

IMPROVEMENT
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IMPROVEMENT

- School Improvement must be undertaken for the benefit of the students.
- School improvement happens at the classroom level.
- School improvement is a change process and will always involve doing things differently. (Because if you always do what you've done.....)

8 Step Plan and NCMS

8 Step	NCMS
Data Disaggregation	ISTEP scores for all areas separated by student and elementary school are available in the Data Den. Math and English departments communicate general results of common assessments at the end of each window and modify/revisit standards as needed.
Timeline Development	English and Math set their calendars to cover all their standards by ISTEP testing (next year). All faculty notified of <i>the standard(s) of the week by announcements, weekly bulletin and classroom signs.</i>
Instructional Focus	English and Math specifically focus on their standards in 3 week <i>windows</i> . Other areas reinforce by using same terms and/or ideas in their classes. Teachers will be notified by weekly emails concerning standards.
Assessment	English and math assess progress for their specific standards.
Tutorials	Students who don't pass are retaught in <i>success</i> homerooms by English and math teachers. Other <i>success</i> period teachers are provided materials for enrichment or maintenance.
Enrichment	Teachers will be provided materials for students who pass all areas of assessment.
Maintenance	Materials provided for students who passed most/some assessments. There will be a Friday challenge question from the previous week's standard(s).
Monitoring	Using <i>Feedback Forms</i> from Success period teachers, process checks, and input from IDOE, the 8 Step Team continuously evaluates the effectiveness of the plan. Through the use of the <i>Feedback Form</i> , teachers will share their observations during the grade level meetings.

MONDAYS – SSR
TUESDAYS – English Activity
WEDNESDAYS – Reading Comprehension in Content Area
THURSDAYS – Math Activity
FRIDAYS – Challenge Questions & Multiplication Facts
 1 name to Mrs. Hadsell by 2pm.

Type	Duration	Number	Pre-Conference	Written Feedback	Announced
Extended	40 Minutes	2 per year (1/sem)	Optional	Within 5 days	Optional
Short	10 Minutes	3 per year (1/sem)	No	Within 2 days	No

NOW		Beginning of the Year	Middle of the Year	End of the Year
Evaluators study the Evaluator and Student Learning Objective Handbooks	Principal trains teachers on new process and evaluation model	Mid-Year Conference is Optional	EOY Summative Form- Eval Handbook p. 43-46	
Principals begin covering the components of new process with teachers	Review SLO Handbook Checklist for BOY- p. 29	SLO Handbook Checklist p. 30 SLO Check-In- SLO HB p. 42	Provide notice to teacher of summative conference and give deadline for SLO data	
Student Learning Objective Handbook page 28- Checklist	Primary evaluators meet with teachers to review data and Student Learning Objectives- Eval Handbook p. 38-41	Professional practice Check-In Form- Eval Handbook p. 38-42	Teacher to provide SLO data at least 2 days prior to EOY conference- Eval HB p. 47-48	
Teachers complete Assessment Rigor and DOK- SLO p. 35-37	Develop PD plan with qualifying teachers- Eval Handbook p.51-54	Review progress on any PD plans in place	Evaluator completes all info on Eval HB p. 49-50 for final score	
Pre-Approval for School Based Assessments- SLO p. 34			Summative conference- if state data is not available yet, hold conference with what is available and then note that a second meeting will be held once state data is in for final rating	

EOY
Summative
Conference

Short- 10 minutes
Written Feedback
within 2 days

Short- 10 minutes
Written Feedback
within 2 days

Short- 10 minutes
Written Feedback
within 2 days

Extended- 40 Minutes
Written feedback and post
conference within 5 days

Extended- 40 Minutes
Written feedback and post
conference within 5 days

BOY
SLO Goal
Conference

Strategic and Continuous School Improvement and Achievement Plan

New Castle Community School Corporation

Corp. #3445

**for the period of
July 1, 2014 – June 30, 2016**

**New Castle Middle School
#2829
Jaci L. Hadsell, Principal**

REVISED August 2014

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School Improvement Steering Committee Membership

The following committee members comprise the School Improvement Committee:

<u>Jaci Hadsell</u>	, Jaci Hadsell Principal/Chairperson
<u>Kirk D. Amman</u>	, Kirk Amman Assistant Principal
<u>Melynda Hucksby</u>	, Melynda Hucksby NCMS Data Coach
<u>Joyce Rhoades</u>	, Joyce Rhoades Teacher
<u>Sally Wilson</u>	, Sally Wilson Teacher
<u>Jennifer McGowan</u>	, Jennifer McGowan Teacher
<u>Molly Swift</u>	, Molly Swift Teacher
<u>Karen Atterson</u>	, Karen Atterson Parent *
<u>Cindy Wilkinson</u>	, Cindy Wilkinson Parent
<u>Judy Hubbard</u>	, Judy Hubbard Community Member

*Represents parent representative of exceptional learner per P.L. 146.

Corporation Middle School Mission Statement

The following is the New Castle Middle School Mission Statement:

The mission of the administration, staff, parents, and community of New Castle Middle School is to provide the climate and opportunities for each student to develop the knowledge, skills, and attitudes necessary to reach personal potential in order to become a responsible citizen of the world community. The mission includes enhancing students' individual sense of dignity and worth through the building of self-esteem.

School Vision Statement

The following is the Vision Statement for New Castle Middle School:

The vision of New Castle Middle School is to continue the improvement of student learning in all facets by providing an environment in which all students learn and become prepared to live productive lives. We seek to encourage all students to develop high expectations of themselves and their school and to take responsibility for their actions. Students learn to ask for help when it is needed and develop skills in time management and conflict resolution.

Core Beliefs

The following statements represent the core beliefs of our school culture:

1. We believe that all students deserve a safe, caring environment where they are challenged to reach their maximum educational potential in order to assume a productive role in an ever changing society.
2. We believe that all students deserve quality instruction in which the teacher uses multiple approaches, methods, and strategies to engage the students in active learning which allows them to exhibit self direction and responsibility for learning, and provides them with a rich, educational experience.
3. We believe that students deserve meaningful relationships with adults who can provide them with guidance toward knowledge of their future and the opportunity to become contributing citizens in their community.

School Profile

New Castle Middle School School Profile and Demographic Information

New Castle Middle School is located in the east central Indiana community of New Castle. The district consists of six (6) elementary schools that feed into the sole middle and high schools. The secondary complex for New Castle Community School Corporation is located on Parkview Drive in New Castle. New Castle is a city in Henry County, Indiana, 44 miles east-northeast of Indianapolis, on the Big Blue River. In 2012, the population reached 17,805 which is a decline of 1.3% since 2011. New Castle has lost several industrial businesses and the unemployment rate is 9.8% as of July 2012. In 2011, the estimated median household income in New Castle was \$30,462 as compared to the state average of \$46,438. Indiana is the “Crossroads of America,” so it is no surprise that many highways entwine New Castle and Henry County. Rich in history, New Castle has a museum dedicated to Indiana high school basketball, and the city is surrounded by a farming district. The New Castle Correctional Facility located just north of the city is with the capacity of over 2,600 inmates and south is the Danielson Center for Indiana University East. Ivy Tech Community College opened in the fall of 2013, and several classes are being offered on the south edge of New Castle.

New Castle Middle School students represent a population composed of 90.4% Caucasian, 1.3% African-American, .18% Asian, .18% American Indian, 3.7% Hispanic, and 4.88% Multiracial. Students who qualify for free or reduced lunch represent 66% of the school population. Attendance rate is 95.83% for the student population.

At the present time, 80 staff members work with a general and special education population of 556 students in grades seven and eight. New Castle Middle School is considered a full-service school with one principal, one assistant principal, two guidance counselors, .5 Data Coach, 35 regular education classroom teachers and 5.5 special education teachers. New Castle Middle School offers a shared professional for speech/language pathology, occupational therapy, and school psychology. New Castle Middle School provides full time programs for students with mild, moderate and emotional disabilities. New Castle Middle School is fortunate to have music, art, and wellness education teachers on staff along with a shared media specialist with the high school and a full time library technician. Seven special education assistants, two instructional assistants, one attendance clerk, four secretaries, one lifeguard, five custodians and seven cafeteria workers are included in the staff.

The Middle School curriculum is designed to provide opportunities for students to take the required academic core subjects as well as exploratory subjects to meet state requirements. All teachers have the curriculum and copies of the Indiana Standards that are used when planning. The curriculum guides are kept in the principal’s office and the department chairs’ rooms at New Castle Middle School. Curriculum is reviewed by the staff during subject collaboration meetings. Curriculum guides are revised by corporation committees during each adoption year.

The New Castle Middle School Parent / Teacher Organization assists with many activities that involve parental support. Such activities include but are not limited to: chaperoning various fieldtrips and dances, overseeing the book fairs, organizing pictures, supervising the music programs, volunteering as coaches in cross country, football, and swimming. The PTO organizes the annual Honors Breakfast where over 400 students, teachers and parents attend to celebrate the success of several students. The New Castle Middle School PTO also provides assistance with the Renaissance Lock-Ins.

Nearly 475 hours of service have been completed by parents during 2013-2014 offering support for our students as well as various donations given to the school when called upon.

During the 2011/2012 school year, New Castle Middle School participated in the 8-Steps Process Training sponsored by IDOE and expanded the Success Period during 2012/2013. In 2013/2014, common core assessments were administered each three (3) weeks in English/Language Arts and math departments. Reteach groups were developed according these assessments. Content reading comprehension Success Periods were expanded as well as all music students reviewed their multiplication facts every week by singing and reciting their math facts. Grade level meetings were held to provide collaboration opportunities for all departments. Continuing in 2014/2015, we are planning 4 process checks to ensure continuity, consistency and fidelity.

Standardized Assessments analyzed for instructional decisions are Acuity Readiness 1, 2, 3; ISTEP+; SRI Reading Lexiles and STAR reading tests in grades 7 and 8. STAR reading results were as follows: 7th grade (Class of 2019) finished the year with 48.1% reading at or above grade level; 8th grade (Class of 2018) finished the year with 55.6% reading at or above grade level. Forty-four students were enrolled in READ180 during 2013-2014. Twenty-four of the students enrolled increased their Lexiles score by 100 points with the greatest increase being 432 Lexiles.

A variety of extra-curricular and co-curricular activities are offered for student participation at New Castle Middle School. Organizations include but ARE not limited to: Art Club, Band, Jazz Band, and various choirs, Swing Choir, Yearbook Staff, Newspaper Staff, Student Council, Radio News Team, Spell Bowl Team, Academic Teams, Scrapbook Club, Comic Book Drawing Club, Aerodynamic Rocketry Club, Chess Club, Color Guard, History Club, Game Club, Craft Club, Screen Print Club, Ping Pong Club, SADD, Science Club, Chess Club and Speech Club. Athletics for both boys and girls include the following: football, volleyball, cross country; basketball, wrestling, track, swimming and cheerleading.

New Castle Middle School requires all students to complete two (2) hours of community services each year while they are at NCMS. The school counselors track and reward students with “kudos” for completing the service on time and provide incentives for group completion.

The New Castle Middle School staff strives to create a positive learning environment through these activities by cultivating citizenship, emotional and social growth, and cultural competency.

Conclusions About the Educational Program/ Comprehensive Needs Assessment

This section contains statements regarding required provisions of 511 IAC 6.3 that deal with the school’s educational program. Each provision is identified by its own heading and narrative summary.

Curriculum

New Castle Community Schools, as a corporation, reviews and revises curriculum on a six (6) year rotating basis that follows the state guidelines for textbook adoption and preparing for the Common Core Standards. During the adoption year for each subject area, a committee is appointed comprised of teachers, parents, and administrators. This committee is charged with writing curriculum for the subject area. The curriculum is developed in conjunction with and aligned to state content area standards and review of the Indiana Academic Standards 2014 and the Indiana’s College and Career

Readiness Standards. The completed New Castle Community School Corporation curriculum guide includes curriculum that is aligned with state standards, time frames, resources, and assessments are listed by grading periods. Once the curriculum guide is completed, a copy is given to each appropriate teacher. Copies are also placed in the administrative office. Utilizing the corporation curriculum guides, the state course descriptions, and individual school needs, a Curriculum/Course Handout is written each year to reflect the most current courses and curriculum offered at each level. The curriculum/course handouts are distributed to students and parents as well as to school personnel for preparation of course selection for each school year. The handouts are also available on line at the middle school website.

Implementation of Schoolwide Reform Instructional Strategies

New Castle Middle School staff aligns its instructional strategies to the Indiana Academic Standards and making comparison to the Common Core Standards. This past school year New Castle Middle School staff met within grade levels to development avenues to learn how to use data to make instructional decisions. The School Improvement Team completed training in the 8 Steps Program from IDOE and expanded a Success Period during 5th period. Common Core Assessments were conducted in all 7th and 8th grade English and math courses during 2013/2014 and will continue during 2014/2015. All staff members are using assessment data to drive and target instruction in the classroom. English and math content specialists meet every 3 weeks during learning log meetings to address concerns or strength from the recent common assessment. Students and parents are able to monitor their own progress in all subject areas through Power School. Students are able to self monitor through Accelerated Reading Programs, STAR Reading tests, Khan Academy, Study Island and Student Accountability Plans. These programs increase student engagement through individualized technology.

New Castle Middle School is doing the following to strengthen the core academic program **during the regular instructional day:**

- All students participate in the Accelerated Reading program through English/Language Arts classes or participate in the READ 180 remedial reading program to enhance reading skills.
- Seventh grade homerooms engage students in a Silent Sustained Reading (SSR) program each day for 20 minutes and 8th grade SSR programs during study hall for fifteen (15) minutes.
- The English specialists are pre and post testing students each year with the STAR reading to check growth in the students' reading level. They are coordinating developmentally appropriate reading materials of various kinds in all classrooms.
- Co-teaching classes have been developed in English, math and science areas which provide identified special needs learners as well as general education students extra assistance in mastering key concepts. Nearly all special needs learners are being placed in co-teaching classes during 2014/2015 to drive the standards even more.
- During 2014/2015 school year, the 7th grade math curriculum continued clustered class of students demonstrating lack of mastery of key concepts from previous ISTEP data. Supplemental materials/activities are being provided for these students as well as reducing class size in these particular sections. An aide is available directly outside the math classrooms to provide small group work for struggling students.
- During 2014/2015, 7th grade students who are deficient in English/math standards are rotated into a special homeroom for remediation in English and math. English cycles every 9 weeks and math cycles 3-4 weeks depending on that assessment window. Assistance is geared for their specific deficiencies.

- Teachers are using the Acuity Readiness Assessments to guide their course work.
- During 2014/2015, Algebra I students are cycling 8th grade math standards to guide their course work as well.
- During 2014/2015, the school embraced the 1:1 technology initiative. Each student was provided a 10.5 Lenova mini-laptop for their educational use.
- A few teachers are exploring and sharing the “flipped classroom” with their peers.
- During 2014/2015, the school counselors will use the *Indiana Career Explored* to meet 8th grade college readiness standards.
- The 5th period success period was expanded for both 7th and 8th grades. Monday of each week is SSR for 15 minutes. A mini activity to re-enforce the core standard for English is Tuesday. Wednesday is CONTENT reading comprehension activity. A mini activity to reinforce the core standard for math is on Thursday. Then each Friday, students are quizzed with a challenge question where they can win prizes. These questions work as a maintenance piece for 8 Steps.
- During 2013/2014, 7th and 8th grade students in math have been allotted time on computers to enhance skills using STUDY ISLAND, Khan Academy and Acuity review modules, web based remediation programs. Students in English classes are also allotted time for Acuity review modules. Continuing in 2014/2015, with the 1:1 initiative, students have ample time to have remediation and enrichment activities with their devices.
- New Castle Middle School is doing the following to **increase the amount of learning time** for our students: The administration is coordinating all activities to maximize instructional time and minimize classroom disruptions.
- Individual teachers are having study tables up to four days a week before and after school to assist students in the completion of their homework. Homework Help is available daily from 3pm to 3:30pm with instructional assistants. The school counselors are providing high school students as tutors for students struggling academically and those needing mentors.
- The Language Arts department sponsors the Young Hoosier Book Club and recognizes high achievers for our Accelerated Reading program.
- A Homework Opportunity Time was developed during 2011/2012 and continued to be evaluated in 2012/2013. Students are assigned to a room to complete homework during lunch time which is over a day late. Supervision is offered by school counselors and volunteer teachers. Positive changes for 2013/14 include the students can earn early departure time for completing work during their lunch time or bringing it completed. Continuing in 2014/2015, the supervisors in the HOT Room are making adjusts to make this a positive environment for students.
- Special provisions can be made to provide additional instructional time in core areas by doubling class time for specific students.
- Students who have had disciplinary issues during the previous week are provided the opportunity to complete missed work on Monday after school for full credit.

Analysis of Student Achievement

Analysis of 2014 ISTEP+ cohort scores in English Language Arts shows 7th grade to 8th grade (Class of 2018) showed an decrease from previous year (80% to 79%) of students passing. Mathematics cohort also showed a decrease from the previous year (80% to 79%) of students passing.

Analyzing Class of 2019, 2014 ISTEP data reveals a 4% decrease in E/LA (80% to 76%) and a 6% loss in mathematics (88% to 82%).

Analyzing the 2014 Applied Skills Frequency Distribution, 8th grade Writing Application had 75% passing scoring 4 points or better. 8th grade Language Conventions had 75% passing scoring 4 points. In analyzing the Applied Skills Frequency Distribution for 8th grade math, Problem Solving ranges from 21% passing (3points) to 13% receiving 0 points. 8th grade concerns are in the areas of: measurement and Problem Solving. In the 7th grade, writing applications had 66% passing scoring 4 points or better. 7th grade Language Conventions had 65% passing scoring 4 points. In analyzing the Applied Skills Frequency Distribution for 7th grade math, Problem Solving ranges from 32% passing (3points) to 18% receiving 0 points. 7th grade concerns are in the areas of Literary Text, Writing Applications, and Measurement.

8th Grade students in the same cohort passing both E/LA and mathematics decreased from 75% to 72% in 2014. 7th Grade students in the same cohort passing both E/LA and mathematics remained the same at 70%. In analyzing the Growth Model for 2013, it is noted that New Castle Middle School received a "B" 3.50 school grade. NCMS received additional points in the areas of bottom 25% high growth and top 75% high growth both in English/Language Arts. One point was deducted in the overall group with low growth in math. The majority of these students fell in the Pre-Algebra and Algebra I classes. 2014 Growth Model Grade

The staff utilizes all data to make decisions about classroom instruction. Staff Development sessions address areas of strength as well as areas of concern. During departmental collaboration, teachers discuss these assessments and strategies to improve student learning.

2013-2014 STAR reading results were as follows: 7th grade (Class of 2019) finished the year with 48.1% reading at or above grade level; 8th grade (Class of 2018) finished the year with 55.6% reading at or above grade level.

Parent Participation

Parents participate in various roles at New Castle Middle School. In the academic area, parents chaperone various fieldtrips with classes, become support personnel at music concerts, participated in the practical arts area as class assistants, and offer their expertise as presenters or guest lecturers. In the athletic arena, parents provide nutrition for athletes, volunteer as coaches in football, cross country, basketball and swimming as well as always being our students' biggest fans.

In an effort to provide academic assessment to parents in a more effective manner, ISTEP+ results are mailed to all parents and guardians with a general letter from the principal to describe assessment. Guidance counselors contact parents of students who did not pass ISTEP+ to explain a remediation plan for those students. The principal is also available to meet with parents to review assessment results when needed and requested. The student management program (Power School) is made accessible to parents by using the Parent Portal to check grades and attendance.

Parents play a large part in the development of a Student Accountability Plan. These plans are developed for students at-risk of failing in October and are used throughout the school year.

In order to involve parents in the planning, review, and improvement of the school, parents are encouraged to serve on committees. Notices are placed in the school newsletter and on-line about meetings. All parents are invited to attend. A school website is provided and maintained where parents may contact teachers through email connections, check assignments, daily announcements and a current calendar of events.

Technology

While technology and learning are becoming more and more intrinsically linked, it is important that our policies continue to adapt to the changing landscape of learning. Technology is integrated as a natural part of the educational process in order to enhance learning in a changing global society. As a continuing learning community, New Castle Middle School focuses on a positive environment to encourage active involvement in the use of technology. Students may use E-Readers during the school days that are student owned. Equity of access, equipment and services for all stakeholders is imperative.

New Castle Middle School students have immediate access to the world's information. Hardware, software and other media align with the curriculum and building technology plans. Through technological tools, such as desktop computers, mini lap tops, Promethean Boards, Active Expressions, ELMO's, MOBI's, Mimeos, Internet, DVD players, and other communication programs, rapidly changing information is available to our diverse school population. Learners have sufficient access to productivity tools, online services, media-based instructional materials and primary sources of data to enrich and extend the learning goals for our students. Full time access to technology allows learners to deepen their understanding of academic skills, advance their knowledge of the world around them, and learn new ways of thinking and understanding. With this on demand use of technology, students can take on independent roles in learning, communication, and acquiring life skills essential to future success.

Technology-based instruction can be used to customize student learning and support the school's remediation plan. Technology is used regularly throughout the school day across all subject areas as needed to access information, communicate with others, and create project-based products. The use of technology supports students in achieving Indiana's Academic Standards. Equity of access to technology is of paramount importance to New Castle Community School Corporation. During 2014/2015, New Castle Middle School began a 1:1 initiative where each student was provided a mini laptop.

New Castle Middle School is fortunate to have two computer labs with complete research capabilities, one math mini lab, a complete music computer/keyboard lab as well as multiple computers in all English classrooms. There are Promethean boards in five (5) social studies, six (6) math and four (4) special needs classrooms. The math department also has Mobies and the science department is using Mimeo technology. New Castle Middle School has a full keyboarding computer lab. We have allotted a portion (1/7) of a teacher's schedule that coordinates technology in the middle school building. A complete television studio is available for students and staff for class use in projects in the adjoining media center.

Teachers will continue to attend technology training workshops in an effort to stay current. Teachers will try to design lessons that involve having students use the technology available at the school. Many teachers are using Moodle, Google docs and Google classroom for the students to access various lessons.

Exceptional Learners

The New Castle Community School Corporation maintains a Gifted and Talented Program, which provides programming for high ability students. During the early elementary school years (grades 3-6), students are identified and serviced with activities of discovery and problem solving, not skills based worksheets or busy work at a higher level. Upper elementary students are selected for a self-contained Expanded Learning Program located at Wilbur Wright Elementary School. Middle school students are chosen for enrollment in 'top' classes in the areas of humanities, math, and challenge art in the 7th grade. Eighth grade students are selected for 'honors' enrollment in the content areas of English/language arts, social studies, science and Algebra I. High School students may select honors or focus level courses in the content areas of English/language arts, social studies and science. High school students may also select any of the thirteen (13) Advanced Placement classes available as well as enrollment at IU East/Danielson Center or Ivy Tech Community College.

The program mission is for high ability students to understand, develop, and apply the skills of critical, logical, analytical and creative thinking through the study of broad-based, multi-disciplinary problems, issues and themes. The high ability students will pursue accelerated, differentiated curriculum which will allow them to become producers of original, sophisticated and innovative products. The high ability student will accept, recognize and respect the uniqueness of each individual's views as he/she interacts cooperatively and responsibly with society. The high ability student will become more aware of his/her abilities as well as the needs he/she has in common with others in order to develop a positive self concept. Middle School students who qualify for advanced classes are able to take high school courses for credit.

Selection criteria is documented and executed consistently from year to year. Multiple criteria that are applied include standardized test scores, local assessments, portfolios, teacher referrals, and parent referrals.

High ability students that participate in the self-contained program at Wilbur Wright Elementary are given the choice to be clustered at New Castle Middle School into the same core academic sections. This is to promote being with others of like ability; to develop higher order thinking skills, to provide appropriate expectations, rigorous curriculum and to challenge these students. Differentiated instruction is utilized to provide challenging curriculum for these high ability students.

New Castle Community School Corporation also provides services to those students eligible for special education services under the Individuals with Disabilities Education Act (IDEA). A wide-range of special education services are provided through the New Castle Area Special Services Cooperative. Students receive services as described in the Indiana Individualized Educational Plan (IIEP) and classroom teachers work cooperatively with special education teachers to ensure that every child receives a Free and Appropriation Public Education (FAPE).

New Castle Middle School provides a wide variety of services from full time direct services to consultation/observation. Co-teaching classes in most core academic areas and a full time resource room are being utilized as the least restrictive service offerings at New Castle Middle School. READ 180 is a remedial reading program being used for general education and identified students. Additionally, in the math and social studies areas, a resource person is provided to assist students. Students with emotional disabilities receive additional resources from counseling to a resource time out room.

New Castle Middle School currently has two self-contained classrooms of special needs students. These classrooms are in the main frame of the building, and the students and staff members interact with these children with disabilities frequently. These students are mainstreamed into various classes where they may find success. General education English classes also work collaboratively with the MOCD class.

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 our students and our curriculum. We find it very important to know our students and to acknowledge their cultures and individual abilities. These cherished areas include gender, age, ethnicity, religion, academic ability, and physical ability. Some of the ways we demonstrate cultural competency would be through age appropriate convocations, guest speakers, utilization of the school counselor, anti-bullying programs, essay contests, classroom discussions, and the incorporation of academic strategies that meet the needs of all students.

The staff at New Castle Middle School recognizes the need to explore diversity. The staff is being urged by administration to research the student's profile and look for possible areas of concern. The RISE Evaluation process is requiring teachers to find data on their students. We are having discussions on motivation in an attempt to develop an awareness of the differences in motivating different kinds of students.

Classroom teachers expose students to different cultures throughout the year. The daily announcements include a "Today in History" which highlights various events as well as cultures. During the months of February and March, the social studies department creates announcements pertaining to Black History and Women's History and organizes students to participate in the caste social class system simulation. The English department is selecting a textbook that will be culturally diverse. The humanities departments spear head a cross curricular activity dealing with the understanding of cultures and diversity with the study of the Holocaust.

Safe and Disciplined Learning Environment

Our primary goal is to never allow anyone to do any act that endangers anyone else. New Castle Middle School began a total lock down procedure and patrons must buzz for entry. NCMS has implemented and follows a school crisis plan which mirrors requirements of the corporation and state.

Our secondary goal is to detour anyone from disrupting anyone's right to learn. The students are expected to follow building behavior procedures which help to ensure that we have a safe learning community. These procedures are given to each student and their families as they enroll in school each year, as well as discussed in each classroom and posted throughout the building and can be found on the school's website. Students are made aware of consequences if they are unwilling to follow the behavioral guidelines. The consequences range from before and after school detentions, lunch detentions, in-school supervision, to Friday afternoon school, and the out-of-school suspension program. Each punishment is selected to fit the inappropriate behavior. The out-of-school suspension program is co-sponsored by the Henry County Justice system and incorporates a court appearance with a parent/ guardian, community service, academic assistance and counseling during an extended day. Communication with parents is frequent, and may take such forms as: written notice, oral, email, School reach notices, and Twitter.

All crisis plans are practiced on a regular basis. Procedures for each drill are located in each staff member's Google document, as well as in each teacher's classroom. Professional development is done yearly to teach the staff the proper procedures, with on the spot corrections made when needed. Each classroom has signs to direct all personnel to proper locations, and exits maps are provided in the event of fires or weather-related emergencies. State guidelines for these drills are followed, and accurately practiced with our students. Fire drills are conducted monthly, while tornado drills and man-made crises drills are conducted once per semester. Drills are conducted to be as realistic as possible.

The counselors have created a student/parent friendly website to assist both with information to be success at the middle school. The counselors will develop groups to assist a specific group of peers to be more successful. Peer mediation can be available for students involved in minor disputes. Two high school peer facilitators can be requested to function as sensitive student listeners who use communication skills to encourage those being helped to engage in self-exploration and self-enhancing decision making.

Professional Development

The professional development program at New Castle Middle School is designed to improve teaching in order to improve student learning. All staff members participate in professional development activities provided throughout the school year. Consultants are used for specific areas; some sessions are led by consultants and coaches, some by the principal, and others by staff members. Staff members are encouraged to share their ideas with others and to lead staff development sessions. Professional development activities are structured to meet the needs of classroom teachers.

The staff reviews the School Improvement Plan to see if the plan is being completed as planned and determines what is left to be completed. The school improvement committee then plans accordingly. The principal can evaluate the implementation of strategies in classrooms by completing walk-throughs and checking lesson plans. The principal shares journal articles with staff members when it is appropriate for their content area or their individual teaching needs. The principal uses Moodle Classroom as verification of teachers' completion of necessary trainings.

Faculty and staff participate in data-driven instructional decisions as a regular part of professional development activities throughout the year. Data analysis occurs both within grade level and across content areas with individual teachers utilizing the information gained from these analyses to adjust their classroom instruction. The result has been an improved effort to meet the needs of individual students based on several sources of achievement data.

A new teacher workshop has been developed where the department chairperson and the administrators help the new teacher learn about the building procedures and the curriculum. Additionally, the principal meets with new staff members and discusses any areas of concern. Plans are to create a sub guide to convey the strategic issues of our school dealing with school safety.

Data Analysis / Comprehensive Needs Assessment

A. Balanced Score Card – Data Analysis of Corporation Short-Term Goals

Goal		Measures	Baseline Testing	2014 Achieved	2015 Target
Goal 1: Improve Academic Achievement					
1.1 Improved standardized test scores.	1.1a	Percent passing ISTEP+ English/Language Arts:			
		Grade 7	77.8	78.7	80
		Grade 8	76.4	80.2	81
	1.1b	Percent passing ISTEP+ Mathematics:			
		Grade 7	80.0	77.5	81
		Grade 8	81.4	82.2	83
1.2 Attendance Rate	1.2a	Middle School	95.0	95.83	96.25
1.3 Retention Rate	1.3a	Middle School	2.0	.56	.00
Goal 2: Parent/Community Collaboration					
2.1 Increase Parental Involvement	2.1a	Parent Volunteer Hours	450	460	500
		% of parents participating in school open house opportunities	39.4	34.23	38.00
Goal 3: Safe School Environment					
3.1 Improve Suspension/Expulsion Rates	3.1a	Out-of-School Suspensions	104	103	90
3.2 Standardize Safety Drills	3.2a	Required state reporting for tornado, fire, and earthquake.	In place	100%	100%
		Reviewed and revised drills as per up to date standards.	Current plan in place	Identify areas of concerns	Revised plans in place 100%

B. ISTEP+ Cohort Comparison of Total Percentage Passing

E/LA	Class of 2015		Class of 2016		Class of 2017		Class of 2018	
	Gr. 7 2010	Gr. 8 2011	Gr. 7 2011	Gr. 8 2012	Gr. 7 2012	Gr. 8 2013	Gr.7 2013	Gr.8 2014
All Students	72	66	78	71	79	80	80	79
General Ed.	83	79	87	81	88	89	89	88
Special Ed.	29	24	36	32	28	28	28	33
LEP	***	***	***	***	***	***	***	***
Male	67	61	74	67	72	73	73	79
Female	77	72	81	76	86	86	86	78
Paid	84	79	86	83	86	88	88	87
Free/Re	63	58	72	63	75	72	72	71
Am. Indian	***	***	***	***	***	***	***	***
Black	***	***	***	***	***	***	***	***
Asian	***	***	***	***	***	***	***	***
Hispanic	***	***	***	***	***	***	73	***
White	73	67	77	70	79	80	80	78
Multi-cult.	50	80	81	88	***	***	***	***

*** Value not computed for fewer than 10 students.

Math	Class of 2015		Class of 2016		Class of 2017		Class of 2018	
	Gr. 7 2010	Gr. 8 2011	Gr. 7 2011	Gr. 8 2012	Gr. 7 2012	Gr. 8 2013	Gr.7 2013	Gr.8 2014
All Students	73	70	73	73	83	79	80	79
General Ed.	84	84	82	84	92	87	88	88
Special Ed.	29	26	36	31	28	30	43	43
LEP	***	***	***	***	***	***	***	***
Male	72	68	76	76	79	73	82	83
Female	73	73	70	69	86	84	79	77
Paid	89	84	85	83	90	84	92	89
Free/Re	61	61	65	66	78	74	72	72
Am. Indian	***	***	***	***	***	***	***	***
Black	***	***	***	***	***	***	***	***
Asian	***	***	***	***	***	64	***	***
Hispanic	***	***	***	***	***	82	81	81
White	74	80	73	72	82	79	80	***
Multi-cult.	58	72	81	82	***	***	***	***

C. ISTEP+ Non-Cohort Comparison of Total Percentage Passing
Non-Cohort Comparison of Total Percentage Passing by Sub-Groups

E/LA

	Gr7 09	Gr7 10	Gr7 11	Gr7 12	Gr7 13	Gr7 14			Gr8 09	Gr8 10	Gr8 11	Gr8 12	Gr8 13	Gr8 14		
All Students	68	72	78	79	73	76			61	67	66	71	80	79		
General Ed.	79	83	87	88	83	85			75	79	79	81	89	88		
Special Ed.	24	29	36	28	23	21			24	22	24	32	28	43		
LEP	***	***	***	***	***	***			***	***	***	***	***	***		
Male	60	67	74	72	71	71			50	56	61	67	73	83		
Female	76	77	81	86	76	83			74	79	72	76	86	77		
Paid	81	84	86	86	86	87			80	76	79	83	88	89		
Free/Re	53	63	72	75	64	69			45	59	58	63	72	72		
Am. Indian	***	***	***	***	***	***			***	***	***	***	***	***		
Black	***	***	***	***	***	***			***	***	***	***	***	***		
Asian	***	***	***	***	***	***			***	***	***	***	***	***		
Hispanic	***	***	***	***	***	***			***	***	***	***	73	***		
White	68	73	77	79	74	77			63	67	67	70	80	81		
Multi-cult.	56	50	81	***	80	77			64	69	80	88	***	***		

Math

	Gr7 09	Gr7 10	Gr7 11	Gr7 12	Gr7 13	Gr7 14			Gr8 09	Gr8 10	Gr8 11	Gr8 12	Gr8 13	Gr8 14		
All Students	69	73	73	83	80	76			61	67	66	73	79	79		
General Ed.	81	84	82	92	88	83			75	79	79	84	87	88		
Special Ed.	25	29	36	28	43	33			24	22	24	31	30	43		
LEP	***	***	***	***	***	***			***	***	***	***	***	***		
Male	66	72	76	79	82	75			54	56	61	76	73	83		
Female	73	73	70	86	79	79			69	79	72	69	84	77		
Paid	83	89	85	90	92	89			78	76	79	83	84	89		
Free/Re	55	61	65	78	72	67			46	59	58	66	74	72		
Am. Indian	***	***	***	***	***	***			***	***	***	***	***	***		
Black	***	***	***	***	***	***			***	***	***	***	***	***		
Asian	***	***	***	***	***	***			***	***	***	***	***	***		
Hispanic	***	***	***	***	***	***			***	***	***	***	64	***		
White	70	74	73	82	81	77			63	67	67	72	79	81		
Multi-cult.	63	58	81	***	80	77			55	69	80	82	***	***		

*** Value not computed for fewer than 10 students.

D. Disaggregate ISTEP+ Performance Data by Academic Standard

Grade 7 – English/Language Arts, Percentage Passing at Standard							
Standard:	14-15	13-14	12-13	11-12	10-11	09-10	08-09
#1 – Word Recognition, Fluency, Voc.		78	76	81	80	70	70
#2 – Comprehension		76	77	78	79	73	68
#3 – Literary Response and Analysis		79	77	79	81	73	70
#4 – Writing: Process		81	80	81	81	72	70
#5 – Writing: Applications		83	81	82	83	74	71
#6 – English Language Conventions		83	79	82	82	74	72

Grade 7 – Mathematics Standards, Percentage Passing at Standard							
Standard:	14-15	13-14	12-13	11-12	10-11	09-10	08-09
#1 – Number Sense		78	82	84	75	73	72
#2 – Computation		77	82	82	75	74	70
#3 – Algebra and Functions		78	82	84	75	74	72
#4 – Geometry		77	82	84	74	69	69
#5 – Measurement		77	81	84	75	72	69
#6 – Data Analysis and Probability		76	82	82	73	73	69
#7 – Problem Solving		76	82	83	74	76	71

Grade 7 – Social Studies, Percentage Passing at Standard							
Standard:	14-15	13-14	12-13	11-12	10-11	09-10	08-09
#1 – History		75	73	74	65	69	68
#2 – Civics & Government		71	73	73	61	64	61
#3 – Geography		76	75	73	63	63	60
#4 – Economics		74	72	73	62	62	62

Grade 8 – English/Language Arts, Percentage Passing at Standard							
Standard:	14-15	13-14	12-13	11-12	10-11	09-10	08-09
#1 – Word Recognition, Fluency, Voc.		79	79	70	68	69	64
#2 – Comprehension		79	79	70	67	68	61
#3 – Literary Response and Analysis		79	80	70	68	69	64
#4 – Writing: Process		83	81	72	69	71	62
#5 – Writing: Applications		81	85	76	X	72	64
#6 – English Language Conventions		82	82	74	68	72	62

Grade 8 – Mathematics Standards, Percentage Passing at Standard							
Standard:	14-15	13-14	12-13	11-12	10-11	09-10	08-09
#1 – Number Sense		83	86	74	72	65	64
#2 – Computation		82	82	74	70	66	63
#3 – Algebra and Functions		84	83	74	73	63	62
#4 – Geometry		83	82	76	71	65	64
#5 – Measurement		83	81	76	72	62	61
#6 – Data Analysis and Probability		82	81	74	71	60	60
#7 – Problem Solving		83	80	74	71	67	66

Improvement Goal Action Plan

Goal #1: Students will grow in reading, writing, speaking, and listening in a language and print rich environment while participating in a variety of interactive experiences.

<p>Intervention #1: Students will be encouraged to read at or above grade level. An overall enthusiasm towards reading will be maintained.</p>	<p>Research/Best Practice for Intervention: <u>Best Practices in Literacy Instruction 3rd edition</u> by Gambrell, Malloy, and Mazzoni</p>			
<p>Strategies for Implementation:</p>	<p>Person(s) Responsible</p>	<p>Start</p>	<p>End</p>	<p>Resources</p>
<p>A reading strategy is put into place, and all teachers with a 5th period class will have a Success reading strategy in their content area (paraphrasing, summarizing, main idea, key words, etc.)</p> <p>Students in all content areas will demonstrate understanding of content through open-ended responses that include short answers and essays.</p> <p>Students in all content areas will also participate in writing response activities that mirror ISTEP+ applied skills.</p> <p>Completion of AR goals for each grading period and/or reading at grade level will earn students 1pt towards the King's Island trip.</p> <p>8 Step Process of instruction around standards, assessing those standards, checking results and re-teaching.</p>	<p>Teachers/Students</p> <p>Students</p> <p>Teachers/Students</p> <p>Students English teachers</p> <p>Students English teachers</p>	<p>08/2014</p> <p>08/2014</p> <p>08/2014</p> <p>08/2014</p>	<p>06/2015</p> <p>06/2015</p> <p>06/2015</p> <p>06/2015</p>	<p>Make use of extended response questions with our literature selections. Employ text tagging / underlining. Adopted Literature Series Reading during Success Period – 1x wkly</p> <p>Reading in Content Areas during Success Area – 1x wkly</p> <p>Challenge Question (maintenance)</p> <p>ISTEP+ Reports</p> <p>Silent Sustained Reading time allotted each day in homerooms and study halls</p> <p>Two (2) book fairs available</p> <p>English Remediation homeroom made available per master schedule</p> <p>STAR reading test</p> <p>ACUITY testing and modules</p> <p>8 Step re-teach modules</p> <p>8 Step Data Goal/Results charts</p>
<p>Intervention #2: All subject areas will emphasize good writing skills with comprehensive questioning.</p>	<p>Research/Best Practice for Intervention: Walsh, J.A., & Sattes, B.D. (2005). <i>Quality questioning: Research-based practice to engage every learner.</i></p>			
<p>Strategies for Implementation:</p>	<p>Person(s) Responsible</p>	<p>Start</p>	<p>End</p>	<p>Resources</p>
<p>All classrooms will require students to incorporate more details in their writing.</p> <p>Teachers will model the skills and strategies that are connected to the modes of writing. There will be immediate opportunities for students to use the skill or strategy in their own writing.</p> <p>8 Step Process of instruction around standards, assessing those standards, checking results and re-teaching.</p>	<p>Teachers</p> <p>Teachers Students</p> <p>Teachers</p>	<p>08/2013</p> <p>08/2013</p> <p>08/2013</p>	<p>06/2014</p> <p>06/2014</p> <p>06/2014</p>	<p>Four Square, Venn Diagram</p> <p>Spider Maps, Charts</p> <p>Ladders, Describing wheels</p> <p>Essay models</p> <p>Success Period Activities</p> <p>Reteach Groups</p> <p>Challenge Question Quizzes</p> <p>Lab Conclusion Questions</p> <p>Section Questions from text</p> <p>POTW – Problem of the Week</p> <p>Use of rubrics, REAP strategy</p>

Goal #2: Our goal is to continue improvement in the area of mathematics. Over the next three years, New Castle Middle School will show sustained and measurable improvement on the ISTEP+.

Intervention #1:
All students show growth in their accuracy in math computations and applications skills of communicating mathematical understanding, knowledge, skills, vision, and comprehensive framework.

Research/Best Practice for Intervention:
National Council Teachers of Mathematics. (2008, August). *Teaching children mathematics.*

Strategies for Implementation:	Person(s) Responsible	Start	End	Resources
<p>Replace less engaging activities with activities that require students to apply mathematics for an authentic purpose. Math and science lab activities will strengthen awareness of proper application of skills.</p> <p>8 Step Process of instruction around standards, assessing those standards, checking results and re-teaching.</p>	<p>Math teachers Science teachers Students</p> <p>Teachers</p>	<p>08/2013</p> <p>08/2013</p>	<p>06/2014</p> <p>06/2014</p>	<p>Math Textbooks Multi-step math problems Success Period Activities Problem of the Day with mental math Bell Ringers ISTEP+ applied skills math concepts Student Agenda ACUITY testing and follow up modules Study Island</p>

Intervention #2:
All math teachers will develop common core assessments to be used every three weeks for student evaluation.

Research/Best Practice for Intervention:
National Council Teachers of Mathematics. (2008, August). *Teaching children mathematics.*

Strategies for Implementation:	Person(s) Responsible	Start	End	Resources
<p>Common planning time during learning logs.</p> <p>Students will apply and master math vocabulary terms.</p>	<p>Staff</p> <p>Students</p>	<p>8/2013</p> <p>8/2013</p>	<p>6/2014</p> <p>6/2014</p>	<p>Math vocabulary terms for each grade level Indiana Academic Resource Guides ISTEP+ math terms Technology resources</p>

Goal #3: It is the goal of the New Castle Middle School administration and teachers to keep parents informed of student academic responsibilities, achievements, and success through the academic year.

<p>Intervention #1: All teachers and administrators will communicate regularly with parents and the school community through a variety of methods.</p>	<p>Research/Best Practice for Intervention: Schmoker, M. (1999). <i>The key to continuous school improvement.</i> Marzano, R. (2003). <i>What works in school.</i> Constantino, S.M. (2002). <i>Making your school family friendly.</i></p>			
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Strategies for Implementation:	Person(s) Responsible	Start	End	Resources
Staff and administrators will communicate school to home information through a variety of methods.	All staff and administrators	08/2014	06/2015	Daily to weekly notes Discipline notices, Agendas School website Teacher websites Newsletters, Home visits Telephone contacts Personal contacts E-mail, School Reach Power School Parent Portal Parent Resource Room Teacher Moodle pages HOT Room, Twitter Student email, Google Docs Google classroom
Students will also be responsible for taking information home from school.	All students	08/2014	06/2015	
Daily announcements maintained on the school website.	Principal's Secretary	08/2014	06/2015	

<p>Intervention #2: A greater emphasis will be placed on collaboration between teachers and administrators working together for the common good.</p>	<p>Research/Best Practice for Intervention: Breux, A. & Whitaker, T. (2012). <i>Making good teaching great: Everyday strategies for teaching with impact.</i> Silver, D. (2010). <i>Drumming to the beat of different marchers: Finding the rhythm for differentiated learning.</i></p>			
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Strategies for Implementation:	Person(s) Responsible	Start	End	Resources
Each department will receive an abbreviated list of other departments' core standards.	Dept. Chair	08/2014	06/2015	Academic information related to grade levels
Commonalities in curriculum will continue to be sought and discussed at grade level meetings.	Dept. Chair	08/2014	06/2015	Indiana Academic Standards and Curriculum
Information found in Power School will connect teachers with common struggling students.	Teachers Administrators	08/2014	06/2015	Technology 8-Steps Program Workshop
Data Den maintained to share information.	Data Coach	08/2014	06/2015	HOT Room and passes Moodle
HOT Room – Homework Opportunity Time – limited zeros for homework.	Teachers	06/2014	06/2015	

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Goal #4: Our goal is to continue improvements in the area of students' abilities to problem solve and complete multiple set problems. Teachers will provide students with the organizational tools to identify key information.

<p>Intervention #1: Teachers will model strategies for students to complete all steps of a multi-step problem and in the proper order.</p>	<p>Research/Best Practice for Intervention: Harvey, S., & Goudvis, A. (2000). <i>Strategies that Work: Teaching Comprehension to Enhance Understanding</i>. Ferlazzo, L. (2011). <i>Helping students motivate themselves</i>.</p>			
<p>Strategies for Implementation:</p>	<p>Person(s) Responsible</p>	<p>Start</p>	<p>End</p>	<p>Resources</p>
<p>Discussions involving different methods to solve multi-step problems will be provided in all classes.</p>	<p>All teachers</p>	<p>08/2014</p>	<p>06/2015</p>	<p>Marking key words "X" out unnecessary words Number steps Label</p>
<p>Teachers will provide samples of word problems that involve multi-steps to find a correct answer.</p>	<p>Teachers Students</p>	<p>08/2014</p>	<p>06/2015</p>	<p>Scaffolding questions Circle graphs Line graphs Bar graphs</p>
<p>Teachers will discuss and explain how to interpret a variety of graphs.</p>	<p>Teachers Students</p>	<p>08/2014</p>	<p>06/2015</p>	<p>Student whiteboards Netbooks</p>

<p>Intervention #2: A variety of technology will be utilized in all facets of learning.</p>	<p>Research/Best Practice for Intervention: Means, B. and Olson, K. (1994). <i>The link between technology and authentic learning</i>. Waddoups, G.L., Wentworth, N., & Earle, R. (2004, September). <i>Principles of technology integration and curriculum development: A faculty design team approach</i>.</p>			
<p>Strategies for Implementation:</p>	<p>Person(s) Responsible</p>	<p>Start</p>	<p>End</p>	<p>Resources</p>
<p>1:1. BYOD, Promethean Boards, Mimeo's, Mobies, lap tops, Ipads, mini lap tops, Active Expressions and ELMO's will continue to be used for instructional purposes.</p>	<p>Administration Teachers Computer Coordinator</p>	<p>08/2014</p>	<p>06/2015</p>	<p>Technology Funding</p>
<p>The technology coordinator will send out monthly "e-letters" notifying staff members of available training, resources, advancements, or changes to come. PD for Moodle usage in the classroom will be made available to teachers.</p>	<p>Technology Coordinator</p>	<p>08/2014</p>	<p>06/2015</p>	

Professional Development Program

Goal #1: The New Castle Middle School staff will continue training in learning the best ways to educate the growing numbers of students on the autism spectrum.

Strategy #1:

A team of teachers, comprised of both special education and general education, will meet with the educational consultant from the Indiana Resource Center for Autism and the Indiana Institute on Disability and Community.

Action Plan:

During quarterly team meeting, the autism team will be instructed on the various needs of children with autism. The team will then develop a plan that will not only evaluate the students but target low functioning students or students displaying a great deal of trouble.

Persons Responsible:

Principal, Autism Teacher Team, Kristi Lofland (autism consultant)

Timeline for Completion:

These activities will be on-going throughout the school year.

Strategy #2:

The autism team will gather information from other schools that are showing success with their autistic students.

Action Plan:

During staff development, visitations and/or collaborations will be made with schools like New Castle Middle School that have been and are showing success with the children on the autism spectrum. Ideas will be discussed in teacher forums in order to formulate what would best fit New Castle Middle School.

Persons Responsible:

Principal, Autism Teacher Team, Kristi Lofland (autism consultant)

Timeline for Completion:

These activities will be on-going throughout the school year.

Evaluation of Goal:

Through observations during walk throughs, the administration will see autistic students being actively engaged and finding success in the classroom. Teachers are being successful with their students with autism. Discipline issues from autistic students will be down and attendance will be up because they will want to be at school.

Professional Development Program

Goal #2: The New Castle Middle School staff will transform strategies and best practices to enhance student performance during standardized testing.

Strategy #1: The faculty of New Castle Middle School will continue to develop the 8 Step Process.

Action Plan: Teachers will develop instruction around standards, assessing those standards, checking results, re-teaching, and /or enrichment in their classrooms. Through professional development afternoons, teachers will review and analyze by using the common assessment data. This data will drive the curriculum development.

Persons Responsible: Teachers and Administration

Timeline for Completion: These activities will be on-going throughout the school year

Criteria for Evaluating: Local common assessment tests, ACUIY testing and ISTEP+.

Strategy #2: The New Castle Middle School staff will expand the reteach sections during Success Period.

Action Plan: English and math teachers will meet during learning logs and develop a list of students whom are in need of additional instruction of the standards being cover in the assessment window.

Persons Responsible: English and math specialists along with administration and data coach will take responsibility.

Timeline for Completion: These activities will be on-going throughout the school year

Criteria for Evaluating: Local common assessment tests, ACUIY testing and ISTEP+.

Strategy #3: The New Castle Middle School staff will develop activities to enhance the enthusiasm of students taking the ISTEP+.

Action Plan: Develop two 30 minute convocations to include all teachers which will relieve any tension concerning the testing.

Persons Responsible: 8 Step Improvement Team

Timeline for Completion: May 20, 2015.

Criteria for Evaluating: Attendance during testing.

Evaluation of Goal:

Through observations during the testing periods, students will be in attendance and engaged in doing their best.

Professional Development Program

Goal #3: The New Castle Middle School staff will begin training in the best practices of investing technology in a productive way in their classrooms.

Strategy #1: Teachers will be afforded technology training throughout the 2014/2015 school year.

Action Plan:

Persons Responsible: Principal and Teachers

Timeline for Completion: These activities will be on-going throughout the school year.

Strategy #2: A select group of technology savvy teachers will be involved in training and bring back their finding to other teachers and function as a trainer.

Action Plan: The team of teachers will search for appropriate professional development. After learning and trying these practices, the teachers can serve as guides and provide suggestions for improvement to the teachers wanting to use technology.

Persons Responsible: Director of Technology, Principal, teachers

Timeline for Completion: These activities will be on-going throughout the school year.

Evaluation of Goal:

Through observations during walk through, the administration will see teachers working with all technology and adjusting instruction to fit the needs of all students.

Documentation of Support by New Castle Teachers' Association

As required by 511 IAC 6.2-3-3, I, as the exclusive representative of the New Castle Teachers' Association, have reviewed and are in support of the Professional Development Section of the Strategic and Continuous School Improvement and Achievement Plan for New Castle Middle School.



Signature of Exclusive Representative



Date

Waived Statutes and Rules

No statutes or rules have been waived at this time.

The following list of statutes and rules have been waived:

Certificate of Submission

The committee, comprised of the building principal, administrators, teachers, parents, and community member(s), have submitted the final draft of the Strategic and Continuous Improvement and Achievement Plan to the superintendent. The school improvement committee has considered the recommendations of the superintendent and revised the plan at their discretion. The final plan has been presented to the superintendent and the school board.

Jacinto H. Bull

Signature of Building Principal

9/15/14

Date

This school improvement plan has been reviewed in accordance with the timelines established under I.C. 20-10.2-3-2.

Review by New Castle Community School Corporation Board of School Trustees

WHEREAS a three year Continuous School Improvement Plan has been developed and coordinated by the building principal with input from a committee of persons which included the principal, teachers, parents, students, and community member(s) for New Castle Middle School, and

WHEREAS, the Superintendent of Schools has reviewed the plan to ensure that the plan aligns with the school corporation's mission statement, goals, and expectations, and

WHEREAS the governing body is required under Indiana Law to review said plan, and

WHEREAS the governing body reviewed this plan on this date, at the Administration Building located at 322 Elliott Avenue, New Castle, IN 47362.

THEREFORE BE IT KNOWN that the governing body will submit this plan to the Indiana Department of Education as required under 511AC 6.2-3-5 Sec. 5. and directs that a copy of this plan remain on file for public review in the office of the building principal.

Signature of Superintendent

Date

This school improvement plan has been reviewed in accordance with the timelines established under I.C. 20-10.2-3-2.

Attendance Objective

New Castle Middle School will maintain an annual attendance rate of no less than 95%.

Plan of Action:

In order to achieve an annual attendance rate of no less than 95%, the administration will explain the attendance policies and expectations to parents and students at the annual school orientation and Back to School Night. School Reach, the automated calling system will contact parents each day when their child is absent. The attendance secretary will make every effort to call home inquiring about the repeat absences of students. If she does not make contact with parents, she will report this to the assistant principal. A home visit may be necessary per discretion of administration. Letters are mailed home after a student has been absent 6 full or partial days informing parents of the number of absences. When a child has been absent 10 full or partial days, the Attendance Review Committee (ARC) shall be convened to determine appropriate action. (A 504 screening will be part of the ARC process). During this meeting, the student and his/her parent or guardian would explain the excessive absences. The student will be notified within 24 hours of the meeting of the decision of the ARC. The possibilities include, but not limited to: remaining in school with no penalty, remain in school with an attendance contract, suspension/expulsion for the current semester and/or non-promotion to the next grade level.

Parents have complete access to their child's attendance records through the Power School Parent Portal. Parents are provided secure user names and passwords to view their child's daily attendance and tardies.

To increase attendance rates for New Castle Middle School students, incentives are created to bolster motivation to be at school. Such incentives include but are not limited to: tickets to King's Island, invitations to Renaissance Lock-Ins, Attendance Bucks and various food rewards. During the annual Honor Day Program, students achieving "perfect attendance" receive awards equal to any other academic or athletic award.

For students with prior attendance problems, personal contacts are made by their counselor and administrators and a plan for short term goals are made which would include incentives that are child specific. Providing support services and involving community agencies will be a key factor for success.

"Bullying" Goal Action Plan

Goal: New Castle Middle School will demonstrate a reduction in unsafe conduct and issues that prevent the maintenance of a safe school. Identified school safety issues will include crime, school violence, and bullying.

Strategies for Attainment:

1. An online notification will be developed for students or parents to report bullying.
Action Steps for Strategy #1:
Students and/or parents may report bullying online through the school's website. This report is emailed immediately to the principal and assistant principal for investigation.
2. Teachers will be vigilant in preventing bullying and/or catch bullying as it starts.
Action Steps for Strategy #2:
Teachers will receive training concerning ways of dealing with bullying that have been proven effective.
Teachers will monitor students in order to prevent put downs from student to student in the classroom and hallway.
3. A "Bully Box" will be maintained and put in a prominent area for students to find.
Action Steps for Strategy #3:
An anonymous "Bully Box" allows the students to communicate with school administration about current issues of bullying.
4. Cameras have been installed throughout the building to detour students from bullying.
Action Steps for Strategy #4:
Students are encouraged to ask office personnel to "view the cameras" when an incident of bullying occurs. The incident is investigated with the monitoring system.
5. NO BULLYING ZONES have been developed in the restrooms and locker rooms.
Action Steps for Strategy #5
The students have been informed of more severe consequences of bullying in the NO BULLY ZONES. (Restrooms and locker rooms)
6. Bullying Classroom Guidance
Action Steps for Strategy #6
The counselors will train all students each fall on however to recognize bullying and how to prevent it.

“Bullying” Professional Development Program

Goal : New Castle Middle School will demonstrate a reduction in unsafe conduct and issues that prevent the maintenance of a safe school. Identified school safety issues will include crime, school violence, and bullying.

Strategy #1:

The School Success/Transition Committee will develop a plan that promotes a safe school environment and identifies safe school strategies in their thematic units.

Action Plan:

Teachers will be provided information from the Indiana Department of Education that gives specific information regarding safe school issues. Teachers on the School Success/Transition Committee will create four (4) mini lessons for Trojan Time addressing character issues of concern.

Persons Responsible:

Building Administrators
Teachers
School Success/Transition Committee

Timeline for Completion:

Spring 2015

Evaluation of Goal:

Emergency services and teacher evaluation. Student discipline data.

Strategy #2:

Staff in-services with school personnel will provide a unified effort by staff to address identified school safety problems and develop structures that will establish preventive strategies.

Action Plan:

Departmental and faculty meetings will be held and safe schools will be a regular topic of discussion. During this time, teachers will discuss specific issues with students or areas of the school that may need more attention in the matters of safety and security. Teachers will report incidents of crime, school violence, or bullying to the building administrators or school counselors so they can address the individual(s) responsible to create a behavioral modification plan if necessary.

Persons Responsible:

Building Administrators
Teachers

Timeline for Completion:

Spring 2015

Evaluation of Goal:

Teacher evaluation of in-services and collaboration time. Student discipline data.

Strategy #3:

The school counselors will develop a proactive reporting system of bullying and include other aspects as necessary.

Action Plan:

The school counselors will develop a 'request slip' where students may ask to see their counselor during the school day or may request 'online' to see their counselor.

Persons Responsible:

Counselors

Timeline for Completion:

Spring 2014

Evaluation of Goal:

Strategy #4:

School personnel will seek out the knowledge base of our students concerning school safety.

Action Plan:

The counselors will complete surveys with students by the end of the first grading period. The survey provided by "Bully Safe School" will generate data to be used. A second survey created, will be completed by the middle of the fourth grading period to determine how successful the school has been with school safety during the school year and to make plans for the future.

Persons Responsible:

Counselors

Students

Timeline for Completion:

Spring 2014

Evaluation of Goal:

Data information gain from the surveys. Student discipline data.

Indiana's A-F School Accountability Metrics

Assessing school performance has been required under law (Public Law 221) since 1999. Indiana began grading schools on an A to F scale in 2011 to increase transparency and help parents and community members more readily understand school performance.

With the right category labels in place, now is the time to revamp the metrics behind the school grading process. Several advances have been made in the way states measure and interpret student performance since PL 221 took effect more than 12 years ago.

With input from school leaders statewide, the Indiana Department of Education developed new metrics to grade schools' success. These proposed A-F metrics are currently under consideration by the State Board of Education. They incorporate feedback from educators and advances in the way we measure student performance, and they set high expectations for student learning.

The proposed metrics strike an effective balance by looking at proficiency, improvement and growth. Schools receive credit for the percentage of students passing state assessments as well as for the progress students make during the course of the school year. This is the first time Indiana's accountability metrics give credit to schools and educators who are driving student growth—rather than only looking at how many students pass state assessments.

The Indiana Growth Model gives all students an equal chance to exhibit high growth. Therefore, schools are rewarded for focusing on the growth of every student—as opposed to only those who are on the verge of passing or failing state assessments. Further, incorporating growth allows the state to reward schools that drive the biggest learning gains during the academic year.

How are elementary and middle school grades calculated?

- Student performance and improvement on ISTEP+, IMAST and ISTAR
- Student growth on ISTEP+
- Grades determined separately for English/Language Arts and Math
 - Final grade determined by averaging the two scores

How are high school grades calculated?

- Student performance and improvement on English 10 and Algebra 1 ECAs and ISTAR
- Graduation rate
- College and career readiness indicators

Key Points

- The proposed A-F metrics look at both proficiency and improvement.
- The metrics also use the Indiana Growth Model to measure student learning growth during the school year.
- The new metrics focus on college and career readiness at the high school level.

Frequently Asked Questions

Does the Indiana Growth Model cause a fixed percentage of schools to “fail” each year?

No. In fact, there are more opportunities for a school to improve (rather than lower) its grade using the Growth Model. A school’s final grade is raised for driving high growth in a significant number of students in the bottom 25 percent and/or the top 75 percent of students. A school’s grade will only be lowered if a significant number of students in the overall student population show low growth.

Is there a pre-determined number of schools that will receive an A, B, C, D or F in the new model?

No. Since several calculations factor into the final grade at the elementary, middle and high school levels, there is no way to assign a fixed number of schools to each grade.

Is Indiana the only state attempting to incorporate student growth into its accountability metrics?

No. In 2006, the U.S. Department of Education began encouraging the use of growth models for school accountability. Since then, the federal government has approved the use of growth models in accountability systems in 15 states. Indiana is joining the national movement to utilize growth for school accountability, and the rest of the country is following suit.

New Elementary & Middle School (E/MS) "A-F" Model¹

Calculating English/Language Arts and Math Grades

- E/MS Performance and Improvement:
 - Schools receive *preliminary* English/Language Arts (ELA) and Math scores based on the percentage of their students that passed ISTEP+, IMAST and ISTAR.

- E/MS Growth:
 - A school's score may be raised or lowered based on student academic growth:
 - 1) The *preliminary* score may be raised if a significant percentage of their lowest performing students on ISTEP+ (**the bottom 25%**) show **high growth**.
ELA = 42.5% Math = 44.9%

 - 2) The *preliminary* score may be raised if a significant percentage of their remaining students on ISTEP+ (**the top 75%**) show **high growth**.
ELA = 36.2% Math = 39.2%

 - 3) The *preliminary* score may be lowered if a significant percentage of all students on ISTEP+ (**100%**) show **low growth**.
ELA = 39.8% Math = 42.4%

- E/MS Participation:
 - A school's score shall be lowered if less than **95%** of their lowest performing students on ISTEP+ (**the bottom 25%**) participate in the required assessments.

 - A school's score shall be lowered if less than **95%** of their remaining students on ISTEP+ (**the top 75%**) PLUS students taking ISTAR and IMAST participate on the required assessments.

Determining a Final Grade for an Elementary/Middle School

- Add the ELA grade to the Math grade and divide by two for a FINAL Grade.

¹Summary of proposed rule approved by the Indiana State Board of Education on 11.7.11, and is subject to change

