

Urey Middle School
#5916
Continuous Improvement Plan
2019 - 2020
Harold C. Urey Middle School

Urey Middle School serves students in grades seven and eight. It is accredited by the Indiana Department of Education. The school is in the town of Walkerton and services the townships of Polk, Lincoln, Johnson, and Liberty which include the towns of Walkerton, North Liberty, Tyner, and Teegarden. In the past, many of Urey's students came from family farms. However, current demographics indicate this is no longer the case.

The 2019-2020 enrollment at Urey Middle School is 319 students. There are 38 identified special needs students (11.7%), which is approximately a 0.6% decrease compared to the previous school year. The number of students receiving free/reduced lunch is reduced from last year with 124 qualifying this year. The percentage of students on free/reduced lunch is lower than the previous year with 39% of students qualifying.

The ethnic composition of Urey Middle School is predominantly white (89.7%). Parents/Guardians report their child's ethnicity as: Black or African American/Not Hispanic/Latino (0.8%), Asian-Not Hispanic/Latino (0.3%), American Indian or Alaskan Native-Not Hispanic/Latino (3%), Black or African American/White – Not Hispanic/Latino (3%), Hispanic (5.6%), and Multi-racial (3.3%).

The building, originally Walkerton High School, was formally dedicated in 1943. In September of 1966, the Board of Education named the building after the distinguished scientist, Harold C. Urey, who was born in Walkerton. In 1996, a new addition was added and a complete renovation of the existing building was completed. The square footage was more than doubled to approximately 88,500 square feet. At that time, the building was completely networked for technology.

Urey Middle School provides a complete athletic program for boys and girls. Intramural opportunities are offered to interested students. Students also have the choice to participate on academic teams and join a variety of clubs.

The John Glenn community actively supports the school and the variety of student-oriented activities. A strong relationship exists between businesses

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and the school. The Falcon 500 Club, a community wide organization, actively supports the programs and students in all of the schools with donations of money and time. Urey has a parent-teacher organization which contributes in a positive manner to school activities. Urey has received a great deal of assistance from area businesses, corporations, parents and patrons to support the student recognition program.

Urey operates on a seven period day, with an eighth occurring in the middle of each day in order to offer enrichment three days each week and homeroom (study skills, anti-bullying, ILEARN prep, team building, etc.) two days each week. In addition to the core courses of Language Arts, Math, Science, and Social Studies, each student experiences a semester each of Health and Physical Education and a trimester of Family and Consumer Science, Technology Ed (Project Lead the Way), and Art. Students have the opportunity to participate in Band, Choir, Band and Choir, or Study Hall as their seventh choice.

All students are encouraged to use the Learning Center (help with homework/class skills) which opens at 7:30 a.m. each morning. Some Special Education students receive instruction in the Support of Skills class for one period each day as determined by the Case Conference Committee.

UMS Philosophy

Vision

The Urey Middle School community provides an atmosphere where students are motivated to become life-long learners and responsible citizens. Students understand and apply National and Indiana State Standards at or above grade level. High expectations and the use of a variety of engaging learning activities encourage students to reach their full potential.

Mission

The Urey Middle School community is committed to providing a positive, educational environment where all students are guided, encouraged, and challenged to reach a high level of academic success and exemplary citizenship. State standards are taught and measured using current research-based instructional strategies and assessments.

School Improvement Team

Tresa Hammond
Damon Groves
Dyan Phillips
Erin Sarber
LaDora Smith
Debi Johnson

Urey Middle School Staff

Beth Albright
Jodi Alexander
Amy Arick
Heather Boyer
Gerry Brown
Christine Burdick
Andrew Buss
Wendy Flora
Amanda Gill
Dara Goodlink
Damon Groves
Jill Groves
Phil Groves
Tresa Hammond
Christin Hannah
Jill Hostetler
Donia Hudgen
Debi Johnson
David Lichtenbarger
Makayla Locsi
Gavin McNeeley
Judy Moore
Beth Morton
Kristi Parsons
Pam Pearish
Stacy Pecci
Dyan Phillips
Stephanie Reynolds
Teresa Russell
Erin Sarber
Dominique Schwenk
Natasha Scott
Nichole Slater
Greg Smith
LaDora Smith
Leslie Stec
Andy Stegemiller
Nathaniel Suddeth
Jodie Temple
Lisa Vukovits
Melissa Williams
Terresa Younkin

Who We Are

John Glenn is a consolidated school system consisting of four small, rural northern Indiana communities: Walkerton, North Liberty, Tyner, and Teegarden. The corporation has one high school, one middle school, and two elementary schools. It serves students in three counties covering 125 square miles. Urey Middle School is located in Walkerton, a town of approximately 2,267.

North Liberty is the second largest community in the school corporation with a population of approximately 1,896. North Liberty is experiencing growth due to families moving in from the South Bend and LaPorte areas.

The governance of the school community consists of two town councils, one in Walkerton and one in North Liberty. The schools are administered by a seven member board and one superintendent.

Other demographics of note in the communities include:

- 18.2% of the adults have less than a high school education as compared with 17.9% of Hoosiers
- 8.9% have a college education whereas 19.4% of Indiana residents have earned a college diploma
- 71.7% of the housing in the John Glenn district has a value under \$100,000.00

Introduction: Description and Location of Curriculum

The Urey Middle School Curriculum is based on the Indiana State Standards and revised each textbook adoption year.

Copies of the curriculum are located in the principal's office and the team room. All teachers have access to copies of the curriculum (Indiana Academic Standards as well as the Common Core State Standards) used for the discipline that is taught.

Introduction: Assessments

Urey Middle School participates in the ILEARN statewide assessment. In addition:

- 1) Students are assessed using the Pivot INSPECT benchmark assessments in the fall, winter, and early spring. INSPECT is aligned with the ILEARN test to provide students and teachers feedback on students' progress toward mastery of specific state standards.
- 2) Students are assessed on reading using the RAPS 360 Universal Reading Screener.
- 3) A.R. Star Reader Assessment

Parent Participation

Urey Middle School works with parents in the following ways:

- JGSC/UMS website
- Urey Facebook Page
- Urey Twitter @UreyMS
- Instagram @ureyms
- Harmony web-based grade posting and teacher home pages
- Open House/Parent Night 7th – 8th grades in the fall
- Orientation Evening – incoming 7th grade in the spring
- Registration – walk-in and online
- Open Week – week before school building is open for students to practice lockers, walk schedules
- Athletic Events
- Fine Arts Programs/Shows
- Picture Day Volunteers
- Classroom Support
- Email – individual and mass
- Voice Mail
- Parent Volunteers coordinating After School Athletic Study Hall
- Parent/Teacher Conferences
- Team meetings with parents
- JGSC calendar includes Honor Roll and Athletic Assembly dates
- Lesson plans posted on Harmony
- 7th Grade Transition Day Volunteers
- Access to discipline and attendance records posted in Harmony
- Solo-Ensemble mini concert – parents invited
- SchoolMessenger
- Athletic/Honor Roll Convocations
- Congratulation letters for choral, instructional and honor band participants
- End of the year rewards program

Technology as a Learning Tool

Urey Middle School integrates technology across the curriculum:

- All students are issued a Chromebook to perform in a 1:1 learning environment
- Each teacher is assigned a desktop as well as a Chromebook computer identical to the student edition
- Twenty Classrooms have Interactive Whiteboards
- All classrooms have an LCD projector unit for the teacher computer, with 5 others available through the Media Center for check out as needed
- PowerPoint and mobile live camera for video production and announcements
- School wide PowerPoint announcements through networked monitors
- Document cameras in every classroom
- Digital still and video cameras for student and staff use
- Accelerated Reading – software that motivates, monitors, and increases literature-based reading
- Project Lead the Way – Design and Modeling course is taught to 7th grade students while the Automation and Robotics course is taught to 8th grade students through the Technology Education course.
- Web-based course management systems (i.e. Canvas)
- Subscriptions to SIRS Discover Periodical Database and Grolier's Online Encyclopedia, along with access to Inspire provided by the state of Indiana
- Destiny Library Collection for the whole corporation through Internet
- Harmony is available as an online resource for students and parents to check for grades and missing assignments
- Microsoft Active Directory network for students and staff
- Virtual Servers install
- Wireless network upgraded to accommodate a 1:1 setting
- Career Education
- Use of GoogleApps for word processing, spreadsheets, presentation, Voice, etc.
- Accelerated Reader and STAR Reading available through Renaissance Place website
- Each of the above teacher laptop computers has the following:

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- Microsoft Publisher
- Movie Maker
- Google Drive
- Microsoft PowerPoint
- Microsoft FrontPage
- Microsoft Access
- Microsoft Excel
- Discovery Science techbook
- Star Office
- Google Chrome
- envision Math 2.0
- Open Office Suite
- ExamView Suite
- GIMP 2
- Google Earth
- Google SketchUp
- PDF-Xchange
- Screen-Cast-O-Matic
- Camtasia
- iTunes
- IXL
- Math XL
- HMH Collections ELA
- Teen Health Digital Book

Safe and Disciplined Learning Environment

- All outside doors are locked at 7:55 a.m.
- Visitors must push an entry button to enter the building
- Visitors must leave a Driver's License and wear an ID tag while in the building
- Visitors sign in and out
- "No Trespassing" notices at each entrance
- Parent must check in at the office and wait for child to be brought to the office for early dismissals
- Fire, storm, and code red drills are conducted monthly/quarterly/semester
- Emergency plans are posted in all classrooms
- Emergency evacuation plan exists with near and far primary and secondary shelters identified
- Staff receives procedural updates and reminders
- JGSC safety audit is conducted annually
- Classroom discipline plans are written and communicated in writing to students and parents
- UMS Student Code of Conduct is utilized
- In-School Suspension, Friday School, and Time-Out room available and staffed full time
- One full-time guidance counselor
- 2 weather alert (NOAA) radios
- Video camera recording system
- Emergency kits updated quarterly with student contact and medical information
- Automated defibrillator mounted near gym
- Lock Blocks have been installed on all classroom/office doors
- Glow sticks distributed to all staff members
- Battery-free crank flashlights in each interior room
- Communication via walkie-talkies used at release time and for emergencies

Student Achievement

Urey Middle School measures student achievement in several ways. Students took the ILEARN test in the spring of the school year. Test scores are above the state average

For students who do not pass a portion of the ILEARN, additional instruction is offered in summer school to focus on the specific deficit areas. Once test scores are evaluated, remediation during the second and third grading period is provided to students who did not pass a portion of the test. Improvement has been a direct result of the remediation process and is valuable for the continuous improvement process that is being created.

Annual Performance Report

The Urey Middle School annual performance report data is accessed by accessible on the DOE website.

Other Performance Indicators

INSPECT

The INSPECT assessments were first administered during the 2015-16 school year to assist teachers in identifying specific standards and sub-standards that students need additional instruction/re-teaching. The INSPECT test will be administered to all 7th and 8th grade students three times throughout the year. Students are tested in October, December and March in math, language usage, and reading.

Vocabulary Improvement Strategy

Student growth will be monitored through the use of ILEARN and PIVOT INSPECT assessments.

2019 ILEARN Data

Urey Middle School ISTEP+ scores are outlined below:

Grade/Subject	Pass/Pass+	Did Not Pass	Overall Passing Rate
7 th Math	80	74	52%
8 th Math	65	107	38%
7 th English/Language Arts	81	73	53%
8 th English/Language Arts	100	72	55%

Other Information about Programming and Learning Environment

- Each nine weeks, the school recognizes students for their academic accomplishments and extracurricular activities.
 - Honor Roll
 - Athletics
 - Co and Extra Curricular such as Yearbook, Spell Bowl, Art Club, Solo and Ensemble, Honor Band, National Junior Honor Society, Tech Club, and Tabletop Gaming Club
- Teacher select students of the month.
- 7th grade Students take the STAR reading evaluation each year as a tool for reading improvement.
- Accelerated Reader is used to encourage reading and to evaluate student reading performance.
- The Learning Center is available to the student for make-up work, additional instruction, test preparation, and for homework assistance.
- Other programs that have been successful and which we will continue are ZAP (Zeroes Aren't Permitted) for those with missing homework and mentoring for those who need additional or added one-on-one support, and remediation during school or during summer school for those not passing ILEARN.
- Curriculum calendars in math and language arts are utilized to allow teacher in all disciplines the opportunity to emphasize the key concept/term/theme for that particular focus area.
- Recognitions reported in public School Board meeting
- Rewards for students who are "Caught Doing Good" by a staff member

Specific Areas Where Improvement is Needed Immediately

Sustained improvement is needed by our Special Education students in all areas of the curriculum. These immediate needs are evidenced by ILEARN disaggregated data. The faculty is dedicated to addressing and raising these scores through collaboration, best practices, and purposely altering their delivery system to students by balancing their teaching methods and activities to match learning styles, intelligences, and cultural preferences.

UMS is concerned about the number of students who do not complete assignments. The staff has been addressing the issue through staff development and further exploration of the causes for student apathy. A ZAP (Zeroes Aren't Permitted) program has been implemented to combat the issue, and has greatly decreased the number of students missing homework assignments. Concerns with ZAP include the following:

- Evaluation and data documenting the effectiveness
- Parent notification
- Students learning responsibility
- Fairness in time allowed to get work completed
- Consequences for habitual offenders
- Ulterior motives by students receiving a ZAP

An obvious result of ZAP is that grades have dramatically improved.

Student Achievement Strategies and Benchmarks

Goal One: Attendance

Goal 1: Grade level and school average daily attendance will be at or above 97.0%

Benchmark: Attendance

2019-2020

2017-2018 actual 94.7%

2018-2019 actual 94.5%

2019-2020 target 95.5%

2020-2021 target 96.0%

Interventions: Attendance

- UMS Reward Function incentives and recognitions
- Faculty consistency enforcing attendance rules and infractions
- Daily reporting of absences to staff
- Daily automated calls home to the parents of absent students who have not contacted the school about their child's absence.
- Calls and/or letters from teacher to parents at fifth, sixth, seventh, eighth, and ninth, etc. tardy
- Calls and/or letters to parents when students have reached the ten percent absence threshold
- Students will have In-School Suspension until a parent conference can be scheduled after the 9th tardy.
- Attendance contracts for students exhibiting excessive absenteeism or tardiness
- Friday School assignment to make up missed classroom time
- Enforcement of required doctor's excuse for greater than ten percent absence
- School Resource Officer (SRO) assisting with bringing students to school who demonstrate a pattern of excessive absenteeism/tardiness to school.

Goal Two: Writing

Goal 2: Urey Middle School will realize a 5.0% yearly increase in students passing the writing portions of the ILEARN English/Language Arts statewide assessment.

Benchmark: English/Language Arts -- Writing

During the 2018-2019 school year, 62% of students at UMS passed the writing sections of the English/Language Arts portion of the ISTEP+. The 2019-2020 test changed to the ILEARN. With the more difficult test, the focus will be on re-aligning instruction and curriculum.

2019-2020 – 55% pass the writing section(s) of ISTEP+

2020-2021 – 60% will pass the writing section(s) of ILEARN

2021-2022 – 65% will pass the writing section(s) of ILEARN

Interventions: English/Language Arts -- Writing

Students will:

- use the R.A.C.E. writing method (Restate, Answer, Cite, Expand/Explain) in writing across the curriculum at least 1 time/month in all non-Language Arts classes and every time a writing task is completed in Language Arts classes
- use technology to answer questions on a regular basis
- enhanced questioning models in all classes across the curriculum
- practice using the R.A.C.E. writing model in all writing prompts/answers across the curriculum

Remediation of demonstrated individualized math skill will be addressed through direct and computer assisted instruction (i.e. PIVOT, Google Classroom, iXL). Assessments may be used for the following:

- Immediate student feedback
- Aligned with Language Arts adopted series
- Summer School
- Remediation
- Placement in study hall in the Learning Center or in Support of Skills to provide additional small group re-teaching and reviewing.

Curriculum & Instruction

Curriculum

The district curriculum, under which Urey Middle School functions, is based on Indiana's Academic Standards. Alignment of the Language Arts and Math curricula has been implemented to align with the ILEARN blueprints. Science and Social Studies have also been aligned to match the standards in each grade. The staff at Urey Middle School has moved forward in their delivery of grade level content by implementing consistent processes in the following actions:

- Teaching of vocabulary: UMS teachers teach vocabulary with a balance of linguistic and nonlinguistic lessons across the curriculum.
- Writing across the curriculum: All students are writing formally by following the ILEARN recommended rubrics referred to as the R.A.C.E. writing rubric
- Assessments for each subject: All teachers monitor the progress of their students in the content area by using assessments. Results help drive remedial processes.
- Chunking Time: Teachers divide their class hour into several activities and post those activities for students to see by the daily assignments. Differentiation of classroom instruction is enhanced from this process.
- Tiered Instruction: In compliance with new laws, a tiered approach is being implemented to select intervention strategies and assessments that match students' needs.
- Celebrations: The UMS school community celebrates academic achievement by informal and formal presentations.

Academic Honors Diploma and Core 40

Urey Middle School offers an honors curriculum in both Language Arts and Math. This allows students to prepare for high school courses. High school Algebra I and Geometry are offered for credit. Ninety-nine percent of the 202 students completing this course over the last six years have entered high school with two credits.

An Honors Language Arts course was added in 2007-2008. One hundred percent of the 46 students in the 2018-2019 8th grade cohort continued on an accelerated academic course sequence by enrolling Freshman Honors English at John Glenn High School during the first semester of their freshmen year.

Instruction

Much of the foundation for instructional strategies has been completed over the past few years at Urey Middle School. Alignment of the curriculum and the implementation of remedial programs driven from testing data have been refined. This important ground work has set the tone for UMS to aggressively move forward with purposeful, consistent, teaching strategies by all teachers and assistants. Staff development for these strategies and processes take place during team/individual plan times, staff meetings, and professional development meetings. Following are the new processes that have been researched and implemented:

- Teaching of vocabulary with a balance of linguistic and nonlinguistic activities
- Weekly Greek and Latin Root words
- Assessments in all courses
- Writing Across the curriculum using the R.A.C.E. writing rubric
- Remediation activities based on assessments
- Celebrations for academic successes

During the 2019-2020 school year, we continue to refine and monitor the success of the newly implemented strategies and have added additional research based strategies:

- Reading Interventions – MindPlay Virtual Reading Coach
- Tiered intervention strategies
- Zeroes Aren't Permitted (ZAP) program

Professional Development

Conferences:

Indiana Council of Teachers of Mathematics
National Council of Teachers of Mathematics
NMSA National Conference
Fall and Winter District II Athletic Directors Meeting
State IAAA Meeting
National NIAAA Conference
Open Minds Computer Conference
What's New in Children's Literature
AIME Conference
Teachers as Scholars
Academic Conferences in Indianapolis
Kay Davidson – "Simple 6" for secondary teachers
PL 221 Revisions In-service
Indiana Social Studies Teachers Conference
Acuity Assessment Training
IPLA Winter Conference with Dr. Schmucker
Classroom Management Conference
RTI Conference and Training – Special Education Transition
Cell Phones as Teaching Tools
Northern Indiana Service Center Study Councils
"Data Based Decision Making"
Indiana Reading Association Annual Conference
Textbook Caravans
The RTI Guy – Pat Quinn
8 Step School Improvement Process with Ms. Pat Davenport
Common Core, Common Sense
Common Core, Math Grades 6-8
Indiana Transition to the Common Core Standards
Using Literature to Teach Health
Focus: Elevating the Essentials to Radically Improve Student Learning,
PLTW Training: Automation/Robotics Course/Design/Modeling Course
Changing Our Thinking on Writing Level 2 and 3 Questions in Math;
Interpreting the ILEARN (math) Rubric
Indiana Connected Educators Conference

PLTW: Computer Science Course

Indiana Youth Institute College and Career Conference

Indiana Middle Level Educators State Conference

In-Services:

Harmony3 On-line Program

Jim Mirabelli ~ Mathematics

Michael Clay Thompson ~ Vocabulary Development

Crisis Plan

Reading – Corporation Wide

Vocabulary

IDOE Media Services

Common Core Standards with Dr. Findlay, IDOE

Common Core by the Curriculum Institute, Michael Rush

Student Learning Objectives – Anna Liedty – NIESC

Formative Assessment

Publications Provided for Professional Development:

Kay Davidson, *Secondary Teachers and the Simple 6*

John Medina, *Brain Rules*

Swen Nater and Ronald Anderson, *You Haven't Taught Until They Have Learned*

Patricia Davenport & Gerald Anderson, *Closing the Achievement Gap: No Excuses*

Patricia Davenport, *Are We There Yet? Continuing to Close the Achievement Gap*

IDOE, RISE Teacher Handbook, www.riseindiana.org

Douglas B. Fisher, *Checking for Understanding*

Whitaker, Todd, *17 Habits of Highly Effective Teachers*

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Statutes and Rules to be Waived

Urey Middle School is not requesting any statutes or rules to be waived.

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On-Going Three Year Time Line

2019 - 2020	Student Learning Objective development using data analysis of Spring 2019 ILEARN assessments/RAPS 360 Reading Assessment/Pivot INSPECT formative assessment/local assessments, Comparison of pre and post data, Adjustment to improvement plan as data suggests, on-going professional development
2020 - 2021	Student Learning Objective development using data analysis of Spring 2020 ILEARN assessments/RAPS 360 Reading Assessment/Pivot INSPECT formative assessment/local assessments, Comparison of pre and post data, Adjustment to improvement plan as data suggests, on-going professional development.
2021 - 2022	Student Learning Objective development using data analysis of Spring 2021 ILEARN assessments/RAPS 360 Reading Assessment/Pivot INSPECT formative assessment/local assessments, Comparison of pre and post data, Adjustment to improvement plan as data suggests, on-going professional development.