

# Kahler Middle School

600 Joliet Street Dyer, IN 46311

## School Improvement Plan

Prepared During the 2022-2023 School Year



Lake Central School Corporation  
St. John, IN

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A copy of this document can be found on the Kahler Middle School website.

## SCHOOL IMPROVEMENT COMMITTEE MEMBERS 2022-2023

<u>MEMBER</u>	<u>DEPARTMENT</u>	<u>GRADE LEVEL</u>
Meagan Bruni	Math & Social Studies Teacher	5th
Jolene Bogacki	Educational Technology Trainer	5th-8th
Mallory Carroll	Guidance Counselor	5th-8th
Timothy Doyle	Assistant Principal	5th-8th
Barbara Kepchar	Assistant Principal	5th-8th
Kimberley Kwiecinski	Social Studies Teacher & Department Chair	6th-7th
Brittany Lewis	English & Language Arts Teacher	6th-7th
Kenneth Newton	Principal & Committee Chair	5th-8th
Courtney Palasz	Choir Teacher	6th-8th
Randi Lollis	Digital Citizenship Teacher	5th-8th

## NARRATIVE DESCRIPTION OF THE SCHOOL

Kahler Middle School - home of the Kolts, located in Dyer, Indiana opened in 1966. It previously served as Dyer Central High School and underwent a major renovation and addition in the early 1990's. We are one of three public middle schools in the Lake Central School Corporation. In January 2008, the school's configuration changed from sixth through eighth grades to fifth through eighth. Our school corporation serves the west central section of Lake County, Indiana, with students from Dyer, Schererville, St. John, and St. John Township attending Kahler Middle School.

Kahler has around 60 classrooms, three gyms, an auditorium, a library, a cafeteria, an outdoor courtyard, a choir room, and a band room. Each classroom is equipped with a phone and SmartBoard, LCD projector, or SmartTV. Each teacher also has a Webcam for use with Google Meet and online streaming of classes. Students are now 1:1 with Chromebooks. Skyward, a web-based student management program, has been implemented by all teachers. Canvas, a web-based communication tool, is used by all teachers and is available to all students and parents.

### Enrollment by Grade:

Grade	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
5	233	216	236	210	207
6	259	238	229	236	233
7	251	255	234	254	252
8	260	258	252	234	233
<b>Total Enrollment</b>	<b>1003</b>	<b>967</b>	<b>951</b>	<b>934</b>	<b>925</b>

### Enrollment by Ethnicity (%):

	2017-2018	2018-2019	2019-2020	2020-2021
<b>White</b>	68.2	66.6	65.3	64.1
<b>Hispanic</b>	20.0	20.4	22.6	23.7
<b>Asian</b>	4.3	4.9	4.1	3.0
<b>Black</b>	5.2	6.0	5.4	6.0
<b>Multiracial</b>	2.1	1.9	2.3	2.6

**Enrollment by Economically Disadvantaged (%):**

	2017-2018	2018-2019	2019-2020	2020-2021
<b>Economically Disadvantaged</b>	22.5	22.3	24.9	25.9

**Enrollment by Special Education (%):**

	2017-2018	2018-2019	2019-2020	2020-2021
<b>Special Education</b>	11.0	10.2	10.7	13.7

**Enrollment by English Language Learners (%):**

	2017-2018	2018-2019	2019-2020	2020-2021
<b>English Language Learners</b>	1.4	2.5	3.5	3.9

**KMS Staff Breakdown:**

Staff	2022-2023	Staff	2022-2023
<b>Principal</b>	1	<b>Educational Tech Trainer</b>	1
<b>Assistant Principals</b>	2	<b>Itinerant Staff</b>	9
<b>Teachers</b>	49	<b>Permanent Subs</b>	4
<b>Math Coach</b>	1	<b>Secretaries</b>	5
<b>Reading Specialist</b>	1	<b>Nurses</b>	2
<b>ELL Teacher</b>	1	<b>School Resource Officer</b>	1
<b>Counselors</b>	3	<b>Food Service</b>	10
<b>School Service Provider</b>	1	<b>Maintenance</b>	8
<b>Paraprofessionals</b>	26	<b>Building IT</b>	1

**Extracurricular Opportunities:** We offer a variety of extracurricular teams and clubs for our students to participate in:

<b>Team</b>	<b>Grade</b>	<b>Club</b>	<b>Grade</b>
<b>Basketball (Boys)</b>	7th/8th	<b>Academic Super Bowl</b>	6th/7th/8th
<b>Basketball (Girls)</b>	7th/8th	<b>Best Buddies</b>	5th/6th/7th/8th
<b>Cheerleading</b>	7th/8th	<b>Chess</b>	5th/6th/7th/8th
<b>Cross Country (Boys)</b>	6th/7th/8th	<b>Choir</b>	5th
<b>Cross Country (Girls)</b>	6th/7th/8th	<b>Friendship Club</b>	5th/6th/7th/8th
<b>Dance</b>	7th/8th	<b>Help Club</b>	5th/6th/7th/8th
<b>Football (Fall)</b>	7th/8th	<b>Jazz Band</b>	7th/8th
<b>Football (Spring)</b>	6th/7th	<b>Math Bowl</b>	5th
<b>Track (Boys)</b>	6th/7th/8th	<b>Math Counts</b>	6th/7th/8th
<b>Track (Girls)</b>	6th/7th/8th	<b>NJHS</b>	7th/8th
<b>Volleyball (Girls)</b>	7th/8th	<b>Robotics</b>	6th/7th/8th
<b>Wrestling</b>	6th/7th/8th	<b>Science Olympiad</b>	5th/6th/7th/8th
		<b>Spell Bowl</b>	5th
		<b>Student Government</b>	5th/6th/7th/8th
		<b>Swing Choir</b>	6th/7th/8th
		<b>Theater</b>	6th/7th/8th
		<b>Yearbook</b>	6th/7th/8th

## NARRATIVE DESCRIPTION OF THE COMMUNITY

Dyer, Indiana, is located in Northwest Indiana, approximately forty miles southeast of Chicago, Illinois. Numerous cultural and recreational facilities are available within a short driving distance. The Town of Dyer has a population of approximately 16,000. Additionally, Lake Central School Corporation has seen a growth in the minority population. The Town of Dyer has seen strong growth in the retail and service industries. Business and industry have traditionally been very supportive of the schools.

The Lake Central Education Foundation, supported and funded by local businesses and community members, offers grant opportunities for innovative teaching units. Kahler teachers seek and receive grants from this foundation, expanding student learning opportunities and connecting with the community in a positive manner.

Higher education opportunities exist locally. They include regional campuses of Calumet College, Indiana University, Indiana Vocational University, and Purdue Northwest. Representatives from these institutions consistently support career exploration and teacher education programs.

## NARRATIVE DESCRIPTION OF THE EDUCATIONAL PROGRAMS

Kahler Middle School strives to provide a variety of educational programs to support our students. All students receive instruction in four core areas - English & Language Arts, Math, Science and Social Studies on a daily basis.

All sixth-eighth grade students take a semester of physical education & health and a semester of digital citizenship. They can also take a full year of band or choir or a semester of art and a semester of Project Lead the Way (PLTW). All fifth grade students take a quarter of art, music, physical education, and digital citizenship.

Our teachers provide tutoring twice a week before school and twice a week during academic assistance in Advisory class that students can attend.

Students start the first 20 minutes of the school day in Advisory class where they are engaged in Social & Emotional Learning (SEL) activities. During this time, they form closer connections with their teachers and classmates.

We provide a variety of supports for our struggling students:

- **RTI Program** - Provides a tiered comprehensive system of supports.
- **Math Lab** - This tier two intervention provides students with a second block of math in sixth-eighth grade when identified as needing extra math support. The math coach for our three middle schools works with the math lab teachers to help their students.

- **Reading Support** - This tier two intervention involves our Reading Specialist providing targeted reading support for fifth-eighth grade students identified needing the support.
- **Resource** - This tier two intervention places students with failing grades in a remedial class to help build deficient skills in ELA and Math.
- **Special Education Services** - The special needs of every child are always provided for in the least restrictive environment. Currently, Kahler Middle School services the following areas of exceptionality: Specific Learning Disabilities, Mild Intellectual Disabilities, Deaf and Hard of Hearing, Visual Impairment, Emotional Disabilities, Physical/Orthopedic Impairment, Other Health Impairment, Speech/Language, Severe and Profound Intellectual Disability, and Autism Spectrum Disorder. In addition, the Kahler Middle School special education program is supported by Lake Central Special Education. Kahler Middle School teachers work collaboratively to ensure that each student has the opportunity to learn and experience success as documented by the student's Individualized Education Plan (I.E.P.).
- **Extracurricular and Co-Curricular Activities** - We offer a variety of experiences and activities that students can participate in to explore their academic, athletic and social talents.

## DESCRIPTION & LOCATION OF CURRICULUM

The staff at Kahler Middle School has continuously examined and revised the curriculum. They have collaborated with their counterparts at the two other middle schools in the corporation and with teachers in the feeder elementary schools and the high school. Horizontal and vertical articulation is the focus for advancing student achievement.

Each department chairperson has a copy of his or her own department's middle-level academic state standards. Department chairs are in place for language arts (English and literature), math, science, and social studies. The corporation has led various departments in evaluating state standards and articulating those standards along with instructional strategies to provide a continuum of instruction throughout all grade levels. Part of this process includes department chairs meeting regularly with their department members to assure that expectations of all students are clear. Department heads are the communication liaisons between the administration and the faculty.

All departments continuously revisit their curricula. This allows for the curricula to be working documents, changing with the needs of students as new best practices occur.

## **ENGLISH & LANGUAGE ARTS: READING**

**Guiding Principle:** Students read a wide range of fiction, nonfiction, classic, and contemporary works, to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace. Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They read a wide range of literature in many genres from a variety of time periods and cultures from around the world to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience. They draw on their prior experience, their interactions with other readers and writers, and reading skills that they have developed and refined.

There are three key areas found in the Reading: Literature section for grades 6-12: Key Ideas and Textual Support, Structural Elements and Organization, and Synthesis and Connection of Ideas. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Reading: Literature.

There are three key areas found in the Reading: Nonfiction section for grades 6-12: Key Ideas and Textual Support, Structural Elements and Organization, and Synthesis and Connection of Ideas. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Reading: Nonfiction.

There are two key areas found in the Reading: Vocabulary section for grades 6-12: Vocabulary Building and Vocabulary in Literature and Nonfiction Texts. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Reading: Vocabulary.

## **ENGLISH & LANGUAGE ARTS: WRITING**

**Guiding Principle:** Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes. Students apply knowledge of language structure, language conventions, media techniques, figurative language, and genre to create, critique, and discuss writing. Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources to communicate their discoveries in ways that suit their purpose and audience.

There are four key areas found in the Writing section for grades 6-12: Writing Genres, the Writing Process, the Research Process, and Conventions of Standard English. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Writing.

## **ENGLISH & LANGUAGE ARTS: SPEAKING & LISTENING**

**Guiding Principle:** Students listen actively and communicate effectively for a variety of purposes, including for learning, enjoyment, persuasion, and the exchange of information and ideas. Students adjust their use of language to communicate effectively with a variety of audiences and for different purposes. Students develop an understanding of and respect for diversity in language use, patterns, and dialects.

There are three key areas found in the Speaking and Listening section for grades 6-12: Discussion and Collaboration, Comprehension, and Presentation of Knowledge and Ideas. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Speaking and Listening.

## **ENGLISH & LANGUAGE ARTS: MEDIA LITERACY**

**Guiding Principle:** Students develop critical thinking about the messages received and created by the media. Students recognize that media are a part of culture and function as agents of socialization and develop understanding that people use individual skills, beliefs, and experiences to construct their own meanings from media messages. Students develop media literacy skills in order to become more informed, reflective, and engaged participants in society.

We use the Indiana Academic Standards for middle school. They are college and career ready. See the link below for specifics.

MEDIA LITERACY By demonstrating the skills listed in Media Literacy, students should be able to meet the Learning Outcome for Media Literacy.

Kahler follows the College and Career Ready Standards provided by the state of Indiana:

<https://www.in.gov/doe/students/indiana-academic-standards/englishlanguage-arts/>

## **MATHEMATICS**

The mathematics curriculum of Kahler Middle School is designed to meet the needs of a student population with a broad range of mathematical abilities and educational backgrounds. While the majority of our students are at grade level, we have a large number of students who function below grade level and another large group who require the challenge of higher-level concepts. Because of these extremes, our math curriculum allows some students to reinforce and improve upon grade level skills during Math Lab classes with other students pursuing advanced math concepts in Algebra I. Ability, readiness, and achievement determine student placement. We strive to place students at a level which will provide them the greatest challenge for their abilities.

Kahler follows the College and Career Ready Standards provided by the state of Indiana:

<https://www.in.gov/doe/students/indiana-academic-standards/mathematics/>

## **SCIENCE**

Kahler Middle School's science curriculum (5th – 8th grade) is carefully aligned to the Indiana State Standards. The standards include those posted from the Indiana Department of Education including:

- Process standards which are the same for each middle level classroom throughout the state.
- Mathematical standards of practice through the math link
- Literacy standards are also available through the English/language arts standards.

The mathematical standards of practice and the literacy standards are listed with the learning connection as a part of the college and career readiness standards for all technical subjects. The science standards can be accessed through the following link:

<https://www.in.gov/doe/students/indiana-academic-standards/science-and-computer-science/>

The content for each grade level is as follows

- 5th grade emphasizes environmental science, space science, and properties of matter.
- 6th grade students will study an introduction to chemistry, environmental science and space science also.
- 7th grade curriculum includes earth science, climate change and pollution and physics.
- 8th grade focuses on chemistry and biology including: evolution, classification and genetics.

All four grade levels contribute to the process skills which correlate to the process standards in mathematics. Our approach is to use labs to address many of these skills. We also begin class daily with daily skill sheets which highlight process skills and mathematical process standards.

## **SOCIAL STUDIES**

Our goal includes the development of informed, responsible citizens, active within our democracy. We attempt to integrate a strong knowledge base with the skills for inquiry, analysis, thinking and participation. There are five content areas addressed:

Historical Perspectives  
Civics and Government  
Geography  
Economics and Individuals  
Society and Culture

Fifth grade students study the United States, focusing on the influence of physical and cultural environments on national origins, growth, and development up to 1800. Emphasis is on the study of Native American Indian cultures, European exploration, colonization settlement, revolution against the British rule, the founding of the Republic and the

beginning of the United States. The content area standards and the types of learning experiences provided to students in fifth grade are:

Indiana Academic Standards 2020

<https://www.doe.in.gov/sites/default/files/standards/grade-5-ss-standards-2020.pdf>

Sixth grade students study the regions and countries of Europe and the Americas, including geographical, historical, economic, political and cultural relationships. The areas emphasized are Europe, North and South America, including Central America and the Caribbean. Students will also be studying civics for the second semester. The content area standards and the types of learning experiences provided to students in sixth grade are:

Indiana Academic Standards 2023-2024

<https://www.in.gov/doe/files/Proposed-Grade-6-Social-Studies-Standards.pdf>

Content Literacy Standards 2020

<https://www.doe.in.gov/sites/default/files/standards/social-studies-literacy-updated-march-2020.pdf>

Civics Standards 2023-2024

<https://www.in.gov/doe/files/Proposed-Grade-6-Civics-Standards.pdf>

Seventh grade students study the regions and nations of Africa, Asia, and the Southwest Pacific, including historical, geographical, economic, political, and cultural relationships. Students also focus on ancient civilizations and world religions. This study includes the following regions:

Africa

Southwest and Central Asia,

South Asia

East Asia

The Southwest Pacific (Australia, New Zealand, and Oceania).

The content area standards and the types of learning experiences provided to students in seventh grade are:

Indiana Academic Standards 2023-2024

<https://www.in.gov/doe/files/Proposed-Grade-7-Social-Studies-Standards.pdf>

Content Literacy Standards 2020

<https://www.doe.in.gov/sites/default/files/standards/social-studies-literacy-updated-march-2020.pdf>

Eighth grade students will focus upon United States history, beginning with a brief review of early history, including the revolution and the founding era, and the principles of the United States and Indiana Constitutions, as well as other founding documents and the applications to subsequent periods of national history and to civic and political life. Students then study national development, westward expansion, social reform movements and the Civil War.

The content area standards and the types of learning experiences provided to students in 8th grade are:

Indiana Academic Standards 2023-2024

<https://www.in.gov/doe/files/Proposed-Grade-8-Social-Studies-Standards.pdf>

Content Literacy Standards 2020

<https://www.doe.in.gov/sites/default/files/standards/social-studies-literacy-updated-march-2020.pdf>

## **PHYSICAL EDUCATION**

All students at grades 6th, 7th and 8th spend 18 weeks in physical education class, five days a week for forty five minutes a day. Students at 5th grade spend 9 weeks in physical education class, 5 days a week for forty five minutes a day. The physical education program provides physical activity for all students and is aligned with the Indiana State Standards and NASPE National Standards. Emphasis throughout the program is on living a healthy lifestyle, wellness, being fit and being able to participate in team sports, individual sports and recreational games. Basic skills are taught in a variety of lifetime and competitive activities so that a student can experience many types of activities during his/her 4 years at Kahler. Various skills tests are used to assess performance and written tests are given to assess knowledge of the rules, history and skills for each activity. An adaptive program is provided for students who cannot participate in the regular PE program. The following activities are included in the PE curriculum and listed by grade level:

5th Grade	6th Grade	7th Grade	8th Grade
Ball Sports	Fundamental Movements	Leisure Games	Archery
Team Building	Square Dance	Golf I	Golf II/Volleyball
Wellness	Intro to Golf	Fitness	Intermediate Fitness
Fundamental Movements	Intro to Badminton	Badminton i	Badminton II
Basic Fitness	Intro to Fitness	Square Dance	Ball sports/Team Handball
Throwing & Catching	Intro to Weight Training	Weight Training I	Weight Training II

## **HEALTH**

All students at grades 6th, 7th and 8th spend 18 weeks in a health class environment one day a week for 45 minutes a day. The health program provides health and wellness information for all students based on content from the Indiana State Standards in Health. Emphasis throughout the program is on wellness, nutrition and safety. Some specific content; eighth grade focus on wellness and safety, seventh grade focus on wellness, drugs & alcohol and sixth grade focus on character and personal development. There is also a section given to 7th & 8th grade on abstinence based sexual education presented by an outside Health Care Company. Various written tests are given to assess knowledge of the content for each section.

## **DIGITAL CITIZENSHIP**

Grades 5-8

[Digital Citizenship Standards](#)

[K-8 Grade Computer Science Standards](#)

This course facilitates the development of

- Communication and collaboration through the use of digital media to support individual learning and contribute to the learning of others.
- Research and information fluency through the application of digital tools to gather, evaluate, and use information.
- Critical thinking, problem solving and decision making to manage projects and make informed decisions using appropriate digital tools and resources.
- Digital citizenship issues (*human, cultural and societal*) related to technology and ethical behavior.
- Technology operations and concepts for a sound understanding of technology concepts and operations.

5th grade/Introductory Level – 9 weeks:

Keyboarding, Key testing, Computer Science (Code.org) and Digital Citizenship/Digital Literacy(Common Sense Media).

6th grade/Beginner Level – One semester:

Keyboarding, Computer Science (Code.org & Scratch), Google Products (Docs, Sheets, Slides, Draw), Internet Resources (*Gmail, Canvas*) and Digital Citizenship/Digital Literacy(Common Sense Media).

7th Grade/Intermediate Level – One semester:

Keyboarding, Timed Writings, Microsoft Suite (*Word, Excel, Publisher, PowerPoint*), Google Products (Docs, Sheets, Slides, Draw), Google Voice (*voice activation software*), Internet Resources (*Gmail, Canvas and proper internet research techniques*), Project Development (*create personal business*), Computer Science (CodeHS), and Digital Citizenship/Digital Literacy(Common Sense Media).

8th Grade/Advanced – One semester:

Keyboarding, Google Products (*Docs, Draw, Slides, Sheets, Sites*), Computer Science (Code HS), Internet Resources (*Gmail, Canvas, and proper internet research techniques*), Project Development (*create a personal web page incorporating various Web 2.0 tools*) and Digital Citizenship/Digital Literacy (Common Sense Media).

## **TECHNOLOGY - PROJECT LEAD THE WAY (PLTW)**

In Technology, Kahler students are exposed to a new multimedia hands-on approach called modular technology. The new laboratory includes different workstations, which show technology at the introductory level. The 6th grade curriculum focuses on computer science and problem solving. The computer science section is focused around coding in the Microsoft MakeCode environment and downloading to Microbits. The students learn about inputs and outputs. They also learn the difference between digital and analog sensors. The seventh grade students continue with the hands-on approach. The students will learn about orthographic drawing, reading a ruler down to the sixteenth of an inch to create a precise work. The students will use woodworking to produce projects and other objectives. The students also learn AutoInventor a professional CAD software where they can turn their projects into 3D prints. Eighth grade is focused on Automation and Robotics. The curriculum focuses on how the two affect our society today. The students work hands on building mechanisms, windmills, pull toys, and survival challenges. When the students master those concepts they move on to learn how to code. They then learn to combine their mechanism builds with the coding portion building spinning signs, dragsters, toll booths and a car. Their final objective is to build a robot to navigate a maze.

## **VISUAL ARTS**

### 8th Grade Art

8th grade students are part of an 18 week rotation. 8th grade students will focus on studio art production which is divided into three units: Drawing, Sculpture, and Mixed Media.

### 7th Grade Art

7th grade students are part of an 18 week rotation. 7th grade students will look at art history chronologically from the 1800s to the present. Students will learn about an artist or art period and create a work in the same style. The course is divided into three units: late 1800s to early 1900s (Impressionism and Post-Impressionism), early to mid 1900s (Cubism), and late 1900s to the present (Pop, Op-Art, Contemporary Art).

### 6th Grade Art

6th grade students are part of an 18 week rotation. 6th grade students will learn about the Elements and Principles of Art. Students will learn vocabulary and produce a variety of projects that focus on the application of those principles as well as how to speak and write about art.

### 5th Grade Art

5th grade students are part of a 9 week rotation. 5th grade art is geared towards media exploration. The course is divided into 3 units: Drawing, Mixed Media, and Painting. Vocabulary, fine motor skills, and art room procedures will be stressed during the course.

## **BAND**

### 6TH Grade Band

Level: Training

Practice Time: 15-20 minutes 4-7 times a week

Skills: Posture, playing position, embouchure (how mouth fits around the mouthpiece), breathing, tone, production, tonguing, counting simple rhythms,

identification of notes of the staff, memorization of fingerings, aural identification of rhythms and melodic intervals.

Text: Standard of Excellence Book 1

Required Performances: Winter Concert, Spring Concert

### 7th Grade Band

Level: Beginning

Practice Time: 20-30 minutes 4-7 times a week

Skills: Grandmaster scale, dotted rhythms, cut-time, 6/8 time, alternate fingerings, expression, phrasing, articulations.

Text: Patriotic Favorites, Standard of Excellence Book 1

Grade 1.5-2 music

Required Performances: Winter Concert, ISSMA Pre-View Concert, ISSMA Organizational Contest, Spring Concert

### 8th Grade Band

Level: Intermediate

Practice Time: 30+ minutes 4-7 times a week

Skills: Phrasing, nuance, expression, changing meters, changing key signatures, syncopation

Text: Standard of Excellence Book 2

Grade 2-3 music

Required Performances: Winter Concert, ISSMA Pre-View Concert, ISSMA Organizational Contest, Spring Concert

### Jazz Band

\*Audition only with morning rehearsals TBA Regular attendance is mandatory

Level: Advanced

Skills: Jazz styles, rhythms, improvisation

Text: Book/CD Essential Elements for Jazz Ensemble

Music: Medium easy-Medium

Performances: Winter Concert, Spring Concert, LC Jazz Showcase Concert, AllState Arena, Zhou B Art Center

## **GENERAL MUSIC**

### 5th Grade General Music - Instrumental

Students will study the history of band instruments in relation to world and American history. Other subjects include film music, classical music and how music has evolved to present day styles.

### 5th GENERAL MUSIC – Choral

The 5th grade students have this section of general music for 4.5 weeks. The following are the units covered: The Parts Of The Voice, Voice Types, Basic Singing Techniques, and Mood & Music.

## **CHOIR**

6th, 7th, & 8th grade choirs learn the pedagogy of singing including posture, breath control, chest voice, passaggio, head voice, intonation, dynamics, tempo, diction and presentation.

### Skills:

Identify note names in clefs, counting & clapping rhythms, sight-singing solfege syllables, identifying & applying musical terms in music, basic music composition.

### Levels of Singing:

6th grade – Unison & 2 part harmony

7th grade – 2 part & 3 part harmony

8th grade – 3 part & 4 part harmony (dependent upon voice types present in class)

### Required Performances:

Veteran's Assembly – 7th & 8th grade

Winter Concert – All Choirs

ISSMA Organizational Concert – All Choirs

ISSMA Organizational Contest – All Choirs

Spring Concert – All Choirs

## **SHOW CHOIR**

Audition only with morning rehearsals on Wednesdays. Regular attendance is mandatory

Skills: pop vocals, jazz vocals, movement

Ensemble

Medium easy-Medium Music

Required Performances: Winter Concert, Spring Concert, Chicago Wolves Game; other TBA

## **5TH GRADE CHOIR**

Open to all currently enrolled 5th grade students. Rehearsals on Friday mornings.

Regular attendance is mandatory.

Skills: basic vocal technique, breath support, 2-part singing, collaboration

Ensemble

Easy Music

Mentorship provided by current 7th and 8th grade choir students

## **TITLES & DESCRIPTION OF ASSESSMENT INSTRUMENTS**

Lake Central School Corporation has a tradition of academic excellence. Kahler Middle School will continue to show proof that show that the needs of the community have been met through a variety of assessments:

1. IREADY – A math and language arts diagnostic test is taken by all students in grades five through eight, three times a year. The results of these tests determine whether or not students need additional skill work prior to the ILEARN test in the spring. In addition, students are given differentiated lessons based on their leveled performance.
2. PSAT — Eighth grade students participate in this standardized assessment each fall.

## **MISSION STATEMENT**

The mission of the Lake Central School Corporation, as a family, community, and school partnership, is to ensure that each student becomes a self-directed learner and a contributing, responsible citizen through an instructional delivery system that engages students in achieving their personal best.

We Believe:

- Each individual has dignity and worth.
- Students are our number one priority.
- People are responsible for their actions.
- Excellence will only be achieved through continuous improvement.
- Everyone can learn.
- People learn in different ways and at different rates.
- Teachers are critically important in every student's education.
- Education is a responsibility shared by students, staff, families and the entire community.
- School provides a foundation for a lifetime of learning.
- A positive school environment is essential for learning.
- Success builds self-confidence.
- Educated and involved citizens are necessary to sustain a democratic society.

## SUMMARY OF KEY DATA POINTS

The staff of Kahler Middle School continuously examines key data points to drive our school improvement process.

### ILEARN Data:

#### Math - Passing Rates % (State Avg):

	2019	2021	2022
5th	72 (47)	46 (39)	54 (41)
6th	49 (46)	34 (33)	37 (36)
7th	38 (41)	36 (30)	40 (32)
8th	32 (37)	22 (28)	30 (30)
<b>Total</b>	<b>48 (43)</b>	<b>35 (33)</b>	<b>40 (35)</b>

#### ELA - Passing Rates % (State Avg):

	2019	2021	2022
5th	69 (47)	41 (40)	44 (41)
6th	56 (47)	42 (40)	38 (39)
7th	67 (49)	59 (41)	54 (42)
8th	63 (50)	49 (44)	54 (43)
<b>Total</b>	<b>64 (48)</b>	<b>48 (41)</b>	<b>47 (41)</b>

#### Science - Passing Rates % (State Avg):

	2019	2021	2022
6th	58 (48)	51 (39)	42 (39)

#### Social Studies - Passing Rates % (State Avg):

	2019	2021	2022
5th	69 (46)	44 (39)	50 (38)

### Attendance % (State Avg):

Attendance	2019-2020
<b>Model Attendee:</b>	<b>70.9 (71.5)</b>
-Persistent Attendee	72.4 (67.8)
-Improving Attendee	10.9 (13.5)
<b>Chronically Absent</b>	<b>3.9 (11.4)</b>

Student attendance measures whether students are considered “model attendees.” A “model attendee” is a student who is in attendance for at least 96% of his or her enrolled days during the school year (persistent attendee); or a student who has improved his or her attendance by at least three percentage points from the prior to current school year (improving attendee). Student attendance also considers the percentage of students who are not chronically absent, or missing more than 10% of enrolled days during the school year. Only students who spend most of the school year enrolled in the school are included when reporting the attendance of students.

	2019-2020
<b>In-School Suspensions</b>	2.3 (3.9)
<b>Out-of School Suspensions</b>	1.8 (5.2)
<b>Expulsions</b>	0.0 (0.2)

## PARENTAL PARTICIPATION IN THE SCHOOL

We are fortunate at Kahler Middle School to have active parent participation. We encourage increased participation through a variety of activities that parents can attend and get involved in:

- Open House
- 5th Grade Orientation
- 8th Grade Awards Ceremony
- Band and Choir Concerts
- Theater Performances
- Athletic Events
- Student Conferences
- PTO
- Veterans Day Assembly

- Student Straight A Breakfast
- Principal Advisory Focus Group

## SAFE & DISCIPLINED LEARNING ENVIRONMENT

The Kahler staff is committed to providing a safe and disciplined learning environment. We continually review, revise, and add measures to increase the safety of our students, staff, and visitors at our school. We currently have the following in place:

- School Resource Officer (SRO) and active police presence in our building
- Principal and two Assistant Principals and on site S.R.O. are certified School Safety Specialists. Training is attended annually for recertification.
- S.R.O. and “Kolt” (explosives canine) are based at K.M.S.
- “I Love You Guys” safety protocols are in place and are reviewed with students and staff.
- Monthly drills are conducted in accordance with state mandates.
- Training is conducted annually with Dyer F.D. personnel. Stair chair, fire extinguisher use.
- Kahler admin. attend monthly district safety meetings with local P.D. and F.D. personnel.
- Interior room signage that matches the exterior room numbers. All rooms will be labeled.
- Crime Prevention Through Environmental Design (CPTED)-Is defined as “the proper design and effective use of the built environment can lead to a reduction in the fear and incidence of crime and an improvement in the quality of life.”

The four main strategies of CPTED:

- Natural Surveillance
- Natural Access
- Territorial Reinforcement
- Maintenance
- Assessments
  - Hazard Vulnerability Assessments
  - Threat Assessments
  - School Safety Assessments
- Safe Visitor, Stop the Bleed, CPR/AED, and CPI Training
- Tabletop Exercise with Safety Team
- Classroom Emergency Supplies (Emergency Buckets)
- SRO, Nurse, and Administration working on student accountability and medication in a crisis and keeping this up-to-date.
- School Maps- Having maps available for emergency services in a crisis. 24x36 laminated w/ magnets and dry erase markers, pile of 8x11 maps
- Active threat/shooter plans specific to the special needs students.
  - Evacuation plans
  - Medication needs
  - Special accommodations
  - Safe zones in classrooms

## **TECHNOLOGY AS A LEARNING TOOL**

The Kahler staff is committed to providing lessons that incorporate technology as a means to increase student engagement. Our middle school educational technology trainer has played an instrumental role in providing professional development for our staff in the following areas:

- Canvas Applications
- Google Meet
- Screencastify
- Google Docs
- Google Assignments
- Smart Learning Suite
- Go Guardian
- Chromebooks
- Web cameras
- Software Applications - Pear Deck

## **PROFESSIONAL DEVELOPMENT**

The staff at Kahler is committed to learning and growing in their craft as professional educators. With the goal of helping students achieve their potential, our staff continues to be involved in the following types of professional development:

- SEL/neuroscience training
- Educational technology applications
- Collaboration time to review curriculum, instruction, assessments and student performance
- Book clubs
- Literacy strategies

## **CAREER AWARENESS & DEVELOPMENT**

At Kahler, we are committed to providing a variety of career awareness activities to help our students explore careers and find their passion. Our list of activities include:

- College Go Week - All School
- Naviance - career interest inventory, career exploration, college exploration - 8th grade
- High School Planning
- Promote "Learn More Indiana" resources

## **CULTURAL COMPETENCY**

At Kahler, we are committed to improving the cultural competency of our administrators, teachers, support staff, students, and parents by identifying our racial, ethnic, language-minority, cultural, exceptional learning, and socioeconomic groups with an aim to increase their educational opportunities and educational performance.

- Promote 21st Century Scholar Program
- Incorporate diversity themes in the reading materials for our students
- Best Buddies - School Chapter
- Peer Mentor Program
- Parent Diversity Focus Group
- Disability Awareness Activities
- ELL Program

## **ACADEMIC HONORS**

Students in fifth through eighth grade can test into advanced courses in all core subject areas. High school credit is given for those students that successfully pass Algebra.

## STUDENT ACHIEVEMENT OBJECTIVES

**Attendance Rate:** The objective is to maintain our model attendee percentage above the state average throughout the 2024-2025 school year.

**Percentage of Students Meeting Academic Standards:** The objective is to be above the state average on the ILEARN assessment. Long-term, Kahler Middle School desires to have 100 percent of its students display proficiency in language arts, math, science, and social studies.

**Kahler Student Portrait:** The objective is to help our students develop and demonstrate the 21 attributes contained in the Kahler Student Portrait (which includes the 18 Indiana Employability Skills) by the end of 8th grade.

## SPECIFIC AREAS WHERE IMPROVEMENT IS NEEDED IMMEDIATELY

The Kahler School Improvement Team met in September 2022 to discuss where we are as a school and where we want to go. We started by identifying the points of pride at our school:

- Great staff - always willing to go the extra mile for our students and each other
- Staff and student relationships
- Pep rallies
- Theme days/activities - Survivor Day, Share the Love Day, Day of Play, Lip Sync, Dress Up days, dodgeball tournaments, staff dances
- Staff social events - book clubs, breakfasts, luncheons
- Best Buddies - spirit of inclusion
- PTO
- Hallowfest
- New Student Breakfast
- Sports banquets
- Fine Arts programs - band, choir, art
- Library
- PBIS
- Staff technology skills
- Teams & clubs - student participation

We discussed the strengths of our students - involvement in our extracurricular activities, a willingness to help out, empathy, passionate about their interests, and their communication with adults.

We talked about the struggles of our students. We were all in agreement that the continuing pandemic has taken a toll on our students in all aspects of their well-being - academics, social-emotional, and mental. Learning loss, Adverse Childhood Experiences (ACEs), self-esteem, SEL, and peer relationships are just a few of the areas where we see

our students struggling this school year. We have also noticed that many of our students are lacking in study skills, problem solving skills, perseverance, grit, organization, maturity, school and classroom etiquette, confidence in learning, listening and preparation.

We talked about the dreams we have for our students:

- Increased leadership roles and activities for students within our school - peer mentor program, garden club, extracurricular fair, new student induction program, pep talks from high school students, etc.
- Helping our students develop essential life skills - responsibility, confidence, risk taking, independence, etc.
- Helping our students find their passion - getting all students involved in extracurricular activities and community service.

From our discussion and review of school achievement, attendance, and SEL data, we identified the following areas as high priority as we help our students develop academically, socially, and emotionally:

- **Student Engagement**
  - Connections to School, Peers, Teachers/Staff, Community
  - Curriculum & Instruction
  - Extracurricular Activities
- **Student Empowerment**
  - Student development of essential life and leadership skills (focusing first on the skills highlighted in red):
    - **Mindsets**
      - Lifelong Learning
      - Self-Confidence
    - **Work Ethic**
      - Self-Discipline
      - Independence
      - **Perseverance**
      - **Time Management & Organization**
      - Integrity
      - Adaptability
      - Professionalism
    - **Social & Emotional Skills**
      - Connection
      - Regulation
      - Collaboration
    - **Learning Strategies**
      - Effective Communication
      - **Initiative**
      - **Problem Solving**
      - Decision-Making

- Attention to Detail
- Aptitude Awareness
- Creation & Implementation of Student Leadership Teams
- **Student Excellence**
  - Student proficiency on the ILEARN assessment
  - Mentoring Programs:
    - New Students
    - Struggling Students

## SCHOOL IMPROVEMENT GOALS, STRATEGIES & PROFESSIONAL DEVELOPMENT

Within the next three years, we plan to meet our goal and objectives by implementing the following strategies:

**Goal: To develop essential life and leadership skills of our students.**

**Objectives:**

1. Students will demonstrate the 21 attributes contained in the Kahler Student Portrait (which includes the 18 Indiana Employability Skills) by the end of 8th grade.
2. Students will perform above the state average on the ILEARN assessment in language arts, math, science, and social studies.
3. Students will maintain a “model attendee” percentage above the state average throughout the 2024-2025 school year.

Strategies/Activities	Indicators of Success	Time Lines	Responsibility	Professional Development
Brainstorm ways to explicitly teach the Indiana Employability Skills to our students and a list of indicators to demonstrate mastery:  1) Classroom Level 2) Department Level 3) Grade Level 4) School Level	List of ways to teach the Indiana Employability Skills at all four levels	Year 1-3	Admin Teachers Support Staff	Employability Skills Standards Implementation Guide
Create leadership	All students	Year 1-3	Admin	Focused

opportunities for all students in and out of school.	involved in leadership activities in and out of school		Teachers Support Staff Students	Collaboration
Create and host recognition and celebration events to acknowledge student growth in meeting the characteristics of a KMS student.	Regularly planned recognition and celebration events	Year 1-3	Admin Teachers Support Staff Students	Focused Collaboration
Create opportunities for all students to find their passion and get involved in extracurricular activities.	All students involved in an extracurricular activity	Year 1-3	Admin Teachers Support Staff Students	Focused Collaboration
Conduct student focus groups to collect feedback on a variety of topics.	Student feedback	Year 1-3	Admin Teachers Support Staff Students	Focused Collaboration
Introduce the concept of a Student Portfolio to teachers and brainstorm a list of components/requirements (tied to KMS Student Portrait).	Completed list of components/requirements	Year 2-3	Admin Teachers Tech Trainer	Canvas Electronic Portfolios
Create student electronic portfolios in Canvas.	Creation of student portfolios in Canvas	Year 2-3	Teachers Students Tech Trainer	Canvas Electronic Portfolios

## STATUTES & RULES TO BE WAIVED

Kahler Middle School is not making any requests for waivers of statutes or rules for the 2022-2023 school year.