

# YORKTOWN MIDDLE SCHOOL

8820 West Smith Street  
Yorktown, Indiana

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## SCHOOL IMPROVEMENT PLAN

**PL 221 (Improvement) and HB 1419 (Discipline)**

**2017-2020**

*The mission of Yorktown Middle School is to provide a safe, orderly environment where students develop their academic and social skills, allowing the smooth transition from childhood to adulthood in order to become lifelong learners and productive citizens.*

**Accessibility of Plan: Superintendent's Office, YMS Main Office, and the YMS Webpage at [www.yorktown.k12.in.us](http://www.yorktown.k12.in.us)**

*Updated July 2017*

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## I. PROFILE

### DISTRICT PROFILE

#### SCHOOL DISTRICT NARRATIVE DESCRIPTION

The Yorktown Community School (YCS) district is located in Delaware County, which is in east central Indiana. The school corporation is made up of four schools, Yorktown High School, Yorktown Middle School, Yorktown Elementary School, and Pleasant View Elementary School. All of the Yorktown Community Schools are located on a campus area bordered by State Road 32, Tiger Drive, and County Road 50 South.

Yorktown High School serves grades nine, ten, eleven, and twelve. Students matriculate primarily from Yorktown Middle School (grades six, seven, and eight); however, each year, a small portion of the freshman class is made up of students who attended either Heritage Hall Christian School (K-12), or St. Mary's School (K-8) both of which are located in Muncie, Indiana.

Pleasant View Elementary serves grades kindergarten, first, and second and is the primary school that feeds into Yorktown Elementary which houses third, fourth, and fifth grades. Students at Yorktown Elementary School matriculate into Yorktown Middle School.

#### DEMOGRAPHICS

Yorktown is a town in Mount Pleasant Township of Delaware County. As of the [Census](#) of 2010, there were about 9,405 people, 3,648 households, and 2,726 families residing in the town. The racial makeup of Yorktown was 95.3% [White](#), 1.6% [African American](#), 0.2% [Native American](#), 1.5% [Asian](#), 0.4% from [other races](#), and 1.0% from two or more races. [Hispanic](#) or [Latino](#) of any race were 1.3% of the population.

There were 3,648 households of which 34.6% had children under the age of 18 living with them, 59.9% were [married couples](#) living together, 10.9% had a female householder with no husband present, 3.9% had a male householder with no wife present, and 25.3% were non-families. 21.2% of all households were made up of individuals and 9.9% had someone living alone who was 65 years of age or older. The average household size was 2.55 and the average family size was 2.95.

The median age in the town was 41.2 years. 25.7% of residents were under the age of 18; 6.6% were between the ages of 18 and 24; 22.9% were from 25 to 44; 27.7% were from 45 to 64; and 17% were 65 years of age or older. The gender makeup of the town was 47.5% male and 52.5% female.

The town of Yorktown has received many grants over the years that have been used to support its development. Grant monies have been used for projects involving the parks, utilities, walking/bicycle trails and downtown revitalization. A complete reconfiguration and repaving of the

main thoroughfare through town was recently completed. The town manager hopes all the recent revitalization will bring new businesses and families to Yorktown.

## **YORKTOWN COMMUNITY SCHOOL CORPORATION OVERVIEW**

The Yorktown Community Schools currently educates nearly 2,586 students in grades Kindergarten through twelve. The 2016-2017 school year, YCS had a population of nearly 2,534 students, and during the previous year (2015-2016), there were approximately 2,463 students.

The total enrollment at YCS also includes a number of transfer tuition students. Nearly 12% of the current district enrollment is derived from this particular group of students. Historically, each school within the district has accepted transfer tuition students and currently has transfer students enrolled. These students live in adjacent school corporations and are either driven by their parents to Yorktown each day for school or, if licensed, drive themselves. Transfer tuition acceptance is based upon the applicant meeting the district's policy requirements as well as considerations for class sizes and the corporation's financial standing.

The student population is made up of the following ethnic groups: Caucasian (86%), Asian (2.2%), African American (4.3%), American Indian (0.3%), Multiracial (4.5%), and Hispanic (2.7%). There is also a small population throughout the district (.9%) of students who are English Language Learners.

Approximately 11.1% of the students enrolled in the district receive special education support services. The Yorktown Community School Corporation partners with the Delaware-Blackford County Special Education Cooperative in an effort to provide a wide array of services for those students who qualify under Article 7 (Indiana's Special Education Law). A breakdown of special education percentages based on areas of eligibility can be obtained by contacting the superintendent's office. The school corporation does offer extended services for a small number of students in the district to attend alternate educational institutions that better meet their least restrictive environments (LRE), such as Muncie Community Schools and the Indiana School for the Blind.

In addition to special education services, there are several other academic programs and offerings available for students. Response to Instruction (RtI), a remediation program, and high ability services are available for any K-12 student who qualifies. Title I remediation services are also available for elementary students (K-2 and 3-5). The middle school offers based on pre-requisites being met Algebra I, Geometry and Biology which are high school level courses. At the high school level, flex credit, dual enrollment, and Advanced Placement (AP) courses are offered. They also have a vocational education program as well as a foreign exchange student program. Academic extracurricular activities and clubs are also provided by each school for their students.

Nearly 31.1% of the YCS student population participates in the free lunch program while 6.9% participate in the reduced lunch program. Those families who qualify for either the free or reduced lunch program have the option to apply for textbook assistance for their children.

YCS continues to have a steady attendance rate of 96.3%. The graduation rate for the Yorktown Community Schools is 98.1% and remains well above the graduation rate for the state which is 89.1% for the 2015-2016 school year data by the Indiana Department of Education.

During the 2012-2013 school year, YCS received nation-wide attention because Yorktown High School was named a National Blue Ribbon School by the United States Department of Education. YHS received this distinguished award for their academic excellence and for being among the state's highest performing schools.

For additional corporation data and information, please visit the DOE Compass on the Indiana Department of Education's website at <http://www.doe.in.gov/>. Click on "Data" and then click on "Compass: School and Corporation Data" once here type in "Yorktown Community Schools".

## **DISTRICT STAFFING OVERVIEW**

Further staffing breakdowns may be requested by contacting the superintendent's office or by reviewing an individual school's Staffing Overview located in the school's improvement plan.

### Administration and Central Office Support Staff

In addition to the YCS superintendent, the administrative team is made up of an Education Initiatives Director, four principals (one to oversee each building), four assistants/dean of students: dean of students at Pleasant View Elementary (K-2), a dean of students at Yorktown Elementary School (3-5) a middle school assistant principal of students (who also serves as the middle school athletic director), a high school assistant principal and a high school athletic director. Furthermore there is: the Director of Student Services, the Director of Maintenance, the Director of Food Services, and the Director of Transportation.

The administrative team includes the central office support staff, many of whom are housed in the district's central office. This group works alongside the administrative team to ensure things run smoothly. The Central Office Support Staff team is headed by a district Administrative Assistant, who also serves as the Secretary to the School Board; the Treasurer, Deputy Treasurer, and Accounts Payable/Grant Administrator, who oversee a majority of the financial operations; and a special education secretary (who is housed at YMS). Additional district employees on the support staff team oversee their areas of specialty: a certified school nurse, a school psychologist, a technology integration specialist, PowerSchool administrator/data analyst, a network administrator and a technology support specialist.

### Teaching/Certified Staff

Approximately 130 certified staff members teach a variety of academic subjects and liberal arts courses. Each of the thirteen licensed special education staff members (1 behavior consultant (services some students still as well), 2 full-time speech pathologists, 1 part-time speech pathologist, 7 special education teachers, and 2 self-contained Functional Academics teachers) works in partnership with classroom teachers to ensure students' individual needs are being met within their specific learning environments. Five district wide guidance counselors advise and monitor students at each level.

### Support/Non-Certified Staff

Approximately forty-seven support staff members serve as head secretaries, administrative assistants, treasurers, school nurses, elementary counselors, and paraprofessionals. Working directly with students' paraprofessionals provide remediation and interventions, special education support, physical fitness and wellness education, library lessons, and computer lab assistance.

Maintenance, Transportation, and Food Services Staff

Another facet of Yorktown’s staffing includes: Maintenance--buildings are secure and operating efficiently; Transportation--students are brought to and from school and other events safely; and Food Services—students and staff are served nutritious breakfasts and healthy choice lunch options. The chart below provides a staffing breakdown for each of these departments.

Maintenance		Transportation		Food Services	
23.5	Avg. Number of	23.5	Avg. Number of	24	Avg. Number of
1	Director of Maintenance	1	Transportation Coordinator (also a Shuttle Driver and Substitute Bus Aide)	1	Director of Food Services
.5	Shard sec. w/trans.			1	Part-time secretary
1	Skilled Maintenance			4	Food Service Managers
1	Groundskeeper	.5	Shared sec. w/main.	23	Food Service Employees (includes head cooks, bakers, kitchen assistants, and cashiers)
3	Head Custodians	1	Driver Trainer/Shuttle or Sub	4	Cafeteria Monitors/Aides
4	Day Shift Custodians	1	Mechanic/Shuttle or Sub Driver	26	Part-time Employees
8	2 <sup>nd</sup> Shift Custodians	12	Elementary Route Drivers	3	Substitutes
		11	Secondary Route Drivers		
2	3 <sup>rd</sup> Shift Custodians 1 – Full-time 1 – Part-time	2	Double Route Drivers		
3	Part-time Custodians 2 – 2 <sup>nd</sup> Shift 1 – 3 <sup>rd</sup> Shift	4	Special Needs Bus Drivers		
		4	Special Needs Bus Aides		
2	Part-time Summer Helpers	7	Substitute Drivers		
		3	Special Needs Bus Sub		

**LOCAL INSIGHTS**

This school improvement plan was developed according to data analyzed from the following sources: ISTEP+, Algebra and Biology ECAs, MAZE, NWEA, Aimsweb Math and other informal assessments.

**YORKTOWN MIDDLE SCHOOL OVERVIEW**

Yorktown Middle School (YMS) currently houses and educates approximately 580 students and continues to have a steady attendance rate of 96.7%. Throughout the 2016-2017 school year, YMS had a population of nearly 570 students, and during the previous year there were 580 students. The population at YMS is also made up of transfer tuition students. Transfer tuition students live in adjacent school corporations and are driven by their parents to Yorktown each day so they can attend school.

The student population is made up of the following ethnic groups: Caucasian (90.0%), Asian (2.3%), African American (1.7%), Multiracial (3.6%), American Indian (0.9%), and Hispanic (1.5%). The percentage of English Language Learners (ELL) at YMS is 1.1%.

Approximately 8.5% of the students enrolled receive special education support services. Yorktown Community Schools partners with the Delaware-Blackford County Special Education Cooperative in an effort to provide a wide array of services for those students who qualify

under Article 7 (Indiana’s Special Education Law). A breakdown of special education percentages based on areas of eligibility can be obtained by contacting the superintendent’s office.

Nearly 22.2% of the student population participates in the free lunch program while 6.0% participate in the reduced lunch program. Those families who qualify for either the free or reduced lunch program have the option to apply for textbook assistance for their children.

For additional school data and information, please visit the DOE Compass on the Indiana Department of Education’s website at <http://www.doe.in.gov/>. Find the Trending Now section and click on “Accountability.”

## **YORKTOWN MIDDLE SCHOOL STAFFING OVERVIEW**

Further staffing breakdowns may be requested by contacting the superintendent’s office.

### Administration –

The administrative team is made up of one principal and one assistant principal who also is the school’s athletic director. The assistant principal is officially titled “Dean of Students.”

### Teaching/Certified –

There are approximately thirty-six certified employees on staff. Thirty teachers provide classroom instruction on a variety of academic subjects and liberal arts courses. There are four licensed special educators (2 special education teachers, 1 speech pathologist, and 1 self-contained Functional Academics teacher) who work in partnership with classroom teachers to ensure students’ individual learning needs are met. One guidance counselor is available to advise and monitor students’ academic progress as they move through middle school. There is a certified nurse (also the corporation nurse) on staff to oversee the students’ health needs and school medical records.

Since YMS and Yorktown Elementary are adjoined, the speech pathologist, the Functional Academics teacher, and the school nurse are shared.

### Support/Non-Certified –

Eight support personnel are on staff. There is one head secretary, treasurer, counselor secretary, and media center assistant. The treasurer is responsible for both the school budget and the athletic budget. The other support staff members serve as paraprofessionals who work directly with students. They provide remediation, educational interventions, and special education support.

### Food Services –

The Food Services staff includes one cafeteria manager, one lunchroom monitor, and five other personnel who serve as head cook, baker, cashier, or kitchen assistants.

### Maintenance –

The Maintenance Department is made up of four full-time employees (one head custodian and three second shift custodians).

## **DISTRICT-WIDE STATE AND FEDERAL ACCOUNTABILITY MANDATES**

Current accountability mandates are from the State of Indiana (PL 221), the federal government (No Child Left Behind), the College Board (YHS only), and the Indiana High School

Athletic Association (YHS only). Both the state and federal government place an expectation on schools to document and demonstrate specific adequate yearly progress (AYP) through cohort group progress and individual student progress. College Board requires high schools to complete corresponding course audits for any classes listed on high school transcripts as “Advanced Placement” (AP). The IHSAA sets accountability with respect to the academic eligibility of student athletes as well as the athletic program itself being offered at each high school.

### **DISTRICT-WIDE STATE ASSESSMENT MANDATES**

Pleasant View Elementary – In response to PL 109 which was created to ensure that all students can read proficiently at the end of grade three, PVE voluntarily participates each spring in administering IREAD-K, IREAD-1, and IREAD-2.

Yorktown Elementary – Students at YES participate in ISTEP+ testing (or IMAST per an IEP) as mandated by the State of Indiana. Third graders at YES also take the IREAD-3 assessment as mandated by PL 109.

Yorktown Middle School – Students at YMS participate in ISTEP+ testing as mandated by the State of Indiana. Those students enrolled in an Algebra 1, Biology 1, or English 10 course will also participate in End-of-Course Assessment (ECA) testing as mandated by the State of Indiana.

Yorktown High School – Students at YHS participate in End-of-Course Assessment (ECA) testing as mandated by the State of Indiana. English 10 students also participate in the English 10 Acuity (predictive) program. Any student enrolled in an Advanced Placement (AP) course will participate in AP testing which has been mandated by YHS. All students in grades 9-11 will take the PSAT which is also a matter of school-wide practice.

### **STATUTES AND RULES**

At this point, NO school in the Yorktown Community School Corporation wishes to have any statutes or rules suspended from operation.

### **CURRICULUM**

Yorktown Middle School has been able to maintain and offer a strong, diversified curriculum for its sixth, seventh, and eighth grade students. In addition to delivering a core curriculum (language arts, math, social studies, and science) comprised of the Indiana Academic State Standards, YMS also provides computer education, art, music/band, physical education, health, industrial technology, and foreign language classes. These classes are called “Encore Classes” and are offered to all students. Furthermore, high ability classes, special education services, and Response to Instruction (RtI)/ISTEP+ remediation services are also offered to those students who qualify.

Students are also afforded additional programs and opportunities that further enhance their educational experience and allow for a more enriched curriculum. Examples include essay contests, field trips, a Spelling Bee, academic and attendance incentive programs, access to technology, guest speakers, convocations, science fair, academic teams, a student council, and various academic clubs and extra-curricular activities. Grants, parental support, and PTO funds help to offset the cost of some these programs.

Yorktown Middle School has an educational support program which includes the Tigers' D.E.N. (Dedicated to the Educational Needs) and an instructional resource room. Any student needing additional remediation, help with assignments, assistance with make-up work, or enrichment activities may utilize these academic supports. Student's accommodation needs are met in the general education environment through the Tigers' D.E.N.

Collaboration Time (CT) is common time set aside each day for teachers. This time can be used for teacher collaboration, professional development, technology development, student team meetings, school improvement efforts, and student data analysis.

YMS offers its students a challenging high ability (HA) program. This program is tiered to meet the diverse needs of this student population. Students who were identified for this program are placed in various high abilities or advanced courses. Algebra, Geometry, and Biology are all offered at YMS as high school credit courses for high ability students. Advanced Language Arts classes are also available.

Yorktown Middle School offers a physical education curriculum rich in experiences. The general philosophy of the physical education program is to offer activities that promote education, fitness, and wellness for the students at YMS. Some of the activities include the following: basketball, bowling, soccer, dance, badminton, softball, volleyball, and relay races. Fundamentals are the main focus of each activity. As the students mature physically, they will begin to refine these skills. Each one whether movement, stance, gait, or striking is broken down into step-by-step motions so the students can grasp and mimic these skills. Then the students work on completing each skill as one fluid motion.

## **LIBRARY**

The Yorktown Middle School library is a full-service library that employs one full-time library aide. The library has a wide selection of books, magazines, videotapes, DVDs, audiocassettes, and audiovisual equipment available for the faculty and students at YMS. It is also equipped with several computer stations. Students are scheduled into the library using an open schedule model. This type of schedule provides students with an opportunity to use the library's computerized circulation system Destiny. Utilize basic research skills using INSPIRE and WorldBook Online, and read silently. Circulation data is gathered, analyzed, and shared. The library budget easily allows for the \$8.00 per pupil expenditure as mandated by the Department of Education. The middle school library is also used by the school and corporation staff as a meeting place.

## **TECHNOLOGY**

Yorktown Middle School not only has a strong technology program and a robust three year technology plan, but it also has an incredible infrastructure in which to support it all. The growing educational needs from staff, students, and community demands it.

An intricate network, comprised of the Windows operating system, has been installed at YMS in order to provide students with access to technology. All computers and laptops have access to the Internet and a centralized file storage system. YMS has 2 computer labs with a minimum of thirty computer stations in each lab. Each lab also includes a printer. There are computers in the library, the instructional resource room, and Tigers' D.E.N. SmartBoards have been installed in most every classroom. Each classroom is equipped with an In-Focus projector.

All classrooms have a mounted television and VCR or DVD combo. . The special education classrooms are equipped with iPads to meet specific needs of students as well.

YMS currently is a 1:1 device school and all students have an iPad that is used between home and school for all educational needs. Technology is used at Yorktown Middle School as a learning tool to enhance and extend the curriculum. The following examples reveal how technology is utilized at YMS: word processing, online assessing, creating presentations, playing interactively, educational and skill reinforcement-type games, blogging, communicating with teachers, video-conferencing, submission of work online, and Internet researching. Although this list does not exhaust all the ways in which students and staff use technology, it helps to develop an understanding of how important technology is to the curriculum.

Every teacher has been issued a laptop which can be taken back and forth between school and home. Each support staff member also has access to technology. Email is the primary mode of communication within the school and the corporation so it is imperative for everyone to have technology access.

Teachers are expected to regularly update their classroom websites in order to enhance communication with students and parents. They are required to utilize email and the corporation's grade book (PowerGrade) and attendance program. Teachers are expected to use a variety of websites, web quests, and digital resources to supplement the existing curriculum. Canvas is the current learning management system and teachers create "modules" as an avenue to share and distribute assignments and learning activities. Calendars and course outlines are also shared on Canvas homepages.

The ongoing need for professional development in the area of technology and technology integration is a huge priority not only for YMS but also for the Yorktown Community School Corporation. In-services, workshops, seminars, collaboration time, and summer breaks are prime times for such training.

## **PARENT INVOLVEMENT**

Yorktown Middle School strives to maximize parental participation by involving parents in many school activities and functions. Yorktown Middle School has an active parent/teacher organization (PTO). The purpose of the PTO is to raise money to help provide resources to educate the students, provide support for administration and teachers, and most importantly, to facilitate the involvement of parents in the school. Parents help with ISTEP+ monitoring and test preparation, library chores, the book fair, and other needed tasks. Monies raised by the PTO are used to help with the cost of field trips, academic and extra-curricular activities, incentive programs, guest speakers, and convocations. Money is also allocated to each teacher to help offset the cost of classroom materials and supplies. Annual fundraising activities include Spirit Wear, PTO directories, Market Day, after school dances, and Pie in the Eye. The PTO is also involved in hosting several other events like the Teacher Appreciation Luncheon, Holiday Luncheon, Open House, Reality Store, and the Eighth Grade Honor Day.

## **PARTNERSHIPS**

Several local organizations, foundations, and businesses offer support to YMS through various programs and educational initiatives. Many of them, including the Ball Corporation and the Mt. Pleasant Township Education Foundation, offer grants, monetary gifts, and student

incentives in support of the academic efforts at YMS. In return, students at Yorktown Middle School are very generous in their backing of local organizations and their causes. Some of those organizations include Riley Children’s Hospital, the American Red Cross, SIDS Awareness, the United Way, local food pantries, the Leukemia and Lymphoma Society, the Muncie Mission, the American Diabetes Association, the American Cancer Society, and other state and local charities. Students have raised money to help sustain their causes by participating in hat days, reading books, shooting baskets, and collecting monetary donations. They have also collected and donated thousands of canned goods and nonperishable food items over the years.

**SCHOOL SAFETY**

The Yorktown Community School Corporation strives to keep student safety as a top priority and recognizes that learning can only happen in a safe environment. Many steps and measures have been taken to keep safety and student discipline at the forefront in each building throughout the district. Not only does the district have a School Safety Committee/Emergency Response Team but so does each individual school within the district. These groups are made up of key school personnel like principals, certified staff members, non-certified staff members, and school nurses. YCS works in partnership with the local fire departments and police departments. There are also several certified School Safety Specialists on staff throughout the district. Many staff members, including employees on the School Safety Committee/Emergency Response Teams as well as all athletic coaches, have current CPR and AED training certification.

Safety drills for fire, tornado, and manmade disasters are conducted as mandated by the State of Indiana. Maintenance and custodial staff throughout the district make improvements and repairs after an inspection warrants such needs. Routine searches by local and county drug dog teams are also conducted throughout the school year at YMS and YHS. All exterior doors are secured after the start of each school day, and signs are posted notifying visitors of entry through the front doors/main entrances only. All visitor entrances are secured with a buzzer system which also includes video surveillance. Individuals are only allowed entry into the building after a visual confirmation is made by a school employee. All visitors are required to sign-in and sign-out through the school’s main office and wear identification badges while in the building. Cameras are strategically placed throughout the inside and outside of each school building to monitor safety including around entrances, exits, and parking lots.

**DATA COLLECTION INSTRUMENTS**

The instruments listed below are used to gather student data which help to drive instruction, decision-making, and school improvement efforts at Yorktown Middle School.

FORMAL ASSESSMENTS	INFORMAL ASSESSMENTS
<ul style="list-style-type: none"> <li>● ISTEP+</li> <li>● ECA (Algebra and Biology)</li> <li>● MAZE-Aimsweb</li> <li>● NWEA</li> <li>● Aimsweb Math Fluencies</li> </ul>	<ul style="list-style-type: none"> <li>● Academic Vocab Pre/Post-tests</li> <li>● Reading Fluencies</li> <li>● ALEKS Cumulative and Progress Assessments</li> </ul>

	<ul style="list-style-type: none"> <li>• Locally developed common assessments per subject area</li> <li>• Words their Way Spelling Assessments</li> <li>• Curriculum Tests and Assessment Tools <ul style="list-style-type: none"> <li>○ Textbook Support Materials</li> <li>○ Chapter and Unit Tests</li> <li>○ Projects</li> <li>○ Online Assessment Tools</li> <li>○ Weekly/Daily Skills Tests</li> <li>○ Quizzes</li> </ul> </li> <li>• Teacher-Made Rubrics</li> <li>• Criterion Writing Results</li> <li>• ELA Writing Prompts</li> <li>• Locally Approved End of Course Tests</li> <li>• Curriculum-Driven Assignments <ul style="list-style-type: none"> <li>○ Projects</li> <li>○ Reports/Research Papers</li> <li>○ Writing Assignments</li> <li>○ Presentations</li> <li>○ Weekly/Daily Homework</li> </ul> </li> <li>• State Standards Checklists</li> <li>• Common Core Checklists</li> <li>• Attendance Rates</li> </ul>
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**II. STATEMENTS OF MISSION AND CORE BELIEFS**

**CORE BELIEFS OF YORKTOWN COMMUNITY SCHOOLS**

1. Students will learn and perform best when stakeholders maintain **high expectations**.
2. Curriculum & Instruction will be **research or evidence-based** with student achievement being **measured** to ensure **continuous progress**.
3. Students will be provided **opportunities** to learn and achieve to their highest potential.
4. School leaders will expect and support **ongoing improvement of teaching and student performance**.

**YORKTOWN MIDDLE SCHOOL MISSION STATEMENT**

The mission of Yorktown Middle School is to provide a safe, orderly environment where students develop their academic and social skills, allowing the smooth transition from childhood to adulthood in order to become lifelong learners and productive citizens in society.

**BELIEFS OF YORKTOWN MIDDLE SCHOOL**

The Yorktown Middle School community believes:

- Students can learn.
- Students have the right to learn.
- Students should work in a safe and secure environment.
- Students learn in an environment that is inviting, stimulating, and conducive to learning.
- Students possess different learning styles.
- Students benefit from a curriculum that provides opportunities to develop positive emotional, physical, social, and intellectual qualities in each student.
- Students benefit from exploratory programs that support a variety of interests and abilities.
- Parent involvement impacts student performance.
- The staff must serve as exemplary role models.
- Teachers should use a variety of teaching methods to address student learning styles.
- Diversity enhances learning opportunities.

### **ENVIRONMENTAL SCAN**

The Yorktown Community School Corporation recognizes there are certain skills that students will need in the future in order to become successful and productive adults. These skills are referred to as 21<sup>st</sup> Century Skills. The Core Beliefs of YCS, as well as each school's individual mission and vision, serve as a guide to help keep staff members focused on developing these skills within their students. Because these skills are so important to the future success of each student, the development of 21<sup>st</sup> Century Skills is a priority within the district's curriculum and student resource offerings. Sources, such as, Marx's (2002) Ten Trends: Educating Children for Tomorrow's World and Friedman's (2005) The World is Flat, outline these necessary skills students will need. They include collaboration with others, creative and critical thinking skills, understanding of technological tools, social responsibility, respecting and accepting others, health and wellness awareness, management skills, conflict management skills, core academic mastery, flexibility, problem solving, and practicing individual responsibility.

### **CULTURAL COMPETENCY**

Cultural competency is the ability to teach students who come from a variety of backgrounds, while at the same time, valuing diversity among the students and the curriculum. The staff at YCS finds it very important to know the students and acknowledge their cultures, ethnic backgrounds, and individual abilities and characteristics. These abilities and characteristics include gender, age, ethnicity, religion, academic aptitude, and physical capability.

The academic programs and services offered within each school also contain culturally appropriate strategies to help increase educational opportunities for all diverse students as well as increase their academic performance. Some of these offerings include Response to Instruction (RtI), high ability, Title I, flex credit, dual enrollment, Advanced Placement (AP), vocational education, special education programs, and a foreign exchange student program.

In order to improve students' understanding of cultural competency, a wide variety of activities, opportunities, and experiences are provided throughout the district. They include age appropriate convocations, novel selections, reality store, family health guest speakers, Drive of your Life, the Kick-Off Mentor Program for freshmen, peer tutoring, peer mentoring, school counseling services, student team meetings, anti-bullying programs and procedures, essay contests, peer mentor training programs, field trips, class discussions, guest speakers, recognition of special religious and cultural holidays, student and parent surveys, student council and other various club activities, athletics, and the incorporation of educational strategies that meet the needs of all student learners. Not only do these activities improve the understanding of cultural competency, they also demonstrate YCS's awareness of it within the educational setting.

Many of the same activities, opportunities, and resources are available to help parents improve their understanding of cultural competency as well. YCS is also committed to providing professional development for all faculty and staff in an effort to continually increase the cultural competency within each school's educational environment.

### **III. INDIANA DEPARTMENT OF EDUCATION SCHOOL DATA LINKS**

#### **INTRODUCTION**

This section contains links to various graphs, reports, and charts located on the Indiana Department of Education's (IDOE) website. This data was also used to help Yorktown Middle School drive instruction, make decisions, and determine school improvement goals. The information found on the IDOE's website also depicts Yorktown Middle School's annual performance and student growth rates.

#### **IDOE STUDENT PERFORMANCE (ISTEP+ AND ECA) LINKS**

- [English/Language Arts](#)
- [Math](#)
- [Science](#)
- [Social Studies](#)
- [Algebra](#)
- [Biology](#)

#### **IDOE ACCOUNTABILITY LINKS**

- [Report Card](#)

#### **IDOE ENROLLMENT AND ATTENDANCE LINKS**

- [Enrollment](#)
- [Attendance](#)

## IDOE OVERVIEW (STUDENT DEMOGRAPHIC) LINK

- [Student Demographics](#)

## IV. ACTION PLAN

### INTRODUCTION

This section contains Yorktown Middle School's school improvement goals and action plan. The action plan includes a professional development blueprint which is an important element in the school improvement process. The blueprint, like this entire document, is revisited and revised each year as students' performance, growth rates, and areas of need are always changing.

### GOALS

In addition to the continuous goals of demonstrating Adequate Yearly Progress (AYP) and obtaining Four Star Status, Yorktown Middle School has set the following school improvement goals which are based upon increasing student achievement. These goals were derived from analyzing current and past formal and informal student assessment data.

- Goal 1 –
  - All students will demonstrate appropriate growth and performance in the areas of English/Language Arts and Mathematics.
- Goal 2 –
  - All students will increase their daily school attendance rate.

### ACTION PLAN

Goal 1: Plan to demonstrate appropriate growth and performance in the areas of English/Language Arts and Mathematics.

Rationale for Goal 1 –

The IDOE has shaped an opportunity for students to not only pass or not pass the ISTEP+ but to also show growth as compared to other students in their peer cohort group. This situation allows all students the possibility of having a positive outcome each year on the ISTEP+ assessment. YMS will continue to strive for the highest achievable passing rates but also understands the importance of seeing positive growth in students in addition to high performance rates. In addition teachers are also able to now see growth rates in English/Language Arts and Mathematics using NWEA RIT data during the 3 benchmark testing sessions.

Strategies for Goal 1 –

If academic and instructional efforts are focused on concentrated areas and the strategies listed below are implemented, the staff at YMS can better assist their students in accomplishing this goal.

- All teachers will follow the Indiana Academic State Standards, the Common Core Standards, and the IDOE curriculum maps. These documents are to serve as the foundation for classroom instruction.
- NWEA will be one of the assessments used to evaluate student performance. This assessment tool will help identify those students in need of remediation as well as those students who are growing at a slow rate (even if they have passed the ISTEP+).

NWEA assessment data will also help drive classroom instruction for teachers. Individualized instruction can be provided based on student RIT scores and goals can be set with projected RIT scores.

- The IDOE curriculum maps will be used to help with the planning and pacing of the core curriculum.
- English/Language Arts teachers will provide constructed-response writing prompt opportunities for students. These commonly aligned prompts will serve as a benchmark to gauge student progress on extended written-response items.
- All teachers will continue to focus upon the essential academic vocabulary for their specific subject areas. In addition to identifying these key terms essential for success, each teacher will assess students on their mastery of the academic vocabulary. Pre and post-tests should be used. Teachers have the flexibility to determine the best time(s) to give these assessments.
- Students' reading comprehension skills will continue to be monitored and, if needed, remediated through the Response to Instruction (RtI) program. Those students needing remediation must qualify for RtI. Students will receive RtI services during designated Tier 2 and Tier 3 class times. Their progress will continue to be monitored on either a weekly or biweekly basis.
- Students who have not passed the math portion of ISTEP+ will be provided remediation. Students will be placed in remediation groups that will focus on their individual weaknesses and specific skill deficits.
- Classroom teachers will be provided with student, class, and grade level ISTEP+ data. The strengths and weaknesses for each of these areas will be analyzed. This data will be used to drive instruction and make curricular decisions.

### Goal 2: Plan to Increase Daily Student Attendance Rate

Rationale for Goal 2 – The IDOE has a high expectation for student attendance. In order to increase growth toward meeting academic expectations, students must attend school. Attendance is very important to Yorktown Community Schools and is taken into account in every aspect of learning. Students with high attendance rates often perform better and have an increased chance of becoming a productive citizen in society. YMS will continue to strive for the highest attendance rates that lead to high performance rates.

Strategies for Goal 2 – If student and community efforts are focused on concentrated areas and the strategies listed below are implemented, the staff at YMS can better assist their students in accomplishing this goal.

- 2017-2018
  - The attendance and tardy policies will be included in the student handbook. These policies and expectations will be shared with students at the beginning of the school year.
  - Attendance and tardy letters will be mailed to the parents of students with attendance and/or tardy issues.
  - Those students with perfect attendance will be recognized at semester break. They will be given a certificate, ribbon, or patch from the attendance incentive program.

- Those students meeting specific tardy and attendance expectations will be invited to school-sponsored incentive parties or activities.
- 2018-2019
  - The attendance and tardy policies will be included in the student handbook. These policies and expectations will be shared with students at the beginning of the school year.
  - Attendance and tardy letters will be mailed to the parents of students with attendance and/or tardy issues.
  - Those students with perfect attendance will be recognized at semester break. They will be given a certificate, ribbon, or patch from the attendance incentive program.
  - Those students meeting specific tardy and attendance expectations will be invited to school-sponsored incentive parties or activities.
- 2019-2020
  - The attendance and tardy policies will be included in the student handbook. These policies and expectations will be shared with students at the beginning of the school year.
  - Attendance and tardy letters will be mailed to the parents of students with attendance and/or tardy issues.
  - Those students with perfect attendance will be recognized at semester break. They will be given a certificate, ribbon, or patch from the attendance incentive program.
  - Those students meeting specific tardy and attendance expectations will be invited to school-sponsored incentive parties or activities.

### **DISTRICT PROFESSIONAL DEVELOPMENT NARRATIVE**

It is imperative for YCS staff members to have a solid understanding of how to interpret the formative and summative student data continually being collected and how to appropriately use that data to drive classroom instruction. It is also crucial that students' individual learning needs are met. Increasing the cultural competency within each school's learning environment and among all stakeholders is another important component for student success. Professional development throughout the district continues to focus primarily on these areas.

Staff members attend various professional development workshops and seminars throughout the school year as well as over the summer break. Professional development does not happen only outside of the district, but it happens within the district as well. Each school has time set aside daily where the whole staff can come together to grow professionally. This special activity is called Collaboration Time (CT). CT can be tailored to fit the professional development needs within each building. The whole staff, individual departments, entire grade levels, or a team of teachers may get together to have professional conversations or to model and share with their colleagues a learning strategy or a new way to manage student data by utilizing technology. Groups of teachers and staff members from different buildings throughout the corporation can utilize this time as well to build professional relationships.

YCS staff members are often encouraged to fill out professional development evaluation forms and to share their PD needs with administration, department heads, or teacher leaders. Whether the PD took place within the district or outside of the district, it is critical for staff to share feedback regarding the power of that PD so that the district can continue to ensure all staff members are receiving exemplary professional development experiences. Professional development is a key component in helping school personnel meet their building’s educational goals as well as meet the goals of the district.

Each school’s professional development plan throughout the district is in compliance with School Board Policy 3242 and thus aligns with the board’s Core Principles for Professional Development.

**SCHOOL PROFESSIONAL DEVELOPMENT PLAN**

2017-2018	<p><u>NWEA data analysis training to drive instruction</u>  Heath Dudley  Chris Van Pelt  Katie Preston  Heather Lucas</p> <p><u>ISTEP+ Data Analysis (F/S)</u>  All Staff  Language Arts Staff  Math Staff</p> <p><u>Continuation of curriculum mapping and embedding the Indiana Standards/Common Core/College Career Readiness (F/S)</u>  Heath Dudley  All Staff</p> <p><u>Response to Instruction (F/S)</u>  Katie Preston  Ryan Greenwood  Dustin Moody  Dena Bischoff  Heath Dudley  Kerri Wright  All Staff</p> <p><u>RACE-C writing instruction</u></p>

	<p>All Staff</p> <p><u>Blended learning/module creation</u> (technology) Kristen Lowe Shanan Riegle</p> <p><u>Writers Workshop</u> Language Arts Staff</p>
<p>2018-2019</p>	<p><u>ISTEP+ Data Analysis (F/S)</u> All Staff Language Arts Staff Math Staff</p> <p><u>Response to Instruction (F/S)</u> Katie Preston Ryan Greenwood Dustin Moody Dena Bischoff Heath Dudley Kerri Wright All Staff</p> <p><u>RACE-C writing instruction</u> All Staff</p> <p><u>Blended learning/module creation</u> (technology) Kristen Lowe Shanan Riegle</p> <p><u>Self Chosen Teacher Module within our evaluation program</u></p> <p>Administrator in charge of PLC for chosen domain</p> <p><u>Writer's Workshop</u> Language Arts staff</p>

