

Franklin Community

Middle School

School Improvement Plan

2016-2017



*FCMS is a place where learning has no limits
and academic excellence is attained
one student at a time.*

FRANKLIN COMMUNITY MIDDLE SCHOOL (3457)
Franklin Community School Corporation (4225)

Administration and Staff

Dr. David Clendening, Superintendent

Mrs. Deb Brown-Nally, Executive Director of Curriculum and Instruction

Mr. Jeffrey Mercer, Executive Director of Finance

Building Administration

Mr. Steve Ahaus, Principal

Mrs. Rita Holman, Assistant Principal

Mr. Walt Raines, Dean of Students

School Improvement Steering Committee

Mr. Steve Ahaus, Principal

Mrs. Rita Holman, Assistant Principal

Mrs. Monica Anderson, Counselor

Mrs. Shanna Gaunt, Teacher

Mrs. Jill Lazzell, Teacher

Mrs. Kim Mayes, Teacher

Mrs. Stacy McGaha, Parent

Mrs. Jenny Pieper, Teacher

Mrs. Lori Self-Gross, Teacher

Mrs. Stephanie Simmer, Teacher

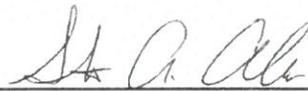
Signature Page

I have read and approved the FCMS School Improvement Plan.



Dr. David Clendening, Superintendent

9/12/2016
Date



Mr. Steve Ahaus, Principal

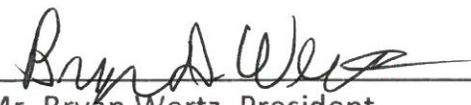
9/12/16
Date

I have read and approved the FCMS Professional Development Plan.



Mrs. Heather Kepner, President
Franklin Community Teacher's Association

9-12-16
Date



Mr. Bryan Wertz, President
Board of School Trustees

9.12.16
Date

Table of Contents

I. Introduction

Description of the School, Community, and Educational Program

Description of the Curriculum

Titles and Descriptions of Assessment Instruments Used by the School

II. Mission, Vision, and Beliefs

Franklin Community Middle School Mission Statement

Franklin Community Schools Guiding Principles

Franklin Community Schools Belief Statements

Administrative Leadership in Instruction

III. Summary of Data from Annual Performance Report

Annual Performance Report

Educational Programming and Learning Data

IV. CONCLUSIONS BASED UPON DATA ANALYSIS

State ISTEP+ Pass Data Rankings

Curriculum's Support of Indiana's Academic Standards

Current Instructional Strategies Support Indiana's Academic Standards

Parental Participation

Technology as a Learning Tool

Teachers, Administrators, Classified Staff

Safe Learning Environment

A Disciplined Learning Environment

V. STUDENT ACHIEVEMENT OBJECTIVES/GOALS

Target Objectives

VI. AREAS WHERE IMPROVEMENT IS NEEDED IMMEDIATELY

Attendance

VII. BENCHMARKS FOR PROGRESS

VIII. ACADEMIC HONORS DIPLOMA AND CORE 40

IX. PROPOSED INTERVENTIONS

X. PROFESSIONAL DEVELOPMENT

ACTION PLAN

School Goal

Professional Development Goal

Cultural Competency

XI. Statutes and rules to be waived.

XII. Three Year Time Line

I. Introduction

Description of the School, Community, and Educational Program

The organization of Franklin Community School Corporation (FCSC) includes five elementary schools grades Kindergarten through fourth, Custer Baker Intermediate School, grades five and six, Franklin Community Middle School, grades seven and eight, and Franklin High School, grades nine through twelve. FCMS provides a quality education for approximately 780 students. Franklin community students come from the City of Franklin and the areas of Needham Township, outside of the eastern city limits and Union Township, outside of the western city limits.

Franklin is a small suburban city located in an urban fringe area approximately 20 miles south of Indianapolis. Franklin has the personality of a small town wrapped in a small city. Franklin is located in the heart of Johnson County and serves as the county seat. The location of Franklin has allowed it to maintain its small town identity and integrity while benefiting from the growth and economy of Indianapolis. Since Franklin is the county seat, it has areas of subsidized housing which correlate to the percentage of free and reduced students in its schools. Franklin has experienced a number of changes in demographics in the past five years. The recession that began around 2008 severely hindered the previous growth that the community and school had experienced. Current enrollments have been remaining the same or declining. The current school year, however, has shown a slight increase in enrollment around 30 students. According to the last census, Franklin has a median income for families of \$48,332. In sharp contrast is the percentage of the population living below the poverty level, approximately 15.5% according to the 2010 census. Franklin Community Middle School currently has 45% of the student population receiving free or reduced price lunch. Since 2004 the free and reduced lunch rate at Franklin Community Middle school has risen from 25% to 43%. Minorities, including African-American, Hispanic, Asian, Native American, and Multi-Racial, make up approximately 11% of the population at FCMS.

Franklin Community Middle School has a faculty and staff that include a principal, assistant principal, two guidance counselors, a dean of students, 40 general education instructors, five special education instructors, one media specialist, one part-time ESL instructor, three teaching assistants plus four assistants in the essential skills classroom, seven custodians, one school nurse, nine cafeteria workers, and five secretaries. The teachers at FCMS work in Professional Learning Communities with like subject and grade level teachers meet weekly to analyze testing data, and classroom performance data based on common assessments.

In the curricular areas, students at Franklin Community Middle School receive classes in English/Language Arts and Reading, Mathematics, Social Studies, Science, and elective classes which include Art, Physical Education, Digital Citizenship/Computer Application, Introduction to Engineering, and Introduction to Foreign Language. Students may elect to take band or choir. Students have the opportunity to take Spanish, Japanese, 2D-Art, Health, Algebra I and Geometry for high school credit if they

meet prerequisite requirements. Grizz Time is a smaller class size, mentor and Response to Intervention period. FCMS has one self-contained special education class for moderately to severely disabled students. Resource students in special education are serviced by four cross-categorical teachers who work collaboratively with the regular education content area teachers in the seventh and eighth grades. We have an estimated special education population of 129 students in 2016-2017 which is 16.5% of the school's population. All curriculum areas in the school emphasize reading comprehension of informational text and problem solving in all subject areas with an emphasis on computation as part of the process. All activities, including school field trips, are linked to the Indiana Academic Standards.

There are a variety of extra-curricular activities offered at Franklin Community Middle School. These programs include: the Yearbook Club, Drama Club, Student Council, Destination Imagination, Robotics, Beta Club, Chic Chat, Peer Buddies, Junior Academic Super Bow Teams, Library Assistants, Choir, Jazz Band, and performing band groups. In addition, Franklin Community Middle School offers the following athletic opportunities: cross country, football, soccer, volleyball, basketball, wrestling, swimming, golf, tennis, track and field, grapplettes, and cheerleading.

There are many incentives for students at Franklin Community Middle School. The staff offers a monthly program called SAGE, which stands for Setting A Good Example. This award is for students who go above and beyond expectations and set good examples for their peers. They attend a ceremony with their parents at the end of the year where they receive a medal and certificate. Quarterly, the entire school meets for student recognition. The school year concludes with a school-wide FUN-FOOD-PRIZES celebration. This party celebrates students who have received no more than one detention for the entire school year. The staff celebrated 91% of the students attending this function for the 2015-2016 school year. In addition, our school offers opportunities for our 8th graders to attend Washington D.C. in the spring.

Description of the Curriculum

Franklin Community Middle School curriculum is directly linked to the Indiana Academic Standards. During the school year 2010-2011, Franklin Community School Corporation grades 3-6 adopted Everyday Math curriculum. The middle school curriculum has been mapped to allow seamless transition from Everyday Math to the Big Ideas curriculum at the middle grades. There are three levels of math offered at the seventh-grade level. Most students receive seventh-grade level curriculum through Big Ideas, while Pre-Algebra and Algebra I are offered to high achieving students. Those students taking Algebra I receive high school credit for completion of the course. At the eighth-grade level students receive grade level curriculum through Big Ideas, while high achieving students can take Algebra I or Geometry instruction for high school credit. All students have exposure to Algebra before high school. An additional time of skill building during Grizz Time is provided for targeted students with each individual subject affording individualized instruction and mastery of skills (RTI).

Language Arts teachers implemented the new language arts curriculum, the Houghton Mifflin Harcourt Collections series. This series incorporates reading comprehension, vocabulary, literature for fiction and non-fiction, and writing. All Language Arts staff received additional training in the corporation-wide writing programs, 6 + 1 and Power writing. The Language Arts Professional Learning Community will develop common assessments to measure student growth in all areas. In addition, other subject areas will emphasize writing and vocabulary specific to their areas. Furthermore, students who have not demonstrated achievement receive an additional Language Arts class for reading comprehension and writing strategies.

Titles and Descriptions of Assessment Instruments Used by the School

Assessment plays an integral role in student academic development at Franklin Community Middle School. The analysis of various assessments allows us to not only identify the strengths we possess as a school, but also the areas needing intervention and improvement. Disaggregating of data provides information for decisions affecting instructional practices, curriculum, and instruction.

The ISTEP+ exam is one form of assessment given annually to Franklin Community Middle School students. This assessment tracks our students' mastery of the Indiana Academic Standards. Students needing remediation, as well as students needing further academic challenge, are identified. Data derived from the ISTEP+ assessment influences school focus and directs teacher instruction.

NWEA testing provides another form of assessment for students at FCMS. NWEA tests are taken three times a year (fall, winter and spring) and are designed to provide formative data in preparation for the ISTEP+ test. Franklin Community Middle School students take tests in the areas of Math, Reading, and Language. NWEA tests are computerized tests aligned with state standards. Teachers receive test results immediately following the test administration. Student scores are analyzed by teachers during PLC planning time and are used to differentiate instruction. In addition, all students will use the IREADY assessment this year to determine Lexile levels to assist teachers and students in choosing reading material appropriate for the student's level.

Teachers continue to use traditional and non-traditional assessment measures within their own classrooms. Each core-subject teacher (Language Arts, Math, Science and Social Studies) gives a semester exam at the end of the first and second semesters. Departments now use common assessments within a grade level to monitor progress toward curriculum mastery. Our seventh and eighth-grade students taking the advanced section of our Algebra I and Geometry class use assessments identical to the high school class curriculum. Spanish, Japanese, 2D-Art, and Health follow the high school curriculum and assessment outline.

II. Mission, Vision, and Beliefs

Franklin Community Middle School Mission Statement

Franklin Community Middle School is a place where learning has no limits and academic excellence is attained one student at a time.

Franklin Community Schools

Guiding Principles

Leadership

Franklin Community Schools will identify the potential leaders of tomorrow and facilitate their growth and development.

Individual Student Growth

Franklin Community Schools will provide learning experiences that maximize individual student potential.

Systemic Continuous Improvement

Franklin Community Schools will utilize a fluid process that engages stakeholders in defining, analyzing and evaluating possible solutions.

Trust

Franklin Community Schools will build an atmosphere of confidence through an open and transparent environment.

Communication

Franklin Community Schools will share and receive information in a clear, concise, and timely manner.

Belief Statements

- **Students learn at different rates and in different ways.**
- **Students who are actively engaged in learning will learn more effectively than students who are given information.**
- **Students who develop a positive relationship with at least one adult in a school are more likely to be successful and stay in school.**

Administrative Leadership in Instruction

The administrative leadership of Franklin Community Middle School works to develop and complement the teacher leaders in the school. All staff members agree upon the three corporation belief statements, and all decisions reflect the commitment to these beliefs. All leaders in the school affirm the school mission that ***Franklin Community Middle School is a place where learning has no limits, and academic excellence is attained one student at a time.*** Finally, by using the belief statements and the mission of the school as the foundation for all decisions, the staff creates goals to focus instruction on improvement.

The administrative team continually seeks ways to share instructional strategies, support professional development, and assist staff as they work toward school goals. Working collaboratively, the three administrators, Professional Learning Community leaders, school improvement steering team, guidance counselors, and teacher leaders lend their talents to reach school goals. PLC leaders and groups analyze data to revise and coordinate instruction, focusing on sharing instructional strategies to create effective goals; and PLCs focus on instruction as it applies to individual student needs. The school improvement steering team coordinates the implementation of goals and building needs. Our school counselors support the individual student by emphasizing academic and social performance. Our teachers work to creatively ensure the mastery of Indiana's Academic Standards. PLC leaders work with each grade level content area to review data, write common assessments, develop vocabulary, and plan for the success of ALL students.

Data-based decisions become the foundation for the development of school goals. Providing time, instruction, and resources for focused professional development gives the staff additional tools as they work to refine classroom instruction. The principal monitors the school budget to ensure that needed supplies and technology exist for classroom activities. Each PLC group works to share effective strategies after reviewing common assessment results. The PLC leaders are pivotal members of the leadership team as the entire school embraces the Professional Learning Community approach to mastery of skills. Staff meetings are used as a vehicle for professional development on key school needs. The principal and staff regularly seek ideas from other principals around the state and from colleagues at the Indiana State Department of Education. Furthermore, the principal willingly seeks the advice and opinions of staff. The staff at Franklin Community Middle School jointly shares in successes and challenges. The feeling of family is often used to describe the close-knit nature of the staff as they work to improve instruction and academic performance.

III. Summary of Data from Annual Performance Report

Annual Performance Report

The following chart was compiled from data collected from the Indiana Department of Education website and school data illustrating data from 2009-2015.

Indicator	10-11	11-12	12-13	13-14	14-15	15-16
Grade 7 Percent Passing ISTEP+ Language Arts	81%	76%	74.7%	82.1%	70.0%	
Grade 7 Percent Passing ISTEP+ Math	78%	76.5%	78.8%	80.9%	63.9%	
Grade 8 Percent Passing ISTEP+ Language Arts	76%	76.6%	74.6%	79.7%	67.7%	
Grade 8 Percent Passing ISTEP+ Math	83%	84.5%	80.8%	85.9%	65.9%	
Attendance Rate	96.1%	96.2%	96.1%	96.0%	95.5%	96.0
Number of Suspensions	67	68	35	58	48	32
Number of Expulsions	6	3	2	11	4	3
Number of Expulsions and Suspensions Involving Drugs, Weapons, or Alcohol.	2	2	1	10	10	2

Educational Programming and Learning Data

Data collected by the Franklin Community Middle School administration and teaching staff is utilized in an ongoing basis to better meet the academic needs of the students within our building. In addition, teachers realize the importance of not relying too heavily on one source of data. Multiple sources of data collection allow for better decision making that is more reflective of the whole child. Testing data allows the Franklin Community Middle School staff to make decisions regarding the direction of curriculum and teaching strategies. When data is received, staff uses the information to develop plans for the next year. Changes are implemented to accommodate the results of this assessment.

In addition to ISTEP+, the staff will use NWEA testing to support our educational decision making and to show student growth. It is administered three times during the year (fall, winter and spring), and offers an ongoing, comprehensive evaluation of each student in our building. These assessments in the areas of math, reading and language, and social studies are taken electronically. Students and the test proctor are able to view each student’s results immediately upon conclusion of the test. Teachers will be trained on how to interpret this data in order to differentiate their instruction to meet the educational needs of all learners.

Teacher observation and assessment become the third means of assessing the progress of students. By combining the data from ISTEP+, NWEA, and teacher assessments, the staff uses the triangulation of data to form conclusions about student progress. Data from any of the formal assessments becomes the foundation for the professional goals developed by the staff. Professional evaluation includes progress toward the effectiveness of instructional strategies to reach school, team, and individual goals.

IV. CONCLUSIONS BASED UPON DATA ANALYSIS

Franklin Community Middle School staff reviewed the last three years of ISTEP data listing FCMS performance each year in math and language as compared to the state average. In 2015 the State of Indiana made a significant change to the testing process which impacted the passing rates of schools across the state.

Franklin Community Middle School students showed an increase in the percentage above the state average in Math in 2015. In Language Arts the percentage increased as well. Professional Learning Community initiative and the emphasis on reading, writing and math helped our students demonstrate gains in ISTEP performance. Using the data from this past assessment and the data gained from the PLC process, our school continues to adjust instruction to help all students demonstrate growth.

State ISTEP+ Pass Data Rankings

7th Grade	Math		ELA		Both	
	FCMS	State	FCMS	State	FCMS	State
2016						
2015	63.9%	54.1%	70.0%	65.7%	55.8%	48.6%
2014	80.9%	80.5%	82.1%	77.8%	74.8%	71.4%
2013	79.9%	81.2%	74.7%	74.2%	68.5%	69.5%

8th Grade	Math		ELA		Both	
	FCMS	State	FCMS	State	FCMS	State
2016						
2015	65.9%	54.2%	67.7%	63.7%	57.7%	48.0%
2014	85.9%	81.9%	79.7%	76.4%	76.6%	71.3%
2013	80.8%	81.3%	74.6%	76.3%	68.6%	71.1%

Curriculum Supports Indiana’s Academic Standards

The curriculum utilized by Franklin Community Middle School teachers is completely based on Indiana Academic Standards. All instructional decisions are standards-based. Teachers are required to cite specific standards in their daily lesson plans, which are turned in for evaluation at the end of each academic school year. These plans are evaluated by administration and returned with feedback at the beginning of the next academic school year.

Parental Participation

We believe that parents who become more involved in their child’s learning process have a more positive effect on their child’s success in school. It is clear that when parents are involved, the academic performance of the student will rise significantly. In order to encourage parents to be more involved, we have implemented several strategies to encourage their participation.

- We at Franklin Community Middle School will hold a “Meet the Teacher” at the start of school at which time the parents come in to tour the building and meet with their students’ team.
- Parents are encouraged to sign up and use our program called PowerSchool that allows them to check online the grades of their student. A record is kept of the number of families utilizing the program.
- Our office and teachers collect email addresses from the parents and create group emails to send timely updates, newsletters, calendar of events and requests for assistance at building celebrations.
- In lieu of official Parent Teacher Conferences, teachers record individual contacts with parents throughout the year to document contacts. We still encourage parents to contact teachers throughout the year to be able to have an open line of communication. The use of Parent Access assists with the sharing of information.
- The school web page, and weekly newsletter and emails inform parents of all the exciting activities that are taking place at Franklin Community Middle School.

Technology as a Learning Tool

All stakeholders of Franklin Community School Corporation utilize technology as a learning tool as an essential part of the curriculum. Technology is used as a tool to help meet student, parent, staff, and community learning goals. Teachers daily use the presentation stations, projectors, Mobis, and Mimios in each room to present information. In addition, Franklin Community Middle School became a 1 to 1 technology school with Chromebooks in January of 2016. The building has adopted almost an entirely digital curriculum over the last three years in preparation for the arrival of Chromebooks.

Students gain additional skills by using technology in a variety of ways during the year. Classes stress Google applications, but also work with Power Point, Excel, web based searches, Publisher, and MS Office. Each student and staff member has an e-mail account to assist with communication and sharing files. Our science Discovery Education Streaming with video clips supports curricular concepts as well. The school web page has links to teacher web pages, athletics, calendars, daily announcements, and important messages. Twitter, Facebook, email groups, and automated phone calls enhance communication. In the fall of 2012, Franklin Community School Corporation became a wireless corporation in which all buildings, students, and staff can bring personal technology tools to use within the classroom. (BYOD-Bring Your Own Device)

Teachers, Administrators, Classified Staff

A variety of opportunities for staff, e.g. teachers, administrators, and classified personnel to develop their technical skills and conceptual understanding of how people might learn better with technology are provided at the building and district level.

- Staff attends district-sponsored, as well as school-sponsored, workshops on how to use the new technology resources selected to enhance the teaching and learning process.
- Teachers explore, evaluate, and use computer/technology resources including applications, multimedia and communication tools.
- Teachers design, deliver, and assess student-learning activities using computers/technologies to meet the needs of student populations.

Safe Learning Environment

Franklin Community Middle School, as well as all other schools in Franklin Community School Corporation, has in place a comprehensive safety plan. This plan is designed to create and maintain a safe, secure environment and prepare school personnel to respond to a number of situations that might endanger student and staff welfare. This plan, the Emergency/Crisis Procedures & Guidelines, is regularly updated by our School Safety Committee to include procedures for dealing with some of the more recent threats in our world such as terrorism and biological emergencies. Responses are

outlined for administrators, teachers, custodial staff, transportation personnel, and students. Regular drills are scheduled to give staff and students the opportunity to practice procedures in case of a real emergency. All teachers are provided with a flip chart that details many possible emergencies and the actions that our staff should take if a particular situation arises. It also gives detailed codes for each situation so staff will know immediately what kind of incident has occurred. Franklin Community Middle School is equipped with cameras in most areas of the building as well as the areas immediately outside the building. These cameras provide real-time activity and can be checked for activity occurring previously.

All current employees of Franklin Community School Corporation receive a background check yearly. All new hires, volunteers, adults working with students, and chaperones are also required to clear a limited background check and extensive background check. All visitors to our building are prohibited from entering the building by locked, exterior doors and are required to enter through the main office. A buzzer system has been added to provide an additional layer of security. Anyone continuing into the building must be wearing a Visitor's Pass with their name issued from the office. Any unidentified persons are escorted to the office. Even though the building is secure, the building remains open and welcoming as all guests enter through the front office, so staff can greet each person and direct them to requested areas of the building.

At the beginning of the 2013 year, FCMS followed Indiana code to formally establish a Bullying Prevention plan. While the school never tolerates bullying, the plan incorporates a formal system for handling situations, which includes education, counseling, and consequences. The school board determined that a safe and civil environment in school is necessary for students to learn and achieve high academic standards.

A main goal at Franklin Community Middle School is to establish relationships with our students where they will feel comfortable talking with the adults in the building. By establishing this open communication between students and adults, students report any concerns they have dealing with topics of safety. It is the intent of the School Safety Committee and all other school personnel that our students are afforded the opportunity to learn in a safe, secure environment.

A Disciplined Learning Environment

Franklin Community Middle School is a disciplined learning environment with high expectations for student behavior. Students know what is expected and act accordingly. Our Student Handbook contains all of our rules and expectations, and these are explained in detail during the first week of school by each first period teacher. Each student signs off after hearing the rules. Teachers work to establish close relationships that establish a positive environment so discipline issues rarely arise.

Our Principal, Assistant Principal, and Dean of Students share the same philosophy when dealing with discipline issues. Since the middle school staff believes that students can and do live up to high expectations, the principal, assistant principal, and dean of students schedule an opening school meeting with each grade to review expectations. In addition, incoming seventh-graders hear expectations during school visits prior to coming to the middle school. Students receive consistent consequences and are held accountable for their own actions and decisions. Parent communication is essential to our successful discipline plan. Parents are involved in decisions that are made. Students also know that the end of the year Fun, Food, and Prizes Party is attainable for each student with well over 91% of the students attending the party because they received one detention or less for the ENTIRE year. In addition, teachers have their own rewards and celebrations for students who follow the rules and do not have discipline issues. The Principal, Assistant Principal, and Dean analyze discipline data to continually find more effective ways to handle behaviors keep students the learning environment.

Discipline options at Franklin Community Middle School begin with teachers who develop behavior plans with their students. All teachers may assign an after-school detention for a student, if needed. Friday School, In-School Restriction (ASI), Out of School Suspension (OSS), and Alternative to Suspension are programs utilized to discourage repeated misbehaviors. All of these programs deal with discipline issues and afford the student the opportunity to do homework or study.

The staff includes a guidance counselor for each grade level as well as a guidance secretary. The counselors attend meetings weekly where information about students is shared. Depending on the individual situation, the counselor may suggest that the student be a part of a small group that meets to discuss issues such as getting along socially, getting organized, or making good choices. Our counselors offer programs dealing with bullying and choosing a career. Guidance staff stresses the importance of signing up for the 21ST Century Scholars program.

V. STUDENT ACHIEVEMENT OBJECTIVES/GOALS

Target Objectives

Language Arts Goals 2016-2017
Target Goals
The grade level conditional growth index (CGI) for students in the class of 2022 (7th grade) for the NWEA Reading assessment will be greater than or equal to 0. (CGI = 0 represents a growth projection that has been met.)
The grade level conditional growth index (CGI) for students in the class of 2022 (7th grade) for the NWEA Math assessment will be greater than or equal to 0. (CGI = 0 represents a growth projection that has been met.)

Math Goals 16-17
Target Goals
The grade level conditional growth index (CGI) for students in the class of 2021 (8th grade) for the NWEA Reading assessment will be greater than or equal to 0. (CGI = 0 represents a growth projection that has been met.)
The grade level conditional growth index (CGI) for students in the class of 2021 (8th grade) for the NWEA Math assessment will be greater than or equal to 0. (CGI = 0 represents a growth projection that has been met.)

VI. AREAS WHERE IMPROVEMENT IS NEEDED IMMEDIATELY

Attendance

The overall attendance for Franklin Community Middle School will meet or exceed the overall state average for the ensuing year. Student attendance percentage for 2015-16 was 96.0%. The school is currently on target to meet or exceed the state average of 95.9%. All staff members promote programs and strategies within their environments to encourage excellent attendance.

VII. BENCHMARKS FOR PROGRESS

Franklin Community Middle School will use the NWEA reports in the Fall / Winter / Spring to set individual student growth patterns and determine progress and attainment of yearly growth targets. In addition, each content area will use common assessments to determine growth.

VIII. ACADEMIC HONORS DIPLOMA AND CORE 40

During the 2004-2005 school year, the FCMS mathematics department made a commitment to provide a strong foundation for all math students by offering pre-algebra and algebra based content. Efforts continue with the additional 7th grade Algebra class for high school credit and 8th grade additional Algebra I class for high school credit. This year students that completed the 7th grade Algebra I course will be enrolled in the Geometry course for high school credit as 8th graders.

- Seventh and eighth-grade students who are at or slightly below grade level receive Pre-Algebra instruction covering corresponding Indiana Academic Standards, and Power Standards for their next grade level.
- Seventh-grade High Achievers complete course work which incorporates the seventh-grade Academic Standards as well as the 8th grade Standards, preparing them for the Algebra I course in eighth-grade.
- Beginning in 2010-2011, Algebra I was provided for the exceptionally qualified seventh-grade High Achiever. High school credit will be awarded to those students successfully completing the course work.

- Beginning in 2010-2011, high school leveled Geometry was provided for the exceptionally qualified eighth-grader who has already completed Algebra I. These students will also be required to successfully complete the course work, which follows the high school curriculum.

The Language Arts curriculum at Franklin Community Middle School addresses the Indiana Standards for Language Arts in grades seven through eight. Teachers offer a curriculum which will provide a firm foundation for students who wish to earn a Core 40 diploma. Identified students in all three grades are enrolled in the High Ability Language Arts class where the curriculum is more rigorous and the study of literature is at a higher complexity and/or higher Lexile. The school follows the William and Mary curriculum. Most of the students in the High Ability classes will qualify and choose to take Honors English in ninth grade. Some students in regular eighth-grade classes also meet the high school requirements and qualify for the ninth grade Honor's English. Eighth-grade students may also elect to take Spanish or French for high school credit.

IX. PROPOSED INTERVENTIONS

Current Instructional Strategies Support Indiana's Academic Standards

Franklin Community Middle School staff has implemented a variety of strategies to help students demonstrate growth.

Math Strategic Summary

Summer Professional Development

- Identifying pre-requisite skills
- Creating and using common assessments
- Aligning curriculum to state standards
- Establishing sequencing and pacing guides

Professional Learning Communities

- Creating collaborative teams
- Using common planning time for professional development
- Using data to drive instruction
- Maximizing Grizz Time for additional instruction and support

Student Supports and Enrichment

- Grizz Time, a Response to Intervention period
- Pull out groups for special education students or students with 504 plans
- NWEA Testing and Skills Navigator

Language Arts Strategic Summary

Summer Professional Development

- Instruction on the new Language Arts curriculum incorporating vocabulary, comprehension, literature concepts, and writing in different modalities
- Creating common assessments
- Aligning curriculum to state standards
- Establishing sequencing and pacing guides
- Power writing instruction review so all students follow the same organizational method in the corporation
- 6 + 1 Writing Curriculum Instruction for all students

Professional Learning Communities

- Creating collaborative teams
- Using common planning periods for professional development
- Using data to drive instruction
- Maximizing Grizz Time for additional instruction and support

Student Supports and Enrichment

- The creation of a 94 minute language arts period (double period)
- Grizz Time, a Response to Intervention period
- IReady assessment tool for Lexile data and support
- Pull out groups for special education students or students with 504 plans
- Developmental Reading class for identified students
- NWEA Testing and Skills Navigator

X. PROFESSIONAL DEVELOPMENT

ACTION PLAN

School Goal: All language and math goals for grades seven and eight focus on instructional strategies for improving mastery of Indiana Standards. Staff Professional Development in each area of the proposed interventions will be provided by current staff, the School Improvement Team, the Academic Coaches, the Assistant Superintendent, the Curriculum Director, and/or the Principal and Assistant Principal.

Professional Development Goal: Refine instructional strategies in the classroom and use data-driven decisions for implementing strategies. All Professional Development will follow best practices as outlined in the corporation Teacher Resource page, strategies from relevant conferences, or peer research.

Cultural Competency

The world around us is continuously changing and becoming more culturally diverse. When walking through the doors of Franklin Community Middle School, one might suspect that our student body does not reflect the change going on around us. However,

although we are not a racially diverse group with only 12% minority, our diversity in other areas is much more significant. Forty-four percent of our students are identified as receiving free and reduced lunch, and nearly 16.5% are part of our special education population. Our emphasis, when it comes to cultural competency, is in educating our students on the importance of not only embracing their own culture, but also in accepting and valuing the culture of others. Because we have such a large percentage of our students coming from socio-economically challenged homes, we are dealing with another cultural issue--that of the value (or lack thereof) placed upon post-secondary education. Furthermore, our counselors strive to submit applications for 100% of eligible Free/Reduced students to be qualified for the 21st Century Scholars Program, which pays for college.

XI. Statutes and rules to be waived.

None

XII. Three Year Time Line

This plan will be implemented in August, 2016. Data from the 2015-2016 school year has been gathered and analyzed. Upon the completion of the data analysis, this plan will be reviewed and revised. The School Improvement Team meets regularly to discuss the implementation of the plan and monitors the successful completion of goals.