Noblesville West Middle School
School Improvement Plan
2017-2018

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Engage. Inspire. Empower
Section 1: School Profile

Mission, Vision, and Beliefs

Mission: Noblesville Schools creates a learner-centered culture that seamlessly fosters future-ready skills through authentic, interdisciplinary experiences supported by strong relationships among students, staff, parents, and the community.

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

Description of School, Community, and Educational Programs

Noblesville is a suburban community located north of Indianapolis, Indiana that consists of nearly 55,000 residents. Opening the 2012-2013 school year, Noblesville West Middle School (NWMS) became the second middle school in Noblesville. The student attendance rate remains consistently between 96-97% over the last five years.

Noblesville West Middle School has 1,356 students. Student population is expected to continue to increase in the coming years. The staff consists of 145 total staff members, 96 certified and 49 classified staff members.

The NWMS 2016-2017 student demographics consist of 20% students receiving free and reduced price lunch students. The enrollment summary reports 88% Caucasian, 5% Hispanic, 3% multiracial, 2% African American, and 2% Asian students. As student enrollment increases, an increase in both ethnic and socioeconomic diversity is expected.

The school is organized into twelve interdisciplinary teams. The eighth grade teams consist of a language arts, math, social studies, science, and Spanish teacher. At sixth and seventh grade, each student’s schedule includes math, social studies, science, and language arts classes.

NWMS offers extensive opportunities for students in addition to the core content areas. Some of these are business and information technology, Gateway to Technology (GTT), wellness, band, choir, strings, jazz band, show choir, honors strings, yearbook, and studio announcements. Academic clubs include Spell Bowl, Academic Team, Student News, Speech Club, Yearbook, Geography Bowl, Robotics, Math Counts, Tech Club, and National Jr. Honor Society. Athletic activities include cross country, track, tennis, basketball, football, wrestling, softball, baseball, dance, cheerleading, and volleyball. Some additional extracurricular clubs include pep band, school musicals/plays, community service, anti-bullying club and student council.
Section 2: Summary of Data

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

Year | 6th Grade Pass | 6th Grade Pass+ | 7th Grade Pass | 7th Grade Pass+ | 8th Grade Pass | 8th Grade Pass+ | IND Total Pass
---|---|---|---|---|---|---|---
2015 | 40 | 60 | 79 | 39 | 33 | 67 | 52
2016 | 40 | 60 | 79 | 36 | 33 | 67 | 52
2017 | 34 | 60 | 83 | 49 | 33 | 70 | 52

Noblesville West Middle School
Spring ISTEP+ ELA Percent Passing and Pass+

Year | 6th Grade Pass | 6th Grade Pass+ | 7th Grade Pass | 7th Grade Pass+ | 8th Grade Pass | 8th Grade Pass+ | IND Total Pass
---|---|---|---|---|---|---|---
2015 | 31 | 64 | 78 | 47 | 63 | 47 | 61
2016 | 32 | 66 | 80 | 48 | 68 | 50 | 62
2017 | 39 | 66 | 83 | 44 | 62 | 51 | 62

8th Grade Pass | 8th Grade Pass+ | IND Total Pass
2016-2017 NWEA Data

Noblesville West Middle School
NWEA Reading Achievement Status (Fall 2016 – Spring 2017)

Noblesville West Middle School
NWEA Math Achievement Status (Fall 2016 – Spring 2017)
Section 3: Conclusions about Current Educational Programming and Learning Environment

Supporting Indiana Academic Standards
Each content area has developed curriculum maps grounded in the Indiana Academic Standards, thus helping to focus instruction. The School Improvement Committee has identified strategic actions to improve students’ ability to make meaning from a text. The ability to make meaning in all courses helps students to learn content and improve thinking and application skills. A text could include a reading passage or complex multi-step math problem. When students are able to make meaning of a text, they are able to identify crucial details, think strategically and eliminate nonessential information. This is a skill that students must have regardless of content area or task. More specifically, this goal targets student deficiencies found in ISTEP+ data in both math and language arts.

Conclusions about Student Achievement Based on ISTEP+ and Other Assessments:

English/Language Arts Data Statements

Strengths:
- Grade 6 increased by 3.8% on 2017 E/LA ISTEP+
- Grade 8 increased by .3% on 2017 E/LA ISTEP+
- Grade 7 cohort increased by 1% in E/LA ISTEP+
- The school’s overall percentage increase by .5% on 2017 E/LA ISTEP+

Challenges:
- Grade 7 decreased by 2.7% on E/LA ISTEP+
- Grade 8 cohort decreased by 4.4% on E/LA ISTEP+
- The subgroups of EL, special education, and low SES, continue to underperform.

Mathematics Data Statements
Strengths:
- Grade 6 increased by 4% passing ISTEP+
- Grade 7 increased by .1% passing ISTEP+
- Grade 8 cohort increased by 6% passing ISTEP+
- Grade 8 increased by 12.3% passing ISTEP+
- Overall passing percent for ISTEP+ increased 5.3%

Challenges:
- Grade 6 cohort decreased by 3% passing ISTEP+
- Grade 7 cohort decreased by 9% passing ISTEP+
- Subgroups of EL, special education, and low SES, continue to underperform.

Parental Participation in the School
Parents actively support Noblesville West Middle School by participating in the Parent/Teacher Organization, 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. A separate parent night is held in January for parents of special education students in 5th grade. Parent think-tank groups were developed during spring 2016 and met both during the day and in the evening once per month in order to facilitate home-to-school collaboration. Other parent subgroups were created to work on district initiatives like MTSS and English Learner outreach programs.

In the spring of each school year, parents can participate in a book study of Why Do They Act this Way?: A Survival Guide to the Adolescent Brain. The purpose behind the book study was to assuage parents’ fears and give them tools to deal with their continually changing child. Likewise, "Meet at the Middle," a student and parent orientation program, is held prior to the beginning of school year. This event allows families the opportunity to tour the school and provides information and procedures before the start of school. Also during the summer, NWMS staff deliver backpacks to low SES families, allowing them to meet parents and welcome them in their own neighborhoods. Each grade level hosts a Back-to-School night in August to introduce parents to the teachers and to the year’s curriculum. Other opportunities for parental involvement include Parent Tech nights, locker helpers, PTO, field trips, field days, fundraisers, recognition programs, guest speakers, bookstore, clubs, athletics, performing arts, and classroom and library volunteers.

In 2017, 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.”

Parent Communication: 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, Remind 101, 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 School Messenger 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 during the day at school and posted online for parents.
Provision to Maintain a Safe and Disciplined Learning Environment for Students and Teachers

NWMS maintains a safe and orderly learning environment through the "Millers are..." philosophy, which is the overarching student code of conduct. The school climate committee, which falls under the MTSS umbrella, a student support team that monitors the progress of all NWMS students, and identifies needs and additional interventions or incentives. The Miller Merit Incentive Program allows teachers to award tickets to students exhibiting behaviors that are learning, responsible, respectful or safe. Students can receive special privileges and prizes for these tickets.

The student code of conduct located in the student handbook is provided to students via their iPads. Teachers provide students, parents, and administrators with classroom management plans that include expectations for student behavior and consequences. Each school year starts with a team activity which leads students through the student handbook and reviews key topics. Positive behaviors are also reinforced through the daily student announcements as needed.

Crisis Management Plans are in place and followed by all students and staff. Emergency drills – fire, tornado, earthquake, and evacuation and lockdown drills – are conducted on a monthly or semi-yearly basis.

A school resource officer and security cameras provide an extra measure of safety throughout the building and parking lot.

During each school year, employees and students receive training and practice drills following the ALICE method of response to an intruder. This provides students and adults additional options rather than the traditional “lockdown” approach. Employees are also trained in child abuse prevention. New staff are trained in both ALICE and child abuse prevention as they join the Noblesville Schools staff.

NWMS is a locked door facility. Visitors are contained in the lobby area and greeted by the receptionist. They are only allowed to enter other areas of the building after checking in with school personnel and providing an ID. Visitors must wear badges when traveling throughout the building.

Technology as a Learning Tool

During the 2014-2015 school year NWMS began its 1:1 technology initiative using iPads. This use of technology supports best practices in teaching and learning. The devices allow teachers to differentiate, which gives more students the opportunity to succeed. Available technology also increases engagement and enhances student interest. NWMS believes that responsible use of technology can enhance the learning experience through collaboration, critical thinking, and creativity.

Professional Development

At the end of each school year, the staff analyzes ISTEP+ and other data to determine the direction of the improvement initiatives and areas of needed professional development (PD) for the following school year. These areas then become the focus of faculty meetings and early release days that provide time for departments and professional learning communities to collaborate. Thirty-minute early release days are provided six times throughout the year and allow PLC, department, and whole-school professional development. Six additional extended early release days are used for student eLearning. Students are released over two hours early on these days, and teachers use this time for professional development. Certified staff participates in book studies, leadership, and department meetings. These are all in addition to the teachers’ daily PLC and/or team times. The NWMS instructional and technology coach provides on-demand professional development and academic discussions. In addition to meeting with individual
PLCs, the coach offers any needed training during shared prep time. Some of the topics of these PD conversations include curriculum mapping, NWEA training, curating resources, effectively using technology to increase engagement, literacy strategies, increasing rigor, differentiation, data analysis, and progress monitoring.

Section 4: School Improvement

Specific areas where improvement is needed immediately
Immediate improvement is needed in students’ ability to make meaning from texts and express themselves completely and accurately. These skills are essential to make students college and/or career ready. These skills are needed to master the Indiana Academic Standards and are applicable in all discipline areas. Professional development must also continue in effective curriculum design promoting student transfer and application of knowledge and skills.

Problem Statement #1:
Students in grades 6-8 are struggling to perform at a high level on questions on ISTEP+ requiring a constructed response.

Inquiry Questions:
- What strategies are being taught to develop students’ ability to answer open-ended questions?
- What strategies are being used to extend student thinking and allow them to transfer information?

Hypothesis:
- If we purposefully plan and execute lessons grounded in Indiana Academic Standards that gradually transfer responsibility for higher levels of thinking, then students will be able to think at a high level.
- If we establish a clear learning goal and purpose for learning, then students will be able to monitor their own progress towards the goal.
- If we allow students to struggle and foster independent thinking, students will develop the fortitude to come to deeper conclusions and meaningful connections. They will also increase stamina in working through difficult tasks.
- If students are making meaning from a text, this skill will transfer into written expression and complex problem solving.

Problem Statement #2:
Students with higher SES are performing better on ISTEP+ than students with lower SES.

Inquiry Questions:
- Which instructional strategies can staff use to better support the learning of lower SES students?
- What school support systems do we have in place to ensure all students can be successful?
- How do we build better parent-school relationships for our lower SES student population?
- How do we build better teacher-student relationships for our lower SES student population?
- How do we reinforce model attendance (97% or above) with those SES students with poor attendance?

Hypothesis:
- If we engage all learners based on their specific needs, then all students will show appropriate growth.
● If we provide opportunities and support through the MTSS process, then students will have their needs met on multiple levels (academic, social and emotional).
● If we provide opportunities to meet with families within the communities of our lower SES students, positive relationships will be developed.
● If we identify and build upon individual student core character strengths, a positive rapport between teacher and student will occur.
● If we monitor individual student attendance and pursue those frequently absent, individual attendance will improve.

Problem Statement #3
Non-English Learners are performing better than their EL counterparts in all areas of ISTEP+.

Inquiry Questions:
● Which instructional strategies can staff use to better support the learning of EL students?
● What school support systems do we have in place to ensure all students can be successful?
● How do we build better parent-school relationships for our growing EL population?
● How do we build better teacher-student relationships for our EL student population?
● How do we reinforce model attendance (97% or above) with those EL students with poor attendance?

Hypothesis:
● If we engage all learners based on their specific needs, then all students will show appropriate growth.
● If we provide opportunities and support through the MTSS process, then students will have their needs met on multiple levels (academic, social, and emotional).
● If we provide opportunities to meet with families within the communities of our EL students, then positive relationships will be developed.
● If we identify and build upon individual student core character strengths, a positive rapport between teacher and student will occur.
● If we monitor individual student attendance and pursue those frequently absent, individual attendance will improve.

Problem Statement #4
Students in Special Education are performing at a lower rate on ISTEP than their general education peers.

Inquiry Questions:
● Which instructional strategies can staff use to better support special education students?
● What school support systems and structures do we have in place to ensure that special education students can be successful?
● How do we build shared responsibility for students on the parts of general education and special education teachers?
● How do we build better teacher-student relationships for our lower SES student population?
● How do we reinforce model attendance (97% or above) with those special ed students with poor attendance?

Hypothesis:
● If we engage all learners based on their specific needs, then all students will show appropriate growth.
If we provide opportunities and support differentiation in the classroom, special education students will benefit.
If we provide professional development for teachers on how to use data to drive instruction, responsive instruction will increase.
If we identify and build upon individual student core character strengths, a positive rapport between teacher and student will occur.
If we monitor individual student attendance and pursue those frequently absent, individual attendance will improve.

Statutes and rules to be waived
No waivers of statutes or rules have been requested.

Section 5: Action Plan

Noblesville Schools
School Improvement Action Plan

<table>
<thead>
<tr>
<th>Goal</th>
<th>All students will improve their ability to make meaning and respond completely and accurately to a text.</th>
</tr>
</thead>
</table>
| **Benchmarks (3 years)** | Students will score 20% higher than the state average on ISTEP+ ELA  
Students will increase number of points earned in Reading Literature & Non-Fiction section of ISTEP+  
Students will score 20% higher than the state average on ISTEP+ math  
Students will increase number of points earned in Mathematical Process section of ISTEP+ math |
| **Supporting Data** | ISTEP+ 2017- ELA – 80.5  
6th- 82.9  
7th- 80.1  
8th- 78.4  
Math – 76.5  
6th- 83.4  
7th- 70.3  
8th- 76.2  
NWEA- 2016-2017 (Reading)  
Fall  
6th- 216.5  
7th- 221.5  
8th- 224.8  
Spring  
223.9  
226.5  
230  
NWEA – 2016-2017 (Math)  
Fall  
6th- 227.1  
7th- 233.6  
8th- 237.4  
Spring  
237  
240.6  
244.9 |
| **Subgroup Data:** | F/R ELA  
F/R Math  
EL ELA  
EL Math  
Sped- ELA  
Sped- Math |
<p>| <strong>Targeted Subgroups</strong> | Special Education, English Learners, Low SES |</p>
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<thead>
<tr>
<th>Instructional Strategies (Teachers will...)</th>
<th>Learning Outcomes (Students will...)</th>
</tr>
</thead>
<tbody>
<tr>
<td>● In Team meetings, teachers will monitor and address attendance concerns through MTSS process</td>
<td>● Students will attend school more frequently thus leading to improved academic performance. (missing fewer than 7 days)</td>
</tr>
<tr>
<td>● In Team Meetings, teachers will create a plan to celebrate student character strengths.</td>
<td>● Students will feel more valued and engage in their own learning.</td>
</tr>
<tr>
<td>● Teachers will implement literacy strategies within all disciplines.</td>
<td>● Students will be able to extend thinking past comprehension to synthesize and analyze the text.</td>
</tr>
<tr>
<td>● Teachers will write curriculum to teach through transfer goals, enduring understandings and essential questions.</td>
<td>● Students will transfer and apply learning independently in new situations.</td>
</tr>
<tr>
<td>● In PLCs, teachers will unpack standards while writing curriculum.</td>
<td>● Students will use various reading strategies applicable to the specific text they are reading in order to aid comprehension.</td>
</tr>
<tr>
<td>● Teachers will expose students to a variety of texts.</td>
<td>● Students will be able to express themselves and support ideas through writing.</td>
</tr>
<tr>
<td>● Teachers will facilitate class discussions and collaboration.</td>
<td>● Students will be able to identify supporting details to argue a claim.</td>
</tr>
<tr>
<td>● Teachers will model and explain the importance of supporting claims with evidence.</td>
<td>● Students will be able to make inferences and draw conclusions.</td>
</tr>
<tr>
<td>● Teachers will model and show the importance of critical questioning when approaching a text.</td>
<td>● Students will make connections within, beyond and about a text.</td>
</tr>
<tr>
<td>● Teachers will teach and model solving multi-step and complex problems.</td>
<td>● Students will improve problem solving skills and increase stamina.</td>
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</tbody>
</table>

VIA Classification of 24 Character Strengths 2017 VIA Institute on Character (https://www.viacharacter.org/www/).  


### Professional Development

<table>
<thead>
<tr>
<th>Action</th>
<th>Timeline</th>
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<tbody>
<tr>
<td>PLC professional development on data driven instruction and common assessments.</td>
<td>Fall-Spring 2017-2018 (all)</td>
</tr>
<tr>
<td>Specific literacy, vocabulary, and writing strategies will be provided to the teachers in all content areas.</td>
<td></td>
</tr>
<tr>
<td>Tools and strategies to reinforce student engagement, literacy, collaboration, and comprehension.</td>
<td></td>
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<tr>
<td>Curriculum maps will be revised as needed.</td>
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<tr>
<td>Use resources from IDOE, etc., to guide process of unpacking standards.</td>
<td></td>
</tr>
<tr>
<td>Differentiation: Tailoring Lesson Plans</td>
<td></td>
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<tr>
<td>Implement strategies for identifying core character strengths (VIA trainings)</td>
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</tbody>
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### Professional Development to Improve Cultural Competency of School Stakeholders

<table>
<thead>
<tr>
<th>Action</th>
<th>Timeline</th>
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<tbody>
<tr>
<td>Faculty Meetings-curriculum and building relationship focused.</td>
<td>Fall 2017-Spring 2018</td>
</tr>
<tr>
<td>EL training</td>
<td>July 2017</td>
</tr>
<tr>
<td>Differentiation training</td>
<td>September 2017</td>
</tr>
<tr>
<td>Co-teaching training</td>
<td>July 2017</td>
</tr>
<tr>
<td>PLC Data Talks/ MOY and EOY</td>
<td>Fall 2017-2018</td>
</tr>
<tr>
<td>PD during eLearning breakout sessions</td>
<td>Fall 2017-2018</td>
</tr>
<tr>
<td>Parent events: Snack Summit, brunch bunch, VIA training</td>
<td>Fall 2017-2018</td>
</tr>
<tr>
<td></td>
<td>Summer 2017-Fall 2017</td>
</tr>
</tbody>
</table>

### Monitoring System

<table>
<thead>
<tr>
<th>Action</th>
<th>Review and Revision</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Evaluation</td>
<td>Semester</td>
</tr>
<tr>
<td>Professional Learning Communities</td>
<td>Weekly</td>
</tr>
<tr>
<td>Data Meetings (PLC, TEAM, Individual)</td>
<td>Weekly</td>
</tr>
<tr>
<td>School Improvement (Leadership) Meetings</td>
<td>Monthly</td>
</tr>
<tr>
<td>Formative/summative assessments</td>
<td>Weekly</td>
</tr>
<tr>
<td>Program Reviews</td>
<td>Yearly</td>
</tr>
<tr>
<td>Instructional rounds</td>
<td>Weekly</td>
</tr>
<tr>
<td>Curriculum map check ins</td>
<td></td>
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</tbody>
</table>

**Person (s) Responsible** Administration
| Instruction coach  
Guidance counselors  
General education teachers  
Special education teachers  
Instructional assistants  
Administrative assistants |
|---------------------------------------------------------------|

**Assessments: Standardized and/or locally developed measures of progress toward the goal**

- ISTEP+
- NWEA-BOY, MOY, EOY
- WIDA
- Locally developed end of course assessments or common assessments