

# School Improvement Plan 2010-2013

Wilbur Wright Middle School  
School Town of Munster  
8650 Columbia Ave.  
Munster, IN 46321  
Dave Knish, Principal

*adapted from School Town of Munster  
NCA District Accreditation Improvement Plan  
<http://www.munster.k12.in.us/ADMIN/improvement-plan.pdf>  
School Town of Munster #4740  
Munster, IN 46321*

In May of 2007, through AdvancED,  
the North Central Association Commission on Accreditation and School Improvement (NCA CASI),  
granted the School Town of Munster accreditation through its District Accreditation process.  
District Accreditation is a powerful systems approach to improving student performance results over time.  
District Accreditation recognizes that increasing student achievement involves more than improving instruction.  
It is a result of how well all the parts of the education system-the district, school, and classroom-work together  
to meet the needs of students.  
This accreditation expires 6/30/2013.

## Introduction

### **Description of School and Educational Programs:**

To address the need for a modern facility for junior high students in Munster, construction began on a t-shaped building with 14 classrooms, shop and laboratory facilities, and a cafeteria. Wilbur Wright Junior High opened in 1960, Wilbur Wright's first addition was built in 1963 and included two lecture halls and a resource center. Wilbur Wright changed from junior high to middle school in 1972 when a new building was constructed just north of the high school in 1972. The open floor plan included areas for math and science; social studies, language arts, and a resource center; unified arts (home economics and shop); and an area designed specifically for sixth grade students. The old Wilbur Wright building was incorporated into the high school. Today, Wilbur Wright houses close to 50 classrooms, 2 gymnasiums, a fitness center, a dance room, and its own music wing.

There are many programs and educational services available at Wilbur Wright Middle School to meet the needs of the diverse populations of learners. There are Gifted and Talented classes in reading, language arts, science, math, art, and music. Wilbur Wright offers students with special needs classes for the English Language Learner, special education classes through Westlake Cooperative, Journeys and Language Art Lab classes, social workers, occupational therapy, physical therapy, speech services, and a full time nurse. Summer enrichment courses are offered through Munster Parks and Recreation. Tutoring for students who are in need is offered through Wilbur Wright's Peer Tutoring program on Tuesdays and Thursdays of every week. High school students are also available to tutor these students. Based on the numerous programs in the School Town of Munster, each learner has many opportunities to receive a quality education.

**Enrollment By Grade**

| Grade            | 2007-08 | 2008-09 | 2009-10 | 2010-11 | 2011-12 |
|------------------|---------|---------|---------|---------|---------|
| Grade 6          | 325     | 347     | 278     | 303     | 333     |
| Grade 7          | 344     | 344     | 354     | 293     | 317     |
| Grade 8          | 354     | 348     | 353     | 348     | 294     |
| Total Enrollment | 1,023   | 1,039   | 985     | 944     | 944     |

### **Current Enrollment as of September 10, 2012: 988 students**

**Attendance By Grade**

| Grade      | 2006-07 | 2007-08 | 2008-09 | 2009-10 | 2010-11 | 2011-12 |
|------------|---------|---------|---------|---------|---------|---------|
| Grade 6    | 97.0%   | 97.2%   | 96.6%   | 96.7%   | 97.1%   | 96.9%   |
| Grade 7    | 96.6%   | 96.8%   | 96.8%   | 96.4%   | 96.8%   | 97.1%   |
| Grade 8    | 96.3%   | 96.7%   | 96.3%   | 96.9%   | 96.5%   | 96.7%   |
| All Grades | 96.6%   | 96.9%   | 96.6%   | 96.7%   | 96.8%   | 96.9%   |

#### Teacher Count 2010-11

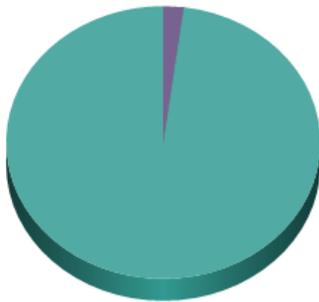
48 teachers

[Teacher Roster](#)

#### Student/Teacher Ratio 2010-11

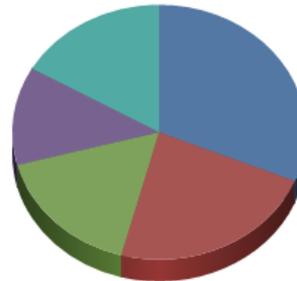
21 - 1

#### Teacher Count 2010-11 by Ethnicity



Hispanic White

#### Teacher Count 2010-11 by Years of Experience



0-5 years 6-10 years 11-15 years 16-20 years 20+ years

## **Description and Location of Curriculum:**

*The School Town of Munster's curriculum is located on the School Town of Munster's website. (<http://www.munster.k12.in.us/Curriculum/curriculum.html>) Administrators, educators, and parents work together to write the curriculum and align it with the Indiana State Standards. There are also district grade level meetings to articulate the curriculum. During the textbook adoption cycle, the curriculum is reviewed and revised.*

*By developing vision, mission, and belief statements for each content area, the curriculum supports the district's vision, mission, beliefs and goals. As a result, the creation of each subject's curriculum is driven and governed by these statements.*

*Differentiated curriculums are written to provide for the highest levels of learning as well as the general curriculum needs of the majority of students. Instructional strategies utilized to implement the curriculum reflect the needs of all learning modalities and levels.*

*Within each curricular area, vertical and horizontal articulation takes place on a regular basis. Currently, the process involves articulation in relation to the textbook adoption cycle. An intervention for one of the district's goals addresses the need for such articulation to take place for each content area annually.*

*Instructional materials are reviewed in conjunction with the textbook adoption cycle. The selected materials support the written curriculum.*

## **Assessment Instruments:**

*Learning assessments include:*

- *ISTEP (State Criterion Based Exam) Grades 6-8*
- *Terra Nova/Inview (Achievement/IQ) Grades 6-8*
- *Reading, Math, Science and Social Studies Assessments (IDOE- Acuity) Grades 6-8*
- *Explore, ACT (Grade 8 only)*

*Tests generate information concerning cognitive abilities, minimum competencies, and achievement levels in the areas of reading, writing, language arts, math and science. Assessments are aligned to the district and individual building goals.*

*Assessments are used to document the success of each goal. We additionally disaggregate the data in relation to the following subgroups Special Education students, SES students, ELL students, new students to the district, Ethnicity, and Gender. It is those subgroups whose achievement we are targeting in our interventions.*

## ***Statement of Mission, Vision, Beliefs***

*District Vision, Mission, and Beliefs are available at:*

<http://www.munster.k12.in.us/ADMIN/improvement-plan.pdf> (page 5)

### **Our Vision**

WWMS is a learning environment that meets the educational needs of a culturally diverse population, provides a variety of meaningful experiences, and guides all students as they develop into responsible young adults.

### **Our Mission**

Wilbur Wright Middle School, in partnership with all stakeholders, supports every student in acquiring the knowledge, skills, and attitudes necessary to reach their full potential.

### **We Believe**

Addressing unique learning styles and needs enables all students to learn.

A safe and supportive learning environment meets the unique developmental needs of adolescents and enables continuous learning opportunities for all students & staff.

Problem solving and critical thinking skills are essential components for empowering our students to become life-long learners.

The curriculum is aligned both horizontally and vertically with national, state and local standards and includes a variety of assessment strategies that provide feedback about learning to students, parents and staff.

Data is used to drive instructional practices and monitor program effectiveness.

Professional development is an integral part of our ongoing plan for continuous improvement in the use of research based instructional practices.

Diversity enriches our school system through the recognition of various ideas, values and cultures.

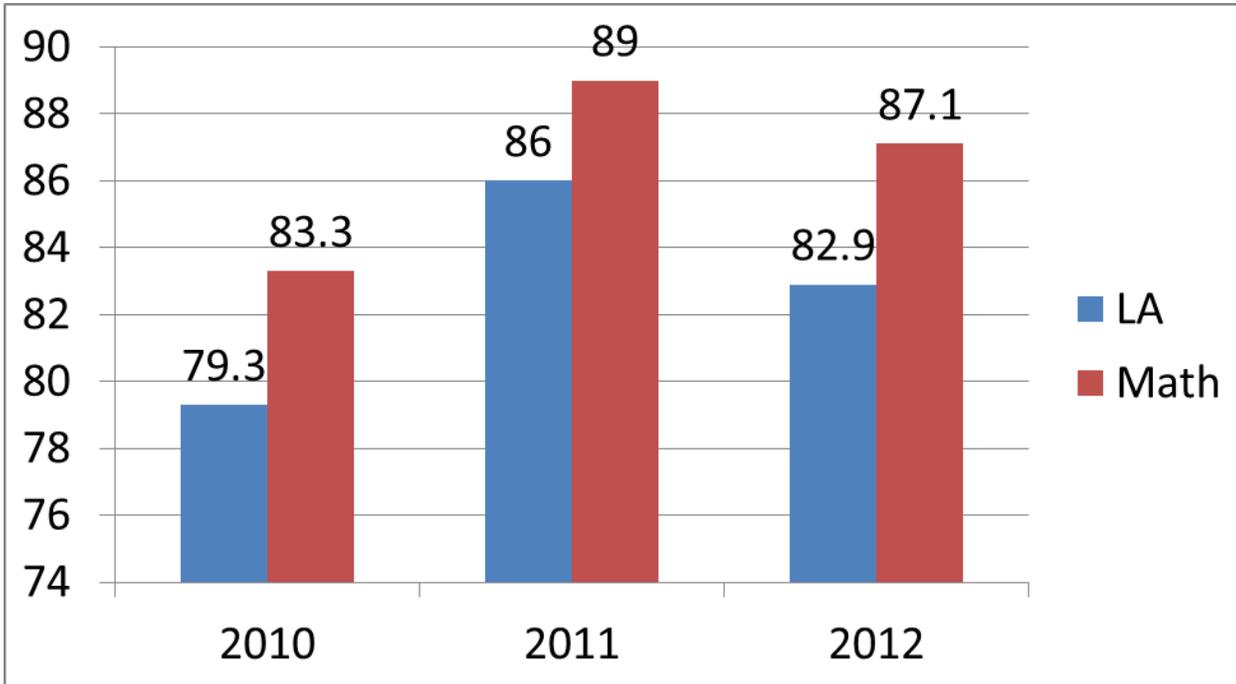
Stakeholders access and utilize technology and a variety of resources to reinforce the school's purpose and direction.

Learning is a shared responsibility between students, staff, parents, and members of the community, and all stakeholders have an opportunity to participate in the education process.

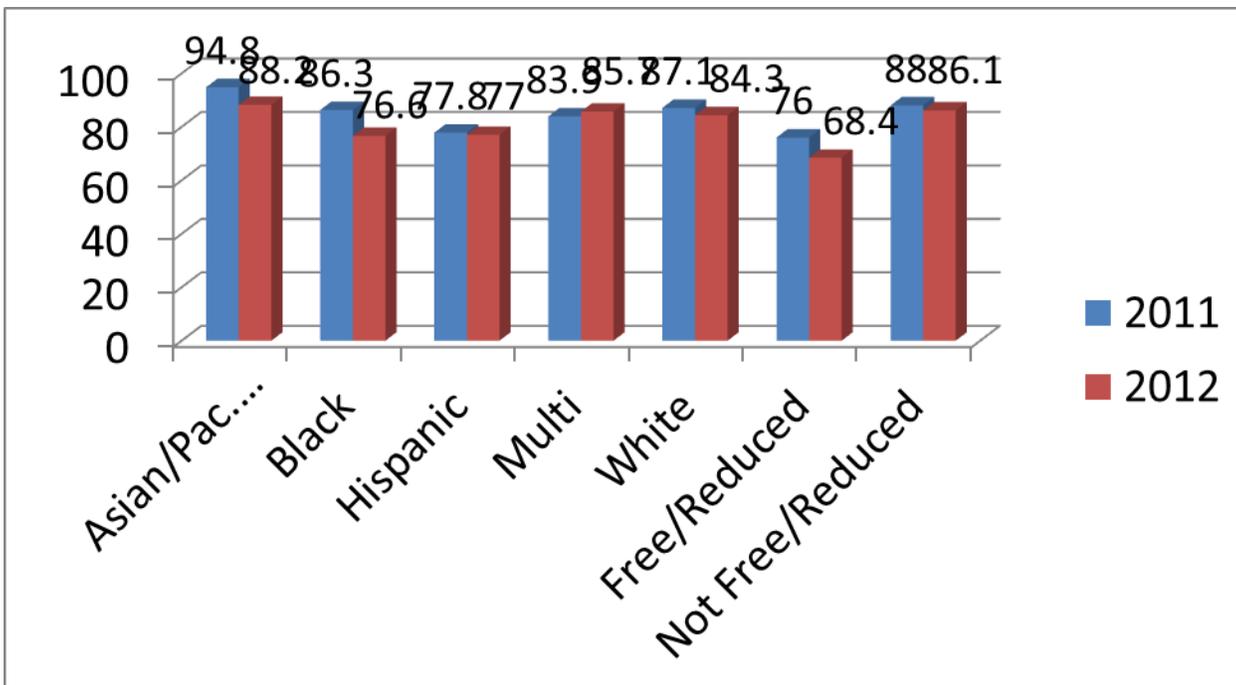
## Summary of Data

District Overall History and Grade level sub-group data and graphs available at:  
<http://www.munster.k12.in.us/ADMIN/improvement-plan.pdf> (pages 51-59)

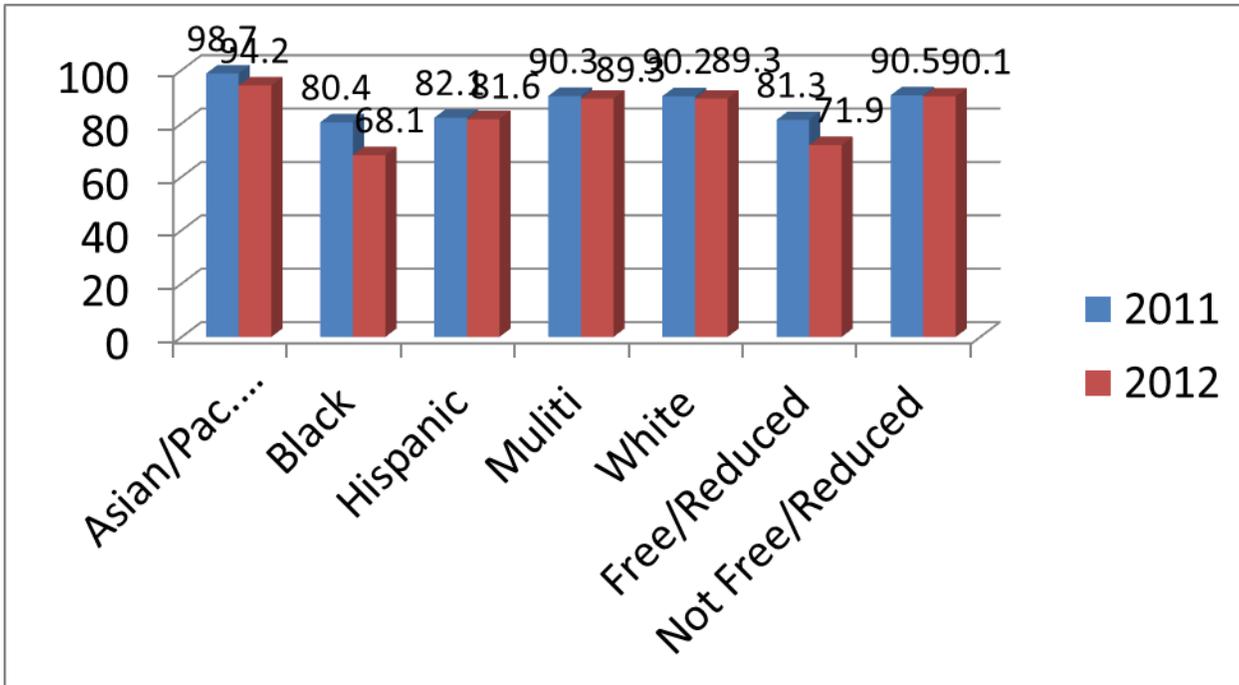
### ISTEP Trends 2010-2012



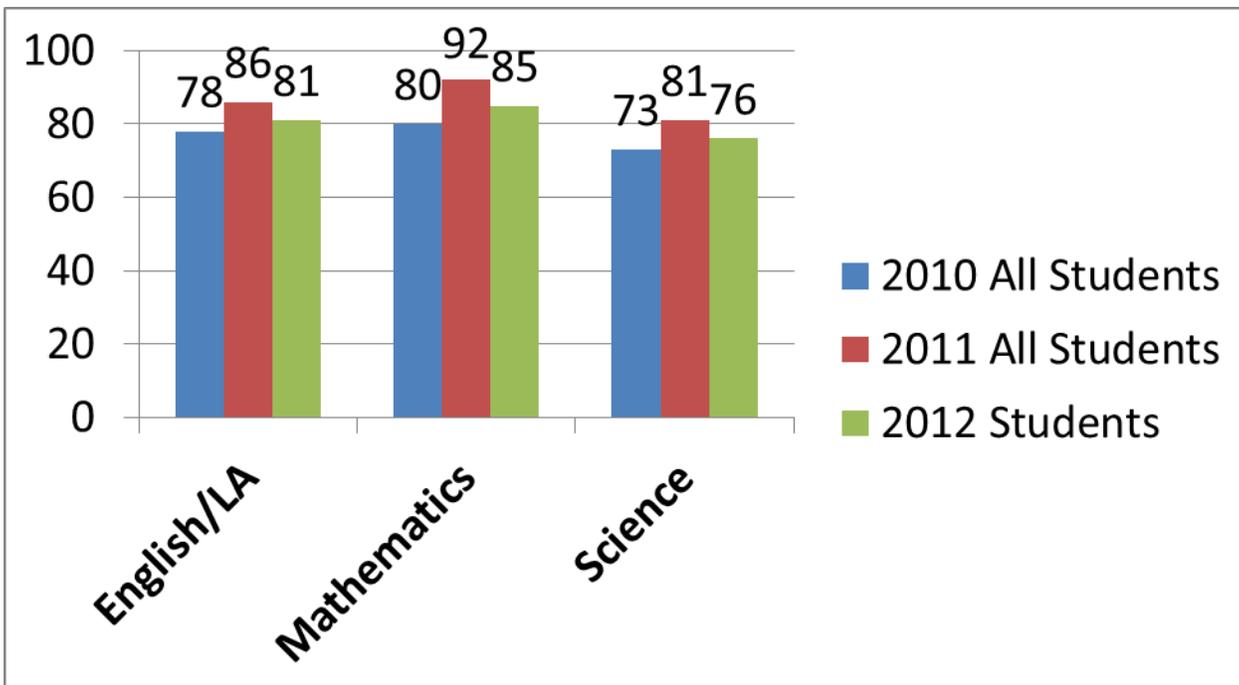
### Passing Percentages Language Arts



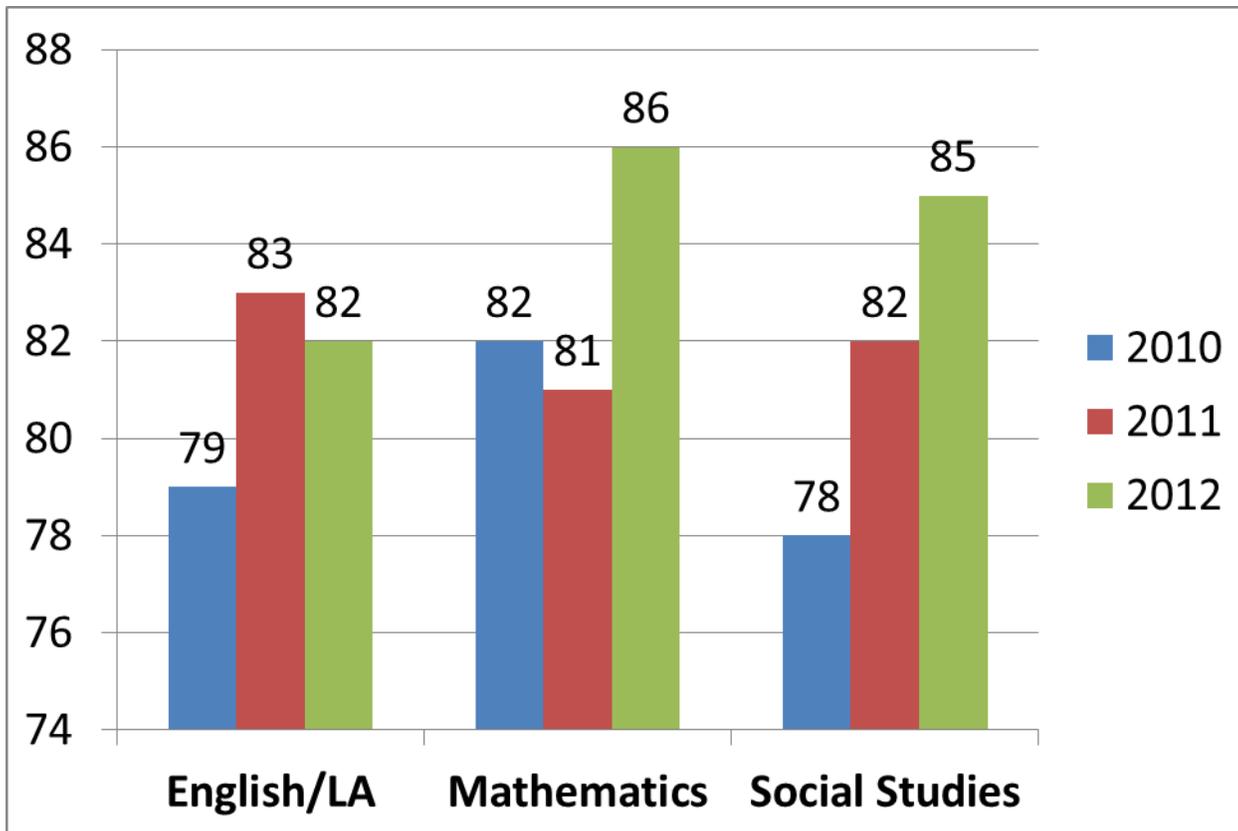
## Passing Percentages Math



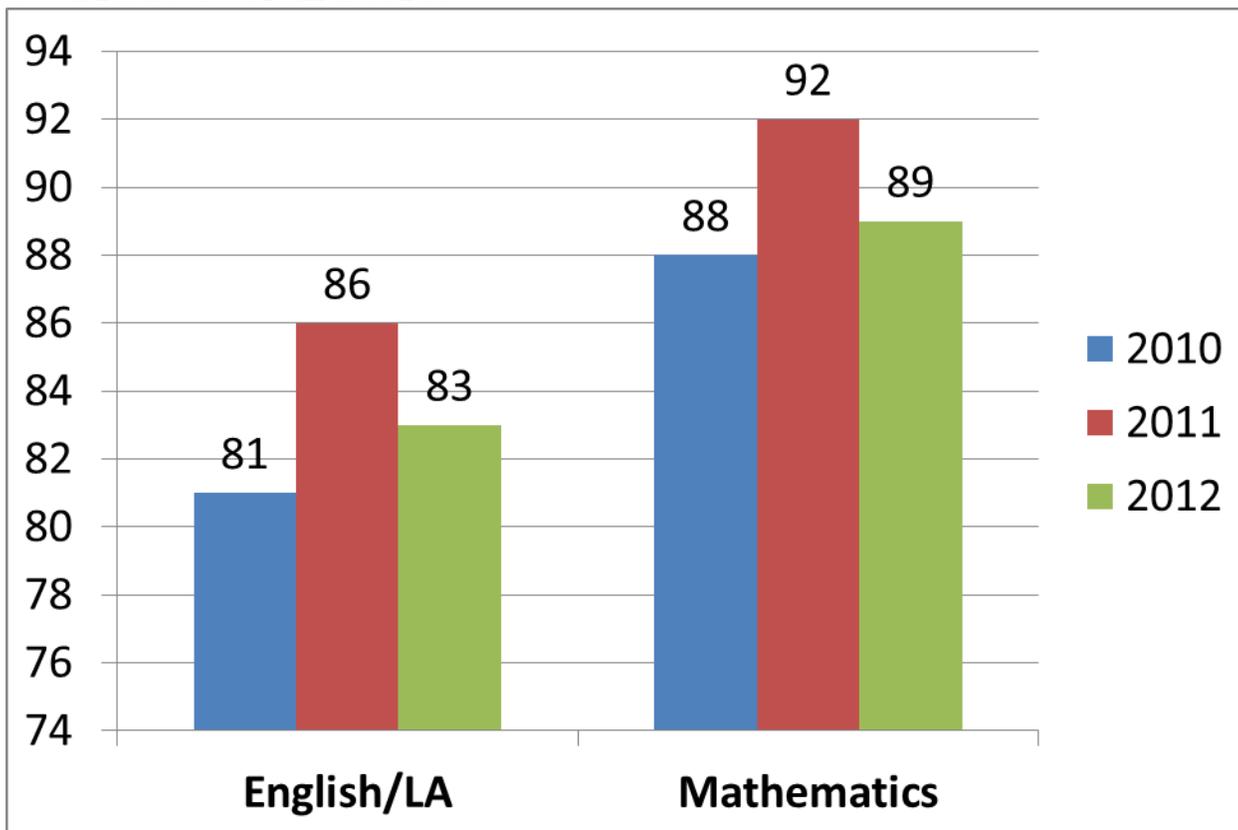
## 6<sup>th</sup> Grade Overall Scores



## 7<sup>th</sup> Grade Overall Scores



## 8<sup>th</sup> Grade Overall Scores



## **Conclusions**

### **Curriculum Supports the Academic Standards**

*The foundation of each curriculum is based on Indiana State Standards which address career, physical, intellectual, social and personal needs of students. Additionally, local standards are added to the state standards to ensure that the curricular needs of the district's own student population are addressed on every level.*

*The curriculum is regularly developed and revised through a K–12 committee of teachers, administrators and parents. In addition, district grade level meetings, department and cross-level meetings are held to develop, evaluate and revise curriculum.*

### **Instructional Strategies**

*The system utilizes formal and informal data for programmatic and instructional decisions, leading to improvements such as: the reorganization of the Gifted and Talented elementary academic program, additional gifted elementary programs based on student interest, Title I mathematics program at the elementary level, Wilson Reading, Read 180 for special needs students, remedial reading for grades six through twelve, increased ELL staffing, implementation of Gateway to Technology Programming, K – 5 technology scope and sequence, revision of K- 8 summer school curriculum, and K- 12 curriculum revisions and articulation.*

*The system provides time and funding necessary for teachers to attend training opportunities to increase their proficiency in delivering instruction. These opportunities are directly related to district and building goals. The interventions selected to reach these goals are all research based.*

*District grade level meetings and department meetings are held for the purpose of sharing ideas and resources, developing curriculum, evaluating assessments, and fostering vertical and horizontal articulation across the district.*

*Each building's goals reflect the unique needs of its students within the overall district goals. Therefore, a variety of research based instructional techniques are implemented at Wilbur Wright Middle School. Examples include: 6 + 1 Writing Traits, problem-based learning strategies, foreign language instruction, collaborative math, science, and social studies classes, and CHAMPs behavior goals. Also, the school operates on a delayed schedule each Tuesday so that students seek out teachers for help. This time can also be used for teachers to require struggling students to attend in order to receive remediation.*

The Wilbur Wright Middle School Improvement Committee, with input from all staff, developed the following list of instructional strategies for each essence of the school goal:

#### **\*Interpret:**

- Vocabulary Development:
  - Test Taking Vocabulary
  - Greek and Latin roots/affixes
- Listening and Speaking Skills Development:
  - Oral presentations
- Guided Reading Skills Development:
  - Developmental reading course
- Research Skills Development
- Short Answer, Constructed Responses
  - Monthly CRQ's

#### **\*Organize:**

- Graphic Organizers:
  - Kidspiration / Inspiration
  - Outlining
- Data Collection:
  - Power Point/Scholastic Keys
  - Excel
- Process Writing:
  - Microsoft Word
- Research Skills Development

\*Explain:

- Process Writing
  - Microsoft Word
  - 6 & 1 Writing Traits
- Listening and Speaking Skills Development:
  - Listening Comprehension Strategies
  - Oral Presentation
- Presentation Skills Development:
  - Power Point
  - Excel
- Microsoft Word

\*District technology meetings establish a scope and sequence of strategies

### **Conclusions about Student Achievement**

*Through the use of the 6+1 Writing Traits students learned a comprehensive writing process which was used in all curriculums. Progress monitoring was established by collecting student writing samples on a monthly basis. Writing samples were graded using a school-wide rubric. Student progress will continue to be monitored throughout the school goal timeline and assessed by the administration and school goal committee members. Standardized test data show that students have made steady improvements in English/language arts and math scores.*

### **Parental Participation**

*The Munster Schools have a partnership with the parents, community organizations, and businesses in the district. Each school in the district has an active Parent Teacher Organization. There is parent participation in the form of Art and Music in Action, parent helpers, Booster Club, and the Alumni Association. The Munster Educational Foundation is also an important part of the schools. It is a group of parents, educators, business people, and citizens that award grant money to support programs that are not funded by school budgets. The school system also has a partnership with boys and girls clubs, sports teams, after school programs and the Munster Parks Department. The Munster Parks Department works with the School Town of Munster to offer the children enrichment classes during the summer. Children attend the classes in an elementary school in the district. The Munster Police Department works with the schools offering a Drug Awareness and Resistance Education program to teach students the dangers of drugs and how to resist violence. The partnerships are one element that keeps the School Town of Munster successful in educating children.*

*Formal and informal methods are available through which information is received from families, students, and community members, including:*

- Parent, student, and community surveys

- *Monthly PTO and other parent organizations meeting with district administration to present information regarding their targeted areas of responsibilities and other areas of concern*
- *Monthly G/T parent meetings*
- *Open Houses*
- *Public expression periods at monthly Board meetings*
- *Building level Parent Advisory Councils*
- *Administrators and Board members receive input as members of local service organizations.*
- *Email generated through district web site.*
- *PTO newsletter requests for input*
- *Student government*

*Regularly scheduled open-house, orientation, and parent-teacher conferences are held at each school. Title I meetings provide suggestions to parents to help their children learn. The elementary PTOs sponsor book fairs, science fairs, while the high school PTO sponsors seminars on college preparation. The West Lake Special Education Cooperative provides meetings open to all parents involving tips for parenting skills, ways to encourage student learning, and to understand and improve child behavior. Community members come into the elementary schools to read to classes, modeling good reading skills.*

### **Technology as a Learning Tool**

*Technology is integrated within each curriculum area at all levels. A full-time systems technology mentor provides the teacher training necessary to implement these curriculum objectives.*

*The elementary schools (grade 5) and middle school each have implemented a 1 to 1 computing initiative which allows for the math and science curriculums to be entirely computer-based. Although currently these are the only 2 web-based curriculums, language arts, social studies, and various specials incorporate this newfound technology in their classrooms also. In addition to the computer-based curriculum, all math and science classrooms and laboratories are equipped with interactive projectors. There are also five classrooms with Promethean Boards which serve as interactive learning tools in these classrooms.*

*The District Technology Plan (Section III) - Technology Budget is reviewed yearly to ensure adequate funds are available for hardware, software, and professional development. The budget items are reviewed by the Director of Computer Systems and the Director of Instructional Programs & Assessment, with input from the District Technology committee members, which represent all the schools. The individual budget items can be adjusted depending on the needs of the next school year.*

*The District Technology Plan has been approved by the state and is current until 2011. This plan addresses technology utilization, professional development, effectiveness and the needs of all students and staff. The plan is reviewed yearly by the Director of Computer Systems and the Director of Instructional Programs & Assessments. Individual school principals are sent their school's section to review and update accordingly. The plan is then updated to the state during the E-Rate update period.*

*Faculty and staff have access to a desk-top computer and a local/network printer. Each station has up-to-date programs for word processing, spreadsheets, data, and Internet access.*

### **Safe and Disciplined Learning Environment**

*All school building principals and head custodians conduct a thorough inspection twice per year. Inspection forms for general cleanliness, asbestos, and I.O.S.H.A. compliance are completed by the above name personnel and submitted to the office of the Director of Buildings and Grounds. The local fire inspectors conduct random inspections several times per year and the State Fire Marshall's office also completes yearly inspection of all school buildings. We employ outside contractors to inspect fire sprinkler systems, exhaust hoods, and fire suppression systems in our cooking areas.*

*All personnel are instructed to report hazards and deficiencies to the principal or principal's designee. Most concerns are dealt with at the building level. When a problem presents itself that school personnel can not attend to, outside contractors are brought in as quickly as possible. The hazard is cordoned off or removed from use to prevent injury until remedial steps are taken.*

*Facilities at the School Town of Munster are handicapped accessible. In an effort to maintain pedestrian safety, school bus traffic and car traffic are kept separate. None of our buildings are located on busy highways or noisy streets, therefore once students are dropped off and classes begin, the noise level in both the hallways and outside of the building is minimal.*

*Custodians at all school buildings take pride in the cleanliness of their buildings. The head custodian at each building is normally responsible for opening the building in the morning and locking all doors once school has begun. The afternoon crew of custodians is kept aware of after school activities and is responsible for securing the building when all visitors have left.*

*Every classroom has an emergency placard located near the door. Teachers and support personnel are knowledgeable of procedures. Drills (fire, tornado, or code red) are conducted at least monthly in each building and documentation of such is maintained in the office of the superintendent. All school buildings have a full time nurse on staff and accident forms are completed for each incident.*

*All buildings are monitored by a digital video security system. Interior halls and common areas are monitored in an effort to maintain order. Building exteriors are monitored for any unusual activity. Exterior doors are locked after student's arrival to detour unauthorized access to the buildings. Visitors must be granted access (buzzed in) by designated personnel in order to enter the buildings. Video surveillance is also utilized on all busses.*

*Principals continually evaluate the learning needs at each building. Although many changes are enrollment driven, programmatic changes are applied when necessary. In each of the building projects we have undertaken, we have incorporated the most current needs assessments into our plan.*

*The District Accreditation Committee analyzed various forms of data which resulted in the selection of two goals. Goals were then discussed at the building and district level with personnel, students and parents. Goal #2, "Provide a safe and supportive learning and working environment that fosters mutual respect, generates and emotional support, and values diversity" was based on survey data and indicated the need to address bullying. Buildings are developing Positive Behavior Support plans that will provide professional development for all certified and non-certified staff to address this issue. Behavior and discipline expectations are outlined in the Middle School Student Handbook. Middle School building principals are ultimately responsible for assuring appropriate student behavior.*

*The system responds to all communication in the most efficient manner possible, taking care to see that all stakeholders feel that their needs or concerns have been addressed. As a smaller district, a personalized approach to problem solving is most often the norm.*

### **Professional Development**

*All building level and district NCA/School Improvement Committees are made up of administrators, faculty, staff, parents, and other key personnel. All professional development activities decisions are the result of collaborative processes.*

*Through various committees, targeting specific areas, the needs of administrators, faculty and staff are assessed to design appropriate professional development activities. Committee participants also solicit input from all personnel at each building. Some recent examples in this regard are: Elementary report card system, elementary scope and sequence of student technology skills, faculty and staff technology inventory, Learn 360, training in areas such as Power Parent, attendance and grade book programs.*

*Professional development is delivered in several formats, including one-on-one, small/large group, grade level, or departments. Delayed start times on Thursdays give the middle school 30 minutes per week of*

professional development time. Staff is encouraged to attend workshops and conferences outside of the school system. Consultants are also brought into the schools to provide professional development on specific topics. Principals and teachers often provide in-service opportunities within their own buildings or for staff at other buildings. Central office personnel are available to assist or present in-service sessions throughout the district.

Faculty and staff make decisions in the selection of professional development activities. The district provides the resources of time and finances to support such efforts. Teachers and staff members complete a professional development request form, which is approved by the building principal and the appropriate central office administrator. This assures that each request is related to building and district goals.

The research based interventions selected for each goal currently contain initial training activities. As the plan evolves, the decision will be made as to what types of follow-up training and support are necessary. All new staff members will receive basic levels of training during their new staff orientation process. The plan identifies assessments and timelines for evaluating the interventions and the effectiveness of the professional development activities. Teachers are encouraged to fully implement the plan and to suggest enhancements based on their experiences.

In addition, release time is available during the school day for building /department meetings throughout the school year to work on school/district goals. Sufficient resources are made available to support these activities.

### ***Specific Areas Where Improvement is Needed Immediately***

District Strategic Plan and Goals are available at:

<http://www.munster.k12.in.us/ADMIN/improvement-plan.pdf> (pages 37-43)

#### **Wilbur Wright School Improvement Goal**

##### ***Student Goal:***

All WWMS students will improve their writing skills and apply these skills across the curriculum.

#### **Benchmarks for Progress**

90 % of the students at Wilbur Wright Middle School will pass the ISTEP Writing Applications Rubric.

#### **Proposed Interventions**

- 6 & 1 Writing Traits
- Sadlier-Oxford Vocabulary Program
- Technology for writing and data collection
- Listening Comprehension Strategies
- Reading Assessment (Acuity) placement for flexible grouping
- Journeys Program
- Language Arts Labs
- Monthly Constructed Short Answer Responses

## Professional Development

### Goal:

- Teachers will implement 6+1 writing traits and reading comprehension strategies based on assessment of appropriate reading ability levels.

### Strategies/Activities/Training:

- Math, language arts, science, and social studies teachers will be trained to administer Acuity Assessments to determine student individual levels and learning needs.
- Teachers will implement 6+1 writing trait strategies and rubrics across all grade levels and content areas.
- Teachers will continue to research best practices in reading, writing, vocabulary, and problem solving in order to develop activities and interventions to accommodate all student needs.

### Cultural Competency:

*Student results are disaggregated into the following groups: special education, SES, gender, ethnicity, ELL, and new students. Trends and patterns are analyzed for the purpose of providing interventions to meet the needs of these subpopulations. Response to Intervention (RTI) is the primary intervention for District Goals 1 and 2.*

*The system conducted surveys involving all stakeholders: students, staff, parents, and community members. The surveys provided information concerning satisfaction with the system's effectiveness, instructional program evaluation, and safety and climate issues.*

*WWMS has a very diverse population of racial, ethnic, language-minority, cultural, exceptional learning, and socioeconomic groups. Teachers are constantly striving to increase educational opportunities and performance needs for students in all cultural groups. A variety of district, building and classroom activities address these cultural differences including: multicultural stories, investigations of holidays, and traditions books. District and building calendars reflect the various seasons of celebration for our variety of cultures. We also incorporate culturally appropriate strategies into all professional development opportunities including positive behavior support, writing traits, instructional strategies, safety and security, and anti-bullying.*

***Statutes and Rules to be Waived***

*We do not choose to submit a waiver request.*

## Three Year Timeline

| <b>DATE</b>   | <b>Training</b>  | <b>Participants</b>                                   | <b>Assessments</b>   | <b>Responsible for Implementation</b>   |
|---|--|---|--|---|
| <b>Aug. – June<br/>2011-2013<br/>Follow up training.</b>  | <b>Kristina<br/>Smeckens<br/>Training on<br/>6 + 1</b>                         | <b>All staff<br/>members by<br/>department</b>        | <b>Assess ISTEP,<br/>Acuity Testing,<br/>and Monthly<br/>CRQ's for<br/>progress<br/>monitoring</b> | <b>Teachers<br/>responsible for<br/>implementation/<br/>Principal<br/>monitors<br/>implementation</b> |
| <b>2011-2013<br/>New Teacher<br/>Training and<br/>Follow up<br/>Training to<br/>Support Staff</b> | <b>Peer Coaches<br/>and Kristina<br/>Smeckens<br/>6 + 1</b>                    | <b>New Teachers<br/>and Current<br/>Staff Members</b> | <b>(Same as above)<br/>Teacher<br/>implementation,<br/>data reports,<br/>and student<br/>work</b>  | <b>(Same as above)</b>  |
| <b>2011-2013<br/>(same as above)<br/>Vertical and<br/>Horizontal<br/>Articulation</b>             | <b>Continue<br/>training and<br/>supporting<br/>current and new<br/>staff.</b> | <b>All staff<br/>members</b>                          | <b>(Same as above)</b>   | <b>Same as above)</b>   |