

FRANKLIN COMMUNITY

MIDDLE SCHOOL

School Improvement Plan 2023-2024



*FCMS is a place where we plug in,
show we care and value growth.*

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

Administration and Staff

Dr. David Clendening, Superintendent
Dr. Brooke Worland, Assistant Superintendent
Mrs. Tina Gross, CFO

Building Administration

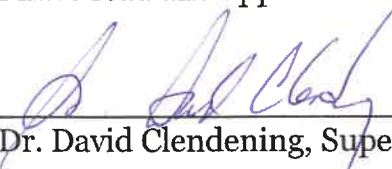
Mrs. Rita Holman, Principal
Mr. Ben Carroll, Assistant Principal
Mrs. Jenny Pieper, Assistant Principal

School Improvement Steering Committee


Mrs. Rita Holman, Principal
Mr. Ben Carroll, Assistant Principal
Mrs. Jenny Pieper, Assistant Principal
Mrs. Monica Anderson, Counselor
Mary Foreman, Teacher
Michelle Giles, Teacher
Presleigh Heuchan, Teacher
Alexandria Maris, Teacher
Casey McBrier, Teacher
Nicole Syester, Teacher
LeeAnn Uecker, Teacher
Tony Harris, Athletic Director; FCTA President
Mrs. Katie Sinzinger, Instructional Coach
Mrs. Alysha Sherry, Parent/Community Member/PTO President

Signature Page

I have read and approved the FCMS School Improvement Plan.



Dr. David Clendening, Superintendent

9/13/23
Date

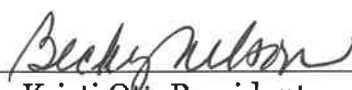

Mrs. Rita Holman, Principal

9-11-23
Date

I have read and approved the FCMS School Improvement Plan.


Mr. Tony Harris, President
Franklin Community Teachers Association.

9/13/23
Date


Mrs. Kristi Ott, President
Franklin Board of School Trustees

9/11/23
Date

School Improvement Plan
Required Components of IC 20-10.2-3-3 and IC 20-10.2-3-5

Franklin Community Middle School (3457)
625 Grizzly Cub Drive
Franklin, IN 46131

Franklin Community School Corporation (4225)

Grades: 7-8

Enrollment: 756

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I. Introduction

Description of the School, Community, and Educational Program

The organization of Franklin Community School Corporation (FCSC) includes five elementary schools grades Kindergarten through fourth, Custer Baker Intermediate School, grades five and six, Franklin Community Middle School, grades seven and eight, and Franklin High School, grades nine through twelve. FCMS provides a quality education for approximately 820 students. Franklin community students come from the City of Franklin and the areas of Needham Township, outside of the eastern city limits and Union Township, outside of the western city limits.

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

Franklin Community Middle School has a faculty and staff that include a principal, two assistant principals, two guidance counselors, two school social workers, an athletic director, forty general education instructors, five general education instructors that are shared with the high school, seven special education instructors, one part-time ESL instructor, thirteen special education assistants, two CARES Act assistants, seven custodians, one school nurse, nine cafeteria workers, and five secretaries. FCMS also has a School Resource Officer assigned to our building. The teachers at FCMS work in Professional Learning Communities with like subject and grade level teachers and meet weekly to analyze testing data, and classroom performance data based on common assessments.

In the curricular areas, students at Franklin Community Middle School receive classes in Reading, Writing, Mathematics, Social Studies, Science, Exploring College & Careers, and elective classes which include Art, Physical Education, STEM, Agriculture and Foreign Language. Students may elect to take band or choir. Students have the opportunity to take Spanish, French, Japanese, Health, Algebra I, and Geometry for

high school credit if they meet prerequisite requirements. FOCUS is a smaller class size, mentor and Response to Intervention period. FCMS has one self-contained special education class for moderately to severely disabled students. Resource students in special education are serviced by four cross-categorical teachers who work collaboratively with the regular education content area teachers in the seventh and eighth grades. We have an estimated special education population of 148 students which is 20% of the school's population. We have 45 students receiving accommodations under a 504 plan. All curriculum areas in the school emphasize reading comprehension of informational text and problem solving in all subject areas with an emphasis on computation as part of the process. All activities, including school field trips, are linked to the Indiana Academic Standards.

There are a variety of extra-curricular/co-curricular activities offered at Franklin Community Middle School. These programs include: Student Journalism, Drama Club, Student Council, Robotics, Mats for the Homeless, Solar Car Club, Beta Club, Chic Chat, Peer Mentors, Junior Academic Super Bowl Teams, Choir, Jazz Band, and performing band groups. In addition, Franklin Community Middle School offers the following athletic opportunities: cross country, football, soccer, volleyball, basketball, wrestling, swimming, golf, tennis, track and field, and cheerleading.

There are many incentives for students at Franklin Community Middle School. Students are nominated to serve as SAGE representatives, which stands for Setting A Good Example. This award is for students who go above and beyond expectations and set good examples for their peers. They attend a ceremony with their parents at the end of the year where they receive a medal and certificate. Quarterly, the entire school meets for student recognition. The school year concludes with a school-wide FUN-FOOD-PRIZES celebration. In addition, our school offers opportunities for our 8th graders to attend Washington D.C. in the spring.

Description of the Curriculum

PLC's work together to map their curriculum, focusing on High Priority Standards that drive their instruction. Each week, PLC's meet to participate in data cycles. They are continuously working to unpack standards, create assessments, set goals, design engaging instruction, utilize formative assessment data, discuss student learning and reflect on assessment data.

Franklin Community Middle School curriculum is directly linked to the Indiana Academic Standards. There are three levels of math offered at the seventh-grade level. 7th grade-level math, Pre-Algebra and Algebra I. Those students taking Algebra I receive high school credit for completion of the course. Eighth-grade students may take 8th grade Pre-Algebra, Algebra 1 or Geometry. Those students in Algebra I or Geometry earn high school credit for successful completion of the course. Math teachers use *Reveal Math* to teach their Indiana state standards. *Reveal math* is designed to engage students, provide rich meaningful tasks, create opportunities for productive struggle and approach math through student inquiry.

Reading teachers use a novel based approach and the Reading Reconsidered curriculum. Vocabulary, grammar and writing are embedded into their instruction and tied into their novel selections. Each student will read 4 novels per year.

In their semester long writing course, students focus heavily on the three types of essay writing: narrative, expository, and argumentative. Students plan, draft, write, edit, and revise a 2-page long, personal narrative. They research, outline, draft, edit, revise, and present an argumentative speech and an informative essay on a science or social studies topic. Students write about real-world problems, issues, and ideas, as well as observe and analyze techniques used in mass media to inform, persuade and entertain different audiences.

An additional time of skill building during FOCUS is provided for targeted students with each individual subject affording individualized instruction and mastery of skills (RTI).

We initiated a new course last year called Exploring College & Careers. This is a one semester course required for all 7th and 8th grade students. This course provides an opportunity for students to explore their learning styles and interests, to learn about high school classes and graduation requirements, and to explore post secondary options that include college, trade school, etc.

Curriculum and curricular resources are available at central office, and at the building level. Resources are available for families and others upon request.

Titles and Descriptions of Assessment Instruments Used by the School

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

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

FCMS uses IXL as our progress monitoring data tracking system. Students will participate in a diagnostic test 3-4 times per year to provide data checkpoints in the areas of math and ELA. PLCs will be using IXL as an ongoing formative assessment tool that is aligned to the standards they teach. They will map topics by unit so students can show mastery of skills and essential learnings.

Teachers continue to use traditional and non-traditional assessment measures within their own classrooms. PLC's use common assessments within a grade level to monitor progress toward curriculum mastery.

II. Mission, Vision, and Beliefs

Franklin Community Middle School Mission Statement

Franklin Community Middle School is a place where we plug in, show we care, and value growth.

Franklin Community Schools

Vision

Franklin Community Schools - where education is student-centered and innovative and learners are inspired to become great!

Mission

Together, we empower greatness in all learners through collaboration, dynamic partnerships, and rich experiences that develop a world-class learning environment.

Guiding Principles

Individual Student Growth

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

Communication

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

Systemic Continuous Improvement

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

Collaboration

Franklin Community Schools will provide opportunities for teachers, students, support staff and administrative leaders to work together to achieve common goals.

Trust

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

Belief Statements

In a safe and nurturing environment, students:

- Learn at different rates and in different ways
- Learn more effectively while actively engaged
- Develop positive relationships with adults and peers

Administrative Leadership in Instruction

The administrative leadership of Franklin Community Middle School works to develop and complement the teacher leaders in the school. All staff members agree upon the three corporation belief statements, and all decisions reflect the commitment to these beliefs. All leaders in the school affirm the school mission that students at Franklin Community Middle School will have a successful middle school experience if they plug in, show they care and value growth. Finally, by using the belief statements and the mission of the school as the foundation for all decisions, the staff creates goals to focus instruction on improvement.

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

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

HB 1003 Waiver. FCMS is appreciative to have received the HB 1004 Waiver to accommodate adequate time for our PLC's to meet weekly. This additional 15 minutes weekly is invaluable to our progress. FCMS still exceeds the state required weekly minutes.

III. Summary of Data from Indiana GPS

Student Attendance - % of Students with at least 94% Attendance Rate

YEAR	FCMS	STATE
2018	73.2	75.1
2019	80.2	74.3
2020	76.3	76.5
2021	64.8	69.3
2022	62.6	60.1

8th Grade Students Earning HS Credit Prior to 9th Grade

YEAR	FCMS	STATE
2018	62.9	31.4
2019	85.1	34.7
2020	85	34.7
2021	73.9	35.2
2022		

% Students At/Above Proficiency on ILEARN

7th Grade	Math		ELA	
	FCMS	State	FCMS	State
2019	42	41	54	49
2021	27	31	43	41
2022	33	31.9	50	42.4
2023	34	33	45	40

8th Grade	Math		ELA	
	FCMS	State	FCMS	State
2019	46	37	54	50
2021	22	28	41	44
2022	24	29.8	40	43.1
2023	37	31	48	44

% Students Meeting Growth Targets on ILEARN

	Math		ELA	
	FCMS	State	FCMS	State
2019	37.4	36.3	57.2	49.4
2021	26.2	22.8	41.6	34.2
2022	25.6	33.5	42.3	44.1
2023				

Educational Programming and Learning Data

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

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

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

IV. CONCLUSIONS BASED UPON DATA ANALYSIS

Franklin Community Middle School staff reviewed current and historic ILEARN data listing FCMS performance each year in math and language as compared to the state average. In 2019, FCMS performed above the state average in both ELA and Math in both 7th and 8th grades. Scores in 2021 reflect a difficult year in education. Students at FCMS were hybrid much of the year, attending classes virtually 50% or more of the time. The 20-22 and 21-22 school year proved difficult for our students, specifically in the area of math. We recognized that we needed to do something different. The 22-23 school year, we were above the state average again in both grade levels in both Math and ELA.

We continue to emphasize the importance of our Professional Learning Communities in all areas, including math, reading and writing. We have a building-wide focus on

unpacking our high priority standards, intentionally assessing these standards, data tracking, and ensuring student mastery. Using the data gained from the PLC process, our school continues to adjust instruction to help all students demonstrate growth.

During the 22-23 school year, we began providing some professional development on the Building Thinking Classrooms approach to teaching (specifically math). This approach transitions classrooms from a more “sit and get” model to a “students as active learners” model. We had a lot of interest from teachers to learn more about this. We had a few teachers dip their toes in the water, and one teacher fully implemented this approach. We saw positive results, and this year, all math teachers are utilizing this approach in their classrooms to some capacity!

We continue to utilize our Focus period as an opportunity for students to receive remediation in the areas of math and language arts. Math teachers and Reading teachers create pull groups based on data, and intentionally remediate small groups of students. Other team teachers use this time to support math and language arts remediation through the use of IXL.

Curriculum Supports Indiana’s Academic Standards

The curriculum utilized by Franklin Community Middle School teachers is completely based on Indiana Academic Standards. All instructional decisions are standards-based.

Parental Participation

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

- We at Franklin Community Middle School hold a “Meet the Teacher” at the start of each school year at which time the parents come in to tour the building and meet with their students’ teachers.
- Parents are encouraged to sign up and use our program called PowerSchool that allows them to check online the grades of their student. A record is kept of the number of families utilizing the program.
- Our PTO president collects email addresses from interested parents and creates group emails to send timely updates, newsletters, calendar of events and requests for assistance at building celebrations.
- Students are provided a Student Playbook at the beginning of the year. They carry this with them at all times, and serves as a communication tool between school and home.
- Teams utilize our district communication tool, Parent Square, to share a weekly newsletter with families. Parent Square translates for families who may not
- The school web page, and weekly newsletter and emails inform parents of all the exciting activities that are taking place at Franklin Community Middle School.

- All teachers at FCMS use Google Classroom as a means to communicate to both students and parents.

Technology as a Learning Tool

All stakeholders of Franklin Community School Corporation utilize technology as a learning tool as an essential part of the curriculum. Technology is used as a tool to help meet student, parent, staff, and community learning goals. Teachers daily use the presentation stations, document cameras, and various other forms of technology to present information. In addition, Franklin Community Middle School became a 1 to 1 technology school with Chromebooks in January of 2016. The building has adopted almost an entirely digital curriculum with the arrival of Chromebooks. We have a technology coach and a FIT teacher who support teachers in the area of technology.

Students gain additional skills by using technology in a variety of ways during the year. FCS is a Google district, and students become well-versed in Google applications. Each student and staff member has an e-mail account and a Google account to assist with communication and sharing files. The school web page has links to teacher web pages, athletics, calendars, daily announcements, and important messages. Twitter, Facebook, email groups, and automated phone calls enhance communication. In the fall of 2012, Franklin Community School Corporation became a wireless corporation in which all buildings, students, and staff can bring personal technology tools to use within the classroom. (BYOD-Bring Your Own Device)

Teachers, Administrators, Classified Staff

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

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

Safe Learning Environment

Franklin Community Middle School, as well as all other schools in Franklin Community School Corporation, has in place a comprehensive safety plan. This plan is designed to create and maintain a safe, secure environment and prepare school personnel to respond to a number of situations that might endanger student and staff welfare. This

plan, the Emergency/Crisis Procedures & Guidelines, is regularly updated by our School Safety Committee to include procedures for dealing with some of the more recent threats in our world such as terrorism and biological emergencies. Responses are outlined for administrators, teachers, custodial staff, transportation personnel, and students. Regular drills are scheduled to give staff and students the opportunity to practice procedures in case of a real emergency. All teachers are provided with a red folder that details many possible emergencies and the actions that our staff should take if a particular situation arises. It also gives detailed phrases for each situation so staff will know immediately what kind of incident has occurred. Franklin Community Middle School is equipped with cameras in most areas of the building as well as the areas immediately outside the building. These cameras provide real-time activity and can be checked for activity occurring previously.

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

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

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

All students in FCMS will participate in a Title IX education campaign. We will have a professional present to our student body on the history and content of Title IX, an understanding of how to report sexual harassment, the rights that are provided to students under the law, and how to utilize the district reporting application. Parents do have the opportunity to opt their child out of this educational programming.

A Disciplined Learning Environment

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

Our Principal and Assistant Principals share the same philosophy when dealing with discipline issues. Since the middle school staff believes that students can and do live up to high expectations, the principal, assistant principal, and dean of students schedule an opening school meeting with each grade to review expectations. In addition, incoming seventh-graders hear expectations during school visits prior to coming to the middle school. Students receive consistent consequences and are held accountable for their own actions and decisions, via a newly implemented schoolwide behavior log. Early parent communication is an essential component for the success of our discipline plan. In addition, we have implemented a Positive Behavioral Intervention and Support program wherein students earn stamps when they are recognized for meeting or exceeding our standards of behavior. These stamps can be turned in for incentives and rewards throughout the year. The Principal & Assistant Principals analyze discipline data to continually find more effective ways to handle behaviors and maintain a productive learning environment.

Discipline options at Franklin Community Middle School begin with team teachers who develop behavior plans with their students. Teachers may sign a student's behavior log for small infractions and can fill out an office referral form for larger infractions. Office referrals may result in a consequence assigned by an administrator. These consequences include after-school detentions, Friday School, Alternative Supervised Instruction (ASI), Out of School Suspension (OSS), and Alternative to Suspension are programs utilized to discourage repeated misbehaviors. All of these programs deal with discipline issues and afford the student the opportunity to do homework or study.

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

Implementation of Teaming

As part of the FCS Strategic Plan, Franklin Community Middle School transitioned to a teaming building for the 2022-23 school year. We took a year to plan and prepare for this implementation. A task force was created that included general education teachers, special education teachers, elective teachers, a school counselor and school administration. We identified our goals, visited schools and spoke with multiple administrators of buildings who teamed. Our master schedule was created with several things in mind: equity among teams, a common planning time for teams to dedicate to daily team meetings, communication, collaboration, and a dedicated RTI period. We also proposed an administrative structure to include 2 Assistant Principals who would loop with students. The implementation of teaming is designed to be responsive to the nature of adolescents and to support their developmental needs and social identities. We expect that teaming will positively impact student behavior and student achievement.

V. STUDENT ACHIEVEMENT OBJECTIVES/GOALS

Target Objectives

Academic Achievement Building Goals	Data ILEARN Spring 2023	Basis for Evidence of Progress	23-24 Goal
The percentage of students in 7th grade passing the 2023-2024 ILEARN E/LA exam will increase from 50% to 55%	45%	IXL Projected Proficiency Cut-Score	55%
The percentage of students in 8th grade passing the 2023-2024 ILEARN E/LA exam will increase from 40% to 50%	48%	IXL Projected Proficiency Cut-Score	55%
The percentage of students in 7th grade passing the 2023-2024 ILEARN Math exam will increase from 33% to 40%	34%	IXL Projected Proficiency Cut-Score	40%
The percentage of students in 8th grade passing the 2023-2024 ILEARN Math exam will increase from 24% to 40%	37%	IXL Projected Proficiency Cut-Score	40%

VI. AREAS WHERE IMPROVEMENT IS NEEDED IMMEDIATELY

Attendance

We understand as a staff the need for students to be present in school. The overall attendance for Franklin Community Middle School will meet or exceed the overall state

average for the ensuing year. All staff members promote programs and strategies within their environments to encourage excellent attendance. A focus on relationships and connections will encourage student attendance. We send home attendance letters at 5 and 10 days absent. Upon the fifteenth absence, the school will send a notice to Johnson County Probation/Office of Family and Children and DCS for further action.

Incidents of Student Discipline

A school wide system has been implemented including standards of behavior, behavior log, and a PBIS program. Additionally, an online referral system has been put in place in order to monitor interventions for students with behavior needs. During the 22-23 school year, we added to our behavior log system an intervention piece. Teams meet weekly with an administrator and counselor to discuss student concerns. Students who receive a certain number of behavior incidents are placed onto a Tier 2 level of support. Teams, working alongside their grade level administrator and counselor, create plans to support these students. This year, we have rolled out a STEPS program to support teacher's individual classroom management plans. The following will be used consistently throughout our building:

- **Step 1:** Conference with the student
- **Step 2:** Written Parent Notification - signed & returned
- **Step 3:** Discuss student at team meeting. Call home. Send student name and notes to to Behavior Interventionist.
- **Step 4:** After school Detention (fill out office referral)
- **Step 5:** 2-hour After school Detention; Student is moved to Tier 2. Interventionist meets with student to complete student reflection form. Teacher meets with student to discuss reflection. (fill out office referral)
- **Step 6:** Once a student moves past step 5, each behavior infraction results in an office referral.

The purpose of this systematic approach is to use increased communication utilizing common language and consequences to hold students accountable for their behavior within the classroom.

We have monthly student staffing meetings that include school psychologists, school counselors, school social workers and administration. Data is reviewed, and we continue to write and monitor Functional Behavior Assessments. Behavior Improvement Plans will be created from the data collected from the FBA's.

Achievement in the area of Mathematics

It was noted in this year's data that there is a need to continue to focus on individual student growth in the area of mathematics. We will continue to utilize our Reveal curriculum, a response to intervention period, and data driven instructional practices. Additionally, we will continue providing PD opportunities for our teachers with Building Thinking Classrooms. Our goal is to continue to show growth, and be in line with the county average on the ILEARN assessment. Additionally, teachers will unpack high

priority standards through their PLC. PLC's will create and use common formative assessments assessing these high priority standards. Teachers will use this data to create intervention groups. Teachers will meet weekly with their teams to discuss student data and progress. IXL will be administered 3 times a year, and data will be analyzed after each testing window concludes. We expect to see continued growth in the area of math.

VII. BENCHMARKS FOR PROGRESS

Franklin Community Middle School will use the ILEARN assessment data and IXL data to determine progress and attainment of yearly growth targets. In addition, each content area will use common assessments to determine growth and discuss common assessment data during weekly PLC meetings.

VIII. ACADEMIC HONORS DIPLOMA AND CORE 40

The FCMS mathematics department has a commitment to provide a strong foundation for all math students by offering pre-algebra and algebra based content. Efforts continue with the additional 7th grade Algebra class for high school credit and 8th grade additional Algebra I class for high school credit. Students who complete the 7th grade Algebra I course are enrolled in the Geometry course for high school credit as 8th graders.

- Seventh and eighth-grade students who are at or slightly below grade level receive Pre-Algebra instruction covering corresponding Indiana Academic Standards, and Power Standards for their next grade level.
- Seventh-grade High Achievers complete course work which incorporates the seventh-grade Academic Standards as well as the 8th grade Standards, preparing them for the Algebra I course in eighth-grade.
- Algebra I is provided for the exceptionally qualified seventh-grade High Achiever. High school credit will be awarded to those students successfully completing the course work.
- Geometry is provided for the exceptionally qualified eighth-grader who has already completed Algebra I. These students will also be required to successfully complete the course work, which follows the high school curriculum.

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

Eighth-grade students may also elect to take Spanish, French or Japanese for high school credit.

IX. PROPOSED INTERVENTIONS

Current Instructional Strategies Support Indiana's Academic Standards

Franklin Community Middle School staff has implemented a variety of strategies to help students demonstrate growth. Professional development programs comply with the FCS School Board core principles.

Math Strategic Summary

Professional Development

- Reveal Curriculum Training
- Building Thinking Classrooms - book provided; conference opportunity; cadre opportunity.
- Individual teachers encouraged to seek out professional development opportunities
- Instructional Coach sharing professional development resources
- Using late start PLC time for professional development

Professional Learning Communities

- Creating collaborative teams
- Using data cycles to drive instruction
- Creating common assessments surrounding priority standards
- Developing curriculum and priority standards aligned to state standards
- Establishing sequencing and pacing in curriculum map

Student Supports and Enrichment

- Focus Time - a Response to Intervention period for Math/ELA
- Collaborative groups for special education students or students with 504 plans
- Enrichment opportunities for students who are at or above grade level
- IXL Testing

Language Arts Strategic Summary

Professional Development

- Reading Reconsidered
- Writing Course
- Individual teachers encouraged to seek out professional development opportunities

- Instructional Coach sharing professional development resources
- Using late start PLC time for professional development

Professional Learning Communities

- PLCs will identify High Priority Standards
- Unpack High Priority Standards to create learning targets
- Use data cycles to track master of High Priority Standards and to drive instruction
- Develop curriculum and essential learnings aligned to state standards
- Establish sequencing and pacing in curriculum map

Student Supports and Enrichment

- Utilize researched-based close reading strategies
- Collaborative groups for special education students or students with 504 plans
- IXL Testing
- Focus Time, a Response to Intervention period
- Enrichment opportunities for students who are at or above grade level

X. PROFESSIONAL DEVELOPMENT

ACTION PLAN

School Goals: All language and math goals for grades seven and eight focus on instructional strategies for improving mastery of Indiana Standards. In order to reach these goals, the following table outlines how we will work together in Professional Learning Communities to ensure individual student growth. Staff Professional Development in each area of the proposed interventions will be provided by current staff, the School Improvement Team, the Instructional Coach, the Assistant Superintendent/Director of Curriculum, and/or the Principal and Assistant Principal.

Goal 1: FCMS PLC's will unpack standards and identify learning targets for all High Priority Standards.
Measure: Documentation provided by PLC's
Goal 2: FCMS PLCs will data cycle mastery of all high priority standards.
Measure: Data Cycles documented by PLCs
Goal 3: Teachers will utilize Focus for focused remediation in the areas of math and reading.
Measure: IXL testing data

Professional Development Goal: Refine instructional strategies in the classroom and use data-driven decisions for implementing strategies. All Professional Development will follow best practices as outlined in the corporation Teacher Resource page, strategies from relevant conferences, or peer research. The expertise of our building level trained instructional coach will be utilized to provide intensive, intentional professional development to teachers individually, in PLC's and as a full staff. Teachers will be encouraged to grow professionally, share the things they have learned with one another and have been provided a professional growth tracker to keep track of such professional growth.

Cultural Competency

The world around us is continuously changing and becoming more culturally diverse. When walking through the doors of Franklin Community Middle School, one might suspect that our student body does not reflect the change going on around us. However, although we are not a racially diverse group with only 11% minority, our diversity in other areas is much more significant. Forty percent of our students are identified as receiving free and reduced lunch, and nearly 15.5% are part of our special education population. Our emphasis, when it comes to cultural competency, is in educating our students on the importance of not only embracing their own culture, but also in accepting and valuing the culture of others. Because we have such a large percentage of our students coming from socio-economically challenged homes, we are dealing with another cultural issue--that of the value (or lack thereof) placed upon post-secondary

education. Furthermore, our counselors strive to submit applications for 100% of eligible Free/Reduced students to be qualified for the 21st Century Scholars Program, which pays for college.

XI. Statutes and rules to be waived.

None

XII. Three Year Time Line

This plan will be implemented in August, 2022. Data from previous school years has been gathered and analyzed. Upon the completion of the data analysis, this plan will be reviewed and revised. The School Improvement Team meets regularly to discuss the implementation of the plan and monitors the successful completion of goals.