School Quality Factor: Healthy Culture

Colonel John Wheeler Middle School

David C. Vode
Assistant Principal

October 30th, 2017
816 Staff and Students Acknowledged!
First Quarter: 255
Standard 1.4
The governing authority establishes and ensures adherence to policies that are designed to support institutional effectiveness.

SCHOOL IMPROVEMENT PLAN 2015-2018

Our beliefs are:

Strong transitions from elementary school to middle school must exist and transition supports from middle school to high school will be in place to ensure student success.

Success in education must start and continue through the development of positive personal relationships for all stakeholders.

Success in education must be developed through a rigorous curriculum with high expectations.

Success in education is a shared responsibility between students, teachers, parents, and the community.

Success in education is dependent upon the development of critical thinking and problem solving skills.

All students will learn and succeed.
Standard 1.4
The governing authority establishes and ensures adherence to policies that are designed to support institutional effectiveness.

ESSA COMPLIANCE 2017-2018

Weighting for Students K-8

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Weight</th>
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<tbody>
<tr>
<td>Proficiency on the State Assessment</td>
<td>42.5 %</td>
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<tr>
<td>Growth on the State Assessment</td>
<td>42.5 %</td>
</tr>
<tr>
<td>English Language Growth to Proficiency</td>
<td>10 %</td>
</tr>
<tr>
<td>Chronic Absenteeism</td>
<td>5 %</td>
</tr>
</tbody>
</table>

@suptdrmccormick @EducateIN
Standard 1.4

The governing authority establishes and ensures adherence to policies that are designed to support institutional effectiveness.

ILEARN 2018-2019
Standard 1.5
The governing authority adheres to a code of ethics and functions within defined roles and responsibilities.

Beginning of Year Staff Meeting Addressing Professional Expectations
  Monthly Principal Meetings with Central Office
  Weekly Administration Leadership Team Meetings
  Monthly School Improvement Team Meetings
  Monthly Department Chair Team Meetings
Active Member in Indiana Association of School Principals
Member of National Association of Secondary Principals
Member of ASCD Professional Organization
Standard 1.9
The institution provides experience that cultivate and improve leadership effectiveness

Focusing on “alignment” is at the heart of our Leadership
Formal Structures built into Master Schedule
Common Planning/Lunches
Established Staff Technology Team
Identified Staff Mentors
Administration Visible/Accessible
Professional Learning Communities-Twice Weekly
Grade Level Team Meetings-Twice Weekly
Department Chair Meetings-Once Monthly
Professional Development Team-Twice Monthly
Standard 2.2
The learning culture promotes creativity, innovation and collaborative problem solving.

School Improvement Team open to “ALL” Staff
Consistent input sought for school programming-best practices
Consistent transparency in identifying students for Interventions:
LRE student evaluation and FBA /BIP Development
PBIS
Math Double Block
Read 180 Universal Program
After-School Math Tutoring
Working Lunches
STAR Math/Reading
Standard 2.3
The learning culture develops learners’ attitudes, beliefs and skills needed for success.

Blended Learning Environments
Differentiated and Personalized Learning
Numerous Extracurricular Activities Offered:
  Academic Bowl
  Art Club
  Chess Club
  Drama Club
  Geography Bee
  National Junior Honor Society
  Newspaper Club “Colonel Journal”
  Paw Pals for Special Needs Students
  Science Olympiad
  Spell Bowl
  Student Council
  Vex Robotics
  Yearbook
  Band
  Choir
  Orchestra
  Fall/Spring Athletics and Club Sports
Standard 2.4
The institution has a formal structure to ensure learners develop positive relationships with and have adults/peers who support their educational experiences

Student Advocacy Program
“F.I.E.R.C.E Fridays”
Focused
Integrity
Empathy
Respect
Care
Engaging

Big Themes Explored
- Understanding Diversity
- College & Career Exploration
- What’s Important to You?
- Monitoring Your Progress
Standard 2.4
The institution has a formal structure to ensure learners develop positive relationships with and have adults/peers who support their educational experiences

“F.I.E.R.C.E Fridays Student Commitment

F.I.E.R.C.E is an opportunity for all students to talk with their Teacher Mentor about topics that are important and may be sensitive at times (such as bullying, peer pressure, diversity, college and career decisions). It is important that all students in this group follow these rules:

I agree to not talk about others’ opinions or stories with anyone. What is said in F.I.E.R.C.E., STAYS in F.I.E.R.C.E. This is called “confidentiality”.

I agree to keep comments positive and supportive. Respect each other.

I agree to give and receive honest feedback.

I agree to "let go" of negative feelings and/or stale issues and move on.

I agree to make an effort to participate to the best of my ability in all situations. Your voice is important to the group and what you say may help someone else. However, you do not have to share any information that you do not feel comfortable sharing.
Standard 2.4
The institution has a formal structure to ensure learners develop positive relationships with and have adults/peers who support their educational experiences

2017-2018 F.I.E.R.C.E Fridays

Student groups will meet with their assigned teachers each Friday morning for 30 minutes and the schedule for the day will reflect this with 1st period beginning at approximately 8:15am and each class slightly shortened in length on Friday. Students will travel to their assigned teacher’s classroom. The student schedule will reflect this.

Teacher Advocates for 6th Grade = Olson, Early, J. Betz, Boswell, Bain, Weilbaker, Jones, Saksa, Stoller, Sterley, Keeler, Perschon, Hensley, Springer

Teacher Advocates for 7th Grade = Magiera, T. Betz, Bunda, Popiela, Kienzle, M. Croell, Camery, Curtis, Whitehouse, Lemon, Maas, Forehand, Decker, Dean, Pineda, Arcella

Teacher Advocates for 8th Grade = Gross, Santos, Flaris, Nally, Pearson, Balind, Kranz, P. Croell, Budner, Opach, Florek, DeFries, Zemelko, Burns

Teacher Advocates for Team We Rock = Andrews, Rakic
Standard 2.4
The institution has a formal structure to ensure learners develop positive relationships with and have adults/peers who support their educational experiences

CASS (Creating A Safe School) - 6th Graders

High School Mentor Monthly Visits
Standard 3.1
The institution plans and delivers professional learning to improve the learning environment, learner achievement, and the institution’s effectiveness

Wednesday Professional Development

There are two different sessions which teachers will attend;

**Verbal De-escalation with students (Kim Doolin, LGI Room at 7:00am)**
This session will focus on strategies and techniques to use when students are being disruptive or difficult with an emphasis on recognizing the situation and key vocabulary to utilize.

**IEPs in the General Education Classroom (Kate Perschon, Room C222 at 7:00am)**
In this session exceptional learner teachers will review key components of an IEP and discuss strategies and tips on how to navigate the requirements of the IEP in the general education classroom.

Teachers have been placed in groups by department so that we have roughly half going to each session each week. **Group 2 will go to the De-escalation session in the LGI. Group 1 will be attending the IEPs in the General Ed. Classroom in Room C222.**

**Group 1**
Departments – Health/PE, Music, Encore, & 6th Grade Teams

**Group 2**
Departments – 7th Grade Teams, 8th Grade Teams, & Exceptional Learners
Standard 3.2
The institution’s professional learning structure and expectations promote collaboration and collegiality to improve learner performance and organizational effectiveness.

Professional Learning Communities- Twice Weekly

Creating solid subject based PLC’s will be a critical part of our work together. There are many layers to creating and functioning as productive PLC’s.

<table>
<thead>
<tr>
<th>PLC ASSIGNMENTS</th>
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<tbody>
<tr>
<td>PLC - PE(A)/(B) HEALTH</td>
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<tr>
<td>Forehand</td>
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<tr>
<td>Keeler</td>
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<tr>
<td>Florak</td>
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<tr>
<td>Decker</td>
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<tr>
<td>DeFries</td>
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<tr>
<td>PLC - Music / CAT</td>
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<tr>
<td>Hensley</td>
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<tr>
<td>Dean</td>
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<td>Zemelko</td>
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<tr>
<td>PLC - Encore</td>
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<td>Olson</td>
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<td>Springer</td>
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<td>Pineda</td>
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<td>Burns</td>
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<tr>
<td>Magiera</td>
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<tr>
<td>Kienzle</td>
</tr>
<tr>
<td>Curtis</td>
</tr>
<tr>
<td>PLC (1) - Exceptional Learners</td>
</tr>
<tr>
<td>Andrews</td>
</tr>
<tr>
<td>Rakic</td>
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<tr>
<td>PLC (2) Exceptional Learners</td>
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<tr>
<td>Pershion</td>
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<tr>
<td>Opach</td>
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<tr>
<td>Arcella</td>
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Standard 3.2
The institution’s professional learning structure and expectations promote collaboration and collegiality to improve learner performance and organizational effectiveness.

Corporation ½ Day Articulation Plan - September 25th 2017

<table>
<thead>
<tr>
<th>Middle School</th>
<th>Time</th>
<th>Location</th>
<th>Facilitators</th>
<th>Grade 6 Developing student leader teacher training</th>
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<tbody>
<tr>
<td>6th grade core teachers</td>
<td>12:00-2:55 pm</td>
<td>All sessions at Taft Middle School</td>
<td>Mike Hazen, Mark Gianfermi, Tracy Seibert, David Vode</td>
<td>Grade 7, 8 and Encore Professional Learning Community (PLC) Improve student learning through collaborative teacher effort (team) by identifying learning goals and scales, review and identify instruction, analyzing and using student information and data from common assessments, and increase teacher competence to determine teaching impact for differentiated and personalized student learning.</td>
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</table>
Standard 3.2
The institution’s professional learning structure and expectations promote collaboration and collegiality to improve learner performance and organizational effectiveness.

Corporation ½ Day Professional Development – October 31st 2017
“PROFESSIONAL LEARNING COMMUNITIES”

Embed collaboration with a FOCUS ON LEARNING in routine practices of the school.
Schedule time for collaboration in the school day and school calendar.
  Focus teams on critical questions.
  Make products of collaboration explicit.
  Establish team norms to guide collaboration.
Pursue specific and measurable team performance goals.
Provide teams with frequent access to relevant information.
  What is it that we expect our students to learn?
  How will we know if our students are learning?
  How will we respond when students do not learn?
  How will we respond (enrich and extend the learning) when students are proficient?
  How will we increase our instructional competence?
  How will we coordinate our efforts as a school?
Standard 3.2
The institution’s professional learning structure and expectations promote collaboration and collegiality to improve learner performance and organizational effectiveness.

What makes a Goal “SMARTer”?1

Good goals help educators, schools and districts improve. That is why the educator evaluation regulations require educators to develop goals that are specific, actionable and measurable. They require, too, that goals be accompanied by action plans with benchmarks to assess progress.

The “SMART” Goal framework is a useful tool that individuals and teams can use to craft effective goals and action plans:

- **S** = Specific and Strategic
- **M** = Measurable
- **A** = Action Oriented
- **R** = Rigorous, Realistic and Results-focused (the 3 R’s)
- **T** = Timed and Tracked

Goals with an action plan and benchmarks that have these characteristics are “SMART”.

A practical example some of us have experienced in our personal lives can make clear how this SMART goal framework can help turn hopes into actions that have results.
Standard 3.2
The institution’s professional learning structure and expectations promote collaboration and collegiality to improve learner performance and organizational effectiveness.

Professional Learning Community Leaders

6th Math – Jennifer Nally
7th Math – Stephanie Olson
Pre-Alg / Algebra – Michelle Magiera
6th Science – Sarah Pearson
7th Science – Michael Early
8th Science – Susan Whitehouse
6th Social Studies – Anna Budner
7th Social Studies – Joe Betz
8th Social Studies – Mark Croell
6th ELA – Grace Santos
7th ELA – Eric Boswell
8th ELA – Brian Popiela
PE/Health – Erik Forehand
Music / CAT – Stephen Dean
Encore – Jennifer Pineda
Intense Exceptional Learners – Mandy Rakic
LRE Exceptional Learners – Anna Holem
Standard 3.2
The institution’s professional learning structure and expectations promote collaboration and collegiality to improve learner performance and organizational effectiveness.

**Meeting Schedule**

Monday, Oct.16\textsuperscript{th} - Faculty Meeting
Tuesday, Oct. 17\textsuperscript{th} – PLC (A) Meetings
Wednesday, Oct.18\textsuperscript{th} – Department Meetings
Thursday, Oct.19\textsuperscript{th} – Team Meetings
Friday, Oct. 20\textsuperscript{th} – FALL BREAK
Standard 3.3
The institution provides induction, mentoring, and coaching programs that ensure all staff members have the knowledge and skills to improve student performance and organizational effectiveness.

New Teachers with Mentors
- 6th Grade Math / ELA
- 8th Grade LRE

Corporation Mentoring Plan
Currently Developing detailed Col. Wheeler Plan
Standard 3.3
The institution provides induction, mentoring, and coaching programs that ensure all staff members have the knowledge and skills to improve student performance and organizational effectiveness.

Currently Implementing Instructional Rounds 2017-2018

“When teachers have an opportunity to observe and interact with their colleagues in a non-evaluative way regarding instruction, everyone wins.”

Robert Marzano

Identified two new teachers/mentors
Decided collaboratively which classrooms to visit
Communicated with recommended staff
Created google doc feedback template to follow
Mentor/mentee follow up time
Administration/mentee follow up
State Accountability Report Cards
(2016-2017 & 2015-2016)

DOE Accountability Grade: B 80.5 2016-2017
B 86.6 2015-2016

Performance Domain: 70.80 (weight 0.50) = 35.40 weighted points

Growth Domain: 90.20 (weight 0.50) = 45.10 weighted points
ISTEP + (2015-2016 & 2016-2017) Pass Rate Results:

Math -
- 67.0% 2016-2017
- 69.0% 2015-2016

English/Lang. Arts -
- 74.5% 2016-2017
- 79.7% 2015-2016


Math
Top 75% Growth: 88.4pts / 91.8  Bottom 25% Growth: 91pts / 100.1

English/Language Arts
Top 75% Growth: 91.2pts / 95.9  Bottom 25% Growth: 90pts / 106.7
School/Department Accomplishments 2016-2017

Math Enrichment Tiered Groups
Consistent Grade Level Progress Monitoring Grade Checks
PBIS-Working Lunches
Increased parent/student communication regarding assignments
After-School Detentions
6th Grade Math Tutoring Before School
6th-8th Math After School Tutoring Weekly
Consistent collaboration with staff regarding learning goal alignment with state testing scope and sequence
Provided professional development throughout the year focused on school improvement goals, Marzano’s strategies, high-yield instructional strategies and blended learning
School/Department Accomplishments 2016-2017

Expanded consistent use of google docs folders for each grade level team which allowed sharing of student achievement, standardized assessment, and concerns very efficiently schoolwide.
Collaborated with principal, human resource directors and staff regarding the hiring of new staff members
Conducted CPCSC iObservations on ALL certified staff members in the school
Collaborated and provided updates for SIT, Department Chair/Team Leaders, Admin Leadership, Exceptional Learners
Collaborated with team leaders and staff to ensure that CP 2.0 builds and implementation procedures occurring with fidelity
Ensured all state mandated safety drills were communicated and carried out by according to state/corporation timelines
Teamed with Read 180 Para and ELA Teams to effectively identify, develop and serve reading interventions to over 80 students
Partnered closely with PTA on school matters and initiatives
Developed and conducted staff professional development monthly on John Hattie’s Visible Learning for Teachers
Collaborated daily with PBIS Para, Guidance, and Team Leaders ensuring that students were identified for Interventions
Teamed with Exceptional Learners Department chairing over 50 IEP file reviews, case conferences, re-evaluation meetings
Teamed and participated in all ELL / 504 student conferences
Created google docs folders for each grade level team which allowed sharing of student concerns and data very quickly/efficiently schoolwide
Communicated daily with Team Leaders/Staff with the focus on curriculum and instruction-advanced and at risk students
Provided constant Progress Monitoring Grades Updates to staff throughout the year
Ensured our local progress monitoring assessment results were shared with teams and used for individual student progress monitoring
Collaborated daily with teams regarding school-wide discipline concerns and our School Behavior Chart Processes/Procedures
Implemented Working Lunches at all grade levels to ensure students who were failing due to missing work were captured daily
Collaborated and designed the After-School Math Tutoring Program which served over 40 students in all grades weekly
Collaborated daily/weekly with Home School Facilitator to ensure attendance reporting was communicated with all stakeholders
Sent weekly updates to staff regarding student tardies and recommended strategies where needed to help monitor-improve student punctuality
School/Department Accomplishments 2016-2017

Continued Implementation of our school-wide positive recognition program for all staff and students: Colonel’s Gold Stars (600+)

Communicated, hired, and lead our 2017 Middle School Summer Engage Program

Collaborated with 6th Grade Teams, kitchen manager, and parents expectations for Bulldog Rush 2017

Communicated monthly to all stakeholders important school updates through our school newsletter The Colonel’s Chronicle

Communicated monthly to parents/staff “Bullying” resources via our Colonel’s Chronicle

Organized and communicated daily to all stakeholders our Fall Fundraiser in which we had profited over $12,000 for student activities

Organized three school-wide pep rallies to celebrate our Academic, Music and Athletic Programs

Consistently supervised after-school programs, sporting events, as well as off campus

Continued to host the Wax Museum and Science Fair Days for 8th Graders which involved community members as judges

Academic Super Bowl Team-1st place- English; 2nd place-Science; 3rd place- Social Studies

ISSMA Awards Orchestra & Band All Music Award.
School/Department Accomplishments 2016-2017

6th Grade Choir “With Distinction” Award (2nd highest in state for 6th grade)

Music Department Spring Trip-Band - 1st Place MS Bands Superior Rating; Orchestra - 1st Place Orchestras Superior Rating; Choir - Excellent Rating

Bags of Hope- 7th Grade Team DENALI students collected 5,203 items for foster children in Lake County: 140 bags were created as well as 16 boxes full of items to be donated to children in need that are placed with the Department of Child Services and foster parents

Art Department participants in the South Shore Tri-County Junior Exhibit: Two students received special recognition for Awards of Distinction

Science Olympiad and Vex Robotics teams placed in the state competition

Planned and hosted with community members our school’s first Live Civil War Reenactment with several interactive stations

Student Council collected food for the 75 Thanksgiving meals plus extra to food bank

Student Council-Pennies for Patients collected $4,378 and earned Life Saving school banner from Leukemia and Lymphoma Society

Our athletic programs had several individual and team tournament/conference champions
School/Department Improvements 2017-2018

Continue to evaluate courses through PLC time and implement increased rigor through the use of effective researched based strategies and assessments.

Continue to work with teachers through the evaluation process to implement high yield teaching practices in their courses through the iObservation model.

Continue to implement Math interventions / programs for grades 6-8.

Continue to improve upon the process and delivery of “Bulldog Rush” at the middle level.

Continue daily to model leadership qualities that are collaborative, transparent and committed to our students.
School/Department Improvements 2017-2018

Continue to work closely with teams/departments in order to decrease the amount of students failing courses

Continue to stay current with IDOE updates regarding ESSA

Continue to analyze school ISTEP+ data from 2017 ensuring that there is a clear understanding as to why we went down in performance and growth categories

Continue to work with Taft Middle School leaders in order to achieve a similar Master Schedule that allows for ALL students to receive the programming that is best for their academic and social needs

Continue to serve in my capacity as District 1 President for the Indiana Association of School Principals for the 2017-2018 School Year
Make it a Great Day!