

MICHAEL GRIMMER MIDDLE SCHOOL



A LAKE CENTRAL SCHOOL CORPORATION SCHOOL IMPROVEMENT PLAN

PREPARED DURING THE 2022-2023 SCHOOL YEAR

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A copy of this document can be found on the [Grimmer Middle School](#) website.

2022-23 School Improvement Team

Name	Position	Grade Levels
W. Ryan Bounds	Principal	5-8
Mario Castaneda	Assistant Principal	5-8
Letitia Gustas	ELA / Dept Chair	6
Trishanne Riordan	ELA	7
Andi Burczyk	Math	7 & 8
Danielle Miller	Math	6
Louis Greanias	Social Studies	6 & 7
Nick Meyer	Science	7
Laura Mullaney	Science	6 & 8
Susan Thompson	5th Grade Teacher	5 (ELA & Social Studies)
Kyle Stephens	Reading RTI	5-8

The School Improvement Plan is annually reviewed. Key staff members who have consistently been a part of this process include: Mario Castaneda, Letitia Gustas, Trishanne Riordan, and Greg Ashby. These key staff members have contributed to the School Improvement Plan for over a decade.

MISSION STATEMENT

In partnership with family and community and through an educational system driven by clearly defined learner outcomes, 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.

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. Webcams are in use in all classrooms for use with Google Meet and online streaming of classes. Additionally, each classroom has either a SmartBoard, LCD projector, or SmartTV. Some classrooms are also equipped with document cameras and responders. Currently, Grimmer shows an enrollment of 758 students for the 2022-2023 school year.

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 socio economics 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 extracurricular 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.

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 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.

SUMMARY OF DATA

5th Grade 2021 v 2022 Comparison for ILEARN

ELA 2021 Proficiency: 39%	ELA 2022 Proficiency: 49%
Math 2021 Proficiency: 43%	Math 2022 Proficiency: 51%

5th Grade District Comparison

School	Subject	Proficient	State Average	+/-	Free / Reduced Lunch
Grimmer	ELA	49 %	41%	+8%	28 %
Clark	ELA	46%	41%	+5%	21%
Kahler	ELA	44%	41%	+3%	26%
Grimmer	Math	51%	41%	+10%	28%
Clark	Math	47%	41%	+6%	21%
Kahler	Math	54%	41%	+13%	26%

Consider the following goal that was written for 5th grade for the 2020-21 school year:

- *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 a weekly "bonus block" of language arts and mathematics.*

The 5th grade teachers of Grimmer have done an outstanding job in achieving this previous goal!

6th Grade 2021 v 2022 Comparison for ILEARN

ELA 2021 Proficiency: 44%	ELA 2022 Proficiency: 43%
Math 2021 Proficiency: 37%	Math 2022 Proficiency: 34%

6th Grade District Comparison

School	Subject	Proficient	State Average	+/-	Free / Reduced Lunch
Grimmer	ELA	43%	39%	+4%	28%
Clark	ELA	55%	39%	+16%	21%
Kahler	ELA	38%	39%	-1%	26%
Grimmer	Math	34%	36%	-2%	28%
Clark	Math	43%	36%	+7%	21%
Kahler	Math	37%	36%	+1%	26%

7th Grade 2021 v 2022 Comparison for ILEARN	
ELA 2021 Proficiency: 45%	ELA 2022 Proficiency: 44%
Math 2021 Proficiency: 26%	Math 2022 Proficiency: 32%

7th Grade District Comparison					
School	Subject	Proficient	State Average	+/-	Free / Reduced Lunch
Grimmer	ELA	44%	42%	+2%	28%
Clark	ELA	62%	42%	+20%	21%
Kahler	ELA	54%	42%	+12%	26%
Grimmer	Math	32%	32%	=	28%
Clark	Math	35%	32%	+3%	21%
Kahler	Math	40%	32%	+8%	26%

8th Grade 2021 v 2022 Comparison for ILEARN	
ELA 2021 Proficiency: 51%	ELA 2022 Proficiency: 56%
Math Proficiency: 20%	Math Proficiency: 26%

8th Grade					
School	Subject	Proficient	State Average	+/-	Free / Reduced Lunch
Grimmer	ELA	56%	43%	+13%	28%
Clark	ELA	64%	43%	+21%	21%
Kahler	ELA	54%	43%	+11%	26%
Grimmer	Math	26%	30%	-4%	28%
Clark	Math	40%	30%	+10%	21%
Kahler	Math	30%	30%	=	26%

GOALS & STRATEGIES

Goal 1 is to improve Math performance in all grade levels:

- At minimum, Grimmer should meet the state average.
- Grimmer students should show growth each year as we come out of Covid-19

The Primary Math Strategy is the implementation of a new curriculum:

- This includes a new textbook which matches the program K-5 have already been using
 - McGraw Hill Reveal Math
- Curriculum development happened during the summer and is ongoing during the school year
 - Curriculum writing down to day to day pacing guides chunked out by quarters

A second strategy is to identify students on the bubble after module assessments and get them placed into math RTI through multiple opportunities:

- Tutoring on Tuesday and Thursday mornings from 8 - 8:30 AM
- Place them in a Math Lab (Grimmer offers 1 per grade level)
- Possibility of creating opportunities during Advisory period

A third strategy is to create Word Walls around the building to create a common language which involves math terms used on a consistent basis such as Analyze, Synthesize, and Evaluate.

Goal 2 is to improve Reading and Writing performance in all grade levels:

One strategy will be to clearly document what students are reading on a monthly basis:

- Department Meetings the first Wednesday of the month
- Grade Level Meetings the third Wednesday of the month

A second strategy will be to examine and possibly modify formative assessment questions:

- Teachers will examine their own unit assessments
 - Is the entire test multiple choice, true/false, matching, and overall DOK1?
- Teachers will examine how often students are writing and is there a common language
 - Common rubrics
 - Common formatting

Goal 3 is for students to be aware of and involved in their school community in order to promote a sense of belonging for all students:

There are multiple activities Grimmer provides that serve as an overall strategy to engage students:

- Semester reward party at Midwest Ice Arena
- Staff push the random acts of kindness stars
- Friday themed spirit days with music
- Recognition of impact makers for staff

Grimmer's Advisory Period is another strategy focused on SEL standards and fostering belonging

GRIMMER MIDDLE SCHOOL

Proposed Goals, Strategies, and Measurements of Success

GOAL 1: Goal 1 is to improve Math performance in all grade levels by being more intentional with our Tier 1 and Tier 2 instructional time along with our student placement:

Objectives	Strategies	Evaluation
1. Improve Tier 1 Curriculum	New Textbook w/ Pacing Guides	ILEARN 2023 Scores and Growth iReady Growth Module Assessment Data
2. Maximize Tier 1 Resources	Place Bubble students in Math Labs (Identify Bubble students)	iReady Growth Module Assessment Data Quarterly Grades
3. Maximize Tier 1 Resources	Utilize Resource Periods & Tutoring Times	iReady Growth Module Assessment Data Quarterly Grades
4. Explore Tier 2 Instruction	Possibly Utilize Advisory Period for Remedial Math Instruction (this may happen in the years to come or not at all)	iReady Growth Module Assessment Data Quarterly Grades

GOAL 2: Goal 2 is to improve Reading and Writing performance in all grade levels:

Objectives	Strategies	Evaluation
Improve Tier 1 instruction by knowing what students are reading in each class.	Monthly meetings done as whole staff, grade level teams, and departments. Meetings take place in the mornings from 8 - 8:30, and they are normally on Wednesday.	Monitor what is being documented and compare it to student growth in iReady and ILEARN.
Improve Tier 1 instruction by examining student assessments.	Departments examine their assessments. Test questions should measure more than DOK 1	Compare current test questions to state standards. Align questions to standards.

GOAL 3: is for students to be aware of and involved in their school community in order to promote a sense of belonging for all students:

Objectives	Strategies	Evaluation
Create an inclusive community where students and staff feel safe and welcome. Create strong morale with staff in order to achieve at a higher level.	Grimmer CARES Initiative (maintain) Student Incentives for Positive Behavior and Work Ethic Recognition of staff for making a positive impact	Actively seek out stakeholder feedback through meetings (circles), surveys, and informal conversations.

INFORMATION REGARDING THE RESULTS OF RISE EVALUATIONS AND OBSERVATIONS

Classroom observations will be conducted during the 2022-2023 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 2 long and 3 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 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. 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 Course Offerings:

- 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, creating workbooks, applying formatting features, charts and graphs, creating presentations, enhancing 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 now reach schools by July. 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 the state average in English & Language Arts. However, Grimmer Middle School recognizes a need for progress in math through goals, strategies, and data analyses (**based on data from 2021-2022 standardized test scores**).

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 used to be the lowest achieving group, however, they are now the highest achieving group (**based on data from 2021-2022 standardized test scores**).

Mathematics scores need to improve. 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 math portion, Grimmer students do not outperform the state average in grades 6-8. Eighth graders were the lowest achieving group (**based on data from 2021-2022 standardized test scores**).

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 (**based on data from 2021-2022 standardized test scores**).

Sixth grade students also test in science. Since the inception of this additional assessment, Grimmer students have maintained scores above the state average (**based on data from 2021-2022 standardized test scores**).

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 THE USE OF TECHNOLOGY IN THE CLASSROOM**

Currently, Grimmer Middle School is 1:1 with Chromebooks.

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 monthly, 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, a 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: Currently, Grimmer Middle School does not meet expectations according to the Federal Report Card issued for the 2021-22 school year. Our score was a 68. Our strategies to improve attendance are the following:

- Create a learning environment that students want to be in. This ties into our third goal of creating an inclusive environment that fosters a sense of belonging.
- The administrative team does formally contact parents after 10 absences with a written letter and a request for a conference.

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, the graduation rate is not applicable.

<p style="text-align: center;">SPECIFIC AREAS WHERE IMPROVEMENT IS NEEDED</p>
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The Grimmer Middle School School Improvement team analyzed our Federal Report Card along with ILEARN Data. 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 increase.
 - a. Grade-level focus on mathematical academic vocabulary
 - b. Grade-level focus on new curriculum implementation
 - c. Maintain grade-level integration of iREADY and data analyses after diagnostics

2. The percentage of all students who meet or exceed the state average on the language portions of the ILEARN test will increase.
 - a. Grade-level focus on writing constructed responses with common rubrics
 - b. Maintain grade-level integration of iREADY and data analyses after diagnostics

3. Students and staff will promote a community of kindness.
 - a. Encourage random acts of kindness
 - b. Utilize the Grimmer CARES program
 - c. Implementation of SEL focused advisory class
 - d. Recognition of birthdays during lunch
 - e. School dances and spirit weeks

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. In the 2020-2021 school year, a Reading Specialist position was introduced to support the development of reading and writing in students. Reading RtI utilizes the Fountas and Pinnell Leveled Literacy Intervention (LLI) program. LLI is an intensive reading intervention program designed to meet the needs of students whose reading achievement is below the proficient level. The LLI program directly addresses individual needs through direct instruction in reading and writing skills. The LLI lessons are given in addition to the reading instruction received in the two ELA periods. Students are selected for reading RtI with the Reading Specialist based on teacher referrals as well as assessment data. At the end of each grading period, the RtI Core team meets to discuss student progress, current data, and referrals from teachers. Students below proficiency requiring services are pulled in groups of no more than four students. Groups meet during one of their two ELA periods twice a week for reading intervention and instruction. Students are progress monitored with weekly assessments based on targeted skills.

Grimmer Middle School intends to maintain current attendance rates. 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.

STATUTES AND RULES TO BE WAIVED

Michael Grimmer Middle School is not making any requests for waivers of statutes or rules for the 2022-2023 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
- 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 | 6 th /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	QUALIFICATIONS
● All-Region Band	Grades 7/8 in Band who qualify
● Bell Choir	Grades 6/7/8
● Crescendos	Grades 7/8
● Drama	Grades 6/7/8
● ISSMA solo/ensemble contest	All in Band, Choir or Bells
● Jazz Band	Grades 6/7/8 in Band
● National Junior Honor Society	Grades 7/8 qualifying students
● Winter Guard	Grades 6/7/8
● Future Problem Solvers	Grades 6/7/8
● Student Council	Grades 5/6/7/8
● Chess Club	Grades 6/7/8
● Hoosier Spell Bowl	Grades 5/6/7/8
● Science Olympiad	Grades 6/7/8
● White Paper Recycling	Grades 5/6/7/8
● Academic Super Bowl	Grades 6/7/8
● Student Ambassadors	Grades 5/6/7/8
● Publications/Yearbook	Grade 6/7/8
● Cooking Club	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
- Email 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. Grimmer issued 54 suspensions for the 2021-22 school year. We are striving to reduce that number by proactively creating a community where all students feel connected.

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	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	
		2017	62.4	68.6	6.2	
		2018	60.4	66.0	5.6	
		2019	N/A	N/A	N/A	
		6	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	
	2019		N/A	N/A	N/A	
	7		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		
2019		N/A	N/A	N/A		
8		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		
	2019	N/A	N/A	N/A		

	Grade	Year	State	Grimmer	Difference	
Math	5	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	
		2019	N/A	N/A	N/A	
		6	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	
	2019		N/A	N/A	N/A	
	7		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		
2019		N/A	N/A	N/A		
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		
	2017	55.1	47.1	-8		
	2018	55.7	63.1	7.4		
	2019	N/A	N/A	N/A		

APPENDIX D
ILEARN DATA

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