

Selma Middle School

Strategic and Continuous School Improvement and Achievement Plan

Selma Middle School is committed to academic excellence and the cultivation of individual potential through a cooperative, safe, and engaging environment, where each person feels equally significant, respected, and appreciated.

ANNUAL UPDATE AND PROGRESS REPORT Spring, 2009

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School #: 1377

Superintendent: Bryan Rausch
Liberty-Perry Community School Corporation

Corporation #: 1895

**Selma Middle School Faculty and Staff
2008-2009**

Mr. Dennis Thompson	Principal
Mrs. Karen Gourley	Paraprofessional-Special Education
Mrs. Nanette Murphey	Paraprofessional-Special Education
Mrs. Lori Neal	Paraprofessional-Special Education
Mrs. Teresa Bergan	Secretary/Treasurer
Mrs. Sandy Wilde	Secretary
Mrs. Nancy Thomas	Nurse
Mrs. Ann Goss	Library Aide
Mrs. Rise Keith	Head Cook
Mrs. Kathy Small	Cook
Mrs. Joy Greer	Cafeteria
Mrs. Ila Lephart	Cafeteria
Mrs. Debbie Watson	Custodian
Ms. Loretta Cordle	Custodian
Mr. Tom Walker	Custodian
Mr. Mike Elder	Director of Information Services
Mrs. Annie VanHorne	Director of Special Education Services
Mrs. Raeann Bragg	Guidance
Mrs. Christie Dalton	Social Studies
Mrs. Carrie Milliner	English
Mr. Ryan New	Social Studies
Mr. Jason Hunt	Math
Ms. Barb Smith	Special Education
Mrs. Tish Maurer	Algebra
Mrs. Linda Brown	Home Ec., Word Processing
Mrs. Sara Moran	Math
Mr. Richard Geisler	Band, Choir
Mr. David Reece	Science
Mr. Jason Dudley	Science
Mrs. Tammy Brant	Physical Education
Mr. Adam Hollingsworth	Physical Education
Mrs. Karla Riggan	Science
Mrs. Judy Hammer	Librarian
Mr. Rob Ross	Art
Mrs. Jodie Scales	English
Mrs. Jennifer Walton	English, Technology
Mrs. Sherry Yates	Math, Special Education
Mr. Kerry Zebendon	Social Studies
Mrs. Nancy Weber	Special Education

Introduction

School and Community Description

Liberty-Perry Community School Corporation is located in east central Indiana, four miles east of Muncie in Delaware County. The corporation consists of two elementary schools, one middle school, and one high school. Selma Middle School and Wapahani High School share a 32-acre campus encompassing track, softball, baseball, and tennis facilities. Of the 265 students at SMS, 99% are white, and 1% from other ethnic background. Twenty nine percent (33%) of the students at Selma Middle School participate in the free or reduced lunch program.

The rural town of Selma is a bedroom community for the city of Muncie, and is considered the “parent” town for the school corporation. Many of the community members work in manufacturing or service jobs in Muncie, which is also the site of the Ball State University campus. Although there are several small businesses in the community, the school corporation remains the largest employer and the center of community activity.

Selma Middle School was built in 1980. It is a two-story building located on the same campus with Wapahani High School. The building includes twenty-two available classrooms. Classrooms downstairs include a gymnasium, cafeteria, art room, band room, school office, sewing and cooking facilities for home economics classes, and an industrial arts room not currently in use. All of the academic classrooms are on the second floor, as well as an open, centrally located library, and a mezzanine used for Physical Education classes and athletic practices.

Although Selma Middle School is relatively small, there are many extracurricular activities offered for both athletics and academics. Athletic opportunities include coed cross country, girls’ volleyball, boys’ and girls’ basketball, cheerleading, wrestling, and boys’ and girls’ track, co-ed golf club and summer baseball club. Other extracurricular activities include academic teams for English, Math, Social Studies, and Interdisciplinary/Fine Arts. Science Club is also available. National Junior Honor Society is available for students in the seventh and eighth grades. All students participate in the Literacy Fair, while the Art Show, in May, features a variety of student work from multiple grades.

Description and Location of Curriculum

The curriculum offerings at SMS vary depending on the grade. The day is divided into seven, fifty-minute periods including a thirty-minute lunch break providing recreation opportunities. Each grade offers core classes including science, math, English, and social studies.

6th Grade

In the sixth grade students take physical education and nutrition/wellness for a full year alternating between classroom work and active physical education classes every other day. Students have one full hour each day of Reading Lab. Rounding out their curriculum, 6th grade students experience a 9-week rotation of each of the following classes: Personal Leadership, Keyboarding, Graphs and Measures, and Geometric Concepts.

7th Grade

Seventh graders' electives include choir, band, and art. They also have a full year of Reading Lab, and rotate through P.E., nutrition/wellness (full semester alternating each day), Inquiry & Research Strategies, and Personal Study Habits on a nine-week basis.

8th Grade

The eighth grade electives include art, band and choir. All general education students rotate through nine-week courses of Problem Solving and Personal Management; and one semester of P.E./Health and Wellness, Eighth grade students may also qualify (by class performance and test scores) to take Algebra for high school credit.

Special Education

A Resource period is offered to special education students in all grades with that specification on their Individual Education Plan (IEP). A class for both language arts and math is offered for students with mild disabilities who are significantly below grade level and an individualized, focused academic curriculum is necessary. SMS practices full inclusion of students with learning disabilities and/or communication disorders. Students with moderate, severe, or multiple disabilities have the opportunity to participate in classes for social skills, life skills, adaptive physical education, and community-based programming at our high school for part of the instructional day.

Course Curriculum

Course curriculum guides are located in the principal's office for public review. The curriculum guides have been updated to reflect an alignment with the current Indiana Academic Standards.

Technology/Curriculum

Selma Middle School has benefited from six federally funded High Tech grants resulting in over two million dollars in technology equipment and teacher training. The first grant,

titled "*A Literary Festival*", was designed to integrate technology as a tool to improve writing and communication skills, to provide Internet access to aid in research, to allow for the high-tech delivery of instruction, and to provide access to online evaluation and assessment of student skills.

The second High Tech grant, titled "*Survivor - Strategy School*", focuses on developing higher level thinking skills so that students can better master Indiana's Academic Standards. Four mobile computer labs consisting of 28 laptop computers are connected to the Internet, school software file servers, and network printers through wireless LANs. Each mobile unit is also equipped with Lightspeed projectors so that instructors and students can display their works and other information as well as guided research activities. The grant combines Bloom's taxonomy, the Big Six research model, and The 7 Habits of Highly Effective Teens to help develop students' decision-making and problem-solving skills. *The Excavation* project was designed to fund technology as a means to enhance differentiated instruction in the areas of math and science; specifically data analysis, problem solving, and basic computation. The middle school developed an integrated math/science problem solving unit. This grant also funded additional access and implementation of the Accelerated Math program.

Technology has become an indispensable tool for student learning. Technology has provided for increased individualized instruction, feedback and assessment. Two programs currently in place that evaluate students' reading and math skills are Accelerated Reading and Math. With both Accelerated programs the Star program comes as a pre-assessment tool to determine the student's beginning skill level. The Accelerated Math program adapts to each student's ability level and allows students to meet objectives and progress at their own rate. With Accelerated Reader, students are allowed the freedom to choose the novels they find most interesting while also working in their appropriate zone of proximal development. Students demonstrate competency by passing quizzes developed to assess reading comprehension.

The laptops are beginning to show their age and are becoming unreliable in their functionality. Resources to maintain and replace technology will likely need to be obtained soon.

Statement of Mission

Selma Middle School is committed to academic excellence and the cultivation of individual potential through a cooperative, safe, and engaging environment, where each person feels equally significant, respected, and appreciated.

Existing School Data: Attendance**Data Collection Instruments Analyzed**

- Indiana Department of Education Official Attendance Report, Local PowerSchool Group Reports, Local PowerSchool Individual Student Reports

Presentation of Data – Attendance

Attendance Rate			
Year	95th Percentile	State Average (Public and Nonpublic)	Selma Middle School 1377
1992-93	<u>97.4%</u>	95.4%	<u>94.1%</u>
1993-94	<u>97.6%</u>	95.4%	<u>94.6%</u>
1994-95	<u>97.5%</u>	95.4%	<u>93.7%</u>
1995-96	<u>97.5%</u>	95.5%	<u>94.2%</u>
1996-97	<u>97.5%</u>	95.6%	<u>94.4%</u>
1997-98	<u>97.5%</u>	95.7%	<u>94.3%</u>
1998-99	<u>97.6%</u>	95.7%	<u>95.3%</u>
1999-00	<u>97.7%</u>	95.9%	<u>95.4%</u>
2000-01	<u>97.6%</u>	95.7%	<u>94.9%</u>
2001-02	<u>97.6%</u>	95.9%	<u>94.8%</u>
2002-03	<u>97.5%</u>	95.8%	<u>96.3%</u>
2003-04	<u>97.8%</u>	95.9%	<u>96.1%</u>
2004-05	<u>97.7%</u>	95.9%	<u>99.5%</u>
2005-06	98.2	96.0%	96.2%
2006-07	97.7%	95.8%	96.4%
2007-08	97.6%	95.9%	95.9%

Comments

Student attendance at Selma Middle School has increased at a steady and consistent trend overall.

Implications for Action-Attendance

- Continue to emphasize improvement in attendance seeking an overall student attendance rate of 98%

Strategies for improvement in Attendance Rate

- Students who are habitually absent will be reported to the Delaware County Juvenile Office.
- Parents of habitually ill students will be required to submit a verification of incapacity statement from the doctor to verify the doctor's opinion that the chronic illness prohibits the child from attending school.
- Use the Delaware County Prosecutors Office as a resource for school and parents to encourage appropriate school attendance.

Presentation of Data -- ISTEP+

General Education Students
% Passing ISTEP+ Language Arts

Grade	Fall 02	Fall 03	Fall 04	Fall 05	Fall 06	Fall 07	Fall 08
6th	86	83	78	88	79	88	82
7th			87	88	77	82	87
8th	90	81	80	89	87	83	79
9th			77	74	87	74	

**Special Education Students
% Passing ISTEP+ Language Arts**

Grade	Fall 02	Fall 03	Fall 04	Fall 05	Fall 06	Fall 07	Fall 08
6th	36	50	35	21	25	8	40
7th			50	29	15	45	31
8th	15	42	33	54	18	21	36
9th			41	13	36	27	

**General Students
% Passing ISTEP+ Math**

Grade	Fall 02	Fall 03	Fall 04	Fall 05	Fall 06	Fall 07	Fall 08
6th	66	78	72	96	97	97	91
7th			88	91	86	90	91
8th	87	85	84	95	87	94	93
9th			88	81	92	63	

The table displays the percentage of general students passing ISTEP+ Math for grades 6th through 9th from Fall 2002 to Fall 2008. The data points are as follows:

Grade	Fall 02	Fall 03	Fall 04	Fall 05	Fall 06	Fall 07	Fall 08
6th	66	78	72	96	97	97	91
7th			88	91	86	90	91
8th	87	85	84	95	87	94	93
9th			88	81	92	63	

Arrows in the original image indicate trends between adjacent years:

- 6th grade: 66 (Fall 02) to 78 (Fall 03) [up], 78 (Fall 03) to 72 (Fall 04) [down], 72 (Fall 04) to 96 (Fall 05) [up], 96 (Fall 05) to 97 (Fall 06) [up], 97 (Fall 06) to 97 (Fall 07) [flat], 97 (Fall 07) to 91 (Fall 08) [down].
- 7th grade: 88 (Fall 04) to 91 (Fall 05) [up], 91 (Fall 05) to 86 (Fall 06) [down], 86 (Fall 06) to 90 (Fall 07) [up], 90 (Fall 07) to 91 (Fall 08) [up].
- 8th grade: 87 (Fall 02) to 85 (Fall 03) [down], 85 (Fall 03) to 84 (Fall 04) [down], 84 (Fall 04) to 95 (Fall 05) [up], 95 (Fall 05) to 87 (Fall 06) [down], 87 (Fall 06) to 94 (Fall 07) [up], 94 (Fall 07) to 93 (Fall 08) [down].
- 9th grade: 88 (Fall 04) to 81 (Fall 05) [down], 81 (Fall 05) to 92 (Fall 06) [up], 92 (Fall 06) to 63 (Fall 07) [down].

**Special Education Students
% Passing ISTEP+ Math**

Grade	Fall 02	Fall 03	Fall 04	Fall 05	Fall 06	Fall 07	Fall 08
6th	29	25	30	32	56	68	60
7th			50	38	35	47	54
8th	15	47	33	54	27	27	36
9th			41	47	64	63	

The graph displays the percentage of special education students passing ISTEP+ Math from Fall 2002 to Fall 2008. The data points are as follows:

Grade	Fall 02	Fall 03	Fall 04	Fall 05	Fall 06	Fall 07	Fall 08
6th	29	25	30	32	56	68	60
7th			50	38	35	47	54
8th	15	47	33	54	27	27	36
9th			41	47	64	63	

Arrows in the original image indicate the following trends:

- 6th: 29 (Fall 02) to 25 (Fall 03), 25 (Fall 03) to 30 (Fall 04), 30 (Fall 04) to 32 (Fall 05), 32 (Fall 05) to 56 (Fall 06), 56 (Fall 06) to 68 (Fall 07), 68 (Fall 07) to 60 (Fall 08)
- 7th: 50 (Fall 04) to 38 (Fall 05), 38 (Fall 05) to 35 (Fall 06), 35 (Fall 06) to 47 (Fall 07), 47 (Fall 07) to 54 (Fall 08)
- 8th: 15 (Fall 02) to 47 (Fall 03), 47 (Fall 03) to 33 (Fall 04), 33 (Fall 04) to 54 (Fall 05), 54 (Fall 05) to 27 (Fall 06), 27 (Fall 06) to 27 (Fall 07), 27 (Fall 07) to 36 (Fall 08)
- 9th: 41 (Fall 04) to 47 (Fall 05), 47 (Fall 05) to 64 (Fall 06), 64 (Fall 06) to 63 (Fall 07)

Background/Overview

For ten of the past twelve years, Selma eighth graders consistently scored above the state average in both math and English standards on the ISTEP+ test. To better assess student growth and achievement, students' sixth grade ISTEP scores were compared to their eighth grade scores. In 1999-2000, 40.7% of the sixth grade class passed ISTEP. The eighth grade tests revealed a 61.1% pass rate, demonstrating a 20.4% increase. When those scores were broken down to evaluate individual proficiencies for both math and English, they showed consistent, across-the-board improvement in every category. The English scores went from a 56% sixth grade pass rate to an impressive 81% eighth grade pass rate. Math scores increased from 50% to 69%. Both of those scores rank above the Indiana state average scores for math and English. In both math and language arts, our percentage of students passing directly correlates with our percentage of special education students.

Language Arts

Although Selma Middle School consistently improves well above the improvement of the state average in terms of percent increase of percentage of students passing, we are not satisfied with status quo numbers. Examination of student performance on the ISTEP+ reveals a slight decline in the English/Language Arts scores. There is an obvious trend of declining performance in Reading Vocabulary. Reading Comprehension, and Language Conventions are stagnant. Stronger emphasis and focus needs take place on thorough writing explanations at appropriate cognitive skill level performance

Math

We are very proud of our consistent and dramatic performance of our students on ISTEP+ Math. We will continue with our current programming for general education students. For special education students we will maintain our current programming targeting individual students' areas of weakness with one-on-one instruction where possible.

Selma Middle School School Improvement Plan

Spring, 2009

Student Performance Goal #1 Applied Skills: Academic Response

95% of 6th, 7th, and 8th grade students will increase their personal differential from the standard cut score by at least 10 points between the fall and spring ISTEP+ in Math, Language Arts, Science and Social Studies (where applicable).

Rationale

Approximately 90% of our student population earned 1/2 (or less) of the total possible points on Applied Skills Mathematics, Science and Writing. After thorough examination of student work samples, it appears to be less of an understanding of how to respond to the given test item rather than the content response. Essentially the students are not fully responding to the test question. Students lack cognitive skill expression, or quality academic response.

Academic response shows up on ISTEP as an area to be improved in math, language arts, and science.

Academic response in this situation is the ability to articulate thinking on paper, showing in words on paper what the student's thinking process was as they worked through a problem, learning to explain fully what they mean when they write. Not assuming the reader knows what they mean.

Strategies

We believe if we focus deliberate attention to helping students gain a working knowledge of Academic Vocabulary and are given specific and deliberate curricular opportunities to practice Academic Response they will develop the cognitive skills to appropriately and accurately express their thinking.

- Implement Academic Response Curriculum in ALL courses.
In each class, Academic response becomes a category in the grade book, and all teachers are assessing based on the terms they are focusing on each nine weeks.
- Restructure courses (Problem Solving, Graphs and Measures) to follow this assessment process:
 - Model thinking responses
 - Practice thinking responses
 - Give written feedback to thinking responses
 - Demand revision and resubmission of thinking responses until student successfully demonstrates the ability to “perform” the academic vocabulary.
- ALL teachers will ensure lessons, learning activities, and assessments match the *cognitive skill level* expected on the Indiana Academic Standards.
- Additional focus and discussion of *Bloom's Taxonomy of Cognitive Skills* will occur in *special education resource classes*.
- Implement *Inquiry Research Strategies*-7th grade 9 week rotation course

- Address At-Risk students and special education students through *Selma Middle School's Response To Intervention Strategies*.

Professional Development

Each teacher will submit to the principal his or her Academic Response Curricular proposal by the end of the 2nd week of the 2009-2010 school year. Spring and Summer '08 training and development will be supported through professional development funds.

Teachers will focus on learning new strategies with the following:

- Academic Vocabulary
- Writing: Academic Response
- Special education, brain research and cognitive skill development
- Bloom's Taxonomy of Cognitive Skills

Student Performance Goal #2

Objective

Students understand and display appropriate social manners in a public place, specifically Selma Middle School.

Rationale

Appreciating and respecting the needs of those around you and respecting the group purpose must become a predominant behavior in school. In our society, not just this school, we are experiencing a significant problem in that the “norm” of child behavior is that they have the right to express what they want or whatever they feel at any time, any place they wish. In essence, it is becoming the norm for student’s to view life around them as ‘secondary’ to their own immediate satisfaction. We believe this breakdown is in large part attributed to television programs promoting this attitude (as kids then accept what they see on TV as ‘the norm’) coupled with bureaucratic laws, procedures, due process, behavior modification plans, burden of proof required to ‘discipline’ a student in school. We are left with many students developing an attitude of “if it isn’t breaking a specified law or rule, they have the free will to do it”.

Student Performance Goal #2 (Cont.)

Strategies

1. Continue our overall Personal Wellness Programs.

Personal Leadership:	6 th grade 9-week rotation
Personal Management:	8 th grade 9-week rotation
Personal Fitness:	Year long advanced physical education class for 8 th graders. Students must apply and be selected.
Personal Study Habits:	7 th grade 9-week rotation

Strategies for School-wide Improvement
2009-2010
Focus

1. Curriculum

- Overall emphasis on academic vocabulary and academic response in every classroom.
- **Teachers will have a separate and specific Academic Response Category in their grade book. Students will have a minimum of two graded assignments in this category each 9-week grading period.**
- Maintain Response To Intervention (RTI) Resource Class.
- Replace Reading Strategies rotation with Inquiry Research Strategies at the 7th grade level.

2. Enhancing Student Academic Progress and Behavior

- Teachers will be trained to use the Comments section of PowerSchool.
- Teachers will maintain accurate and thorough records of meetings and discussions with students and/or parents regarding academics and discipline issues.
- Renaming the incentive program the “New” Rewards Program. While a nice reward to well mannered, involved, and academically successful students; the ‘incentive program’ is not what motivates the students so we felt it would be more appropriate to call it what is was: A *rewards* program.
- Design and publish specific New Rewards Program criteria.
- Work with Wapahani on revising Student Accountability Policy. Specifically in the areas of course requirements prior to high school entrance, possible ‘credits’ for middle school courses, and special education students.
- Continue implementation Socially Appropriate Manners program.

3. Parent Involvement

- Continue publication of weekly newsletter “FastFax” that will include weekly events, drop off and pick up times, and other pertinent information specifically designed for parents.
- ~ Continue principal’s ‘smsparents’ listserv for announcements and quick communication.

4. Professional Development

- Continue implementation of Commitment to a better school through Continued Professional Development.
- Each teacher will submit to the principal his or her Academic Response Curricular proposal by the end of the 2nd week of the 2008-2009 school year. Spring and Summer ’08 training and development will be supported through professional development funds.
- Academic Response
- Academic Vocabulary

- One on One Instruction
- Technology
- Cognitive Skill Development
- Neurodevelopmental disorders, Learning Disabilities, Learning Theory

**Selma Middle School
Response to Intervention Strategies
2007-2008**

Tier One: General Education

- Differentiating Instruction—within the general education classroom when necessary.
- Any student may stay after school for tutoring in math at student request (limited availability for tutoring in other curricular areas).
- All SMS students—50 minute reading lab period for daily self-selected required reading using Accelerated Reader as one method of reading comprehension assessment. Other assessment methods in the general education English classroom and reading lab: written summaries of books read, book talks, book discussions, literature circles, reader response journals, essay tests.
- 6th graders have one nine week rotation of Geometric Concepts and one nine week rotation of Graphs and Measures to improve these areas of math which tend to be problem areas for incoming 6th graders.
- 7th graders have one nine weeks of Reading Comprehension Strategies in addition to their full year English 7 class; they also have one nine weeks of Personal Study Strategies to familiarize each student with his/her learning preferences and various ways they can organize themselves to make better grades and retain information.
- 7th graders have one nine weeks of Personal Study Strategies that is in cooperation with the 7th grade Science curriculum and Social Studies curriculum..
- 8th graders have one nine weeks of focused Problem Solving strategies to aid them in becoming better critical thinkers before going to the high school.
- Adaptive Physical Education is offered for students whose physical capabilities do not permit them to participate in general education P.E.

Tier Two: General Education Plus Remediation

- Audio-books for self-selected required reading are available as long as needed to any general education student who is not meeting reading expectations and who has the general education English teacher's permission.
- 6th graders—based on end of 5th grade StarMath scores, the lowest 20% of the general education students will have a full-year Accelerated Math Lab in addition to their Math 6 class. Mrs. Yates, the Math 6 teacher, will supervise this and provide more individual instruction at each student's instructional level.
- 7th period each day there is limited availability for a resource period for struggling general education students. This can be tried as a general education intervention for a limited time period and possibly extended as determined by the teacher assistance team.

Tier Three: Special Education Services

- Audio-books for self-selected required reading are available as long as needed to all students with a diagnosed reading disability or who performs more than two grade levels below expected on the StarReading test.
- One resource room hour per day is available to any student with an IEP by decision of the case conference committee in order to facilitate work completion and/or to have tests/quizzes read.
- Para support or a co-teacher is available in the general education classroom as determined by need each school year.
- Self-contained placements are also available at the discretion of the case conference committee.
- Special education students may enroll in adaptive P.E. at case conference committee discretion.

Commitment to a Better School through Continued Professional Development

1. The Liberty-Perry Community School Corporation will support the continued professional development of all staff by providing them with the resources they need to stay current in their field and implement best practices in teaching and learning.
 - The school will provide for school-wide in-services that are driven by teacher need.
 - The school will budget funds to support the development of a professional library consisting of the latest literature of best practices available. Professional development funds are coordinated at the central office through a combination of the following funds: PL221 Professional Development Grants, Title II A & D, Safe Schools Grant, High Tech Schools Competitive Grant funds, and the General Fund.
 - Selma Middle School will purchase institutional membership in The National Middle School Association (NMSA), National Council for Teachers of English (NCTE), National Council for Teachers of Mathematics (NCTM), National Science Teacher Association (NSTA), National Council of the Social Studies (NCSS).
 - Teachers will be provided with internet accessible computers and will use educational websites as a source for professional development.
2. All staff will create a professional mission statement to be posted along with the school mission statement..
3. A team of teachers will develop a list of researched best practices for teachers to be posted along with the mission statement.
4. Annually, teachers will design their own professional development plan that will include research on best practices in instruction, new developments in their content area, learning theory, strategies for guiding students in the development of higher level thinking skills, and specific improvements they need to work on in their classroom.
5. Regularly scheduled departmental meetings and grade level meetings to review curriculum, lessons, share ideas, etc.

Student Accountability Policy

Students must demonstrate competent performance of the Indiana Academic Standards designated at each grade level prior to moving on to the next grade level.

ISTEP+ is a state-wide standardized exam that measures competency of the Indiana Academic Standards. The ISTEP+ at the 10th grade level serves as a state-wide graduation-qualifying exam. All Indiana students must pass this exam in order to graduate.

Beginning in the 2002-2003 school year

- A. All middle school students must pass **both** the Mathematics and the English/Language Arts sections of ISTEP+. If they do not meet standards on one or both sections, they must meet 3 of the 4 following requirements for promotion to the next grade:
 - a. Students must have 95% attendance rate for the school year.
 - Out of 180 days in the entire school year, students must not be absent more than 9 days.
 - b. Students must earn no lower than 70.0% (C-) in any class on their 2nd semester grade mark.
 - c. Students must pass year end final exam in Mathematics and/or English/Language Arts.
 - To fulfill this requirement, a student needs to pass the year-end standards based final exam for the content area he/she did not pass on ISTEP. For example: a student who passed the English/Language Arts section of ISTEP, but did not pass the mathematics portion would fulfill this requirement by passing the mathematics final exam at the end of the school year.
 - d. Students must not have more than two separate incidents resulting in a class suspension (being “kicked out” of class), after-school detention, in-school suspension or out-of-school suspension.

- B. Students who pass both sections of ISTEP+ must meet 3 of the 4 requirements for promotion to the next grade.
 - a. Students must have 95% attendance rate for the school year.
 - Out of 180 days in the entire school year, students must not be absent more than 9 days.
 - b. Students must pass year end final exam in Mathematics, English/Language Arts.

- c. Students must not have more than one failing grade on the second semester report card.
- d. Students must not have more than two separate incidents resulting in a class suspension (being “kicked out” of class), after-school detention, in-school suspension or out-of-school suspension.

Petition Process for Assignment:

Students may petition to be assigned to the next grade level through the Selma Middle School Student Accountability Transition Committee. This committee is made up of seven members: the principal, the student’s English, Social Studies, Mathematics, and Science teachers, one teacher representative from the previous grade level and one teacher representative from the student’s next grade level.

1. The **student** will contact the principal to request a petition hearing with the transition committee.
2. The principal will notify the **student** in writing of the date and time of the hearing.
3. At the hearing:
 - a. The **student** may bring samples of work they feel demonstrates their competence of the Indiana Academic Standards.
 - b. The **student** may discuss any extenuating circumstances that should be considered.
 - c. The **committee** may ask the student to respond to content-oriented questions to give the student the opportunity to demonstrate competency of the Indiana Academic Standards.
 - d. The **parents** may attend the hearing as spectators. At the conclusion of the hearing, the parents may make a formal statement on behalf of their child.
4. The committee has the right to invoke requirements the student must be responsible for fulfilling prior to making a decision.
5. The principal will notify the student of the committee’s final decision within three days of the hearing.
6. The Liberty-Perry Community School Board designated the transition committee’s decision as final in all general education student retention, promotion, and assignment cases on March 13, 2002.
7. The case conference committee establishes programming and services for all special education students. Any adaptations, modifications or waivers to the policy will be determined by the student’s case conference committee.

Three Year Timeline for Review and Revisions

Each year the School Improvement Committee will examine progress on student and teachers performance goals and initiatives. Qualitative data from Accelerated Reader pre/post test, Accelerated Math pre/post test, ISTEP+, and students' writing 'growth portfolios' and rubrics are used to assess and evaluate our current curricular delivery. Staff, parent and student surveys will be administered every three years. Our small school along with the staff's fundamental philosophy to meet students where they are facilitates the schools' ability to identify needs efficiently and make changes accordingly very quickly.

The school improvement committee meets twice during the first semester, then regularly as needed to analyze, report, and develop recommendations for continuous school improvement. It is important to understand that while we have broad school wide goals that are measurable by ISTEP+, due to the fluid needs of individual students to reach their goals, the instructional strategies become differentiated within classrooms, across grade levels and for individual students.

Cultural Competency Interventions

Students will clearly and effectively communicate the value of diversity that exists in the world through an intense study of literature, research, and project development.

➤ Scope and Rationale

Our students lack the knowledge and understanding necessary to effectively communicate with or about other people's cultures, values, and beliefs that encompass the differing behaviors outside the insulated community of Selma. We believe students can begin to overcome this weakness by engaging in an intense study of diversity each year. Students in grades 6-12 (approximately 630) will continue developing their literary knowledge and skills under the themed umbrella of understanding diversity.

➤ *The Strategy: Demolishing Barriers to Accepting Diversity*

Students at each grade level will read and study literary works that address the different aspects of diversity such as race, gender, age, social class, culture, and religion. Activities in which students will engage include a focus on daily writing, research-driven activities, guest speakers, field trips, and community outreach. The culminating event will be a Diversity Fair at the Minnetrista Cultural Center (Muncie, Indiana) which will showcase the students' independent projects in conjunction with cultural awareness events sponsored by Minnetrista Cultural Center and the Coca-Cola Bottling Company (Anderson, Indiana). Projects will be produced using multimedia technology and may include, but are not limited to: poetry, visual arts, performing arts, creative writing, expository writing, electronic portfolios, and PowerPoint presentations.

◆ Sample Activities:

📖 7th Grade Literature Unit: Remember The Holocaust

- 🖥️ Netsearch: Background Information and Survivor Testimony, Create Timeline (1933-1945)-Desktop Publishing, Vocabulary (www.dictionary.com), Access Nuremberg Laws for viewing and discussion (www.bxscience.edu), Compose persuasive essay-Desktop Publishing, Submit published poem to U.S. Holocaust Memorial Museum, Compose Personal Narrative, Independent Project for Diversity Fair, novels *Daniel's Story* by Carol Matas and *The Devil's Arithmetic* by Jane Yolen.

📖 8th Grade Literature Unit: Lois Lowry's *The Giver*

- 🖥️ Utopian Research, Question-driven Netsearch inquiry, PowerPoint presentation, Cyberguide activity (www.sdcoe.k12.ca.us/SCORE/Giver/givertg.htm), Career interest inventory/resume writing, Comparison/contrast paragraph, E-mail daily writings between teacher and student, Computer-generated comprehensive test over *The Giver*, Independent Project for Diversity Fair.