

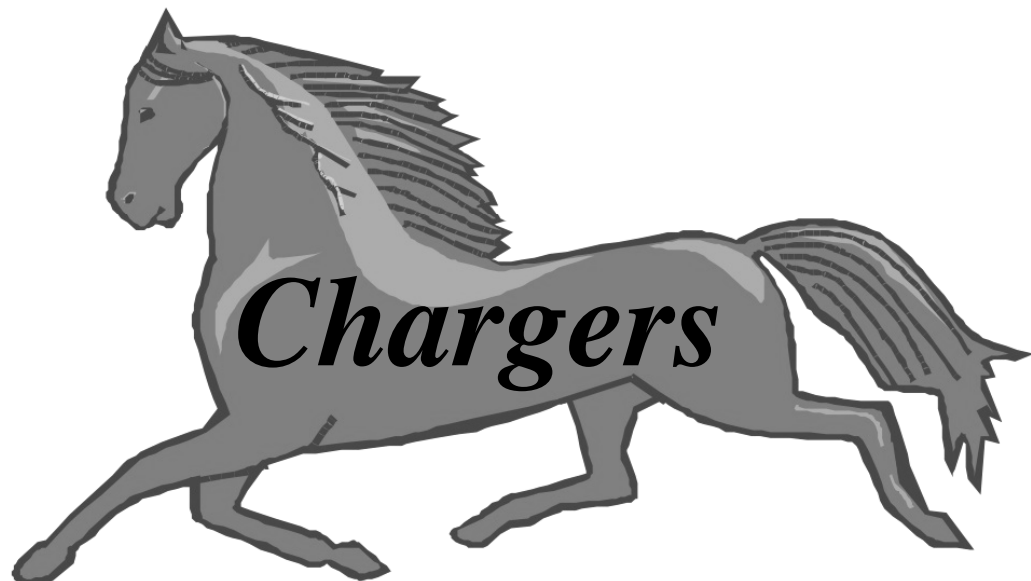
2008-2011
NCA/221 Plan

Clarksville Middle School

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Introduction to CMS

CLARKSVILLE MIDDLE SCHOOL

DESCRIPTION

Established in 1967, Clarksville Middle School is composed of grades six, seven and eight. It is the only middle school in the Clarksville Community School Corporation and is fed from the two corporation elementary schools, Greenacres and George Rogers Clark. This urban school is a member of a small corporation landlocked between two larger corporations and on the fringe of the city of Louisville, Kentucky. The building was designed to accommodate 1000 students, but the student population has decreased, and for the last ten years the number of students has ranged from 330 - 400. Consequently, overcrowding is not a concern and we are able to maximize the use of the facility, housing the corporation technology department, curriculum coordinator office, school board meeting room, multiple computer labs, conference and meeting rooms as well as classrooms for all core and specialty teachers.

The administrative team is comprised of a principal, assistant principal and one counselor. Currently there are 22 full time classroom teachers, a media specialist, an in-school suspension supervisor and three instructional assistants. Clarksville Middle and Clarksville High School currently share four additional related arts teachers. A speech clinician, school nurse and the coordinator of our English as a Second Language program are also shared with other schools in the corporation.

STUDENT BODY PROFILE

Though small in size, Clarksville Middle School has become much more diverse in recent years. The changing ethnicity and socioeconomic levels have created challenges that have become a focus for continuous school improvement. The student population currently is comprised of:

- Caucasian 80%
- Black 9%
- Multiracial 8%
- Hispanic 3%
- Native American 1%
- Asian 1%

Due to lack of land for new housing, the residential area is made up of a majority of aging, small single-family homes, many being rentals, some small apartment groupings and two large apartment complexes. The corporation is only a part of the actual town boundaries and is not a true representation of the actual town population. Made up of mostly middle and lower class households, the occupations of our students' parents include some professionals, skilled and unskilled laborers, and those who are unemployed. Fifty percent of our students are participants in our free or reduced lunch and textbook program.

Currently 17% of our student population is special education students. There are three teachers who work collaboratively with our academic teams as well as serving students in resource classes. One teacher is fulltime resource and serves our self-contained population. Three instructional assistants work with students across the three grades levels to assist in meeting the needs as stated in respective individualized education plans.

The transient nature of our student population is consistently a challenge for all staff members. Over the past three years our transient rate has remained above 40 %.

SCHOOL MOTTO

Clarksville Middle School
“Where success happens one student at a time”

MISSION STATEMENT

The mission of our school is to teach students the skills necessary for academic and social success.

VISION STATEMENT

The vision of Clarksville Middle School is that 100% of our students achieve academic and social success.

BELIEF STATEMENTS

STUDENTS AND THEIR PERFORMANCE

We Believe...

- ★ All students deserve to be treated fairly and with respect.
- ★ Students have a right to achieve, regardless of their ability level.
- ★ Students deserve a safe, clean environment that is conducive to learning.
- ★ Students are entitled to learn the skills necessary to be successful at the next achievement level and in the work force.
- ★ Exceptional students (e.g., special education, limited English proficiency, high ability, etc.) need special services and resources to improve their performance
- ★ Motivation to learn is influenced by a student's emotional state, beliefs, interests, goals, and habits of thinking
- ★ Students show a strong commitment to the ownership of their education by arriving on time, completing and turning in assignments promptly, showing strong listening skills, and being respectful of themselves, each other and school property.

SCHOOL EFFECTIVENESS

We Believe...

- ❖ Teachers should be knowledgeable about their subject areas and proactive as they also continue to learn and grow.
- ❖ Teachers should set reasonable, clear standards of behavior and enforce those standards fairly with all students.
- ❖ Teachers should display the attitude they expect from their students and must be thoughtful, kind, respectful and show consideration of students' feelings and ideas.
- ❖ Teachers should meet once a week with students as advisors, presenting character development, career exploration, conflict resolution, and study skills.
- ❖ The school staff needs to focus on a shared vision, goals, and actions to improve student achievement.
- ❖ Behavior management should be done in a consistent, fair manner, and students must be aware of behavioral expectations and the rationale for them.
- ❖ Teachers should be positive role models.
- ❖ Teachers should encourage students to set goals that are challenging and far-sighted.

SCHOOL AND COMMUNITY CONTEXTS

We Believe...

- ★ All students in our school need to have an equal opportunity to learn.
- ★ All students deserve parents and community members who value education and communicate high expectations to them.
- ★ All students deserve a safe learning environment that is not jeopardized by the inappropriate behaviors of their peers.
- ★ Teachers should provide clear and appropriate consequences to help students develop behaviors conducive to learning both in the classroom and in real-world situations.

PL 221 Committees & Study Groups

SIP COMMITTEE

Pamela Cooper, Principal
Scott Gardner, Assistant Principal
Jaime Miller, Co-Chairperson
Valerie Temple, Co-Chairperson

Rebecca Bilsland, Counselor
Tammy Haub, Faculty Member
Trisha Shiley, Faculty Member
Tiffany Stansbury, Faculty Member
Carol Daly, Parent Member
Nolan Fisher, Student Member
Jack Womack, Community

STEERING COMMITTEE

Pamela Cooper, Principal
Scott Gardner, Assistant Principal
Jaime Miller, Co-Chairperson
Valerie Temple, Co-Chairperson

Rebecca Bilsland, Counselor
Tammy Haub, Faculty Member
Trisha Shiley, Faculty Member
Tiffany Stansbury, Faculty Meeting

STUDENT ACHIEVEMENT COMMITTEE

Pamela Cooper, Chairperson

Rebecca Bilsland
Scott Gardner
Jaime Miller
Valerie Temple

CURRICULUM AND INSTRUCTION COMMITTEE

Tammy Haub, Chairperson

James Freeman
Jenifer Fuson
Brooke Lannan
Philip Stephenson

SCHOOL ORGANIZATION AND MANAGEMENT COMMITTEE

Kristen Case, Chairperson

Tim Hess
Patricia Murphy
Todd Read
Christy Russell-Read

SCHOOL CLIMATE COMMITTEE

Jaime Miller, Chairperson

Alan Eichelberg
Jason Jenks
Tiffany Stansbury
Valerie Temple
Jerilyn Wissler

FAMILY AND COMMUNITY INVOLVEMENT COMMITTEE

Trisha Shiley, Chairperson

Nikki Bullington
Tami Davis
Kevin Ferree
James Gasaway
Shawn Roark
Greta Roy

PARENT/COMMUNITY PROFILE

For seven years we have had a positive relationship with several area businesses through our mentoring program. Over 20 employees of several area companies including Colgate, Clark Memorial Hospital, the fire and police department, and locally owned businesses, as well as several retired teachers volunteer to spend at least one hour every other week to mentor one of our at-risk students. Other area businesses have contributed financially through donations of gifts, coupons, or money for incentive awards.

Each nine weeks we celebrate the accomplishments of our students with an awards assembly. Included in this assembly is a guest speaker from our community. We ask our guests to share about the importance of education in their lives and to encourage the students to achieve their personal best. We also encourage teachers to invite guests from the community for individual classes and each spring our counselor plans a career day for our 8th grade students, inviting approximately 25 community members to share information about their chosen career.

Several members of the community have been active participants in what we call the Community Action Committee, designed to promote articulation with various community agencies and the school. The committee also acts as a sounding board as we discuss and finalize plans for continuing school improvement.

The corporation sponsored adult education program is housed in our building so many community members attend classes here on Tuesday and Thursday. Our facility is also used by the Clarksville Parks Department for indoor activities in the winter and a community park is part of our school campus.

Parental involvement is of great importance to the staff of CMS. Individual teachers and teams of teachers make many phone calls and hold numerous conferences as well as communicating with parents through notes and the daily student agenda. Weekly progress reports are available when requested. Other opportunities for parent involvement/communication include the following:

- The Communiqué - A weekly calendar of events sent home with each student
- The Corporation Community Calendar
- Teacher and Team web sites
- Student-led conferences
- Parent-orientation for incoming student
- Open House at the start of each year
- Progress reports at mid-terms
- Report cards mailed home with messages from the office for upcoming events or items of interest or concern
- Using grade-book on-line starting 2008-2009 school year
- Supervising or accompanying students on given education trips
- Classroom visitation
- Volunteer times in various capacities

Plans for increasing the parental involvement include a sign-up table at registration sponsored by the current members of our parent teacher organization. The meetings for that organization are scheduled on the same evening every month in a convenient location in the school with childcare provided upon request. The PTO will utilize a phone tree to contact parents for special occasions to encourage their involvement and attendance.

DESCRIPTION AND LOCATION OF THE CURRICULUM

Indiana State Academic Standards are the foundation of the CMS curriculum. Currently teachers are tracking the standards covered through lesson plans and The Curriculum Mapper Program. Parents, community members, and staff can access curriculum maps on line at <http://www.clihome.com/cm/>. The goal for teachers is to give instruction of all listed standards and indicators for their subject and grade level and for students to demonstrate mastery of the standards. Mastery is measured by classroom assessments, Acuity Assessment, and ISTEP, as well as the Scholastic Reading Counts Lexile Level test for reading comprehension. Curriculum is standard-based, and copies of the standards can be found in each individual teacher's classroom. A copy of each content area's standards is also kept in the office.

Every middle school student receives instruction in language arts, math, social studies, and science. Currently most students receive 12 weeks of instruction in the following related arts classes: art, life skills, music, technology education, health and physical education. Auditions are offered to all 7th and 8th grade students who wish to participate in choir, and band is open to students in all three grade levels. Additional classes include skills improvement, a basic remediation program, and middle level creative dramatics. Students may also elect to serve as office, library, or classroom teacher assistants if their schedule allows. Honors classes are offered in math and language arts for all grades. Students are offered an opportunity to participate in the honors program based on ISTEP scores, grades, and teacher recommendation.

In an effort to maximize our staff potential and better serve our students we are reorganizing our grade level teams to include members of the related arts area. Every student will receive instruction in health and physical education each year for at least one semester. The 6th grade students will have a full year of health and physical education with music as their second elective for the year. The 7th and 8th graders will have one semester of integrated language arts based on the family and consumer science curriculum and one semester of health and physical education. All 7th grade students will receive instruction in technology, and 8th grade students will have a full year of art. Each student will be enrolled in one period of remediation or enrichment based on their performance on the ISTEP and/or Acuity assessments.

Overview of Programs

SCHOOL PSYCHOLOGICAL SERVICES

Clarksville Community Schools is a member of the Clark County Special Education Cooperative. This cooperative provides much needed support and services for our special education student population. The co-op addresses the needs of students from pre-school to grade 12 and provides supervisors for the special needs teachers as well as a team of staff members for assessing, evaluating and monitoring students and programs.

At CMS we offer students the opportunity to succeed in the least restrictive environment. These classes include regular classrooms with no assistance, regular classrooms with assistance, resource classrooms and self-contained classrooms.

OTHER ACADEMIC PROGRAMS

For students who qualify for our high ability category, we have honors classes and a special enrichment program to be implemented in the 08-09 school year.

We have a growing population of students who speak English as a second language. These students are served in a combination pull-out/collaborative program. The students meet with the coordinator of the program once a day where they are offered assistance in schoolwork but also given instruction in basic cultural issues. Classroom teachers are provided with some professional development and given assistance in providing services to the students to best meet their individual needs.

TECHNOLOGY AS A LEARNING TOOL

Clarksville Community Schools and specifically the staff of Clarksville Middle School are committed to staying abreast of advancements in available technology. Staff members are trained in the use of available technology and encouraged to explore a variety of hardware and software for classroom use. Teachers use the School Master program for attendance and grades as well as specific programs for preparing and presenting lessons.

- Technology class is offered at 6th and 8th grade levels and Keyboarding is offered at 7th grade level for the 2008-2009 school year.
- Reading Counts is used as an assessment tool.
- Computer Based Acuity Program is used as a tool for remediation and assessment.
- On-line textbooks are made available for certain subject areas.
- Three computer labs are available for teacher use.
- Select classrooms have student workstations available.

TUTORING PROGRAMS

Some students need extra help to achieve their potential and many of the teachers at Clarksville Middle School are willing to go the extra mile by providing that help after school or during lunch on a daily basis. We also have two organized programs that are available to students. CMS Collegiate was initiated seven years ago as a means to allow students a time to work with peers in completing homework. Any student may participate and incentives are provided for graduated levels of participation. This peer-tutoring program is monitored by two staff members who provide guidance to the students as they work together on

assignments. Another program that has a two-fold purpose is the mentoring program. Mentors from the community provide positive role models and work to develop relationships with their students. They also assist with schoolwork, especially in trouble spots. We have seen much success with this program and are grateful to the adults who volunteer their time.

EXTRA-CURRICULAR AND CO-CURRICULAR OPPORTUNITIES

There are a variety of activities for students at CMS including the following athletic teams: tennis, volleyball, football, cross-country, basketball, and track. We have a cheerleading team as well as a dance team. Charger Student Council and the National Junior Honor Society provide opportunities for developing leadership skills and contributing to our community through various service projects.

Any student in any grade level can be a member of one of our two performing bands, and students in the 7th and 8th grades are able to audition for a spot in the choir. If the students have a desire to pursue journalism, they may choose to be a member of our Charger Bolt Newspaper Staff. We have an active Fellowship of Student Athletes and a special organization called the Charger Catering Company who has provided a beautiful banquet for our cheerleaders and the dance team as a year-end celebration.

There is also an opportunity to be a part of one of our high achieving academic teams for math, language arts, social studies and science as well as an award winning spell bowl team.

TITLES AND DESCRIPTIONS OF ASSESSMENT INSTRUMENTS USED

Currently the students of CMS take the following standardized assessments as well as teacher-made and textbook prepared tests:

- ISTEP – Indiana ‘s standardized assessment program for math, language arts and science
- Acuity – Standardized assessment and remediation program for math and language arts.
- Scholastic Reading Counts Lexile Leveled Assessment for Reading Comprehension
 - This will change next year when we will give the STAR test for the Accelerated Reader Program

Achievement and Attendance Data

PERCENT OF STUDENTS MEETING ISTEP STANDARDS

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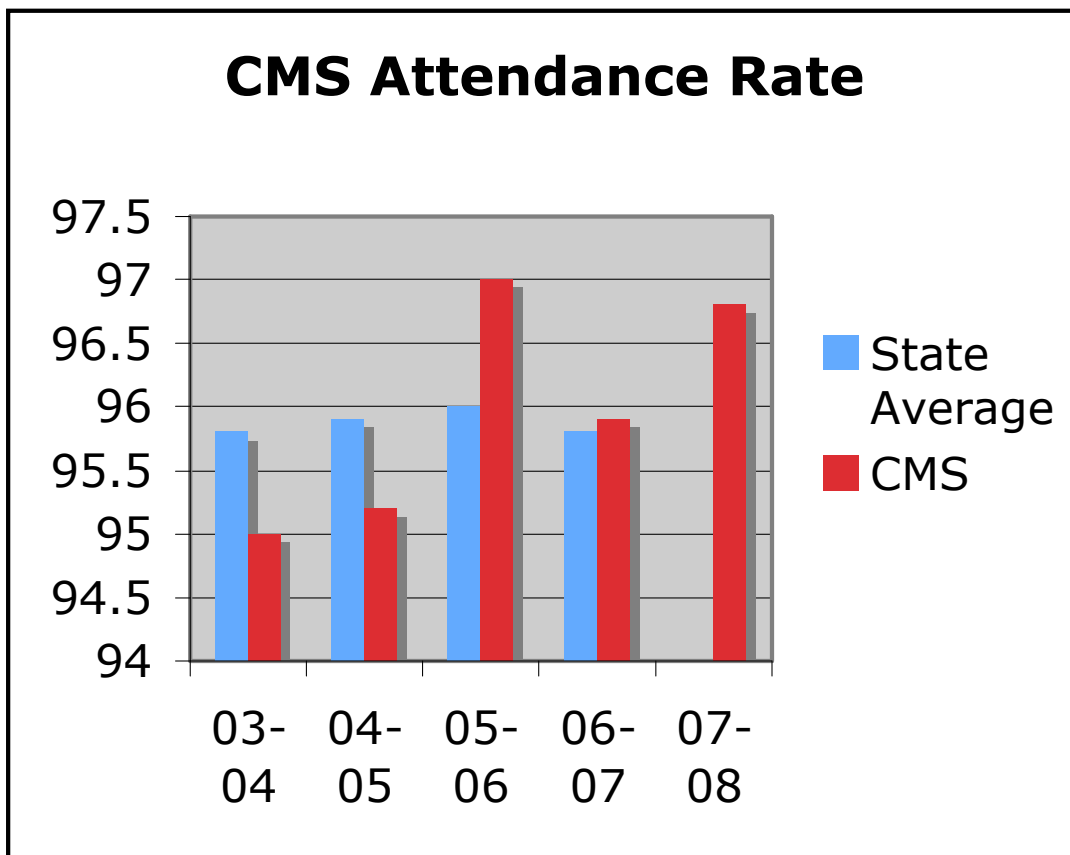
ATTENDANCE

We recognize regular school attendance as an important factor in achievement. Recent attendance rates are as follows:

- Year to Date 96.8%
- 06-07 95.9%
- 05-06 97.0%
- 04-05 95.2%
- 03-04 95.0%

Programs and plans to increase the overall attendance rate and address individual concerns as well include:

- CMS Attendance review panel - monitors individual attendance
- Attendance issues can be made to County Attendance Review Panel
- Reward program



SAFE AND DISCIPLINED LEARNING ENVIRONMENT

Clarksville Community School Corporation has a Certified Safety Specialist in the administration office as well as a Certified Safety Specialist in each of its four schools. Clarksville Middle School has an Emergency Crisis Response Plan in place that can be found in the main office and in each staff handbook. Each staff member has a quick reference crisis flip chart visible in individual offices and classrooms.

Safety of all students and staff led the administration to install a “buzz-in” entry system at the front door of the building. The system has three video/audio consoles that allow office personnel to see and identify any person who is admitted to the building. Students are educated on the danger of admitting anyone into the building and the necessity to allow the office personnel to admit all visitors. All doors of the building are locked at all times during the day. Recently members of our city police department have been a daily presence during the time when students are arriving and departing from school.

Other initiatives to facilitate a safe learning environment include:

- Bullying and Harassment Policies in handbook
- Bullying and Harassment referrals are handled with a consistent process
- Advisory activities
- Bullying surveys
- Anger management groups

STATUTES AND RULES TO BE WAIVED

NONE

Comprehensive Needs Assessment

STUDENT ACHIEVEMENT

The Student Achievement Committee was charged with examining student achievement and program assessment at Clarksville Middle School. Using the Comprehensive Needs instructions and a comprehensive list of questions provided by the Curriculum Director as guides for study and research, the committee reviewed student achievement. The committee then presented its findings as follows:

How many/what % of students meet state standards?

Supporting Data Statements:

Fall 2007 ISTEP + Disaggregation Summary Report

56% (65/122) of all 6th grade students passed the ELA portion of ISTEP+.

4% (1/23) of all 6th grade students with special needs passed the ELA portion of ISTEP+.

37% (23/63) of all 6th grade students who qualify for free/reduced lunch passed the ELA portion of ISTEP+.

41% (28/69) of all 6th grade male students passed the ELA portion of ISTEP+.

70% (37/53) of all 6th grade female students passed the ELA portion of ISTEP+.

68% (83/122) of all 6th grade math students passed the math portion of ISTEP+.

59% (69/118) of all 7th grade students passed the ELA portion of ISTEP+.

13% (3/24) of all 7th grade students with special needs passed the ELA portion of ISTEP+.

51% (32/63) of all 7th grade students who qualify for free/reduced lunch passed the ELA portion of ISTEP+.

43% (25/58) of all 7th grade male students passed the ELA portion of ISTEP+.

75% (45/60) of all 7th grade female students passed the ELA portion of ISTEP+.

67% (79/118) of all 7th grade students passed the math portion of the ISTEP+.

71% (80/112) of all 8th grade students passed the ELA portion of ISTEP+.

38% (5/13) of all 8th grade students with special needs passed the ELA portion of ISTEP+.

52% (28/54) of all 8th grade students who qualify for free/reduced lunch passed the ELA portion of ISTEP+.

69% (36/52) of all 8th grade male students passed the ELA portion of ISTEP+.

73% (44/60) of all 8th grade female students passed the ELA portion of ISTEP+.

70% (78/112) of all 8th grade students passed the math portion of ISTEP+.

66% (96/145) of all 9th grade students passed the ELA portion of ISTEP+.

25% (5/20) of all 9th grade students with special needs passed the ELA portion of ISTEP+.

58% (41/71) of all 9th grade students who qualify for free/reduced lunch passed the ELA portion of ISTEP+.

61% (46/76) of all 9th grade male students passed the ELA portion of ISTEP+.

72% (50/69) of all 9th grade female students passed the ELA portion of ISTEP+.

68% (98/145) of all 9th grade students passed the math portion of ISTEP+.

Fall 2006 ISTEP + Disaggregation Summary Report

60% (73/121) of all 6th grade students passed the ELA portion of ISTEP+.

22% (5/23) of all 6th grade students with special needs passed the ELA portion of ISTEP+.

56% (34/61) of all 6th grade students who qualify for free/reduced lunch passed the ELA portion of ISTEP+.

51% (33/65) of all 6th grade male students passed the ELA portion of ISTEP+.

71% (40/56) of all 6th grade female students passed the ELA portion of

ISTEP+.

78% (94/121) of all 6th grade students passed the math portion of the ISTEP+.

68% (78/114) of all 7th grade students passed the ELA portion of ISTEP+.

47% (8/17) of all 7th grade students with special needs passed the ELA portion of ISTEP+.

57% (33/58) of all 7th grade students who qualify for free/reduced lunch passed the ELA portion of ISTEP+.

68% (34/50) of all 7th grade male students passed the ELA portion of ISTEP+.

69% (44/64) of all 7th grade female students passed the ELA portion of ISTEP+.

74% (84/114) of all 7th grade students passed the math portion of ISTEP+.

63% (90/143) of all 8th grade students passed the ELA portion of ISTEP+.

14% (3/21) of all 8th grade students with special needs passed the ELA portion of ISTEP+.

60% (40/67) of all 8th grade students who qualify for free/reduced lunch passed the ELA portion of ISTEP+.

57% (41/72) of all 8th grade male students passed the ELA portion of ISTEP+.

69% (49/71) of all 8th grade female students passed the ELA portion of ISTEP+.

61% (87/1434) of all 8th grade students passed the math portion of ISTEP+.

68% (89/130) of all 9th grade students passed the ELA portion of ISTEP+.

33% (6/18) of all 9th grade students with special needs passed the ELA portion of ISTEP+.

Free/Reduced lunch was not considered a subgroup this year due to a lower number.

62% (45/73) of all 9th grade male students passed the ELA portion of ISTEP+.

77% (44/57) of all 9th grade female students passed the ELA portion of ISTEP+.

47% (61/130) of all 9th grade students passed the math portion of ISTEP+.

Fall 2005 ISTEP + Disaggregation Summary Report

70% (78/112) of all 6th grade students passed the ELA portion of ISTEP+.

17% (2/12) of all 6th grade students with special needs passed the ELA portion of ISTEP+.

61% (34/56) of all 6th grade students who qualify for free/reduced lunch passed the ELA portion of ISTEP+.

73% (35/48) of all 6th grade male students passed the ELA portion of ISTEP+.

67% (43/64) of all 6th grade female students passed the ELA portion of ISTEP+.

70% (78/112) of all 6th grade students passed the math portion of ISTEP+.

56% (79/141) of all 7th grade students passed the ELA portion of ISTEP+.

3% (1/29) of all 7th grade students with special needs passed the ELA portion of ISTEP+.

45% (32/71) of all 7th grade students who qualify for free/reduced lunch passed the ELA portion of ISTEP+.

44% (33/75) of all 7th grade male students passed the ELA portion of ISTEP+.

70% (46/66) of all 7th grade female students passed the ELA portion of ISTEP+.

70% (99/141) of all 7th grade students passed the math portion of ISTEP+.

56% (73/131) of all 8th grade students passed the ELA portion of ISTEP+.

17% (4/23) of all 8th grade students with special needs passed the ELA portion of ISTEP+.

44% (28/63) of all 8th grade students who qualify for free/reduced lunch passed the ELA portion of ISTEP+.

54% (37/69) of all 8th grade male students passed the ELA portion of ISTEP+.

58% (36/62) of all 8th grade female students passed the ELA portion of ISTEP+.

60% (79/131) of all 8th grade students passed the math portion of ISTEP+.

52% (67/128) of all 9th grade students passed the ELA portion of ISTEP+.

12% (3/26) of all 9th grade students with special needs passed the ELA portion of ISTEP+.

51% (25/49) of all 9th grade students who qualify for free/reduced lunch passed the ELA portion of ISTEP+.

49% (33/67) of all 9th grade male students passed the ELA portion of ISTEP+.

56% (34/61) of all 9th grade female students passed the ELA portion of ISTEP+.

49% (63/128) of all 9th grade students passed the math portion of ISTEP+.

Fall 2004 ISTEP + Disaggregation Summary Report

57% (74/129) of all 6th grade students passed the ELA portion of ISTEP+.

14% (3/21) of all 6th grade students with special needs passed the ELA portion of ISTEP+.

47% (28/60) of all 6th grade students who qualify for free/reduced lunch passed the ELA portion of ISTEP+.

55% (37/67) of all 6th grade male students passed the ELA portion of ISTEP+.

60% (37/62) of all 6th grade female students passed the ELA portion of ISTEP+.

67% (87/129) of all 6th grade students passed the math portion of the ISTEP+.

56% (76/135) of all 7th grade students passed the ELA portion of ISTEP+.

23% (6/26) of all 7th grade students with special needs passed the ELA portion of ISTEP+.

45% (27/60) of all 7th grade students who qualify for free/reduced lunch passed the ELA portion of ISTEP+.

47% (32/68) of all 7th grade male students passed the ELA portion of ISTEP+.

66% (44/67) of all 7th grade female students passed the ELA portion of ISTEP+.

67% (91/135) of all 7th grade students passed the math portion of the ISTEP+.

60% (78/130) of all 8th grade students passed the ELA portion of ISTEP+.

21% (6/29) of all 8th grade students with special needs passed the ELA portion of ISTEP+.

55% (35/64) of all 8th grade students who qualify for free/reduced lunch passed the ELA portion of ISTEP+.

62% (40/65) of all 8th grade male students passed the ELA portion of ISTEP+.

58% (38/65) of all 8th grade female students passed the ELA portion of ISTEP+.

57% (74/130) of all 8th grade students passed the math portion of the ISTEP+.

59% (74/126) of all 9th grade students passed the ELA portion of ISTEP+.

7% (2/27) of all 9th grade students with special needs passed the ELA portion of ISTEP+.

50% (26/52) of all 9th grade students who qualify for free/reduced lunch passed the ELA portion of ISTEP+.

46% (30/65) of all 9th grade male students passed the ELA portion of ISTEP+.

72% (44/61) of all 9th grade female students passed the ELA portion of ISTEP+.

61% (77/126) of all 9th grade students passed the math portion of ISTEP+.

Answer: Since Fall 2004, a higher percentage of students pass the math portion of ISTEP+. In this time period, on average of less than 2/3 of our students in each grade level pass the ELA portion of ISTEP+. In four years of tracking ELA passing percentages for four grade levels, there have only been three instances where more than 2/3 of a grade level passed (Fall 2005 - 6th Grade (70%); Fall 2006 - 7th Grade (68%); Fall 2007 - 8th Grade (71%): which represents the same group of students). In comparing the subgroups, a much smaller percentage of students with disabilities pass the ELA portion of ISTEP+. On average, less than 1/4 of all students with disabilities pass the ELA portion of ISTEP+. In four years of tracking ELA passing percentages for students with disabilities, there have only been four instances where more than 1/4 passed (Fall 2006 - 7th Grade (47%); Fall 2006 - 8th Grade (33%); Fall 2007 - 8th Grade (38%); Fall 2007 - 9th Grade (25%)).

2.) What are the critical errors made by students below mastery on the ENGLISH portion of the ISTEP + test?

Supporting Data Statements:

90% of all current 6th grade students scored 1 - 4 (less than mastery) on a Writing Applications applied skills question involving writing for an intended purpose and audience.

74% of all current 6th grade students scored 0 - 1 (less than mastery) on a Lit Response and Analysis applied skills question involving providing examples from the passage to respond.

73% of all current 6th grade students scored 0 - 1 (less than mastery) on a Lit Response and Analysis applied skills question involving inferencing.

67% of all current 6th grade students scored 0 - 1 (less than mastery) on a Reading Comprehension applied skills question involving providing examples from the passage.

60% of all current 6th grade students scored 0 - 1 (less than mastery) on a Reading Comprehension applied skills question involving providing examples to support a response.

80% of all current 7th grade students scored 0 - 1 (less than mastery) on a Reading Comprehension applied skills question involving writing examples from a passage to explain an answer.

76% of all current 7th grade students scored 0 - 1 (less than mastery) on a Reading Comprehension applied skills question involving providing details from a passage to use as notes for a research paper.

66% of all current 7th grade students scored 0 - 1 (less than mastery) on a Lit Response and Analysis applied skills question involving explaining how a character's actions reveal the main message.

61% of all current 7th grade students scored 0 - 1 (less than mastery) on a Reading Comprehension applied skills question involving writing an essay on a passage.

60% of all current 7th grade students scored 0 - 1 (less than mastery) on a Lit Response and Analysis applied skills question involving finding the main problem and explaining the cause and effect in a passage.

80% of all current 8th grade students scored 0 - 1 (less than mastery) on a Lit Response and Analysis applied skills question involving giving examples from the passage of specific character traits.

75% of all current 8th grade students scored 0 - 1 (less than mastery) on a Lit Response and Analysis applied skills question involving giving 2 values of country living.

57% of all current 8th grade students scored 0 - 1 (less than mastery) on a Reading Comprehension applied skills question involving giving facts from the passage.

55% of all current 8th grade students scored 0 - 1 (less than mastery) on a Reading Comprehension applied skills question involving providing 2 reasons for edible vaccines.

40% of all current 8th grade students scored 0 - 1 (less than mastery) on a Reading Comprehension applied skills question involving an explanation.

80% of all current 9th grade students scored 1 - 4 (less than mastery) on a Writing Applications applied skills question involving writing for an intended purpose and audience.

75% of all current 9th grade students scored 0 - 1 (less than mastery) on a Reading Vocabulary applied skills question involving vocabulary development.

68% of all current 9th grade students scored 0 - 1 (less than mastery) on a Reading Comprehension applied skills question involving comparing and contrasting information from two separate passages.

55% of all current 9th grade students scored 0 - 1 (less than mastery) on a Lit Response and Analysis applied skills question involving interpreting mood and tone and providing examples from the passage.

Answer: Across all grade levels, the most significant critical errors occurred on questions involving providing examples from the passage to support responses. A smaller percentage of students in all grade levels demonstrated mastery on Reading Comprehension questions in the Applied Skills section than on any other section. Several of the grade levels indicate problems in vocabulary and interpretation of text. Writing Applications is also an area of great concern.

3.) How well are students meeting standards in non-ISTEP + grades?

Supporting Data Statements:

87% of current 7th grade students who passed the ELA portion of ISTEP+ received at least a C- in language arts as 6th graders.

13% of current 7th grade students who passed the ELA portion of ISTEP+ received less than a C- in language arts as 6th graders.

65% of current 7th grade students who did not pass the ELA portion of ISTEP+ received at least a C- in language arts as 6th graders.

35% of current 7th grade students who did not pass the ELA portion of ISTEP+ received less than a C- in language arts as 6th graders.

89% of current 8th grade students who passed the ELA portion of ISTEP+ received at least a C- in language arts as 7th graders.

11% of current 8th grade students who passed the ELA portion of ISTEP+ received less than a C- in language arts as 7th graders.

65% of current 8th grade students who did not pass the ELA portion of ISTEP+ received at least a C- in language arts as 7th graders.
35% of current 8th grade students who did not pass the ELA portion of ISTEP+ received less than a C- in language arts as 7th graders.
89% of current 9th grade students who passed the ELA portion of ISTEP+ received at least a C- in language arts as 8th graders.
11% of current 9th grade students who passed the ELA portion of ISTEP+ received less than a C- in language arts as 8th graders.
47% of current 9th grade students who did not pass the ELA portion of ISTEP+ received at least a C- in language arts as 8th graders.
53% of current 9th grade students who did not pass the ELA portion of ISTEP+ received less than a C- in language arts as 8th graders.

Percent Passing All Full Year Classes from 2006-2007

85% of current 6th grade students passed all classes
80% of current 6th grade male students passed all classes
91% of current 6th grade female students passed all classes
80% of all current 7th grade students passed all classes
75% of current 7th grade male students passed all classes
84% of current 7th grade female students passed all classes
81% of all current 8th grade students passed all classes
72% of current 8th grade male students passed all classes
91% of current 8th grade female students passed all classes

Percent Passing All Full Year Classes from 2005-2006

78% of all current 6th grade students passed all classes
76% of current 6th grade male students passed all classes
80% of current 6th grade female students passed all classes
82% of all current 7th grade students passed all classes
74% of current 7th grade male students passed all classes
90% of current 7th grade female students passed all classes
77% of all current 8th grade students passed all classes
69% of current 8th grade male students passed all classes
84% of current 8th grade female students passed all classes

Percent Passing All Full Year Classes from 2004-2005

82% of all current 6th grade students passed all classes
78% of current 6th grade male students passed all classes
83% of current 6th grade female students passed all classes
79% of all current 7th grade students passed all classes
73% of current 7th grade male students passed all classes
85% of current 7th grade female students passed all classes
71% of all current 8th grade students passed all classes
60% of current 8th grade male students passed all classes
82% of current 8th grade female students passed all classes

Percent Passing All Full Year Classes from 2003-2004

62% of all current 6th grade students passed all classes
63% of current 6th grade male students passed all classes
60% of current 6th grade female students passed all classes
80% of current 7th grade students passed all classes
71% of current 7th grade male students passed all classes
92% of current 7th grade female students passed all classes
79% of all current 8th grade students passed all classes
75% of current 8th grade male students passed all classes
85% of current 8th grade female students passed all classes

Answer: Between the years 2003-4 and 2006-7, an average of 77% of all 6th grade students passed all full year classes; an average of 80% of all 7th grade students passed all full year classes; and an average of 77% of all 8th grade students passed all full year classes. Percentage of students passing all full year classes in the 7th grade is more consistent from year to year than the 6th and 8th grades. In all grades through all years, there is a higher percentage of females who pass all full year classes than males with the exception of the 6th grade class of 2003-4. A large majority of students who passed the ISTEP in 2007 (87-89%) earned at least a C- average in the corresponding class the previous year. However, more than 1/2 of the students in 6th and 7th grade and 47% of the students in 8th grade who did not pass the ISTEP in 2007 passed the corresponding classes with at least a C- the previous year.

How many students read at or above grade level?

Supporting Data Statements:

51% (64/126) of all current 6th grade students are reading on grade level or above as shown on their SRI bi-annual assessment.

14% (3/21) of all current 6th grade students with special needs are reading on grade level or above as shown on their SRI bi-annual assessment.

50% (32/63) of all current 6th grade students who qualify for free/reduced lunch are reading on grade level or above as shown on their SRI bi-annual assessment.

48% (34/71) of all current 6th grade male students are reading on grade level or above as shown on their SRI bi-annual assessment.

56% (31/55) of all current 6th grade female students are reading on grade level or above as shown on their SRI bi-annual assessment.

59% (70/118) of all current 7th grade students are reading on grade level or above as shown on their SRI bi-annual assessment.

13% (3/24) of all current 7th grade students with special needs are reading on grade level or above as shown on their SRI bi-annual assessment.

51% (32/63) of all 7th grade students who qualify for free/reduced lunch are reading on grade level or above as shown on their SRI bi-annual assessment..

43% (25/58) of all current 7th grade male students are reading on grade level or above as shown on their SRI bi-annual assessment.

75% (45/60) of all current 7th grade female students are reading on grade level or above as shown on their SRI bi-annual assessment.

70% (74/105) of all current 8th grade students are reading on grade level or above as shown on their SRI bi-annual assessment.

22% (2/9) of all current 8th grade students with special needs are reading on grade level or above as shown on their SRI bi-annual assessment.

58% (24/41) of all current 8th grade students who qualify for free/reduced lunch are reading on grade level or above as shown on their SRI bi-annual assessment.

76% (37/49) of all current 8th grade male students are reading on grade level or above as shown on their SRI bi-annual assessment.

66% (37/56) of all current 8th grade female students are reading on grade level or above as shown on their SRI bi-annual assessment.

Answer: While a lateral analysis is not available due to only having one year of scores, there is a higher percentage of students reading at each consecutive grade level. Scores from this year's SRI test indicate a major area of concern. A little more than 1/2 (51%) of the current 6th grade class is reading at or above grade level. This is consistent with 7th grade scores (59%). The 8th grade scores represent our population with the highest percentage; however, it is not even 3/4 (70%). Scores obtained from special needs population represent the lowest achieved. Only 2 - 3 of the students with special needs at each grade level read at or above grade level. At the 6th and 7th grade level, a higher percentage of females read at or above grade level than males.

The respective committees were charged with examining the following components at Clarksville Middle School. Using the Comprehensive Needs instructions and a comprehensive list of questions provided by the Curriculum Director as guides for study and research, the committee reviewed and supplied the following summaries:

CURRICULUM AND ASSESSMENT

Curriculum Alignment:

Clarksville Middle School staff use the program Curriculum Mapper in order to track state standards covered in each content area. This program was initiated in 2003. On a survey given to staff, 54% reported they do not feel that Curriculum Mapper helps them to see alignment of the state standards. Meetings are being scheduled in order to align the curriculum within each building and across the corporation.

On a student survey, 66% reported that what they are being taught in class prepares them well for ISTEP. The majority of all groups surveyed (staff, students, and parents) agree that consistent language and strategies are used across the grades and classes.

SCHOOL CLIMATE

Safe & Disciplined Learning Environment:

While a majority (87%) of staff report that student disruptions regularly decrease learning time on a regular basis in class, 50% of students report the same. In the first semester of 2007-08 school year, 371 referrals were written for 32% of the students. 134 days of PAS were served during the first semester by 14% of the student population. A majority of these days was served by sixth graders (23% of the sixth grade class). 142 days of OSS were served during the first semester by 8% of the student population. A majority of these days was served by sixth graders (12% of the sixth grade class). There is a decline from sixth to eighth grade in the number of referrals written and days of PAS or OSS served. On a survey given to parents and staff, a majority of both groups reported that they feel safe and feel their child is safe at school; however, only 47% of students reported feeling safe at school.

ORGANIZATION AND MANAGEMENT

Involvement of the Support Staff:

A majority of teachers (77%) feel that the support staff is a valuable resource in their classes. However, only 46% of students agree with this statement. One note to be made is that support staff is often used primarily with students with disabilities or students who struggle; therefore, not all students have the opportunity to work with support staff.

Collaboration:

Staff says that collaboration is important and that there is not adequate time to consult with other teachers. Teachers feel that lack of team planning is having a negative effect on student achievement. There is not

adequate time to plan for cross-curricular activities, to discuss individual students, or to meet with parents concerning student achievement.

Professional Development Considerations:

On a staff survey, mixed reports were received about the effectiveness of professional development. Less than half (43%) of staff reported that professional development has enhanced their teaching. 29% reported that they feel professional development has not enhanced their teaching. Measures need to be taken to provide a variety of professional development opportunities that address each teacher's needs.

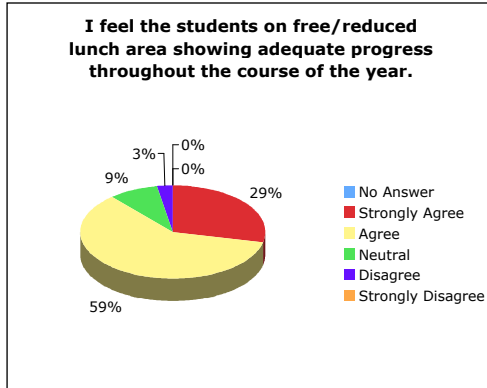
FAMILY AND COMMUNITY INVOLVEMENT

Parental Participation & Ideas for Increasing:

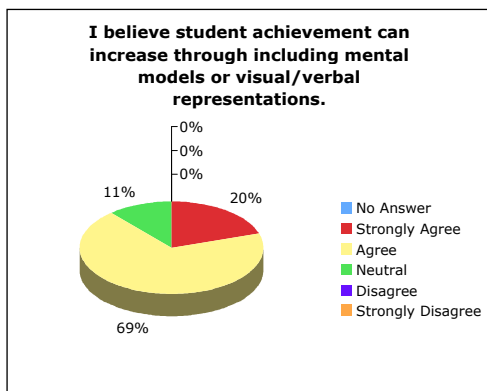
In a parent survey, approximately 1/2 of the parents and students were satisfied with their and other parents' involvement. However, a majority of teachers (83%) reported being dissatisfied with parent and family involvement. Between 64 and 77% of parents reported receiving information regarding state standards, grade level expectations, classroom policies and procedures, and student performance. 1/3 of the parents surveyed reported attending 2 informational meetings and 1 - 3 extra curricular events per year. Only 25% of students reported attending one parent/teacher conference each year.

SURVEY RESULTS

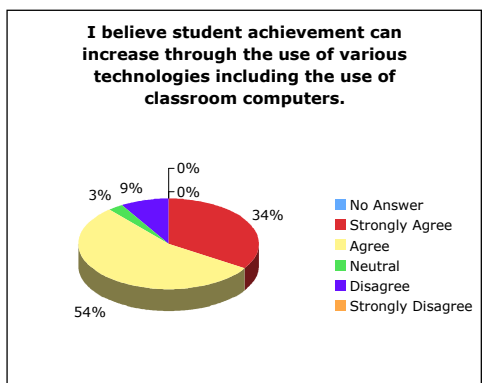
Staff Surveys:



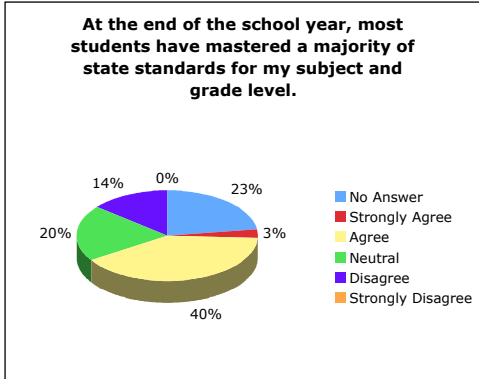
A large majority of all staff feels that students on free/reduced lunch are showing adequate progress.



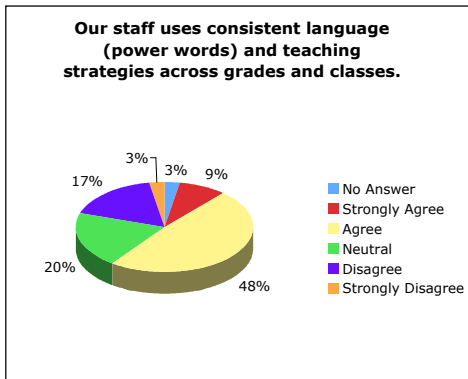
A large majority of staff feels student achievement can be increased through the use of mental models.



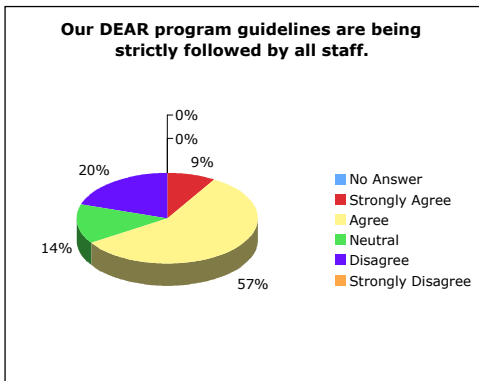
A large majority of all staff feels that incorporating technology increases student achievement..



Less than half of the staff feel students have mastered the state standards for their content area by the end of the school year.



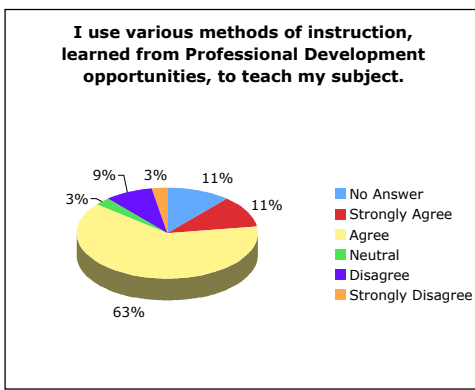
While a little over half of the staff feel that consistent language is being used across grades and classes, only 20% feel it is not.



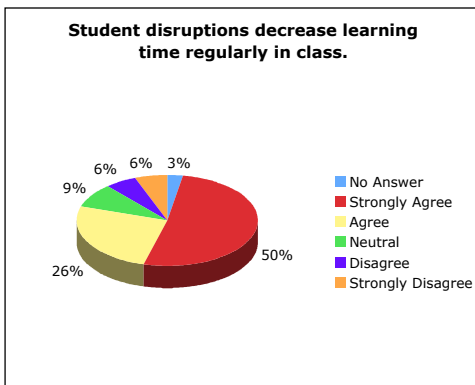
Almost 2/3 of the staff feel guidelines for DEAR are being strictly followed. However, 20% feel guidelines are not being strictly followed by all.



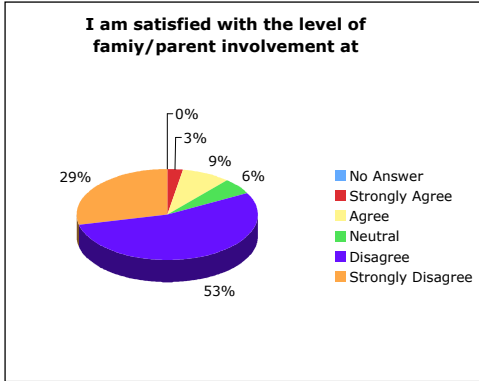
Only 63% of the staff report including the required monthly SES strategy.



Almost $\frac{3}{4}$ of the staff report using techniques learned through professional development opportunities.

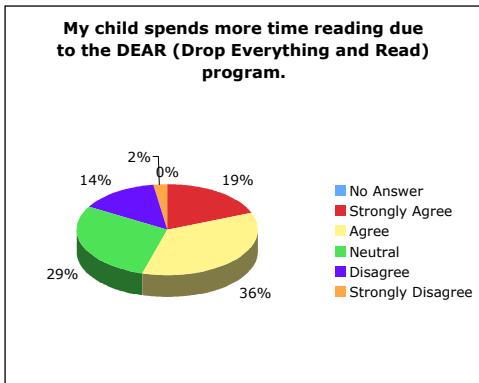


A large majority of the staff feels student disruptions decrease learning time regularly. Exactly half of the teachers report feeling strongly about this.

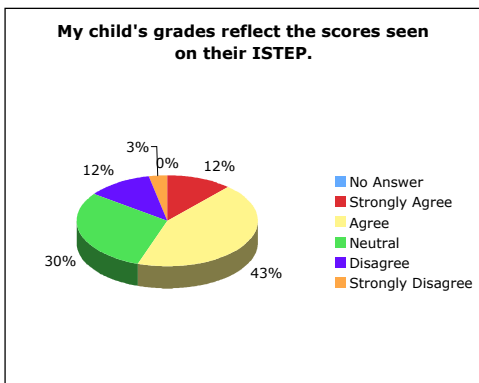


A vast majority of staff reports being dissatisfied with amount of parental involvement.

Parent Surveys:

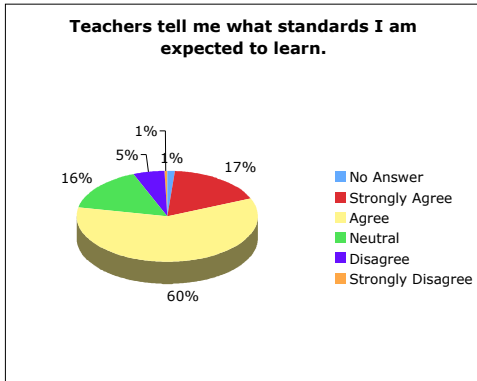


While over half of the parents surveyed report their child reads more due to the DEAR program, only 16% report a disagreement.

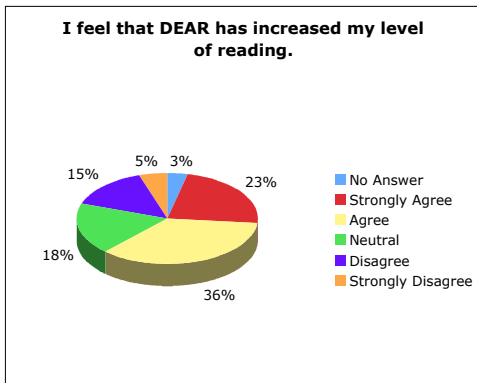


Just more than half of the parents surveyed report consistency between their child's ISTEP scores and grades.

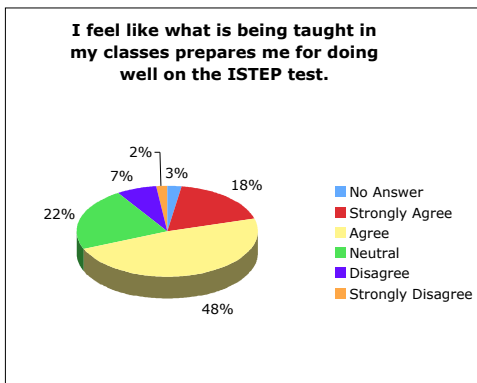
Student Surveys



More than $\frac{3}{4}$ of the students report that the teachers inform them of standards. Only 6% of students reported not being informed.



While more than $\frac{1}{2}$ of the students report DEAR has increased their reading level, $\frac{1}{5}$ of the students report it has not increased their reading level.



Almost $\frac{2}{3}$ of students report that they are being well prepared for the ISTEP by what is being taught in class.

School Improvement Plan Implementation Profile

Focus: Reading

GOAL # 1: All students will improve reading comprehension across all content areas.

- ❑ Benchmark 08-09: By Spring 2009, ≥ 66.4% of 6-8 students will be at or above mastery on school wide performance assessments measured by ISTEP+ and Acuity.
- ❑ Benchmark 09-10: By Spring 2010, ≥ 67.1% of 6-8 students will be at or above mastery on school wide performance assessments measured by ISTEP+ and Acuity.
- ❑ Benchmark 10-11: By Spring 2011, ≥ 67.8% of 6-8 students will be at or above mastery on school wide performance assessments measured by ISTEP+ and Acuity.

Current Year (2007-2008)	Implementation Year 1 (2008-2009)	Implementation Year 2 (2009-2010)	Implementation Year 3 (2010-2011)
<p><u>Strategies:</u></p> <ul style="list-style-type: none"> • All students and teachers read a book of choice 4 days of the week in order to participate in DEAR (Drop Everything and Read). • All students used graphic organizers for each unit in all classes. • All teachers implemented subject area vocabulary building strategies. • 1) Common vocabulary was used within each department. • 2) All teachers posted “Power Words” commonly found in the ELA and Math portions of the ISTEP. <p><u>Intervention Differentiation:</u> These strategies will assist our students with disabilities and other subgroups not meeting ISTEP+ standards.</p> <ul style="list-style-type: none"> • Students with disabilities and selected general education students who were within a +/- 10 points of passing ISTEP+ participated in after-school remediation programs. • Students with disabilities participate in general education classes with the support of a special education teacher or assistant (collab classes). • Students with disabilities participate in study skills class to enhance their skills in the core classes and to be provided with 	<p><u>Strategies:</u></p> <ul style="list-style-type: none"> • All students and teachers will read a book of choice from the STAR program in order to participate daily in DEAR (Drop Everything and Read). • All administrators will participate with students in DEAR at least once per week. • All students will use graphic organizers for each unit in all classes. • All teachers will implement subject area vocabulary building strategies as part of their Professional Growth Plan. • 1) Common vocabulary will be used within each department. • 2) Word Walls will be developed in each classroom. • 3) Students will participate in word wall activities in each classroom for each unit of content. • All students will participate in the Young Hoosier Book Award reading challenge. • Teachers who attended the Larry Bell training will present and train all teachers. • All CMS staff will implement Larry Bell’s Power Words and UNRAVEL program. • All special education teachers will research best practices in brain compatibility and vocabulary 	<p><u>Strategies:</u></p> <ul style="list-style-type: none"> • All students and teachers will read a book of choice from the STAR program in order to participate daily in DEAR (Drop Everything and Read). • All teachers will post the title of the book they are currently reading to promote literacy and initiate conversations about books. • All administrators will participate with students in DEAR at least once per week. • All students will use graphic organizers for each unit in all classes. • All teachers will implement subject area vocabulary building strategies as part of their Professional Growth Plan. • 1) Common vocabulary will be used within each department. • 2) Word Walls will be developed in each classroom. • 3) Students will participate in word wall activities in each classroom for each unit of content. • 4) Students will create their own word wall of unfamiliar words in each graded subject area. • All students will keep a portfolio of work from each class to share at Student-Led Conferences. • All CMS staff will continue to implement Larry Bell’s Power Words and UNRAVEL program. • All students will participate in the Young Hoosier Book Award reading challenge. • All special education teachers will 	<p><u>Strategies:</u></p> <ul style="list-style-type: none"> • All students and teachers will read a book of choice from the STAR program in order to participate daily in DEAR (Drop Everything and Read). • All teachers will post the title of the book they are currently reading to promote literacy and initiate conversations about books. • All administrators will participate with students in DEAR at least once per week. • All students will use graphic organizers for each unit in all classes. • All teachers will implement subject area vocabulary building strategies as part of their Professional Growth Plan. • 1) Common vocabulary will be used within each department. • 2) Word Walls will be developed in each classroom. • 3) Students will participate in word wall activities in each classroom for each unit of content. • 4) Students will create their own word wall of unfamiliar words in each graded subject area. • All students will keep a portfolio of work from each class to share at Student-Led Conferences.

- extra assistance.
- All students who were within a +/- 10 points of passing the ISTEP+ participated in Skills class during the regular school day.
- CMS Collegiate, an after-school peer-tutoring program, was offered to any student interested in extra help in the core content areas.

Professional Development:

- All teachers participated in a review of the strategies learned at Ruby Payne, Ph.D. workshops.
- All teachers participated in a poverty simulation at the beginning of the school year to better understand the living conditions of the students in the Clarksville community.
- All teachers developed and implemented a professional growth plan.
- Various teachers attended a variety of reading related workshops.
- The steering team read “Do I Really Have to Teach Reading” by Cris Tovani as a resource for developing strategies.
- All teachers participated in 6th-8th collaboration within departments and teams. Focus will be on common test errors in ISTEP+ and on gaps and weaknesses in curriculum mapping.
- A group of teachers participated in Larry Bell’s training on word walls.

Transitions:

- All 5th graders participated in a tour of Clarksville Middle School.
- All incoming 5th grade students participated in 6th grade orientation.
- All feeder elementary schools provided information including current test scores on all incoming students in order for correct placement in classes to be made.
- All 8th grade students met with the counselor regarding their schedule

- strategies.
- All special education teachers will incorporate vocabulary strategies learned in resource classes and will collaboratively work with core general education teachers to incorporate them in inclusion classes.
- All language arts teachers will pilot the Pearson Prentice Hall Essay Grader administering one essay per nine weeks. Trend data will be collected and reviewed.

Intervention Differentiation:

These strategies will assist our students with disabilities and other subgroups not meeting ISTEP+ standards.

- Students with disabilities and selected general education students who were within a +/- 10 points of passing ISTEP+ will participate in after-school remediation programs.
- Students with disabilities will participate in general education classes with the support of a special education teacher or assistant (collab classes).
- Students with disabilities will participate in study skills class to enhance their skills in the core classes and to be provided with extra assistance.
- All students who were within a +/- 10 points of passing the ISTEP+ will participate in Skills class during the regular school day.
- CMS Collegiate, an after-school peer-tutoring program, will be offered to any student interested in extra help in the core content areas.
- All students with disabilities will use key graphic organizers in order to focus on major content topics.
- All students with disabilities will use hand motions and other strategies in order to reinforce vocabulary comprehension.

Professional Development:

- research best practices in brain compatibility and vocabulary strategies.
- All special education teachers will incorporate vocabulary strategies learned in resource classes and will collaboratively work with core general education teachers to incorporate them in inclusion classes.
- At least 2 teachers will attend a workshop offered by Cris Tovani and share reading comprehension strategies with the rest of the teachers.
- All teachers will incorporate strategies learned from the Cris Tovani workshop into each unit of content.
- All language arts teachers will utilize the Pearson Prentice Hall Essay Grader once each nine weeks to assess writing skills.

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- Students with disabilities will participate in general education classes with the support of a special education teacher or assistant (collab classes).
- Students with disabilities will participate in study skills class to enhance their skills in the core classes and to be provided with extra assistance.
- All students who were within a +/- 10 points of passing the ISTEP+ will participate in Skills class during the regular school day.

for their freshman year.

Support for family learning/training:

- All parents and teachers were encouraged to participate in the PTO.
- All teachers were encouraged to send home positive post cards regularly.
- All parents were invited and encouraged to attend an Open House in the fall where they can meet teachers, tour the facilities, and learn about opportunities offered at CMS.
- All parents were invited and encouraged to attend two conferences: Parent/Teacher conference in the fall and a Student-Led Conference in the spring.
- Each team (6th, 7th, & 8th grade) sent home copies of its policies and procedures.
- Most teachers regularly maintained a website of important information.

Technology:

- Most teachers regularly maintained a website of important information.
- Most students participated in regular RC tests on a book of their choice.
- All students participated in SRI testing in order to obtain a Lexile reading score at the beginning and ending of each school year.
- All students participated in bi-annual Acuity testing.
- All students requiring remediation participated in remedial assignments through the Acuity program.
- All teachers posted lesson content and standards on Curriculum Mapper monthly.

- The steering team will debrief all teachers on the NCA/221 Plan.
- All teachers will participate in 6-12 intrabuilding collaboration on common graphic organizers and themes within common departments.
- All teachers will develop and implement a professional growth plan.
- All teachers will participate in a book study on “But I’m Not a Reading Teacher: Strategies for Literacy Instruction in the Content Areas.”
- All teachers will research best practices for word walls and graphic organizers.
- All teachers will participate in school visits for best practices in reading, word walls, and graphic organizers.
- All special education teachers will research best practices in brain compatibility and vocabulary and share with inclusive core teachers.

Transitions:

- All 5th graders will participate in a tour of Clarksville Middle School.
- All incoming 5th grade students will participate in 6th grade orientation.
- All feeder elementary schools will provide information including current test scores on all incoming students in order for correct placement in classes to be made.
- All 8th grade students will meet with the counselor regarding their schedule for their freshman year.
- All 8th grade students will participate in a tour of the high school.

Support for family learning/training:

- All parents and teachers will be encouraged to participate in PTO.
- All teachers will be encouraged to send home positive post cards

- All students with disabilities will read level-appropriate RC books each 9-weeks and take an RC test.

Professional Development:

- The steering team will debrief all teachers on the NCA/221 Plan.
- All teachers will participate in 6-12 intrabuilding collaboration on common graphic organizers and themes within common departments.
- All teachers will develop and implement a professional growth plan.
- All teachers will implement strategies obtained from the book “But I’m Not a Reading Teacher: Strategies for Literacy Instruction in the Content Areas.”
- All teachers will research best practices for word walls and graphic organizers.
- All teachers will participate in school visits for best practices in reading, word walls, and graphic organizers.
- All special education teachers will research best practices in brain compatibility and vocabulary and share with inclusive core teachers.
- At least 2 teachers will attend a workshop offered by Cris Tovani on reading in the content areas and share strategies with all teachers.
- All teachers will participate in training on the program “Inspiration”.

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- All incoming 5th grade students will participate in 6th grade orientation.
- All feeder elementary schools will provide information including current test scores on all incoming students in order for correct placement in classes to be made.
- All 8th grade students will meet with the counselor regarding their schedule for their freshman year.
- All 8th grade students will participate in a tour of the high school.
- Students will be introduced to their

- CMS Collegiate, an after-school peer-tutoring program, will be offered to any student interested in extra help in the core content areas.
- All students with disabilities will use key graphic organizers in order to focus on major content topics.
- All students with disabilities will use hand motions and other strategies in order to reinforce vocabulary comprehension.
- All students with disabilities will read level-appropriate RC books each 9-weeks and take an RC test.

Professional Development:

- The steering team will debrief all teachers on the NCA/221 Plan.
- All teachers will participate in 6-12 intrabuilding collaboration on common graphic organizers and themes within common departments.
- All teachers will develop and implement a professional growth plan.
- All teachers will implement strategies obtained from the book “But I’m Not a Reading Teacher: Strategies for Literacy Instruction in the Content Areas.”
- All teachers will research best practices for word walls and graphic organizers.
- All teachers will participate in school visits for best practices in reading, word walls, and graphic organizers.
- All special education teachers will research best practices in brain compatibility and vocabulary and share with inclusive core teachers.
- At least two teachers will attend a workshop offered by Cris Tovani on reading in the content areas and share strategies with all teachers.
- All new teachers will participate

- regularly.
- All parents will be invited and encouraged to attend an Open House in the fall where they can meet teachers, tour the facilities, and learn about opportunities offered at CMS.
- All parents will be invited and encouraged to attend two conferences: Parent/Teacher conference in the fall and a Student-Led Conference in the spring.
- Each team (6th, 7th, & 8th grade) sends home copies of its policies and procedures.
- All teachers will regularly maintain a website of important information.
- All parents will receive a copy of the current YHBA list and be encouraged to participate in the challenge.

Technology:

- All teachers will regularly maintain a website of important information.
- Most students will participate in regular RC tests on a book of their choice.
- All students will participate in STAR testing in order to obtain a reading level at the beginning and ending of each school year.
- All students will participate in biannual Acuity testing.
- All students requiring remediation will participate in remedial assignments through the Acuity program.
- All language arts teachers will pilot the Pearson Prentice Hall Essay Grader.

upcoming teachers through classroom visits.

Support for family learning/training:

- All parents and teachers will be encouraged to participate in PTO.
- All teachers will be encouraged to send home positive post cards regularly.
- All parents will be invited and encouraged to attend an Open House in the fall where they can meet teachers, tour the facilities, and learn about opportunities offered at CMS.
- All parents will be invited and encouraged to attend two conferences: Parent/Teacher conference in the fall and a Student-Led Conference in the spring.
- Each team (6th, 7th, & 8th grade) sends home copies of its policies and procedures.
- All teachers will regularly maintain a website of important information.
- All parents will receive a copy of the current YHBA list and be encouraged to participate in the challenge.

Technology:

- All teachers will regularly maintain a website of important information.
- All students will participate in regular RC tests on a book of their choice.
- All students will participate in STAR testing in order to obtain a reading level at the beginning and ending of each school year.
- All students will participate in biannual Acuity testing.
- All students requiring remediation will participate in remedial assignments through the Acuity program.
- All teachers will use “Inspiration” in order to generate graphic organizers.
- All language arts teachers will use the Pearson Prentice Hall Essay Grader at least once per nine weeks.

in training on the program “Inspiration”.

Transitions:

- All 5th graders will participate in a tour of Clarksville Middle School.
- All incoming 5th grade students will participate in 6th grade orientation.
- All feeder elementary schools will provide information including current test scores on all incoming students in order for correct placement in classes to be made.
- All 8th grade students will meet with the counselor regarding their schedule for their freshman year.
- All 8th grade students will participate in a tour of the high school.
- Students will be introduced to their upcoming teachers through classroom visits.

Support for family learning/training:

- All parents and teachers will be encouraged to participate in PTO.
- All teachers will be encouraged to send home positive post cards regularly.
- All parents will be invited and encouraged to attend an Open House in the fall where they can meet teachers, tour the facilities, and learn about opportunities offered at CMS.
- All parents will be invited and encouraged to attend two conferences: Parent/Teacher conference in the fall and a Student-Led Conference in the spring.
- Each team (6th, 7th, & 8th grade) sends home copies of its policies and procedures.
- All teachers will regularly maintain a website of important information.
- All parents will receive a copy of

the current YHBA list and be encouraged to participate in the challenge.

Technology:

- All teachers will regularly maintain a website of important information.
- All students will participate in regular RC tests on a book of their choice.
- All students will participate in STAR testing in order to obtain a reading level at the beginning and ending of each school year.
- All students will participate in biannual Acuity testing.
- All students requiring remediation will participate in remedial assignments through the Acuity program.
- All teachers will use "Inspiration" in order to generate graphic organizers.
- All language arts teachers will use the Pearson Prentice Hall Essay Grader at least once per nine weeks.

School Improvement Action Plan

Clarksville Middle School

Goal: All students will improve reading comprehension across all content areas.

Benchmark: By Spring 2009, $\geq 66.4\%$ of 6-8 students will be at or above mastery on school wide performance assessments measured by ISTEP+ and Acuity.
 By Spring 2010, $\geq 67.1\%$ of 6-8 students will be at or above mastery on school wide performance assessments measured by ISTEP+ and Acuity.
 By Spring 2011, $\geq 67.8\%$ of 6-8 students will be at or above mastery on school wide performance assessments measured by ISTEP+ and Acuity.

Support Data (from the Profile):

1. ISTEP+
2. SRI (Lexile)
3. Grades – Passing Percent
4. Parent/Teacher/Student Survey

Standardized Assessments

1. ISTEP
2. Acuity

Local Assessments

1. STAR (Accelerated Reader)

Intervention: All students will use graphic organizers for each unit in all classes.

Research/Best practice for intervention

1. Benjamin, Amy. (2007) But I'm Not a Reading Teacher: Strategies for Literacy Instruction in the Content Areas. Eye on Education, Inc
2. Payne Ph.D., Ruby. (1996) A Framework for Understanding Poverty aha! Process, Inc.
3. Tovani, Cris. (2000) Do I Really Have to Teach Reading? Stenhouse

Activities to Implement the	Person(s) Accountable:	Timeline:		Resources:	Staff Development:
		Begin	End		
<ol style="list-style-type: none"> 1) Teachers will be provided with various graphic organizers and resources. 2) Teachers will consult the SES binder for consistent graphic organizers. 3) Teachers will participate in monthly 6-12 alignment of common departmental graphic organizers. 4) Teachers will use at least one graphic organizer per unit of content. 5) Teachers will turn in monthly examples of graphic organizers. 6) All special needs teachers will meet with content departments and select key graphic organizers on which to focus. 	<ol style="list-style-type: none"> 1) Steering Team; As evidenced by walk-thrus 2) All Teachers: As evidenced by walk-thrus 3) All Teachers: As evidenced by monthly staff meeting agenda 4) All Teachers; As evidenced by walk-thrus, teacher observations, and lesson plans 5) All Teachers: As evidenced by walk-thrus, teacher obs, and lesson plans 6) All Special Education Teachers; As evidenced by PD agenda 	<ol style="list-style-type: none"> 1) 8/08 2) 8/08 3) 8/08 4) 8/08 5) 9/08 6) 8/08 	<ol style="list-style-type: none"> 1) 8/08 2) 6/11 3) 6/11 4) 6/11 5) 6/11 6) 6/11 	<ol style="list-style-type: none"> 1) SES Binders; Dr. Ruby K. Payne materials; Websites; Time 2) SES Binders; Time 3) Time 4) SES Binders; Time 5) SES Binders; Time 6) SES Binders; Time 	<ol style="list-style-type: none"> 1) Instruction; Use of Resources; PD Day 2) Use of Resources 3) Peer Collaboration; Staff Sharing; Monthly Staff Meeting 4) Use of Resources 5) Use of Resources; Monthly Staff Meeting 6) Peer Collaboration; Use of Resources; PD Day

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Clarksville Middle School

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 By Spring 2011, $\geq 67.8\%$ of 6-8 students will be at or above mastery on school wide performance assessments measured by ISTEP+ and Acuity.

Support Data (from the Profile):

5. ISTEP+
6. SRI (Lexile)
7. Grades – Passing Percent
8. Parent/Teacher/Student Survey

Standardized Assessments

3. ISTEP
4. Acuity

Local Assessments

1. STAR (Accelerated Reader)

Intervention: All students will participate in word wall activities in each classroom for each unit of content.

Research/Best practice for intervention

1. Benjamin, Amy. (2007) But I'm Not a Reading Teacher: Strategies for Literacy Instruction in the Content Areas. Eye on Education, Inc
2. Payne Ph.D., Ruby. (1996) A Framework for Understanding Poverty aha! Process, Inc.
3. Tovani, Cris. (2000) Do I Really Have to Teach Reading? Stenhouse

Activities to Implement the	Person(s) Accountable:	Timeline:		Resources:	Staff Development:
		Begin	End		
<ol style="list-style-type: none"> 1) The steering team will participate in Larry Bell's training on word walls in order to bring back ideas for the CMS staff. 2) The steering team will present and train CMS faculty on Larry Bell's Power Words and UNRAVEL program. 3) All teachers will participate in research on best practices for word walls in the secondary classroom. 4) All teachers will develop word walls for each chapter, unit, or standard (whichever is most appropriate for the subject). 5) All teachers will develop activities that reinforce each word wall. 6) All special education teachers will research best practices in brain compatibility and vocabulary. 7) All special education teachers will incorporate strategies learned & work collaboratively with general ed teachers in inclusive classrooms. 	<ol style="list-style-type: none"> 1) Steering Team; As evidenced by meeting records/notes 2) Steering Team; As evidenced by agenda for PD day 3) All Teachers; As evidenced by agenda for PD day 4) All Teachers; As evidenced by walk-thrus and teacher observations 5) All Teachers; As evidenced by walk-thrus, teacher obs, & lesson plans 6) All Special Ed Teachers; As evidenced by study group notes 7) All Special Ed Teachers; As evidenced by walk-thrus, teacher obs, & lesson plans 	<ol style="list-style-type: none"> 1) 5/08 2) 8/08 3) 8/08 4) 8/08 5) 9/08 6) 8/08 7) 8/08 	<ol style="list-style-type: none"> 1) 5/08 2) 8/08 3) 6/11 4) 6/11 5) 6/11 6) 6/11 7) 8/08 	<ol style="list-style-type: none"> 1) Time; Money 2) Time 3) Time 4) Time; Materials 5) Time 6) Time; Websites; Books on Brain Compatibility 7) Time for Collaboration 	<ol style="list-style-type: none"> 1) Instruction; Professional Development (PD) Day 2) Instruction; Use of Resources: PD Day 3) Use of Resources; PD Day 4) Use of Resources 5) Use of Resources 6) Use of Resources; Team Meeting Time 7) Use of Resources; Team Meeting Time: Peer Collaboration