1. Weekly time set aside	Accelerated Reader Tests  Weekly independent reading time denoted in lesson plans
2. Students will have increased opportunities for access to books.	1. Continue to allow students to access the library 2. Increase size of classroom libraries in all language arts classrooms	Circulation rate in library  Circulation rate in classrooms

**GOAL #3:** Meet or exceed the state average of students passing in fifth grade for both the language arts and mathematics portions of the ILEARN test.

Objectives	Strategies	Evaluation
1. Teachers will increase the amount of writing in language arts. 2. Teachers will increase the amount of practice with computation in mathematics. 3. Teachers will work with ability-based groups on language arts and mathematics remediation and enrichment.	1. Focus on writing in language arts 2. Focus on computation in mathematics 3. Integrate weekly iReady lessons and activities 4. Implement “bonus block” in language arts 5. Implement “bonus block” in mathematics	Combination of rubrics and holistic grading.  Passing scores on iReady lessons  Bi-weekly pre and post assessments.

**GOAL #4:** Students and staff will promote a community of kindness.

Objectives	Strategies	Evaluation
1. Analyze school survey 2. Encourage random acts of kindness 3. Utilize Grimmer CARES program 4. Continue birthday recognition	1. Create, distribute, and evaluate school survey 2. Create a centrally located bulletin board and/or display of random acts of kindness 3. Recognize acts of kindness by students and staff 4. Announce daily birthdays	Compile data on survey  Update bulletin board monthly  Give Grimmer CARES dollars and put names on the bulletin board

## **STATUTES AND RULES TO BE WAIVED**

Michael Grimmer Middle School is not making any requests for waivers of statutes or rules for the 2019-2020 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
- Drug and Alcohol Prevention Speakers
- Friday Spirit Activities
- Red Ribbon Week
- Seasonal Assemblies
- New Student Orientation
- Spirit Week Activities
- Veterans' Day Program
- Thanksgiving Food Drive
- 21<sup>st</sup> 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 <sup>th</sup> /8 <sup>th</sup>                                   | Boys  |
| • Spring Football | 6 <sup>th</sup> /7 <sup>th</sup>                                   | Boys  |
| • Cross-Country   | 6 <sup>th</sup> /7 <sup>th</sup> /8 <sup>th</sup>                  | Both  |
| • Volleyball      | 7 <sup>th</sup> /8 <sup>th</sup>                                   | Girls |
| • Cheerleading    | 7 <sup>th</sup> /8 <sup>th</sup>                                   | Girls |
| • Dance Team      | 7 <sup>th</sup> /8 <sup>th</sup>                                   | Girls |
| • Wrestling       | 6 <sup>th</sup> /7 <sup>th</sup> /8 <sup>th</sup>                  | Boys  |
| • Basketball      | 7 <sup>th</sup> /8 <sup>th</sup>                                   | Both  |
| • Track           | 6 <sup>th</sup> /7 <sup>th</sup> /8 <sup>th</sup>                  | Both  |
| • Running Club    | 5 <sup>th</sup> /6 <sup>th</sup> /7 <sup>th</sup> /8 <sup>th</sup> | Both  |
| • Tennis Club     | 5 <sup>th</sup> /6 <sup>th</sup> /7 <sup>th</sup> /8 <sup>th</sup> | 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
- 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 Olympiad
- White Paper Recycling
- Academic Super Bowl
- Student Ambassadors
- Publications/Yearbook
- Cooking Club

### QUALIFICATIONS

Grades 7/8 in Band 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 6/7/8  
Grades 5/6/7/8  
Grades 6/7/8  
Grade 6/7/8  
Grade 5

## 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
- 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

	<b>Grade</b>	<b>Year</b>	<b>State</b>	<b>Grimmer</b>	<b>Difference</b>
<b>English/LA</b>	<b>5</b>	2013	77	87	10
		2014	79	86.6	7.6
		2015	65.2	74.1	8.9
		2016	63.4	67.0	3.6
		2017	62.4	68.6	6.2
		2018	60.4	66.0	5.6
	<b>6</b>	2013	75	85	10
		2014	76	87.1	11.1
		2015	65.8	75.2	9.4
		2016	66.3	80.2	13.9
		2017	66.5	77.4	10.9
		2018	65.2	77	11.8
	<b>7</b>	2013	71	76	5
		2014	75	84.2	9.2
		2015	65.7	77.7	12
		2016	67.5	81.9	14.4
		2017	65.1	78.9	13.8
		2018	64.3	82.6	18.3
	<b>8</b>	2013	73	82	9
		2014	74	85.9	11.9
		2015	63.7	69.9	6.2
		2016	61.8	79	17.2
		2017	61.8	65	3.2
		2018	63.6	75.7	12.1

	<b>Grade</b>	<b>Year</b>	<b>State</b>	<b>Grimmer</b>	<b>Difference</b>
<b>Math</b>	<b>5</b>	2013	85	86	1
		2014	88	90.5	2.5
		2015	68.4	72.7	4.3
		2016	65.6	61	-4.6
		2017	65.8	67	1.2
		2018	65.6	70.2	4.6
	<b>6</b>	2013	82	86	4
		2014	84	87.2	3.2
		2015	61.9	60.3	-1.6
		2016	59.8	66	6.2
		2017	59.6	60.8	1.2
		2018	57.9	65.1	7.2
	<b>7</b>	2013	78	75	-3
		2014	79	79.1	.1
		2015	54.1	53.1	-1
		2016	52.3	45.4	-6.9
		2017	50.6	52.9	2.3
		2018	50.3	53.4	3.1
<b>8</b>	2013	79	84	5	
	2014	80	86.3	6.3	
	2015	54.2	62.6	8.4	
	2016	53.4	51.7	-1.7	
	2017	55.1	47.1	-8	
	2018	55.7	63.1	7.4	

# APPENDIX D

## ILEARN DATA

	<b>Grade</b>	<b>Year</b>	<b>State</b>	<b>Grimmer</b>	<b>Difference</b>
<b>English/LA</b>	<b>5</b>	2019	47	43	-4
	<b>6</b>	2019	47	65	18
	<b>7</b>	2019	49	62	13
	<b>8</b>	2019	50	58	8
	<b>Grade</b>	<b>Year</b>	<b>State</b>	<b>Grimmer</b>	<b>Difference</b>
<b>Math</b>	<b>5</b>	2019	47	50	3
	<b>6</b>	2019	46	52	6
	<b>7</b>	2019	41	47	6
	<b>8</b>	2019	37	36	-1