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# NOBLESVILLE WEST MIDDLE SCHOOL

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ENGAGE | INSPIRE | EMPOWER

## Continuous School Improvement Plan

### Section I: School Profile

#### **Vision, Mission, and Commitments:**

All Noblesville's schools share a common Mission, Vision, Commitments, and Framework for Learning. These foundation documents collectively define who we are, communicate what we value, guide our work, and drive our decisions as an individual school and district. They are aligned and mutually reinforcing to ensure development of the whole child and the highest levels of academic growth and achievement.

Our mission describes the everyday experiences we provide to our students, staff, and school community: *Noblesville Schools creates an inclusive, learner-centered culture that develops future-ready skills through relevant experiences supported by strong relationships that celebrate diversity and promote equity among students, staff, parents, and the community.*

Our vision describes a future we desire for our students, staff, and school community. We believe that living our mission daily will help us to accomplish this desired future: *We are engaged in intellectual pursuits, inspired to challenge the present, and empowered to adapt, innovate, and succeed today and tomorrow.*

Our commitments describe the behaviors we believe are necessary to live our mission and accomplish our vision. Noblesville Schools is committed to:

- *Teaching students to think critically, engage in dialogue, listen, consider multiple perspectives, use their voice, and value the humanity of others.*

- *Promoting equity, access, participation, and honoring the rights of all students, staff and families through our policies, procedures, and practices.*
- *Responding to and meeting the unique needs of students, staff and families.*
- *Cultivating trust, valuing dignity, empathy, and respect for students, staff, and families through words and actions.*
- *Engaging in ongoing, relevant, equity-centered professional development to create more equitable opportunities for all.*
- *Recruiting, supporting, retaining, and continually developing a culturally competent staff.*

### **Framework for Learning:**

This Framework for Learning establishes the overall and expected organization of curriculum, instruction, assessment, and learning environments within every school and classroom in the district. All practices, professional development, and allocation of resources will directly support and promote the elements of this framework to facilitate the highest levels of academic growth and achievement.

Learning Centered and Collaborative Culture: *Professional Learning Communities facilitate a focus on learning, a collaborative culture, and results orientation. These collaborative teams provide the structure through which the guaranteed and viable curriculum, meaningful learning experiences, and purposeful assessment and reflection are implemented, monitored, and adjusted to facilitate continuous improvement, student learning, and growth and development of the whole child.*

Meaningful Student Learning Experiences: *Meaningful student learning experiences are facilitated through consistent and effective application of clear standards of professional practice and high quality strategies for teaching, leadership, and professionalism. These standards and strategies are commonly defined through our Professional Growth and Evaluation Program, which establishes expectations for all Noblesville Schools educators, include students as active participants in their learning, and provide all students the access and opportunity to meet and exceed their potential.*

Thoughtfully Designed Curriculum: *Guaranteed curriculum in Noblesville Schools is the path of learning for a yearlong course or grade level content area, designed based on Indiana Academic Standards, by collaborative teacher teams, to achieve student learning of specific academic skills and concepts. The curriculum stems from Indiana Academic Standards and is guided by a backwards design process to create meaningful units of learning for students. Each school ensures that the necessary time is available and protected so all students have the opportunity to learn the guaranteed curriculum.*

Purposeful Assessment and Reflection: *Formal and informal assessments are designed to measure desired learning results established through the guaranteed and viable curriculum. These assessment results are used to provide feedback, facilitate student reflection and goal setting, monitor progress, and inform instructional planning. This purposeful assessment and reflection promotes a collaborative and results-oriented culture focused on student learning and growth.*

### **Description of the Curriculum:**

Curriculum in Noblesville Schools is the path of learning for a yearlong course or grade level content area, designed based on Indiana Academic Standards, by collaborative teacher teams, to achieve student learning of specific academic skills and concepts. The curriculum stems from Indiana Academic Standards and is guided by a backwards design process to create meaningful units of learning for students. Certified teachers at Noblesville Schools examine the Indiana Academic Standards, use a framework to plan units, and then deliver instruction with curriculum materials that support the standards. The curriculum section of the Noblesville Schools' website provides the public information and resources regarding curriculum materials, including instructions for parents to enroll as observers through our Canvas learning management system to access the most up-to-date curriculum content for their child. This step-by-step guide, available in Spanish, is also available to assist parents in this process. Specific details regarding the elementary and secondary curriculum are provided below.

The secondary schools offer a wide variety of course offerings pulled directly from the IDOE approved course list. These courses are updated annually based upon the needs and interests of students and the local community and made publicly available through

the schools' individual websites alongside scheduling guides for secondary students and their families as they collaboratively plan a student's pathway for learning.

### **Name/Description of Assessments in Addition to ILEARN:**

- **WIDA ACCESS** – A state assessment for English language learner students in Kindergarten through grade 12 that measures a student's current level of English proficiency and is also used for accountability purposes.
- **NWEA MAP Growth** – A nationally-normed, computer-adaptive assessment for measuring achievement and growth in Kindergarten through grade 8 in math and reading.

## **Section II: Description of Current Educational Programming and Learning Environment**

### **Maintaining a Safe and Disciplined Learning Environment for All Students and Staff:**

Noblesville Schools provides a safe and disciplined learning environment for all students and teachers. Each school's handbook is provided annually to parents, available on the district's website, and clearly defines the guidelines and expectations for students and families. Noblesville Schools uses positive behavior supports and restorative practices to promote and maintain a safe and positive learning environment. Schools regularly collect and analyze students' behavior and attendance data as well as surveys regarding the school environment.

Noblesville Schools uses a tiered approach to academics and behavior called Multi-Tiered System of Supports to ensure all students achieve their highest potential. This structure provides the necessary instruction and support for all students to achieve their academic, social, emotional and behavior goals. Noblesville Schools staff utilizes a variety of data in order to identify and assist students needing additional instruction and/or supports. These data include, but are not limited to, grades, NWEA assessments, attendance, standardized scores, Panorama, and discipline reports.

If a student is having difficulty academically, socially, or behaviorally, school personnel work to assist the student with skills that will help them improve the skills not yet mastered. As supplemental supports become more intense, results are used to make

decisions about the need for further research-based instruction and possible educational evaluation for special education services. Noblesville Schools places an emphasis on early identification through universal screenings, supplemental supports and self-advocacy supports for student learning.

### **Addressing the Learning Needs of all Students, Including Exceptional Learners**

Noblesville Schools operates as a Professional Learning Community (PLC). Staff are organized into high performing collaborative teams that meet regularly to focus on student learning. We believe that a team is a group of people working *interdependently* to achieve a *common goal*, for which members are held *mutually accountable*.

Collaborative teams are fundamental to operating successfully as a PLC and include all teachers and staff in a school community. (DuFour, DuFour, Eaker, & Many, 2006. *Learning By Doing: A Handbook for Professional Learning Communities at Work*. Bloomington, IN: Solution Tree). Collaborative teams work together to continuously improve student learning and success by addressing the four questions of a PLC:

1. What do we want students to learn?
2. How will we know if they've learned it?
3. What will we do if they haven't learned it?
4. What will we do if they already know it?

Noblesville Schools also uses a tiered approach called Multi-Tiered System of Supports (MTSS) to ensure all students achieve their highest potential. This structure provides the necessary instruction and supports needed to allow all students to achieve their academic, social, emotional and behavior goals. School staff utilize a variety of data sources to identify and assist students needing additional instruction and/or support. These data sources include, but are not limited to, standardized assessment scores, NWEA scores, locally-developed assessment scores, student grades, attendance, social and emotional data, and discipline reports. Noblesville Schools believes that children do well when they can. If a student is having difficulty academically, socially, emotionally, or behaviorally, school personnel work to assist the student with skills that will help them improve the skills not yet mastered. As supplemental supports become more intense, results are used to make decisions about the need for further evidence-based instruction and possible educational evaluation for special education services. Noblesville Schools places an emphasis on early identification through universal screenings, supplemental

support, and self-advocacy support for student learning. Noblesville Schools provides high ability program services for students who have been identified at performing at high levels academically, aptitudinally, and/or through exceptional gifts, talents, motivations, or interests. Therefore, Noblesville Schools acts to identify and challenge students through enriched and accelerated curricula. Students may be identified as high ability in math, English/language arts, or both.

### **Parental Participation:**

Parents actively support Noblesville West Middle School by participating in the Parent/Teacher Organization, on field trips, and athletic and social events. The school organizes several events to facilitate communication between the school and home. "Meet at the Middle," a student and parent orientation program, is traditionally held prior to the beginning of the school year. This event allows families the opportunity to tour the school and provides information and procedures before the start of school. An online Canvas module was created for students and parents to supplement this informational evening, virtually. Additionally, Meet at the Middle activities were conducted on the first day of school with students. Each grade level hosts a Back-to-School night in August to introduce parents to the teachers and to the year's curriculum.

For the last five years, Noblesville West Middle School received special recognition from the Indiana Department of Education as a Family Friendly School. This designation followed an application process and site visit from the Indiana Department of Education. The purpose of the program is to "recognize and honor schools that welcome all families into the school community, communicate effectively, support student success, speak up for every child, empower others, and collaborate with the community." School-to-home communication most frequently relies on technology, either emails or the school website. Families without internet access can elect to receive paper copies of all communication. Other means of communication include: phone calls, ParentSquare, Canvas and PowerSchool. Settings in both Canvas and PowerSchool can prompt alerts to parents of changes in assignments and grades nearly instantly. Both team and school e-newsletters are emailed weekly to parents to communicate the most important happenings and information at NWMS. The ParentSquare system is used frequently to send more urgent or time sensitive information via email and phone. Students are provided a digital student

handbook that is also posted online. Daily student announcements are shown on Monday during SLT and posted online for parents.

### **Coordinate Technology Initiatives:**

All Noblesville schools coordinate technology initiatives under the guidance of the [District Technology Plan](#). This plan is developed in collaboration with stakeholders from across the school community. Representatives from each school should work in conjunction with district leadership to ensure that the plan reflects the individual needs of each school.

Building level professional learning should include formal and informal opportunities for educators to build confidence and competence to design learning experiences that promote creativity and active learning through the integration of digital curricular resources and tools.

### **Career Awareness and Career Development Education Curriculum:**

Noblesville Schools recognizes that each student, regardless of background, has unique abilities, skills, interests and goals, which will lead to future career pathways. Preparing all students for future career pathways begins in elementary school and spans through high school graduation. Noblesville Schools' career awareness and career development education curriculum is comprehensive in scope, developmental in nature and is focused on preparing our students for the ever-changing needs of today's workforce. The learning progression focuses on self-concept and awareness, career awareness and exploration, acquiring employability skills, career preparing and planning. Elementary students begin their journey through self-concept and career awareness activities and lessons. In middle school, students continue to explore the world of work and further identify their interests, abilities, specific career clusters and postsecondary plans. As students enter high school, career exploration continues and preparing and planning becomes a priority as students near graduation.

### **Courses for Eligibility to Receive an Academic Honors Diploma:**

The courses offered at Noblesville High School provide multiple opportunities for all students to work towards an academic honors diploma starting their freshman year.

College-preparatory courses, dual-credit courses, and Advanced Placement courses all provide various routes to earn diplomas with academic honors. Students may also earn Core 40 diplomas with technical honors through various course offerings and vocational programs provided through The Pursuit Institute, the local career and technical education center. The goal of all opportunities and supports is to encourage all students to pursue and complete a Core 40 with academic honors and/or technical honors curriculum. All information related to scheduling, diploma pathways, and course descriptions are made available to students and families on [the school's website](#).

### List of Statutes and Rules to be Suspended from Operation:

There are no statutes and/or rules to be suspended from operation.

### Section III: Summary of Data



#### Student ELA Achievement Results

State Assessments	2020-2021			2021-2022			2022-2023		
ILEARN ELA Overall Proficient	School	District	State	School	District	State	School	District	State
<b>Overall</b>	<b>60.8</b>	<b>53.8</b>	<b>40.5</b>	<b>58.3</b>	<b>55.2</b>	<b>41.2</b>	<b>63.5</b>	<b>56.7</b>	<b>40.7</b>
Paid Meals	65.7	60.2	54.0	63.4	61.8	53.2	68.4	63.5	53.5
Free/Reduced Price Meals	39.7	33.1	25.9	37.4	34.4	27.0	43.7	36.5	27.2
General Education	67.4	60.5	45.6	64.4	61.7	46.9	70.4	63.1	46.2
Special Education	19.1	18.1	12.9	21.3	22.2	13.4	20.5	24.5	13.1
Non-English Language Learner	62.6	56.2	42.9	60.0	57.6	43.8	65.6	59.5	43.2
English Language Learner	8.5	9.8	11.7	20.4	14.9	13.9	6.1	11.2	13.0
Asian	86.7	65.5	56.7	72.7	60.3	56.7	72.0	63.3	54.9
Black	28.9	28.3	17.4	36.2	34.5	19.1	38.3	35.3	19.7
Hispanic	33.7	33.4	27.3	40.9	37.1	28.1	43.8	33.7	27.1
Multiracial	37.1	44.4	36.4	41.5	41.4	36.8	65.6	49.3	37.1
White	64.5	57.3	47.1	61.7	59.0	48.0	67.0	61.2	47.5

*\*District and State results are grades 3-8 combined \*\*\*Less than 10 students in the group. Results have been suppressed to protect student privacy*

Local Assessments	2020-2021		2021-2022		2022-2023	
NWEA MAP Growth Reading	Fall	Winter	Fall	Winter	Fall	Winter
Achievement (% At or Above Avg)	84.2	83.9	81.7	82.1	85.7	84.0
% of Students Who Met or Exceeded Their Projected RIT (Fa-Wi)*		54.3		55.5		54.7
% of Students Who Met or Exceeded Their Projected RIT (Wi-Wi)*		53.2		51.3		52.6

*Achievement: Based on percentage of students in the average, high average, and high achievement percentile quintiles (41st percentile and above).*

*Growth: It is typical for 50-60% of students to meet or exceed their projected RIT.*

#### Student Math Achievement Results

State Assessments	2020-2021	2021-2022	2022-2023
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ILEARN Math Overall Proficient	School	District	State	School	District	State	School	District	State
<b>Overall</b>	<b>43.1</b>	<b>50.1</b>	<b>36.9</b>	<b>48.1</b>	<b>53.7</b>	<b>39.4</b>	<b>53.4</b>	<b>56.2</b>	<b>40.9</b>
Paid Lunch	48.1	56.8	50.9	53.4	60.9	51.9	58.7	63.3	54.1
Free/Reduced Lunch	22.2	28.7	22.0	26.1	31.0	24.6	31.9	34.9	26.7
General Education	48.2	55.8	41.3	53.5	59.8	44.3	59.6	61.9	45.6
Special Education	11.7	20.2	14.1	15.8	23.3	15.7	14.7	26.9	16.8
Non-English Language Learner	44.7	51.9	38.9	49.9	55.9	41.6	55.2	58.4	42.9
English Language Learner	0.0	17.3	14.2	6.1	17.4	17.1	6.1	19.5	17.9
Asian	80.0	65.5	56.5	68.2	64.9	58.2	64.0	66.0	58.3
Black	10.5	16.6	11.6	27.6	29.1	14.4	30.0	29.7	16.2
Hispanic	17.3	27.8	22.0	28.0	31.7	24.8	35.8	31.8	25.9
Multiracial	28.6	36.5	30.5	26.8	34.6	33.3	46.9	42.7	35.0
White	46.4	54.3	44.4	52.0	58.3	47.1	56.7	61.3	48.7

\*District and State results are grades 3-8 combined \*\*\*Less than 10 students in the group. Results have been suppressed to protect student privacy

Local Assessments	2020-2021		2021-2022		2022-2023	
NWEA MAP Growth Math	Fall	Winter	Fall	Winter	Fall	Winter
Achievement (% At or Above Avg)	82.1	80.8	77.8	78.5	75.5	81.7
% of Students Who Met or Exceeded Their Projected RIT (Fa-Wi)*		50.2		50.8		68.2
% of Students Who Met or Exceeded Their Projected RIT (Wi-Wi)*		28.5		51.4		63.2

Achievement: Based on percentage of students in the average, high average, and high achievement percentile quintiles (41st percentile and above).

Growth: It is typical for 50-60% of students to meet or exceed their projected RIT.

## Attendance

	2020-2021	2021-2022	2022-2023
<b>Overall</b>	<b>95.6</b>	<b>93.2</b>	<b>95.3</b>
Model Attendee <i>Students who are either persistent (in attendance for at least 96% of the school year) or improved (attendance rate improved by at least 3% from the preceding school year) attendees</i>		46.1	

## Panorama Student Survey Data

Panorama is a student survey that measures student's interpretations of support and school environment. The National Benchmark summarizes the percentile at which the school compares to schools across the nation through Panorama's national dataset.

	Spring 2022		Spring 2023		School % Favorable	National Benchmark
	School % Favorable	National Benchmark	School % Favorable	National Benchmark		
Engagement	40	Near 30th	43	Near 40th		
Sense of Belonging	57	Near 60th	57	Near 60th		
Teacher-Student Relationships	73	Near 80th	72	Near 70th		
Emotion Regulation	59	Near 99th	60	Near 99th		
Self-Management	79	Near 90th	80	Near 90th		
Social Awareness	69	Near 60th	69	Near 60th		

## Demographic Data

	2020-2021		2021-2022		2022-2023	
	School	District	School	District	School	District
Percent Free/Reduced Lunch	20.6	22.2	18.6	20.9	19.5	24.3
Percent Special Education	15.3	15.7	15.5	16.5	15.7	17.4
Percent English Language Learner	3.2	4.1	3.6	4.8	3.6	5.5
Percent Asian	1.2	2.6	1.7	2.6	1.9	2.8
Percent Black	3.2	4.2	3.6	4.6	4.4	4.8
Percent Hispanic	7.2	7.5	9.0	8.2	9.7	8.7
Percent Multiracial	2.9	3.4	2.8	3.5	2.5	3.9

Percent White	85.0	81.9	82.5	80.7	81.1	79.5
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*\*District results are grades K-12 combined*

### **Narrative of Student Learning Data:**

At Noblesville West Middle School, the data from ILEARN and NWEA provides one perspective that helps us identify how well we are serving our students. Although there are many aspects to consider regarding our students’ growth and achievement, this evidence tells us that we are making a positive impact on many of our students.

For our overall ILEARN data and nearly every disaggregated category, we rebounded from our decline in scores in the 2021–2022 school year and even improved our proficiency when compared to scores from the 2020–2021 school year. With our focused work on writing instruction and meaningful mathematical practices, we believe our growth in scores reflects positively on the changes we have implemented and look forward to observing future impact.

While our ILEARN ELA achievement is above both the state and district percentages, the Math proficiency for Noblesville West is lower than the district. We demonstrated significant improvement in our percentages of students who met or exceeded their growth goals on NWEA, yet we are not experiencing the same growth with ILEARN Math scores. This helps us to acknowledge that we are making progress, yet still have more work to do to support student mathematical achievement.

The disaggregated data from ILEARN also helps us see that we are not serving our special education students and multilingual learners. Student achievement for both of these protected populations is significantly below the district proficiency in these same categories. While our achievement of special education students on the ELA assessment is above the state average, ELA achievement for English Language Learners, and Math achievement for both special education and English Language Learners is below the state average in addition to our district average. This is disappointing information, yet is helpful to encourage us to reflect on our current practices and implement changes to better support our students.

In general, this snapshot of data provides encouragement to continue the work we are currently doing while challenging us to address how our current practices can be improved to better serve all of our students.

**Specific Areas Identified by the School Where Improvement is Needed Immediately, and How the School Will Address These Areas:**

Through ILEARN data analysis we have identified the following areas that are in need of immediate attention. These areas were identified and rated using the ILEARN Blueprints for the current tested grade level and next grade level. We used the priority level identified in the blueprints and performance level of our students. Standards scored at a 6.0 (At/Near Borderline) and 6.5 (Below) were identified as standards in need of immediate improvement.

**6th Grade E/LA**

Standard		Priority 6	Priority 7	Performance	Essential Need of Support Priority
Cite textual evidence to support analysis of what a text says explicitly as well as inferences drawn from the text.	6.RL.2.1	3	1.5	2	6.5
Demonstrate command of English grammar and usage, focusing on usage. Writing simple, compound, complex, and compound-complex sentences; recognizing sentence fragments and run-ons.	6.W.6.1e	3	1	2	6

**7th Grade E/LA**

Standard		Priority 7	Priority 8	Performance	Essential Need of Support Priority
Determine the meaning of words and phrases as they are used in works of literature, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) within a story, poem, or play.	7.RV.3.1	2	1	3	6

**8th Grade E/LA**

Standard		Priority 8	Performance	Essential Need of Support Priority
Cite the textual evidence that most strongly supports an analysis of what a text says explicitly as well as inferences drawn from the text.	8.RN.2.1	3	3	6

**6th Grade Math**

Standard		Priority 6	Priority 7	Performance	Essential Need of Support Priority
Understand that positive and negative numbers are used to describe quantities having opposite directions or values (e.g., temperature above/below zero, elevation above/below sea level, credits/debits, positive/negative electric charge). Use positive and negative numbers to represent and compare quantities in real-world contexts, explaining the meaning of 0 in each situation.	6.NS.1	3	1.5	2	6.5
Use reasoning involving rates and ratios to model real-world and other mathematical problems (e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or	6.NS.1	3	1.5	2	6.5

equations).					
Divide multi-digit whole numbers fluently using a standard algorithmic approach.	6.C.1	3	1	2	6
Compute with positive fractions and positive decimals fluently using a standard algorithmic approach.	6.C.2	3	1	2	6

## 7th Grade Math

Standard		Priority 7	Priority 8	Performance	Essential Need of Support Priority
Explain what the coordinates of a point on the graph of a proportional relationship mean in terms of the situation, with special attention to the points (0, 0) and (1,r), where r is the unit rate.	7.AF.8	1.5	1.5	3	6
Develop probability models that include the sample space and probabilities of outcomes to represent simple events with equally likely outcomes. Predict the approximate relative frequency of the event based on the model. Compare probabilities from the model to observed frequencies; evaluate the level of agreement and explain possible sources of discrepancy.	7.DSP.7	2	1	3	6
Identify and describe similarity relationships of polygons including the angle-angle criterion for similar triangles, and solve problems involving similarity.	7.GM.2	2	1	3	6
Understand the formulas for area and circumference of a circle and use them to solve real-world and other mathematical problems; give an informal derivation of the relationship between circumference and area of a circle.	7.GM.5	3	0	3	6
Know there are rational and irrational numbers. Identify, compare, and order rational and common irrational numbers ( $\sqrt{2}$ , $\sqrt{3}$ , $\sqrt{5}$ , ?) and plot them on a number line.	7.NS.3	3	1	2	6

## 8th Grade Math

Standard		Priority 8	Performance	Essential Need of Support Priority
Solve linear equations with rational number coefficients fluently, including equations whose solutions require expanding expressions using the distributive property and collecting like terms. Represent real-world problems using linear equations and inequalities in one variable and solve such problems.	8.AF.1	3	3	6
Give examples of linear equations in one variable with one solution, infinitely many solutions, or no solutions. Show which of these possibilities is the case by transforming a given equation into simpler forms, until an equivalent equation of the form $x = a$ , $a = a$ , or $a = b$ results (where a and b are different numbers).	8.AF.2	3	3	6
Describe qualitatively the functional relationship between two quantities by analyzing a graph (e.g., where the function is increasing or decreasing, linear or nonlinear, has a maximum or minimum value). Sketch a graph that exhibits the qualitative features of a function that has been verbally described.	8.AF.4	3	3	6

Interpret the equation $y = mx + b$ as defining a linear function, whose graph is a straight line; give examples of functions that are not linear. Describe similarities and differences between linear and nonlinear functions from tables, graphs, verbal descriptions, and equations.	8.AF.5	3	3	6
Write and use equations that model linear relationships to make predictions, including interpolation and extrapolation, in real-world situations involving bivariate measurement data; interpret the slope and y-intercept.	8.DSP.3	3	3	6
Apply the Pythagorean Theorem to determine unknown side lengths in right triangles in real-world and other mathematical problems in two dimensions.	8.GM.8	3	3	6
Apply the Pythagorean Theorem to find the distance between two points in a coordinate plane.	8.GM.9	3	3	6

We plan to address these areas in need of immediate improvement through our collaborative PLC process, ongoing professional development in math with Mike Steele and Kate Roberts in language arts.

#### **Section IV: Continuous and Strategic School Improvement Action Plan**

The following action plan has been created based upon careful analysis of the data provided in the previous section and strategically addresses the specific areas identified by the school where improvement is needed immediately.



## Noblesville Schools Continuous School Improvement Action Plan

### Schoolwide Improvement SMART Goals

*Objectives for continuous improvement in, at a minimum, the areas of attendance rate, ILEARN proficiency rates, and graduation rates for the school to achieve over a three year period and how the school expects to meet these objectives.*

#### **Our Current Reality:**

In 2023, 63.5% of our students in grades 6-8 demonstrated proficiency on the ELA ILEARN assessment.

#### **Our SMART Goal:**

The percentage of 6-8 grade students demonstrating proficiency in English Language Arts will increase from 63.5% to 67.4% by the end of May 2024 as measured by the ILEARN assessment to reach our goal of 79.2% percent proficiency by 2027.

#### **Our Current Reality:**

In 2023, 53.4% of our students in grades 6-8 demonstrated proficiency on the Math ILEARN assessment.

#### **Our SMART Goal:**

The percentage of 6-8 grade students demonstrating proficiency in Math will increase from 53.4% to 58.6% by the end of May 2024 as measured by the ILEARN assessment to reach our goal of 74.1% percent proficiency by 2027.

#### **Our Current Reality:**

In 2023, the attendance rate of 6-8 grade students was 95.3%.

#### **Our SMART Goal:**

The attendance rate of 6-8 grade students will increase from 95.3% to 95.69% by the end of May 2024 as measured by the yearly attendance rate to reach our goal of 96.55% attendance rate by 2027.

**Schoolwide Improvement Action Plan***Strategies, programs, and/or services to address student learning needs; methods to improve cultural competency.*

<b>What strategies, programs, and/or services have you identified to address the needed improvement?</b>	<b>What action steps will you take to implement these strategies, programs, and/or services?</b>	<b>Who will do this work?</b>	<b>When will this work be completed?</b>	<b>What evidence will be used to measure the effectiveness of these strategies, programs, and/or services?</b>
Essential standards work in ELA and math: defining essential standards, unpacking standards into learning targets, and agreeing upon criteria for proficiency.	Department meetings; PLC meetings; team meetings; professional development during eLearning days	Assistant Supt of Learning; Assistant Director of Secondary Learning; math and language arts department chairs; PLC facilitators; classroom teachers	Ongoing-2023-2024 school year	Classroom walkthroughs-are students engaged in learning? Can they articulate their goals for learning and how they will show they have learned?  Review of unit goals and alignment to learning targets  Review of assessments used by collaborative teams
Ongoing professional development in ELA and math best practices, working with outside consultants including Kate Roberts in ELA and Mike Steele in math (6-12).	Attend professional development and implement strategies; collaboration among departments and PLCs	Assistant Superintendent of Learning, Assistant Director of Secondary Learning, Secondary ELA and Math Department Chairs, building administrators	Ongoing-2023-2024 school year	Observations of collaborative team meetings  Observation of updated instructional practices during formative classroom walkthroughs

Development of 6-12 Math Leadership Team		Assistant Director of Secondary Learning, Secondary Math Department Chairs, building administrators	Ongoing-2023-2024 school year	
Implementation of guaranteed and viable curriculum, grounded in essential standards, that is responsive to student needs, culturally inclusive, and vertically aligned to ensure high levels of cognitive challenge and a focus on transfer of learning.	Department meetings; PLC meetings; team meetings; professional development during eLearning days; DEI committee	Assistant Director of Secondary Learning, Math and LA Department Chairs, Math and LA PLC Facilitators, building Instructional Coach, classroom teachers, building administrators	Ongoing-2023-2024 school year	Observations of collaborative team meetings  Observation of updated instructional practices during formative classroom walkthroughs
Analyze evidence of student progress utilizing cognitively complex common formative assessments and common summative assessments through PLC practices.	Department meetings; PLC meetings; team meetings; professional development during eLearning days	Content area Department Chairs, PLC Facilitators, building Instructional Coach, classroom teachers, building administrators	Ongoing-2023-2024 school year	Review of assessments and assessment data used by collaborative teams
Update MTSS protocols in each grade level to support collaborative planning in order to provide strategic support to students that align with classroom instruction.	MTSS committee meetings; team meetings; monthly late start MTSS meetings	Grade level multi-disciplinary teams, Math and LA Lab teachers (when applicable), building Instructional Coach, building administrators	Ongoing-2023-2024 school year	Review of assessments and assessment data used by collaborative teams to identify students  Review and revision of MTSS plans based on information gathered from



				progress monitoring data
Use math instructional practices aligned to Indiana Academic Standards and Process Standards for Mathematics that include relevant, realistic, and real world experiences for all students (K-8, Alg 1, Geometry, Alg II).	Department meetings; PLC meetings; professional development during eLearning days	Assistant Director of Secondary Learning, Math Department Chairs, Math PLC Facilitators, building Instructional Coach, classroom teachers, building administrators	Ongoing-2023-2024 school year	Observations of collaborative team meetings  Observation of updated instructional practices during formative classroom walkthroughs
Implement evidence-based instructional strategies for writing and reading at the secondary level	Department meetings; PLC meetings; professional development during eLearning days	Assistant Director of Secondary Learning, Math and LA Department Chairs, Math and LA PLC Facilitators, building Instructional Coach, classroom teachers, building administrators	Ongoing-2023-2024 school year	Observations of collaborative team meetings  Observation of updated instructional practices during formative classroom walkthroughs
Create more opportunities for writing across the curriculum, specifically in social studies, along with primary and secondary source analysis (6-12).	Department meetings; PLC meetings; professional development during eLearning days	Assistant Director of Secondary Learning, SS department chairs, SS PLC facilitators, building Instructional Coach, classroom teachers, building administrators	Ongoing-2023-2024 school year	Observations of collaborative team meetings  Observation of updated instructional practices during formative classroom walkthroughs
Increase the use of academic and language development strategies for EL/ML students (K-12).	Newcomers ELA class; department meetings; PLC meetings; professional	Director of Equity and Inclusion, assistant principal, EL/ML	Ongoing-2023-2024 school year	Observations of collaborative team meetings

	development during eLearning days	collaborative teacher		Observation of updated instructional practices during formative classroom walkthroughs
Implement specific ELA WIDA instructional strategies and the WIDA instructional framework.	Newcomers ELA class; department meetings; PLC meetings; professional development during eLearning days	Director of Equity and Inclusion, assistant principal, EL/ML collaborative teacher, general education teachers	Ongoing-2023-2024 school year	Observations of collaborative team meetings  Observation of updated instructional practices during formative classroom walkthroughs
Monthly attendance meetings	Calendared meeting to discuss students with attendance concerns	Dean of Students, social worker, grade level counselor, secretary of attendance, secretary of student services	Ongoing-2023-2024 school year	Ongoing attendance reports
Project ACES	Attendance letters, attendance meetings with parents, attendance contracts	Dean of Students, social worker, secretary of attendance, secretary of student services	Ongoing-2023-2024 school year	Copies of attendance letters, meeting notes, ongoing attendance reports
Home Visits	Home visits for students in need of immediate improvement for attending school	School Resource Officer, Dean of Students, Social Worker	Ongoing-2023-2024 school year	Notes on visits, ongoing attendance reports

All professional development programs and activities included in this plan comply with [local school board policy](#).