

Curriculum

The curricular framework of Cascade Middle School is aligned to the Indiana State Standards. These standards are readily available through the school and district websites at www.mccsc.k12.in.us. Our middle school grade level and content area teams use a collaborative approach for an ongoing curriculum revision process. This process involves data dives, research of best practices, as well as weekly building/district middle school Professional Learning Communities(PLCs) which include examining pacing, scope/sequencing, and development of common assessments. Teachers have easy access to all curriculum/content items in shared Google folders, and may also see vertical articulation items for reference of mastery expectations and alignment.

In addition to academics, we are working to increase our focus on college and career readiness as well. By embedding employability skills, career speakers, essential field trips per grade level, and our Xello mission and/or research experiences, etc. to enrich students' interest in their skill sets and post-secondary endeavors, our students will have varied opportunities to gain exposure in our schools. CMS will focus on offering weekly career focused classes at each grade level, project-based lessons, as well as varied field trips focusing on civil services and non-profits within our community.

Requirements for Goals and Objectives

MCCSC and Cascade Middle School, demonstrate a history of good academic achievement, in student performance and growth. Our continuous goal is to increase student achievement/growth, aim to be a top ranked middle school with our state scores/accountability measures, and also strive to be a great school and corporation where parents and students choose to be. We have high expectations for our performance percentage passing ILEARN to continue to increase based on our new benchmark when ILEARN began. Our attendance goal for all buildings is to be at or above 95%.

As a district our focus on learning, professional development, and assessment process detailed below highlight our dedication to ALL students and the strive for excellence for the school's continuous improvement process. Our district plan for data review in weekly leadership team meetings, PLCs, guidance committees, all support the success of our accountability, state scores, students supports, and attendance/graduation rates.

Goal 1:	Increase or sustain attendance to 97% or above.
CMS	Increase/sustain attendance rate of 95%
Goal 2:	Increase Pass rate of ELA ILEARN by 10% or more annually.

CMS	Increase proficiency from 51% to 61% or more (215 proficient students in 6-8)
Goal 3:	Increase Pass rate of Math ILEARN by 10% or more annually.
CMS	Increase proficiency from 50% to 60% (210 proficient students in 6-8)
Goal 4:	Increase Pass rate of Science ILEARN by 7% or more annually.
CMS	Increase proficiency from 53% to 60% (71 proficient students in 6th)

Goal 5:	Increase CCR engagement for ALL CMS students. (Driven by CCR Director, Counselor, & CCR Liaison)
CMS	Increase engagement for CCR from 50% to 60% or more in grades 6-8

Reduction in Absenteeism

Cascade Middle School and MCCSC have an excellent attendance record. Chronic absenteeism is rare and is not readily identified with any pattern or reasoning. Our school believes relationships are key among students/parents, teachers, support staff, and administrators and those help to create a welcoming environment which encourages involvement and engagement. When isolated attendance problems do occur, all buildings utilize Hendricks Co Juvenile Court's Project Attend to improve student attendance.

Name and Description of Additional Assessments

- Accountability Assessments: ILEARN, I AM, WIDA
 - Students in grades 6-8 participate in the statewide learning assessment in the Spring semester.
- NWEA Growth (6-8)
 - Students in grades 6-8 complete a series of three diagnostic assessments throughout the school year. The first diagnostic assessment is given to students at the beginning of the school year to collect baseline data. The second diagnostic assessment is given to the students at the end of the first semester to compare to the baseline data and determine student growth or lack thereof.

Student supports are evaluated with the results of the second diagnostic assessment. The third diagnostic is given at the end of the second semester and is used as a final gauge of student growth and development.

- Common Formative Assessments
 - Teachers work within grade level PLCs to establish common formative assessments to utilize across the grade level. These formative assessments are given daily to drive teacher modifications to the following day's instruction.

Professional Development

MCCSC and Cascade Middle School utilize PLCs weekly within individual building grade levels, and across district grade levels two times per week and twice monthly with the high school teachers. These communities allow for time to analyze student-centered data, analyze strengths and challenges of our instructional strategies, share ideas for better instructional effectiveness and increased student learning, as they evaluate common formative assessment data and connect that growth as measured by our state assessments. We also have the opportunity for three PD full-days, near the end of each quarter to have K-12 data analysis and vertical articulation conversations.

- **Data Analysis**
 - Data is analyzed by GenEd, MTSS, and SpEd teachers as they bring that to PLCs for discussion. These formative assessment data conversations along with our beginning, middle and end of year summative assessment data helps to identify and provide additional support for our students.
 - Longitudinal data for each student is housed in PIVOT's Data Warehouse and is current and readily available to be pulled by teachers, interventionists, and administrators for review and analysis.

- **Strategies/Programs/Services**
 - Integration of Academic Standards
 - Teachers work together through weekly departmental PLC meetings to ensure a viable and aligned curriculum in grades 6-8. Once per month the middle school departments meet with their high school counterparts to ensure a vertical articulation of standards coverage.
 - Writing Strategies
 - Grade level teams integrate writing strategies through their PLC meetings from the input generated by the ELA department PLCs. Teachers have a district rubric that they can use to assess student writing in any subject area. Specific strategies that teachers employ include the 6+1 Traits of Writing, Claim, Evidence, Reasoning (CER), and the Five Paragraph Essay format.
 - SEL-daily lessons/Second Steps (6-8) Counselor-led whole, small, indiv
 - Teachers facilitate lessons designed to assist students in social emotional awareness. Four units structured to develop and apply growth mindset/

goal setting, recognizing bullying/harassment, thoughts/emotions/decisions, and managing relationships/conflict.

- SEL - Quarterly Second Steps (Adult) modules, individual, cohorts
 - Teachers and staff work through modules designed to strengthen their social-emotional well-being. Modules are individually based with monthly small-group meetings.
- MTSS-Tiered Supports (Labs)
 - Identified students are placed into Tier 2 support groups. These classes exist for Math and Language Arts. Students are grouped by grade level in order to receive an additional course taught by a general education teacher. The course material is to supplement what is happening in the core content classroom and designed to build upon the skills that students have. This level of support is designed to assist students who are between one and two grade levels behind.
- Exceptional Learners
 - Identified students are scheduled into advanced curriculum courses. Students receive differentiated instruction to support and challenge their abilities. At the 6th and 7th grade level the advanced courses are offered in Math and ELA.

- **Evaluation of Impact**

- At the middle school level, our leadership team meets frequently to discuss teaching, learning, and necessary support to increase our student success.
- At the district level, Mill Creek's Asst Superintendent's ongoing oversight of curriculum and instruction, as well as high ability, special education, MTSS, ELL, and other impact programs such as technology integration, before/after school (W.I.N.) tutoring helps to monitor student achievement and needs.
- Open communication and regular meetings with administrators and teacher leadership teams help to keep our focus and improvements moving in the right direction.

Cultural Competency

All of our administrators completed the Focus on Equity and Belonging training offered by CIESC, and many of our staff have completed cultural competency training through CIESC during the summer virtual training seminars. We also adopted a new SEL curriculum which provides students with character education lessons and application of those skills.

Our students have opportunities to learn a variety of cultures through various courses and the arts. We offer World Language and World Culture classes for our students. Teachers also work to plan units of study that are culturally diverse and include foods, entertainment, and dress of these cultures. Many of our ethnic diverse students are able to share various experiences with their peers. Everyone is urged to participate in events and activities.

Provisions for Parental Participation

A key component to our school's success is parental involvement. Schools begin with "Meet the Teacher" nights where parents are immediately invited to be a part of their child's educational success. During these meetings, teachers share classroom expectations, intervention explanations, grading procedures, and other important class information. 6th grade orientation occurs prior to the start of the school year. All of the incoming 6th graders are invited to the middle school to meet their teachers, practice with their lockers, and take a tour of the middle school. This helps to ease the transition to middle school. Parents of incoming 6th grade students can also arrange for building tours and to meet with building administrators to ease their anxiety during this transition. In the Spring, 8th grade parents are able to meet with high school guidance counselors to go over the scheduling process for classes at Cascade High School. 7th Grade Parent Night in the Spring allows for parents to meet with school administrators and teachers to discuss scheduling options for their children as they enter 8th grade. At the 8th grade level students have several options for high school credit level courses including: PE, Algebra, Geometry, Intro to Life Science, Intro to Agriculture, PACE, Intro to 2-D Art, and PCC.

Cascade Middle School has a very active PTO. This parent support group meets once per month with the school administration in order to plan events to benefit the students and teachers of CMS. The CMS PTO organizes a yearly school wide fundraiser, which allows teachers to submit proposals for classroom mini grants to purchase extra curricular and supply materials. They also sponsor the yearly Scholastic Book Fair and make a purchase of at least one new book for every special education student in the building. Parents are encouraged to volunteer and chaperone field trips and support events/activities.

Provisions for School Safety

Cascade Middle School conducts emergency preparedness drills throughout the school year. These drills include: bus evacuation, fire, tornado, and violent intruder. Our buildings have secure entrances, where all visitors are required to buzz in and be seen on a camera prior to entrance. All visitors are required to enter through the office and provide proper identification, when cleared for entry a visitor pass is given to be worn for the entirety of the visit. Other exterior doors are all locked and require a special entry fob given to school employees.

We have two SROs who are deputies with Hendricks Co Sheriff's Dept, and they monitor two buildings each, but are readily available if an emergency or need arises in any given building or area on campus.

Cascade Middle School implements a positive behavior support system with school-wide goals and expectations. Students receive positive behavior points through PBIS Rewards. Students are allowed to use these points to purchase classroom privileges along with items available from the school store. Teachers highlight the positive behaviors of students in class with the hopes of increasing positive choices rather than negative reinforcement through consequences. As a part of the PBIS program, students complete a daily check in regarding their mental status that day. Students respond with "Great, Ok, Meh, Struggling, and Angry." Administrators are

notified immediately of any student who selects struggling or angry. Administrators can then intervene in the hopes of heading off minor issues before they become major ones.

Reminders of expectations are displayed around the building for students. Full staff involvement and buy-in was key to make this a successful program for our students. New teachers are trained upon hiring to ensure involvement. Teachers are also allowed to reward points to their colleagues to purchase special privileges or prizes from school administrators, just like the students. Furthermore, it is the responsibility and expectation of all staff members to use the PBIS plan to provide our students with consistency while in school.

Provisions for Technology Integration

Mill Creek Community Schools has an Innovative Learning Specialist/Professional Development /eCoach position. This position serves all teachers, students, and administrators throughout the district. Being a 1:1 Chromebook district, Mill Creek utilizes the position by coaching large groups, small groups, and individuals on technology professional development and integrating technology into the classroom.

Topics that are routinely covered include:

- LMS - Learning Management Systems-Canvas, Google Classroom, Seesaw
- Google Workspace: Chrome, Gmail, GoogleSlides, GoogleSheets, Google Calendar, GoogleMeet, etc.
- District purchased applications and software
- Selecting digital tools that complement the Indiana Reduced Academic Standards
- Staying up to date with current and future educational technology best practices
- Xello for College and Career Readiness tracking and education.

Amy Church
Amy Church, MCCTA Co-President


9-7-23
Date

Kale Blickenstaff, CMS Principal

Date

Stacey Monnett
Stacey Monnett, Asst Superintendent

9/7/23
Date

Cascade Middle School		2018-19	2019-20	2020-21	2021-22	2022-23
2687						
						
Attendance Rate		98.6	97.6	96	95.3	95.45
Accountability State Level		B	B	B	NA	NA
Points		83.9	COVID	Hold Harmless	Hold Harmless	
Accountability Federal Level		B	Not Calculated	Not Calculated	Not Calculated	
Points		81.64	NA	NA	NA	NA
Discipline EXP		0	2	0	0	1
Discipline OSS		31	22	8	41	15
Discipline ISS		19	13	12	16	18
ISTEP+ ELA /ILEARN ELA						
6th grade		63.9	N/A	38.0	27	57
7th grade		60.5	N/A	55.5	57	47
8th grade		69.9	N/A	59.0	48	61
ISTEP+ MATH /ILEARN MATH						
6th grade		64.1	N/A	31.4	24	46
7th grade		50.4	N/A	32.8	45	34
8th grade		55.3	N/A	40.2	44	40
ISTEP+ Science 6th grade						
		73.5	N/A	49.6	39	53
ISTEP+ Social Studies 7th grade						
		NLT				
ECA Algebra						
% of class		34.5				
ELA Exact Path BOY: 0-24%		N/A	21	15	19	12
ELA Exact Path BOY: 25-49%		N/A	25	31	28	28
ELA Exact Path BOY: 50-74%		N/A	22	20	24	29
ELA Exact Path BOY: 75-99%		N/A	33	34	29	30
ELA Exact Path MOY: 0-24%		N/A	14	12	15	11
ELA Exact Path MOY: 25-49%		N/A	24	25	26	27

ELA Exact Path MOY: 50-74%	N/A	22	24	28	28
ELA Exact Path MOY: 75-99%	N/A	40	39	31	34
ELA Exact Path EOY: 0-24%	N/A	18	10	9	11
ELA Exact Path EOY: 25-49%	N/A	17	20	23	23
ELA Exact Path EOY: 50-74%	N/A	19	23	24	22
ELA Exact Path EOY: 75-99%	N/A	45	47	44	44
Math Exact Path BOY: 0-24% Rank	N/A	20	15	15	11
Math Exact Path BOY: 25-49% Rank	N/A	36	32	31	27
Math Exact Path BOY: 50-74% Rank	N/A	24	27	28	32
Math Exact Path BOY: 75-99% Rank	N/A	20	25	26	26
Math Exact Path MOY: 0-24% Rank	N/A	13	14	9	11
Math Exact Path MOY: 25-49% Rank	N/A	25	23	27	30
Math Exact Path MOY: 50-74% Rank	N/A	26	29	32	37
Math Exact Path MOY: 75-99% Rank	N/A	36	33	32	22
Math Exact Path EOY: 0-24% Rank	N/A	24	13	10	5
Math Exact Path EOY: 25-49% Rank	N/A	14	23	24	26
Math Exact Path EOY: 50-74% Rank	N/A	22	30	28	32
Math Exact Path EOY: 75-99% Rank	N/A	41	34	38	37