

Harold C. Urey Middle School

Harold C. Urey Middle School (Urey MS/UMS) serves students in grades 7-8. It is accredited by the Indiana Department Of Education (IDOE). The school is located in the town of Walkerton and services the townships of Polk, Lincoln, Johnson, and Liberty which include the towns of Walkerton, North Liberty, Tyner, and Tecgarden. In the past, many of Urey's students came from family farms. However, current demographics indicate this is no longer the case. The school is located on the corner of Washington Street and US 6 right next to the Walkerton Public Library, and it is connected and leases Place Park for the practice field & playground equipment for lunch recess. JGSC has more than 600 ODT (Out of District Transfer) students. In this sense, JGSC actually serves 9 townships, and today we serve a more diverse population. JGSC is a 3A school corp (1955-1975 students) with a 1A mindset or mentality. We are working to operate like the bigger district we are, while still providing a quality small town, family feel.

FALCON PROUD ! Positive Connection + Positive Experience GROW FORWARD !

The governance of the school community consists of town councils. The schools are administered by a seven member board and one superintendent. For the first time in many years there will be 3 new board members as 3 current board members are not running again.

The 2022-23 enrollment at Urey Middle School is currently 311 students (down from 327 last fall). There are 47 identified special needs students (15%), a 6.6% increase from the previous school year. The number of students receiving free lunch has increased from last year with 110 qualifying this year; 22 receive reduced lunch. The percentage of students on free/reduced lunch is higher than the previous year with 42% of students qualifying.

The ethnic composition of Urey Middle School is predominantly white (89.71%). Parents/Guardians report their child's ethnicity as: Black/African American (1.61%), American Indian or Alaskan Native-Not Hispanic/Latino (0.32%), Hispanic (4.82%), Multi-racial (3.54%).

The building, originally Walkerton High School, was formally dedicated in 1943. In September 1966, the Board of Education named the building after the distinguished scientist, Harold C. Urey, who was born in Walkerton - a resident here for his first 3 years of life. In 1996, a new addition was added and a complete renovation of the existing building was completed. The square footage was more than doubled to approximately 88,500 square feet. At that time, the building was completely networked for technology. Students are 1:1 with chromebooks.

Urey Middle School provides a complete Athletic/ECA program for boys and girls (boys & girls basketball, cheer, cross country, football, coed golf, boys & girls soccer, track, volleyball, wrestling). Club sports (eSports, tennis, Vex Robotics, Youth Coding League, etc) and intramurals (basketball, volleyball, flag football). Students also have the choice to participate on academic teams, Spell Bowl (6 state champions), and join a variety of clubs (Coding, Anime, Art Club, etc). Co-curricular options are Band (including gr 8 students who compete in ISSMA marching band), Choir, and Sound Sensation.

The John Glenn community actively supports the school and the variety of student-oriented activities. In a survey of all 327 students in September 2021, 9/10 students were involved in one or more sports/clubs/co-curricular activities (article in The Lakes magazine 2022). A strong relationship exists between businesses and the school. The Falcon 500 Club and John Glenn Education Foundation (JGEF), community wide organizations, actively support the programs and students in all of the schools with donations of money and time. Urey MS has received a great deal of assistance from area businesses, corporations, parents, civic organizations, and patrons to support the student recognition program.

Homeroom is used to teach Preparing for College & Careers (PCC for gr 8 for HS credit). In addition, we work to “own each & every student” as we follow through on our school mission statement (study skills, anti-bullying, ILEARN prep, team building, etc). In addition to the core courses of Language Arts, Math, Science, and Social Studies, student’s experience a semester each of Health and Physical Education. Students can choose electives including: Family and Consumer Science (FACS 1, 2, 3), STEM, Coding, Wood Shop, Life Fitness, and Art. Students have the opportunity to participate in Band, Choir, or Band and Choir.

All students are encouraged to use the Learning Center (help with homework/class skills) which is open 7:30-7:45 a.m. and 2:50-3:30 pm each day. Special Education students receive instruction and support from their TOR in the Learning Center. Additionally, an Instructional Aide spends the majority of the school day in/with each Special Ed group. Tutoring typically starts in mid September and runs 3-4 pm with a licensed teacher 2 days/week.

By May 2022 all grade 6-8 students will have taken the Mindprint assessment. Teachers utilize this data to help with differentiation and assessment; admin uses it for student grouping & schedules. There were 3 class sections of Brainware beginning fall 2021. We have partnered with Brainware to grow cognitive skills in identified weaker academic students and bubble kids (15-19% of our student population are “Approaching Proficiency” at LA or Math or both).

UMS Philosophy

Vision

The Urey Middle School community provides an atmosphere where students are motivated to become life-long learners and responsible citizens. Students understand and apply National and Indiana State Standards at or above grade level. High expectations and the use of a variety of engaging learning activities encourage students to reach their full potential.

Mission

The Urey Middle School community is committed to providing a positive, educational environment where all students are guided, encouraged, and challenged to reach a high level of academic success and exemplary citizenship. State standards are taught and measured using current research-based instructional strategies and assessments.

Job Title: *Student*

Job Description: *Complete all assignments to your best ability & submit the work.*

Job Duty: *Report anyone planning to hurt themselves or others.*

School Improvement Plan - Team Members:

Gregg Goewert	Stephanie Reynolds	Jodi Alexander	Adam Binkley
Amy Arick	Andy Buss	Damon Groves	Dyan Phillips
Angela Lile	Pat Crone	Lauren Cooper	-11 members

Introduction: Description & Location of Curriculum

Students in grades 7-8 grow immensely physically, mentally, emotionally, and socially. With this in mind the ‘thematic core focus’ at UMS is *positive growth*. An observer, visitor, parent, or student will clearly see our daily commitment to “**GROW FORWARD**”. In these two short years our students will grow in a positive manner as we take ownership of each & every student.

The Urey Middle School Curriculum is based on Indiana State Standards. It is revised each textbook adoption year by subject. IXL (skill building assessment), Clear Sight and in 2022-23 iReady (formative assessment), STAR, and Mindprint. All teachers have access to copies of the curriculum (Indiana Academic Standards as well as the Common Core State Standards) used for the discipline that is taught.

Introduction: Assessments

Urey Middle School participates in the ILEARN statewide assessment. In addition:

- 1) K-8 Students are assessed using the formative assessment program iReady in the fall, winter, and early spring to provide students and teachers feedback on students’ progress toward mastery of specific state standards/skills.
- 2) Students are assessed on reading using the STAR Reader Assessment.
- 3) Mindprint & Brainware produce cognitive skill growth data.
- 4) ILEARN (Historical) results are listed below:

<u>Gr. 7</u>	<u>LA</u>	<u>MA</u>	<u>Gr. 8</u>	<u>LA</u>	<u>MA</u>
2019	54.7	54.1		55.6	39.1
2021	43	30		50	34
2022	53	43		39	25
<u>2023 goals:</u>	<u>54</u>	<u>48</u>		<u>55</u>	<u>45</u>

*Covid learning loss has had a clear measurable negative impact in the curriculum that was/was not covered and our student ILEARN results statewide (no test in 2020).

*Current Gr 7 kids scored 45% Math Gr 6; 47.85% LA Gr 6.

UMS Assessments (narrative discussion/planning notes)

- At grades 7 and 8 we complete STAR lexile assessments to determine each child's reading level (early August). The reading level is shared out to all staff to be considered across the curriculum. Assessments continue to be completed early/mid December and early/mid May.
- At UMS our goal is for each student to read 1 AR book/month, and to *show growth of .5 - 1.0* grade level by May/year.
- Each student will write 1 essay/week starting in October (Writing Wednesday/Feedback Friday).
- We implement reading & writing across the curriculum - each subject has reading & writing lessons; each curriculum subject has 1 question on each assessment that is formatted or mimics questions on the ILEARN.
- As a school, we have 3 dates in which we practice each of the 3 essay types as if it is a real ILEARN test situation (narrative, argumentative, explanatory in Oct/Dec/Jan respectively. These 3 essays are then graded with the ILEARN rubric and feedback is provided to each student).
- At grades 7 and 8 we complete iReady diagnostic assessments to determine each child's predicted performance on the ILEARN and identify growth (assessments completed August, December, March) [FYI - the last two years we used ClearSight] The teachers have eight 90 minute PD nights and 3 PD days when we meet & review various data. They also review the data in TEAM (grade level) and by department.
- At grades 7 and 8 we review our ILEARN scores/results/data each spring/summer. We break the results down by teacher: each teacher reviews the students they taught and their scores. The teachers do a great job of 'owning their kids'.
- Each grade and subject team will hold data meetings for kids to see their own scores and plan for growth. This gives students ownership of their past and future scores. Plans will be made to turn weaknesses into strengths.
- Each student will own their own data. In Math and LA class each student will log in on our LMS and access/review their individual ILEARN scores. Then the teacher will prompt students to set a specific goal regarding their spring ILEARN test.
- It is our goal to increase Teacher Effectiveness on the ILEARN for grade 8 Math & LA (currently 3 years of declining data; also the 2022 result was below the state average).
- It is our goal to complete PD for 2 new young LA teachers on writing; and PD for Math teachers utilizing chromebooks more as we teach 'why' the kids need to learn the tested Math skills & connect the skills to real world examples of 'why'. (Also, to work on ... 'Buy in' on why they should try their best is always an issue as in the minds of students we all move on to high school - there is no standard or measure required to move up to HS).
- Attend state or national conferences to educate our teachers. We attended a conference on reading at Valpo last school year.
- LA teacher(s) will attend "CompCon" and share Smekens Institute training & tool kit.
- We will target 7-8 LA students in each grade level and *give them an additional period of LA remediation to improve their skills & hopefully their ILEARN scores* with the goal of moving from "Approaching Proficiency" to "At Proficiency".
- All of our students that are new to Urey have their ILEARN test results uploaded into our LMS (Harmony) by October. This allows staff to focus instruction for ALL students.
- Due to SEL issues & concerns increasing during and after Covid, all teachers spend the first 2-3 minutes of class (2-3 days/week) leading their students in a mindfulness exercise. Guidance staff

introduces the exercises for teachers to try with their classes. We hope those exercises may help our kids focus and relax more in class and during tests.

-Our final assessment blueprint item is to have students achieve/demonstrate mastery on the standards marked as a 3 or 2 in the MAX column (Standard Item Range sheet from IDOE).

****We wish to reduce the % of students in the “Approaching Proficiency” category to 19.99% or less for Math and LA on the ILEARN.***

Parent Participation

Urey Middle School works with parents in the following ways:

- JGSC/UMS website
- Urey Athletics Facebook
- Urey Twitter @UreyMS
- Instagram @ureyms
- LMS (Harmony)
- Registration (Online & In-Person JULY/AUG)
- Open House/Parent Night (night before school starts)
- Parent Teacher Conferences (PTC = SEPT)
- Transition Day – incoming 7th grade in the spring (MAY)
- We host an “Open Week” – week before school building is open for students to practice lockers, walk schedules
- Athletic Events
- Fine Arts Programs/Shows (Band, Choir, Drama)
- Picture Day volunteers
- SportsYou app & other apps coaches utilize
- Classroom visits
- Email
- Voice Mail
- After School Athletic/ECA Study Table
- 9 weeks & End of Year Honor Roll/Academic Awards and Athletic Assembly dates
- Lesson plans & assignments posted on Harmony/Canvas
- Access to discipline and attendance records posted in Harmony
- Solo-Ensemble mini concert – parents invited
- School Messenger & other apps
- Congratulation letters; Community Donation letters

Technology as a Learning Tool

Urey Middle School integrates technology across the curriculum grades 7-8:

- All students are issued a Chromebook to perform in a 1:1 learning environment
- Each teacher is assigned a laptop; each Instructional Aide has a chromebook identical to the students
- All classrooms will soon have Interactive Prometheans (some still have Whiteboards or a 70+ inch TV for display)
- G Suite/Google apps + Microsoft Word pkg where needed
- Mobile live camera for video production of daily announcements presented on youtube

- Document cameras where wanted
- Digital still and video cameras for student and staff use
- Accelerated Reading – motivate, monitor, and increase literature-based reading
- Canvas = Web-based course management system
- STEM classes, CodeiLLusion computer coding class
- Subscriptions to SIRS Discover Periodical Database and Grolier’s Online Encyclopedia, along with access to Inspire provided by the state of Indiana
- Destiny Library Collection for the whole corporation through Internet
- Harmony is available as an online resource for students and parents to check grades, attendance, and missing assignments, etc
- Microsoft Active Directory network for students and staff
- Virtual Servers & Cloud storage
- Wireless network upgraded to accommodate a 1:1 setting
- Career Education; PCC for gr 8 for HS credit
- STAR Reading available through Renaissance Place website

Safe and Disciplined Learning Environment

Urey Middle School cares to have a safe school environment

- All outside doors are locked at 7:48 am; 4 daily building checks of all doors; SRO walks the halls daily
- Visitors must push an entry button to enter the building
- Visitors must leave a Driver’s License/State ID and wear an ID tag while in the building
- Visitors sign in and out
- “No Trespassing” and Tobacco Free School notices at each entrance
- Parent/Guardian must check in w/ the office and wait for child to be brought to the double doors for early dismissals
- Fire, tornado, and lockdown drills are conducted monthly/quarterly/semester; 1st 10 days of school drills are conducted
- Emergency plans are posted in each classroom
- An emergency evacuation plan exists with near and far primary and secondary shelters identified
- Staff receives procedural updates and reminders
- JGSC safety audit is conducted annually/Safety plan reviewed annually
- Classroom discipline plans are written & communicated in writing to students & parents
- UMS Student Code of Conduct is utilized
- Detention, Alternative Placement, In-School Suspension, Out of School Suspension, and Time-Out room for discipline
- One full-time guidance counselor, one part time AD/Safety person
- 2 weather alert (NOAA) radios, severe weather trained/certified staff member
- 2 IDOE School Safety Certified Staff
- Video camera recording system (more than 2 dozen new cameras added 2020-2021)
- Emergency kits updated quarterly with student contact and medical information
- Automated defibrillator (AFD) mounted near gym, also has narecan/nox
- Lock Blocks have been installed on all classroom/office doors

- Battery-free crank flashlight & glow sticks in each interior room w/out windows
- Communication via walkie-talkies used at release time and for emergencies

Student Achievement

Urey Middle School measures student achievement in several ways. Students take the ILEARN test in April each school year. Test scores have been above the state average. However, our particular concern is 3 years of declining grade 8 test scores, *and the most recent grade 8 results put grade 8 scoring below the state average.*

For students who do not pass a portion of the ILEARN, additional instruction is offered in summer school to focus on specific deficit areas, however; summer school attendance is a challenge in itself as not all parents support/agree to attendance. Once iReady scores are evaluated, remediation during the second and third grading period is provided to students who did not pass a portion of the test. We are committed to curriculum mapping, alignment with grades 5-6 teachers and elementary admin, and a reflection on best practices. We hired a teacher certified in PBL & STEM who will help teachers with creative lesson planning for escape rooms and other best practices. We applied for the DLG and for the STEM Integration grants to provide additional new technology and equipment to our teachers.

Annual Performance Report

The Urey Middle School annual performance report data can be accessed by visiting the IDOE website or the PIVOT Data Warehouse.

Other Performance Indicators

Beginning 2020-21 school year (Social Studies) we completed textbook adoption & curriculum review. Going forward (Math 2021-22) we completed textbook adoption & curriculum review. K-12 alignment will continue to be a focus as we proceed in Science for 2022-23 (new Science standards must be implemented for 2023-24).

Vocabulary Improvement Strategy

Student growth will be monitored through the use of vocab quizzes, posted grade level vocab lists, ILEARN, AR quizzes, and iReady assessments.

Other Information about Programming & the Learning Environment

- Each nine weeks, the school recognizes students for their academic accomplishments and extracurricular activities.
 - o Honor Roll
 - o Athletics
 - o Co and Extra Curricular such as Yearbook, Spell Bowl, Art Club, Solo and Ensemble, Honor Band, National Junior Honor Society, Tech Club, and Tabletop Gaming Club
- Teacher selected "Students of the Month".

- Tutoring 2 nights a week and the Learning Center are available to students for make-up work, additional instruction, test preparation, and for homework assistance.
- Curriculum calendars in math and language arts are utilized to allow teachers in all disciplines the opportunity to emphasize the key concept/term/theme for that particular focus area. We account for all tested ILEARN material to be taught.
- Recognitions are reported in public School Board meetings.
- Rewards for students who are “Caught Doing Good” by a staff member.

Specific Areas Where Improvement is Needed

Sustained improvement is needed by our Special Education students in all areas of the curriculum. These immediate needs are evidenced by ILEARN disaggregated data. The faculty is dedicated to addressing and raising these scores through collaboration, best practices, and purposely altering their delivery system to students by balancing their teaching methods and activities to match learning styles, intelligences, and cultural preferences. Our goal is that all students achieve at a level higher than their peers at the same/similar demographics. Currently student demographic data shows that we achieve this at the state level as compared to state ILEARN data. Through the continued use of RTI (Response to Intervention), it is our hope to reduce the number of special education student referrals. RTI will also help us provide interventions to students who would not normally qualify for special education services, and allow the students the skills necessary to work ‘on grade level’ in reading and math skills and standards. In the 2022 ILEARN results one area of big concern was the *31 grade 8 students who earned “Off Purpose”* for the writing part of LA. This number significantly hurt our ILEARN results. Finally, our students struggle most with Narrative writing. It is our goal to focus efforts on this writing style.

UMS Staff care about the number of students who do not complete assignments. The staff has been addressing this issue through staff development and further exploration of the causes for student apathy. Grade 7 TEAM regularly/routinely conference w/ students about missing work (daily in homeroom). A result of our goal to “own each & every student” is that the number of *F* grades *have dramatically decreased*. The fall 2021 1st 9 weeks F list produced the lowest # of students earning an F in the past 2 decades per certified staff. This result continued for the 2nd and 3rd 9 weeks. Now we are investigating the disconnect between getting good grades yet testing poorly on the ILEARN.

Student Achievement Strategies and Benchmarks

Goal One: Attendance

Goal 1: Grade level and school average daily attendance will be at or above 97.0%

Benchmark: Attendance

2021-2022	97%
2022-2023	maintain rate above 97%
2023-2024	maintain rate above 97%
2024-2025	maintain rate above 97%

Interventions: Attendance

- UMS Reward recognitions/functions provide incentive to attend daily
- Own every student (homeroom model and in the classes each teacher has)
- Lesson planning that involves technology & content interesting to age 12-14
- Lessons that explain the “why” of why do we need to learn this
- Relationship building with students - make learning fun and connect
- Faculty consistency enforcing attendance rules and infractions
- Daily reporting of absences
- Home visits w/ students missing 6 or more days of school
- Daily automated calls home to the parents of absent students who have not contacted the school about their child’s absence
- Calls from teacher to parent/guardian at #7-12 tardies
- Calls and letters to parents when students have reached ten and fifteen day thresholds
- Attendance contracts for students exhibiting excessive absenteeism or tardiness
- Contact to St. Joe County Truancy Officer/Juvenile Justice Center/DCS
- Enforcement of required doctor’s excuse for greater than ten percent absence
- School Resource Officer (SRO) assisting with bringing students to school who demonstrate a pattern of excessive absenteeism/tardiness to school

Goal Two: Writing

Goal 2: Urey Middle School will achieve a *4.0% increase in students passing the writing portions of the ILEARN English/Language Arts statewide assessment.*

Benchmark: English/Language Arts -- Writing

In 2019 ILEARN results 54.7 % passed the Grade 7 LA, in 2021 only 43% passed. In our assessments with ClearSight and in class testing, students struggled greatly with the skill of writing. We implemented 2 all school writing test samples in 2021-22. The ILEARN result for Grade 7 LA was 53% passing. This was a bounce back in the positive direction.

Interventions: English/Language Arts -- Writing

Students will:

- Writing across the curriculum at least 1 time/month in all non-Language Arts classes and every time a writing task is completed in Language Arts classes
- ILEARN rubric is used to assess all student writing
- Utilize technology to answer questions on a regular basis
- 3 practice ILEARN writing assessments (all school participation) in Oct/Jan/March
- enhanced questioning models in all classes across the curriculum
- Writing in every class, every week
- Practice using the R.A.C.E. writing model in all writing prompts/answers across the curriculum.

Goal Three: Math

Goal 3: Urey Middle School will realize a *4.0% increase in students passing the Math portion of the ILEARN statewide assessment.*

Benchmark: Math content mastery

In 2019 ILEARN results 54.1 % passed the Grade 7 Math, in 2021 only 30.1% passed. In grade 8 Math 2019 39.1% passed and 2 years later in the midst of Covid 33.7% passed. In our assessments with ClearSight and in class testing, students struggled in Math. We implemented the ALEKS program and daily IXL usage. The ILEARN result for Grade 7 Math in 2022 was 43% so we bounced back in a positive direction. In grade 8, 25% of students passed Math; this caused concern as it is 3 years of declining scores in grade 8 Math.

Interventions: Math

Students will:

- Math remediation of demonstrated individualized math skill will be addressed through direct and computer assisted instruction (i.e. Prodigy, IXL, Brainware, ALEKS, XtraMath, Desmos, GetMoreMath, etc.)
- Providing direct instruction and remediation through the Reveal program
- Daily spiral review and practice using the IXL program
- Enhanced questioning models in all classes across the curriculum
- Supplement instruction w/ digital programs such as Desmos, IXL and Get More Math
- Utilize technology to answer questions on a daily basis

Assessments may be used for the following:

- Immediate student feedback
- Aligned with Math ILEARN power standards
- After school tutoring, Learning Center instruction
- Remediation through IXL and ALEKS
- Placement in study hall in the Learning Center or in Student Success for development of Math Skills to provide additional small group re-teaching and reviewing

Curriculum & Instruction

The district curriculum, under which Urey Middle School functions, is based on Indiana's Academic Standards. Alignment of the Language Arts and Math curriculum has been implemented to align with the ILEARN blueprints. Science and Social Studies have also been aligned to match the standards in each grade. The staff at Urey Middle School has moved forward in their delivery of grade level content by implementing consistent processes in the following actions:

- Teaching of vocabulary: UMS teachers teach vocabulary with a balance of linguistic and nonlinguistic lessons across the curriculum.
- Writing across the curriculum: All students are writing formally by following the ILEARN recommended rubrics referred to as the R.A.C.E. writing rubric.
- Assessments for each subject: All teachers monitor the progress of their students in the content area by using assessments. Results help drive remedial processes.
- Chunking Time: Teachers divide their class hour into several activities and post those activities for students to see by the daily assignments (Canvas & Harmony). Classroom instruction is enhanced and differentiated by this process.

- Tiered Instruction: In compliance with new laws, a tiered approach is being implemented to select intervention strategies and assessments that match students' needs.
- Celebrations: The UMS school community celebrates academic achievement by informal and formal presentations.

Academic Honors Diploma and Core 40

Urey Middle School offers an honors curriculum in both Language Arts and Math. This allows students to prepare for high school courses. High school Algebra I and PCC are offered for HS credit; Ag Science is also offered to grade 8 in 1st semester & grade 7 second semester.

Instruction

Much of the foundation for instructional strategies has been completed over the past few years at Urey Middle School. Alignment of the curriculum and the implementation of remedial programs driven from testing data have been refined. This important groundwork has set the tone for UMS to aggressively move forward with purposeful, consistent, teaching strategies by all teachers and assistants. Staff development for these strategies and processes take place during team/individual plan times, staff meetings, and professional development meetings. Following are the new processes that have been researched and implemented:

- Teaching of vocabulary with a balance of linguistic and nonlinguistic activities
- Weekly Greek and Latin Root words
- Assessments in all courses
- Writing Across the curriculum using the R.A.C.E. writing rubric
- Remediation activities based on assessments
- Celebrations for academic successes

We continue to refine and monitor the success of the newly implemented strategies and have added additional research based strategies:

- Reading Interventions – MindPlay Virtual Reading Coach
- Tiered intervention strategies
- Mindprint & Brainware w/ Student Success Period (study hall)

Professional Development

Dr. Fuller Data workshop

8 PD nights (Aug,Sept,Oct,Nov,Jan,Feb,Mar,Apr)

Kay Davidson – “Simple 6” for secondary teachers

PL 221 Revisions In-service

IDOE Learning Lab

RTI Conference and Training – Special Education Transition

Northern Indiana Service Center Study Councils

Data Based Decision Making

The RTI Guy – Pat Quinn

8 Step School Improvement Process with Ms. Pat Davenport

Common Core, Common Sense. Common Core, Math Grades 6-8

Indiana Transition to the Common Core Standards

Harold C. Urey Middle School - 2022-23 - School Improvement Plan
#5916

In-Services

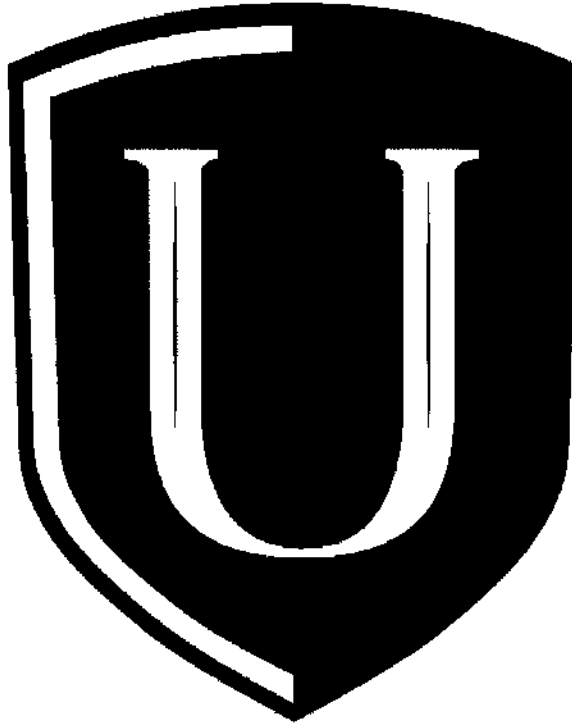
Harmony (On-line LMS)
iReady
Crisis Plan
Smekens CompCon
Reading – Orton Gillingham
Ditch that Textbook
Jon Gordon – Energy Bus
Common Core Standards with Dr. Findlay, IDOE
Common Core by the Curriculum Institute, Michael Rush
Student Learning Objectives – Anna Liedtke – NIESC
Formative Assessment

Publications Provided for Professional Development:

A Teacher Professional library (books, videos, & other resources) is available in the Media Center and additional books & resources are available in the Principal's office. Much PD is web based in today's world, the majority of teacher PD is from their laptop and at their own choosing.

Statutes and Rules to be Waived

-Urey Middle School is NOT requesting any statutes or rules be waived.



MLM

9-15-22

Danica Hoover

