

2016-17
SCHOOL IMPROVEMENT PLAN



**NOBLESVILLE EAST
MIDDLE SCHOOL**

ENGAGE | INSPIRE | EMPOWER

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Section 1: School Profile

Vision, Mission, and Beliefs

Vision

Students are engaged in intellectual pursuits, inspired to challenge the present, and empowered to adapt, innovate, and succeed today and tomorrow.

Mission

Inspired by our students' infinite potential, Noblesville Schools ensures student-centered learning that seamlessly integrates inquiry learning, 21st Century Skills, and technology in an interdisciplinary, authentic approach to learning.

Beliefs

The "Miller Way", designed through Positive Interventions and Supports (PBIS), promotes unity, school pride, and a safe and productive learning environment.

The "Miller Way" says that we Millers are:

Learning- Students at Noblesville East Middle School set goals, do their best, are productive, listen actively, cooperate with others and ask questions.

Responsible- Students at Noblesville East Middle School are organized, on time, and prepared; they use time productively, stay on task, and complete all assignments accurately.

Respectful- Students at Noblesville East Middle School listen to others' ideas and opinions, follow all expectations and rules, consider and cooperate with others remain positive.

Safe- Students at Noblesville East Middle School stay in their personal spaces, use materials and equipment appropriately, and follow emergency procedures.

The "Miller Way" is promoted and supported in a variety of ways. Teachers incorporate it into their classroom management plans, and the administration reinforces it in morning announcements. It is also the focus of the student orientation program and is displayed throughout the building. All staff members, including teachers, administrators, cafeteria workers, maintenance staff, instructional assistants, office staff, MTAs, and nurses, have the opportunity to hand out "Miller Merits" to recognize and reward positive and productive behaviors and choices.

Narrative Description of School, Community, and Educational Programs

Noblesville East Middle School is one of two middle schools located in Noblesville, Indiana. Noblesville is a suburban community located north of Indianapolis, Indiana with over 57,584 residents. NEMS is the smaller of the two middle schools with an enrollment of 1,070 students in grades six, seven, and eight for the 2016-17 school year. The staff includes one principal, two assistant principals, sixty-six teachers, one instructional coach, one head of guidance with an additional two guidance counselors, one athletic director shared between the two middle schools, one speech and language pathologist, one media specialist, one nurse, fourteen instructional assistants, five administrative assistants, twenty-one cafeteria workers, and eleven custodians. The enrollment includes 28% of the students participating in the free and reduced price lunch program. The student population includes 83% white, 4% multiracial, 5% Hispanic, 5% African American, and 3% Asian students.

Noblesville East consists of interdisciplinary teams at grades 6, 7, and 8. Each team provides instruction in the core academic areas, which include math, language arts, science, and social studies. In grade 8, students also experience Spanish as a fifth core subject. Aside from the core instruction, students get to experience Wellness and Diversified Arts classes. Wellness occurs for a full year, while Diversified Arts changes to a new subject each nine weeks. Diversified Arts subjects include art, music, Gateway to Technology, and business technology. Students at all grade levels also have the opportunity to select band, choir, or strings from the Performing Arts. Students who select one of these options take the course in place of a semester of Wellness and two of the four Diversified Arts courses.

Our middle school also uses a Multi-Tiered System of Supports (MTSS) designed specifically to meet the needs of our students. Tier I instruction includes core curriculum and instruction and research-based strategies used by all general education teachers to support student learning and academic growth. Students are identified for additional Tier II or Tier III supports through NWEA, ISTEP+ scores, Fountas and Pinnell Benchmarking Assessments, and/or other progress monitoring tools available for use by the school. Tier II supports include Leveled Literacy Intervention (LLI), Math Intervention, and Basic Skills Development. Students not making gains through Tier II supports or who are identified as needing academic support beyond Tier II are recommended for Tier III supports that include more intensive LLI, Math Intervention, and Executive Functioning Skills Lab. Student progress in Tier II and Tier III supports is closely monitored, and placements may be adjusted based upon student performance.

Description and Location of Curriculum

Each content area's curriculum map has been developed and is consistently updated and revised by all teachers in each content area Professional Learning Community (PLC) using the Understanding by Design (UBD) process. These curriculum maps are grounded in the Indiana Academic Standards and are available through the school and school district.

Both math and language arts teachers use SpringBoard, CollegeBoard's Pre-Advanced Placement program. This program provides a curriculum framework composed of units of instruction, assessments, and online resources. It provides a variety of embedded teaching and learning strategies to help differentiate

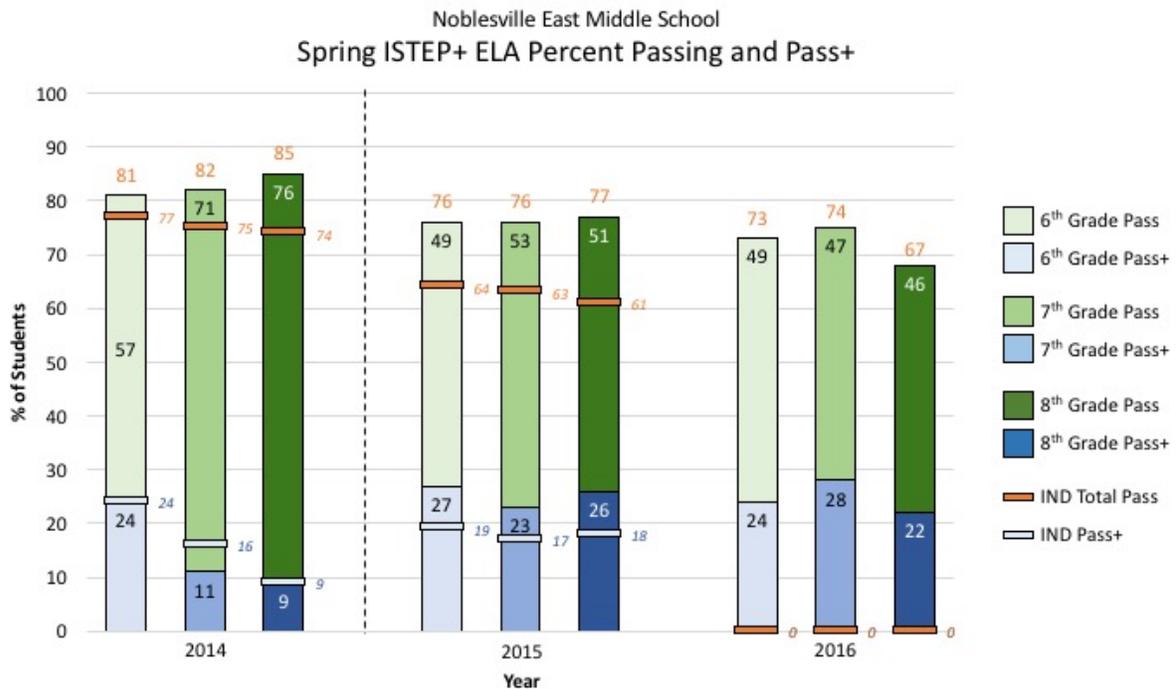
instruction in order to strengthen students' critical thinking and reasoning skills using research-based best practices. The framework provides interactive, student-centered activities that promote student engagement and ownership of learning.

Assessment Instruments in Addition to ISTEP+

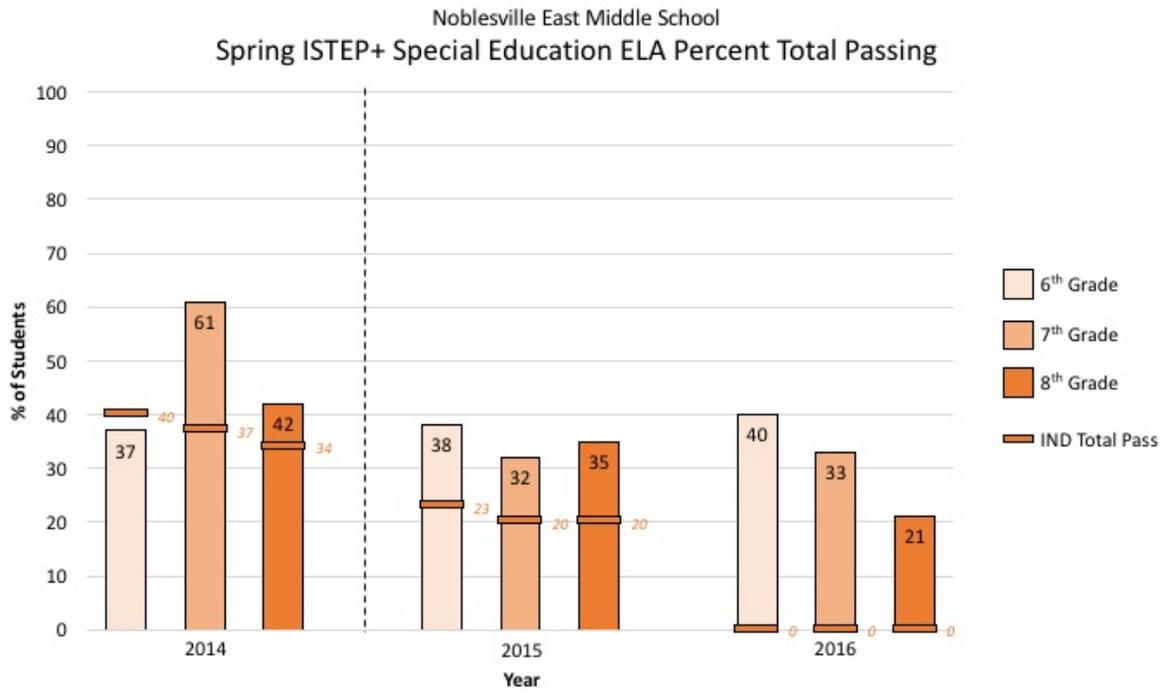
- **Northwest Evaluation Association (NWEA)** is a global not-for-profit educational service organization known for their assessment, Measures of Academic Progress (MAP). The assessment is used to better inform teacher instruction and maximize every learner's academic growth and learning needs.
- **Fountas and Pinnell Benchmarking System** is a standardized assessment individually administered to intervention students three times a year. Fluency, accuracy, and comprehension scores are used to measure instructional reading levels to inform small-group reading instruction.
- **STAR Reading Enterprise** is an assessment of reading comprehension and skills for independent readers. STAR Reading Enterprise tracks development in five domains: word knowledge and skills, comprehension strategies and constructing meaning, analyzing literary text, understanding author's craft, and analyzing an argument/evaluating text.

Section 2: School-wide Data Charts & Graphs

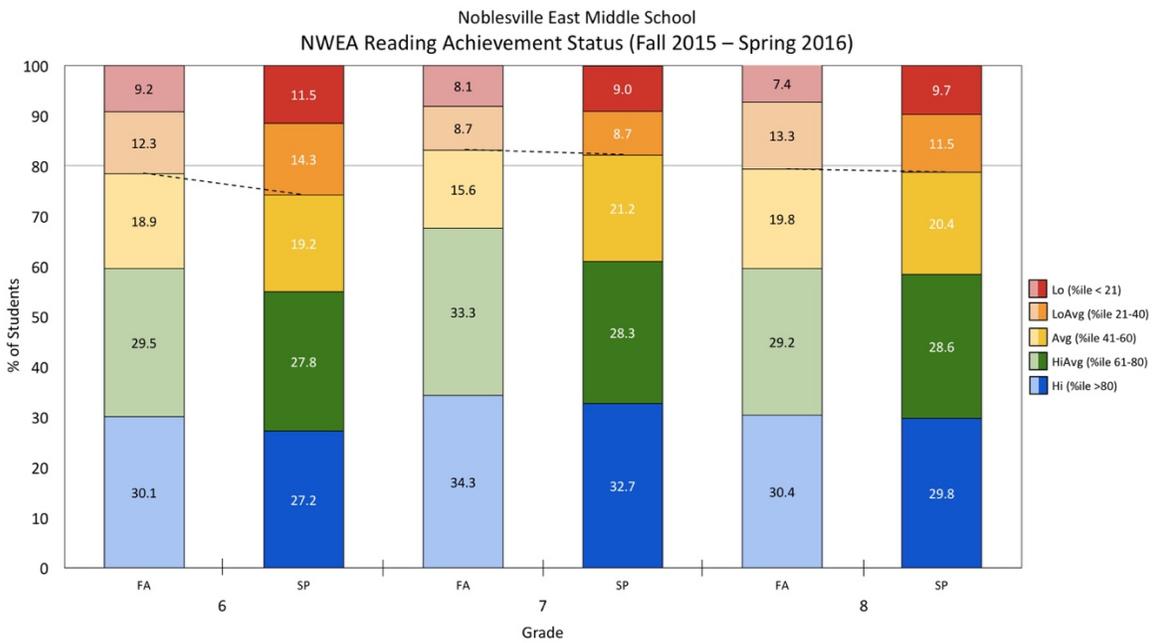
ISTEP+ ELA Percent Passing and Pass+:



ISTEP+ ELA Special Education Percent Passing and Pass+:

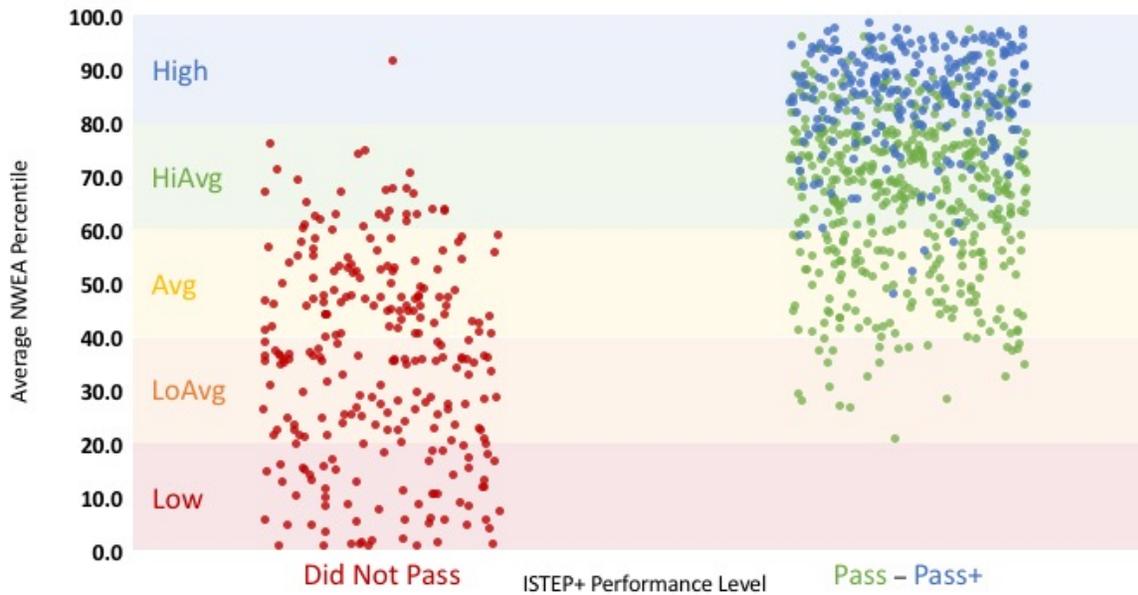


NWEA MAP Reading Achievement Status:



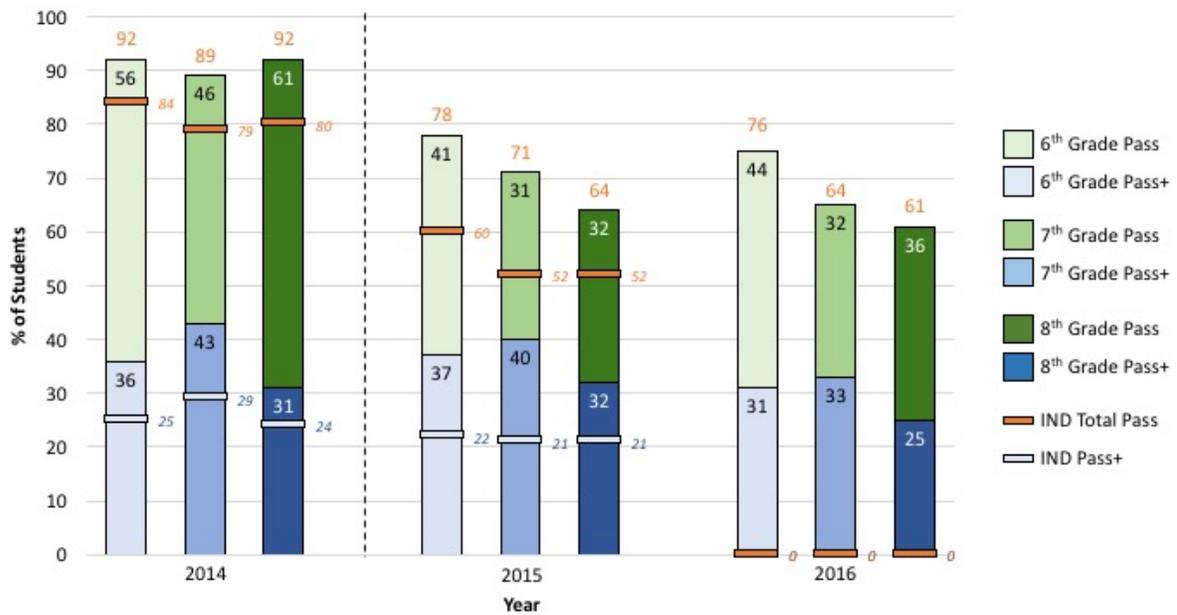
NWEA MAP Reading Comparison to ISTEP+ ELA:

Noblesville East Middle School
 Average Fall to Spring 2016 NWEA Reading Percentiles
 Compared to Spring 2016 ISTEP+ ELA Performance Level (Grades 6-8)



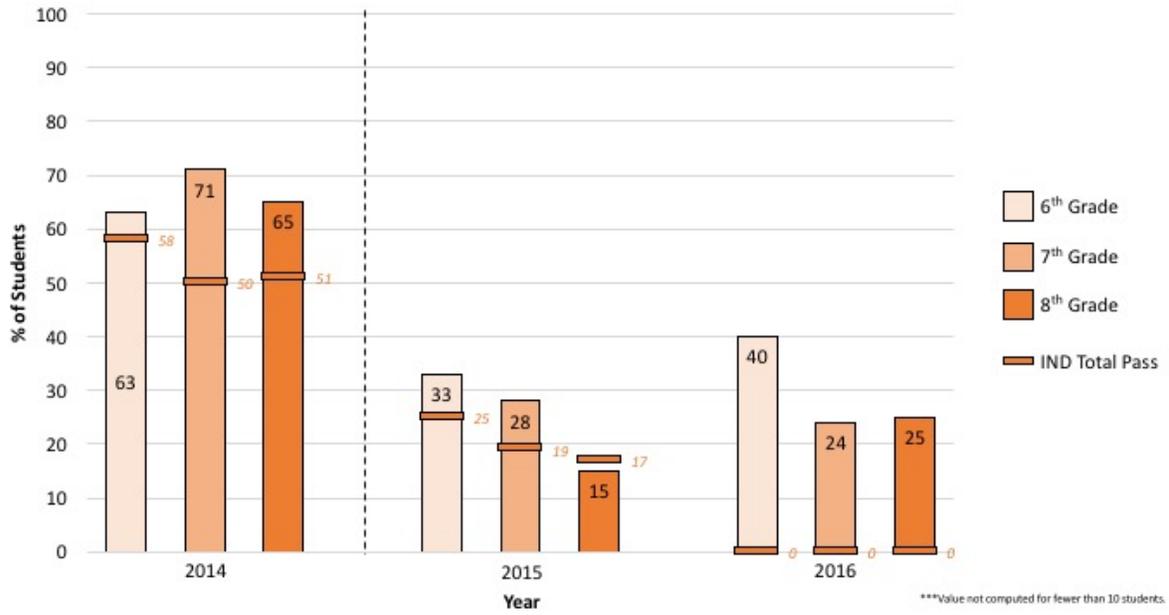
ISTEP+ Math Percent Passing and Pass+:

Noblesville East Middle School
 Spring ISTEP+ Math Percent Passing and Pass+



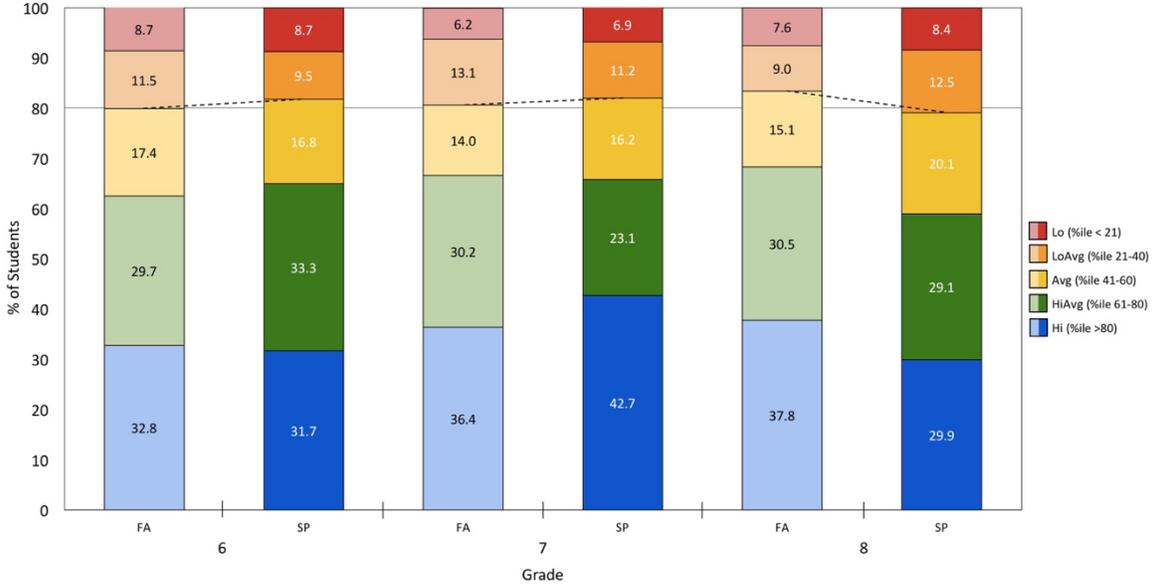
ISTEP+ Math Special Education Percent Passing and Pass+:

Noblesville East Middle School
Spring ISTEP+ Special Education Math Percent Total Passing

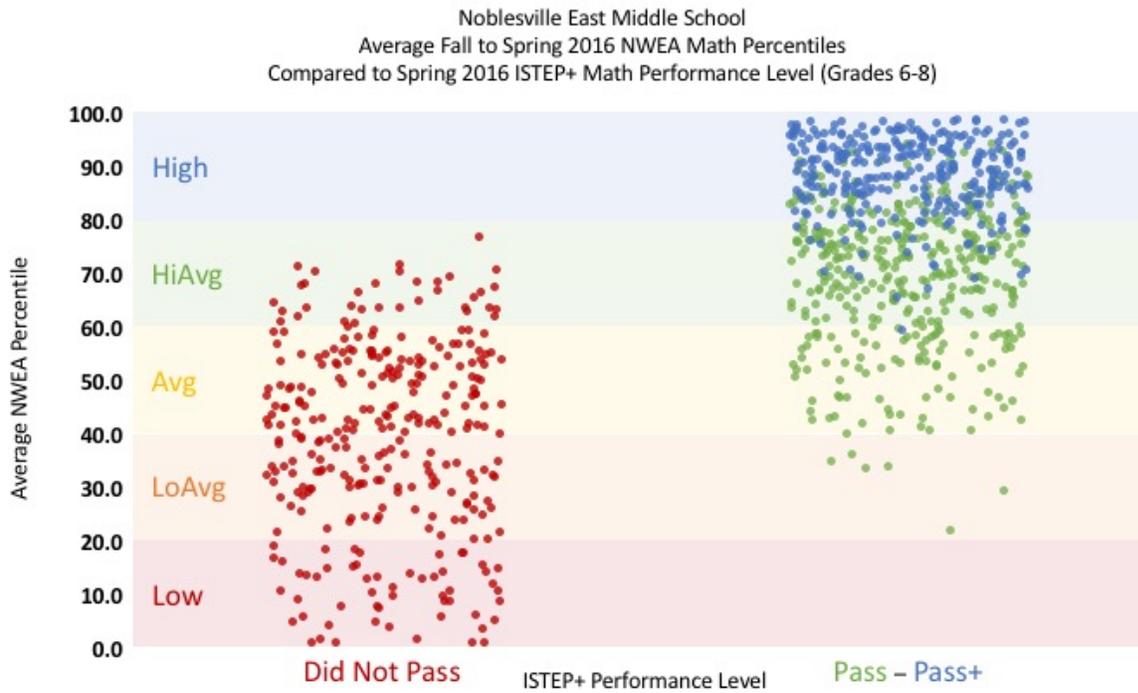


NWEA MAP Math Assessment Data:

Noblesville East Middle School
NWEA Math Achievement Status (Fall 2015 – Spring 2016)



NWEA MAP Math Comparison to ISTEP+ Math:



STAR Reading Assessment:

Grade	Student Growth Percentile	Number of Students	Grade Equivalent Average Change
6	46	62 of 63	+0.8
7	65	46 of 46	+1.0
8	49	57 of 57	+0.8

STAR Math Assessment:

Grade	Student Growth Percentile	Number of Students	Grade Equivalent Average Change
6	57	60 of 62	+1.0
7	75	45 of 47	+1.5
8	54	51 of 51	+1.1

Section 3: Conclusions about Current Educational Programming and Learning

Environment, Curriculum and Instructional Strategies Support Achievement of Indiana Academic Standards

Each content area has developed curriculum maps that are aligned to Indiana Academic Standards. The NEMS Leadership Team has also identified strategic actions to improve students' literacy skills across the curriculum. Strategic actions within the disciplines include such authentic literacy skills as predicting, connecting, inferring, synthesizing, analyzing and critiquing. Students demonstrate achievement of the standards through core activities, performance tasks, and assessments aligned with curriculum and instruction that places an emphasis on these skills.

Analysis of Student Achievement Based on ISTEP+ and Other Assessments

The NWEA Assessment data shows the continued need for NEMS to focus on improving students' overall literacy skills. In looking at the Math and Reading Achievement charts, it is evident that there is more positive growth with the Math assessment than the Reading assessment. From the Fall to the Spring assessments, two of the three grade levels (6th and 7th) showed positive growth in the area of Math, while none of the grade levels showed positive growth from Fall to Spring in Reading. Therefore, the faculty and staff will continue to work to improve the students' overall literacy skills across all disciplines and all grade levels.

Analysis of ISTEP+, NWEA, and reading benchmarking data demonstrates a need to continue to focus school improvement efforts on improving students' literacy skills, specifically analysis, evaluation, and criticism. Improvement is also needed in students' abilities to state a claim and cite specific evidence from texts in support of that claim. These skills are essential to developing student mastery of Indiana Academic standards within all disciplines.

The NEMS literacy study council also recommended that independent reading become a more intentional and strategic component of the school's improvement plan. Research, data and survey results indicated a strong need for this to become a systemic part of our program at NEMS. According to the research, independent reading, when done correctly, can provide students with effective opportunities to build vocabulary and comprehension skills.

Parent Participation in the School

Parents actively support Noblesville East Middle School by participating in the Parent/Teacher Organization and by volunteering to assist in classrooms, on field trips, and at athletic and social events. The school organizes several events to facilitate communication between the school and home. A parent night is held each spring to answer questions and provide information to parents of incoming sixth grade students. Likewise, "Meet at the Middle," a student orientation program, is held prior to the beginning of the school year to allow these parents and students an opportunity to tour the school. Each grade level hosts a Back-to-School night to introduce parents to the teachers and to the year's curriculum. Parents are also invited to attend the quarterly honor roll breakfast, a quarterly Miller STARS recognition program, and end-of-the-year eighth grade recognition program. NEMS also provides parents the opportunity to participate in other parent information events such as 21st Century Scholars night, 8th grade High School planning events, and parent technology information night.

The school maintains communication with parents throughout the year. Parents may access the Schoolwires page, which is the corporation and school's website; mailings including testing information are sent home; and parents and teachers communicate through email and phone calls. In addition, parents have online access to course materials through Canvas and their child's grades through PowerSchool. A school e-newsletter, Miller Matters, is emailed monthly to parents to communicate the most important happenings and information at NEMS, and a School Messenger system is used frequently to send more urgent or time sensitive information via email and phone. Students are provided a student handbook that is also posted online. Daily student announcements are posted online as well.

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

NEMS maintains a safe and orderly learning environment through Positive Behavior Interventions and Supports (PBIS), "Miller Way" expected behaviors, and a student code of conduct. The PBIS committee is a student support team that monitors the progress of all NEMS students and identifies students for additional interventions such as group supports or check-ins to help students improve decision-making and behaviors. Behavioral contracts are used when students need more intensive, individualized interventions. The "Miller Way" provides students, parents, and staff with a common set of values to guide student behavior. The student code of conduct is provided to every student. Teachers provide students, parents, and administrators with classroom management plans that include expectations for student behavior and consequences.

Emergency drills -- fire, tornado, earthquake, and code -- are conducted to ensure that students and staff understand safety procedures. A Crisis Management Plan is available in each classroom, and a team of staff members has been trained to respond when necessary. A school resource officer, secured entrance, and security cameras provide an extra measure of safety throughout the building. All NEMS staff and students have been trained in the A.L.I.C.E. (Alert, Lockdown, Inform, Counter, Evacuate) safety procedures to maximize school safety during emergency situations. The school corporation uses an electronic visitor check in system that coordinates with our district volunteer background database. All visitors must provide identification before being given access to the rest of the building. Upon presenting identification, the visitor will be given a personalized photo-ID badge to use while at the school. This measure provides an extra step towards maximizing the security of the main entrance to the building.

Technology as a Learning Tool

NEMS is a 1:1 computing school. Each student receives an iPad tablet at the start of the school year along with access to Canvas, an online learning management platform which teachers use as a tool to house their curriculum and facilitate blended instruction and learning. Student devices allow anytime, anywhere access to Canvas, as well as the internet and multiple applications for learning such as Google Docs, Gmail, Safari, Notability, Nearpod, and Keynote. In addition to student devices, each classroom teacher is also provided multiple technology devices to be used to facilitate teaching and learning, such as a laptop, iPad tablet, document camera, projector, Apple TV, and building-wide wireless access to the internet. Because technology tools are constantly evolving and improving, teachers are provided ongoing professional development in how these tools can be used to improve and enhance instruction and learning through workshops and sessions provided by the NEMS technology and instructional coaches, as well as district level technology specialists. Students also receive ongoing training through monthly digital citizenship.

During the 2015-16 school year, NEMS participated in a technology survey and walkthrough, and received data and feedback used by the Technology Committee to identify priorities for the 2016-17 school year. These priorities included continuing to embed the use of Canvas consistently across all teacher classrooms and promoting and increasing teachers' use of technology for self-directed professional development.

Professional Development Program

This school improvement plan establishes the primary focus of professional development each school year. This professional development is planned collaboratively with members of the school's leadership team and becomes the focus of faculty meetings, e-learning, and early release days that provide time for department and professional learning communities to collaborate. All NEMS teachers participate in e-learning days, early release days, faculty meetings, and continued district-wide curriculum development using the Understand By Design framework. Teachers have the opportunity to provide feedback related to professional development in the form of surveys, exit slips, and conversations among staff members.

Section 4

Specific areas where improvement is needed immediately:

Immediate improvement is needed in students' literacy skills, specifically analysis, evaluation, and critiques. Improvement is also needed in students' abilities to state a claim and cite specific evidence from texts in support of that claim. These skills are essential to developing student mastery of Indiana Academic Standards within all disciplines. Professional development must also continue in effective instructional design to facilitate mastery of these skills and the standards embedded in each discipline's curriculum map.

Section 5

Statutes and Rules to be Waived:

No statutes or rules have been requested to be waived by the Superintendent, Board, or IDOE.

Section 6

Timeline for Implementation, Review, and Revision:

The School Improvement Plan is revised during the spring and summer and submitted in the fall. It is then implemented throughout the school year until the revision cycle repeats the following spring and summer.

Noblesville Schools School Improvement Action Plan

Goal	All students will improve their literacy skills within each discipline.
Benchmarks	By June 30, 2017, students will score 8% above the state average on the Language Arts portion of the ISTEP+ test.
Supporting Data	6th and 8th grade ELA pass plus rates decreased to 24% and 22% respectively. 8th grade cohort data from the ISTEP+ ELA test shows female students outperform male students. 6th, 7th, and 8th grade special education students continue to perform at the lowest levels of any subgroup, with pass rates at 40%, 33%, and 21% respectively. The percentage of 6 th and 7 th students receiving full credit on ELA applied skills open-ended response questions remains at low levels.
Targeted Subgroups	Special Education, Free/Reduced Lunch, and Gender

Instructional Strategies (<i>Teachers will...</i>)	Learning Outcomes (<i>Students will...</i>)
Teachers will provide students weekly opportunities to engage in independent reading.	Students will read independently using high interest "just right" texts of choice.
Language Arts teachers will conference with students about their independent reading to monitor progress.	Students will conference with language arts teachers about their independent reading.
Teachers will collaborate to determine appropriate literacy strategies specific to their discipline. Teachers will then model how to use these strategies to appropriately analyze, evaluate, and critique texts within their discipline.	Students will use these strategies to expand and demonstrate their thinking within each discipline.
Teachers will model and require students to state a claim, support it with specific textual evidence, and connect the evidence to the claim.	Students will state a claim, support it with specific textual evidence, and connect the evidence to the claim.
Teachers will provide effective, specific feedback that leads to improved learning.	Students will use feedback to evaluate, revise, and expand their thinking and writing and improve their literacy performance.

Research Supporting Instructional Strategies	<p>Lent, R.C. (2016). <i>This is Disciplinary Literacy: Reading, Writing, Thinking, and Doing Content Area by Content Area</i>. Thousand Oaks, CA: Corwin Literacy</p> <p>Dufour, R. & Fullan, M. (2013). <i>Cultures Built to Last: Systemic PLCs at Work</i>. Bloomington, IN: Solution Tree Press</p> <p>Miller, D. (2009). <i>The Book Whisperer</i>. San Francisco, CA: Jossey-Bass</p> <p>Krashen, S.D. (2008). <i>The Power of Reading: Insights from the Research</i>. Paw Prints</p> <p>Tovani, C. (2004). <i>Do I Really Have to Teach Reading: Content Comprehension Grades 6-12</i>. Portland, ME: Stenhouse</p> <p>Allington, R.L. (2008). <i>What Really Matters in Response to Intervention</i>. Pearson</p> <p>Pinnell, G.S., & Fountas, I.C. (2007). <i>The Continuum of Literacy Learning</i>. Portsmouth, NH: Heinemann</p> <p>Marzano, R.J., & Pickering, D.J. (2001). <i>Classroom Instruction that Works</i>. Alexandria: Association for Supervision and Curriculum Development.</p> <p>Schmoker, M. (2011). <i>Focus: Elevating the Essentials To Radically Improve Student Learning</i>. Alexandria, VA: Association for Supervision and Curriculum Development.</p>
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Professional Development	
Action	Timeline
PLCs will review and revise unit curriculum maps using an <i>Understanding By Design</i> (UbD) revision process to further align desired results and evidence with desired literacy and critical thinking skills.	Ongoing through weekly PLC collaboration periods.

<p>PLCs will receive professional development to increase understanding, repertoire, and use of effective formative assessment strategies to generate formative assessment data.</p> <p>PLCs will receive professional development to learn and be able to use effective data collection and analysis processes to analyze formative, summative, and standardized assessment data to monitor and improve student learning.</p> <p>PLCs will receive professional development to learn how to and be able to collaboratively score student work using common rubrics to establish consistency in assessment of student performance.</p>	
Technology professional development will occur to increase teachers' knowledge, understanding, and use of tools to improve student literacy skills.	Ongoing during faculty, early release, eLearning, department, and PLC meetings
Literacy collaboration and training will occur to increase teachers' ability to use and model appropriate strategies to analyze, evaluate, and critique texts within their discipline.	Ongoing during faculty, early release, eLearning, PLC, and team meetings.
Book study and training will occur to increase Language Arts teachers' knowledge and ability to support colleagues' use and modeling of appropriate strategies to analyze, evaluate, and critique texts within their discipline.	First semester during department and PLC meetings.

Professional Development to Improve Cultural Competency of Teachers, Administrators, Staff, Parents, Students	
Action	Timeline
<p>NEMS PBIS Team collects and analyzes student behavior data and student survey results for continuous improvement in positive behavioral interventions and supports.</p> <p>NEMS Community Building Team prepares and provides interdisciplinary teams with the first three days of school and subsequent monthly curriculum focused on building a positive and cohesive school culture using the research based "40 developmental assets."</p> <p>NEMS counselors collect and analyze student feedback to prepare and provide classroom lessons, group lessons, and individual counseling sessions.</p> <p>NEMS teams will monitor student progress and provide support and intervention to meet student needs.</p>	Ongoing throughout the school year through committee, faculty, team, and counseling department meetings

Monitoring System	
Action	Review and Revision
Professional observation/evaluation and feedback	Ongoing
Professional Learning Community data analysis and planning	Monthly
Literacy Lab intervention	Daily

Assessments: Standardized and/or locally developed measures of progress toward the goal
 ISTEP+
 NWEA
 Literacy Lab Benchmarks
 PLC Common Formative Assessments
 PLC Performance Tasks