Goshen Middle School
PL 221 School Improvement Plan
2016-2017

By providing an engaging environment, Goshen Middle School ensures all students grow academically and socially so they thrive as responsible and productive citizens.

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Academic
Achievement
& Social Growth

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Student Engagement

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Goshen Community Schools District Profile

Goshen is located in north central Indiana, about three hours east of Chicago, and three hours north of Indianapolis. The city of Goshen is home to over 32,000 residents and is the county seat for Elkhart County. Goshen Community Schools encompasses all of Elkhart Township. Goshen is an incorporated city, served by a mayor and city council. The city of Goshen encompasses 13.2 square miles. The 2016 tax rate per $100 assessed valuation in the city of Goshen, Elkhart Township, is $2.2221.

Goshen has a diversified economy. The chief industries include recreational vehicle manufacturing, a cancer treatment center, Goshen Health System, and a liberal arts college. In addition, Goshen hosts many agribusinesses: dairy, poultry breeding/processing, fruit, corn, and soybeans. Large chain and retail stores such as Wal-Mart, Target, Lowes, Menards, Kohl's, and Sam's Club are a part of the business market. The type of employment available in Goshen attracts many young families with children. The largest percent of Elkhart County's population falls in the 25-44 age range. This range composes 25.8 % of the population. The second greatest concentration of residents is in the 45 - 64 age range, which is 24.5% of the population. The third largest is the 5 – 19 age range, at 23.2% of the population.

Goshen's economy took a down turn with the slowing of the U.S. economy. Several of the recreational vehicle manufacturing and manufactured homes industries have closed or laid off employees during this time. Although improved from July 2013, the unemployment rate in Elkhart County was 4.3% as of June 2016. Despite the struggling economy, efforts to revitalize Goshen's downtown continue to abound and succeed. First Fridays is a monthly block party showcasing local businesses, artists and entertainers. Downtown Goshen, Inc., a not-for-profit organization, continues to encourage and support new business owners in their efforts to contribute to the local economy and vitality of Goshen's downtown. Young families are attracted to these efforts and the promise of their sustainability in the coming years.

The Goshen Community School district comprises an area of 36 square miles and has a system-wide enrollment of 6598. The demographics of Goshen Community Schools are represented by 43.3% White, 50.1% Hispanic, 3.1% Multiracial, 2.1% Black, and 1.1% Asian. In addition, there are 1932 limited English proficient (LEP) students. The school corporation has seven elementary schools, one middle school, and one high school. Other educational opportunities provided within the Goshen Community School district includes special needs pre-school, Head Start, and two parochial schools, Bethany Christian School and St. John's Catholic School.

The residents of this school corporation are provided with a plethora of community resources. LaCasa helps families with housing, translation, and emergency assistance. The Maple City Health Clinic and the Center for Healing and Hope provide health care and health education classes. Goshen Hospital provides several health, nutrition, and educational opportunities. Educational opportunities are enhanced through partnerships with Boys and Girls Club, The Post, Goshen College, and the Greencroft Retirement Community. Each of these agencies provide individuals who play an integral part in the school community and provide a rich foundation for all students by assisting in the classrooms, tutoring students, and serving as mentors. Through a federal program all residents under the age of eighteen are provided lunches at a variety of locations during winter and summer breaks.

Oaklawn, a mental health facility, received a federal grant to fund a school behavioral health partnership with GMS. Oaklawn will provide GMS with a System of Care Facilitator to help provide resources for students who do not respond to interventions outlined in GMS's Tier 2 and Tier 3 positive behavior support approaches. Our hope is that with this opportunity we will better serve our most struggling students and work towards the targeted 3% decrease in overall student consequences at GMS.

Goshen Middle School Profile:

Goshen Middle School is a large urban school that serves a richly diverse population. The current enrollment for students enrolled in grades six through eight is 1521. Currently 41.7% of the students are white, 46.9% of the students are Hispanic, 3.2% of the students are multi-racial, 1.5% of the students are Asian, less than 1% is American Indian or Native Hawaiian/Other Pacific Islander, and 1.9% of the students are black. In addition, 65% of the students qualify for the free and reduced lunch program. Special education services are provided for 11.4% of enrolled students. Approximately 10.3% of the students are enrolled in the high ability program. Finally, English is not the first language for 16.7% of the students.

The faculty of Goshen Middle School consists of 99 certified teachers, five administrators, three certified counselors, one social worker, three collaborators for limited English proficiency students, one full-time and two part-time registered nurses, and one certified media specialist. In total, 73 noncertified and support individuals provide additional services such as assistance for special needs and limited English proficiency students. Also, a parent liaison provides support to students and parents identified as limited English proficient.

The EL Department continues to use research to evaluate programming in order to ensure the most effective setting for EL students. Some LEP students attend sheltered classes in English and Math. These classes are scheduled by grade and level of English proficiency. LEP students are mainstreamed into general education classes as they progress in English proficiency. EL Collaborators are present in the mainstream classrooms to ensure continued student success. Collaborators observe the progress of LEP students and work with certified staff to establish appropriate modifications and accommodations to ensure the success of each student.

The GMS Alternative program provides approximately 11 eighth grade students a blended learning experience with the completion of curriculum through Apex Learning as well as in a traditional setting. Students benefit from smaller class sizes, frequent parent communication, time at the computer, individual academic and behavior goal setting, and opportunities for rewards.

At the start of the 2003-2004 school year, the faculty of Goshen Middle School embraced the professional learning community model designed by Richard DuFour. All staff members continue to participate in the GMS professional learning community with smaller Professional Learning Communities representing the content areas of English, mathematics, social studies, science, applied academics, and guidance. Most recently, teachers have used PLC's time to collaborate at instructional planning to ensure that all GMS students engage in what Robert Marzano calls a "guaranteed and viable curriculum," reflecting the Indiana Academic Standards.

In 2008-09, Goshen Schools contracted with Robert Marzano and Associates to train corporation-wide staff in three areas of researched best practice: The Six-step Process to Building Background Knowledge, Learning Goals, and High Probability Strategies. Beginning the summer of 2011, to accomplish the last goal of implementing high probability strategies, the corporation received a Teacher Incentive Fund grant, money to implement Tap, The System for Teacher and Student Advancement, an education reform model that builds professional development time into the school day and Mentor and Master Teachers who go through extensive training to support career teachers with the implementation of a rubric that ensures best practice teaching.

Despite the years of rich professional development from the research of DuFour, Marzano, and TAP, GCS was concerned that the utilization of data in the corporation was weak. Last school year, 2013-14, GMS implemented the 8-step process which included the use of 3-week common assessments, Learning Log meetings to analyze the data, and then the creation of a class called Success where students are grouped according to their performance on the ELA and Math CA into tutorial or enrichment groups. We are now able to provide more time for students to master math and English standards with the implementation of the Success period. Instructional calendars guide what we can now say is a truly "guaranteed and viable" curriculum with

common assessments given every 3-4 weeks to measure mastery and then provide intervention for students who did not master the curriculum.

Statement of Mission and Vision for Goshen Community Schools

MISSION: *Inspiring Innovation... Empowering Potential... Enriching our World*

VISION: *Where learning is valued, students are honored and each person experiences a success and a challenge every day.*

Our Three Commitments:

➢ Building Background Knowledge (Academic Vocabulary) through the Six Step Vocabulary Building Process
➢ Developing a System of Individual Student Feedback (using Learning Goals)
➢ Ensuring Effective Teaching in Every Classroom (High Probability Teaching Strategies)

Principles of Learning:

We will make decisions based on the following:
❖ All students can learn
❖ Students learn in different ways
❖ Students learn in different time frames
❖ Errors are inherent in the learning process
❖ Formative assessments drive instruction

Student learning is increased when:
❖ Teachers design engaging lessons
❖ Teachers provide timely and specific feedback toward learning goals
❖ Positive validating relationships are fostered within the school community
❖ Students and teachers experience success

Throughout this document, you should see evidence that our systems of learning, curriculum, support services, etc. reflect the mission, vision, commitments and principles of learning described above. Although educating a diverse student body has its challenges, the rewards of supporting and stretching students with such varied experiences are many. Teachers are working harder and smarter than ever for student learning. It is a privilege to serve both teachers and students at Goshen Middle School.

Cultural Competency

In 2011-12, all schools in the corporation agreed to participate in Tap, The System for Teacher and Student Advancement. This system satisfied the state requirement of evaluating teachers on a rubric and replaced the RISE rubric. An additional benefit, unlike other corporations using RISE or other state approved rubrics, is that the TAP provides systematic professional development that includes release time for coaches that in TAP are referred to as Master and Mentor teachers. Tap satisfied the final goal of helping teachers implement high yield strategies as identified in Robert Marzano and other best practice research in education.

With the implementation of Tap, teachers receive on-going support and refine their teaching of background knowledge, learning goals, and high probability strategies. Professional development is embedded in the system and teachers meet weekly to analyze student work and learn a student strategy that they explicitly teach to their students with the expectation that students will eventually internalize the strategy, which in the end, will improve their learning. Each school-wide student strategy is based on I-step, Acuity, and other benchmark data. We have three Master teachers and nine Mentor teachers assisting the remaining 86 Career teachers to implement the student strategy as well as supporting them in best practice in the classroom as measured by the Tap Rubric that is in lieu of the State Rubric, RISE.

Based on the spring data of 2012, Goshen Middle School was labeled an "F" by the state. Although a system to increase student achievement was in place, still, a few critical pieces were not yet finalized. In the fall of 2012, Goshen's Superintendent requested that the middle school and several elementary schools with less than satisfactory data to meet with Peggy Hinckley to discuss the implementation of the 8-step Process, a system of learning with very similar components to TAP. However, the 8-step Process had a much more explicit method/structure for ensuring vertical and horizontal alignment of curriculum with the creation of instructional calendars. As well, a 30 minute called Success (60 minutes for 6th grade) was designated time for students to either have a re-teach of the curriculum or enrichment if the common assessment showed mastery.

In January of 2013, Goshen Middle School implemented "emergency" instructional calendars, which formalized the learning goals initiative first introduced by Bea McGarvey/Robert Marzano. All math and English teachers adhered to these calendars. I-step + data from 2013 showed growth. Most certainly this growth resulted from improved instructional practices, aligned curriculum with the implementation of instructional calendars, and an increased emphasis on reading and writing in all curricular areas. We improved from an A – F grade of an "F" in 2012 to a "C" in 2013 and then maintained a "C" in 2014 and 2015 despite a year of change with the implementation of 8-step described at the end of page 2 above.

The 2014-15 school year was a year of no new systematic change. The staff continued with weekly professional development time provided each week for staff to explore backwards designing a unit, taking all of their understanding of best practice and tightening up the assessments and activities within a unit. Although common assessments are important, we need to have students engage in performance based, authentic audience assessments when possible. Once again, along with this work and continued data analysis and strategic interventions, based on I-step+ data from 2015, our students show continued growth. See data page for results. In the 2015-16 school year, we explored a New Tech pathway to continue our goal of expanding student achievement to project-based learning.

This 2016-17 school year we are implementing New Tech, a project-based learning pathway, through a school-within-a –school model. The goal is to begin measuring success of our students by monitoring learning outcomes beyond knowledge and skills, as measured by formative assessments, NWEA and I-step. New Tech provides rigorous rubrics that measure collaboration, agency, oral communication, written communication as well as knowledge and skills. These rubrics will give students feedback on a variety of behaviors that contribute to academic success.

Description and Location of Curriculum:

The educational system at Goshen Middle School is designed to meet the needs of all students. The majority of students is enrolled in the core content (English, mathematics, social studies, and science) and has multiple opportunities to participate in applied academic classes involving music, technology education, family and consumer science, world languages, physical education, digital media, health and art.

Students, who have not demonstrated proficiency in English and mathematics, as measured by ISTEP+ scores and Acuity diagnostic assessments, are provided with additional instruction in their area of deficit during the school day. Students who qualify for the High Ability program are offered enrichment in English and/or mathematics. Students are also provided opportunities to earn high school credit in Algebra 1 and 2, Geometry, and World Languages, including French, German and Spanish.

Members of each of the professional learning communities have examined the Indiana Standards to select learning goals in each curricular area, some of whom have used the Common Core standards to develop learning goals. During weekly meetings, all members of the professional learning community engage in discussions involving vertical and horizontal articulation and best practice strategies, through the use of curriculum instructional maps. Teachers share strategies to help each other improve their effectiveness based on discussion of student work, including benchmarks and other formative assessments.

Read 180 and System 44

Goshen Middle School implemented two reading programs, READ 180 and System 44, in September 2009 to support growth in reading comprehension. These Scholastic Programs are scientifically based on research involving best practices. Read 180 focuses on vocabulary, comprehension, and writing skills. Students are provided with guided practice, independent reading, and computer practice opportunities on a regular basis for one period daily. There are scripted lesson plans to teach, model, and provide guided practice for differentiating instruction. Tracking charts, checklists, and conferencing monitor student progress.

SYSTEM 44 is designed to address the needs of students who demonstrate non-reader or beginning reader skills. Students enrolled in System 44 receive instruction in English/Language Arts from a direct special education or ELL teacher as indicated on their Individual Education Plans or Individualized Learning Plans. Individual student growth was evident when reviewing their progress; however, group progress data is not currently available from Scholastic.

Description of Assessments:

Student learning is assessed by a variety of tools including ISTEP+, NWEA assessments, ACCESS testing, SRI, Scholastic Reading Inventory, and common assessments created by the faculty of Goshen Middle School. In addition to measuring student learning, common assessments are used to provide data for faculty to assess the effectiveness of teaching strategies and provide remediation opportunities for students who do not demonstrate an understanding of learning goals. Through Tap, teachers implement formative assessment much more closely, and on a weekly basis in Cluster on Mondays and PLC's on Tuesdays, analyze their student data to guide their instructional planning and interventions.

Data

The GMS faculty is committed to establishing high standards of learning that communicate high expectations for all students. In response to the implementation of Robert Marzano's three areas of researched best practice and within the supportive structure of Tap and 8-Step, the chart below shows improvement both in ELA and math. We have continued with our best practice for the 2015-16 school year.

E/LA ISTEP Scores	2012	2013	2014	2015	2016
Bottom 25% with High Growth	20.4%	36.1%	31.2%	45.6%	NA
Top 75% with High Growth	26.8%	35.3%	35.9%	47.2%	
Overall Group with Low Growth	42.1%	32.6%	32.9%	25%	
All Students	60.5%	64.6%	62.2%	56.65	
Grade Points	**0**	**1**	**1**	**2**	

Math ISTEP Scores	2012	2013	2014	2015	2016
Bottom 25% with High Growth	25.2%	36.0%	40.8%	54.4%	NA
Top 75% with High Growth	34.5%	39.8%	48.1%	54.8%	
Overall Group with Low Growth	36.4%	27.2%	21.7%	18.2%	
All Students	66.3%	71.7%	76.9%	55.7%	
Grade Points	**1.5**	**3**	**3.5**	**2**	

Long Range Plan
2016-2017
Cluster Cycle 1
TAP Year 6

School-Wide Goal: To be determined once I-step data comes through and after first round of NWEA

- (Typically we have focused on an ELA goal but we anticipate adding a math goal based on the new Istep and the drop in our math pass percentages.)

Yearly Cluster Goal:

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Cluster Cycle 1 Goal:
- By the end of Cycle 1, teachers will create more student-centered classrooms.

  As Measured by:
    - Teachers use student data (both qualitative and quantitative) to identify individual student zones of proximal development and using scaffolds to personalize learning for each student
        - (from earlier) to set individualized goals/student strategies (teacher action plan and IGP reflections based on individualized teacher goals/student strategies)
    - Qualitative and quantitative student achievement data (NWEA, CAs, ISTEP, student work brought to cluster)
    - Learning continuum

<div align="center">**Ensuring Academic Success**</div>

The faculty of Goshen Middle School is committed to providing an engaging environment to ensure that all students grow academically and socially so they thrive as responsible and productive citizens. We must ask ourselves, "What is it we expect our students to learn, and how will we fulfill our collective responsibility to ensure that this learning takes place for all students?" In order to accomplish this, we must create a continuum of services that will meet the needs of all students.

All students receive the following services to help ensure academic success:
- SUCCESS – 30 to 60 minute instructional period based on math and English common assessment data
- Parent Connect - online data system to communicate with parents
- Progress reports – distributed each six weeks (or more frequently if requested)
- Parent conferences, telephone contact, email contact, letters home
- Emphasis on essential learnings and academic vocabulary
- Facebook and GCS website - communication of events and announcements
- Tutoring (after school, during lunch period)
- ISTEP score analysis through Test Talks
- Media Specialist support
- Extra-curricular activities – i.e. Science Olympiad, Academic Super Bowl, Spelling Bee, BotBall
- Incentives – PBS tickets and drawings, Academic Awards, Kiwanis recognition, field trips
- 5-Star - Life program/mentoring program, students connected to adult coaches for fun and life lessons
- Positive Behavior Support Program
- Monitoring student attendance through the Elkhart County Attendance Program
- Boys and Girls Club Power Hour – after-school academic assistance
- Acuity Testing so teachers can target specific skill deficiencies

Students who are not successful with the above services or need additional challenges to maximize their academic success have access to additional services.
- Modifications – i.e. extra time to complete/turn in assignments,
- Schedule adjustment
- Summer School – math and/or English
- Tutoring – NJHS members
- EL collaborator and instructional assistant support
- High Ability Program
- Referral for special education assessment
- Monthly academic and behavior meetings with student, parent, and administrator
- Alternative placement – Apex Curriculum
- Mentor - Goshen High School or Goshen College
- Creation of specific interventions by teachers, counselor, and administrator
- READ 180
- System 44
- ALEKS

After Hours Program: Students have several opportunities to receive additional academic support at the end of the school day. Teachers, ELL collaborators, National Junior Honor Society members, Five Star coaches, employees of the Goshen Boys & Girls Club and Ask Rose volunteers are available to assist students with their studies.

Attendance Monitoring: Collaboration between school officials representing five of the Elkhart County School Corporations has resulted in the revision of the Elkhart County Attendance Policy. Information regarding students who transfer to/from participating schools is used to provide students with consistent expectations for regular school attendance.

Parent Community Involvement

Goshen Middle School parents have the opportunity to learn more about academic and extra-curricular programs through the monthly Coffee with the Superintendent. Weekly posts on Facebook and the Website communicate the Standards of Focus and capture other interesting activities teachers have planned for students to experience their learning first-hand. Occasionally, the administrative team creates informational videos which are then posted on Facebook and the Website to clarify questions posed by parents throughout the year. The principal is in collaboration with the faculty to plan more face-to-face meetings, one of which is to gather a group of at least 100 students and their parents to participate in some college and career readiness informational talks and then to enroll them in programing in their 8th grade year and then in high school to support their goal of receiving a college diploma.

Parents also participate in numerous activities including parent conferences, incoming 6th grade transition, It's Your Life (8th grade), field trips (all grades), EL Academy celebration (all grades), picture day, fundraiser, sports and new staff interviews. Community members support students through mentoring and tutoring. Translators are provided for parents during all activities. Goshen College students serve as mentors and tutors for GMS students.

Parents may access Parent Connect through the GMS website. Parent Connect gives parents access to attendance, assignments, discipline, and grades for their children. Parents can easily monitor their child's progress throughout the school year. Goshen Middle School has a Website and Facebook page where parents and students can easily access information about the weekly activities at GMS.

Presently, we have a parent/community committee to brainstorm and determine how we can increase the involvement of parents and community members at GMS. Continued efforts to involve community and parents was another reason we chose to embrace project-based learning through a New Tech pathway.

Provision to Maintain a Safe and Disciplined Learning Environment for Students and Teachers:

Student learning is directly impacted by the climate of the school. In fact, "students who feel connected to their school do not commit acts of violence, and do not create problems at school. Students who feel connected and cared about are comfortable at school and have a sense of belonging. It is a fact that students who feel connected to their school do not dropout, do not commit acts of violence, and do not create problems at school. Students who feel connected and cared about are comfortable at school and have a sense of belonging." (Boyte, 2000) Over the past four years, Goshen Middle School has shown tremendous growth in the area of making students feel connected.

Goshen Middle School offers eleven different sports, as well as 3 sports clubs and intramural programs that include tennis club for 6th, 7th and 8th grade, 6th grade intermural basketball for boys and girls, 6th grade volleyball, 6th grade track, and 6th grade cheer. Students also have the opportunity to join a variety of twelve different student clubs and organizations including Builders Club, Spelling Bee, Academic Super Bowl, BotBall, Chess Club, Yearbook, Student Council, National Junior Honors Society, 5 Star, Jazz Band, Jazz Strings and Ski Club. Incentive trips to water parks and amusement parks are offered to encourage students to exhibit appropriate behavior at school.

The GMS staff committed, during the 2009-2010 school year, to implementing a system of Positive Behavior Supports (PBS) for the future to help ensure a safe environment in which consistent and positive disciplinary actions are taken across all areas of the building and with all adults in the building. A core PBS team, made up of teachers, the building principal, school behavior consultant, school psychologist, and Elkhart County special education personnel worked throughout the 09-10 school year to develop a system of school wide behavioral expectations, staff expectations, and reward and infraction systems. These guidelines were presented to the wider staff throughout the process in order to gain feedback and commitment. The final draft of these systems was presented to the staff in May 2010 with the implementation date set for the beginning of the 2010-2011 school year.

A significant partner in our commitment to building safety is an on-site School Resource Officer. Primary duties are to ensure that the facility is safe; make recommendations for improvement of building/campus safety; facilitate emergency drills; and make connections with students to help the students and parents feel more connected with school.

During the past three years, Goshen Community Schools has continued partnerships with several local private agencies to provide alternative educational placements for students whose behavior interferes with the education of others. Mental health providers work collaboratively with educators housed at the agencies to address both the academic and emotional needs of individual students with the intent of preparing them to return to their original educational setting.

As a result of the external crisis tabletop exercise between Goshen Community School administrators and Goshen City Police and Fire Departments, emergency medical technicians, and the Elkhart County Emergency Management Team, Goshen Middle School has implemented many new procedures. Since the exercise in June of 2006, Goshen Middle School has practiced and refined evacuation procedures for situations that require staff and students to evacuate during lunch and passing periods and also evacuate the campus, if necessary.

Positive Behavior Support
The staff of Goshen Middle School is committed to providing students with opportunities to learn and demonstrate healthy behavior in order to provide a safe and orderly learning environment. Positive Behavior Support (PBS) is designed to help students and staff members achieve an understanding of behaviors that support academic and social success.

The staff was trained in PBS during the 2009-2010 school year and implemented the program with students in the 2010-2011 school year. Students are expected to demonstrate self-respect and respect for others, help students who are the targets of bullying behavior, and tell adults when they are aware of bullying situations. Students are assigned to individual adults who build relationships with the student and monitors grades, homework, and behavior.

Positive Behavior Support is a systems approach to establishing social culture and individualized behavior supports that are needed for students to achieve social and academic success. Goshen Middle School has identified five school wide expectations for students' social behavior. They include respect, responsibility, productivity, integrity, and courage. Faculty is committed to providing a continuum of school wide instructional and positive behavior supports. The PBS leadership team will continue to collaborate with PBS trainers from Indiana University to create interventions at each of the three levels.

Level 1 Primary Prevention: Create school and classroom systems that address the behavior and academic success of students and staff.

Level 2 Secondary Prevention: Create positive behavioral systems of support for students who demonstrate at-risk behaviors.

Level 3 Tertiary Prevention: Create specialized and individualized positive behavior supports for students who are demonstrating high-risk behaviors.

Goals of PBS:

- o Focus on positive ways to address negative social behaviors
- o Are school wide systems change programs
- o Provide a means for data collection to target strategic interventions
- o Are multi-year in length and require commitment from those who are involved
- o Provide ongoing training for all staff
- o Use positive reinforcement
- o Establish predictable negative consequences for inappropriate behavior

Over the course of the last year, a small committee, made up of school counselors, school psychologist, a behavioral consultant, and the PBS co-chair, met to work on our Tier Intervention program. This fall, our committee continued to meet, working toward the creation and implementation of a formalized intervention team which will meet regularly. Additional members were added to the team---a classroom teacher, special education teacher, school social worker, assistant principal, and Systems of Care facilitator from Oaklawn.

Although PBS is a behavior-focused endeavor, the time and energy demands of TAP make it necessary for our intervention team to be a multi-spoke wheel, addressing the behavioral, academic, health, and social/emotional concerns of our students.

The GMS Intervention Team meets bi-monthly to discuss students referred for support. Due to time constraints, we present background information on one referred student per meeting. Possible strategies and interventions are brainstormed, follow-up review dates are set and case managers are assigned. Our school social worker has become the coordinator of the program, receiving initial referrals, gathering background information to bring to the first meeting, and maintaining paperwork.

GMS school counselors assist the coordinator in information-gathering, making contact with parents and teachers, and conducting follow-up activities as case managers. GMS school counselors and the school social worker also facilitate intervention programs to address the needs of our students. Examples of this would be individual counseling, small group support on topics related to attendance and behavior, and leadership within the CICO Program (Check-In/Check-Out). School counselors also serve on or co-lead the Climate Committee and assist assistant principals in the development of Functional Behavior Assessments and Plans. Staff training is an important component of PBS and the school counselors and school social worker are instrumental in that process.

The creation of a GMS Climate Committee meets regularly to evaluate and assess the workings of our PBS program. A data team meets to assess the data related to discipline referrals, looking for trends in location of incidents, types of incidents, and number of students involved overall. When a need is discovered, school-wide intervention plans are put in place to address that need.

Levels 1, 2, 3 of PBS Prevention:

*Level 1 Primary Prevention***:** Create school and classroom systems that address the behavior and academic success of students and staff:

Schoolwide rules & expectations	Discipline referrals	Incentive program (PBS tickets)	Classroom mgmt systems
Attendance monitoring	SRO	School Counselor referral/support	

Level 2 Secondary Prevention: Create positive behavioral systems of support for students who demonstrate at-risk behaviors.

Functional Behavior Assessments	Parent/Teacher conferences/consultations	Small group support	Individual counseling (short-term)
ECAP	Behavior plans		

Level 3 Tertiary Prevention: Create specialized and individualized positive behavior supports for students who are demonstrating high-risk behaviors.

ECAP probation	Referral to Intervention Team	SpEd evaluation	Short-term counseling w/ Behavior Consultant
Referral to community agency	Community Partners (formerly SCAN)	Modified schedule	Systems of Care intervention

ACADEMIC, SOCIAL/EMOTIONAL, HEALTH Interventions
Tier 1:

TAP Rubric	High-yield teaching strategies	Instructional Calendars	Common Assessments
Student agenda books	Data Analysis	Computer-assisted technology	Differentiated instruction through Success period
Reteaching/Revision of work	Learning Goals Capacity Matrix	After school math tutoring	After school teacher help

Tier 2:

ALEKS	Goshen College tutoring	Referral for Vision/Hearing	Study skills classes/ groups (School Counselor)
Read 180/System 44	High Ability placement	Parent/Teacher conferences	ISTEP online practice
After school tutoring for targeted students	EL Support through collaborators and Paraprofessionals	Special Education para support	PACT mentors
Individual short-term counseling w/school counselor or social worker	Small group support w/school counselor or social worker	Classroom behavior plans	Referral for Behavior Consultant observation

Tier 3:

Referral to Systems of Care	SpEd placement	504 designation	Formal assessment

Referral to community agency	EL Academy	Modified schedule	

In the most severe cases students who continue to experience academic difficulty will be provided with the following services.

- Review by Goshen Agency Resource Team
- Reduced schedule
- Alternative placement – Bashor Elementary Program, The Crossing, homebound instruction
- Residential placement

Goshen Middle School also included a goal for demonstrating appropriate behavior. Administration and staff believe this goal will enforce and maintain a safe, secure learning environment for all students.

School Goal: All students will demonstrate appropriate behavior.

Goshen Middle School
Level 3 Referrals
Grades 6 - 8
August 2012 - December 2015
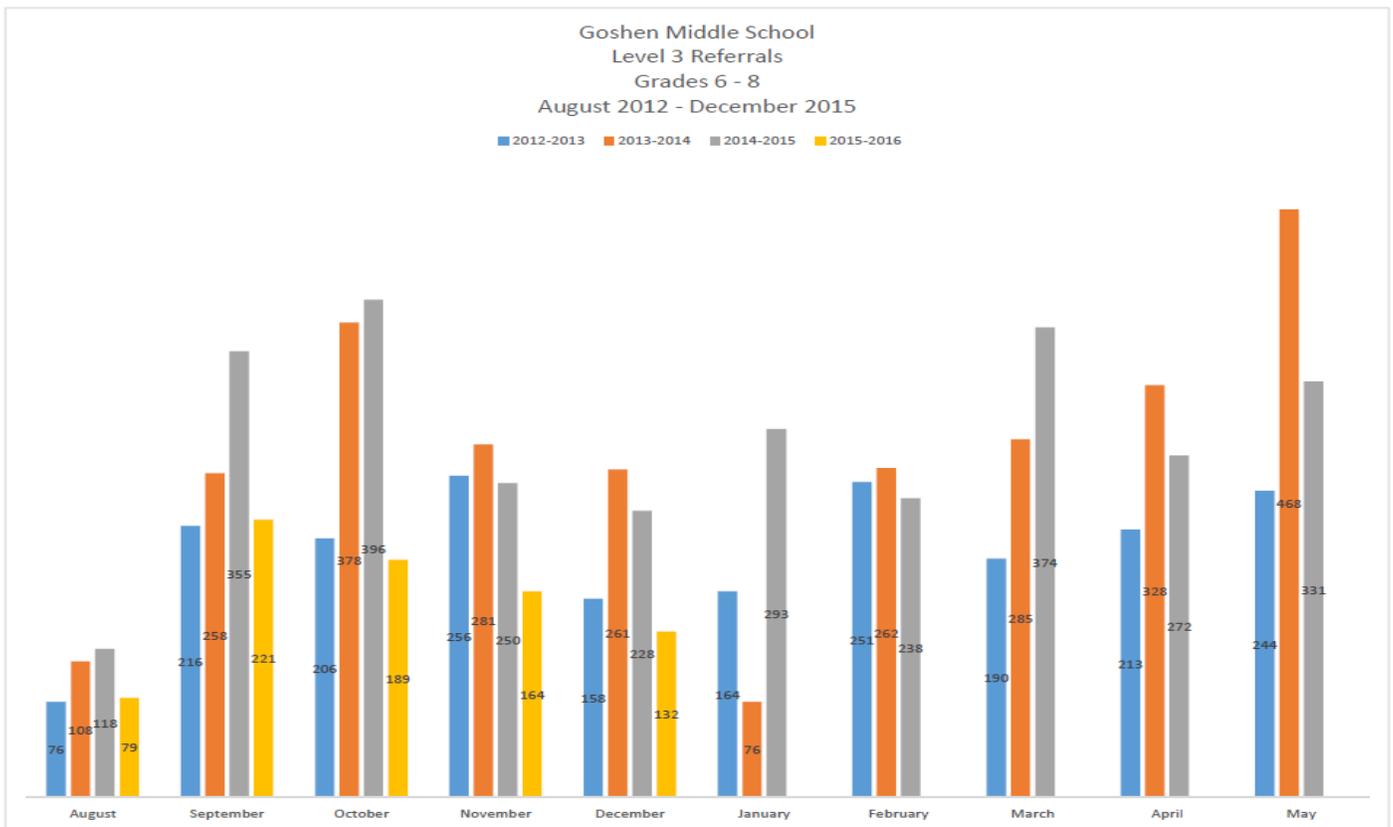
In addition to using PBIS strategies to improve discipline, we also moved to teaming this school year so that a group of teachers shared a core group of students. Teachers have been able to strategize interventions for students both academically and behaviorally more effectively this year because of the new structure. The above data shows progress that can be attributed to our efforts with PBIS as well as with teaming as a new structure.

PL221 Professional Development Plan for 2013-14

The Tap Leadership Team, composed of administrators and master and mentor teachers, will work alongside of career teachers to implement the three corporation learning goals, within the structure of the Tap reform model. Doing so will ensure continued student language acquisition, measurable learning goals with corresponding formative assessments, and high probability strategies to ensure student mastery of the learning goals. In addition, we have also added a New Tech school to prepare students for the rigorous college and career ready standards.

This work involves examining current data and high yield instructional strategies that address deficits in leaning and support staff as they implement those strategies. Master and mentor teachers will field test those strategies, model them in Cluster meeting, and assess the effectiveness of those strategies before expecting career teachers to implement, building both teacher and student strategies that ensure that best practice research is reflected in GMS classrooms.

GMS has in place differentiated pathways of learning that will benefit teachers and students. The challenge will come in working to maintain those high standards and continuing to reflect and tweak what we do so that students are ensured a top-notch middle school experience.

Resources to Assist GMS Staff Members:

- *Building Academic Vocabulary* - Robert Marzano
- *Designing and Teaching Learning Goals and Objectives* – Robert Marzano
- *Focus – Michael Schmoker*
- *Mindset* – Carol S. Dweck, Ph.D.
- *Tap Portal, Handbook, and Rubric*
- *Teach Like A Champion* – Doug Lemov
- *The Art and Science of Teaching*—Robert Marzano
- *Whatever It Takes* – Richard DuFour
- *Monitoring*: *Keeping Your Finger on the Pulse of School Improvement* – Peggy Hinckley, ED.D.
- *Closing the Achievement Gap: No Excuses* – Patricia Davenport and Gerald Anderson, ED.D.
- *New Tech Network*

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