

***2018-2019
School Improvement Plan***



New Haven Middle School

New Haven Middle School
900 Prospect Avenue
New Haven, IN 46774
August 24, 2018

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Vision Statement

NHMS is the CHOICE for students and families in the New Haven Community.

Mission Statement

It is the mission of New Haven Middle School to provide the following:

- Engaging curriculum
- Open communication between school and parents
- A safe and secure environment
- High behavioral and academic expectations for students
- Extra-curricular options for all students

Schoolwide Belief Statements

- It is the administrator's role to create an environment in which all staff and students feel welcomed, appreciated, and challenged as learners and professionals.
- It is the staff's role to provide an environment that allows students to grow socially, emotionally, and academically to realize their dreams.
- It is the staff's role to build a sense of unity within the building and every classroom.
- It is the staff's role to challenge students to set goals and provide an encouraging environment to achieve those goals successfully.
- It is the staff's role to create a welcoming environment that encourages parents to be involved and to be responsive to family concerns.
It is the student's role to come prepared to learn.
- It is the student's role to set specific goals and actively work to achieve them.
- It is the student's role to be respectful and to use self-control.

Department Belief Statements

Sixth Grade: We believe in creating an environment where each student is challenged and encouraged to achieve his or her goals by doing his or her personal best.

English Language Arts: We believe our classroom should be a safe, comfortable, and caring academic environment based on mutual respect and responsibility of students and teachers, in order to provide all students with equal learning opportunities.

Math and Science: The student's role is to come prepared, ready to learn and to actively participate, to treat others with respect, and to use self-control daily. The teacher is responsible to provide a safe learning environment and to prepare educational content relevant to state standards.

Social Studies: The student will actively participate in developmentally appropriate curriculum and increase his/her understanding of historical events, contemporary issues, and current events.

Special Education: We believe through cooperative learning, hard work and support our students will exceed expectations and develop the skills needed to be productive social members of society.

Description of the School

New Haven Middle School is the only stand-alone middle school in East Allen County Schools. It is located in New Haven, Indiana (Allen County). New Haven Middle School (NHMS) draws students primarily from the suburban area of New Haven and draws from urban areas of Fort Wayne, Indiana as well.

New Haven Middle School's 15-16 enrollment was 484 students. The student population breakdown was 10.7% Black, 7.9% Hispanic, 0.2% American Indian, 0.8% Asian, 3.7% Multi-racial, and 76.7% Caucasian. Students who received free or reduced lunch made up 59.3% of the total student population in 2015-2016. Approximately 230 students participated in extracurricular activities.

Description of the Community

New Haven is a small city in Allen County, Indiana. It is a suburb of Fort Wayne along the Maumee River. It has a population of 14,794, according to the New Haven Chamber of Commerce 2015 Community Guide. The city is 8.2 square miles. The population of New Haven has declined over the past three years. Due to a small incoming class of sixth grade students and transportation no longer being provided to students living outside the New Haven attendance area, the student population is down approximately 40 students.

Description of Educational Programs

New Haven Middle School serves students in grades six through eight, with sixth grade students being served in contained classrooms. NHMS is one of three secondary schools in the district that offers an intense intervention program for special needs students. NHMS offers Read 180, My Virtual Reading Coach, RtI (Response to Intervention and Instruction), Compass Odyssey, high ability programming, PBIS (Positive Behavior Intervention Supports), Cornerstone Connections program, after-school tutoring (available four days a week), and daily remediation language arts and math classes for those students who are achieving below ability. The 8-Steps to School Improvement process was implemented in the fall of 2012.

Supports for Highly Qualified Staff

- Housse – Indiana and East Allen standards for highly qualified teachers
- East Allen's Teacher Effectiveness Rubric provides a common language for talking about teaching and clear, concrete levels of performance for teachers to reflect upon their work.
- Ongoing staff development opportunities are provided by District and in-house experts.
- Regular collaboration is provided with a state approved early dismissal every Wednesday.
- An instructional coach provides professional support for the entire teaching staff.
- When given the opportunity to hire teachers, substitutes who have displayed exemplary skills, developed positive relationships with both students and staff, and enriched the culture are given due consideration.
- NHMS is close in proximity to several universities that offer teacher-education programs, including Indiana University-Purdue University Fort Wayne (IPFW), the University of Saint Francis (USF), and Indiana

Wesleyan University. IPFW along with USF work closely with our school in developing future leaders through observations, student teaching, and substituting.

Description and Location of Curriculum

Core Curriculum for grades K-8 language arts and math is followed by all teachers and is available to any EACS employee on the district's shared drive. The core curriculum for grades K-8 language arts and K-8 math is also located on Canvas, the district's learning management system. Math, language arts, science and social studies, in addition to elective courses, follow the College and Career Ready Indiana Academic Standards (CCRIAS). The students at New Haven Middle School are provided courses that support the Academic Honors Diploma and Core 40 curriculum.

Assessments in Addition to ISTEP+

Classroom assessments and observations are gathered daily. Formative and summative assessments also provide staff with valuable achievement information needed to inform their instruction. Grades 6-8 take the NWEA predictive tests in the areas of language arts and math three times a year. Students at all grade levels take language arts and math Scantron Assessment Tests to determine their comprehension of the core standards. ISTEP+, ECA scores, and other district assessments are used to identify student need and skill level. Universal assessment data and progress monitoring are used to track student achievement over time and guide targeted lesson planning.

The identification of students for programs, interventions and high ability groupings is accomplished through evaluation of testing data. These programs service those students who are most in need, based on assessment. Resources for these programs are used more efficiently because of the ongoing identification process. Using assessment data, teachers are able to group students for targeted instruction. Using the RtI model ensures that all students are provided the instruction and interventions necessary to achieve.

NWEA Assessments: NWEA (Northwest Evaluation Association) is designed to indicate growth and progress of students throughout the school year and to give teachers and students an indication of how students may perform on the language arts and math portions of the ISTEP+ test each spring. These tests provide immediate data and resources for teachers and schools, which is used to drive instruction.

District Writing Prompts: Writing prompts are used three times yearly (August, January, and May) to document growth in each student's writing. It allows teachers to plan mini-lessons which focus on student's areas of weakness in writing. The student's prompt is scored using the state's writing rubric.

Scantron Assessments: Scantron assessments are used every four to five weeks to determine whether students are mastering the critical and important standards taught in math and language arts. Reports on these assessments provide educators with detailed information for targeting and personalizing instruction. Educators can assess student progress and provide instruction based on student results at various levels. Scantron assessments include the ability to create custom, state-specific assessments for reading/language arts, math, and algebra. Each assessment is aligned to CCRIAS and common core.

Curriculum Supporting Achievement

In K – 12 language arts and math, the CCRIAS are bundled together to provide a seamless core curriculum for all students including interventions and extensions. East Allen County Schools have also been provided with instructional coaches in both language arts and math. All other subject areas follow the CCRIAS in everyday teaching. The district has course resources for social studies and science in grades 7-12 to support their curriculum. In addition, New Haven Middle School utilizes the following curricula, assessments, and/or interventions to support achievement of CCRIAS: Read 180, NWEA, Compass Odyssey, My Virtual Reading Coach, Brain Genie, Khan Academy, MobyMax, Plugged-In to Reading, and Scantron Assessment Tests.

Instructional Strategies Supporting Achievement

The instructional practices that are implemented with the core curriculum are research-based and support the achievement of CCRIAS. All instructional strategies in the core curriculum are based on the analysis of student achievement scores and data (including universal screeners and benchmarks). In addition New Haven Middle School utilizes the following instructional strategies: Balanced Literacy – Fountas & Pinnell, 90 minute reading block, Problem Solving, Balanced Math, 6+1 Writing Traits, Plugged-In to Reading, Reading Comprehension Strategies, Marzano engagement strategies, National Urban Alliance (NUA) Thinking Maps, and The 8-Steps to School Improvement Model.

Conclusions of Student Data

A review of the data shows that our focus should slightly shift to reading comprehension of literature and nonfiction text based on our recent test data. Both standards were low indicators on NWEA and ISTEP+. In addition, data reveals a continued need for improvement in math computation as well as an emphasis in algebra and functions. Improvement in these two areas will lead to growth in achievement scores and overall academic success.

One concern is the performance of students receiving free or reduced lunch. Across all three grade levels, students receiving free or reduced lunch scored below paid lunch students, at 19.3% below in language arts and 18.3% below in math. With the continued implementation of RtI and the addition of another RtI Specialist, we will continue to identify struggling students and provide additional services that will enable our low achieving students to be more successful. We also believe improved fidelity of PBIS will help create a positive atmosphere that is culturally responsive. In order to bridge the achievement gap at NHMS, each staff member has chosen students to mentor. An emphasis was placed on choosing students with high academic needs.

Another concern is a growing disparity between the academic performances of black students compared to their white counterparts. With the exception of eighth grade language arts, a large achievement gap exists between the performances of black and white students. On average, black students performed 33.6% lower on the other five ISTEP+ tests. Due to this achievement gap, an emphasis was put on choosing black students to mentor. In addition, the improved implementation of PBIS and intentional relationship building throughout the school are keys to bridging the large achievement gap that has recently developed.

Parental Participation in the School

Parental participation has been a point of emphasis over the past four years at New Haven Middle School. We have parents and community members that are a part of the school improvement team and their input has been valuable to the process as a whole. Parental involvement continues to be an area we need to nurture and promote. The following are ways NHMS communicates with parents and community:

- District and School Website
- Quarterly Newsletters
- Family Nights
- Teacher/Administration/Guidance Email and Phone calls to parents
- Parent Survey
- Parent Access to Electronic Grade Book
- Access to SIP plan as well as parental input
- School Messenger System
- Weekly grade updates by email
- Canvas access

During the school year, the school provides regular opportunities for parents/guardians to visit and become involved in the children's education. Some of those opportunities include, but are not limited to, the following:

- Attendance area parent/community events sponsored by New Haven schools
- Registration
- Back-to-School Night
- Parent/Teacher Conferences
- Band and Choir programs
- Athletic Events
- Field Trips
- 8th Grade Graduation
- Open invitation to eat lunch with students
- Volunteer opportunities
- Annual Talent Show
- Parent Nights
- Flying Aces
- Veterans Day Program

Technology

Over the past five years, NHMS has significantly increased technology use throughout the building. One-to-one iPads, Canvas, Pearson eText, and various applications to support the curriculum are some of the digital technology available to students. All core subject classrooms have a Smart Board, projectors, and Apple TV.

Teachers have access to a technology coach each week that assists in implementing and utilizing the iPad effectively. All teachers have been trained on how to enter information on Canvas in order to provide parents and stakeholders with

an overview of the materials covered by the teacher during the week. Also, teachers include daily lesson plans, homework, and elearning assignments for parents to access on Canvas. The district's core curriculum is also available to teachers on the district shared drive. Special education staff has been trained on how to access and complete Individualized Education Plans (IEP) for their students on the ISTAR program provided by the state. All EACS parents are given the opportunity to electronically access their student's grades, attendance, discipline, and emergency contact information.

Safe and Disciplined Learning Environment

New Haven Middle School provides the following interventions to support a caring, secure learning environment: two Indiana School Safety Specialists on staff, RtI, PBIS, Cornerstone Connections, EACS/NHMS Discipline Policy, full-time school nurse, two full-time School Counselors, Bowen Center partnership, Crisis Plan, ALICE training (lockdown procedures), and monthly emergency drills. New Haven Middle School has taken part in the EACS district-wide **Stop Bullying** initiative since its inception.

All administrators took part in School Safety training (ALICE) provided by the district. Building administrators have trained the students and staff on the ALICE (Alert, Lockdown, Inform, Counter, Evacuate) protocol. In addition, teachers and staff members have participated in ALICE training. We continue to offer training and practice drills throughout the school year. The ALICE Training instructor program certifies local representatives to teach proactive survival strategies in violent intruder or active shooter situations. Help save lives by providing training that will bridge the gap between the time a violent event begins and law enforcement arrives. A comprehensive crisis intervention plan includes procedures for emergency situations. Each teacher retains a copy of the plan, along with safeguards, maintaining accountability for all students in a crisis.

Since the 2013-2014 school year, anti-bullying practices as well as sexual harassment training were implemented and reviewed with staff and students. Through Title I funding, NHMS also has a Family Group Specialist who specializes in mentoring students who struggle academically and behaviorally.

Additionally, New Haven Middle School maintains a safe and disciplined learning environment. Security cameras are placed strategically throughout the interior and exterior of the building. Monitors are located in the main office, and videotapes are regularly made of all activities. All exterior doors are locked during the day, and a greeter is stationed in the lobby to direct visitors to the office. Visitors are required to check in at the main office and display a visitor's badge at all times. All NHMS staff and substitute teachers are required to display identification badges at all times during normal school hours.

Professional Development

The instructional methods below support the teaching of the College and Career Ready Indiana Academic Standards (CCRIS). The district has created a K-12 curriculum in language arts and math, with all teachers trained and an instructional coach assigned to New Haven Middle School to facilitate implementation. New Haven Middle School also follows all professional development set forth at the district level.

All teachers and instructional staff at NHMS take part in professional development throughout the year. This training is ongoing and job embedded. Continued professional development has supported NHMS teachers in preparing students.

East Allen County School Corporation utilizes a balanced literacy model, which includes a primary, intermediate, and middle level approach. All 6-8 language arts staff were trained in the updated language arts curriculum: reading, writing, and language word study. All 6-8 math staff were also trained in the updated math curriculum. The school's instructional coach will be providing professional development and modeling during collaboration time as well as individually in classrooms.

New Haven Middle School language arts teachers have been trained in the Plugged into Reading program for middle and high schools, authored by internationally respected literacy expert and teacher Dr. Janet Allen. Born from intensive research and based entirely in high-interest, authentic literature and complementary nonfiction readings, Plugged-in to Reading gradually moves readers from teacher-directed instruction to peer-supported instruction and finally to self-directed learning. Level 1 is designed for grades 5-7, Level 2 for grades 7-9, and Level 3 for grades 9-12. Each level includes a Teacher Guide, a Resource Binder with reproducible worksheets, two portable bookshelves, print books and unabridged Recorded Books, Independent Reading Guides, and three of Dr. Allen's professional books.

During the 2014-2015 school year, all EACS staff were introduced to twelve reading comprehension strategies designed to improve student comprehension of all subject level texts. Staff members have actively implemented and embedded these strategies into their lessons/instruction. Eleven additional reading strategies were introduced during the 2015-2016 school year. All teachers received a copy of Texts and Lessons for Content-Area Reading authored by Harvey "Smokey" Daniels and Nancy Steineke.

East Allen County School Corporation has also adopted the 6 + 1 Writing Traits initiative. This program focuses on improving students' writing skills through the use of the traits, which include voice, organization, ideas, sentence fluency, word choice, conventions, and presentation.

New Haven Middle School teachers were trained prior to the 2015-2016 school year on increasing engagement in the classroom. Teachers were given a copy of The Highly Engaged Classroom by Robert Marzano. Staff members are actively implementing strategies based on his teachings. In addition, EACS brought Marzano training to the entire district in September 2015 and again in June of 2016 for NHMS.

New Haven Middle School's instructional coach attends all professional development that deals with all disciplines so as to support staff members in their efforts of implementation. She is a trainer within our building and district level. The instructional coach provides instruction to students, using student data analysis. Dialogic conversations and observations take place with teachers. A large part of the professional development for the building is provided by her, including professional development for the English and Math departments.

Building administrator classroom observations and "walk-throughs" are used to determine the effectiveness of staff development. Feedback from outside technical assistants, our coach, and school administrators will also be considered to determine strategic areas for improvement. Plans for future staff development will reflect the identified strategies as recommended by the evaluations.

Cultural Competency

Culture plays a role in how students learn. Understanding and embracing cultural differences at every level, from administration down to the student body, ensures that all students feel safe and comfortable at school. To accomplish this goal, NHMS is improving the existing PBIS to encourage behaviors we want to promote. Among the improvements to create a culturally responsive PBIS, New Haven Middle School, in partnership with the Bowen Center, is in the process of designing lesson plans to teach desired behaviors, as well as revising the behavior matrix and student handbook. In addition, new incentives are being established to acknowledge the behaviors we want to promote. Our goal with PBIS is to reduce the number of office referrals, suspensions, and expulsions. PBIS provides our staff with a culturally responsive resource to acknowledge positive behaviors.

Parent/Staff Data

Parent Survey

The Parent Survey indicated a high level of satisfaction with school programming and servicing at New Haven Middle School. There were 86 parents who responded to the survey during September of 2017. Based on the survey results, we found multiple areas of strength and a few areas to improve.

Strengths:

Parents believe they are welcome to visit and partner with our school to service their students. Respondents indicated that teachers and administrators were responsive to concerns and questions. Results overwhelmingly showed that parents believe high standards exist for behavioral and academic expectations. Nearly every respondent indicated the environment is safe for learning. Our school counselors and teachers are also seen as helpful and effective. Another strength is 99% of parents believe the administrators are continuously working to make improvements at New Haven Middle School. Another positive increase seen was 102 respondents feel more aware of school activities since implementation of the automated telephone system. Most importantly, of the 120 respondents, every person indicated they were pleased with the educational opportunities available for their students at New Haven Middle School.

Weaknesses:

Seven of the 106 respondents indicated that there is no computer access in their home available for their child to use. As our district becomes more technology-driven, utilizing eLearning days, Canvas, and Showbie, we are finding that some of our families lack the resources at home for technology-based learning. In addition, 32 of the 106 respondents stated that they visit the NHMS website few times to never.

Staff Assessment (Mindset Survey through Indiana Principal Leadership Institute)

In September 2017, our staff completed the Mindset Survey. Staff was given the task of rating six standards on a 5 point level scale, with a score of 5 being the highest agreement. The principal as well as staff members completed this assessment and a standard deviation score was given for each item assessed. Based on the results the following were trends noticed.

Strengths:

The survey indicated many strengths at New Haven Middle School including “nurturing a culture of collaboration, trust, learning, and high expectations.” In addition, staff feels that NHMS promotes and protects the welfare and safety of students and staff. Staff also responded positively to “collects and analyzes data and information pertinent to the educational environment.”

Weaknesses:

The survey indicated a higher discrepancy between the principal’s rating and staffs’ rating on “supervises instruction.” It is important to note that staff gave high marks in the sections of developing instruction, as well as monitoring and evaluating instruction. The conclusion is the staff at NHMS desires more supervision during the implementation of instruction.

Student Data

Ethnicity

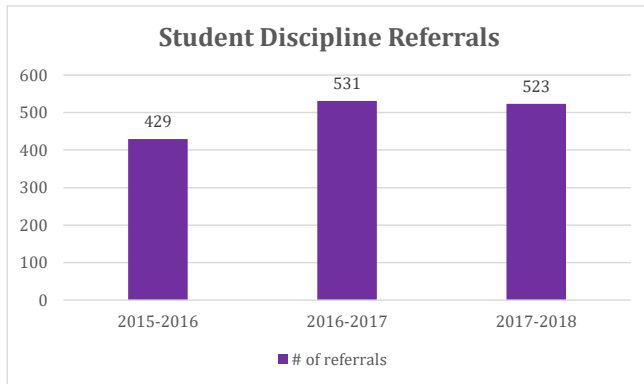
New Haven Middle School’s current enrollment is 464 students. The ethnic breakdown in 2017-2018 school year is 9.6% Black, 5.6% Hispanic, 0.43% American Indian, 0.86% Asian, 5.0% Multi-racial, and 78.2% Caucasian.

Socioeconomic Data

The socioeconomic status of New Haven Middle School continues to change and reflect the economic times in the last five years. In 1999-2000, 24% of the student body received free or reduced lunch. The percentage of students has risen every year since that time. Currently, 64% of the students received free or reduced lunch services at New Haven Middle School.

Discipline Data

New Haven Middle School’s total number of discipline referrals went from 429 entries in the 2015-2016 school year to 531 discipline entries during the 2016-2017 school year. In 2017-2018, discipline referrals dropped slightly to 523 referrals.

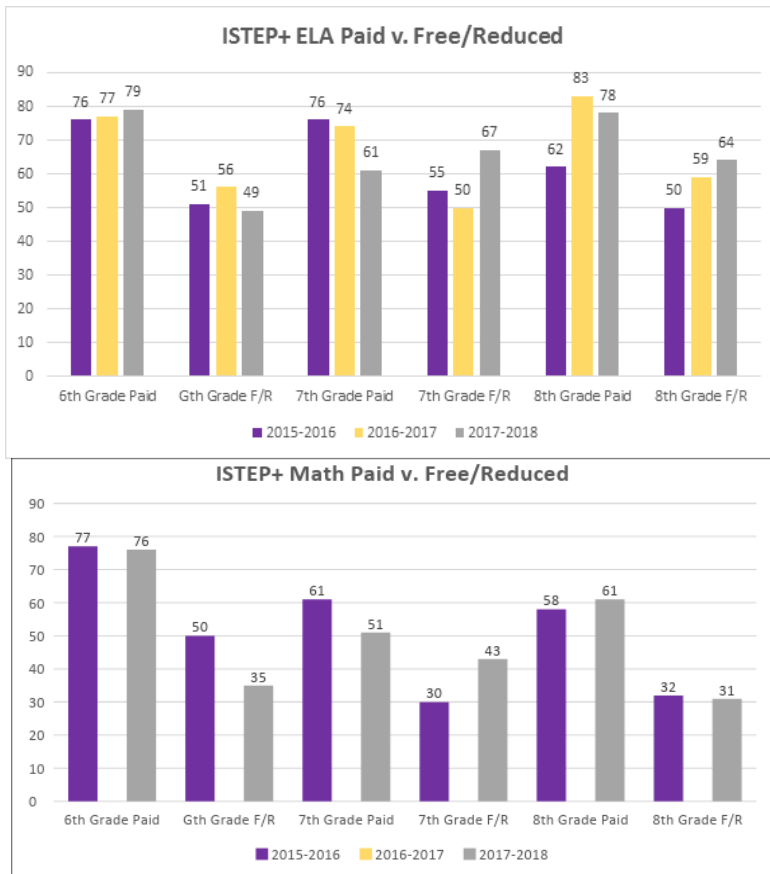


New Haven Middle School provides the following interventions to support a caring, secure learning environment: PBIS, Cornerstone Connections, EACS/NHMS Discipline Policy, Preventative Suicide Training, full-time school nurse and nurse’s aide, two full-time school counselors, Check and Connect mentor, Crisis Plan, monthly emergency drills, Middle School Kindness Challenge, Flying Aces, and the EACS Anti-Bullying Response Plan.

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Free and Reduced Lunch

Free and reduced lunch rates have steadily increased over the past decade. In the past seven years, free and reduced lunch rates have gone from 40% (2008-09) to 64% (2017-2018). This is an indication of a significant economic change in New Haven and the surrounding area. On average, across all three grade levels, students receiving free or reduced lunch are scoring 19% lower in language arts and 18% lower in math on ISTEP+ than those not receiving free or reduced lunch. The gap in achievement between students receiving free or reduced lunch and students who pay for lunch is rising. With the implementation of the 8-Step School Improvement Process, along with RtI services, we will continue to identify struggling students and provide reteach and small group instruction, which will enable them to be more successful. Our goal is to reduce the achievement gap between students who pay for their lunch and students who receive free or reduced lunches.

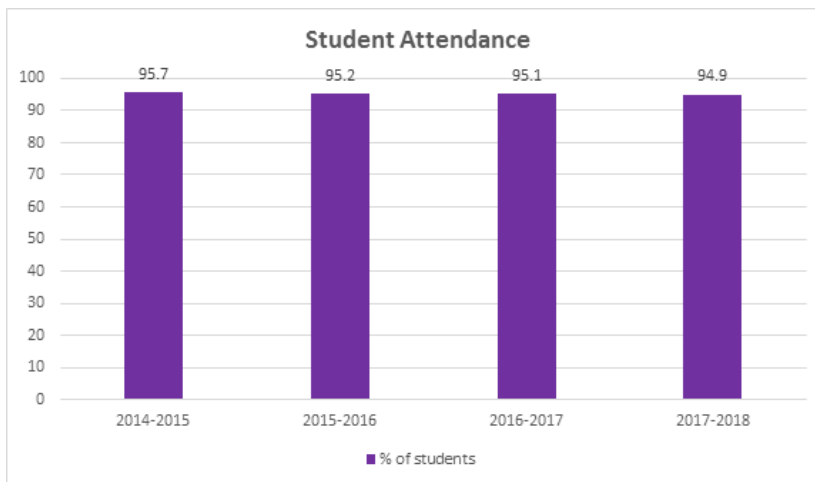


Attendance

NHMS has seen a decrease in attendance by .3% from the 2016-2017 school year to the 2017 - 2018 school year. Additional measures are stated below addressing students who experience anxiety, depression and other mental/physical health issues affecting school attendance. Our female attendance for 2017 - 2018 was 94.8%, compared to our male attendance rate of 95%. Our goal is to improve our student attendance to 95% or higher. EACS and NHMS policies and procedures, as well as relationship building and providing referrals for mental health services will help to fostering an environment which will make this goal achievable. The policies and procedures include the following:

- PBIS incentives and NHMS discipline policy along with consistent follow-through by administration and staff.
- Flying Aces attendance incentives.

- Teachers record attendance electronically and send it to the office.
- Daily phone calls are made to all absent students.
- The staff member responsible for attendance sends 5, 8, and 10 day letters to the parents concerning the student's excessive absenteeism.
- After the 5, 8 and 10 day letters, administrators make phone calls to parents to schedule a conference whether in person or by phone.
- Check & Connect mentor makes home visits and monitors a list of students that are at-risk.
- Phone calls are being initiated with an automated system when students are tardy to class periods.
- Referrals for mental health outpatient services, when applicable.
- Staff members visit homes of students who have attendance issues.

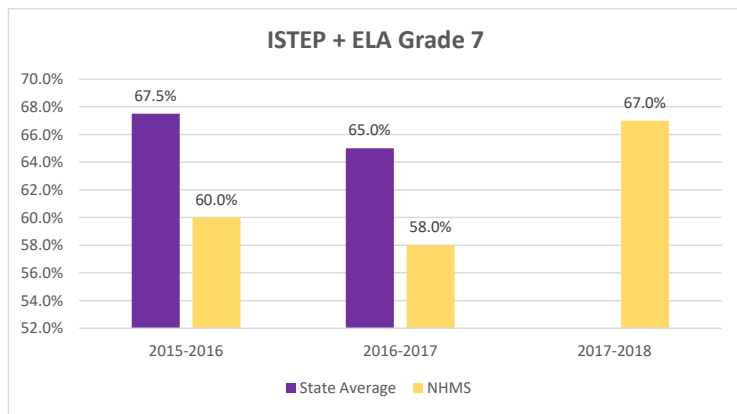
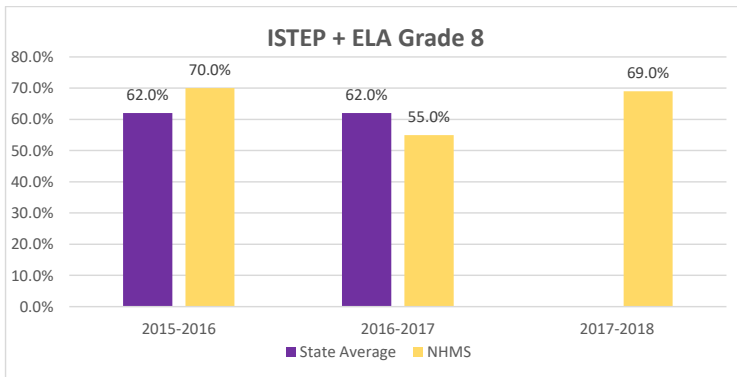


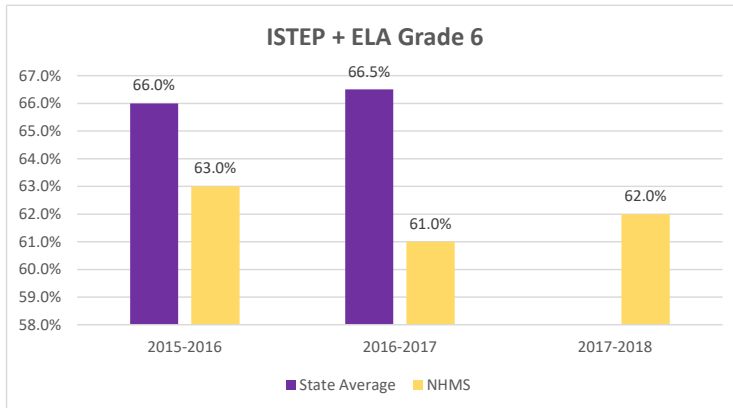
English/Language Arts Analysis

The data illustrates that our students do not have the necessary skills in reading comprehension and vocabulary needed to be successful. To improve this, the following steps will continue to be taken:

- Implementation of the core language arts curriculum, which uses a balanced literacy instructional approach, along with the services of an instructional coach
- Implementation of "My Virtual Reading Coach" for special needs students who are too low in phonics, phonemic awareness, and fluency for basic skills classes
- Applying researched strategies across curriculum in science, social studies, health, and text-supported classrooms (Thinking Maps, Shrinking Summaries, Key Word Notes, Metagraphs, NUA Learning Strategies)
- Continuing the implementation of the 8-Steps to School Improvement Model and SUCCESS time.

- Utilizing close reading activities across the curriculum to help students develop their depth of knowledge and improve comprehension
- Use of Moby Max to reinforce standards and receive leveled instruction based on individual needs



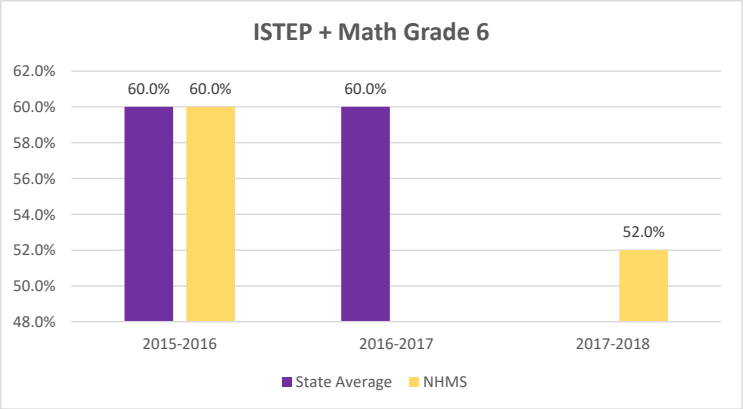
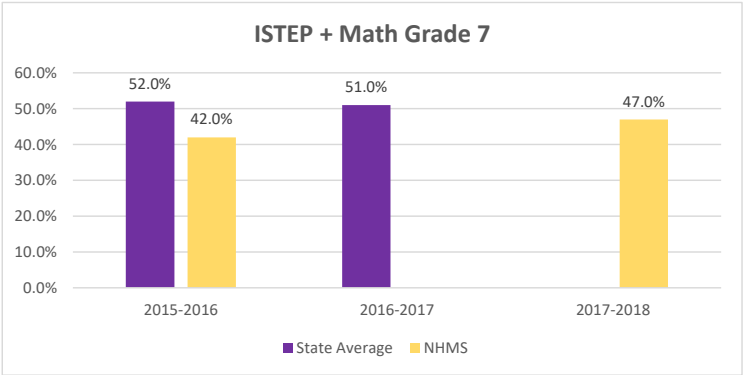
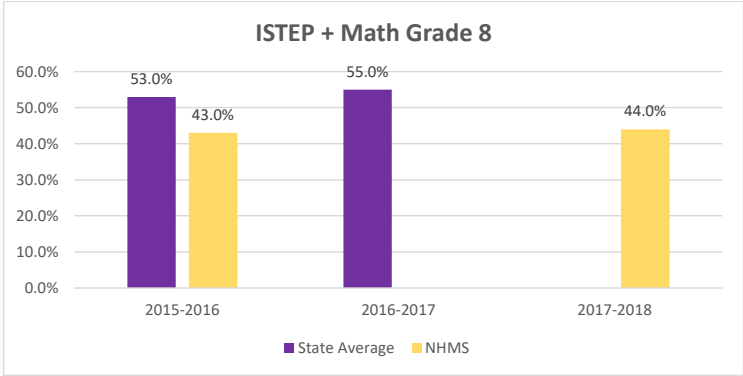


Mathematics Analysis

Fluency in math computation and number sense are essential. Students must be able to apply basic operations with rational numbers when computing. These computation and number sense skills need to be mastered in order for our students to be successful, specifically in the areas of algebra and functions. To improve in these areas, the following steps will continue to be taken:

- Implementing the core math curriculum (grades 6, 7, 8) with the help of an instructional coach
- Utilizing the MOBYMAX program as a differentiation tool to close learning gaps.
- Practicing weekly math fact drills and timed tests using ThatQuiz.org
- Embedding exercises in the areas of computation, number sense, as well as, algebra and functions in the Daily Math Review
- Continuing the implementation of the 8-Steps to School Improvement Model and Success Time. Re-teaching groups in math will continue to target computation, number sense, as well as algebra and function skills
- Incorporating a problem of the day, by science teachers, emphasizing computation, number sense as well as algebra and functions

***Math ISTEP+ data for the 2016-2017 was invalidated due to inaccurate information given by the testing vendor, allowing students to use calculators on prohibited sections. The number of validated scores demonstrates an inaccurate picture of student achievement. See attachment on page 41.**



Interventions

Special Education

NHMS offers many levels of support for children identified in need of special services. Autism Spectrum Disorder, Communication Disorder, Specific Learning Disability, Cognitive Disability, Hearing Impairment, Vision Impairment, Emotional Disability, Multiple Disability, Orthopedic Impairment, Traumatic Brain Injury, and Other Health Impairments are areas in which licensed teachers and highly qualified paraprofessionals provide services.

READ-180

To raise the reading ability of students reading more than two years below grade level, New Haven Middle School implemented the READ-180 program in the 2007-08 school year. READ-180 is a comprehensive reading intervention program that uses adaptive instructional software, high interest literature, and direct instruction as the primary tools and instructional strategies. The READ 180 program has been in classrooms across the country since 1999. Results from third-party evaluations show that struggling readers in READ 180 show progress, often substantial, in learning to read. In addition to impressive gains in scores on standardized tests, the staff has noticed important changes in attitudes toward reading and school (Scholastic, 2004).

A study in Iredell-Statesville Schools (North Carolina) showed that students gained, on average, half a reading achievement level, and all subgroups of students performed significantly better on the end-of-grade reading comprehension test. Approximately 51% of all students in Grades 4 through 8 revealed growth of at least one achievement level. Over 60% of the students in fifth and eighth grade revealed growth of at least one achievement level.

The program focuses on enhancing skills in vocabulary, text comprehension, spelling, and writing. READ-180 was designed to be implemented in a 90-minute daily reading block to classes of no more than 18 students. The daily schedule is divided into the following sections:

- Twenty minutes of whole-group instruction
- Three small-group rotations of 20 minutes each
 - Small group instruction with the teacher
 - Instructional software
 - Modeled and independent reading
- Final 10-minute whole-group wrap-up

The whole-group instruction includes Read Alouds, shared reading, choral reading and instruction in word analysis. It also includes vocabulary development and reading comprehension. The daily computer-based instruction is designed to match each student's individual reading level and is composed of three "zones": the Reading Zone, the Word Zone, and the Spelling Zone. Read-180 also includes a selection of high-interest reading materials at a variety of reading levels in order to engage and motivate struggling readers. Audio books and online videos also provide the student the opportunity to read along with a fluent reader.

My Virtual Reading Coach

My Virtual Reading Coach is consistent with the Orton-Gillingham approach to reading. It is a structured, flexible, mastery-based, multi-sensory educational software program that provides a virtual reading specialist and speech pathologist to every student. Embedded Teacher Intelligence™ individualizes instruction to help each student reach grade level in the skill areas of phonemic awareness, phonics sounds and rules, vocabulary, word structure, syntactic processing, reading comprehension and fluency.

8-Step School Improvement Process

The 8 Step Process is a system-wide approach for school improvement. It encompasses the following 8 steps:

- Step 1. Data Disaggregation: Analyze student performance data to inform instruction
- Step 2. Instructional Calendars: Establish a timeline to teach the identified essential knowledge and skills
- Step 3. Instructional Focus: Direct instruction to students with a focus on specific skills and standards
- Step 4. Assessment: Assess student progress on the standards using formative and summative assessments
- Step 5. Tutorials: Provide time to re-teach those students who have not yet become proficient
- Step 6. Enrichment: Provide enrichment opportunities for students who are proficient
- Step 7. Maintenance: Provide on-going maintenance to ensure students retain mastery of the standards
- Step 8. Monitoring: Monitor progress of students through data meetings, collaboration, and focused leadership

Success Time

Four times per week, students meet in success time groups for thirty minutes. We use NWEA, ISTEP+ data along with the Learning Locator from Pearson to create our Success Time groups. Low and medium achieving students in grades 6-8 receive remediation in English and/or math. Students who pass and are at grade level receive support during this while students who are high achieving placed in groups for enrichment. This time is solely spent on pushing students towards

Life Centered Career Education

Life Centered Career Education (LCCE) is an educational system designed to provide individuals with the important skills that they need to function successfully as productive workers and independent, fulfilled individuals. Ensure lesson plans reflect the problem-solving skills students need to live productive and rewarding adult lives. It also provides students in-depth coverage on life skills in three critical domains of adult living: daily living skills, self-determination and interpersonal skills, and employment skills. LCCE is used with our special education students.

Scantron Bundle Performance Tests

EACS teachers and instructional coaches have created district-wide curriculum bundles for all English and math classes. Included in each bundle is a performance task that meets the needs of a variety of learning styles.

Scantron Bundle Assessments

Scantron Bundle assessments are aligned with the CCRIAS and the school's Instructional Calendar. The summative assessments are designed to reflect the format and rigor of the state's ISTEP+ and ECA tests. These short, frequent assessments allow teachers to:

- Check for understanding
- Tell which students are learning and which need more help
- Chart student progress
- Adjust teaching methods to achieve better results
- Modify the Instructional Calendar as needed for re-teaching or acceleration

Cornerstone Connections After-School Program

Cornerstone Connections Project [CCP] is an after-school program offered at New Haven Middle School for 6th-8th grade students. The program runs from after school until 5:30 PM Monday-Thursday. Each day students are offered the opportunity to enjoy a snack, receive homework help, and be a part of organized recreation. Weekly session choices include: First Lego League [our team is Bulldog Builders], Future City, College & Career Readiness, and Art/Crafts. Monthly student interest clubs and activities are offered. These are designed from students' interest surveys that are part of the registration packet. Some upcoming interest activities are chess club, creative writing, dodge ball tournament, performing arts, style & fashion, recipe club, and more.

CCP's goals are to:

- (1) Improve Student Achievement
- (2) Improve Student Behavior
- (3) Increase Family Involvement
- (4) Improve College and Career Readiness
- (5) Increase Student Engagement

Co-Teaching

Techniques are utilized to integrate and assist students with special needs in their instruction in the general education classroom. Math classes that contain multiple special education students are co-taught with a special education teacher and a content teacher.

Double Block Math Class

To raise the math scores of students falling near or below the passing rate for state assessments and NWEA, New Haven Middle School has targeted 7th and 8th grade students to receive double block math classes.

Research indicates that targeted students receiving uninterrupted 90 minutes of math instruction increase standardized test scores. In addition, a number of studies indicate that the time increased on math instruction is positively correlated with student achievement, confidence and attitude toward mathematics.

Supporting Data

Goal Submission

During staff in-service meetings and School Improvement Committee Meetings, an evaluation of achievement data from the past three years has resulted in New Haven Middle School choosing the following goals for their school improvement plan:

Goal: All students at New Haven Middle School will improve skills in reading comprehension of literature and nonfiction text across the curriculum.

Support Data:

1. **ISTEP+**
2. **NWEA**
3. **Scantron Bundle Tests**

Goal: All students at New Haven Middle School will improve in number sense as well as algebra and functions across the curriculum.

Support Data:

1. **ISTEP+**
2. **NWEA**
3. **Math Facts**
4. **Scantron Bundle Tests**

SCHOOL IMPROVEMENT ACTION PLAN
New Haven Middle School

Goal: Students will improve skills in reading comprehension of literature and non-fiction text across the curriculum.

Benchmark: There will be annual growth in overall ELA ISTEP+ scores of five percent for each grade level.

Support Data (from the Profile): Staff Survey, Parent Survey, Close Reading, Bundle Performance Tasks, Compass Odyssey		Standardized Assessments: ISTEP+ Reading Comprehension Sub Scores, NWEA, WIDA		Local Assessments: MVRC, RAPS 360, Scantron Bundle Tests	
Intervention: Students will receive instruction in the use of comprehension strategies in a variety of settings across the curriculum with an emphasis on literature and nonfiction text.				Research/Best Practice for Intervention: Balanced Literacy Model, Research-Based District Curriculum, Compass Odyssey, Close Reading	
Activities to Implement the Intervention	Person (s) Accountable	Timeline		Resources	Monitoring Activities
		Begin	End		
1. Staff will continue to implement the Reader’s Workshop framework that is appropriate for their grade level.	Staff	2016	2019	District Curriculum, Easels, Chart Paper, etc.	<ul style="list-style-type: none"> ● Walk-Throughs ● Observations
2. Staff will continue to provide the students with opportunities to respond to literature and nonfiction text in verbal and written form.	Staff	2016	2019	District Curriculum, Notebooks, Book Talks	<ul style="list-style-type: none"> ● Walk-Throughs ● Observations
3. Students will be given the opportunity to use Compass Odyssey as an electronic tutorial in the area of language arts.	Staff	2016	2019	Computers, Compass Odyssey Program	<ul style="list-style-type: none"> ● Computer Lab Schedule ● Quarterly Reports
4. 7 th and 8 th grades will implement the “Plugged-In to Reading” program to reinforce reading comprehension skills.	Staff	2016	2019	Classroom Library, Coach, Professional Training	<ul style="list-style-type: none"> ● Walk-Throughs ● Observations ● Assessment Reports

5. Teachers will utilize WIDA reading comprehension descriptors, located in LA bundles, to support all students with a specific emphasis on servicing Level 4 and Level 5 EL students.	Staff	2016	2019	WIDA Descriptors, EACS LA 6-8 Curriculum	<ul style="list-style-type: none"> ● Walk-Throughs ● Observations
6. Students will be asked to write summaries and use research based reading comprehension strategies in all classrooms across the curriculum. Examples of strategies that may be used are close reading, shrinking summaries, keyword notes, and thinking maps.	Staff	2016	2019	Reading Material and Paper, Teacher-led in-service	<ul style="list-style-type: none"> ● Walk-Throughs ● Observations
7. After 4 week Beacon assessments, all students will be placed into a 30 minute re-teach, maintenance or enrichment group known as SUCCESS time for review.	Staff/8 Step Team	2016	2019	Resources for Success time activities Collaboration Time	<ul style="list-style-type: none"> ● Walk-throughs ● Beacon Assessment Results

**SCHOOL IMPROVEMENT ACTION PLAN
New Haven Middle School**

Goal: Students at New Haven Middle School will improve computational skills as well as algebra and functions across the curriculum.
Benchmark: There will be annual growth in student performance on the ISTEP+ computational portion of five percent.

Support Data (from the Profile): Staff Survey, Parent Survey, DMR, Compass Odyssey,	Standardized Assessments: ISTEP+ Sub Scores, NWEA, WIDA	Local Assessments: Curriculum Performance Tasks, District Timed Tests (6 th grade), Scantron Bundle Tests
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Intervention: Students will receive instruction in math computation, algebra, and functions in a variety of settings.	Research/Best Practice for Intervention: Research-Based District Curriculum, Compass Odyssey
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Activities to Implement the Intervention	Person (s) Accountable	Timeline		Resources	Monitoring Activities
		Begin	End		
1. All students will engage in bundle performance tasks and Daily Math Review in math class.	Staff	2016	2019	District Curriculum, Easels, Chart Paper, etc.	<ul style="list-style-type: none"> ● Walk-Throughs ● DMR Data
2. Students will be given the opportunity to use the Compass Odyssey program as an electronic tutorial in the area of computation, algebra, and functions.	Staff	2016	2019	District Curriculum, Notebooks, Book Talks	<ul style="list-style-type: none"> ● Walk-Throughs ● Compass Data Reports
3. Designated staff will work with small groups of struggling/special needs/ high ability students on math computation, algebra, and function skills.	Staff	2016	2019	Computers, Compass Odyssey Program	<ul style="list-style-type: none"> ● Walk-Throughs ● Meeting Agendas
4. Selected students will have opportunities to use the Khan Academy and Brain Genie programs.	Staff	2016	2019	Classroom Library, Coach, Professional Training	<ul style="list-style-type: none"> ● Website/Internet Access ● Electronic Log ● Compass Data Reports
5. After 4 week Beacon assessments, all students will be placed into a 30 minute re-	Staff/8-Step Teams	2016	2019	EACS Math 6-8 Curriculum	<ul style="list-style-type: none"> ● Website/Internet Access

teach, maintenance or enrichment group known as SUCCESS time where they will revisit skills previously taught.					<ul style="list-style-type: none"> • Khan Academy Reports • Observations
6. Science teachers will implement a math problem of the day correlating with the ISTEP+ countdown calendar.	Science Teachers	2016	2019	Reading Material and Paper, Teacher-led in-service	<ul style="list-style-type: none"> • Walk-Throughs • Beacon Test Results
7. Math teachers will utilize the MPI (Model Performance Indicator) Rubric embedded in each bundle as an assessment tool for the Bundle Performance Task.	Math Teachers Instructional Coach	2016	2019	WIDA Descriptors, EACS Math 6-8 Curriculum	<ul style="list-style-type: none"> • Walk-Throughs • Department Meetings

**Results-Based Staff Development Plan
New Haven Middle School**

Intervention: Students will receive instruction in comprehension strategies of literature and nonfiction text in a variety of settings across the curriculum.

Staff Development Outcome:
Staff will strengthen their comfort level in the implementation of comprehension strategies of literature and non-fiction text with the students.

Measure of Effectiveness:
The staff will be able to identify and teach the comprehension strategies of literature and nonfiction text to their students. Administrators will observe teachers using the strategies during observations and walk-throughs.

Student Outcome:
Students will show an increase in reading sub scores on achievement tests.

Level	Activity	Person (s) Responsible	Evidence of Attainment	Resources	Timeline
Knowledge	The instructional coach will collaborate and/or train the staff in the use of application of the comprehension strategies.	School Improvement Team Instructional Coach	Dates of Trainings and Attendance	Professional Resources	2016-2019

Model/ Demonstration	Staff, as well as the instructional coach will demonstrate these strategies in their classrooms and then discuss during collaboration.	School Improvement Team Instructional Coach	Collaboration Forms	Professional Resources, Student Work	Collaboration Wednesdays
Low-Risk Practice	The instructional coach will meet with teachers during individual plan time in order to discuss and practice various strategies.	Instructional Coach	Instructional Coach Log	Professional Resources	2016-2019
On the Job Practice	Administrators will conduct walk-throughs and give feedback to staff.	Administrator	Walk-through Dates and Feedback	Feedback Forms	2016-2019
Follow Up	Staff will reconvene at the end and beginning of each school year and review student scores on ISTEP+ to monitor growth.	School Improvement Team	Date of Meeting	Data Sheet	2016-2019
Long-Term Maintenance	Instructional coach will work with new staff to model and assist with training of the strategies.	School Improvement Team	Dates of Meetings	District Curriculum and Resources	2016-2019

**Results-Based Staff Development Plan
New Haven Middle School**

Intervention: Students will receive instruction in math computation as well as algebra and functions in a variety of settings.

Staff Development Outcome: Staff will strengthen their instructional strategies in math computation, algebra, and functions.		Measure of Effectiveness: The staff will be able to identify and teach strategies in computation, algebra, and functions, specifically DMR. Administrators will observe teachers using the strategies during observations and walk-throughs.		Student Outcome: Students will show growth in the sub scores on achievement tests.	
Level	Activity	Person (s) Responsible	Evidence of Attainment	Resources	Timeline
Knowledge	The instructional coach will work with math teachers to collaborate and/or train the staff in the implementation of DMR, with an emphasis on computation, algebra, and functions.	School Improvement Team Instructional Coach Math Teachers	Dates of Trainings	District Curriculum and Professional Resources	2016-2019
Model/ Demonstration	Staff and the instructional coach will demonstrate the strategies in their classrooms and discuss during collaboration.	School Improvement Team Instructional Coach Math Teachers	Collaboration Forms	Books and Student Work	Collaboration Wednesdays
Low-Risk Practice	The instructional coach will meet with teachers before and after Bundle and NWEA testing in order to discuss and practice various strategies.	Instructional Coach Math Teachers	Instructional Coach Log	Professional Resources	2016-2019
On the Job Practice	Administrators conduct walk-throughs and provide feedback.	SIP Team Administrators	Walk-through Dates and Feedback	Feedback Forms	2016-2019
Follow Up	During learning log meetings with the principal and instructional coach, teachers will share a strategy/activity they tried with their students.	8-Steps Grade Level Teams Principal	Date of Learning Log Meetings	Collaboration Forms and Materials for Activities	2016-2019
Long-Term Maintenance	The instructional coach will work with new staff members to help them understand the 8-Steps School Improvement Model as well as the DMR Model.	School Improvement Team Instructional Coach	Collaboration Forms Instructional Coach Log	District Curriculum and Professional Resources	2016-2019

Parent Survey 2017-18

Question	Grade s	African American	Asian	Caucasian	Hispanic	Other
1. What are the grade levels and ethnic background of your children currently attending New Haven Middle School?	8 th =35 7 th =42 6 th =43	15	0	91	2	33
2. How often do you visit the NHMS page on the East Allen County Schools website?		Daily 6	Weekly 44	Monthly 24	Few Times 25	7Never 5
3. Is there a computer with Internet access in your home available for your children to use?		YES 96	NO 7			
4. Are you more aware of school activities since NHMS started the School Messenger System?		YES 102	NO 4			
5. Do you believe parents and community members voices are being heard?		YES 95	NO 0			

6. Do you believe there is someone available to help you when you have a concerns/questions?	YES 120	NO 1			
7. Do you feel welcome when you visit NHMS?	YES 110	NO 1			
8. Do you believe the principal sets high standards?	YES 107	NO 2			
9. Do you believe the administrators are continuously working to make improvements at NHMS?	YES 110	NO 1			
10. Do you believe the administrators are visible and available throughout the school?	YES 105	NO 4			
11. Do you believe the administrators demonstrate respect to students and parents?	YES 120	NO 0			
12. Do you believe the faculty are committed and respectful towards the parents and students of NHMS?	YES 109	NO 6			
13. Do you believe the students of NHMS are respectful and assume responsibility for their own conduct?	YES 86	NO 3			

14. Do you believe the rules and regulations are appropriate and consequences fit the offenses?	YES 100	NO 0			
15. Do you believe teachers make their classroom rules and those of the school clear to all students?	YES 105	NO 0			
16. Do you believe NHMS provides a safe learning environment?	YES 104	NO 1			
17. Do you believe the educational goals of NHMS are clearly stated?	YES 103	NO 2			
18. Do you believe you are regularly informed of your children's academic progress at NHMS?	YES 100	NO 3			
19. Do you believe your children are being academically challenged at NHMS?	YES 104	NO 4			
20. Do you believe students receive help and guidance they need from the teachers at NHMS?	YES 99	NO 0			

21. Do you believe technology is regularly used in the classroom at NHMS?	YES 100	NO 0			
22. Do you believe student writing is important in all subject areas?	YES 110	NO 3			
23. Do you believe students are able to express what they have learned in a variety of ways (test, visible presentations, group projects, written reports, etc.)	YES 111	NO 2			
24. Overall, are you pleased with the educational opportunities available for your child/children at NHMS?	YES 115	NO 0			

**New Haven Middle School
Strategies for Student Success
RTI Academic Pyramid (October 2016)**

Special Education Eligibility Determination

Family Group Support Conference	Retention	504 Plan	Alternative STAY program
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SPECIALIZED SERVICE LEVEL (Tier 3)

MindPlay Virtual Reading Coach (MVRC)	Family Group Specialist	Compass Odyssey Extended Time	Collaboration/RtI Team Meeting
RAPS 360	RtI Groups	Conflict Resolution	READ 180
Parent Conference and/or Phone Call	1:1 Administrative Conference	Thinking Errors	Schedule Changes
Restorative Practice Conference	Guidance Referrals	Adult Mentor	Before/After school teacher tutoring

INTERVENTION LEVEL (Tier 2)

Impromptu Teacher Conference	Modified Assignments	Daily Math Review	Preferential Seating
Provide notes to student	Parent Contact/Conferencing	Class Meetings	Guided Reading/Skill Groups
PBIS	Peer Mentor	Agenda Check	Data Driven Instruction
Classroom Peer Tutoring	Friday schools	Compass Odyssey	

PREVENTION LEVEL (Tier 1)

Highly Qualified Staff	Data Management/Progress Monitoring	After School Tutoring	First In Math 6 th /8 th
District Guide to Student/Parent	Student Handbook/Agenda	Use of Rubrics	Classroom Procedures/Expectations
Canvas	Grade Level Meetings	Writing Prompts	Parent/Teacher Conference
NWEA	Parent Access	Lifeline/Suicide Prevention	Anti-Bullying Initiative
Restorative Practices/Circles	Staff Collaboration	PBIS	Wellness Program Activity
Common Core/Core Curriculum	School Messenger	Compass Odyssey	8-Steps
NHMS Attendance Policy	Interims/ Grade Cards	Differentiated Instruction	Homework Hotline (A.S.K. Rose)
NHMS Discipline Policy	iPad Technology	Gradual Release of Instruction	Check for Understanding
Math Topics 8th	Smart Board Technology		

FOUNDATION LEVEL

**Template for Secondary Schools
Highly Qualified Teachers for School Year 2016-17**

Teacher Name:	Teaching Assignment:	<p style="text-align: center;">Indicator of HQ status on Verification Form:</p> <input type="checkbox"/> Bachelor's Degree earned? <input type="checkbox"/> Valid Indiana Junior High/Middle School or Secondary teaching license or Special Education teaching license that includes Junior High/Middle School/Secondary School settings? Plus one of the following: <input type="checkbox"/> Passed Praxis II in the Core Academic Subject you are assigned to teach? <input type="checkbox"/> Passed the NTE (National Teacher Exam) specialty exam in the Core Academic Subject you are assigned to teach? <input type="checkbox"/> Considered HQ in another state? <input type="checkbox"/> NBPTS Certification in the Core Academic Subject you are assigned to teach? <input type="checkbox"/> A Bachelor's Degree or completed 24 college credit hours in the Core Academic Subject you are assigned to teach? <input type="checkbox"/> Earned a Master's Degree in the Core Academic Subject you are assigned to teach? <input type="checkbox"/> *100 Points on the HOUSSE rubric? (only for veteran teachers hired prior to 2006-2007 and have not changed teaching assignments)	Location of Verification Form and supporting documentation
Karen Eckert	Guidance Counselor	HQ not required/ not Core Subject Teacher	Human Resources – East Allen County Schools
Mark Best	Band, Choir & General Music	HQ by 24 Credit Hours in the Core Subject	Human Resources – East Allen County Schools

Doreene Biggins	Math	HQ not required/ not Core Subject Teacher	Human Resources – East Allen County Schools
Hillary Braden	English	HQ by 24 Credit Hours in the Core Subject	Human Resources – East Allen County Schools
Kerry Sliger	Industrial Technology	HQ not required/ not Core Subject Teacher	Human Resources – East Allen County Schools
Ann Chupp	Special Education	HQ not required/ not Core Subject Teacher	Human Resources – East Allen County Schools
Brigitte Emrick	English	HQ by HOUSSE hired before 2006	Human Resources – East Allen County Schools
Kimberly Faley	English	HQ not required/ not Core Subject Teacher	Human Resources – East Allen County Schools
Jesscia Faurote	Math	HQ by 24 Credit Hours in the Core Subject	Human Resources – East Allen County Schools
Sam Gensic	Business	HQ not required/ not Core Subject Teacher	Human Resources – East Allen County Schools
Tina Peaks	Speech/Language Pathologist	HQ not required/ not Core Subject Teacher	Human Resources – East Allen County Schools
Stephen Gurney	Math	HQ by 24 Credit Hours in the Core Subject	Human Resources – East Allen County Schools
Donald Jones	PE/Health	HQ not required/ not Core Subject Teacher	Human Resources – East Allen County Schools
Corey Knight	Science	HQ by Praxis II/NTE/CASA	Human Resources – East Allen County Schools
Sheril Miller	Social Studies	HQ by 24 Credit Hours in the Core Subject	Human Resources – East Allen County Schools

Trisha Mitchell	Special Education	HQ by HOUSSE	Human Resources – East Allen County Schools
Eric Reynolds	Social Studies	HQ by 24 Credit Hours in the Core Subject	Human Resources – East Allen County Schools
Megan Cripe	Instructional Coach	HQ not required/ not Core Subject Teacher	Human Resources – East Allen County Schools
Deborah Rupp	Guidance Counselor	HQ not required/ not Core Subject Teacher	Human Resources – East Allen County Schools
Lyndsey Tollas	Special Education	HQ not required/ not Core Subject Teacher	Human Resources – East Allen County Schools
Christopher Mann	English	HQ by 24 Credit Hours in the Core Subject	Human Resources – East Allen County Schools
Aaron Snyder	English	HQ by 24 Credit Hours in the Core Subject	Human Resources – East Allen County Schools
Scott Vanover	Special Education	HQ by 24 Credit Hours in the Core Subject	Human Resources – East Allen County Schools
Robert Watson	Science, Health	(Health and PE) HQ not required/ not Core Subject Teacher & (Science) HQ by 24 Credit Hours in the Core Subject	Human Resources – East Allen County Schools
Hilary Bowman	Elem	HQ by Praxis II/NTE/CASA	Human Resources – East Allen County Schools
Jacob Rose	Elem	HQ by Praxis II/NTE/CASA	Human Resources – East Allen County Schools
Miranda Schenk	Elem	HQ by Praxis II/NTE/CASA	Human Resources – East Allen County Schools

Erika Weidenmiller	Elem	HQ by HOUSSE hired before 2006	Human Resources – East Allen County Schools
Sarah Stuckey	Elem	HQ by Praxis II/NTE/CASA	Human Resources – East Allen County Schools
Emily Maroney	Art	HQ by 24 Credit Hours in the Core Subject	Human Resources – East Allen County Schools

**2018-19 School Improvement Plan - PL 221 Checklist
New Haven Middle School**

Black = PL 221 Blue=District Components Green=School wide Components

*Use the following list to identify the location of the required, implied, and suggested items within your school improvement plan.

Present	Item	Page #
X	Narrative description of the school, the community, and the educational programs (Read and update the information as necessary) # 1 A Comprehensive needs assessment	6
X	Description and location of curriculum (Core Curriculum for grades K- 8 language arts and K-8 for math is located in iTunesU. All other curriculum descriptions should reflect a school’s specific guidelines. “The curriculum supports the teaching of the College and Career Ready Indiana Academic Standards”)	6
X	Titles and descriptions of assessment instruments to be used in addition to ISTEP+ (See EACS Assessments lists and descriptions of EACS Assessments behind the Accountability Tab.)	7
X	Statement of mission, vision, or beliefs (Review with students, parents, and staff on a regular basis and make changes as necessary. Also, make sure that a copy is posted in all rooms in the school.)	7-8
X	Summary of data derived from an assessment of the current status of educational programming, including the following: <ul style="list-style-type: none"> • Data, including graphs, from the annual performance report • Data related to performance indicators other than those included in the annual performance report • Other information about educational programming and the learning environment 	11-18

	Utilize the Indiana Turnleaf site for the most current ISTEP+ data. Each school should have at least one focus goal in math and language arts (must have at least two goals – one in each area.)	
X	Information about how the school's curriculum supports the achievement of Indiana Academic Standards (In grades K – 8 language arts and K – 8 math, the College & Career Ready Indiana Academic Standards (CCRIAS) are bundled together to provide a seamless curriculum for all students including interventions and extensions. Grades outside of the new core curriculum will need to review their plans for necessary changes.)	8
X	Information about how the school's instructional strategies support the achievement of Indiana Academic Standards (The instructional practices that are implemented with the core curriculum are research-based and support the achievement of CCRIAS. This should include the required 90 minute reading block for K-6. (not a sixth grade at a middle school) Grades outside of the new core curriculum will need to review their plans for necessary changes. All instructional strategies are based on the analysis of universal screeners.) #2 Implementation of schoolwide reform strategies that ...	8
X	Conclusions about student achievement, based on information from ISTEP+ and other assessment strategies (Upon review of data, schools will need to form conclusions regarding student strengths and weaknesses in the areas of language arts and math. Utilize the Indiana Turnleaf site for the most current ISTEP+ data. #8 Opportunities and expectations for teachers to be included in the decision making related to the use of academic assessment results leading to the improvement of student achievement.	8
X	Parental participation in the school (planning, reviewing the SIP) (Make sure at least one parent is on the SIP team. They should participate and be aware of the school's data and goals as well as vision, mission, and beliefs. Be sure to include a list of parent communications and a list of events that support parental involvement.) #6 Strategies to increase parental involvement, such as literacy services. #6b Strategies to involve parents in the planning, review, and improvement of the schoolwide plan.	9
X	Technology as a learning tool (Review current plan and be sure to include the following: Compass Odyssey, SmartBoards, Navigation 101 (HS), Math Pilot (6-8), K-5 Teacher iPads, District mobile iPad lab to be shared, and Acelink.)	9-10
X	Safe and disciplined learning environment (Restorative Practices, Character Counts, Positive Behavior Intervention Strategies (PBIS), Challenging Behaviors- Bullying, "First 14 Days", Alternatives, and Check and Connect) –See Student Support Tab	10

X	Professional development (Instructional Coaches – see Curriculum Tab, Book Talks, Webinars, Collaboration Meetings) Building level professional development initiatives.	10-11
X	Student achievement objectives/goals, derived from an assessment of the current status of educational programming on attendance rate (Review current plan and determine if you need a goal to maintain or increase current attendance rate.)	14
X	Student achievement objectives/goals, derived from an assessment of the current status of educational programming on percentage of students meeting academic standards under the ISTEP+ program (After analyzing data from information above, determine at least one language and one math goal.)	22-25
N/A	Student achievement objectives/goals, derived from an assessment of the current status of educational programming on graduation rate (for secondary schools). (Review current plan to determine if changes are necessary in order to meet State requirements.)	
N/A	Specific areas where improvement is needed immediately (List the goals that need immediate attention and the data sources that were used in the decision making process.)	
X	Benchmarks for progress that specify how and to what extent the school expects to make continuous improvement in all areas of the educational system (Action Plans must contain the benchmarks that are in line with AYP requirements. Schools in the 95% range need to maintain levels, schools in the 90% range need to increase at least 2%, schools in the 80% range need to increase at least 5%, if you are below AYP, you must increase 10% or more.) AYP Expectations – at a bare minimum make all safe harbor requirements.	22-25
N/A	Graduation rate (HS only) (Review current plan for changes and updates.)	

X	<p>Proposed interventions (strategies) based on student achievement objectives/goals (Refer to RtI2 Pyramid, RtI Specialists/Reading Specialists, Academic and Behavioral Flow Charts, EACS assessments and definitions, Scheduling of intervention time, and collaborate with colleagues for new intervention ideas.)</p> <p>#9 Activities and programs at the school level to ensure that students having difficulty mastering proficient and advanced levels of the academic achievement are provided with effective, timely additional assistance.</p>	22-23
X	<p>Professional development that:</p> <ul style="list-style-type: none"> • emphasizes improvement of student learning and performance. • supports research-based, sustainable school improvement efforts. • aligns with the core principles of professional development <p>• includes methods to improve the cultural competency of teachers, administrators, staff, parents, and students.</p> <p>(Instructional coaches, webinars, collaboration, project based learning, and book talks/articles) Professional development/ Collaboration that emphasizes that all teachers are reading/writing teachers regardless of content area. See Curriculum Tab</p> <p>#4 High quality and on-going professional development for teachers, principals, and paraprofessionals .</p>	24-25
N/A	Statutes and rules to be waived (Unanticipated at this time)	
X	Three (3) year time line for implementation, review, and revision (AYP bar continues to increase)	22-25
X	<p>Cultural Competency</p> <ol style="list-style-type: none"> (1) identify the racial, ethnic, language-minority, cultural, exceptional learning, and socioeconomic groups that are included in the school's student population (2) incorporate culturally appropriate strategies for increasing educational opportunities and educational performance for each group in the school's plan; and (3) recommend areas in which additional professional development is necessary to increase cultural competency in the school's educational environment. <p>(This can be written in as part of the Action Plan or Professional Development Plan. Some examples include: boy/girl, ESL, African American, Special Education, etc.)</p>	8, 11
X	#3 Highly qualified teachers in all core content area classes	6

N/A	#5 Strategies to attract high-quality, highly qualified teachers to this school.	
N/A	#7 Plans for assisting preschool children in the transition from early childhood programs such as head start, etc.	
N/A	#10 Coordination and integration of federal, state, and local funds; and resources such as in-kind services and program components. #10 a A list of programs that will be consolidated under the school wide plan.	

August 29, 2017

Dear Parents/Guardians & Students,

The 2016-2017 school year was a success and we saw tremendous growth in our students. The results of the NWEA tests this past year were the best they have been in recent years in terms of growth. We commend our students, staff, and parents for their role in making last year a success.

Recently, you received a letter that provided you with a code for you to view your student’s preliminary Spring 2017 ISTEP+ results through the ISTEP+ Parent Portal. You are now receiving a hard copy of your student’s official results. This past spring, New Haven Middle School (NHMS) experienced some issues with the math portion of the ISTEP+ test. As a result of this error, many of your children received scores of “undetermined” on the math portion of the Spring 2017 ISTEP+ test. NHMS was one of numerous buildings in the state that have been negatively impacted by this same issue.

Pearson Education, the state’s testing vendor, supplied NHMS with inaccurate information resulting in a portion of our math test being invalidated. Pearson Education incorrectly told NHMS to allow calculator use for an ISTEP+ section for which calculators were not permitted. We have provided documentation that NHMS was in compliance with instructions from Pearson Education. Despite appeals to the Indiana Department of Education (IDOE) and documentation that clearly shows the error was with the instructions from Pearson Education, not ours, the IDOE instructed us to invalidate all of the math tests of the affected students. Students were not permitted to retake these math portions of the Spring 2017 ISTEP+ test. The IDOE has been very supportive and is doing all they can to help us, while holding Pearson Education accountable for their mistake. However, federal rules from the U.S. Department of Education and state policies require these scores to be labeled as "undetermined".

Due to the Pearson Education error, NHMS will not meet the 95% participation rate that is required by the IDOE; this could result in a lower letter grade for the school. Pearson’s inaccurate guidance could possibly have a negative impact on our overall A-F letter accountability grade, however, it is not a direct reflection of our students’ progress. East Allen County Schools and New Haven Middle School will be filing an appeal to the IDOE for our A-F letter accountability grade once received. We will continue to keep you informed as more information is available.

Your partner in education,
Chad M. Houser
Principal

