

Pendleton Heights Middle School

School Improvement Plan 2021-2022



TABLE OF CONTENTS

School Profile	2
School’s Purpose.....	2
Notable Achievements.....	3
Description and Location of Curriculum.....	3
Parental Participation and Community Involvement.....	4
Safe and Disciplined Learning Environment.....	4
Cultural Competency.....	5
Technology as a Learning Tool.....	5
Professional Development.....	5
Assessment Instruments.....	5
Statutes and Rules to be Waived.....	6
Three Year Timeline.....	6
Student Performance Data	6-8
School Improvement Plan	9-13

This plan is written in compliance with IC 20-31-5-4, IC 20-31-4-6, IC 20-31-6, IC 20-19-3-12.2 and 511 IAC 6.2-3. Additional input on professional development was sought from IC 20-19-2-11, IC 20-20-31. The technology coordination plan complies with IC 20-20-13. Pendleton Heights Middle School suspends no federal rules or statutes. In compliance with 511 IAC 6.2-3-2, Pendleton Heights Middle School recognizes Sec. 2101 (B)ii from the 2015 ESSA reauthorization supplants 511 IAC 10-6.

School Profile

School's Purpose

The entire Pendleton Heights Middle School staff was involved in the process of establishing our mission and belief statements. The PHMS Mission Statement and Belief Statements are a part of the culture of PHMS. These documents are revisited and revised regularly at the direction of the Steering Committee. The most recent revision was completed in August 2021.

Beliefs:

As a staff we are committed to:

- maintaining a safe environment with clear and consistent student expectations;
- providing opportunities for students to develop their academic, social, physical, and emotional well-being in preparation for high school and beyond;
- utilizing a variety of teaching methods, including incorporating technology, to meet individual student learning styles;
- encouraging students to actively participate in their own learning by providing academically challenging, developmentally appropriate, and personally relevant lessons.

Vision:

"Quality Education to Build a Better Tomorrow"

Mission:

Pendleton Heights Middle School will work with the community and families to provide quality education for every student, with the purpose of instilling the importance of learning.

School Improvement Team Members

Name	Stakeholder Group(s)	Role(s)
Erin Watson	Social Studies Teacher	Member
Ashley Gustin	Administration	Member
Jennifer Chestnut	Administration	Co-Chair
Lynn Griffey-Ennis	Special Education Teacher	Member
Jill McMillen	English Language Arts Teacher	Member
Cara Reed	Math Teacher	Co-Chair
TBA	Parent	Member
Elise Smith	Community	Member

Sara Anderson	Elective Teacher	Member
Ryan Potter	Wellness	Member
Andy Meyer	Science Teacher	Member
Daren DeNeal	Math Teacher	Member

Notable Achievements

Pendleton Heights Middle School continued to perform above the state average on ILEARN.

Interest and excitement for students and staff was generated with the successful implementation of Student Connections focusing on building relationships.

Description and Location of Curriculum

Pendleton Heights Middle School departments regularly review our school curriculum to ensure alignment with Indiana Academic Standards. This alignment is reflected in curriculum maps or Pacing Guides used to guide quarterly instruction in every discipline. Bimonthly professional learning communities are used not only to focus on instructional strategies to support school improvement goals, but also to provide collaborative time to maintain alignment of curriculum and instruction to Indiana Academic Standards.

Career Awareness and Career Development Curriculum

In order to support middle school students as they prepare to successfully complete Graduation Pathways in high school Pendleton Heights Middle School allows students to investigate career options. Career Exploration skills consist of learning how to identify and analyze various career options in terms of what education, training, experience, and competencies are required for success. Exploration involves learning how to evaluate how well a career matches or fits one's own interests, skills, strengths, and work values. Pendleton Heights Middle School utilizes the Myers Briggs Personality Test based on C. Jung and I. Briggs Myers type theory which provides type formula, type description, and career choices as well as building peer relations, empathy, tolerance and conflict resolution skills for our 7th and 8th-grade students. It is administered as a part of the Wellness Curriculum. The Holland Code (RIASEC) Test is an interactive version of the IIP RIASEC Markers and is administered to the 7th-grade students as a part of the Wellness Curriculum. The Holland Occupational Themes is a theory of personality that focuses on career and vocational choice. It groups people on the basis of their suitability for six different categories of occupations. Guidance Lessons for College and Career planning are presented by the Counseling Department. Conducted yearly is the Reality Store which is an interactive educational event designed for students to learn about how their education, life choices and finances are all interrelated and impact their future. Finally, students needing more intensive direction are individually counseled by the PHMS Counseling Department.

The program introduced during the 2019-2020 school year called "What it Takes to be GREAT!" The program, "What it Takes to be Great!", was introduced during the 2019-2020 has been suspended due to Covid restrictions. As soon as restrictions are lifted, it will be resumed. The program focuses on inviting successful adults to share their stories in a very relaxed atmosphere. The Greats engage with students and lessons on Indiana's Employability Skills Standards.

Chronic Absenteeism

As required by Indiana state regulations Pendleton Heights Middle School has developed the following for students who are chronically absent from school.

PHMS believes regular class attendance is the best means of achieving the best possible education. School board policy states student absences must not exceed twelve (12) days per school year. Students reaching twelve (12) absences are placed on an attendance contract. This contract is an agreement between the student, parent, and school for the student to remain in good attendance for the remainder of the school year. This attendance contract includes, but is not limited to the following:

- A required doctor's certificate for any future absence.
- A recommendation or assignment to after school detention.
- Referral to the proper legal authorities.
- The filing of charges with the proper legal authorities.
- Other measures as deemed appropriate.
- Reporting the student as a habitual truant to the Bureau of Motor Vehicles.

PHMS works closely with the Madison County Prosecutor's Office and the Madison County Juvenile Probation Department. Students and the parents of students, who have missed 10% of scheduled school days are reported as required by Indiana state statute. Our partnership with these agencies has led to multiple successes in turning around students with frequent school absences.

PHMS has eliminated Perfect Attendance Awards.

Parental Participation and Community Involvement

PHMS continually strives to provide opportunities for parents to be involved in our academic and extracurricular activities. Parent involvement is encouraged through multiple avenues including a Parent Connections Facebook page, a Parent Connections Coordinator and may be observed at our Orientation event, Meet the Teacher Night, and two formal opportunities for Parent/Teacher Conferences, as well as through numerous co-curricular and extracurricular activities.

Upon attainment of a substantial South Madison Community Foundation grant, a community based Mentor/Tutoring program was developed for the students at PHMS. Due to Covid, the program has not yet been implemented but will proceed as soon as restrictions are lifted.

Safe and Disciplined Learning Environment

In addition to instructional and support faculty/staff members, three School Resource Officers serve our school district. The role of the School Resource Officer (SRO) is to assist in maintaining a safe, secure school environment by monitoring the building and parking lots. In addition, the SRO works with school administrators in school disciplinary matters that require collaboration with law enforcement. The SRO also serves as the point of contact for reporting suspected cases of child abuse or neglect. The school's Principal and Assistant Principal have earned certification as School Safety Specialists and oversee the School Safety Plan, which has procedures in place to deal with emergencies.

Cultural Competency

A World Cultures class was developed and offered as an elective for the 2021-2022 school year. World Languages, French 1, German 1, and Spanish 1 are also offered. The Band, Choral, and Art departments provide cultural exploration. The seventh grade Indiana Academic Social Studies Standards

School Improvement Plan
Pendleton Heights Middle School

are rooted in an understanding of Africa, Asia and the Southwest Pacific. This includes the study of history geography, government, economic systems, current issues and cultures of the Eastern World.

The PHMS Media Center offers books and resources with a wide variety of cultural perspectives.

Technology as a Learning Tool

The start of the 2016-17 school year included the roll-out of 1:1 technology and a blended learning environment at PHMS. Many new tools were introduced to the PHMS staff during the 2015-16 school year to ready them for the roll-out. Ongoing professional development opportunities are available to assist staff in a blended learning curricular environment. Online textbooks are utilized in English Language Arts, Math, History, World Language, and Science courses.

Virtual learning and eLearning began in the spring of 2019. Google Meets were and continue to be utilized when the building is closed. The implementation of the LMS Canvas provided a common platform for access to curricular content, providing a venue for student feedback in a timely manner. Use of discussion boards, chats, and shared documents have been employed when in-person discussions, dialogs and interaction is not possible.

The Edmentum program was and continues to be used for full-time virtual students. Students utilized Edmentum's Exact Path curriculum for summer remediation.

Professional Development

Due to COVID, professional development migrated to a synchronous, virtual model for the 2020-2021 school year. Teachers were involved in trainings that were hosted over Google Meets, Zoom, WebEx and other online platforms that allowed teachers to learn remotely connected. At times, building level professional development took place in person around topics including skills to manage daily challenges, PLCs, and technology tools.

For the 2021-2022 school year, professional development is focusing on the development of the PLC model and building strong relationships with students through the student connections classes and school connections. Teachers are building curriculum and working collaboratively to design an effective intervention based on executive functioning skills for students.

Assessment Instruments

Pendleton Heights Middle School utilizes the following assessment instruments:

- North West Evaluation Association (NWEA)
 - Reading and Math (Fall, Winter, and Spring)
 - Language (Fall and Spring)
 - ILEARN (Spring)
 - Post-tests in all subject areas quarterly

Statutes and Rules to be Waived

None.

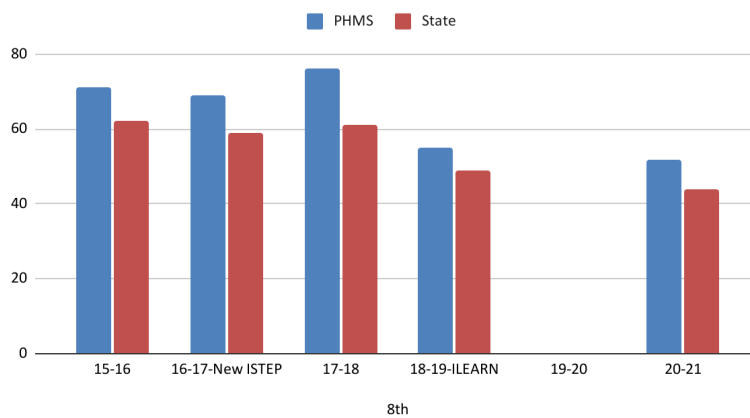
Three Year Timeline

The PHMS School Improvement Plan is reviewed and revised annually. The School Improvement Committee monitors the implementation of the School Improvement Plan and directs its review and revision. Each year the school Steering Committee considers directives from the Indiana Department of Education, reviews student data, and revises the plan accordingly. Data for the 2019-2020 school year was not available as the state test (ILEARN) was cancelled due to COVID-19.

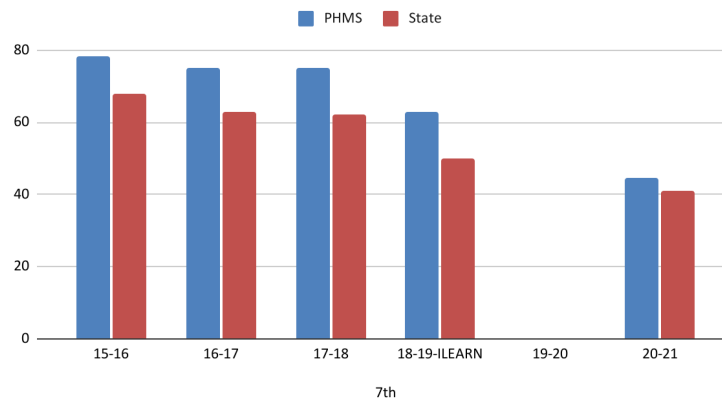
Student Performance Data

ISTEP/ILEARN

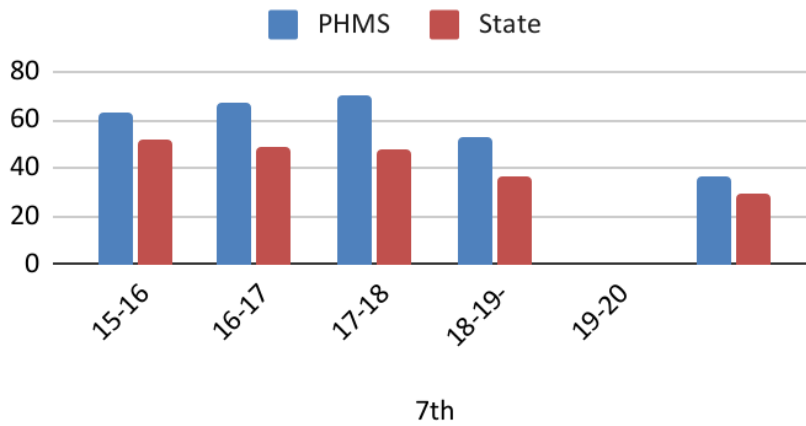
8th Grade ELA-PHMS and State



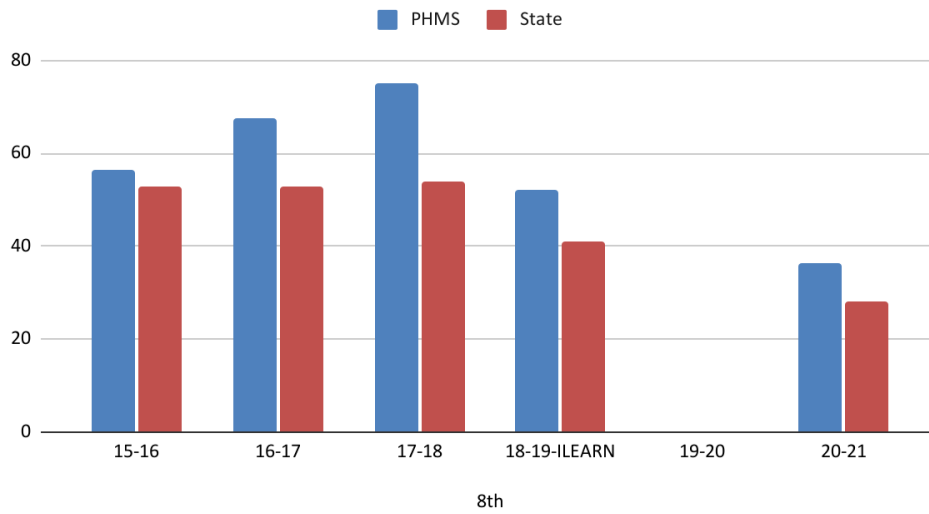
7th Grade ELA-PHMS and State



7th Grade Math-PHMS and State



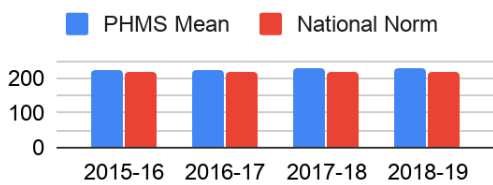
8th Grade Math-PHMS and State



PHMS continues to be above the state average in all areas and in all grades. Significant dips occur in both the state averages and that of PHMS scores when the test has changed.

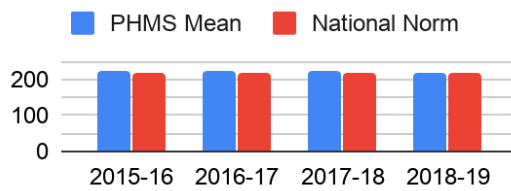
NWEA

PHMS Mean and National



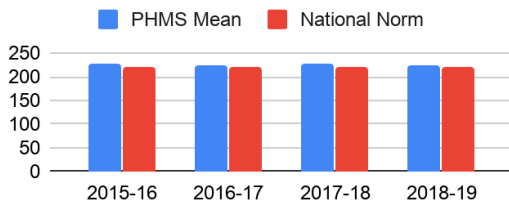
8th Grade ELA

PHMS Mean and National



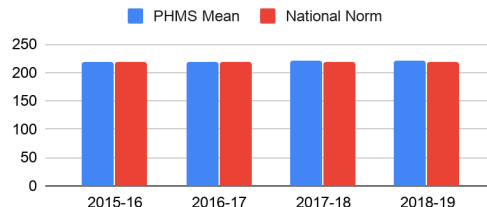
7th Grade ELA

PHMS Mean and National Norm



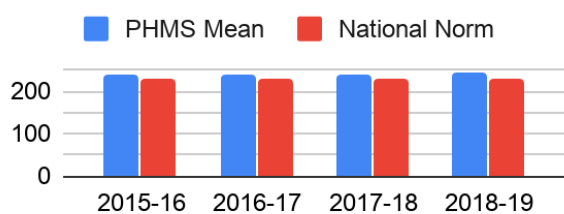
8th Grade Reading

PHMS Mean and National Norm



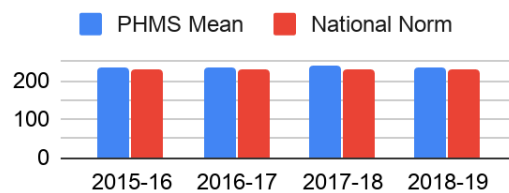
7th Grade Reading

PHMS Mean and National



8th Grade Math

PHMS Mean and National



7th Grade Math

PHMS continues to be at or above the national mean in all areas and in all grades.

Attendance Rate

Grade	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-2019	2019-2020
Grade 7	97.3%	97.0%	97.2%	97.4%	96.9%	97.3%	96.9%	96.9%	96.8%	97.2%
Grade 8	96.8%	96.6%	96.9%	97.1%	96.6%	96.7%	96.9%	96.3%	96.9%	97.0%
All Grades	97.0%	96.8%	97.0%	97.2%	96.8%	97.0%	96.9%	96.6%	96.8%	97.02%

PHMS is maintaining a consistent attendance rate. Attendance is not an area of concern.

Areas in Need of Improvement

- All academic areas assessed on ILearn.
- Employability Skills standards.

Overall Conclusions

While there are still widespread inconsistencies in Indiana statewide testing resulting in the implementation of a new test, ILEARN, during the 2018-19 school year, PHMS is embracing the need to work diligently on the growth of targeted students and subject areas to regain scores commensurate with our high expectations for student performance.

Inconsistent in-person attendance due to Covid shutdowns, virtual options, and mandatory quarantines have significantly impacted student performance. Employability skills, including work ethic, perseverance, and mental health stability are other factors contributing to low student performance.

School Improvement Plan 2021-2022

Goal 1: Students will develop skills related to the Indiana Employability Skills to promote positive attitudes, habits, work ethics, mindsets while implementing twenty-first century learning strategies and acquiring skills equipped to manage daily challenges.

Measurable Objective:

- Qualitative data on missing assignments
- Decrease absenteeism

Key Findings and Root Cause for the Goal (strength or area for growth): PHMS has collected data over several years that indicate the biggest factor in student lack of success is a deficiency in organizational skills needed for a successful academic middle school experience. An Advisory Program and Student Connections will focus on relationship building and organizational skill building to better prepare a student for academic success.

Strategy: PHMS administration and Steering Committee will explore ideas that address the implementation of an Advisory Program at PHMS addressing the areas of skills to manage daily challenges by participating in a guided study of the book, “Creating Connections: Middle School Advisory that Works” by Erin Tobul & Ellen D’Amore which will be led by the PHMS MTSS team. Teachers started implementation of Student Connections in 2021-2022 with a focus on students who need direct instruction based around employability skills, creating positive school habits and closing instructional gaps.

Evidence of success, including progress monitoring: Increased use of methods and strategies needed for MTSS and skills to manage daily challenges through the preparation of an Advisory Program. Teacher led PLCs with a focus on direct instruction on Employability Skills.

Actionable Steps:

Activity-Professional Learning Communities	Begin Date	End Date	Staff Responsible
Teachers will participate in bi-monthly PLC meetings that focus on Tier 1 instructional strategies to address Employability Skills and skills for managing daily challenges.	08/2021	6/2024	All certified staff, administration, counselor

Activity – Instructional Change	Begin Date	End Date	Staff Responsible
---------------------------------	------------	----------	-------------------

School Improvement Plan
Pendleton Heights Middle School

School Connections will be utilized as schoolwide activity based relationship building opportunities at least 4 times per school year.	08/2021	08/2024	All school staff, tech coach, community members.
Student Connections will be utilized to support students needing intervention in acquiring Employability Skills and skills to manage daily challenges.	08/2021	08/2024	Select teachers will work with a lead teacher to continue utilizing "Creating Connections: Middle School Advisory that Works" by Erin Tobul & Ellen D'Amore.

Activity - Instructional Change	Begin Date	End Date	Staff Responsible
Teachers will continue to learn the components and best practices of an advisory model through a book study of <i>The Advisory Book</i> by Linda Crawford. A pilot of an Advisory class will be implemented to model and teach other staff.	08/2021	6/2024	Certified staff, administration, district coordinator,

Goal 2: Students will increase their English Language Arts academic performance on local standardized assessments and state-wide standardized tests.

Measurable Objective:

- 64.5% for seventh grade
- 71.7% for eighth grade students.

Key Findings and Root Cause for the Goal (strength or area for growth): PHMS scores on the ELA portion of the first and second administration of ILEARN indicate a need for growth.

Strategy: PHMS teachers will take on a three-year plan to implement PLCs. Year one is focused on curriculum mapping and Tier 1 instructional practices. Year two will focus on the development of common formative assessments. The third year common assessment data will be used to drive interventions, special education services and enrichment opportunities for general education students as well as advanced placement students.

Evidence of success, including progress monitoring: Development of shared curriculum maps building wide. Bi-monthly PLC meetings paired with professional developments centered around best

School Improvement Plan
Pendleton Heights Middle School

practices in Tier 1 instruction. Increased ELA scores on classroom assessments, common formative assessments, NWEA and ILearn.

Actionable Steps:

Activity-Department Meetings	Begin Date	End Date	Staff Responsible
<p>ELA teachers will prioritize standards on curriculum maps. All supporting teachers will work towards incorporating high priority standards into the curriculum in meaningful ways.</p> <p>Teachers will utilize John Hattie’s research to plan Tier 1 instructional practices during PLCs.</p>	08/2021	06/2024	Steering Committee, Teachers, Administration

Activity – Instructional Change	Begin Date	End Date	Staff Responsible
Teachers will begin to follow tightly aligned curriculum maps and collaborate for Tier 1 instruction.	8/6/2019	06/01/2021	Steering Committee, Teachers, Administration

Activity - Professional Development	Begin Date	End Date	Staff Responsible
<p>A leadership team for PLCs will meet with Carrie Rosebrock to understand PLCs and their effective implementation.</p> <p>All teachers will gain an understanding of the PLC process, identify high priority standards and map standards by department.</p> <p>Gain understanding through training, modeling and peer support of John Hattie’s instructional practices.</p>	07/2021	06/2023	Teachers, Steering Committee, Administration

Goal 3: Students will increase their academic performance in Mathematics on local standardized assessments and state-wide standardized tests.

Measurable Objective:

- 57.1% for seventh grade students
- 56.4% for eighth grade students.

Key Findings and Root Cause for the Goal (strength or area for growth): PHMS scores on the Math portion of the first and second administration of ILEARN indicate a need for growth.

Strategy: PHMS teachers will take on a three-year plan to implement PLCs. Year one is focused on curriculum mapping and Tier 1 instructional practices. Year two will focus on the development of common formative assessments. The third year common assessment data will be used to drive interventions, special education services and enrichment opportunities for general education students as well as advanced placement students.

Evidence of success: Increased Math scores on ILEARN, NWEA, and local assessments which maintain or improve our ranking within our conference.

Actionable Steps:

Activity-Department Meetings	Begin Date	End Date	Staff Responsible
<p>Math teachers will prioritize standards on curriculum maps. All supporting teachers will work towards incorporating high priority standards into the curriculum in meaningful ways.</p> <p>Teachers will utilize John Hattie’s research to plan Tier 1 instructional practices during PLCs.</p>	08/2021	06/2024	Steering Committee, Teachers, Administration

Activity – Instructional Change	Begin Date	End Date	Staff Responsible
<p>Teachers will begin to follow tightly aligned curriculum maps and collaborate for Tier 1 instruction.</p>	8/6/2019	06/01/2021	Steering Committee, Teachers, Administration

Activity - Professional Development	Begin Date	End Date	Staff Responsible
<p>A leadership team for PLCs will meet with Carrie Rosebrock to understand PLCs and their effective implementation.</p>	07/2021	06/2023	Teachers, Steering Committee, Administration

<p>All teachers will gain an understanding of the PLC process, identify high priority standards and map standards by department.</p> <p>Gain understanding through training, modeling and peer support of John Hattie's instructional practices.</p>			
--	--	--	--

Professional Development Plan
2021-2022

PD Goals, including rationale	Define PD Opportunity, include initial and ongoing support	Necessary Resources for initial and ongoing support	Evaluation of Impact, including method and staff responsible
<p>PD Goal: Understanding of PLC</p>	<p>Summer professional development with a staff leadership team led by Carrie Rosebrock.</p> <p>Book study of Arrows by Carrie Rosebrock and Sarah Henry.</p>	<p>Grant funds used from SMCSC.</p> <p>Support training at in-service days.</p>	<p>Completion of aligned shared curricular calendars.</p> <p>Bi-monthly meetings with certified staff.</p> <p>Staff, administration.</p>