School Improvement Plan
2012-2013

Paul Hadley Middle School

200 West Carlisle Street
Mooresville, IN  46158
Jake Allen
Principal

Strategic and Continuous School Improvement and Achievement Plan
# Table of Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preface</td>
<td>3</td>
</tr>
<tr>
<td><strong>Introduction</strong></td>
<td></td>
</tr>
<tr>
<td>- Description of school, community and programs</td>
<td>4</td>
</tr>
<tr>
<td>- Description and location of curriculum</td>
<td>5</td>
</tr>
<tr>
<td>- Titles of Instruments used in addition to ISTEP+</td>
<td>5</td>
</tr>
<tr>
<td>Mission statement</td>
<td>6</td>
</tr>
<tr>
<td>- Vision</td>
<td>6</td>
</tr>
<tr>
<td>- Beliefs</td>
<td>6</td>
</tr>
<tr>
<td>Status of current educational programming including:</td>
<td></td>
</tr>
<tr>
<td>- Parental participation in the school</td>
<td>7</td>
</tr>
<tr>
<td>- Technology as a learning tool</td>
<td>8</td>
</tr>
<tr>
<td>- Safe and disciplined environment</td>
<td>9</td>
</tr>
<tr>
<td>- Professional Development</td>
<td>10</td>
</tr>
<tr>
<td>Student achievement objectives</td>
<td></td>
</tr>
<tr>
<td>- Attendance rate</td>
<td>11</td>
</tr>
<tr>
<td>- Percentage of students meeting ISTEP+</td>
<td>11</td>
</tr>
<tr>
<td>- Graduation Rate</td>
<td>11</td>
</tr>
<tr>
<td>Specific areas where improvement is needed</td>
<td>12</td>
</tr>
<tr>
<td>Benchmarks for progress</td>
<td>12</td>
</tr>
<tr>
<td>Strategic and Continuous School Improvement Plan</td>
<td>13-14</td>
</tr>
<tr>
<td>- Interventions</td>
<td>13-14</td>
</tr>
<tr>
<td>- Research-based professional development activities</td>
<td>13-14</td>
</tr>
<tr>
<td>- Student Activities</td>
<td>13-14</td>
</tr>
<tr>
<td>Research and Best Practices</td>
<td>15</td>
</tr>
</tbody>
</table>
Preface

Paul Hadley Middle School has chosen to use the continuous school improvement model using facets listed below to be in compliance with P.L.221. This decision was made following a review of other school improvement planning strategies and for the following reasons:

**The Paul Hadley Middle School continuous improvement model includes:**

- compliance with P.L. 221
- is supported by opportunities for professional development;
- has review as an integral component of the process;
- generates information from data analysis from several sources
- focuses on improved achievement for all students
Mooresville is a community of approximately 9,273 people. Mooresville is a suburban community in Morgan County 14 miles southwest of Indianapolis. The latest available figures show that 17.5% of adults in the community have less than a high school diploma. Pupils eligible for free lunch make up 24% of the student body. Minority students make up only 4.5% of the student population. The enrollment for 2010-2011 for the school corporation is 4508 in students in grades K-12. The MCSC attendance boundaries consist of 59 square miles with buses driving an average of 1,303 miles per day.

There are five elementary schools in the school district, which include: Neil A. Armstrong, Newby, North Madison, Northwood, and Waverly. Two of the elementary schools are within the city limits. There is one middle school and one high school.

Mooresville is a growing school corporation. There are a total of nineteen different subdivisions either under construction or sold out at the present time. There are plans to build a new middle school in the future but will not be started until student enrollment reaches designated target numbers.

Paul Hadley Middle School (PHMS) was named after the artist and designer of the Indiana State Flag. Paul Hadley has left a legacy of paintings and a flag replica that adorn the school walls. These artifacts serve as reminders of the rich cultural heritage and community pride that accompanies Mooresville being recognized as the ‘Home of the State Flag’. Paul Hadley Middle School is located at 200 West Carlisle Street and adjoins the high school building.

Paul Hadley Middle School has one lead principal, one assistant principal, and one dean/athletic director, one guidance counselor, 32 teachers, 11 support staff, 10 full and part-time cafeteria workers and four custodians. PHMS has a two-grade configuration that consists of 7th and 8th grades. School hours for students are 7:50 a.m. until 2:34 p.m. The educational program at Paul Hadley Middle School consists of a 7 period day. Helping the guidance counselor in student services are a guidance secretary and a full-time school nurse. School announcements are broadcast over a computer projection system. The automated media center uses computers to help student’s access information. All classrooms have telephone and computer Internet access. All classrooms have a computer projection system. All students are issued laptop computers.
Description and location of curriculum

The curriculum of Paul Hadley Middle School (PHMS) consists of information for all subject areas taught. The subject areas are: art, technology, reading and writing, health, language arts, math, music (band, choir, and orchestra), essential skills, physical education, science, and social studies. Additional curriculum for high school credit includes: Algebra I, Biology, Physical Education and Health, Career Planning, and 2D Art. Each area is being aligned to the new state standards as the state provides new curriculum for the subject areas. In each area, the state standard or proficiency is aligned to the lessons and activities taught. The curriculum information for each subject area includes: a course description, general objectives, course of study outline, instructional strategies, assessments, and resources.

Copies of the entire curriculum are located in the school corporation education center and in the main office. Subject area curriculums are found in the individual classrooms and offices.

Titles and descriptions of assessment instruments to be used in addition to ISTEP+

All 7th and 8th grade students will be tested using the Acuity Assessment Program. In addition to the above test, we also will give the CORE 40 end of course assessment to all of our 8th graders who are taking high school algebra and biology for credit.
Statement of mission, vision, or beliefs

Mission Statement

We, the faculty and staff of Paul Hadley Middle School, in partnership with the students, parents, and community are committed to continual intellectual, artistic, physical, emotional and social growth by:

- Encouraging students to achieve academic potential and individual success
- Developing emotional well-being
- Encouraging self-discipline and self-motivation
- Focusing on life-long learning
- Promoting critical thinking and problem-solving skills
- Developing skills in technology to promote 21st century citizenship

Through a commitment to change, we accept responsibility for these objectives so that all will be provided a safe, challenging, and equal learning environment necessary for a successful life.

Vision

All students at Paul Hadley Middle School will improve their academic performance.

Belief(s)

All students have the ability to learn.
Parental participation in the school

Paul Hadley Middle School will attempt to maximize parental participation in the school by continuing to promote the importance of parental involvement. Paul Hadley will seek input from parents as it relates to programs and school policies. Currently, the PTO engages in such a dialogue. Parents will be encouraged to participate in PTO meetings and to share ideas for school improvement. Parents will also be encouraged to attend: re-enrollment, open house (general sessions and team meetings), extra curricular activities, academic and athletic award programs, and music programs. Parents will be asked to help with course selection by selecting, reviewing and approving student class schedules. Parents will be encouraged to volunteer time for many school responsibilities such as providing: additional instructional support, office assistance, chaperoning field trips, book adoption committees, and to help with athletic events as determined by the athletic director. Parents will be encouraged to schedule parent/team conferences as needed to discuss student academic progress. Parents will be invited to participate in the Paul Hadley Middle School Harmony Program to view student information, which includes grades, discipline, attendance information, and student assignments for each class. They will also be encouraged to visit our web site for additional information regarding school activities.
Technology as a learning tool

The staff will have the opportunity to acquire the skills to utilize technology to access information, solve problems, make decisions, create products, and communicate with others. Professional development will focus on the integration of curriculum and technology by aligning curricular goals with technology applications so that teachers and students can learn at increasingly higher levels. Available technology includes but is not limited to: computers, laptops (Internet access, email, Harmony, and software programs), video projectors, televisions, DVD players, and digital cameras. Recent additions to the PHMS curriculum have been the implementation of Smart boards and a 1:1 laptop computer initiative with all students. The continued focus will be to integrate technology into the daily environment to facilitate teaching and learning.

The technology educational program continues to include the following:

- All students are eligible to take part in a 1:1 computing initiative.
- All students at PHMS are offered a Career Planning course to improve computer skills during the 8th grade year. All 7th grade students are offered a 21st Century Skills class to learn basic computer skills and improve digital literacy.

- PHMS has four open computer labs for teacher and class use.

- The automated media center at Paul Hadley Middle School is equipped with computers and Internet access and will continue to be made readily available for student use.
Safe and disciplined learning environment

Paul Hadley Middle School (PHMS) has a safe and disciplined learning environment. The school safety plan has recently been revised and updated to improve procedures. The PHMS overall safety plan includes the following:

- The school corporation safety committee meets regularly with local/county police, and fire and rescue personnel to stay current with information from these community agencies. Emergency situations will continue to be evaluated and plans made to address them.

- The PHMS campus has an on-duty police officer.

- PHMS has only one entry door that is open during the school day.

- All staff members have identification and door entry cards.

- All staff members are instructed in the safety plans and procedures and practice these with students.

- All staff members have a daily responsibility for supervision of the building.

- Group leaders for fire drills are given radios to communicate attendance to a central location.

- School-wide rules governing student behavior are and will continue to be published in a handbook for students and parents. These rules are reviewed and updated annually. A copy of the school rules is in the student handbook and is reviewed with students on the first day of school and is posted on the school’s website.

- Paul Hadley Middle School continues to partner with local, county, and state law enforcement officers by having them participate in our mock intruder drills.
Professional Development

Paul Hadley Middle School will continue to implement the Professional Development initiatives below:

- Staff is provided with 30 minutes of professional development time on a daily basis.
- To identify and attend conferences and state workshops on all aspects of school improvement.
- Find ways to customize school improvement efforts.
- To identify resources, tools, and websites aimed at enhancing improvement efforts.

Paul Hadley Middle School’s vision is to improve all students’ academic performance as it relates to the Indiana Academic Standards and to the Common Core State Standards. School-wide in-services will continue to involve all staff by having them identify and use best practices in instruction, assessment, and skill development. Professional Learning Communities and Interdisciplinary Teams will continue to focus on improvement of instruction that uses data-driven decision making.
The student achievement objectives/goals, derived from an assessment of the current status of educational programming, including the following:

Our plan will include an emphasis on attendance recognizing individuals who show exemplary attendance. The attendance benchmark is to keep the student attendance above state average. Our goal is for continuous improvement in this area.

<table>
<thead>
<tr>
<th>Year</th>
<th>State Average</th>
<th>Paul Hadley</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011-2012</td>
<td>95.9%</td>
<td>96.6%</td>
</tr>
<tr>
<td>2010-2011</td>
<td>95.9%</td>
<td>95.8%</td>
</tr>
<tr>
<td>2009-2010</td>
<td>96.1%</td>
<td>95.9%</td>
</tr>
<tr>
<td>2008-2009</td>
<td>95.9%</td>
<td>96.3%</td>
</tr>
<tr>
<td>2007-2008</td>
<td>95.8%</td>
<td>96.3%</td>
</tr>
<tr>
<td>2006-2007</td>
<td>96.0%</td>
<td>95.9%</td>
</tr>
</tbody>
</table>

Percentage of students meeting ISTEP+ academic standards

The current 8th grade students meeting ISTEP+ academic standards for the spring of 2011:

   English 80%    Math 89%

The current 7th grade students meeting ISTEP+ academic standards in our elementary schools were:

   English 79%    Math 85%    Social Studies 74%

The Paul Hadley Middle School goal for improving performance on ISTEP+ is to provide curriculum and instruction that maximizes student potential and achievement. Data-driven decisions are made on a daily basis to guide instruction and provide the most effective learning environment possible for all students.
Graduation Rate – not applicable

Specific area where improvement is needed immediately

A specific area where improvement is needed immediately is in English / Language Arts. Paul Hadley Middle School will continue to focus on improving literacy skills for the overall school population. Additional interventions, activities, and professional development will be added to address this deficiency; and by doing so, will improve student academic performance in all subject areas.

Benchmarks for progress that specify how and to what extent the school expects to make continuous improvement in all areas of the education system.

Paul Hadley Middle School benchmarks will follow the guidelines established by the No Child Left Behind Legislation. In addition to our school safety plan, all curriculum areas will establish SMART Goals and subsequent benchmarks for all subject areas and will use in-house assessments and Acuity to monitor progress. Our improvement target will be a 3% increase in student achievement for every curricular area.

Professional Development

We will continue to improve the cultural competency of teachers, administrators, staff, parents, and students by using and implementing research. Cultural competence is continually evolving. We will continue to refine and expand our awareness and actions as our community and school become more diverse. Our focus is for all staff to become culturally competent by establishing positive helping relationships and engaging parents and students of all cultures in order to improve the quality of services we provide.
**Paul Hadley Middle School**

**Strategic and Continuous School Improvement and Achievement Plan**

Goal #1: All students will improve literacy skills across the curriculum.

2011

Benchmark – All students will improve academic performance in reading comprehension.

**Supporting Data and Assessments for Goal Selection**

The testing data to determine this goal was formulated using Acuity, ISTEP+, and local assessment data.

<table>
<thead>
<tr>
<th>Interventions</th>
<th>Professional Development</th>
<th>Student Activities</th>
</tr>
</thead>
</table>
| All students will increase the amount of time spent reading | • Strategies for encouraging students to read  
• Practices to facilitate Reading | • Students will select items to read  
• Students will be exposed to a wide variety of reading material  
• School-wide reading initiative |

| All students will engage in active reading | Teachers will be instructed in the use of content-based reading strategies | Students will be provided the opportunity to read various informational texts  
• Students will participate in reading response activities in all content areas  
• Students will learn how to organize and categorize responses |

| All students will improve their vocabulary knowledge and skills through embedded, content-area instruction | Teachers will be instructed in methods that will improve vocabulary, such as: word walls, journals, and linguistics | Students will learn and use vocabulary improvement techniques  
• Students will complete vocabulary assessments  
• Students will identify most important words  
• Students will understand |
<table>
<thead>
<tr>
<th>Interventions</th>
<th>Professional Development</th>
<th>Activities</th>
</tr>
</thead>
</table>
| All students will devise questions and answers as they read | • Teachers will be instructed in the QAR model  
• Teachers will construct questioning guides | • Students will be taught the concepts of the QAR model  
• Students will practice questioning techniques  
• Students will use questioning guides |
| All students will learn summarizing skills         | • Teachers will be instructed in summarizing skills            | • Students will summarize material they have read  
• Students will use data charts to help with organizing material |

<table>
<thead>
<tr>
<th>Intervention Implementation</th>
<th>Measurement Data of Student Performance</th>
<th>Teachers Will Review the School Improvement Plan</th>
</tr>
</thead>
</table>
| The intervention implementation format will include:  
• Teach it  
• Model it  
• Practice it  
• Expect it  
• Support it | • Direct observation  
• Norm-referenced tests  
• Criterion-referenced tests  
• Teacher made tests  
• Teachers will develop SMART Goals in all academic areas in order to measure progress | Teachers will review the school improvement plan |
Research and Best Practices

- Using the Fast Forward and Acuity skill development and assessment programs
- Improving Vocabulary. Org., The Six Very Best Ways to Improve Your Vocabulary.
  http://ezinearticles.com