

# MICHAEL GRIMMER MIDDLE SCHOOL



## A LAKE CENTRAL SCHOOL CORPORATION SCHOOL IMPROVEMENT PLAN

PREPARED DURING THE 2025-2026 SCHOOL YEAR

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

### 2024-25 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                        |
| Shannon Stanley | ELA                       | 8                        |
| Danielle Miller | Math                      | 6                        |
| Sarah Poncin    | Math                      | 7                        |
| Christa Moore   | Math/Dept Chair           | 8                        |
| Sarah Roth      | Social Studies/Dept Chair | 7 & 8                    |
| Louis Greanias  | Social Studies            | 6 & 7                    |
| Nick Meyer      | Science/Dept Chair        | 7                        |
| Susan Thompson  | 5th Grade Teacher         | 5 (ELA & Social Studies) |
| Kevin Lewis     | Band / Music Teacher      | 5-8                      |
| Kyle Stephens   | Reading RTI               | 5-8                      |

**The School Improvement Plan is annually reviewed.**

#### 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. Teachers and families have the ability to conduct school synchronously from home if necessary. Grimmer Middle School utilizes Parent Square as a tool for staff to communicate with families. 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 729 students for the 2025-2026 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. Lake Central School Corporation has a diverse 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 math, science, and social studies and ninety minutes of language arts. All fifth grade students have a daily class (ninety-four minutes) of language arts and math, and a daily class (forty-seven minutes) of science and social studies.

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 and technology education. 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 ELL 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 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 Chairs and Leadership Team members 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. This is a collaborative effort with teachers and administrators across all three middle schools in Lake Central.

## 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. ALEKS- ALEKS is a web based math supplemental program. All math 6th-8th students begin the year with a knowledge check. ALEKS then differentiates to each student and creates a knowledge mastery path.
2. Common Formative Assessments - All core subjects have common assessments. Math and Language Arts utilize learning targets.

## SUMMARY OF DATA

### 5th Grade 2025 v 2024 Comparison for ILEARN

|                              |                            |
|------------------------------|----------------------------|
| ELA 2025 Proficiency: 53.3%  | ELA 2024 Proficiency: 57%  |
| Math 2025 Proficiency: 52.8% | Math 2024 Proficiency: 51% |

### 5th Grade District Comparison

| School  | Subject | Proficient | State Average |        | Free / Reduced Lunch |
|---------|---------|------------|---------------|--------|----------------------|
| Grimmer | ELA     | 53.3 %     | 41%           | +12.3% | 32.6 %               |
| Clark   | ELA     | 53.7%      | 41%           | +12.7% | 21.6%                |
| Kahler  | ELA     | 52.2%      | 41%           | +11.2% | 28.0%                |
|         |         |            |               |        |                      |
| Grimmer | Math    | 52.8%      | 42%           | +10.8% | 32.6 %               |
| Clark   | Math    | 58.5%      | 42%           | +16.5% | 21.6%                |
| Kahler  | Math    | 66.9%      | 42%           | +24.9% | 28.0%                |

### 6th Grade 2025 v 2024 Comparison for ILEARN

|                              |                            |
|------------------------------|----------------------------|
| ELA 2025 Proficiency: 54%    | ELA 2024 Proficiency: 57%  |
| Math 2025 Proficiency: 51.5% | Math 2024 Proficiency: 45% |

### 6th Grade District Comparison

| School  | Subject | Proficient | State Average | +/-    | Free / Reduced Lunch |
|---------|---------|------------|---------------|--------|----------------------|
| Grimmer | ELA     | 53.1%      | 41%           | +12.1% | 32.6 %               |
| Clark   | ELA     | 51.5%      | 41%           | +10.5% | 21.6%                |
| Kahler  | ELA     | 43.6%      | 41%           | +2.6%  | 28.0%                |
|         |         |            |               |        |                      |
| Grimmer | Math    | 51.5%      | 40%           | +11.5% | 32.6 %               |
| Clark   | Math    | 47.0%      | 40%           | +7%    | 21.6%                |
| Kahler  | Math    | 51.4%      | 40%           | +11.4% | 28.0%                |

| 7th Grade 2025 v 2024 Comparison for ILEARN |                            |
|---------------------------------------------|----------------------------|
| ELA 2025 Proficiency: 48%                   | ELA 2024 Proficiency: 60%  |
| Math 2025 Proficiency: 45.7%                | Math 2024 Proficiency: 43% |

| 7th Grade District Comparison |         |            |               |        |                      |
|-------------------------------|---------|------------|---------------|--------|----------------------|
| School                        | Subject | Proficient | State Average | +/-    | Free / Reduced Lunch |
| Grimmer                       | ELA     | 45.7%      | 38%           | +7.7%  | 32.6 %               |
| Clark                         | ELA     | 46.2%      | 38%           | +8.2%  | 21.6%                |
| Kahler                        | ELA     | 49.5%      | 38%           | +11.5% | 28.0%                |
|                               |         |            |               |        |                      |
| Grimmer                       | Math    | 45.7%      | 36%           | +9.7%  | 32.6 %               |
| Clark                         | Math    | 38.4%      | 36%           | +2.4%  | 21.6%                |
| Kahler                        | Math    | 42.9%      | 36%           | +6.9%  | 28.0%                |

\*State Average decreased from 42 to 38 percent

| 8th Grade 2025 v 2024 Comparison for ILEARN |                            |
|---------------------------------------------|----------------------------|
| ELA 2025 Proficiency: 65%                   | ELA Proficiency 2024: 54%  |
| Math 2025 Proficiency: 48.4%                | Math Proficiency 2024: 30% |

| 8th Grade |         |            |               |        |                      |
|-----------|---------|------------|---------------|--------|----------------------|
| School    | Subject | Proficient | State Average | +/-    | Free / Reduced Lunch |
| Grimmer   | ELA     | 65%        | 43%           | +22%   | 32.6 %               |
| Clark     | ELA     | 59.3%      | 43%           | +16.3% | 21.6%                |
| Kahler    | ELA     | 45.8%      | 43%           | +2.8%  | 28.0%                |
|           |         |            |               |        |                      |
| Grimmer   | Math    | 48.4%      | 35%           | +13.4% | 32.6 %               |
| Clark     | Math    | 43.7%      | 35%           | +8.7%  | 21.6%                |
| Kahler    | Math    | 40.6%      | 35%           | +5.6%  | 28.0%                |



## GOALS & STRATEGIES

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

- Grimmer collectively strives to perform well above the state average.
- Grimmer staff celebrates student growth.

### **One strategy is maintaining the current curriculum with fidelity:**

- Maintain vertical alignment
  - McGraw Hill Reveal Math
    - Conceptual Learning done through a variety of activities
- Curriculum development is ongoing during the school year
  - Day-to-day pacing guides chunked out by quarters
    - Revisited and modified annually in grade level PLCs

### **A second strategy is to use the data from the Common Formative Assessments to guide instructional decisions:**

- Identify learning targets not mastered by majority of students
- Math teachers may use the warm-up to spiral in order to reteach
- Grimmer utilizes the resource room supervisor:
  - She is trained in ALEKS
  - She works with identified students and monitors progress
  - She collaborates with math teachers

### **Goal 2 is to improve Reading and writing performance in all grade levels:**

### **One strategy is to use the Science of Reading based resources, *Amplify* (6-8) and *Open Court* (5), to guide instructional decisions**

- Teachers use the pacing guides provided by *Amplify* and *Open Court*

### **A second strategy is to have students increase their stamina of independent reading:**

- Have more independent reading in class (both teacher and student driven)
  - Science - When appropriate Close Reading, science world articles, Smartbook 2.0
  - Math - Word Problems, Conceptual Activities, ALEKS
  - Social Studies - *Junior Scholastic*, *Up Front* and *Scholastic News* (monthly), Textbook, Outside Sources, Novels for Advanced classes (5-8)
  - Music - Creating stamina through site reading while performing
    - *Music First*
      - *In-Tune Magazine*
      - *Sight-Reading Factory*
  - LA - Scope, Amplify resources, and Independent Reading

### **A third strategy is Tier 2 and 3 interventions facilitated through Grimmer's Reading Specialist.**

**Goal 3 is for students to understand the connection among all disciplines in formulating written responses to Document-Based Questions:**

- Science- CER (Claim Evidence Reasoning)
- LA - ACES, Yes Ma'am, PQA
- Math - PQA (Put the Question in the Answer)
- Social Studies - PQA and DBQ (type of question, not a way of writing)

**One strategy is to collaborate on a regular basis to monitor progress**

- Monthly PLCs
- Common Plan Time
- Curriculum Committees

**A second strategy is to provide exposure to common writing acronyms**

- Display writing acronyms throughout the building and in classrooms

**Goal 4 is to improve attendance and sense of belonging for all students in order to improve achievement in all areas:**

**One strategy is to provide multiple incentives to engage students:**

- Semester reward party
- Friday themed spirit days with music
- End of school year picnic
- Daily principal interactions at lunch (Connect 4) and during passing periods
- Weekly drawing for perfect attendance per grade level (MC)

**A second strategy will be to establish common expectations:**

- Common language used to mold behavior
- Establish rapport with parents/guardians
  - All teachers will be supported by principals when working with parents
  - Utilize Grimmer playbook

**Goal 5 is to foster social and emotional growth within our students by adhering to Indiana's Student Wellness standards**

**The strategy is to follow the Student Wellness curriculum in advisory with fidelity**

- Sandy Hook Promise curriculum

**GRIMMER MIDDLE SCHOOL***Proposed Goals, Strategies, and Measurements of Success***Goal 1 is to improve Math performance in all grade levels:**

| <b>Objectives</b>         | <b>Strategies</b>                                          | <b>Evaluation</b>                                                                         |
|---------------------------|------------------------------------------------------------|-------------------------------------------------------------------------------------------|
| Improve Tier 1 Curriculum | Textbook w/ Pacing Guides<br>Quarterly Learning Targets    | Common Formative Assessments<br>ILEARN Checkpoints 25-26<br>ILEARN 2026 Scores and Growth |
| Maximize Tier 1 Resources | Utilize Resource Periods & Tutoring Times                  | Common Formative Assessments<br>Quarterly Grades                                          |
| Maximize Tier 2 Resources | Place students who performed below proficiency in resource | ALEKS lessons<br>ILEARN Summative Assessment                                              |

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

| <b>Objectives</b>                                           | <b>Strategies</b>                                                                                     | <b>Evaluation</b>                                                                                   |
|-------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|
| Identify areas of needed improvement                        | Use limited flex days from Amplify to assign lessons that target the needs                            | Monitor data from end of unit assessments                                                           |
| Improve Tier 1 instruction by examining student assessments | Accommodations have been set to enable student growth in needed areas                                 | End of unit essay/assessment in Amplify and Open Court                                              |
| Maximize Tier 2 and 3 Resources                             | Place students who performed below proficiency in resource to be able to work with Reading Specialist | Phonics for Reading<br>REWARDS<br>DIBELS Screeners<br>CORE Screeners<br>ILEARN Summative Assessment |

**Goal 3 is for students to understand the connection among all disciplines in formulating written responses to Document-Based Questions:**

| <b>Objectives</b>                                                   | <b>Strategies</b>                                                                                                                | <b>Evaluation</b>                                                                                                                        |
|---------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------|
| Educate all stakeholders in writing methods across curriculums.     | Banners with common language have been distributed throughout the building and posted                                            | Teachers can articulate all forms of writing across curriculums such as PQA in LA compared to CRE in Science.                            |
| Students can Analyze, Evaluate, and Summarize across content areas. | Teachers created a series of learning targets and objectives which will be the skills Grimmer works towards throughout the year. | ILEARN checkpoint tests<br>Amplify and Open Court end of unit assessments, and module assessments in Math. Unit tests in Social Studies. |

**Goal 4 is to improve attendance and sense of belonging for all students in order to improve achievement in all areas:**

| Objectives                                                                                                                                                                                                                                                         | Strategies                                                                                                                                                                                                                                      | Evaluation                                                                                                                                                                                                                                 |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Create an inclusive community that rewards students for consistent attendance.</p> <p>Help students feel a sense of belonging along with the opportunity to find their niche.</p> <p>Create strong morale with staff in order to achieve at a higher level.</p> | <p>Student Incentives for Positive Behavior and Work Ethic</p> <p>Recognition of staff for making a positive impact</p> <p>Student Activities such as dances, cookouts, and themed Fridays</p> <p>Reward kids weekly for perfect attendance</p> | <p>Actively seek out stakeholder feedback through meetings, surveys, PLCs, and Teacher Teams.</p> <p>Monitor students' participation in activities.</p> <p>Use Skyward to analyze behavior data.</p> <p>Monitor attendance for growth.</p> |

**Goal 5 is to foster social and emotional growth within our students by adhering to Indiana's Student Wellness standards:**

| Objectives                                                          | Strategies                                                | Evaluation                                                            |
|---------------------------------------------------------------------|-----------------------------------------------------------|-----------------------------------------------------------------------|
| <p>Create a sense of inclusivity for students within the school</p> | <p>Follow the Student Wellness curriculum in advisory</p> | <p>Attendance rates improve while behavioral infractions decrease</p> |

## INFORMATION REGARDING THE RESULTS OF RISE EVALUATIONS AND OBSERVATIONS

Classroom observations will be conducted during the 2025-2026 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 may 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.

**5<sup>th</sup> Grade Art Curriculum** – This course explores the elements and principles of art through comparing and contrasting and project based lessons. Art history, criticism, and production heavily influence this course.

**6<sup>th</sup> 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.

**7<sup>th</sup> 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.

**8<sup>th</sup> 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.

**6<sup>th</sup> 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.

**7<sup>th</sup> 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.

**8<sup>th</sup> 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***

The Grimmer Choir and General Music is dedicated to the enrichment of a child's education through music. Educating the "whole child" is the goal of the music department here at Grimmer. At each grade level, choir and music 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.

**5<sup>th</sup> Grade General Music Curriculum-** In 5th grade general music students are exposed to the choir and band programs while working with both the band and choir instructors. Students are exposed to instruments and technology. Resources like YouTube, and Music First are used to create projects.

**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, 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 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. 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, measured by administering ILEARN checkpoint assessments. Prior to the start of the school day, students who are having difficulty are offered additional help, two mornings a week.

## ***Mathematics***

All state standards are covered and reviewed as needed in each grade level's curriculum. Advanced sections are offered in all grades. Algebra I 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.

## ***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 practical and real life activities. 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. We continue to use our student inquiry based curriculum. 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. Test scores on both the ILEARN and common assessments are 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, and CFAs. 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. 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 meet for one semester to earn a high school credit in Computer Science. They are covering the state standards for Computing Foundations for a Digital Age, course code 4565.

Computers and the internet have revolutionized the way we access and disseminate information. As technology continues to change at an ever-increasing pace, the need for students to gain a foundational understanding of computer science is clear. Computing Foundations for a Digital Age is designed to introduce students to five major topics within computer science including computing systems and Security, networks and the internet, data and analysis, algorithms and planning, and impacts of computing. The course introduces foundational computing concepts while exploring current events and building critical thinking, collaboration, problem-solving, and other important skills that are invaluable for life in a global and technologically advancing society.

### **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 the end of May. These results are subsequently disaggregated, analyzed, and distributed as appropriate. The building administrative team updates the data room appropriately.

Current testing scores indicate that the majority of students are performing at a higher level than the state average in English & Language Arts, Math, Social Studies, and Science. However, Grimmer Middle School recognizes a need for continued progress. **Grimmer Middle School believes that all students can grow and that growth will eventually lead to success.**

English/Language Arts scores are showing positive growth trends:

| Cohort | Current Grade | 2022 | 2023 | 2024 | 2025  | Growth |
|--------|---------------|------|------|------|-------|--------|
| 2029   | 9th           | 49%  | 54%  | 60%  | 65%   | +16%   |
| 2030   | 8th           | NA   | 54%  | 57%  | 47.5% | -10.5% |
| 2031   | 7th           | NA   | NA   | 57%  | 53.1  | -3.9%  |
| 2032   | 6th           | NA   | NA   | NA   | 53.3  |        |

Generally, the weakest areas in language arts are reading with stamina and argumentative writing. When comparing the percentage passing of Grimmer students to the state average on the language arts portion, Grimmer students outperform the state average. Over one third of cohort 2029 (currently in 7th grade) scored Above Proficient on the ILEARN exam. The 6th grade LA teachers are a group that collaborates regularly and has created skills based assessments. Mathematics faces a bigger challenge than Language Arts because students go from a 90 minute block in 5th grade to a 46 minutes block for grades 6-8. The data does reflect a negative impact in the reduction of instructional minutes. For example, Cohort 2029 shows a -2% decrease in growth yet they are 10% above the state average. Math teachers in grades 6-8 utilize resources such as morning tutoring, resource classes, and even advisory time to give students additional instructional minutes when needed.

| Cohort | Current Grade | 2022 | 2023 | 2024 | 2025 | Growth |
|--------|---------------|------|------|------|------|--------|
| 2029   | 9th           | 51%  | 49%  | 43%  | 48.4 | -2.6%  |
| 2030   | 8th           | NA   | 52%  | 45%  | 45.7 | -6.3%  |
| 2031   | 7th           | NA   | NA   | 51%  | 51.5 | +.5%   |
| 2032   | 6th           | NA   | NA   | NA   | 52.8 |        |

**CONCLUSIONS ABOUT THE CURRENT EDUCATIONAL PROGRAMMING:  
PARENTAL PARTICIPATION IN THE SCHOOL**

Michael Grimmer Middle School believes in a collaborative partnership with parents and guardians of students. The principal sends out a monthly newsletter updating parents with relevant information. The principal also emails parents to keep them informed of school events or announcements they need to know. If the parents buy into Grimmer's goals, strategies, and objectives then they will hold their child accountable to the best of their ability.

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.

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.

Students use their chromebooks for writing papers, researching topics, and creating projects; there is some use of the internet for research on the library computers as well. Assignments and assessments can be administered online through Canvas. They also integrate the use of Readworks.org for online reading and comprehension skills checks.

Language arts teachers use the online platforms Amplify (6-8) and Open Court (5).

Mathematics teachers utilize online resources, calculators, and assign homework (including Aleks lessons) and assessments through the McGraw-Hill online platform. Quizzes can be administered online through Canvas.

Science teachers have several interactive computer programs to use with their students (e.g., web quests, virtual labs, Google Slides presentations, etc.). They also use the internet for research on the students' chromebooks as well as on the library computers.

Social studies teachers use the computers for research into such diverse topics as elections, the American presidency, current events, statistics, and international holidays. Students can utilize CultureGrams to learn about countries and cultures. Social Studies teachers may use Canvas to assign classwork and assessments.

Health teachers use the computers for drug education research.

The Music Department uses a web based program called MusicFirst. It includes programs for ear training, at home practicing, and rhythm instruction.

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. Parent Square is a tool that teachers use to help keep parents informed.

**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.

Grimmer believes in doing everything possible to keep the child engaged in the classroom. The administrators and the guidance department deal with academic assistance and structuring methods to allow students to be successful in their educational program.

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, the administrative team supervises lunches with the help of paraprofessionals and teachers. The administrative team uses this time to have positive interactions with students such as playing Connect Four and generic football toss.

#### **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 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. Parent Square is a newer communication device used by Grimmer. 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 2023-24 school year. Our score was below 50. Our strategies to improve attendance are the following. The data for the 2024-25 school year has not been posted:

- 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.

|                                                       |
|-------------------------------------------------------|
| <b>SPECIFIC AREAS WHERE IMPROVEMENT<br/>IS NEEDED</b> |
|-------------------------------------------------------|

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 learning targets and CFAs
  - b. Grade-level focus on implementing current curriculum
  - c. Maintain grade-level integration of ALEKS and data analyses after the Knowledge Check
  
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 newly adopted resources
  
3. Students and staff will promote a community of kindness.
  - a. Encourage random acts of kindness
  - b. Implementation of student wellness focused advisory class
  - c. Recognition of birthdays during lunch
  - d. 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.

The Multi-Tiered System of Supports (MTSS) began implementation in the 2023-2024 school year. MTSS allows for students to receive targeted, individual academic assistance. Teachers work with administrators, parents, and students to develop a plan for intervention at three tiered levels. In the 2020-2021 school year, a Reading Specialist position was introduced to support the development of reading with students. Phonics for Reading and REWARDS are the programs that are used for intervention. Both programs directly address individual needs through direct instruction supported by the science of reading. Supplemental lessons aligned with learning targets are also taught to support student success in the classroom. Students are selected to be screened based on ILEARN summative below proficiency results and teacher referrals. Students are then selected for reading intervention with the Reading Specialist based on screening data results. Students requiring services are pulled in groups to focus on areas of need. Groups meet during either their resource period, gym period, art period, or PLTW period twice a week for reading intervention and instruction. Students are progress monitored with weekly assessments based on targeted skills and screeners are administered mid-year and end of year.

Grimmer Middle School intends to increase current attendance rates by addressing Goal number 4 in above plan. 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. Grimmer students have the opportunity to earn high school credits in 8th grade through Algebra along with Computer Science class (8th grade only).

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

Michael Grimmer Middle School is not making any requests for waivers of statutes or rules for the 2024-2025 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<br>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 grades are eligible for participation.

- |                   |                                                                    |
|-------------------|--------------------------------------------------------------------|
| ● Football        | 7 <sup>th</sup> /8 <sup>th</sup>                                   |
| ● Spring Football | 6 <sup>th</sup> /7 <sup>th</sup>                                   |
| ● Cross-Country   | 6 <sup>th</sup> /7 <sup>th</sup> /8 <sup>th</sup>                  |
| ● Volleyball      | 7 <sup>th</sup> /8 <sup>th</sup>                                   |
| ● Cheerleading    | 6 <sup>th</sup> /7 <sup>th</sup> /8 <sup>th</sup>                  |
| ● Dance Team      | 6 <sup>th</sup> / 7 <sup>th</sup> /8 <sup>th</sup>                 |
| ● Wrestling       | 6 <sup>th</sup> /7 <sup>th</sup> /8 <sup>th</sup>                  |
| ● Basketball      | 7 <sup>th</sup> /8 <sup>th</sup>                                   |
| ● Track           | 6 <sup>th</sup> /7 <sup>th</sup> /8 <sup>th</sup>                  |
| ● Running Club    | 6 <sup>th</sup> /7 <sup>th</sup> /8 <sup>th</sup>                  |
| ● Tennis Club     | 5 <sup>th</sup> /6 <sup>th</sup> /7 <sup>th</sup> /8 <sup>th</sup> |

## 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.

| <b>ACTIVITY</b>                 | <b>QUALIFICATIONS</b>          |
|---------------------------------|--------------------------------|
| ● IBA All-Region Band           | Grades 7/8 in Band who qualify |
| ● IBA Jr. All-State Band        | Grades 7/8 in Band who qualify |
| ● Bell Choir                    | Grades 6/7/8                   |
| ● Crescendos                    | Grades 6/7/8                   |
| ● Drama                         | Grades 6/7/8                   |
| ● ISSMA solo/ensemble contest   | All in Band and Choir          |
| ● Jazz Band                     | Grades 7/8 in Band             |
| ● National Junior Honor Society | Grades 7/8 qualifying students |
| ● 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                   |
| ● Academic Super Bowl           | Grades 6/7/8                   |
| ● Student Ambassadors           | Grades 5/6/7/8                 |
| ● Cooking Club                  | Grade 5                        |
| ● Fitness Club                  | Grade 5                        |
| ● Running Club                  | Grades 6/7/8                   |
| ● Math Counts                   | Grades 6/7/8                   |
| ● Math Bowl                     | Grades 6/7/8                   |
| ● 5th Grade Choir               | 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

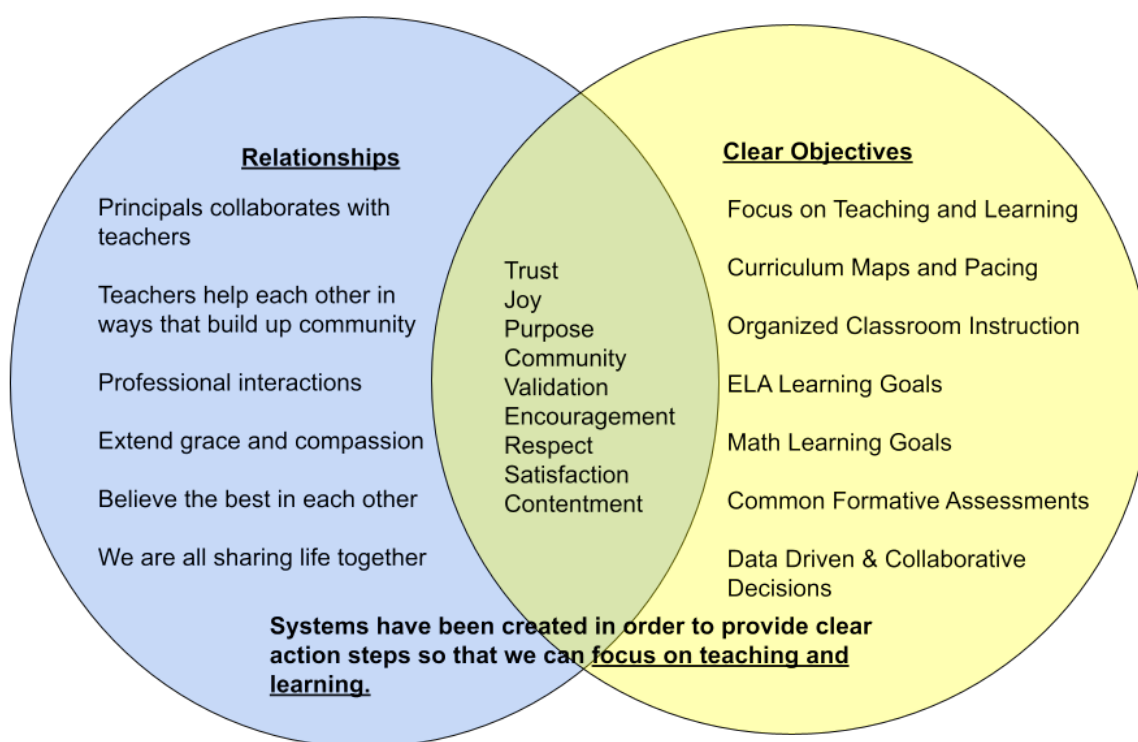
#### MISCELLANEOUS PARENT PROGRAMS

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
- Monthly 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
- ParentSquare
- Individualized Parent Teacher Conferences
- PTO
  - Meetings
  - Volunteering opportunities
  - Fundraising
- 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)

## DISCIPLINE

Grimmer Middle has created systems so all staff know how to handle behavioral issues that may happen during the school day. Those systems belong to an overall playbook that all staff have access to. Grimmer strives for clarity and consistency when navigating disciplinary issues. Grimmer maintains a focus on teaching and learning by having this structure in place.



|            | 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 | <b>N/A</b> | <b>N/A</b> | <b>N/A</b> |
|  | <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        |
|  |          | 2019 | <b>N/A</b> | <b>N/A</b> | <b>N/A</b> |
|  | <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        |
|  |          | 2019 | <b>N/A</b> | <b>N/A</b> | <b>N/A</b> |
|  | <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        |
|  |          | 2019 | <b>N/A</b> | <b>N/A</b> | <b>N/A</b> |

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         |