PIERRE MORAN MIDDLE SCHOOL

SCHOOL IMPROVEMENT PLAN

200 West Lusher Avenue
Elkhart, Indiana 46517
Phone (574)295-4805

Elkhart Community Schools

2014-2015

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Narrative Description of the School and Community

Pierre Moran Middle School was named after a French-Indian who became a chief of the "Three Fires Confederation" of the Pottawatomi Tribe. Chief Pierre Moran oversaw the land which is now Elkhart, Indiana and made the deal to sell the land to city founder Havilah Beardsley.

The city of Elkhart is 100 miles east of Chicago. Elkhart is a business and industrial community, located in north central Indiana. The economic base of Elkhart relies heavily on the mobile home, van conversion, and recreational vehicle industry, as well as numerous suppliers to those industries. Other major industries include band instruments, electronics and a wide variety of smaller service businesses. The city is marked with many family friendly parks, rivers and lakes which allow for a wide array of activities for adults and children.

Pierre Moran Middle School was built in 1962 as junior high housing grades seven, eight, and nine. In 1984 the school district decided to move the ninth grade to the high school, and Pierre Moran, along with the other two middle schools, became seventh and eighth grade buildings. With the exception of a couple of years, Pierre Moran's student body has numbered between 600 and 660. Pierre Moran has approximately 50 teachers and another 45 support staff including secretaries, custodians, technical assistants, paraprofessionals and cafeteria staff. The immediate neighborhood where Pierre Moran Middle School is located is urban residential with poor and lower middle class residents. However, our student body also includes families that come from the full range of socio-economic categories. During student counts for the 2013-14 school year 66.1 percent of Pierre Moran students were on free lunch, another 8.5 percent received reduced lunch prices and 25.4 percent paid full lunch prices. Our student body is also very ethnically diverse. The 2013-14 school year counts showed Pierre Moran was 31 percent white, 41 percent Hispanic, 20 percent black, 7 percent multiracial and 1 percent Asian. The largest change in our student body has been the increase in our Hispanic population.

Starting with the 2013-14 school year, the student schedule will consist of seven 49 minute periods with a 27 minute advisory period daily. All students are enrolled in four core classes (English, math, science and social studies) and with some exception, take all of the life skills classes during their middle school experience (physical education, health, art, music, family and consumer science, and industrial technology). Core classes, and performing music classes meet both semesters, while the life skills and electives are all one semester in length.

Our diverse student population also allows us to offer a number of special programs geared at letting our students become the best learners they can be. We offer support to students with learning disabilities, mild mental disabilities, emotional disabilities, and severe mental disabilities. With very few exceptions all students at Pierre Moran, regardless of disability, are taking classes in a general education setting, and all are taught by highly qualified teachers. Our English as a Second Language students receive support from our ESL staff, three teachers and one paraprofessional. However, we are all

responsible for the ESL learners' education, and continue to do professional development to support them as they strive to become the best learners they can be. Our Honors program offers courses in the four core classes at each grade level. The students for Honors classes are identified each spring, and at this time approximately 13 percent of our students are taking honors classes at Pierre Moran, many of whom are in multiple honors courses.

Pierre Moran students are offered the opportunity to involve themselves in a large array of extracurricular activities. In addition to athletics (cheerleading, cross county, football, volleyball, basketball, swimming, wrestling, and track), students can participate in activities sponsored by our Parent Teachers Organization, such as ski club, community tailgates, dances and a talent show. Students may also participate in the Pierre Moran National Junior Honor Society and academic competitions including academic quiz bowl, spell bowl, science Olympiad, geography bee, and science fair. Students involved in the performing music courses, which include band, choir and orchestra, give concerts and compete in state sponsored music competitions.

Mission Statement

Pierre Moran Mission Statement
Pierre Moran Middle School is inspiring excellence by providing all students with the opportunity to become the very best learners they can be.

Elkhart Community Schools Mission Statement
Elkhart Community Schools is committed to the continual pursuit of excellence for all students by inspiring the belief that learning is a lifelong process.

Elkhart Community Schools Philosophy

We believe

> All students in the Elkhart Community Schools must be provided an equal opportunity for optimal educational growth regardless of age, race, creed, national origin, disability, gender, or economic status.

We believe

> the school shares with the home, the church, and community agencies the responsibility for developing in all students a lifetime love of learning and the knowledge, skills, habits, understandings, attitudes, and character traits essential for

- Choosing and participating in a vocation;
- Creating good human relationships;
- Achieving responsible, contributing citizenship; and
- Enriching one's personal life.

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Statutes and rules the school wishes to have suspended from operation

Pierre Moran is not applying for any waivers.

Description and Location of Curriculum

Pierre Moran Middle School's instruction is structured around a standard-based curriculum, but is preparing for the transition to Common Core State Standards. At Pierre Moran every student is involved in the following curricular areas: English, math, science, social studies, art, general or performing music, health and physical education, industrial technology, and family and consumer science. The school's curriculum can be found in the office at Pierre Moran, at the administration building, and on our school and school district web-sites. Curriculum related to specific curricular areas can also be found with each teacher.

Titles and Description of Assessments

Indiana Statewide Testing for Educational Progress Plus (ISTEP+)

ISTEP+ is an annual standardized, criterion-referenced test mandated by the state for all students in grades three through eight. It is used as the basis for determining school performance by the state of Indiana.

Acuity

Pierre Moran continues to utilize Acuity, a standards-based, on-line assessment in mathematics, science, social studies and English that will be utilized three times throughout the school year. This will provide teachers with a powerful tool with which to track student progress, inform and evaluate instruction and assist in providing additional help to students who are not proficient on the standards.

Scholastic Reading Inventory (SRI)

SRI is a computer based reading evaluator for tracking student growth in reading. SRI is used not only to gauge student growth, but also helps identify struggling readers and helps teachers plan for instruction. This tool is used at Pierre Moran primarily for the placement of 7th grade students into our "Read 180" Language Arts course.

Local Assessments

Through our work in the Data Team and 8 Step school improvement processes, each curricular area at Pierre Moran will continue to develop common assessments in all curricular areas to track student growth and evaluate instructional effectiveness. Language Arts and math use windows testing every four weeks to gauge student growth. Social studies and science will work during the course of this year to develop assessments

which will support language arts and math initiatives, while checking student growth in their subject areas.

Plan for Submission/Updating School-wide Plan

The Pierre Moran Middle School's School Improvement Team roles include creating the plan based on data and researched best practices, leading and monitoring implementation, providing assistance with professional development, keeping the staff informed and involved, and revising the plan. Our team is comprised of staff members who represent the four core courses, life skills, special education and English as a Second Language, instructional coaches as well as the Principal and Assistant Principal. Local stakeholders outside of the school were also consulted in each phase of the plan. Sub groups dealing with data collection and organization and document collection and organization also met during the school year. The team will meet on a quarterly basis during the 2014-15 school year to review and analyze data to insure implementation of the plan and to monitor student achievement. The plan will be revised in the spring based on the findings of the data. Listed below are the members of the school improvement team:

> Levon Johnson, Chancellor
> Cindy Bonner, Associate Principal
> Scott Sassaman, Associate Principal
> Jennifer LeMunyon, Math
> Jim McClain, Math
> Izamar Garcia, ELL
> Jeff Hemmerlein, Language Arts
> Tamara Tidey, Social Studies
> Trudi Alwine, Special Education
> James Taylor, Parent Support Coordinator
> Beth Williams, District Title I Coordinator

Attendance Rate

 Pierre Moran, over the last several years, has consistently maintained an attendance rate at or above 95%. We experienced a slight dip during the 2012-13 school year, but rebounded during the 2013-14 school year.

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Attendance Rate

2010-11	95.9%
2011-12	95.4%
2012-13	94.8%
2013-14	95.3%

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Our attendance staff at Pierre Moran includes our assistant principal, his secretary, and our social worker. All teachers report absences at the end of first period. Any student that is reported absent at that time, and for whom we have not received a call from a parent, gets a phone call from our attendance secretary. If contact is not made, we often send our social worker to follow up. Pierre Moran is also a part of the Elkhart County Attendance program. All elementary and middle schools in the county adhere to the following rules. We focus on "Absences of Concern", which include all truancies, non-verified absences, unexcused absences, and absences which continue to concern the school principal or designee.

Students who accumulate absences of concern in a 12 month period in any Elkhart County School will proceed through the following levels and may also be subjected to disciplinary consequences:

Level 1	Formal Notification to Parents	4 or more absences
Level 2	Legal Notice	7 absences of concern
Level 3	Attendance Hearing	Continued Absences of Concern
Level 4	Violation of Notice to Probation	Continued Absences of Concern
Level 5	Juvenile Court	Continued Absences of Concern

Safe and Disciplined Learning Environment

Members of the Safe School Committee
Levon Johnson, Chancellor
Cindy Bonner, Associate Principal
Scott Sassaman, Associate Principal
Eulah Mitchell, School Social Worker
Jayne Hammontree, Principal's Secretary
Ted Knudson, 8th Grade Science Teacher
Jason Pickler, Guidance Counselor
Kristy Cisneros, Guidance Counselor
Elisha Cook, School Nurse
Henry Griffin, Head Custodian

This committee was developed to insure that we had representation of all stakeholders. The committee was established to meet the needs of any immediate crisis that may arise as well as being able to meet periodically to address any revisions that may need to be made in our plan.

Bullying prevention continues to be a point of emphasis in our building. Our definition of bullying is when someone repeatedly and purposefully says or does mean or hurtful things to another person who has difficulty defending himself/herself. The three key components of bullying behavior, as expressed by the Olweus model we are using, are

patterns of behavior repeated over time, aggressive behavior, and an imbalance of power or strength. Any student who is engaging in bullying someone else will be subject to Pierre Moran's progressive discipline policy. In an attempt to deal with direct, indirect, and relational bullying, we have adopted the following rules:

1. Bullying others is unacceptable behavior.
2. I/we will help students who are bullied.
3. I/we will include students who are left out.
4. If I/we know of somebody who is being bullied, I will tell an adult at school and at home and expect something to be done about it.

Every other week class meetings held during our Success Period reinforce the principles of the Olweus program to our students. The bullying policy can be found in our student handbook as well as in the parent materials that are distributed. The policy will also be located on our school website. Our policy and expectations have also been addressed in newsletters sent home to parents during the school year.

Pierre Moran Middle School is also preparing for the implementation of the PBIS model of improving student behavior. A leadership team is currently involved in training with district personnel who have extensive knowledge in the PBIS model. Full implementation of PBIS will begin in August of the 2015-16 school year.

Discipline Data

	2010-11	2011-12	2012-13	2013-14
Discipline referrals	13,465	12,360	16,005	15,330
Out of school suspensions	251	549	428	124

An analysis of discipline referral data over the past four years indicates that there was decrease in the number of referrals to the office from 10-11 to 11-12, but an increase between 11-12 and 12-13 with another decrease during the 2013-14 school year. The vast majority of these referrals can be attributed to three areas; tardies, not having the required student ID and not reporting to an assigned lunch detention. These types of referrals account for 75% of all student referrals for each of those years. While the reporting process and focus on more serious discipline issues did occur during the 2013-14 school year it did not lead to a better learning environment at Pierre Moran. There was a fairly significant increase in out of school suspensions from 10-11 to 11-12 while those instances decreased each year from 11-12 to 13-14. Again this decrease did not necessarily lead to a better learning environment. In fact during the 2013-14 school year parents, staff, and students indicated a negative impact on the learning environment due to discipline policy not being followed and not having a change of behavior philosophy.

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As a staff at Pierre Moran our focus moving forward will be on being proactive in discipline as opposed to reactive. We are building structures and procedures that will greatly decrease the opportunity for students to engage or want to engage in the types of behaviors that generate referrals and the subsequent discipline. Some of these things include hallway procedures by staff and students, the engagement of students during class, identifying warning signs of possible discipline issues before they escalate to referral worthy, initiating more involvement with and by parents, and increased hallway and classroom presence of office personnel.

Increasing the Amount of Learning Time

During the past couple of years Pierre Moran had been fortunate to be the recipient, through Title I funding, of a 21st Century Small Learning Community grant. However, that grant funding is no longer available to Pierre Moran and so many of the after school programs that were available have ceased to exist. However, two organization will continue and increase their after school presence at Pierre Moran. Five Star and Lifeline will both be offering after school programming which will allow approximately 40% of our students to be a part of character development clubs as well as get further educational help after our regular school hours. Our staff is also working to offer after school academic help to students who are falling behind or struggling. Five Star will begin in October of 2014, the staff driven after school initiative will begin second grading period, and the Lifeline program will begin in January. We will continue to search for other community based collaborations that allow for an extension of our academic day past our normal school hours.

Based on ISTEP+, Acuity, Windows, and Las Links data, students who are not proficient are provided additional instruction by being double blocked in English/Language Arts in both 7th and 8th grade. We also have two certified Language Arts interventionists and one certified Mathematics interventionist that are utilized to provide additional individual and small group instruction to targeted students. The bell schedule includes a 27 minute academic success period which is utilized for additional instruction in Language Arts and Mathematics for all students.

Elkhart Central High School's National Honor Society also provides tutoring to our students at various times throughout the week at three different libraries located throughout our school's boundaries. Tutoring will also be done by Five Star, Lifeline, CARES mentors, and our Pierre Moran.

Highly Qualified Teachers and Paraprofessionals

This information is sent to the state through the Elkhart Community Schools Personnel Department. All of the teachers at Pierre Moran Middle School are highly qualified. Our instructional paraprofessionals are also monitored for meeting these criteria by our personnel department. A list is provided in the appendix of this document on page 21.

Strategies to Attract High-Quality, Highly-Qualified Teachers

Elkhart Community Schools is dedicated to recruiting and hiring high-quality and qualified teachers. The personnel department is actively engaged in recruiting on college campuses and has worked diligently to establish relationships with schools of education throughout the Midwest. The school corporation has also invested time and money creating recruitment materials that act as advertisements for the school district. These materials include brochures, folders, and CD's. The Elkhart Community Schools also host numerous student teachers throughout the year from a wide variety of colleges and universities. As a system we are very aware of the necessity to have a high-quality and qualified teaching staff that better mirrors the ethnic make-up of our student body and have expanded our recruiting area to address that need.

Parental Involvement

Pierre Moran Middle School strives to have parents involved in as many ways as possible. Our most immediate concern is having parents academically involved in their student's education, and we are pursuing that goal with the addition of some strategies that will increase communication and parent presence within our school. We have also developed a brochure that is given to parents that outlines what students, parents and staff have indicated that it takes for a student to be successful at Pierre Moran. We also have a very active Parent Teacher Organization, Principal's Parent Advisory Council, and parent representation on our SIT committee.

As mentioned previously our students academic progress is monitored throughout the school year. Currently parents receive student progress reports every three weeks and a report card at the end of each nine week grading period. Parents also have computer access to their student's grades through our grade management system. This program is updated regularly. All of our parents receive copies of student ISTEP+ results. Parents will receive information from the Acuity assessments which are given three times throughout the school year. Parents also have the opportunity to call, email, or visit any of our teachers and counselors to discuss academic progress on any type of assessment. The district also schedules a parent/teacher conference event that occurs early in the first semester.

Pierre Moran's Title 1 status has provided us additional staff in the form of a Parent Support Coordinator. This position continues to greatly aid in increasing the amount of parent involvement. This is done through planning activities and events through which parents can assist in the academic success of their students as well as supporting the school with extracurricular activities after school. A "Parent Compact" has been developed to help formalize the commitment that parents will have in supporting their student. We will utilize parent focus groups to solicit input and identify specific needs as the year progresses. During the 2014-15 school year our Parent Support Coordinator will also initiate Parent Walkthroughs. These are opportunities for parents to come in during the school day for a twenty minute guided tour and Q&A session. The goal is to have 50% of our parents take advantage of this opportunity.

We will evaluate the effectiveness of these programs and initiatives by surveying our parents and documenting participation in the various activities implemented. This will include participation in Parent/Teacher conferences and other opportunities and issues regarding parents.

Transition Plan

Transitioning students into Pierre Moran has some similarities for all students; however, there are some specific differences based on individual students and certain schools. All sixth grade students are invited to attend an open orientation at Pierre Moran in the spring. We have approximately 120 sixth grade students who participate in band and orchestra at Pierre Moran during our first period prior to leaving and going to their elementary schools for the beginning of the elementary school day. The Pierre Moran principal visits each elementary school that feeds a large number of students to Pierre Moran so that they see a familiar face when they enter middle school. The counselor who will be working most closely with 7th graders also meets with every group of 6th grade students who will be attending Pierre Moran to discuss scheduling. The counselors also take 7th grade students who attended the elementary they are visiting to share a little about how middle school is different from elementary.

Our 8th graders who will be attending our city high schools meet with their future counselors to schedule for the upcoming school year. Parents are invited to attend these scheduling sessions. Both high schools hold informational meetings during the spring prior to doing the scheduling. The high schools also offer a number of opportunities through extracurricular activities for our students to get involved early in their respective high schools. Our students are also given the opportunity to interact with high school students during the regular day because we have high school students who come here as part of their exploratory teaching class as well as students who are mentor/teachers in the PEERS program. This is an abstinence program done in partnership with Elkhart General Hospital.

As a school corporation we have initiated an emphasis on college and career readiness which has lead to more and deeper collaboration and vertical alignment of curriculum and instruction. This focus has given us an opportunity to focus not just on the transition from middle school to high school but look even further ahead with our students to college and career transitions.

Opportunities for Teachers to be included in Decision-Making

All teachers at Pierre Moran Middle School are a part of a data team. These teams are comprised of a group of teachers teaching the same subject and grade level. The purpose of the data teams is to create, review, and revise assessments and instruction based upon student performance data. The data teams look at data from standardized tests, common assessments that are developed by the teachers themselves, and information gathered

through school-wide and district assessment initiatives. This review of data allows teachers to identify students who are in need of extra support and to discuss instructional practices that are effective in improving student achievement. Teachers also have the opportunity to provide input through their representation on our SIT committee, PBIS team, as well as our 8 Step school improvement leadership committee. Teachers who also serve as department chairperson have significant input in the decision making process in many areas of the schools operation. In addition many of our teachers are involved in district wide committee work which impacts our Pierre Moran work. Some of these committees included Tip-In, WIDA, Core Literacy, and more.

Timely Additional Assistance

Students having difficulty achieving proficiency and advanced levels of academic achievement are identified through a number of methods. Teachers track individual student growth through their own grade books. Data teams look at group data, and teachers identify within their own classrooms those students that are having difficulty. Our special education and English as a Second Language teachers track student achievement of students on their case load. Our guidance counselors work to track student achievement through access to grades from our computerized grade tracking system and with discussions with teachers. As mentioned earlier, we also have progress reports every three weeks and often have communication that is initiated from parents with academic concerns.

The Acuity assessment will provide additional data that is aligned with the curriculum and standards to identify students who need additional assistance and/or instruction.

Our Title I status has afforded Pierre Moran the opportunity to include one Mathematics interventionist and two Language Arts interventionists in our certified instructional staff. These teachers provide individual and small group instruction to targeted students as identified by teachers and the various assessments given to students throughout the school year.

Pierre Moran continues to implement the 8 Step school improvement process. This process utilizes the academic success period built into our daily schedule for remediation and enrichment opportunities for all students. Window assessments are given in Mathematics and Language Arts and students monitored for growth or the need for additional help.

During this past summer, Pierre Moran offered a summer school enhancement program designed to aid targeted incoming 7th graders and 8th graders who displayed deficiencies in Mathematics and Language Arts. We had an average of 90 students attend daily over a four week program.

Each of the above mentioned strategies used to identify struggling students has a response which is in place to insure students are provided with effective and timely additional assistance. Teachers who recognize a student who is not achieving to

proficiencies within their content area will take steps to provide the student with opportunities and strategies to improve. Our data teams look to make immediate revisions in instructional strategies to meet the needs of students who have been identified as struggling. Students who have been identified as special education or ESL have direct support from special education and ESL teachers, paraprofessionals, and access to our resource room. After teachers identify students who are struggling, they will begin implementing a plan to help those students be more successful, including, but not limited to, more individual help, differentiation, evaluation of instruction, involving counselors, contacting home and providing that student access to additional academic support both during the day and after school. If additional assistance is deemed necessary, the student may be referred to our student services staff or our GEI team

Coordination and Integration of federal, state and local funds

Programs are consolidated but funds are not. All fund expenditures and budgetary considerations within schools are coordinated at the district level. While the school has chosen to coordinate the program efforts, it will not consolidate program funds at this time.

Following is a listing of programs utilized to support the academic efforts at Pierre Moran:

-Parent Support Coordinator   -Special Ed. support
-Interventionist for Mathematics   - Summer School program
-Interventionists for Language Arts
-Smart Board technology in all classrooms

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Overall ISTEP Scores For the Past Four Years

		Percentage Of Students Passing			
		2011	2012	2013	2014
Grade 7	Language Arts	57	56	57	61.8
	Mathematics	62	59	69	60.4
Grade 8	Language Arts	56	50	63	61
	Mathematics	69	66	72	68.7

Analysis of the percentage of students passing ISTEP over the past four years show a slight growth between 2013 and 2014 in 7th grade Language Arts. While Mathematics scores increased dramatically from 2012 to 2013 but decreased dramatically from 2013 to 2014. 8th grade Language Arts scores dramatically increased from 2012 to 2013 but slightly decreased from 2013 to 2014. While our overall passing rate for Mathematics reached 72% in 2013 but declined in 2014.

When analyzing our 2013-14 ISTEP scores, the following standards were identified as areas of concern:

Mathematics
- Data Analysis and Probability

Language Arts
- Non-fiction informational text

Our areas of strength included:

Mathematics
- Algebra and Functions
- Measurement

Language Arts
- Writing Applications

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2013-14 Acuity Data
(Predictive)

7th Grade Mathematics	Average % Points Earned		
Math 7th Grade Standards	Form A	Form B	Form C
Overall	58	57	58
Standard 1: Number Sense	60	59	61
Standard 2: Computation		54	44
Standard 3: Algebra and Functions	57	58	58
Standard 4: Geometry	58	58	67
Standard 5: Measurement	65	59	62
Standard 6: Data Analysis and Probability	49	52	54

8th Grade Mathematics	Average % Points Earned		
Math 8th Grade Standards	Form A	Form B	Form C
Overall	66	60	55
Standard 1: Number Sense	66	74	59
Standard 2: Computation	44	36	58
Standard 3: Algebra and Functions	27	42	43
Standard 4: Geometry	82	78	48
Standard 5: Measurement		68	67
Standard 6: Data Analysis and Probability	66	59	57

Analysis of our Math Acuity data shows computation and data analysis and probability are two areas of most concern at the 7th grade level. Geometry and number sense were greatest areas of strength but are still areas where growth needs to be made.

In 8th grade algebra and functions and geometry were the greatest areas of concern. The areas of strength in 8th grade math were measurement and number sense, although the percent of points earned went up and down during the course of the year.

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2013-14 Acuity Data
(Predictive)

7th Grade Language Arts	Average % Points Earned		
E/LA 7th Grade Standards	Form A	Form B	Form C
Overall	63	62	57
Standard 1 Reading: Word Rec, Fluency & Vocab	67	70	63
Standard 2 Reading: Comprehension	41	60	58
Standard 3 Literary Text		54	56
Standard 4 Writing: Process	65	60	54
Standard 5 Writing: Applications	44	49	52
Standard 6 Writing: Language Conventions	77	79	56
8th Grade Language Arts	Average % Points Earned		
E/LA 8th Grade Standards	Form A	Form B	Form C
Overall	61	64	59
Standard 1 Reading: Word Rec, Fluency & Vocab	68	62	74
Standard 2 Reading: Comprehension	57	58	56
Standard 3 Literary Text		57	56
Standard 4 Writing: Process	87	67	53
Standard 5 Writing: Applications		53	55
Standard 6 Writing: Language Conventions	68	70	61

10/6/14

Elkhart Community Schools

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Pierre Moran Middle School
2014 - 2015

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This document has been verified by W. Douglas Thorne
Executive Director of Personnel Legal Services.

Employee	Job/Position	How Qualified
1	Art - Secondary	6 - Praxis II / NTE
2	Art - Secondary	6 - Praxis II / NTE
3	ENL - Secondary	3 - Not a core subject
4	ENL - Secondary	6 - Praxis II / NTE
5	FACS	3 - Not a core subject
6	Guidance	0 - Not Applicable
7	Guidance	0 - Not Applicable
8	Industrial Tech	3 - Not a core subject
9	Intervention	6 - Praxis II / NTE
10	Intervention	6 - Praxis II / NTE
11	Intervention	6 - Praxis II / NTE
12	Intervention: ENL-Secondary	6 - Praxis II / NTE
13	Language Arts	6 - Praxis II / NTE
14	Language Arts	6 - Praxis II / NTE
15	Language Arts	6 - Praxis II / NTE
16	Language Arts	6 - Praxis II / NTE
17	Language Arts	6 - Praxis II / NTE
18	Mathematics	7 - CAS
19	Mathematics	7 - CAS
20	Mathematics	7 - CAS
21	Mathematics	6 - Praxis II / NTE
22	Mathematics	6 - Praxis II / NTE
23	Mathematics	6 - Praxis II / NTE
24	Media	6 - Praxis II / NTE
25	Music - Secondary	7 - CAS
26	Music - Secondary	6 - Praxis II / NTE
27	Music - Secondary	6 - Praxis II / NTE
28	P.E.- Secondary	3 - Not a core subject
29	P.E.- Secondary	3 - Not a core subject
30	P.E.- Secondary	3 - Not a core subject
31	Science	7 - CAS
32	Science	6 - Praxis II / NTE
33	Science	7 - CAS

So that the Elkhart Community Schools can be in compliance with I.C. 5-14-3-5(b)
(8) this information is reported without the disclosure of confidential information.

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This document has been verified by W. Douglas Thorne
Executive Director of Personnel Legal Services.

Employee	Job/Position	How Qualified
34	Science	6 - Praxis II / NTE
35	Science	Pending
36	Social Studies	6 - Praxis II / NTE
37	Social Studies	5 - HOUSSE
38	Social Studies	6 - Praxis II / NTE
39	Social Studies	6 - Praxis II / NTE
40	Social Studies	6 - Praxis II / NTE
41	Sp Education - Secondary	5 - HOUSSE
42	Sp Education - Secondary	6 - Praxis II / NTE
43	Sp Education - Secondary	6 - Praxis II / NTE
44	Sp Education - Secondary	6 - Praxis II / NTE
45	Sp Education - Secondary	6 - Praxis II / NTE
46	Sp Education - Secondary	5 - HOUSSE

So that the Elkhart Community Schools can be in compliance with I.C. 5-14-3-5(b)
(8) this information is reported without the disclosure of confidential information.

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Highly Qualified Para Document

Employee	Job/Position	Time Location	Degree
1	Para- ESL	0203 Pierre Moran	BA Bachelors Degree
2	Para- Special Needs	0203 Pierre Moran	Compliant Credit Hours
3	Para- Special Needs	0203 Pierre Moran	BA Bachelors Degree
4	Para- Special Needs	0203 Pierre Moran	Compliant Credit Hours
5	Para- ISS/Detention/Study Hall	0203 Pierre Moran	Compliant Para Test
6	Para- Special Needs	0203 Pierre Moran	BA Bachelors Degree
7	Para- Media/Library	0203 Pierre Moran	Compliant Para Test
8	Para- Special Needs	0203 Pierre Moran	Compliant Para Test
9	Para- Special Needs	0203 Pierre Moran	Compliant Para Test
10	Para- Special Needs	0203 Pierre Moran	BA Bachelors Degree
11	Para- Special Needs	0203 Pierre Moran	Compliant Credit Hours
12	Para- Special Needs	0203 Pierre Moran	Compliant Para Test

This document has been verified by Doug Thorne, Executive Director of Personnel and Legal Services

So that the Elkhart Community Schools can be in compliance with I.C.5-14-3-4(b) (8) this information is reported without the disclosure of confidential information.

10/6/14

Pierre Moran Middle School
SCHOOL IMPROVEMENT PLAN – ROOT CAUSE ANALYSIS
PRIORITY AREA OF IMPROVEMENT #1

	PHASE 1: ROOT CAUSE ANALYSIS
PAI 1 Focus	Student Proficiency
Subject	English Language Arts
Grade(s)	7 and 8
Subgroup or Improvement Focus	All students grades 7 and 8
Description of PAI 1	We have been below the district average in ELA for 5 years (2010-2014) in overall pass rate on ISTEP+. Even though we increased 7% overall from 53% to 60% in 2013, our score remained flat 2014. Our areas of lowest performance on ISTEP continue to be non-fiction and informational text. We need to increase 10% to earn above a "D".
Root Cause Of PAI 1	The efforts and strategies outlined in our plan last year were not effective in increasing student scores. The root cause was a lack of clarity of expectations for teachers, lack of full implementation of the ELA curriculum and lack of accountability to fulfill the expectations.
TURNAROUND PRINCIPLE	#4: CURRICULUM, ASSESSMENT, AND INTERVENTION SYSTEM
	PHASE 2: DATA-DRIVEN INTERVENTION SELECTION
Intervention(s) for PAI 1	The administrators will meet with ELA teachers to review ISTEP data, develop a clear set of expectations and identify the accountability plan. Begin June 2014 ELA teachers will meet regularly to plan, create a structure for implementation and ensure fidelity to the curriculum maps and building initiatives. Begin June 2014. Administrators will monitor implementation and provide feedback to teachers on a regular basis. Begin August 2014
Description of how inter-vention(s) for PAI 1 align to previously identified root cause/ element from HPHP framework.	This will ensure that the ELA curriculum is being implemented with fidelity, it is aligned with the standards and that data is being used to improve instruction and student learning.
Target(s) for PAI interventions(s)	All ELA teachers and 7th and 8th grade students and administrators.

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	IMPLEMENTATION PLAN FOR INTERVENTION(S) TO ADDRESS PAI 1
SMART GOAL	70% of students in grades 7 and 8 will score proficient or above on the spring 2015 ELA ISTEP
BENCHMARKS	70% of students in grades 7 and 8 will score proficient or above on ELA predictive ACUITY 3 times per year. 70% of students in grades 7 and 8 will score proficient or above on monthly ELA window assessments.
First Action Step, Time line and Responsibilities for Implementation	Administrators will meet with all ELA teachers in the summer to clarify the expectations and accountability plan for the implementation. At this meeting, teachers will begin to plan their instructional calendar and instructional strategies to insure fidelity to the standards and curriculum maps.
Second Action Step, Time line and Responsibilities for Implementation	ELA teachers will meet a minimum of twice a month to plan collaboratively and monitor their implementation. Administrators will meet with this group periodically to provide support and guidance as needed.
Third Action Step, Time line and Responsibilities for Implementation	The administrators will meet monthly with the Professional Learning Communities to analyze the ELA data from window assessments and ACUITY tests to identify the specific standards that students did not master during Tier 1 instruction. The group will discuss what needs to be done to increase the mastery of standards during Tier 1 and strategies for reteaching in Tier 2.
Fourth Action Step, Time line and Responsibilities for Implementation	The administrators will monitor the re-teaching (ADVISORY) period daily for high levels of student engagement and focus on the identified standards beginning August 2014. The administrators will provide timely and consistent feedback to teachers regarding the quality of instruction in ADVISORY period beginning the week of October 21.
Fifth Action Step, Time line and Responsibilities for Implementation	Establish a schedule of monthly meetings with ELA teachers during the school day to analyze student data, curriculum alignment, instructional strategies and identify professional development needs for continued improvement in teaching and learning.

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PRIORITY AREA OF IMPROVEMENT #2

	PHASE 1: ROOT CAUSE ANALYSIS
PAI 2 Focus	STUDENT PROFICIENCY
Subject	MATH
Grade(s)	7TH AND 8TH
Subgroup or Improvement Focus	ALL STUDENTS
Description of PAI 2	For the past 4 years our scores have been below the district and state averages. In 2013 we saw an 8% increase in overall pass rate on ISTEP 7th and 8th grade combined from 63% to 71%. Our scores dropped in math in 2014 in both 7th and 8th grade. Use Professional Learning Community meetings for subject area teachers to meet with math teachers regarding instruction curricular areas. Review the 8-step process and expectations. **Professional Learning Communities**: Data – teachers need to discuss what data means and how to support math in their respective curricular areas. Discuss the standards and instruction for the Advisory period.
Root Cause Of PAI 2	We attribute the root cause is the lack of fidelity of implementation of the 8-step model. This is due in part to lack of comfort with Math by some teachers, lack of data to show the effectiveness of the Advisory period and lack of accountability for full implementation
TURNAROUND PRINCIPLE	**#3 EFFECTIVE INSTRUCTION and #4 CURRICULUM ASSESSMENT AND INTERVENTION**
	PHASE 2: DATA-DRIVEN INTERVENTION SELECTION
Intervention(s) for PAI 2	*Continue to implement 8-step process with fidelity*
Description of how intervention(s) for PAI 2 align to the previously identified root cause and element from the	The 8-step process is aligned to the root cause in that it is a process to show reasons for growth or decline in student achievement. The 8-step process ensures that teachers gather and use data effectively to inform instruction and support student learning.

HPHP framework.	
Target(s) for PAI 2 interventions(s)	All 7th and 8th grade students
	IMPLEMENTATION PLAN FOR INTERVENTIONS TO ADDRESS PAI 2
SMART GOAL	70% of students in grades 7 and 8 will score proficient or above on the spring 2015 math ISTEP
BENCHMARKS	70% of students in grades 7 and 8 will score proficient or above on predictive ACUITY 3 times per year. 70% of students in grades 7 and 8 will score proficient or above on monthly math window assessments.
First Action Step, Time line and Responsibilities for Implementation	The administrators will meet monthly with the Professional Learning Communities to analyze the math data from window assessments and ACUITY tests to identify the specific standards that students did not master during Tier 1 instruction. Then they will create focused re-teaching materials and provide instruction targeted to each group's learning needs beginning September 2014. Teach test taking strategies in the advisory period rather than the content classes ISTEP prep. Content teachers will incorporate test-taking strategies throughout the year. Monitor implementation of the 8-step process that includes analyzing data, regrouping to address students learning deficits, and adjusting curriculum in Tier 1 and 2-instruction based on that data.
Second Action Step, Time line and Responsibilities for Implementation	The administrators will monitor the re-teaching (ADVISORY) period daily for high levels of student engagement and focus on the identified standards beginning September 2014. The administrators will provide timely and consistent feedback to teachers regarding the quality of instruction in ADVISORY period beginning the week of October 21.
Third Action Step, Time line and Responsibilities for Implementation	Establish a schedule of monthly meetings with Math teachers during the EARLY RELEASE to analyze student data, curriculum alignment, instructional strategies and identify professional development needs for continued improvement in teaching and learning.

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PRIORITY AREA OF IMPROVEMENT #3

	PHASE 1: ROOT CAUSE ANALYSIS
PAI 2 Focus	STUDENT PROFICIENCY
Subject	MATH and ELA
Grade(s)	7TH AND 8TH
Subgroup or Improvement Focus	ALL STUDENTS
Description of PAI 3	The student scores in ELA and Math have remained flat or decreased in 2014.
Root Cause Of PAI 3	The root cause of low student passing rates was inconsistent expectations and communication for students and teachers. In order to improve student achievement the building leadership will: ▪ Raise student expectations for conduct and academic achievement ▪ More effectively communicate teacher expectations ▪ Raise accountability on the part of administrators, teachers and students
TURNAROUND PRINCIPLE	**#1 SCHOOL LEADERSHIP and** **# 2 CULTURE AND CLIMATE**
	PHASE 2: DATA-DRIVEN INTERVENTION SELECTION
Intervention(s) for PAI 3	*Improve the effectiveness of the teachers and administrators.*
Description of how intervention(s) for PAI 3 align to the previously identified root cause and element from the HPHP framework.	School leadership will hold themselves accountable for clarifying expectations, communicating effectively, and monitoring progress of both students and teachers in the areas identified.
Target(s) for PAI 3 interventions(s)	All 7th and 8th grade students
	IMPLEMENTATION PLAN FOR INTERVENTIONS TO ADDRESS PAI 3
SMART GOAL	70% of students in grades 7 and 8 will score proficient or above on the spring 2015 math ISTEP
BENCHMARKS	70% of students in grades 7 and 8 will score proficient or above on predictive ACUITY 3 times per year. 70% of students in grades 7 and 8 will score proficient or above on monthly math window assessments.
First Action Step, Time line and	Communicate the expectations to students and teachers for conduct and academic performance.

Responsibilities for Implementation	
Second Action Step, Time line and Responsibilities for Implementation	Create a walk-through form that is shared with teachers.
Third Action Step, Time line and Responsibilities for Implementation	Conduct daily walk-throughs and provide feedback to teachers on a regular basis.

The USDOE has 7 Turnaround Principles. Priority ("F") schools are required to show how each of these principles are addressed by at least one of the interventions proposed above. Focus schools ("D") are required to show how Turnaround Principles specific to their priority areas for improvement are addressed by at least one of the interventions proposed above. For those principles that Focus schools are not targeting interventions towards, please insert "N/A" in the textbox.	*#1 Provide strong leadership by (1) reviewing the performance of the current principal; (2) either replacing the principal if such a change is necessary to ensure strong and effective leadership or demonstrating to IDOE that the current principal has a track record in improving achievement and has the ability to lead the turnaround effort; and (3) providing the principal with operational flexibility in the areas of scheduling, staff, curriculum and budget.* **PAI#1 The entire administrative team at Pierre Moran Middle School has been replaced and began work in August of 2014. The administration is now a 3 person team as opposed to the traditional 2 people model. The administration has been given the flexibility to adjust scheduling, programming, and limited staffing to best meet the needs of our students.** *#2Ensure that teachers are effective and able to improve instruction by: (1) reviewing the quality of all staff and retaining only those who are determined to be effective ad have the ability to be advisoryfully in the turnaround effort; (2) preventing ineffective teachers from transferring to these schools; (3) providing job-embedded, on-going professional development informed by the teacher evaluation and support systems and tied to teacher and student needs.* **PAI#1 and #2 Meeting weekly with teachers to analyze data, review instruction and teacher effectiveness is a process the administrators use for identifying student learning needs and teachers' professional development needs.** *#3 Redesign the school day, week or year to include additional time for student learning and teacher collaboration.* **PAI#1 and #2 The school day was redesigned a year ago to provide for more teacher collaboration during each week.** *#4 Strengthen the school's instructional program based on student needs and ensuring that the instructional program is research-based, rigorous, and aligned with state academic content standards.* **PAI#1 and #2 The district has adopted ELA and Research-based math programs that are aligned with the state standards. Both programs increase the rigor of the instructional program. Beginning this year we are focusing on supporting ELA and math standards across the curriculum.** *#5 Use data to inform instruction and for continuous improvement, including by providing time for collaboration on the use of data.* **PAI #1 and #2 The 8-step process and monthly content area department meetings with administrators are designed for teachers to collaborate on the window assessment data and improve their instruction and student learning through the study of the state standards and gearing instruction toward continually student growth.** *#6 Establish a school environment that improves school safety and discipline and addressing other non-academic factors that impact student achievement, such as students' social, emotional, and health needs.* **PAI #1 and #2 By implementing a robust core curriculum that creates an academic focus and a more safe environment, we are addressing this principle. Also PAI#2 addresses this principle by teaching students how to collaborate effectively and**

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	work together in solving real-world problems in CMP. This will prepare them to be effective in the world of work. **#7** *Provide ongoing mechanisms for family and community engagement.* **PAI #1 and #2. We address this principle by keeping parents informed in a timely way of their child's learning and academic progress by providing them with their child's results of the ACUITY Predictive test three times per year. Parents of students whose results indicate they are not predicted to pass are offered the opportunity to meet with teachers and counselors to address how the family can support the student academically. Increasing opportunities for our community to interact with our school and students both in school and out will allow for more community engagement.**

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