

Noblesville West Middle School

School Improvement Plan

2020-2021

Table of Contents

	Page
Section 1: School Profile.....	2
Section 2: Summary of Data.....	3-13
Section 3: Conclusions.....	13-16
Section 4: School Improvement	16-18
Section 5: Action Plan.....	18-22



Engage. Inspire. Empower

Section 1: School Profile

Mission, Vision, and Beliefs

Mission: 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.

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 over 1,400 students. Student population is expected to continue to increase in the coming years. The staff consists of 152 total staff members, 101 certified and 51 classified staff members.

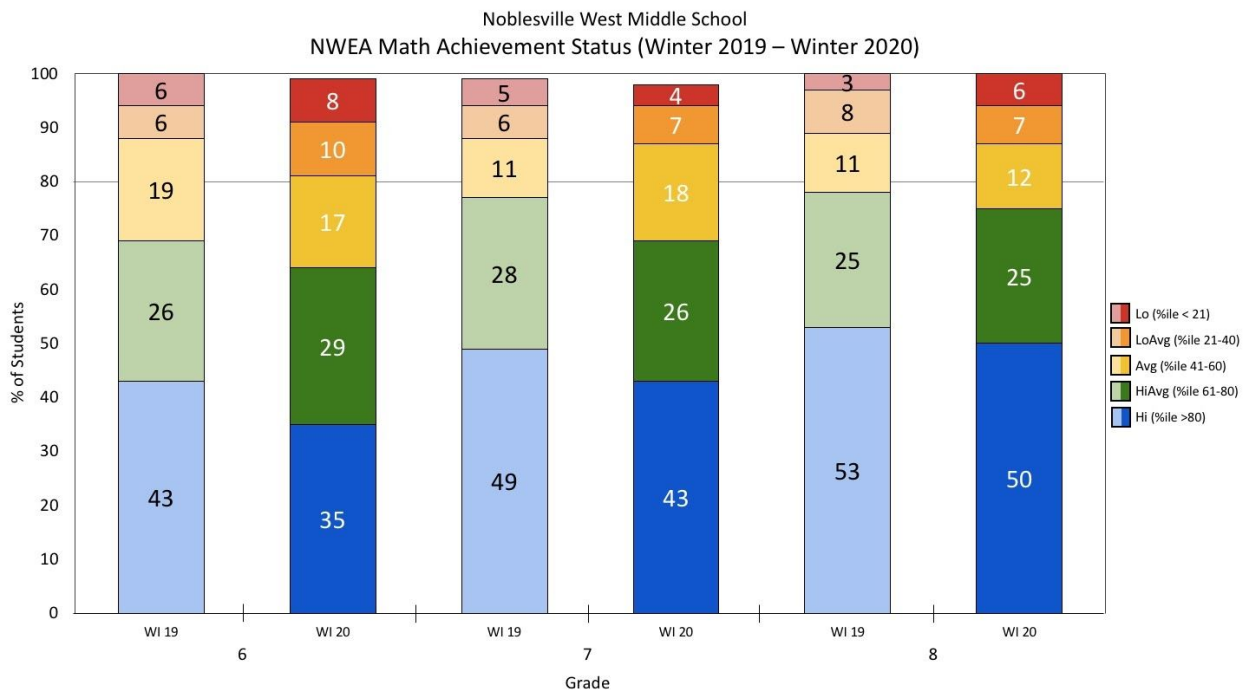
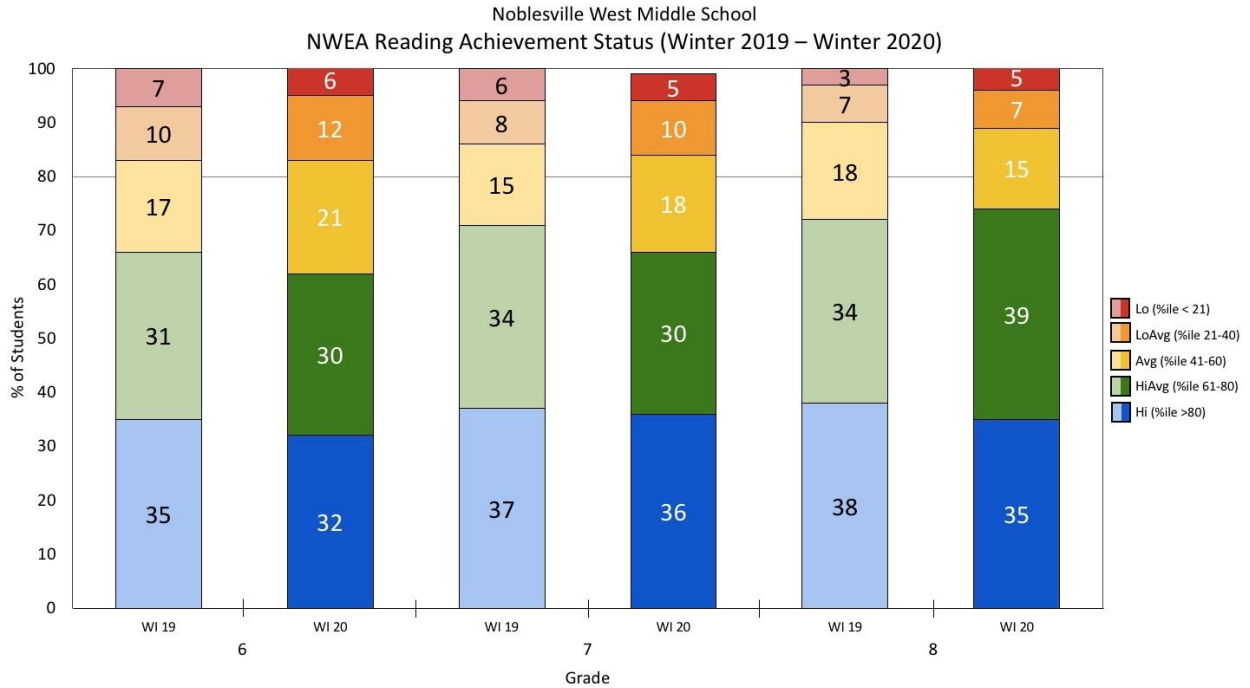
The NWMS 2019-2020 student demographics consist of 19.8% of students receiving free and reduced price lunch. The enrollment summary reports 87% Caucasian, 5.4% Hispanic, 2.9% multiracial, 3% Black/African American, and 1.3% Asian students. As student enrollment increases, an increase in both ethnic and 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.

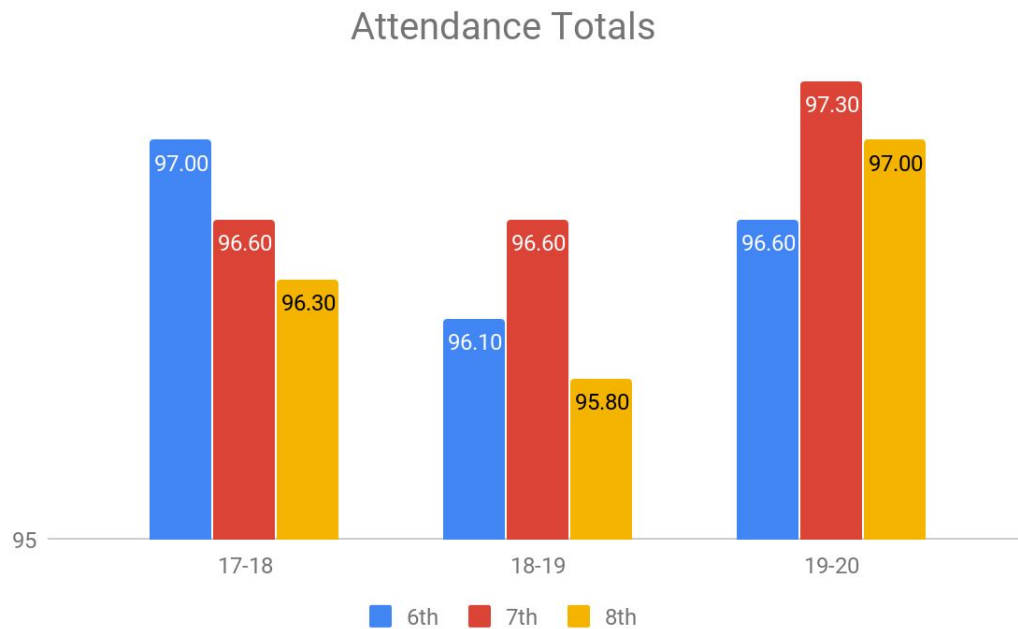
NWMS offers extensive opportunities for students in addition to the core content areas. Some of these are business and information technology, Gateway to Technology (GTT), wellness, band, choir, strings, jazz band, show choir, honors strings, yearbook, and studio announcements. Miller Academy provides an alternate learning opportunity for students that would benefit from a non-traditional learning environment. 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, gardening club, gaming club, school musicals/plays, community service, anti-bullying club and student council.

Section 2: Summary of Data

*Spring 2020 ILEARN was not administered per the IDOE due to COVID-19.



Other Data:



Conclusions about Student Achievement and Objectives for a Three Year Period:

English/Language Arts Data Statements

Strengths:

- 6th grade and 7th grade met the established SIP goals for 2019 ILEARN.
- 6th grade and 8th grade Special Education students performed above the district average on the 2019 ILEARN.
- 6th & 7th grade observed growth was higher than grade level norms projected growth on NWEA.

Challenges:

- 8th grade did not meet the established SIP goal for 2019 ILEARN.
- Special Education students in 7th grade fell below the district proficiency average on ILEARN
- Male students in the 8th grade cohort were outperformed on ILEARN by 16% by female students in the same cohort. Overall, male students in the 8th grade cohort fell by 4% in a three year period.
- Free/reduced lunch students in the 8th grade cohort scored 20% lower than paid students on ILEARN.
- 8th grade observed less growth than grade level norms projected growth on NWEA.
- Students in all grades fell below the established goal of meeting or exceeding NWEA growth targets in math after moving measuring growth from fall to spring to winter to winter.

Objectives

ILEARN 2018-2019 Outcome - 21.3% above the state average

- By 2019-2020 ILEARN - Assessment not given due to COVID-19
- By 2020-2021 ILEARN - 22% above the state average
- By 2021-2022 ILEARN - 24% above the state average

- By 2022-2023 ILEARN → 26% above the state average

NWEA 2019-2020 Outcome - 55% of students met or exceeded their growth target

- By 2020-2021 NWEA- 60% of students will meet or exceed their growth target
- By 2021-2022 NWEA - 65% of students will meet or exceed their growth target
- By 2022-2023 NWEA - 70% of students will meet or exceed their growth target

Mathematics Data Statements

Strengths:

- All grades met the established SIP goal for 2019 ILEARN
- 7th grade and 8th grade Special Education students performed above the district average on ILEARN
- 6th grade significantly increased the percentage of students who met or exceeded their expected growth compared to the 2018-2019 school year.

Challenges:

- Special education students in 6th grade fell below the district average on ILEARN proficiency.
- Male students in the 8th grade cohort performed 15% lower than female students on ILEARN and over a three year span saw a significant decrease in performance compared to females.
- Free/reduced lunch students in the 8th grade performed 31% lower than paid students on ILEARN and over a three year span decreased at a rate higher than their paid peers.
- All grades observed less growth than grade level norms projected growth on NWEA.
- Students in all grades fell below the established goal of meeting or exceeding NWEA growth targets in math after moving measuring growth from fall to spring to winter to winter.

Objectives:

ILEARN 2018-2019 Outcome - 24.6% above the state average

- By 2019-2020 ILEARN → Assessment not given due to COVID-19
- By 2020-2021 ILEARN → 25% above the state average
- By 2021-2022 ILEARN → 27% above the state average
- By 2022-2023 ILEARN → 29% above the state average

NWEA 2019-2020 Outcome - 52% of students met or exceeded their growth target

- By 2020-2021 NWEA- 57% of students will meet or exceed their growth target
- By 2021-2022 NWEA - 62% of students will meet or exceed their growth target
- By 2022-2023 NWEA - 67% of students will meet or exceed their growth target

Attendance Data Statements

Strengths:

- Attendance rate is above the state average and increased for the 2019-2020 school year.

Challenges:

- 6th grade attendance rate remains significantly below 7th & 8th grade.

Objectives

- Identify students with chronic absenteeism and monitor these students for the upcoming school year through student communication, parent communication, and working with our social worker and SRO to ensure the family has access to available resources.
- Identify students with chronic absenteeism and connect them to a club or ECA to deepen their connection to school and peers.

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 ILEARN data in both math and language arts. Grade level collaboration teams will utilize Understanding by Design principles to develop learning plans that emphasize student transfer of key skills and understandings emphasized in each unit.

Analysis of Student Achievement Based on ILEARN and NWEA:

E/LA Problem Statements:

- Special Education students in 7th grade fell below the district proficiency average on ILEARN
- Male students in the 8th grade cohort were outperformed on ILEARN by 16% by female students in the same cohort. Overall, male students in the 8th grade cohort fell by 4% in a three year period.
- Free/reduced lunch students in the 8th grade cohort scored 20% lower than paid students on ILEARN.
- Black students in all grades performed below the school average in ILEARN
- Hispanic students in all grades performed below the school average in ILEARN
- All grades fell below the established growth target goal on NWEA.
- 8th grade observed growth fell below grade level norms projected growth on NWEA

Inquiry Questions:

- How will we ensure students have access to a guaranteed and viable curriculum in each grade level?
- How might we analyze evidence of student learning in order to utilize responsive teaching?
- 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?
- Would students having more experience taking cognitively complex assessments prior to NWEA and the state assessment better prepare them for the rigorous format of these assessments?

Hypothesis:

- If students have access to responsive instruction informed by common formative assessments, then students will have supports aligned to their individual learning needs, including extra time and strategic instruction.
- If teachers use models of exemplar work when teaching, the students will understand the level of performance expected.
- If students were able to take classroom assessments with deeper cognitive complexity throughout the school year, they will be better prepared for the rigor and expectations of NWEA and ILEARN.

Action Steps:

- Teachers will strategically implement a guaranteed and viable curriculum, grounded in essential standards, that is responsive to student needs and vertically aligned to ensure high levels of cognitive challenge and a focus on transfer of learning.
- Teachers will analyze evidence of student progress utilizing cognitively complex common formative assessments and common summative assessments through PLC practices.
- Teachers will strategically utilize responsive teaching moves within a workshop approach to reading, based on evidence of student learning needs.
- Teachers will update MTSS protocols in each grade level to support collaborative planning in order to provide strategic support to students that align with classroom instruction.
- Teachers will support students in establishing meaningful goals, reflecting on learning, and determining purposeful action steps.

Math Problem Statements:

- Special education students in 6th grade fell below the district average on ILEARN proficiency.
- Male students in the 8th grade cohort performed 15% lower than female students on ILEARN and over a three year span saw a significant decrease in performance compared to females.
- Free/reduced lunch students in the 8th grade performed 31% lower than paid students on ILEARN and over a three year span decreased at a rate higher than their paid peers.
- Black students in all grades performed below the school average in ILEARN
- Hispanic students in all grades performed below the school average in ILEARN
- All grades observed growth fall short of the grade level norms projected growth
- All grades are falling short of meeting their growth goal on NWEA

Inquiry Questions:

- How will we ensure students have access to a guaranteed and viable curriculum in each grade level?
- How might we analyze evidence of student learning in order to utilize responsive teaching?
- What strategies are being used to extend student thinking and allow them to transfer information?
- Would students having more experience taking cognitively complex assessments prior to NWEA and the state assessment better prepare them for the rigorous format of these assessments?

Hypothesis:

- If students have access to responsive instruction informed by common formative assessments, then students will have supports aligned to their individual learning needs, including extra time and strategic instruction.
- If teachers use models of exemplar work when teaching, the students will understand the level of performance expected.
- If students were able to take classroom assessments with deeper cognitive complexity throughout the school year, they will be better prepared for the rigor and expectations of NWEA and ILEARN.

Action Steps:

- Teachers will strategically implement a guaranteed and viable curriculum, grounded in essential standards, that is responsive to student needs and vertically aligned to ensure high levels of cognitive challenge and a focus on transfer of learning.
- Teachers will analyze evidence of student progress utilizing cognitively complex common formative assessments and common summative assessments through PLC practices.
- Teachers will strategically utilize responsive teaching moves within a workshop approach to reading, based on evidence of student learning needs.
- Teachers will update MTSS protocols in each grade level to support collaborative planning in order to provide strategic supports to students that align with classroom instruction.
- Teachers will support students in establishing meaningful goals, reflecting on learning, and determining purposeful action steps.

Parental Participation in the School

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. This year due to COVID-19, we were unable to host a parent information night for our incoming 6th grade. An online Canvas module was created for students and parents to replace this informational evening, virtually. A separate parent night is held in January for parents of special education students in 5th grade. Parent think-tank groups are active and meet 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.

"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. This year, this event was conducted virtually through a Canvas module for students and parents. 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. This year, Back-to-School night was held virtually.

For the last three 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."

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, is 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. Restorative practices is the preferred method of addressing initial concerns. Miller Academy, the Noblesville Schools middle school alternative program, will serve the educational and emotional needs of students with non-violent disciplinary infractions. The program will be an alternative for suspension or expulsion and available to both special education and general education students. The ultimate desire for the program is keeping students engaged with school and addressing the hurdles preventing them from succeeding in a traditional school setting. The long-term goal would be to prepare students to go back to a traditional education setting with future ready skills.

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.

Safety dogs act as another layer of prevention and detection in our overall safety plan. We will have three Labrador Retrievers, and their handlers, that will be utilized across all schools and at specific events in collaboration with our school resource officers (SROs) and counselors.

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. Classroom doors are outfitted with an Anchorman device to aid students and staff in efficiently and quickly locking down a classroom.

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. Our school will utilize the Safe Schools Kiosk to aid with this process. Visitors must wear badges when traveling throughout the building.

Career awareness and development activities

NWMS provides students with career awareness and development activities across all three grade levels through a nine week course called, Business Information Technology (BIT). BIT uses the IDOE approved Indiana Career Explorer website to help students and parents explore a world of career possibilities, make decisions about their future, and prepare for the next step in their education and career planning journey.

At the 7th grade level of Business and Information Technology, students will be introduced to personal financial literacy. They will not only learn the basics of financial responsibility, but what it takes to achieve desired levels of success throughout their lifetime. The course begins with the cornerstone of personal finance: understanding your individual values, needs, and wants. From there, students will begin to build a “budget portfolio” and use real salary data from the Indiana Career Explorer website. The second half of the course will engulf students in the world of commerce. Common adult expenditures, saving/investing expenses, retirement, debit/credit cards, and financial security awareness are just a few of the key topics students will focus on in this course.

Business and Information Technology in 8th grade will focus on career-oriented topics. Students will work on developing their soft skills and establish a deeper understanding of their personality profile in relation to future jobs and occupations. This will include the fundamentals of career research (for both short-term and long-term personal objectives) on the Indiana Career Explorer website as well as best-practices for building a strong financial foundation. Résumés, interview tactics, applications, and a variety of other forms will all be examined in this course. Every student’s goal is to have the skills and tools they need to obtain their first job in high school.

Technology as a Learning Tool

NWMS is a 1:1 learning environment 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 beginning of each school year, the staff analyzes ILEARN and other data to determine the direction of the improvement initiatives and areas of needed professional development (PD) for the following school year. 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

Language Arts

- ILEARN pass rates for Special Education students, F/R lunch students, black students, hispanic students, and male students.
- Students meeting or exceeding their expected RIT growth targets to be measured from winter to winter on NWEA.
- 8th grade observed growth meeting or exceeding grade level norms projected growth on NWEA.

Math

- ILEARN pass rates for Special Education students, F/R lunch students, black students, hispanic students, and male students.
- Students meeting or exceeding their expected RIT growth targets to be measured from winter to winter on NWEA.
- All grades observed growth meeting or exceeding grade level norms projected growth on NWEA.

Attendance

- Overall attendance rate, specifically in 6th grade.

Statutes and rules to be waived

No waivers of statutes or rules have been requested.

Timeline for Implementation, Review and Revision

The school improvement plan will be implemented at the beginning of the 2020-2021 school year, review will be ongoing and revision will occur by June 30, 2021.

Section 5: Action Plan

Noblesville Schools E/LA School Improvement Action Plan

Goal	Students will receive cognitively complex and assessment-based instruction, including feedback to meet their specific strengths and needs, as well as extra time, and instruction that is culturally inclusive and targeted.
Benchmarks (3 years)	<ol style="list-style-type: none"> 1. NWMS will have a 22% higher pass rate on the IN State Assessment (ILEARN) in ELA. 2. 60% of the students will meet or exceed growth projections on Reading NWEA. <p>ILEARN 2019-2020 Outcome - Assessment not given due to COVID-19 ILEARN 2018-2019 Outcome - 21.3% above the state average</p> <ul style="list-style-type: none"> • By 2020-2021 ILEARN - 22% above the state average • By 2021-2022 ILEARN - 24% above the state average • By 2022-2023 ILEARN - 26% above the state average <p>NWEA 2019-2020 Outcome - 55% of students met or exceeded their growth target</p> <ul style="list-style-type: none"> • By 2020-2021 NWEA- 60% of students will meet or exceed their growth target • By 2021-2022 NWEA - 65% of students will meet or exceed their growth target

	<ul style="list-style-type: none"> By 2022-2023 NWEA - 70% of students will meet or exceed their growth target 																																									
Supporting Data	<p>ILEARN 2020 - assessment not given due to COVID-19</p> <p>ILEARN 2019 - <u>ELA – 71.3 %</u></p> <p>6th - 68.3%</p> <p>7th - 75.1%</p> <p>8th - 70.6%</p> <p><u>Subgroup ILEARN Pass Rate Data:</u></p> <p>F/R - ELA- 51.7%</p> <table border="1"> <thead> <tr> <th></th> <th><u>6th</u></th> <th><u>7th</u></th> <th><u>8th</u></th> </tr> </thead> <tbody> <tr> <td>SpEd</td> <td></td> <td></td> <td></td> </tr> <tr> <td>ELA</td> <td>19%</td> <td>20%</td> <td>27%</td> </tr> <tr> <td>Black/African American</td> <td></td> <td></td> <td></td> </tr> <tr> <td>ELA</td> <td>43%</td> <td>64%</td> <td>55%</td> </tr> <tr> <td>Hispanic</td> <td></td> <td></td> <td></td> </tr> <tr> <td>ELA</td> <td>46%</td> <td>58%</td> <td>54%</td> </tr> </tbody> </table>		<u>6th</u>	<u>7th</u>	<u>8th</u>	SpEd				ELA	19%	20%	27%	Black/African American				ELA	43%	64%	55%	Hispanic				ELA	46%	58%	54%	<p>NWEA - 2019 - 2020 (Reading RIT)</p> <table border="1"> <thead> <tr> <th></th> <th><u>Fall</u></th> <th><u>Winter</u></th> </tr> </thead> <tbody> <tr> <td>6th -</td> <td>215.5</td> <td>220.7</td> </tr> <tr> <td>7th -</td> <td>220.8</td> <td>224.8</td> </tr> <tr> <td>8th -</td> <td>225.3</td> <td>228.3</td> </tr> </tbody> </table> <p>NWEA - 2019-2020 Growth (Reading)</p> <p>6th - 61%</p> <p>7th - 56%</p> <p>8th - 47%</p>		<u>Fall</u>	<u>Winter</u>	6 th -	215.5	220.7	7 th -	220.8	224.8	8 th -	225.3	228.3
	<u>6th</u>	<u>7th</u>	<u>8th</u>																																							
SpEd																																										
ELA	19%	20%	27%																																							
Black/African American																																										
ELA	43%	64%	55%																																							
Hispanic																																										
ELA	46%	58%	54%																																							
	<u>Fall</u>	<u>Winter</u>																																								
6 th -	215.5	220.7																																								
7 th -	220.8	224.8																																								
8 th -	225.3	228.3																																								
Targeted Subgroups	Special Education, Low SES, black, Hispanics, English Learners* (*fewer than 10 students)																																									

Instructional Strategies (Teachers will. . .)	Learning Outcomes (Students will. . .)
<ul style="list-style-type: none"> ● Teachers will strategically implement a 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. ● Teachers will analyze evidence of student progress utilizing cognitively complex common formative assessments and common summative assessments through PLC practices. ● Teachers will strategically utilize responsive teaching methods within a workshop approach to reading, based on evidence of student learning needs. ● Teachers will update MTSS protocols in each grade level to support collaborative planning in order to provide strategic supports to students that align with classroom instruction. ● Teachers will support students in establishing meaningful goals, reflecting on learning, and determining purposeful action steps. ● Teachers will implement literacy strategies within all disciplines. ● Teachers will expose students to a variety of texts and provide choice in reading. 	<ul style="list-style-type: none"> ● Students will transfer knowledge, skills and enduring understandings into authentic learning experiences. ● Students will feel valued by their teachers, set meaningful goals, and reflect on their learning. ● Students will attend school more frequently thus leading to improved academic performance. (missing fewer than 7 days) ● Students will be better prepared for state and local assessments because of the cognitively complex instruction they receive. ● Students will use various reading strategies applicable to the specific text they are reading in order to aid comprehension.

Research Supporting Instructional Strategies	<p>Hattie, J., Fisher, D., and Frey N. (2017). <i>Visible Learning for Mathematics</i>.</p> <p>Hattie, J., Fisher, D., and Frey N. (2017). <i>Visible Learning for Literacy</i>.</p> <p>Ainsworth, L. (2015). <i>Common Formative Assessments 2.0</i>.</p> <p><i>VIA Classification of 24 Character Strengths 2017 VIA Institute on Character</i> (https://www.viacharacter.org/www/).</p> <p>Dawson, P. and Guare, Richard. (2019). <i>Smart but Scattered</i>.</p> <p>Tomlinson, C. and Murphy, M. (2015). <i>Leading for Differentiation : Growing Teachers Who Grow Kids</i></p> <p>Dufour, R. and Fullan, M. (2013) <i>Cultures Built to Last: Systemic PLC's at Work</i>.</p> <p>Venables, Daniel. (2014) <i>How Teachers Can Turn Data Into Action</i>.</p> <p>Venables, Daniel. (2017) <i>Facilitating Teacher Teams and Authentic PLC's</i></p>
---	---

Professional Development	
Action	Timeline
<ul style="list-style-type: none"> ● PLC professional development on data driven instruction, culturally inclusive instruction, and formative and summative common assessments if time permits. ● Specific literacy, vocabulary, and writing strategies will be provided to the teachers in all content areas. ● Tools and strategies to reinforce student engagement, literacy, collaboration, and comprehension. ● Curriculum maps will be revised as needed. ● Use resources from IDOE, etc., to guide process of unpacking standards ● Strategies to improve executive functions and restorative practices. ● Implement brain break strategies ● Support in the development of MTSS plans and targeted interventions in instruction. 	<ul style="list-style-type: none"> ● Fall-Spring 2020 - 2021 (all)

Professional Development to Improve Cultural Competency of School Stakeholders	
Action	Timeline
<ul style="list-style-type: none"> ● Faculty Meetings-PLC focused, if time allows ● PLC Data Talks/ MOY and EOY ● PD during breakout sessions, if time allows ● Parent events, virtual ● Diversity Committee sessions, if time allows ● Neuroscience trainings, if time allows 	<ul style="list-style-type: none"> ● Fall 2020 - Spring 2021 ● Fall 2020 - Spring 2021 ● Fall 2020 - Spring 2021 ● Fall 2020 - Spring 2021 ● Fall 2020 - Spring 2021 ● Fall 2020 - Spring 2021

Monitoring System	
Action	Review and Revision
<ul style="list-style-type: none"> ● Professional Evaluation ● Professional Learning Communities ● Data Meetings (PLC, Team, Individual) ● School Improvement (Leadership) Meetings ● Formative/summative assessments ● Program Reviews ● Instructional rounds ● Curriculum map check ins 	<ul style="list-style-type: none"> ● Semester ● Weekly ● Weekly ● Monthly ● Weekly ● Yearly ● Yearly ● Weekly
Person (s) Responsible	Administration Instructional 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
ILEARN NWEA-BOY and MOY Locally developed end of course assessments and common formative and summative assessments

Noblesville Schools Math School Improvement Action Plan

Goal	Students will receive cognitively complex and assessment-based instruction, including feedback to meet their specific strengths and needs, as well as extra time, and instruction that is culturally inclusive and targeted.																																					
Benchmarks (3 years)	<ol style="list-style-type: none"> NWMS will have a 25% higher pass rate on the IN State Assessment (ILEARN) in math. 57% of the students will meet or exceed growth projections on Math NWEA. <p>ILEARN 2019-2020 Outcome - Assessment not given due to COVID-19 ILEARN 2018-2019 Outcome - 24.6% above the state average</p> <ul style="list-style-type: none"> By 2020-2021 ILEARN - 25% above the state average By 2021-2022 ILEARN - 27% above the state average By 2022-2023 ILEARN - 29% above the state average <p>NWEA 2019-2020 Outcome - 52% of students met or exceeded their growth target</p> <ul style="list-style-type: none"> By 2020-2021 NWEA- 57% of students will meet or exceed their growth target By 2021-2022 NWEA - 62% of students will meet or exceed their growth target By 2022-2023 NWEA - 67% of students will meet or exceed their growth target 																																					
Supporting Data	<p>ILEARN 2020 - assessment not given due to COVID-19</p> <p>ILEARN 2019</p> <p style="padding-left: 40px;"><u>Math – 66.6%</u></p> <p style="padding-left: 40px;">6th - 71.6%</p> <p style="padding-left: 40px;">7th - 69%</p> <p style="padding-left: 40px;">8th - 59.3%</p> <p><u>Subgroup Pass Rate Data:</u></p> <p>F/R - Math- 44.9%</p> <table style="margin-left: 40px; border-collapse: collapse;"> <thead> <tr> <th></th> <th style="border-bottom: 1px solid black;">6th</th> <th style="border-bottom: 1px solid black;">7th</th> <th style="border-bottom: 1px solid black;">8th</th> </tr> </thead> <tbody> <tr> <td>SpEd</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Math</td> <td>24%</td> <td>22%</td> <td>15%</td> </tr> <tr> <td>Black/African American</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Math</td> <td>43%</td> <td>50%</td> <td>45%</td> </tr> <tr> <td>Hispanic</td> <td></td> <td></td> <td></td> </tr> </tbody> </table>		6th	7th	8th	SpEd				Math	24%	22%	15%	Black/African American				Math	43%	50%	45%	Hispanic				<p>NWEA - 2019 - 2020 (Math RIT)</p> <table style="margin-left: 40px; border-collapse: collapse;"> <thead> <tr> <th></th> <th style="border-bottom: 1px solid black;">Fall</th> <th style="border-bottom: 1px solid black;">Winter</th> </tr> </thead> <tbody> <tr> <td>6th -</td> <td>226.2</td> <td>230.3</td> </tr> <tr> <td>7th -</td> <td>232.7</td> <td>238.1</td> </tr> <tr> <td>8th -</td> <td>239.2</td> <td>243.1</td> </tr> </tbody> </table> <p>NWEA- 2019-2020 Growth (Math)</p> <p>6th - 58%</p> <p>7th - 49%</p> <p>8th - 49%</p>		Fall	Winter	6 th -	226.2	230.3	7 th -	232.7	238.1	8 th -	239.2	243.1
	6th	7th	8th																																			
SpEd																																						
Math	24%	22%	15%																																			
Black/African American																																						
Math	43%	50%	45%																																			
Hispanic																																						
	Fall	Winter																																				
6 th -	226.2	230.3																																				
7 th -	232.7	238.1																																				
8 th -	239.2	243.1																																				

	Math 46% 46% 42%	
Targeted Subgroups	Special Education, Low SES, black, Hispanics, English Learners* (*fewer than 10 students)	

Instructional Strategies (Teachers will. . .)	Learning Outcomes (Students will. . .)
<ul style="list-style-type: none"> Teachers will strategically implement a 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. Teachers will analyze evidence of student progress utilizing cognitively complex common formative assessments and common summative assessments through PLC practices. Teachers will strategically utilize responsive teaching moves within a workshop approach to reading, based on evidence of student learning needs. Teachers will update MTSS protocols in each grade level to support collaborative planning in order to provide strategic supports to students that align with classroom instruction. Teachers will support students in establishing meaningful goals, reflecting on learning, and determining purposeful action steps. Teachers will teach and model solving multi-step and complex problems. 	<ul style="list-style-type: none"> Students will transfer knowledge, skills and enduring understandings into authentic learning experiences. Students will feel valued by their teachers, set meaningful goals, and reflect on their learning. Students will attend school more frequently thus leading to improved academic performance. (missing fewer than 7 days) Students will be better prepared for state and local assessments because of the cognitively complex instruction they receive. Students will attend school more frequently thus leading to improved academic performance. (missing fewer than 7 days)

Research Supporting Instructional Strategies	<p>Hattie, J., Fisher, D., and Frey N. (2017). <i>Visible Learning for Mathematics</i>.</p> <p>Hattie, J., Fisher, D., and Frey N. (2017). <i>Visible Learning for Literacy</i>.</p> <p>Ainsworth, L. (2015). <i>Common Formative Assessments 2.0</i>.</p> <p><i>VIA Classification of 24 Character Strengths 2017 VIA Institute on Character</i> (https://www.viacharacter.org/www/).</p> <p>Dawson, P. and Guare, Richard. (2019). <i>Smart but Scattered</i>.</p> <p>Tomlinson, C. and Murphy, M. (2015). <i>Leading for Differentiation : Growing Teachers Who Grow Kids</i></p> <p>Dufour, R. and Fullan, M. (2013) <i>Cultures Built to Last: Systemic PLC's at Work</i>.</p>
---	--

	<p>Venables, Daniel. (2014) <i>How Teachers Can Turn Data Into Action</i>.</p> <p>Venables, Daniel. (2017) <i>Facilitating Teacher Teams and Authentic PLC's</i></p>
--	--

Professional Development	
Action	Timeline
<ul style="list-style-type: none"> ● PLC professional development on data driven instruction, culturally inclusive instruction, and common formative and summative assessments if time permits. ● Curriculum maps will be revised as needed. ● Use resources from IDOE, etc., to guide process of unpacking standards ● Strategies to improve executive functions and restorative practices. ● Implement brain break strategies ● Support in the development of MTSS plans and targeted interventions in instruction. 	<ul style="list-style-type: none"> ● Fall-Spring 2020 - 2021 (all)

Professional Development to Improve Cultural Competency of School Stakeholders	
Action	Timeline
<ul style="list-style-type: none"> ● Faculty Meetings-PLC focused, if time allows ● PLC Data Talks/ MOY and EOY ● PD during breakout sessions, if time allows ● Parent events, virtual ● Diversity Committee sessions, if time allows ● Neuroscience trainings, if time allows 	<ul style="list-style-type: none"> ● Fall 2020 - Spring 2021 ● Fall 2020 - Spring 2021 ● Fall 2020 - Spring 2021 ● Fall 2020 - Spring 2021 ● Fall 2020 - Spring 2021 ● Fall 2020 - Spring 2021

Monitoring System	
Action	Review and Revision
<ul style="list-style-type: none"> ● Professional Evaluation ● Professional Learning Communities ● Data Meetings (PLC, Team, Individual) ● School Improvement (Leadership) Meetings ● Formative/summative assessments ● Program Reviews ● Instructional rounds ● Curriculum map check ins 	<ul style="list-style-type: none"> ● Semester ● Weekly ● Weekly ● Monthly ● Weekly ● Yearly ● Yearly ● Weekly
Person (s) Responsible	Administration Instructional 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
ILEARN NWEA-BOY and MOY Locally developed end of course assessments and common formative and summative assessments