

Boonville Middle School

School Improvement Plan
2021-2022
Title I School-Wide Plan



BOONVILLE MIDDLE
Home of the Panthers

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<https://www.warrick.k12.in.us/schools/boonvillemiddle/>

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Boonville Middle School's Beliefs

- We create a positive and safe environment where students feel respected, supported, and valued.
- A shared vision, goals, and actions to improve student performance will be the focus of all school staff.
- All students can learn when expectations are clear, rigorous, and attainable.
- To promote lifelong learning for our teachers and students and prepare students to compete in the global economy.
- We value the individual needs of learners and provide diverse and engaging educational opportunities.
- All students are entitled to research-based and developmentally appropriate instruction that challenges and engages students.
- All students must become self-directed, independent learners.
- Teachers, parents, students, and the community share the responsibility for helping students learn

Mission Statement

The mission of the Boonville Middle School community is to facilitate the growth of every student in a safe, nurturing, respectful environment in which high expectations are the rule. Boonville Middle School is committed to the belief that all students have the ability to learn and excel. All students are encouraged to be responsible, disciplined, problem-solving individuals. Boonville Middle School is invested in producing tomorrow's successful leaders.

Boonville Middle School's Vision:

Creating a nurturing learning community where excellence is expected of everyone.

Boonville Middle School Introduction

Boonville Middle School is located in Boonville, Indiana. Warrick County is located in the southwest corner of Indiana, along the Ohio River. The school district sits in a close knit, rural, working class community. Residences in the county are primarily single family dwellings, although many families live in duplexes, apartments, and on family farms.

Boonville Middle School serves students in the following communities: Boonville, Chandler, Tennyson, Yankeetown, Folsomville, and Newburgh. These students attend Oakdale, Loge, Chandler, Yankeetown, Tennyson, and some of the elementary schools in the Castle School District. The population of Boonville is approximately 7,000. The student population of Boonville Middle School is currently 683 students. The socioeconomic level of Boonville Middle School's clientele is primarily low to middle income. Free and reduced lunch students represent 46% of the school's population.

Boonville Middle School houses sixth, seventh and eighth grade classes. The classes include a full range of special education services for all grades, including functional academic, life skills, and emotional disability classrooms, and honors courses in seventh and eighth grades.

Each grade level is divided into two academic teams. These teams use common plan time weekly to evaluate student progress, assess data, address student needs, conference with students, and develop cross-curricular strategies to enhance the learning of their students.

Boonville Middle School's curriculum follows the Warrick County School Corporation curriculum. It is based on and aligned with the standards adopted by the Indiana State Board of Education. Teachers at Boonville Middle School provide enrichment of the curriculum with the assistance of district-wide personnel and the encouragement of the building principal.

Description of Assessment Instruments

Teachers at Boonville Middle School administer ILEARN and IAM for grades 6-8 as summative assessments. A variety of testing methods are used in order to determine a child's progress and placement. NWEA will be used to determine student deficiencies and is used to drive instructional practices and to progress monitor. In addition, Exact Path, Study Island, teacher-created assessments, rubrics, textbook assessments, projects, and written assessments are

used to complete the comprehensive assessment program. On a daily basis, teachers use formative assessments, checks for understanding, and entrance/exit tickets to adjust classroom instruction as needed. The purpose of testing at Boonville Middle School is to evaluate, support instruction, and measure growth.

The school currently has a faculty and staff that include 46 teachers, 16 instructional aides, 1 nurse, 1 health aide, 2 secretaries, a media specialist, a school resource officer, 12 cafeteria personnel, 32 bus drivers, 6 custodians, and an IT specialist shared within the corporation. Two full-time guidance counselors are available to support all students both academically and emotionally. Along with the counselor support we also provide support through Southwestern with Skills Trainers 4 days per week and therapists 2 days per week.

Component 1: A Comprehensive Needs Assessment of the Whole School

A Comprehensive Needs Assessment will be conducted during the 2020-2021 school year utilizing survey data and most-recent test results. Surveys will be administered to students, teachers, parents, and community members. Areas such as satisfaction with curriculum, expectations for student achievement, school rules, bullying, positive school climate, safe environment, professional development, social and emotional needs, etc will all be included in the surveys.

Current School Goals and Supporting Data

Goal 1: Nonfiction Text, Media Literacy, and Writing scores will improve on the ILEARN, NWEA, as well as other targeted assessments.

Language Arts Percent Passing Scores

Year	Grade 6	Grade 7	Grade 8
2015-2016	72.9%	73.8%	68.7%
2016-2017	75%	70%	63%
2017-2018	76%	76%	73%

2018-2019	56%	60%	55%
2020-2021	44%	50%	45%

Language Arts ILEARN Proficiency Progression

2018-2019	Level 1	Level 2	Level 3	Level 4
6th Grade	17%	27%	43%	14%
7th Grade	17%	23%	38%	22%
8th Grade	13%	31%	35%	21%

STUDENT SUB-GROUP COMPARISONS

Disaggregation reports were analyzed for differences in performance of students on free and reduced lunch versus paid lunch as well as students receiving special education services and those not. Teachers noted the differences and gave input on planning professional development to address those needs.

Language Arts (2017-18 ISTEP+)

Language Arts (2018-2019 ILEARN)

		Pass				Level 1	Level 2	Level 3	Level 4
6th	General Ed	86%		6th	General Ed	9%	24%	50%	17%
	Special Ed	39%			Special Ed	43%	37%	16%	2%
7th	General Ed	85%		7th	General Ed	9%	20%	43%	27%
	Special Ed	33%			Special Ed	46%	31%	19%	4%
8th	General Ed	82%		8th	General Ed	6%	28%	40%	26%
	Special	26%			Special	41%	43%	13%	2%

	Ed				Ed				
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Language Arts
(2020-21 ILEARN)

		Pass				Level 1	Level 2	Level 3	Level 4
6th	General Ed	53		6th	General Ed	14	32	32	21
	Special Ed	14			Special Ed	61	25	13	2
7th	General Ed	61		7th	General Ed	12	27	38	23
	Special Ed	14			Special Ed	65	20	12	2
8th	General Ed	54		8th	General Ed	15	31	35	19
	Special Ed	15			Special Ed	57	28	15	0

Goal 2: Number Sense and Computation scores will improve on the ILEARN, NWEA, as well as other targeted assessments.

Goal 2: Action Plan

2021-22 Action Step:

Teachers will

Date of Implementation	Persons Responsible	Resources/ Technology	Professional Development	Family Involvement
August and September 2021	Grade Level Teachers, E	•	Study Groups, Faculty Meetings, Team meetings, District Curriculum	Parent newsletters

			Writing, Smekens Webinars	
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ISTEP+ Math Percent Passing Scores

Year	Grade 6	Grade 7	Grade 8
2015-2016	70%	65.4%	65%
2016-2017	72%	73%	71%
2017-2018	72%	71%	74%
2018-19	59	43	40
2020-21	47	39	22%

Math ILEARN Proficiency Progression

2018-2019	Level 1	Level 2	Level 3	Level 4
6th Grade	15%	26%	34%	25%
7th Grade	24%	32%	25%	19%
8th Grade	25%	35%	26%	14%

2020-21	Level 1	Level 2	Level 3	Level 4
6th Grade	26	27	29	18
7th Grade	30	31	25	14
8th Grade	43	34	15	7

STUDENT SUB-GROUP COMPARISONS

Disaggregation reports were analyzed for differences in performance of students on free and reduced lunch versus paid lunch as well as students receiving special education services and those not. Teachers noted the differences and gave input on planning professional development to address those needs.

Math
(2017-18 ISTEP+)

Math
(2018-2019 ILEARN)

		Pass				Level 1	Level 2	Level 3	Level 4
6th	General Ed	82%		6th	General Ed	5%	24%	40%	31%
	Special Ed	35%			Special Ed	50%	30%	13%	7%
7th	General Ed	78%		7th	General Ed	14%	33%	30%	23%
	Special Ed	44%			Special Ed	58%	29%	8%	4%
8th	General Ed	82%		8th	General Ed	14%	38%	30%	18%
	Special Ed	31%			Special Ed	67%	24%	9%	0%

(2020-21 ILEARN)

		Pass				Level 1	Level 2	Level 3	Level 4
6th	General Ed	58		6th	General Ed	16	26	35	23
	Special Ed	14			Special Ed	58	28	11	4
7th	General Ed	46		7th	General Ed	18	36	30	16

	Special Ed	14			Special Ed	71	14	10	4
8th	General Ed	27		8th	General Ed	35	38	18	9
	Special Ed	6			Special Ed	72	21	6	0

SUMMARY OF CONCLUSION

English and Language Arts

-Reading Focus-

- Comprehension
- Non-Fiction Text
- Range of Lexile Levels
- Auditory/Visual Texts

-Writing Focus-

- Gather, evaluate, and synthesize information from a variety of sources to communicate ideas to a specific purpose and audience
- Apply knowledge of appropriate language structure and convention within writings

Mathematics

-Computation Focus-

- Scaffolding within grade-level appropriate rational number (fraction/decimal/whole number/integer) computation

-Number Sense Focus-

- Model and communicate a concrete understanding of mathematical relationship.

Goal 2: Action Plan

2021-22 Action Step:

Teachers will

Date of Implementation	Persons Responsible	Resources/ Technology	Professional Development	Family Involvement
August and September 2021	Grade Level Teachers, E	•	Study Groups, Faculty Meetings, Team meetings, District Curriculum Writing, Smekens Webinars	Parent newsletters

Goal 3: The number of student office referrals will decrease.

School Year	Number of Office Referrals
2018-2019	1865
2019-2020	1187
2020-2021	1690

Strategies to decrease office referrals include: parent notification via emails and phone, team meetings with students and parents, behavior contracts, RTI referrals, school social work referrals, home visits. Students will also be able to join individual or social skills groups provided by the guidance counselor in individual and/or group sessions. Additionally, passing period supervision, lunch detention, additional lunch room supervision and support including administration and counselors along with counselors, notification letters for demerits are all strategies implemented school wide to decrease office referrals.

Goal 3: Action Plan

2021-22 Action Step:

Teachers will

Date of Implementation	Persons Responsible	Resources/ Technology	Professional Development	Family Involvement
August and September 2021	Grade Level Teachers, E	•	Study Groups, Faculty Meetings, Team meetings, District Curriculum Writing, Smekens Webinars	Parent newsletters

Goal 4: Teachers will integrate technology resources in daily classroom practices to support curricular goals and enable students both in the classroom and learning from home to reach those goals.

Goal 4: Action Plan

2021-22 Action Step:

Teachers will

Date of Implementation	Persons Responsible	Resources/ Technology	Professional Development	Family Involvement
August and September 2021	Grade Level Teachers, E	•	Study Groups, Faculty Meetings, Team meetings, District Curriculum Writing, Smekens Webinars	Parent newsletters

Standard 1 Purpose and Direction

Boonville Middle School's purpose and direction include a strong commitment to student's success. Staff is involved at every step of the collaborative process to keep student needs as the center of the school's plans. The needs of students, parents, staff, and community are all components of instructional decision-making. Those needs are identified using comprehensive surveys. Administration provides constructive feedback to staff regularly to promote staff growth. We will also focus on sharing our school mission statement and making it more visible to all stakeholders by including it on all communication from the school, including newsletters, emails, and announcements.

Evidence for Standard 1: Continuous professional collaboration includes curriculum mapping, study groups, RtI, month faculty meetings. Data walls, student data notebooks, S2S talks, formal and informal observations, benchmarks, and progress reports all promote a continuous focus on student achievement with all stakeholders.

Standard 2 Governance and Leadership

At Boonville Middle School supervision and evaluation processes are consistently and regularly implemented, and then used and analyzed to monitor and adjust practices to ensure students are learning. The policies and support practices established by the governing body support the

purpose, direction, and effective operations of the school. These policies work to ensure that all staff continues to grow professionally and promote equitable and challenging learning experiences for all students. School leadership works to protect, support and respect the autonomy of school leadership to accomplish goals for improvement in student learning and instruction and managing the day to day operation of the school. Leaders and staff work to align their decisions and actions so that there is continuous improvement to achieve the school's purpose. All are held accountable for learning and working together for growth and development as a community. We will sustain and continue our efforts to maintain the aforementioned areas by continuing to communicate, collaborate, and seek new opportunities to grow professionally. While Boonville Middle School exhibits many strengths, we know that effective communication with our stakeholder groups is not as strong as it could be. We need a more consistent approach to help get our stakeholders more actively involved by participating and engaging more in the school to help develop an even stronger sense of community. By doing this, we hope to help our stakeholders become more involved in the success of Boonville Middle School students.

Evidence: Evidence for these indicators is apparent through our Warrick County handbook, staff handbooks, teacher evaluations, meeting agendas and minutes. The Boonville Middle School Improvement Plan will also outline policies and procedures used to keep our school growing and thriving.

Surveys will be completed in 2020 by parents, students, faculty, staff, and community, focusing on maintaining a safe and orderly environment, high expectations for learning, and meeting social and emotional needs.

Surveys completed in the fall of 2020 strongly indicated by parents, students, faculty, and staff that the school maintains a safe and orderly environment, and the school holds high expectations for learning. Other areas of strength noted by the parents were the care and concern teachers have for students. Students also held this as a strength.

An area noted on the parent survey as an area of concern was in regards to communication. Parents noted inconsistent communication and lack of availability of communication on multiple

platforms. This will continue to be addressed by the school, grade levels and teams moving forward.

A significant concern of students was peer relationships. While a majority of students indicated a relationship with at least one significant adult in the building, the results were lower when asked about positive peer relationships. This is an area of which the staff will continue to focus. Additionally, students reported a lack of understanding in how to seek help when they are struggling academically. The implementation of MRP has been designed to address both of these issues.

All stakeholders were somewhat unclear of our academic goals. While the focus of the instruction at Boonville Middle is learning, we need to further communicate our areas of improvement and how we are addressing them.

Component 2: Implementation of Schoolwide Reform Strategies

Boonville Middle School implements a curriculum based upon Indiana's College and Career Readiness Standards emphasizing critical standards and aligning current academic needs within Warrick County School Corporation. Boonville Middle also integrates current research in regards to social emotional learning, ensuring all students have sufficient and equitable opportunities to develop both academic and social emotional skills to achieve success needed for the next level, and focuses on low-achieving and those at risk for not meeting standards. Many specific examples and strategies are in place, and all partners work cohesively together throughout Boonville Middle School to ensure students are provided sufficient opportunities to excel emotionally and academically to the next level through the consistent implementation of scientifically based research instructional strategies.

Specific examples include: classrooms utilizing small group work within the class period; giving students multiple opportunities to demonstrate mastery of foundational skills with frequent checks for understanding; providing students with disabilities the appropriate support in an inclusive setting, which often includes a licensed special education co-teacher; allocating push-in interventions with an ENL Instructor, the special needs teachers, Title I teachers, and

program assistants; offering remediation options in ELA and math; providing students with a daily period of 35 minutes with a homeroom teacher to address academic, organizational, and social emotional needs specific to individuals. Additionally, beginning with the 2020-21 school year, all students will have access to 1:1 technology. Also, to further support teachers, a RTI process is in place to determine support needed for any student regardless of academic or behavioral/emotional need, and students are offered a tiered approach to class scheduling including advanced coursework in ELA and Math with honors classes at each grade level and, additionally, grade 8 students have the ability to obtain Algebra credit.

Boonville Middle assesses student progress on a scheduled basis followed with teacher team consults to discuss building, grade level and subject area results in order to identify strengths and weaknesses. As a next step, students directly benefit as data and synthesis then drives instruction for the whole group and individual students, regardless of level and ability. Furthermore, during these weekly, monthly and bi-annual meetings, three separate data points are used to identify student needs plus develop rank and serve lists to ensure student needs are being monitored and addressed appropriately.

While continuously updated, Boonville Middle's established curriculum maps are aligned with state standards and place specific emphasis on critical standards and needs of our students while also reflecting best practices in regards to instruction. Teachers discuss and determine grade level expectations in each subject as they gain knowledge and participate in professional development opportunities. Furthermore, teachers meet two to three times per year to ensure the curriculum is a viable and living document. Teachers at Boonville Middle School use formative assessments throughout their lessons to inform their instructional decisions and determine student progress toward academic goals.

Strategies related to our school improvement goals are continuously reviewed and monitored to ensure teachers have the best evidenced-based professional development for successful implementation.

- Address how the school will determine if those needs of children have been met.
 - Teachers determine if the needs of each student are met by analyzing assessment data from a variety of formative assessments (NWEA, Study Island, etc.) two times per year. This data is just one piece of the overall look at data for each student as progress is monitored closely through a continuous plan of data analysis that results in a change in approach for support.
 - Teachers meet weekly as grade level teams, monthly within the RTI process, and two to three times per year as subject-based teachers to collaborate and analyze student progress and next action steps.
 - Teachers track individual student progress based upon informal checks for understanding along with other summative and formative measures. Additionally, weekly grade and progress checks occur for every student with communication with parents/guardians, too.
 - When assessing the big picture in regards to success of the program, Boonville Middles analyzes state testing, such as ILEARN, to determine gaps, as well as areas of strength and weakness.
 - During weekly, monthly and bi-annual meetings, three separate data points are used to identify student needs in order to develop rank and serve lists to ensure student needs are being monitored and addressed appropriately.
 - Teachers consistently seek feedback from parents regarding the needs of the individual student. This is evident in the communication occurring between the teachers and the families, i.e. emails, phone calls, etc. Additionally, parents are informed of all progress and data points in an ongoing manner i.e. grades are updated for parents on a daily and weekly basis, and all school-wide assessment reports are communicated with all parents.
- Are consistent with, and are designed to implement state and local school improvement plans, if any.

- Our Title Schoolwide Plan and our local improvement plan is one in the same and is aligned with state and district expectations. We will continue to use the scientific-based research strategies we have in place to continue to strengthen our core academic areas. Along with this, we will also continuously pursue the latest research on best practices to keep up to date on strategies that prove successful for our student population. Our professional growth and learning goals will be revisited and revised annually for our continued success in meeting the needs of all students and to ensure they are evidenced-based. Additionally, we will continue to revisit and analyze our Comprehensive Needs Assessment in order to determine needed target areas.

Additional areas of focus which drive schoolwide reform include attendance and implementation of College and Career Readiness Standards.

Attendance

Boonville Middle School consistently has an attendance rate at the 95 percentile. The 2019-2020 attendance rate was 96.2 (most recent data released). The faculty and staff will place an emphasis on decreasing the absences of those students with chronic attendance issues, while continuing to encourage those who have good attendance. They will also continue to express to parents the importance of attendance. In addition, the assistant principal identifies a focus group of students with chronic attendance issues and meets with them weekly to monitor.

Social and Emotional Learning Strategies

Schoolwide, BMS will be addressing social and emotional learning strategies for students and staff. Implementing these strategies will better equip our faculty and students to handle social and emotional factors in order to focus and grow as both learners and productive members of society. As a faculty, teachers are participating in book studies including *Fostering Resilient Learners*, *Emotional Poverty in all Demographics*, and *The Energy Bus*, as well as multiple

professional development opportunities for incorporating mindfulness activities in the classroom. These activities are carrying over into the classroom during MRP (Multipurpose Resource Period) where students are given support with mindfulness activities and guidance, study skills, and homework. Additional resources for students include creating a sensory room, lunchtime chat sessions with counselors directed specifically at providing students with emotional support and skills to handle stressors, and targeted social skills lessons.

Career and College Readiness Implementation

Boonville Middle School is implementing College and Career Ready Standards by providing multiple programs to different grade levels. We are preparing our students to be competitive in the workforce by guiding them in a career path and providing them with needed knowledge and skills.

6th Grade Career and College Readiness Implementation	
Activity:	Timeline:
Career Interest Assessment provided by Indiana Career Explorer Program <ul style="list-style-type: none"> • https://indiana.kuder.com/landing-page 	Implemented during Health class
Graduation Plan	Implemented during Health class

7th Grade Career and College Readiness Implementation	
Activity:	Timeline:
Kuder Skills Confidence Assessment by Indiana Career Explorer Program <ul style="list-style-type: none"> • https://indiana.kuder.com/landing-page 	Implemented during Health class
Junior Achievement Program-JA in a Day	Implemented in Homeroom
Junior Achievement Reality Store	Implemented on September 13, 2019
Update Graduation Plan	Implemented during Health class

8th Grade Career and College Readiness Implementation	
Activity:	Timeline:
Kuder Skills Confidence Assessment by Indiana Career Explorer Program <ul style="list-style-type: none"> • https://indiana.kuder.com/landing-page 	Implemented during Health class
Job Spark (Junior Achievement) <ul style="list-style-type: none"> • Held at Old National Events Center 	Implemented on October 2, 2019
Career Fair <ul style="list-style-type: none"> • Held at Boonville Middle School 	Implemented in November 2019
Junior Achievement Job Shadow Event	Implemented in December 2019
Field Trip to Southern Indiana Career and Technical School	Implemented in April 2020
Update Graduation Plan	Implemented during Health class

Description of Program/Resources:

- Indiana Career Explorer provided by Kuder: Helps students explore a world of career possibilities, make decisions about their future, and prepare for the next step in their education and career planning journey. Kuder provides tools and resources for career planning.
- Junior Achievement: Through programs such as Job Spark and job shadowing events, business volunteers help educate and inspire youth about the connection between education and success in the workplace, and give them hope for the future. The Reality Store helps students learn basic skills in financial planning, goal setting, decision-making and career planning.
- Graduation Plan: Students will continually update an online graduation plan, track their progress, and take career interest inventories to help guide them to their career choice.

- Southern Indiana Career and Technical Center: Students will tour a variety of career and technical education programs in trade and industry, business, marketing, agribusiness, health science, engineering, and family and consumer science.
- Career Fair: This provides students with the opportunity to meet with representatives from a variety of local employers.
- Employability Standards: We are currently in the process of mapping out cross curricular integration of the Indiana Employability Skills Standards.

School Safety

Boonville Middle School has established and continually updates a highly detailed safety plan including, but not limited to: a full time school resource officer, a secured entry system, staff-wide radio system, a camera system in the hallways, and in accordance with state safety regulations, we conduct drills regularly for fire, tornado, earthquake, lock down, and evacuation. Additionally, Boonville Middle School will follow all statewide guidelines and regulations addressing the Coronavirus pandemic, and Warrick County School Corporation has created a corporation-wide mitigation plan.

Component 3: Highly Qualified Teachers in All Core Content Area Classes

Boonville Middle possesses a highly qualified staff, both certified and noncertified. Our staff consists of certified positions including our teachers, principal, an assistant principal, a licensed nurse, two counselors, and various therapists, including speech pathology, music, physical, and occupational. As well as non-certified instructional assistants. All certified teachers at Boonville Middle School have earned Highly Qualified Status via Licensure/ Education. Along with this, all instructional assistants have met the qualification requirements of the State of Indiana (i.e. have passed the ParaPro test or hold at least an associate's degree. All staff are dedicated to providing a high quality education and set high expectations for student achievement. The staff

collaborates with one another to ensure that there is continued growth and learning of staff, as well as students.

Certified Faculty Roster

Name	Subject or Grade Level	Licensure/Degree	Highly Qualified	Method
Julie Kemp	Principal	K-8 Administration, Elementary, Special Education	Yes	Rules 46-47
Kurt Krodel	Assistant Principal	K-12 Administration, Elementary Education	Yes	Rules 46-47
Heidi Kress	6th Grade Social Studies	General Elementary	Yes	Praxis
Katie LaGrange	6th Grade Science	K-6 General Elementary	Yes	Praxis
Hannah Bruner	6th Grade Eng. Lang. Arts	Elementary Education Generalist	Yes	CASA
Carmen Wilson	6th Grade Math	Secondary Math Secondary ELA 6-9 Math	Yes	REPA 3 Rules 46-47
Britany Forler	6th Grade Eng. Lang. Arts	Elementary/Intermediate Generalist Mild Intervention	Yes	Praxis
Jessy Hurley	6th Grade Math	Elementary Education Generalist K-6 Mathematics 5-9	Yes	Pearson
Austin Castleman	6th Grade Science	Elementary Education Generalist K-6 Social Studies (5-9)	Yes	Pearson
Chris Farmer	6th Grade Social Studies	Elementary Education General Elementary	Yes	Praxis
Lisa Sharp	7th Grade Math	General Elementary; Math (7-9); Administration (K-12)	Yes	Rules 46-47
William Schopmeyer	7th Grade Social Studies	World Civilization, Sociology, Journalism, U.S. History, Government	Yes	Rules 46-47
Crystal Wissner	7th Grade Science	General Elementary Middle School Science	Yes	Rules 46 - 47

Dawnetta Henzman	7th Grade Eng. Lang. Arts	English Language Arts 6-12	Yes	Pearson
Sheena Baumgart	7th Grade Math	Elementary Education Middle School Math	Yes	Praxis
Katie Bretz	7th Grade Science	Elementary Education, Middle School Science	Yes	Praxis
Trisha Peerman	7th Grade Eng. Lang. Arts	General Elementary; ELA (1-9)	Yes	Rules 46-47
Sena Waters	7th Grade Social Studies	ELA / Soc. Studies 7-12 U.S.History Endorsement	Yes	Life License Secondary
Beth Farrand	8th Grade Eng. Lang. Arts	English, Language Arts (6-12)	Yes	PRAXIS
Chad Hart	8th Grade Social Studies	English, Language Arts (5-12) U.S. History (5-12) World History (5-12) Psychology (5-12) Physical Education (K-12) K-12 Administration		
Shelly Aull	8th Grade Science	Life Science (6-12)	Yes	PRAXIS
Cody Dupps	8th Grade Math	General Elementary Math (5-9)	Yes	Pearson
Matt Buxton	8th Grade Social Studies	General Elementary Social Studies (6-8)	Yes	PRAXIS
Christie Wilson	8th Grade Science			
Donna Brown	8th Grade Eng. Lang. Arts			
Abby Ebenkamp	8th Grade Math	Secondary Math (6-12)	Yes	PRAXIS
Kara Lewis	6th Grade Special Education	General Elementary, Mild Intervention Elementary-Middle, Administration P-12	Yes	Rules 46-47, Rules 2002, REPA
Tiffany Williams	7th Grade Special Education	Special Education K-8 Masters Special Education	Yes	HOUSSE Rubric, Rules 2002

Gretchen Fleming	8th Grade Special Education	General Elementary K-8 Mild Disabilities Mildly Mentally Handicapped Learning Disabled Masters of Science in Education	Yes	
Wanda Schwartze	Functional Academics/ Grades 6-8	Special Education 6-12, Language Arts 6-8, Social Studies 5-12	Yes	Rules 2002, REPA, Rules 46-47
Jessica Hernandez	6th and 7th Grade Special Education	Elementary/Intermediate Generalist Mild Intervention Moderate/Severe Intervention	Yes	PRAXIS
Carrie Monks	Special Education Emotional Disabilities Grades 6-8	General Elementary 1-6 ¾Non Dept Mild Disabilities K-12 Seriously Emotionally Handicapped K-12	Yes	Rules 46-47
Chris Hillenbrand	Special Education	Mild Intervention K-12 Social Studies 5-12	Yes	Rules 2002 Rule 46-47
Missy Houchins	Functional Academics/ Grades 6-8	Kindergarten General Elementary Masters Intense Intervention	Yes	Rules 46-47 Rules 2002
Kelly Kirbach	Life Skills/ Grades 6-8	Mild Intervention Mild/Mod Cross Categorical K-12 Learning Behavior Specialist	Yes	ICTS
Amy Hayhurst				
Carolyn Whyte	6th 7th & 8th Physical Education	Physical Education K-12 Mild Interventions K-12	Yes	
Matt Bielefeld	6,7,8 Physical Education	General Science, Government, US Hist, PE Masters Degree	Yes	Secondary Professional
Johnny Whitehead	6th, 7th, & 8th Health	Physical Education K-12 Health Education Masters in Education	Yes	Praxis
Emily Slepsky	6th 7th 8th Health	Physical Education K-12 Health Education	Yes	Praxis

		Masters of Secondary Education		
Pam Koleszar	6-7-8 Computer Science	Computer Education 5-12 High Ability 5-12 Math 5-12 English 5-12 Latin 5-12	Yes	REPA 3 REPA Rules 46-47 Rules 46-47 Rules 46-47
Kathy Elder	6-8 Family and Consumer Science	Family and Consumer Science 5-12	yes	Rules 2002
Brad Uebelhor	Industrial Tech 6-8	Industrial Tech 5-12 General Science 5-12	Yes	Rules 46-47
Curt Uebelhor	Art/Grades 6-8	Art K-12	Yes	Rules 46-47
Jennifer Pruden	Choir 6-12, Applied Music 9-12	Music K-12	Yes	Praxis
Jewelee Kranning	School Counselor	BA in Liberal Arts Psychology/ Sociology Masters in Education	YES	Rules 46-47
Chris Hadley				
Amy Shoemaker	Title ELA 6-8	Secondary ELA Journalism ELA 6-8	Yes	Pearson
Mary Beth Granderson	Title Math 6-8	General Elementary K-8 Math thru grade 9 BS in Education Minor in Mathematics	Yes	HOUSSE Rules 46-47
Dana Meyer	Band 6-8	Music K-12: Choral, General & Instrumental BME w/Minor in Mathematics- Secondary Masters in Music Ed	Yes	Rules 46-47

Noncertified Staff Roster

Name	Paraprofessional	Degree
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Assessment

Kalyn Chapman		4 year
Amanda Schneider		4 year
Paul Gates		ParaPro Bachelors Christian Ministries
Katie Orth		ParaPro
Christa Luker		ParaPro
Samantha Musgrove		2 year ParaPro
Heather Eastwood		ParaPro
Jacob Sandage		4 year degree
Julie Lance		ParaPro
Maranda Towery		2 Year degree
Cindy Staser		ParaPro
Melissa Cameron		Degree
Brandi McRobert		Parapro
Sherri Buhmeier		ParaPro
Christie Brown		Parapro
Loucinda Gualich		ParaPro
Michelle Loughrie		2 year degree
Katie Hillborn		2 year degree
Felicia Smith		2 year degree
Shellie Farmer		Masters Degree, Psychology
Tammy Downing		2 year Associate's Degree Office Administration(Medical Specialty)

Component 4: High-quality and Ongoing Professional Development for Teachers, Principals, and Paraprofessionals

High quality, on-going professional development is the key to continuous growth for teachers and students. Professional development takes many forms at Boonville Middle with a key concept at its core - differentiation. As proof, professional development is specifically designed to move the entire staff (including teachers, paraprofessionals, office staff) forward while acknowledging the varying learning styles and needs of the individuals. Regularly, staff members participate in weekly team meetings and monthly faculty meetings focused on professional development. Also, peer observations and modeling are encouraged, and staff members are provided time to utilize this approach. In acknowledgment of the diverse abilities and learning styles of staff members, the faculty meetings either target the entire staff or allow staff to choose a level of understanding and receive training to move them forward individually.

Additionally, prior to the start of the school year, new teachers receive professional development focused on their current, specific needs of the new staff. Further paralleling the regularly scheduled weekly and monthly opportunities for professional development, staff members also participate in professional development by subject area at the building and district level throughout the year. All staff members have access to an instructional coach for short, classroom based PDs with the district Curriculum Department. Staff members also utilize external PD opportunities, aligned with our goals, through the IDOE.

Without exception, professional development is all inclusive with all content areas and levels, including special education, and differentiated at all levels. Additionally, all professional development activities are evidenced-based and directly related to the academic goals outlined in the school improvement plan.

Boonville Middle professional development plan is organized by the School Leadership team and guided by staff input. All professional development goals are guided by our vision and data and aligned to best practices, as well as individual and whole group needs. All professional

development encompasses needs identified by the staff and state standard requirements. Teachers monitor their own needs, as well, and professional growth points are awarded. Professional development monies are set aside to pay for substitutes and conference registrations.

All first year and new teachers to our school are provided additional support through a mentor, additional training prior to school beginning, and monthly PD meetings after school targeting best instructional practices.

The principal, serving as an instructional leader, receives the same professional development as the classroom teachers. The principal attends conferences and training to bring back knowledge and best practices that are shared with the faculty at faculty meetings. Additionally, the principal is a member of the Indiana Middle Level Educator Board in order to stay abreast of current practices.

Given the extraordinary circumstances we have experienced in this upcoming school year, Professional Development will have a strong emphasis on technology and virtual learning.

Component 5: Strategies to Attract High Quality Employees

Boonville Middle seeks to attract and retain the best, most highly qualified staff members and does so with little difficulty due to the procedures and support in place which include but are not limited to: ongoing mentoring and professional development for all new teachers, a compensation model that is attractive with a base salary higher than the state average, and a shared leadership approach where teacher voice and leadership is valued. Boonville Middle also hosts student teachers when given an opportunity.

Component 6: Strategies to Increase Parental Involvement

Boonville Middle actively promotes opportunities for collaboration, support and involvement among its families through a variety of ways. Given the current state restrictions on gatherings for the 2020-2021 school year, some of these will be conducted virtually. These include: Open

House, Panther Press Website, 8th Grade Career Day, Veteran's Day Program, Canned Food Drives, Junior Achievement, Anti-Bullying, 6th Grade Orientation, Awards Night, Sports Concessions, Ball game Volunteers, Band Performances, Choir Performances, Fundraisers, Panther Support Pack, Realityopolis, Strengthening Families Program, Teacher Appreciation Luncheon, and BMS Backpack program. In addition to these opportunities, parents have access to their child's gradebook through an online tool. Midterms and quarterly progress reports are sent to parents, along with assessment results three times per year. Parents are encouraged to contact the school to discuss results and ask questions about next steps to ensure continued success or improvement.

The faculty willingly initiates meetings with parents who need to sit down and discuss a child's strengths and needs. Teachers promptly respond to parent phone calls and emails dealing with concerns or needs. In addition, E-mail and texts are sent and documented within Synergy, our district's student database. The school also maintains a meaningful website and sends a daily bulletin of upcoming events, reminders and recognition.

Boonville Middle also maintains an active Parent Support Group who organizes fundraisers and supports teacher needs within the school on a weekly basis. Parent feedback is gathered through surveys and parents participate in our school improvement process. Boonville Middle has established a diverse group of stakeholders that represent the student population through noted demographics, including socio-economic, gender, special education representation. This group also comprised members from various areas (teachers, administrators, students, parents, central office and community partners) who meet two times per year (beginning and end) to review and update the school wide plan.

Boonville Middle hopes to strengthen and expand parental involvement by further utilizing survey results to increase our focus on providing additional information and support to parents regarding academics and our instructional techniques

Component 8: Opportunities and expectations for teachers to be included in the decision making related to use of academic assessment results leading to the improvement of student achievement.

Teachers are an integral part of the shared leadership present at Boonville Middle. The teachers are provided with many opportunities to demonstrate leadership within the school and classroom. Within our school, teachers serve as representatives on a school leadership team, lead school committees and facilitate weekly grade level meetings, mentor new teachers, serve as models for implementation of best practices, the integration of technology, and co-teaching. By serving in these leadership roles, teachers actively contribute to the overall effectiveness of the school.

Along with leadership roles, teachers are given the opportunity to make decisions for student learning and needs. Teachers analyze student assessment data throughout the year and map the curriculum. Based on student needs the teachers select professional development. Monthly staff meetings allow the teachers to make decisions concerning classroom, student, and building needs that require brainstorming and problem solving. Teachers across the school also use data to participate in the RtI problem-solving team meetings to discuss and determine interventions for struggling learners. A part of this decision making process is ensuring that our rank and serve list creation is continuously updated and based upon established data points.

Boonville Middle has established a diverse group of stakeholders that represent the student population through noted demographics, including socio-economic, gender, special education representation. This group is also comprised of members from various areas (teachers, administrators, students, parents, central office and community partners) who meet two times per year (beginning and end) to review and update the school wide plan.

Component 9: Meeting the Needs of Struggling Learners

Boonville Middle provides an environment of learning for all students. Teachers differentiate instruction within the classroom in various ways. A Co-teaching model is used in ELA and Math classrooms which pairs a licensed teacher in the subject area with a special education teacher.

This collaborative approach provides an opportunity for further differentiation. Furthermore, teachers utilize bell ringers and frequent checks for understanding to assess foundational skills and to develop the best approach to moving forward for the day based upon demonstrated student understanding.

Boonville Middle also offers a quarterly remediation class for struggling students in Math and ELA along with opportunities for summer school. These decisions involve the analysis of assessment data, along with conversations with parents and students and frequent checks for mastery embedded in the class.

The RtI (Response to Intervention) process to help determine the needs of struggling students. During this process an instructional team collaborates (Teams may include, but are not limited to: the principal, special education teacher, classroom teacher, school counselor, special education psychologist, school social worker) to develop interventions to use with each student. These interventions are put into place by the classroom teachers and monitored. If strategies are not effective, teachers continue to meet and problem solve the next steps for each individual child. In addition, some teachers provide after school tutoring and supervise before school peer tutoring.

Component 10: Consolidated Opportunities for the Title 1 Program

While the district understands and is aware of consolidating federal funds, we do not participate in consolidation; however, Warrick County School Corporation's philosophy is to fund our district comprehensive plan through the coordination of services through all grants received, including Title I, Title II, Title III, Title IV, NESP and Early Literacy. Funds from these respective grants result in additional staffing, programming opportunities, and instructional materials that allows for the overarching programmatic coordination that benefits all student groups. Any Title I funding will be used in coordination with other funds and serve as above and beyond measures to meet all student needs.

All students including English Language Learners, formerly identified Title I students, students receiving RTI interventions, students receiving special needs services, and high ability students will all be able to benefit from teacher assistance and extra paraprofessional support for double dosing of deficit skills regardless of whether the funding sources are from federal, state or local funds.

Results from assessments given to all student groups will be used to identify any student at risk of not meeting benchmark scores for grade level will benefit from paraprofessional and teacher support and additional instruction in the form of flexible small grouping, push in, and flexible grouping pull out.

All students can receive their instruction inclusively within the regular education classrooms, with this “push in” approach using instructional assistants, the ESL staff, and the special education teachers to support and lead co-teaching learning groups.

The principals, as the instructional leaders, the special education teachers and ESL staff can meet the needs of all struggling students who would benefit from additional help in developing results based interventions. They will be able to offer planning support with any classroom teacher seeking assistance for students not succeeding in the classroom.

The respective building-level school-wide plans are embedded in the school improvement plans. The new school-wide comprehensive plans will open services to all student groups rather than only the students identified previously for Targeted Assistance. School-wide plans will be reviewed annually with a diverse group of stakeholders to evaluate the success of our programs and to make data-driven adjustments as needed.