# Kahler Middle School

## Lake Central School Corporation
## School Improvement Plan
## 2016-2019

### Committee Members

Chris Barajas, 5th Grade Teacher

Meagan Bruni, 5th Grade Teacher

Kristin Camery, Mathematics Teacher

Timothy Doyle, Assistant Principal

Amanda Huesca, Special Education Teacher

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Randi Lollis, Digital Citizenship Teacher

Kenneth Newton, Principal

Courtney Palasz, Choir Teacher

Erin Spinks, Guidance Counselor

Emily Traficante, 5th Grade Teacher

# Narrative Description

Kahler Middle School is located in Dyer, IN, twenty-five miles southeast of Chicago, IL. and is part of the Lake Central School Corporation. Kahler has a 5th-8th grade configuration.

**Enrollment By Grade:**

| Grade | 2011-2012 | 2012-2013 | 2013-2014 | 2014-2015 | 2015-2016 |
|---|---|---|---|---|---|
| 5 | 285 | 246 | 224 | 254 | 249 |
| 6 | 287 | 280 | 256 | 233 | 250 |
| 7 | 273 | 282 | 283 | 258 | 236 |
| 8 | 320 | 272 | 282 | 281 | 250 |
| Total Enrollment | 1165 | 1080 | 1045 | 1026 | 985 |

**Enrollment by Ethnicity (%):**

| | 2011-2012 | 2012-2013 | 2013-2014 | 2014-2015 | 2015-2016 |
|---|---|---|---|---|---|
| White | 71.8 | 73.0 | 72.7 | 72.0 | 71.8 |
| Hispanic | 13.5 | 14.8 | 15.5 | 16.0 | 17.2 |
| Asian | 4.8 | 4.4 | 4.6 | 4.5 | 4.6 |
| Black | 4.5 | 4.1 | 4.0 | 4.4 | 4.5 |
| Multiracial | 4.7 | 3.1 | 2.2 | 2.3 | 1.5 |

**Enrollment by Free/Reduced Price Meals (%):**

| | 2011-2012 | 2012-2013 | 2013-2014 | 2014-2015 | 2015-2016 |
|---|---|---|---|---|---|
| Free/Reduced | 20.9 | 20.9 | 20.6 | 20.9 | 19.8 |

**Enrollment by Special Education (%):**

| | 2011-2012 | 2012-2013 | 2013-2014 | 2014-2015 | 2015-2016 |
|---|---|---|---|---|---|
| Special Education | 11.9 | 11.7 | 11.1 | 12.5 | 12.3 |

**Enrollment by English Language Learners (%):**

|  | 2011-2012 | 2012-2013 | 2013-2014 | 2014-2015 | 2015-2016 |
|---|---|---|---|---|---|
| ELL | 2.7 | 3.3 | 3.0 | 3.0 | 2.3 |

**Attendance By Grade (%):**

| Grade | 2011-2012 | 2012-2013 | 2013-2014 | 2014-2015 | 2015-2016 |
|---|---|---|---|---|---|
| 5 | 97.0 | 96.9 | 97.2 | 96.6 | 96.5 |
| 6 | 96.8 | 96.7 | 96.7 | 96.5 | 96.9 |
| 7 | 96.3 | 96.7 | 96.8 | 96.0 | 96.9 |
| 8 | 96.8 | 96.0 | 96.4 | 95.9 | 96.5 |
| **All Grades** | **96.7** | **96.6** | **96.8** | **96.3** | **96.7** |

The staff at Kahler believes that all students can learn. Accordingly, we have several support services in place to help us fulfill this belief. Kahler Middle School addresses the needs of all children through a variety of programs. The special needs of every child are always provided for in the least restrictive environment. Currently, Kahler Middle School services the following areas of exceptionality: Learning Disabled, Mild Disabilities, Hearing Impairment, Visual Impairment, Emotionally Disabled, Physically/Orthopedically Handicapped, Other Health Impairment, Speech, Severely and Profoundly Mentally Handicapped, and Autistic. In addition, the Kahler Middle School special education program is supported by the Westlake Special Education Cooperative. Kahler Middle School teachers work collaboratively to insure that each student has the opportunity to learn and experience success as documented by the student's Individualized Education Plan (I.E.P.).

The Kahler Middle School Middle School staff is composed of 50 professional educators. This number includes 2 administrators (1 Principal and 1 Assistant Principal), 2 guidance counselors, a school service provider, a school psychologist, and a nurse. Our staff development program assures that our students will receive the highest quality instruction based on the latest teaching knowledge and research. The staff is encouraged to attend State and National conferences based on their area of expertise. In addition, our staff strives to create a school climate where students realize they are cared about and appreciated as individuals.

# Description and Location of Curriculum
Language Arts

READING
Guiding principle: Students read a wide range of fiction, nonfiction, classic, and contemporary works, to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace. Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They read a wide range of literature in many genres from a variety of time periods and cultures from around the world to build an understanding of the many dimensions (e.g. philosophical, ethical, aesthetic) of human experience. They draw on their prior experience, their interactions with other readers and writers, and reading skills that they have developed and refined.

There are three key areas found in the Reading Nonfiction section for grades 5-12: Key Ideas and Textual Support, Structural Elements and Organization, and Synthesis and Connection of Ideas.

There are two key areas found in the Reading Vocabulary section for grades 5-12: Vocabulary Building and Vocabulary in Literature and Nonfiction Texts.

WRITING Guiding Principle: Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes. Students apply knowledge of language structure, language conventions, media techniques, figurative language, and genre to create, critique, and discuss writing. Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources to communicate their discoveries in ways that suit their purpose and audience.

SPEAKING AND LISTENING
Students listen actively and communicate effectively for a variety of purposes, including for learning, enjoyment, persuasion, and the exchange of information and ideas. Students adjust their use of language to communicate effectively with a variety of audiences and for different purposes. Students develop an understanding of and respect for diversity in language use, patterns, and dialects.

We use the Indiana Academic Standards for middle school. They are college and career ready. See the link below for specifics.
http://www.doe.in.gov/standards/englishlanguage-arts

## MATHEMATICS

The mathematics curriculum of Kahler Middle School is designed to meet the needs of a student population with a broad range of mathematical abilities and educational backgrounds. While the majority of our students are at grade level, we have a large number of students who function below grade level and another large group who require the challenge of higher-level concepts. Because of these extremes, our math curriculum allows some student to reinforce and improve upon grade level skills with other students pursue advanced math concepts in Algebra I and Honors Geometry. Ability, readiness, and achievement determine student placement. We strive to place students at the level which will provide them the greatest challenge for their abilities.

Kahler follows the College and Career Ready Standards provided by the state of Indiana:

http://www.doe.in.gov/standards/mathematics

## SCIENCE

Kahler Middle School's science curriculum (5th – 8th grade) is carefully aligned to the Indiana State Standards. The standards include those posted from the Indiana Department of Education as well as standards referred as the process standards which are the same for each middle level classroom throughout the state.  The standards also include the mathematical standards of practice through the math link and the literacy standards are also available through the English/language arts standards. The mathematical standards of practice and the literacy standards are listed with the learning connection as a part of the college and career readiness standards for all technical subjects.  The science standards can be accessed through the following link: https://www.doe.in/science

5th Grade emphasizes environmental science, space science and health and the human body.  The 6th grade students will study an introduction to chemistry, environmental science and space science also.  The 7th grade curriculum includes earth science, physics and biology related to the cell. Finally the 8th grade focuses on chemistry, Indiana weather and biology topics including:  evolution, classification and genetics.

SOCIAL STUDIES

Our goal includes the development of informed, responsible citizens, active within our democracy. We attempt to integrate a strong knowledge base with the skills for inquiry, thinking and participation.  There are five content areas addressed:
> History
> Civics and Government
> Geography
> Economics and Individuals
> Society and Culture

Fifth grade students study the United States, focusing on the influence of physical and cultural environments on national origins, growth, and development up to 1800. Emphasis is on the study of Native American Indian cultures, European exploration, colonization settlement, revolution against the British rule, the founding of the Republic and the beginning of the United States. The content area standards and the types of learning experiences provided to the student in fifth grade are:
> Indiana Academic Standards 2014
> http://www.doe.in.gov/sites/default/files/standards/socialstudies/ss-2014-gr5-20150317.pdf

Sixth grade students study the regions and countries of Europe and the Americas, including geographical, historical, economic, political and cultural relationships.  The areas emphasized are Europe, North and South America, including Central America and the Caribbean. The content area standards and the types of learning experiences provided to students in sixth grade are:
> Indiana Academic Standards 2014
> http://www.doe.in.gov/sites/default/files/standards/socialstudies/ss-2014-gr6-20150317.pdf

Seventh grade students study the regions and nations of Africa, Asia, and the Southwest Pacific, including historical, geographical, economic, political, and cultural relationships.  This study includes the following regions:
> Africa
> Southwest and Central Asia,
> South Asia
> East Asia
> The Southwest Pacific (Australia, New Zealand, and
> Oceania).
> Indiana Academic Standards 2014
> http://www.doe.in.gov/sites/default/files/standards/socialstudies/ss-2014-gr7-20150317.pdf

Eighth grade students will focus upon United States history, beginning with a brief review of early history, including the revolution and the founding era, and the principles of the United States and Indiana Constitutions, as well as other founding documents and the applications to subsequent periods of national history and to civic and political life.  Students then study national development, westward expansion, social reform movements and the Civil War and Reconstruction.

> Indiana Academic Standards 2014
> http://www.doe.in.gov/sites/default/files/standards/socialstudies/ss-2014-gr8-20150317.pdf

SPECIAL EDUCATION

Special education services are provided through Westlake Special Education Cooperative for students in all areas of disability by teachers who are highly qualified in their subject areas. Special education classes at Kahler Middle School follow the Indiana State Standards and the local curriculum for each subject and grade level.

Accommodations are provided in instruction and assignments, as well as assessment, based on the Individual Education Plan (IEP) of each student and the current needs of each student.

Students with moderate and severe disabilities are instructed or directed by the goals of the Individualized Education Plan of each student, and are assessed using ISTAR, and in some cases ISTEP. Individualized Education Plans are developed using I CAN.

PHYSICAL EDUCATION

All students at grades 6th, 7th and 8th spend 18 weeks in physical education class, five days a week for forty five minutes a day. Students at 5th grade spend 9 weeks in physical education class, 5 days a week for forty five minutes a day. The physical education program provides physical activity for all students and is aligned with the Indiana State Standards and NASPE National Standards. Emphasis throughout the program is on living a healthy lifestyle, wellness, being fit and being able to participate in team sports, individual sports and recreational games. Basic skills are taught in a variety of lifetime and competitive activities so that a student can experience many types of activities during his/her 4 years at Kahler. Various skills tests are used to assess performance and written tests are given to assess knowledge of the rules, history and skills for each activity. An adaptive program is provided for students who cannot participate in the regular PE program. The following activities are included in the PE curriculum and listed by grade level:

| 5th Grade | 6th Grade | 7th Grade | 8th Grade |
|---|---|---|---|
| Ball Sports | Throwing & Catching | Leisure Games | Archery |
| Team Building | Square Dance | Golf | Intermediate Volleyball |
| Wellness | Fitness Sports/Game | Fitness | Intermediate Fitness |
| Fundamental Movements | Fundamental Movements | Volleyball | Racket Sports |
| Basic Fitness | Intro to Fitness | Square Dance | Team Handball |
| Throwing & Catching | Intro to Strength & Conditioning | Strength & Conditioning | Intermediate Strength Training |

All students at grades 6th, 7th and 8th spend 18 weeks in a health class environment one day a week for 45 minutes a day. The health program provides health and wellness information for all students based on content from the Indiana State Standards in Health. Emphasis throughout the program is on wellness, nutrition and specific content containing; eighth grade focus on body systems, seventh grade focus on drugs and alcohol and sixth grade focus on character development and personal development. There is also a section on abstinence based sexual education presented by an outside Health Care Company. Various written tests are given to assess knowledge of the content for each section.


Business and Information Technology
Grades 5-8
Indiana Middle School Business and Information Technology Standards
This course facilitates the development of

- Creativity and innovation by the application of existing knowledge to generate new ideas and processes.
- Communication and collaboration through the use of digital media to support individual learning and contribute to the learning of others.
- Research and information fluency through the application of digital tools to gather evaluate and use information.
- Critical thinking, problem solving and decision making to manage projects and make informed decisions using appropriate digital tools and resources.
- Digital citizenship issues (*human, cultural and societal*) related to technology and ethical behavior.
- Technology operations and concepts for a sound understanding of technology concepts and operations.

5th grade/Introductory Level – 9 weeks:
Keyboarding, Key testing, Microsoft Word and Digital Citizenship/Digital Literacy.

6th grade/Beginner Level – One semester:
Keyboarding, Timed Writings, Microsoft Suite (*Word, Excel, Publisher, PowerPoint*), Google Products (Docs,Sheets, Slides, Draw), Internet Resources (*Gmail, Canvas*) and Digital Citizenship/Digital Literacy.

7th Grade/Intermediate Level – One semester:
Keyboarding, Timed Writings, Microsoft Suite (*Word, Excel, Publisher, PowerPoint*), Google Products (Docs,Sheets, Slides, Draw)), Dragon (*voice activation software*), Kindle Fire tablets, Internet Resources (*Gmail, Canvas and proper internet research techniques*), Project Development (*create personal business*), and Digital Citizenship/Digital Literacy.

8th Grade/Advanced – One semester:
Keyboarding, Timed Writings, Microsoft Suite (*Word, Excel, Publisher, PowerPoint*), Google Products (*Docs, Draw, Slides, Sheets*), Internet Resources (*Gmail, Canvas, Web 2.0 tools, and proper internet research techniques*), Project Development (*create a personal web page incorporating various Web 2.0 tools* ) and Digital Citizenship/Digital Literacy.

## TECHNOLOGY

In Technology, Kahler students are exposed to a new multi-media hands-on approach called modular technology. The new laboratory includes different workstations, which show technology at the introductory level. Each station has an individual content area such as Desktop Publishing, Fiber Optics & Lasers, and Flight Simulations. Each pair of students rotates from station to station every 5-7 days learning that particular technology. As an example, at the flight simulation, a student would read the objectives, take a pre-test, go through seven lessons, build a model plane, and learn how to fly using an actual yoke and rudder control found in a cockpit. This program is introduced only to the sixth and seventh grade students. The eighth grade students continue with the motorized hands-on approach. The students will learn about orthographic drawing, reading a ruler down to the sixteenth of an inch to create a precise work. The students will use woodworking to produce projects and other objectives. Flexibility is the key to this type of program.

## VISUAL ARTS

### 8th Grade Art
8th grade students are part of a 12 week rotation. 8th grade students will focus on studio art production which is divided into three units: Drawing, Sculpture, and Mixed Media.

### 7th Grade Art
7th grade students are part of a 12 week rotation. 7th grade students will look at art history chronologically from the 1800s to the present. Students will learn about an artist or art period and create a work in the same style. The course is divided into three unites: late 1800s to early 1900s (Impressionism and Post-Impressionism), early to mid 1900s (Cubism), and late 1900s to the present (Pop and Op Art).

### 6th Grade Art
6th grade students are part of a 12 week rotation. 6th grade students will learn about the Elements and Principles of Art. Students will learn vocabulary and produce a variety of projects that focus on the application of those principles.

### 5th Grade Art
5th grade students are part of a 9 week rotation. 5th grade art is geared towards media exploration. The course is divided into 3 units: Drawing, Mixed Media, and Painting. Vocabulary, fine motor skills and art room procedures will be stressed during the course.

BAND

6TH Grade Band
   Level: Training
   Practice Time: 15-20 minutes 4-7 times a week
   Skills: Posture, playing position, embouchure (how
mouth fits around the mouthpiece),breathing, tone, production, tonguing, counting simple rhythms,
identification of notes of the staff, memorization of
fingerings, aural identification of rhythms and melodic intervals.
   Text: Essential Elements
   Required Performances: Winter Concert, Spring Concert

7th Grade Band
   Level: Beginning
   Practice Time: 20-30 minutes 4-7 times a week
   Skills: Grandmaster scale, dotted rhythms, cut-time,
6/8 time, alternate fingerings, expression, phrasing, articulations.
   Text: Patriotic Favorites
   Grade 1.5-2 music
   Required Performances: Halloween Concert, Winter
Concert, ISSMA Organizational Contest, Spring Concert

8th Grade Band
   Level: Intermediate
   Practice Time: 30+ minutes 4-7 times a week
   Skills: Phrasing, nuance, expression, changing
meters, changing key signatures, syncopation.
   Text: Essential Elements Required
   Performances: Halloween Concert, Winter Concert, ISSMA Organizational Contest,
Spring Concert

Jazz Band
   Audition only with morning rehearsals TBA Regular attendance is mandatory Skills: Jazz
   styles, rhythms, improvisation
   Text: Book/CD Essential Elements for Jazz
   Ensemble
   Medium easy-Medium Music
   Required Performances: Winter Concert, Spring
Concert, Jazz Concert

GENERAL MUSIC

<u>5th Grade General Music - Instrumental</u>
Students will study the history of band instruments in relation to world and American history. Other subjects include film music, classical music and how music has evolved to present day styles.

<u>5th GENERAL MUSIC – Choral</u>
The 5th grade students have this section of general music for 4.5 weeks. The following are the units covered: Rhythm, Melody, and Introduction to the Choir Curriculum.

<u>CHOIR</u>
6th, 7th, & 8th grade choirs learn the pedagogy of singing including posture, breath control, chest tone, passaggio, head tone, intonation, dynamics, tempo, diction and presentation.
<u>Skills:</u>
   Identify note names in clefs, counting & clapping rhythms, sight-singing solfege syllables, identifying & applying musical terms in music.

<u>Levels of Singing:</u>
     6th grade – Unison & 2 part harmony
     7th grade – 2 part & 3 part harmony
     8th grade – 3 part & 4 part harmony

<u>Required Performances:</u>
     Veteran's Assembly – 7th & 8th grade
     Winter Concert – All Choirs
     ISSMA Organizational Concert – All Choirs
     ISSMA Organizational Contest – All Choirs
     Spring Concert – All Choirs

## **Title & Description of Assessment Instruments in Addition to ISTEP+**

The staff at Kahler Middle School is committed to providing a quality education for its students. Teachers are concerned about the educational growth and development of all students. Therefore, in addition to the Indiana Statewide Test for Educational Progress Plus, (ISTEP+) Kahler Middle School will also assess its students by using improved assessment in language arts and math, as well as additional performance tasks conducted during the year. At the start of the 2015/2016 school year, we started using NWEA (Northwest Evaluation Association) as a formative assessment tool three times a year to assess students in Reading, English, and Math.

The Kahler Middle School staff will continue to foster the development and enrichment of the curriculum by utilizing such strategies as Mastery and Cooperative Learning on a daily basis for all students. It is our goal that through these strategies, students will begin to acquire, develop, and utilize those skills that will enable them to be successful students.

## Statement of Mission, Vision, and Beliefs

Kahler Middle School, part of the Lake Central School Corporation, has subscribed to the following Mission Statement, Belief statement, and Strategic Parameters for our students and staff.

The mission of the Lake Central School Corporation, as a family, community, and school partnership, is to ensure that each student becomes a self-directed learner and a contributing responsible citizen through an instructional delivery system that engages students in achieving their personal best.

We Believe:
- Each individual has dignity and worth.
- Students are our number one priority.
- People are responsible for their actions.
- Excellence will only be achieved through continuous improvement.
- Everyone can learn.
- People learn in different ways and at different rates.
- Teachers are critically important in every student's education.
- Education is a responsibility shared by students, staff, families and the entire community.
- School provides a foundation for a lifetime of learning.
- A positive school environment is essential for learning.
- Success builds self-confidence.
- Educated and involved citizens are necessary to sustain a democratic society.

We will always...
- Adhere to our statement of beliefs and mission and base our decisions upon the best interests

- of our students.
- Provide opportunities for staff, parents, students, and the community to have input in decisions that affect their vital interests.
- Communicate system-wide change efforts to all members of the Lake Central School
- Corporation partnership.
- Provide an inviting, safe and non-threatening atmosphere in our schools.
- Provide academic challenge.

We will never...
- Tolerate disrespectful behavior from anyone.
- Tolerate behavior which prevents students from learning.
- Hire employees who are unwilling to commit to our Strategic Plan.
- Allow inadequate funds to prevent us from pursuing our Strategic Plan objectives.
- Adopt a new program unless - it makes a positive contribution to the mission LA/Math ELA
  - the benefits justify the costs; and
  - provisions are made for staff development and evaluation.
- Retain a program unless it contributes to achieving the mission and the benefits justify the costs.

## Summary of ISTEP+ Data

**All Grade Passing Rates % (State Avg):**

|                | 2011-2012 | 2012-2013 | 2013-2014 | 2014-2015   | 2015-2016 |
|----------------|-----------|-----------|-----------|-------------|-----------|
| ELA/Math       | 76.1      | 74.9      | 74.7      | 49.5 (53.5) |           |
| ELA            | 81.8      | 80.8      | 80.8      | 66.4 (67.3) | 74        |
| Math           | 85.0      | 83.8      | 83.0      | 56.9 (61.0) | 51        |
| Science        | 78.2      | 84.4      | 76.7      | 78.5 (69.2) | 77        |
| Social Studies | 79.2      | 78.0      | 80.5      | 74.9 (70.4) | 80        |

**ELA/Math - Passing Rates % (State Avg):**

|             | 2011-2012 | 2012-2013 | 2013-2014 | 2014-2015   | 2015-2016 |
|-------------|-----------|-----------|-----------|-------------|-----------|
| 5th         | 78.8      | 79.3      | 86.2      | 59.7 (56.1) |           |
| 6th         | 74.1      | 77.4      | 71.4      | 50.9 (53.3) |           |
| 7th         | 76.3      | 73.1      | 69.2      | 43.7 (48.6) |           |
| 8th         | 75.5      | 70.3      | 73.5      | 44.4 (48.0) |           |
| White       | 80.3      | 78.9      | 77.9      | 53.4 (59.5) |           |
| Hispanic    | 64.9      | 63.1      | 67.5      | 39.6 (40.3) |           |
| Asian       | 74.5      | 75.0      | 75.6      | 55.6 (72.0) |           |
| Black       | 43.9      | 43.6      | 38.5      | 30.2 (28.4) |           |
| Multiracial | 74.5      | 81.3      | 77.3      | 28.6 (48.2) |           |
| F/R         | 65.2      | 58.8      | 57.9      | 33.7 (38.6) |           |
| Paid        | 78.7      | 78.9      | 78.7      | 53.7 (67.4) |           |
| Special Ed. | 36.3      | 35.2      | 30.1      | 14.4        |           |
| General Ed. | 79.3      | 77.8      | 78.7      | 53.9        |           |
| ELL         | 8.7       | 35.7      | 15.4      | 40.2        |           |

**ELA - Passing Rates % (State Avg):**

| | 2011-2012 | 2012-2013 | 2013-2014 | 2014-2015 | 2015-2016 |
|---|---|---|---|---|---|
| 5th | 82.6 | 83.2 | 88.4 | 71.9 (65.2) | 82 |
| 6th | 79.7 | 82.8 | 77.6 | 70.0 (65.8) | 76 |
| 7th | 86.4 | 79.2 | 78.9 | 66.5 (65.7) | 76 |
| 8th | 79.1 | 78.3 | 79.3 | 58.2 (63.7) | 63 |
| Males | - | - | - | 55.5 | |
| Females | - | - | - | 77.8 | |
| White | 85.0 | 83.4 | 83.2 | 69.4 | |
| Hispanic | 73.5 | 73.2 | 77.1 | 58.0 | |
| Asian | 78.4 | 77.1 | 82.2 | 71.1 | |
| Black | 61.0 | 61.5 | 48.7 | 48.8 | |
| Multiracial | 80.4 | 87.5 | 81.8 | 52.4 | |
| F/R | 74.9 | 71.7 | 66.5 | 51.9 | |
| Paid | 83.4 | 83.0 | 84.3 | 70.2 | |
| Special Ed. | 38.8 | 47.2 | 37.3 | 21.4 | |
| General Ed. | 85.2 | 83.3 | 84.7 | 72.0 | |
| ELL | 17.4 | 53.6 | 19.2 | 56.5 | |
| School Grade | C | C | B | B* | |
| High Growth - Bottom 25% (Bonus 42.5) | 21.4 | 27.8 | 35.6 | 34.2 | |
| High Growth - Top 75% (Bonus 36.2) | 29.4 | 30.7 | 30.7 | 30.5 | |
| Low Growth - Overall (Penalty >39.7) | 40.5 | 34.7 | 35.1 | 39.8 | |

## Math - Passing Rates % (State Avg):

| | 2011-2012 | 2012-2013 | 2013-2014 | 2014-2015 | 2015-2016 |
|---|---|---|---|---|---|
| 5th | 91.7 | 89.3 | 93.8 | 69.4 (68.4) | 67 |
| 6th | 84.2 | 87.4 | 79.7 | 58.4 (61.9) | 59 |
| 7th | 80.6 | 81.8 | 78.1 | 46.0 (54.1) | 43 |
| 8th | 83.4 | 77.5 | 81.8 | 54.3 (54.2) | 34 |
| Males | - | - | - | 56.5 | |
| Females | - | - | - | 56.7 | |
| White | 87.9 | 87.3 | 85.9 | 61.3 | |
| Hispanic | 78.8 | 75.3 | 77.8 | 46.7 | |
| Asian | 82.4 | 81.3 | 80.4 | 63.0 | |
| Black | 53.7 | 53.8 | 48.7 | 32.6 | |
| Multiracial | 84.3 | 87.5 | 90.9 | 31.8 | |
| F/R | 75.4 | 69.1 | 72.1 | 44.0 | |
| Paid | 87.2 | 87.5 | 85.6 | 60.4 | |
| Special Ed. | 53.8 | 46.6 | 47.1 | 23.5 | |
| General Ed. | 87.4 | 86.7 | 86.3 | 61.2 | |
| ELL | 39.1 | 50.0 | 32.1 | 50.0 | |
| School Grade | C | C | B | B* | B |
| High Growth - Bottom 25% (Bonus 44.9) | 27.9 | 22.4 | 17.4 | 34.2 | |
| High Growth - Top 75% (Bonus 39.2) | 30.3 | 22.6 | 26.7 | 28.4 | |
| Low Growth - Overall (Penalty >42.3) | 36.9 | 42.7 | 40.4 | 36.5 | |

## Science - Passing Rates % (State Avg):

| | 2011-2012 | 2012-2013 | 2013-2014 | 2014-2015 | 2015-2016 |
|---|---|---|---|---|---|
| 6th | 78.2 | 84.4 | 76.7 | 78.5 | 77 |
| Males | - | - | - | 79.0 | |
| Females | - | - | - | 78.0 | |
| White | 81.6 | 88.0 | 80.7 | 79.3 | |
| Hispanic | 65.0 | 85.0 | 65.2 | 70.0 | |
| Asian | 63.6 | 76.5 | - | 92.3 | |
| Black | - | 58.3 | 61.5 | - | |
| Multiracial | - | - | - | - | |
| F/R | 74.5 | 76.0 | 55.8 | 62.2 | |
| Paid | 79.1 | 86.3 | 82.4 | 83.3 | |
| Special Ed. | 47.6 | 60.0 | 52.6 | 46.2 | |
| General Ed. | 80.8 | 85.8 | 78.7 | 82.6 | |
| ELL | - | - | - | 65.0 | |

**Social Studies - Passing Rates % (State Avg):**

| | 2011-2012 | 2012-2013 | 2013-2014 | 2014-2015 | 2015-2016 |
|---|---|---|---|---|---|
| 5th | 74.8 | 79.3 | 83.9 | 82.4 (70.9) | 81 |
| 7th | 83.7 | 76.9 | 77.6 | 67.5 (69.8) | 79 |
| Males | - | - | - | 73.5 | |
| Females | - | - | - | 76.5 | |
| White | 82.4 | 80.7 | 83.1 | 79.4 | |
| Hispanic | 68.5 | 73.5 | 77.5 | 66.7 | |
| Asian | 74.1 | 66.7 | 82.1 | 58.8 | |
| Black | 61.1 | 57.9 | 47.4 | 54.5 | |
| Multiracial | 81.0 | 90.9 | 63.6 | 60.0 | |
| F/R | 67.0 | 71.9 | 69.1 | 58.1 | |
| Paid | 82.0 | 79.5 | 83.3 | 79.3 | |
| Special Ed. | 48.6 | 55.9 | 48.7 | 42.3 | |
| General Ed. | 81.5 | 79.7 | 83.2 | 80.3 | |
| ELL | 25.0 | 41.2 | 42.9 | 58.5 | |

## ISTEP+ 2016 Academic Standards Summary - Passing Rates % (2015):

| Standard | 5th | 6th | 7th | 8th |
|---|---|---|---|---|
| **ELA** | | | | |
| Reading: Literature | 78 (73) | 75 (67) | 74 (64) | 65 (56) |
| Reading: Nonfiction & Media Literacy | 79 (72) | 73 (68) | 77 (66) | 64 (60) |
| Writing: Genres, Writing & Research | 81 (73) | 77 (71) | 75 (67) | 64 (57) |
| Writing: Conventions of Standard English | 82 (74) | 76 (70) | 75 (67) | 68 (57) |
| **Math** | | | | |
| Number Sense | 64 (67) | 59 (55) | 43 (42) | 46 (53) |
| Computation | 64 (69) | 59 (59) | 45 (48) | 46 (54) |
| Algebraic Thinking | 65 (69) | 59 (56) | 45 (47) | 32 (55) |
| Geometry & Measurement | 69 (71) | 58 (59) | 49 (47) | 47 (58) |
| Data Analysis | - | 63 | 49 | 49 |
| Mathematical Processes | 70 | 59 | 52 | 47 |
| **Social Studies** | | | | |
| History | 82 (82) | | 79 (69) | |
| Civics & Government | 81 (80) | | 80 (68) | |
| Geography | 83 (84) | | 77 (67) | |
| Economics | 82 (81) | | 78 (67) | |
| **Science** | | | | |
| Physical Science | | 77 (80) | | |
| Earth & Space Science | | 79 (79) | | |
| Life Science | | 78 (81) | | |
| Science Eng. & Tech. | | 75 (79) | | |
| Nature of Science | | 76 (76) | | |
| Design Process | | 75 (76) | | |

# Summary of AdvancED Standards
## Perception Assessment Data

Our teaching staff took the survey during the 2015/2016 school year. Within their content departments, they came to consensus on each indicator. Our school improvement team then came to consensus on the department scores to arrive at the following overall school score for each indicator. The highest possible score to achieve for each indicator was a 4.

| Standard 1: Purpose and Direction | Score 1-4 | |
|---|---|---|
| 1.1 - The school engages in a systematic, inclusive and comprehensive process to review, revise, and communicate a school purpose for student success | | 2 |
| 1.2 - The school leadership and staff commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking and life skills. | | 3 |
| 1.3 - The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning. | | 2 |
| **Standard 2: Governance and Leadership** | | |
| 2.1 - The governing body establishes policies and support practices that ensure effective administration of the school. | | 2 |
| 2.2 - The governing body operates responsibly and functions effectively. | | 2 |
| 2.3 - The governing body ensures that the school leadership has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively. | | 2 |
| 2.4 - Leadership and staff foster a culture consistent with the school's purpose and direction. | | 2 |
| 2.5 - Leadership engages stakeholders effectively in support of the school's purpose and direction. | | 2 |
| 2.6 - Leadership and staff supervision and evaluation processes result in improved professional practice and student success. | | 2 |
| | | |

| Standard 3: Teaching and Assessing for Learning | | |
|---|---|---|
| 3.1 - The school's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking and life skills that lead to success at the next level. | | 3 |
| 3.2 - Curriculum, instruction and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice. | | 2 |
| 3.3 - Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations. | | 3 |
| 3.4 - School leaders monitor and support the improvement of instructional practices of teachers to ensure student success. | | 2 |
| 3.5 - Teachers participate in collaborative learning communities to improve instruction and student learning. | | 2 |
| 3.6 - Teachers implement the school's instructional process in support of student learning. | | 2 |
| 3.7 - Mentoring, coaching and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning. | | 3 |
| 3.8 - The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress. | | 3 |
| 3.9 - The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience. | | 2 |
| 3.10 - Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses. | | 3 |
| 3.11 - All staff members participate in a continuous program of professional learning. | | 2 |
| 3.12 - The school provides and coordinates learning support services to meet the unique learning needs of students. | | 2 |
| | | |

| | | |
|---|---|---|
| **Standard 4: Resources and Support Systems** | | |
| 4.1 - Qualified professional and support staff are sufficient in number to fulfill their roles and responsibilities necessary to support the school's purpose, direction, and the educational program. | | 3 |
| 4.2 - Instructional time, material resources and fiscal resources are sufficient to support the purpose and direction of the school. | | 3 |
| 4.3 - The school maintains facilities, services and equipment to provide a safe, clean and healthy environment for all students and staff. | | 2 |
| 4.4 - Students and school personnel use a range of media and information resources to support the school's educational programs. | | 3 |
| 4.5 - The technology infrastructure supports the school's teaching, learning and operational needs. | | 2 |
| 4.6 - The school provides support services to meet the physical, social and emotional needs of the student population being served. | | 2 |
| 4.7 - The school provides services that support the counseling, assessment, referral, educational and career planning needs of all students. | | 2 |
| **Standard 5: Using Results for Continuous Improvement** | | |
| 5.1 - The school establishes and maintains a clearly defined and comprehensive student assessment system. | | 3 |
| 5.2 - Professional and support staff continuously collect, analyze and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation and organizational conditions. | | 2 |
| 5.3 - Professional and support staff are trained in the evaluation, interpretation and use of data. | | 2 |
| 5.4 - The school engages in a continuous process to determine verifiable improvement in student learning, including readiness and success at the next level. | | 1 |
| 5.5 - Leadership monitors and communicates comprehensive information about student learning, conditions that support student learning and the achievement of school improvement goals to stakeholders. | | 2 |

## Conclusions About the Current Educational Programming

Our review of the data available indicates that our core curriculum and teaching strategies are successful with a majority of our students. The data does indicate that some of our subgroups do not achieve as well as we would like to see.

## Parental Participation in the School

Parental participation is encouraged in a variety of areas at Kahler Middle School. Parents are always welcome to visit, attend conferences, and help with a variety of P.T.O. projects. Parental attendance at special events at Kahler Middle School is always outstanding. Included in these parent events are our Open House, our 4th Grade Orientation Night, and the 8th Grade Awards Ceremony. We also have a "Principal's Advisory Team" comprised of students, staff, and parents that meets quarterly to discuss the happenings at Kahler and any concerns.

## Technology as a Learning Tool

Currently, Kahler offers four fully equipped computer labs for student use. All classrooms have Internet access. All Kahler teachers use Canvas to post their students' grades on-line every two weeks. Most Kahler teachers have access to Smart boards, a class set of wireless laptop computers, and many other technologies. Each teacher has a classroom computer and printer to use to make instructional material. In addition, Outlook Express email and RDS attendance reporting are used.

## Safe and Disciplined Learning Environment

During the 2015/2016 school year, we implemented a PBIS (Positive Behavior Supports & Interventions) program school-wide to provide structure, clarity, and consistency for our students in terms of behavioral expectations to maintain a safe and positive learning environment for our students.

## Specific Areas for Immediate Improvement

As a school, we are going to work on building a more collaborative culture among staff utilizing the standards and indicators in AdvancED. We are also going to implement the correlates of the Effective Schools research by working in teams to create action plans.

## Statutes and Rules to be Waived

There are no statutes and rules to be waived.

## School Improvement Goals and Professional Development

See next page...

# KMS Improvement Goals 2016-2019

**Goal #1:** To raise student proficiency and growth levels in Math as measured by the i-Ready and ISTEP+ assessments.

**Performance Target:**
1. By the end of the 2018/19 school year, 70% of students will pass Math on the ISTEP+ assessment and show average to high growth.
2. By the end of the 2018/19 school year, 80% of students will meet their projected growth on the i-Ready assessment.

| Focus | Strategies | Indicators of Success | Time Lines | Responsibility | Status Update | Revisions | Professional Development |
|---|---|---|---|---|---|---|---|
| **Standards for Mathematical Practice** | | | | | | | **1.Standards for Mathematical Practice 2. Eight Mathematics Teaching Practices 3. Math Coach** |
| | 1. Teachers will study the Standards for Mathematical Practice. | 1. Teachers can explain what they mean and come up with cross curricular applications. | Year 1-3 | Admin., Teaching Staff | | | |
| | 2. Teachers will study #1 - Make sense of problems and persevere in solving them. They will brainstorm and implement cross-curricular applications. . | 1. Development and use of subject specific applications and authentic experiences. | Year 1-3 | Admin., Teaching Staff | | | |
| | 3. Teachers will study #3 - Construct viable arguments and critique the reasoning of others. They will brainstorm and | 1. Development and use of subject specific applications and authentic | Year 1-3 | Admin., Teaching Staff | | | |

| | | | | | | |
|---|---|---|---|---|---|---|
| | implement cross-curricular applications. | experiences.<br>2. Create common vocabulary for each subject area - math first. | | | | |
| | 4. Teachers will study #6 - Attend to precision. They will brainstorm and implement cross-curricular applications. | 1. Development and use of subject specific applications and authentic experiences. | Year 1-3 | Admin., Teaching Staff | | |

| Goal #2: To increase positive student behavior and motivation as measured by discipline reports and student grades. |
|---|

| Performance Target: | 1. By the end of the 2018/19 school year, the number of students with behavior incidents will drop 50%.<br>2. By the end of the 2018/19 school year, the number of students with multiple F's at the end of each grading period will drop 50%. |
|---|---|

| Focus | Strategies | Indicators of Success | Time Lines | Responsibility | Status Update | Revisions | Professional Development |
|---|---|---|---|---|---|---|---|
| School-Wide Consistency/ Student Motivation | | | | | | | 1. Behavior Management/ Motivation Techniques |
| | 1. Develop school-wide behavior plan - unified approach | 1. Behavior plan followed school-wide. | Year 1-3 | Admin., Staff | | | |
| | 2. Create support structures to increase student accountability i.e. lunch study tables, parent conferences, student data folders, etc. to address academic, behavioral, and attendance concerns. | 1. Improved student grades, work completion, attendance, behavior. | Year 1-3 | Admin., Staff | | | |
| | 3. Increase student recognition. | 1. Development and use of student recognition ideas. | Year 1-3 | Admin., Staff | | | |