Continuous School Improvement Plan
Noblesville East Middle School
2022-2023

Section I: School Profile

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.

Mission
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.*

Vision
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.*

Commitments
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 the Indiana Academic Standards and is guided by a backwards design process to create meaningful units of study 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. Detailed course descriptions are available on the school's website alongside scheduling guides for secondary students and their families as they collaboratively plan a student's best pathway for learning. The curriculum section of the Noblesville Schools' website offers resources and curricular materials for the public to review, and also provides information encouraging parents/guardians to enroll as Parent Observers in the learning management system of Canvas for the most up-to-date information about the curricular content in their child's current course schedule. Several options are included for assistance in enrollment, such as this step-by-step guide, and all information is available in Spanish as well.

Description and name of the assessments that will be used by the school 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 math and reading.

Section II: Description of Current Educational Programming and Learning Environment

Safe and Disciplined Learning Environment

As a member of Noblesville Schools, Noblesville East Middle School (NEMS) provides a safe and disciplined learning environment for all students. Families and students are provided with an online Noblesville East Student Handbook that clearly defines building expectations. NEMS uses the "Miller Way" to establish expected behaviors and to maintain student expectations that are modeled, taught, and posted.

Noblesville Schools has Indiana School Safety Specialists in each of our schools that are trained to lead the development and implementation of school safety practices. Tornado, fire, and safety drills are all practiced regularly to practice school-wide procedures. Noblesville Schools also collaborates with the Noblesville Police Department to provide resource officers that are available at each school.

Address the Learning Needs of all Students

Noblesville Schools is committed to the Professional Learning Community (PLC) process. It aligns directly with our commitment to student success in the classroom and beyond. Research shows that "collective teacher efficacy" rather than teachers as individual agents has an enormous impact on student achievement. Our focus as a PLC not only strengthens teams through an accessible and equitable process, it also has the power to move us closer to our vision of success for all students and staff and keeps us aligned to our district collective commitments. PLCs are organized into a series of high-performing collaborative teams which meet on a regular basis to focus on student learning. A team is a group of people working *interdependently* to achieve a *common goal,* for which members are held *mutually accountable*. Collaborative teams are the fundamental building blocks of PLCs 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 ensure student success.

Noblesville Schools uses a tiered approach to academics and behavior called Multi-Tiered System of Supports (Article 7, IDEA) 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. The Noblesville Schools staff utilizes a variety of data sources in order to identify and assist students needing additional instruction and/or support. These data sources include, but are not limited to, grades, NWEA and other standardized scores, attendance, and discipline reports. Noblesville Schools believes that children do well when they can. If a student is having difficulty academically 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 support, and self-advocacy support for student learning.

Parental Participation

Noblesville East Middle School maintains communication with parents throughout the year. Parents may access the corporation and school websites. Mailings including testing information are sent home. Parents and teachers communicate via email and phone. In addition, parents have online access to course materials through Canvas and their child's grades through PowerSchool. ParentSquare is a unified communication platform that also offers a whole host of tools that allows NEMS administrators and teachers to communicate more effectively with families and students. A school e-newsletter, Miller Matters, is emailed monthly to parents

to share NEMS's most important happenings and information. A School Messenger system is used frequently to send more urgent or time-sensitive information via email and phone. Students and parents are provided a student handbook that is also posted online. Daily student announcements are posted online as well. Parents have actively supported Noblesville East Middle School by participating in the Parent/Teacher Organization and volunteering to assist 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. In addition, an Open House is held before the beginning of the school year to allow all parents and students an opportunity to tour the school. Each grade level hosts a Meet the Teacher Night that occurs in the first months to introduce parents to the teachers and the year's curriculum. A quarterly Miller STARS recognition program and an end-of-the-year eighth-grade recognition program are held at NEMS for parents and families.

Coordinate Technology Initiatives

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

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

At Noblesville East Middle School, eighth grade students are offered three courses to begin a Core 40 and/or Academic Honors Diploma that would be continued at Noblesville High School. Algebra, Geometry, and Spanish I are offered to eighth grade students to begin this diploma track. All information related to scheduling, diploma pathways, and course descriptions are made available to students and families on the school's website.

Section III: Summary of Data

N **Noblesville East Middle School**
Annual Performance Report

Student ELA Achievement Results

State Assessments	2018-2019			2020-2021			2021-2022		
ILEARN ELA Overall Proficient	School	District	State	School	District	State	School	District	State
Overall	**61.3**	**62.6**	**47.9**	**53.8**	**53.8**	**40.5**	**52.8**	**55.2**	**41.2**
Paid Meals	69.8	69.1	61.9	60.9	60.2	54.0	61.2	61.8	53.2
Free/Reduced Price Meals	41.1	42.0	33.5	36.7	33.1	25.9	34.1	34.4	27.0
General Education	69.4	69.7	53.8	60.9	60.5	45.6	58.5	61.7	46.9
Special Education	19.2	21.6	15.7	18.6	18.1	12.9	21.2	22.2	13.4
Non-English Language Learner	62.5	64.3	49.9	56.0	56.2	42.9	55.2	57.6	43.8
English Language Learner	4.2	14.9	16.3	7.3	9.8	11.7	9.6	14.9	13.9
Asian	64.3	71.2	63.8	73.0	65.5	56.7	65.7	60.3	56.7
Black	48.0	38.2	24.7	31.4	28.3	17.4	29.2	34.5	19.1
Hispanic	44.0	44.1	35.5	37.2	33.4	27.3	38.5	37.1	28.1
Multiracial	37.8	44.5	43.3	46.2	44.4	36.4	39.5	41.4	36.8
White	64.3	65.8	54.2	57.1	57.3	47.1	57.1	59.0	48.0

*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	2019-2020		2020-2021		2021-2022	
NWEA MAP Growth Reading	Fall	Winter	Fall	Winter	Fall	Winter
Achievement (% At or Above Avg)	81.1	84.0	82.3	81.6	78.4	78.9
% of Students Who Met or Exceeded Their Projected RIT *(Fa-Wi)**		64.3		54.8		59.2
% of Students Who Met or Exceeded Their Projected RIT *(Wi-Wi)**		61.5		54.0		55.6

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.

Analysis of ILEARN ELA Data
- The overall school proficiency levels decreased from 53.8% to 52.8%.
- The overall school proficiency exceeded the state proficiency by 11.6%.
- Free/Reduced Price Meals student proficiency exceeded the state proficiency by 7.1%.
- Special Education student proficiency exceeded the state proficiency by 7.8%.
- The English Language Learner student proficiency was below the state proficiency level by 4.3%.
- Asian student proficiency exceeded the state proficiency by 9.0%.
- Black student proficiency exceeded the state proficiency by 10.1%
- Hispanic student proficiency exceeded the state proficiency by 10.4%
- Multiracial student proficiency exceeded the state proficiency 2.7%
- White student proficiency exceeded the state proficiency by 9.1%
- Asian students had the highest proficiency levels with 65.7% followed by white students with 57.1%. There is a significant decrease in proficiency for black, hispanic, and multiracial students when compared to asian and white students.

Analysis of NWEA MAP Growth Reading Data
- The percentage of students at or above average increased by 0.5% from fall to winter.
- The percentage of students who met or exceeded their projected RIT increased by 4.4% from fall to winter and 2.6% when comparing winter to winter.

Student Math Achievement Results

State Assessments	2018-2019			2020-2021			2021-2022		
ILEARN Math Overall Proficient	School	District	State	School	District	State	School	District	State
Overall	**57.6**	**64.8**	**47.8**	**39.5**	**50.1**	**36.9**	**44.3**	**53.7**	**39.4**
Paid Lunch	66.6	72.0	61.7	47.4	56.8	50.9	52.7	60.9	51.9
Free/Reduced Lunch	36.5	42.0	33.4	20.4	28.7	22.0	25.4	31.0	24.6
General Education	65.5	71.0	53.1	45.3	55.8	41.3	49.7	59.8	44.3
Special Education	16.9	29.0	18.6	11.4	20.2	14.1	14.6	23.3	15.7
Non-English Language Learner	58.6	66.4	49.3	41.0	51.9	38.9	46.3	55.9	41.6
English Language Learner	12.5	19.9	23.2	9.8	17.3	14.2	7.7	17.4	17.1
Asian	61.9	70.3	67.9	48.6	65.5	56.5	60.0	64.9	58.2
Black	18.0	33.3	22.5	8.6	16.6	11.6	20.8	29.1	14.4
Hispanic	36.0	45.2	34.4	20.2	27.8	22.0	25.6	31.7	24.8
Multiracial	37.8	47.1	41.7	25.6	36.5	30.5	26.3	34.6	33.3
White	62.3	68.6	54.6	44.6	54.3	44.4	49.2	58.3	47.1

*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	2019-2020		2020-2021		2021-2022	
NWEA MAP Growth Math	Fall	Winter	Fall	Winter	Fall	Winter
Achievement (% At or Above Avg)	86.6	85.7	82.5	77.9	77.6	76.3
% of Students Who Met or Exceeded Their Projected RIT *(Fa-Wi)**		52.7		45.4		59.6
% of Students Who Met or Exceeded Their Projected RIT *(Wi-Wi)**		55.6		31.6		58.4

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.

Analysis of ILEARN Math Data
- The overall school proficiency level increased from 39.5% to 44.3%.
- The overall school proficiency level exceeded the state proficiency by 4.9%.
- Free/Reduced Price Meals student proficiency exceeded the state proficiency by 0.8%.
- Special Education student proficiency was below the state proficiency by 1.1%.
- The English Language Learner student proficiency was below the state proficiency level by 9.4%.
- Asian student proficiency exceeded the state proficiency by 1.8%.
- Black student proficiency exceeded the state proficiency by 6.4%.
- Hispanic student proficiency exceeded the state proficiency by 0.8%.
- Multiracial student proficiency was below the state proficiency 7.0%.
- White student proficiency exceeded the state proficiency by 2.1%.
- Asian students had the highest proficiency levels with 60% followed by white students with 49.2%. There is a significant decrease in proficiency for black, hispanic, and multiracial students when compared to asian and white students.

Analysis of NWEA MAP Growth Math Data
- The percentage of students at or above average decreased by 1.3% from fall to winter.
- The percentage of students who met or exceeded their projected RIT increased by 14.2% from fall to winter and 26.8% when comparing winter to winter.

Attendance

	2019-2020	2020-2021	2021-2022
Overall	**96.6**	**94.3**	
Model Attendee *Students who are either persistent or improved attendees*	75.4		
Persistent Attendees *Students who were in attendance for at least 96% of the school year*	72.6		
Improved Attendees *Students whose attendance rate improved by at least 3 percentage points from the preceding school year*	12.4		

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					
	School % Favorable	National Benchmark	School % Favorable	National Benchmark	School % Favorable	National Benchmark
Engagement	34	Near 20th				
Sense of Belonging	47	Near 30th				
Teacher-Student Relationships	67	Near 60th				
Emotion Regulation	49	Near 70th				
Self-Management	76	Near 80th				
Social Awareness	64	Near 40th				

Demographic Data

	2019-2020		2020-2021		2021-2022	
	School	District	School	District	School	District
Percent Free/Reduced Lunch	31.2	23.2	28.6	22.2	31.6	20.9
Percent Special Education	16.1	15.4	17.1	15.7		
Percent English Language Learner	2.7	3.6	3.9	4.1		
Percent Asian	3.8	2.5	3.5	2.6	3.0	2.6
Percent Black	5.7	4.1	6.4	4.2	6.8	4.6
Percent Hispanic	7.6	7.0	8.7	7.5	10.6	8.2
Percent Multiracial	3.6	2.9	3.8	3.4	3.8	3.5
Percent White	78.9	83.2	77.4	81.9	75.7	80.7

District results are grades K-12 combined

Language Proficiency for English Learners

English language proficiency measures whether students learning the English language are on target to develop or attain English language proficiency within six years. Student Growth Percentiles (SGPs) are used to determine whether students are making adequate growth annually to meet these targets. SGPs describe a student's learning as compared to other students sharing the same performance history as the student, or the student's 'academic peers.' English language proficiency is measured based on performance and growth on the WIDA ACCESS 2.0 assessment. Only students identified as English learners who spend most of the school year enrolled at the school are included when reporting the proficiency and growth.

	2019-2020	2020-2021	2021-2022
Met or Exceeded Annual Growth Target	25.0		
Achieved English Language Proficiency			
Level 1 - Entering	5.7		
Level 2 - Beginning	20.0		
Level 3 - Developing	28.6		
Level 4 - Expanding	45.7		
Level 5 - Bridging			
Level 6 - Reaching			

***Suppressed due to small population

High School Graduation Rate

	2019-2020	2020-2021	2021-2022
Overall	**96.9**	**98.3**	
Non-Waiver	-	81.0	
Paid Meals	97.7	99.1	
Free/Reduced Price Meals	93.5	96.7	
General Education	99.2	99.0	
Special Education	80.5	92.4	
Non-English Language Learner	97.3	98.4	
English Language Learner	72.7	91.7	
Asian	100.0	100.0	
Black	89.3	95.0	
Hispanic	89.5	95.0	
Multiracial	100.0	100.0	
White	97.5	98.5	

Section IV: Continuous and Strategic School Improvement Action Plan

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Noblesville Schools Continuous School Improvement Action Plan

Schoolwide Improvement SMART Goals
Attendance **Our Current Reality:** In 2022, Noblesville East Middle school had an attendance rate of 91.7%. **Our Attendance SMART Goal:** By the end of May 2023, the Noblesville East Middle school attendance rate will increase to 93%, to reach our goal of 97% by the end of 2026. *ILEARN ELA* **Our Current Reality:** In 2022, 52.8 percent of our students in grades 6-8 demonstrated proficiency on the ELA ILEARN assessment. **Our ELA SMART Goal:** The percentage of 6-8 grade students demonstrating proficiency in English Language Arts will increase from 52.8 to 57.5 percent by the end of May 2023 as measured by the ILEARN assessment to reach our goal of 76.4 percent proficiency by 2027. *ILEARN MATH* **Our Current Reality:** In 2022, 44.3 percent of our students in grades 6-8 demonstrated proficiency on the MATH ILEARN assessment. **Our Math SMART Goal:** The percentage of 6-8 grade students demonstrating proficiency in Math will increase from 44.3 to 49.9 percent by the end of May 2023 as measured by the ILEARN assessment to reach our goal of 72.2 percent proficiency by 2027.

Strategies and Action Steps	Who is Responsible	Target Date or Timeline	Evidence of Effectiveness
Ongoing professional development in PLC effectiveness and use of the PLC to improve student learning.	Administration Guiding Coalition Instructional Coach *All Staff	Initial Training June 2022 Ongoing 2022-2023 school year during PLC meetings	Data collection during ongoing PLC planning during weekly meetings and monthly department meetings.
Unpacking ELA Writing standards into learning targets and agreeing upon criteria for proficiency.	ELA Department Chair ELA Teachers Instructional Coach	Semester 1 2022-2023 school year via Late Start Department Meetings	Observation of updated instructional practices during formative classroom walkthroughs.

Ongoing professional development in literacy with outside ELA consultant Kate Roberts	Secondary Curriculum Coordinators Instructional Coach ELA Department Chair ELA Teachers	2022-2023 School Year as scheduled by district.	Data collection during ongoing PLC planning during weekly meetings and monthly department meetings. Observation of updated instructional practices during formative classroom walkthroughs. Students will meet their NWEA growth goal.
School-wide increase and frequency of use with different forms of writing and writing strategies in all subjects and classrooms.	Instructional Coach Department Chairs All Staff	Ongoing 2022-2023 school year District-scheduled e-Learning days throughout the 2022-2023 school year	Observation of updated instructional practices during formative classroom walkthroughs.
Unpacking Math process standards into learning targets, and agreeing upon criteria for proficiency.	Instructional Coach Math Department Chair Math Teachers	Semester 1 2022-2023 school year via Late Start Department Meetings	Observation of updated instructional practices during formative classroom walkthroughs. Students will meet their NWEA growth goal.
Professional Development on the 8 effective math teaching practices from the NCTM directed by math consultant Mike Steele.	Secondary Curriculum Coordinators Instructional Coach Math Department Chair Math Teachers	2022-2023 School Year as scheduled by district.	Data collection during ongoing PLC planning during weekly meetings and monthly department meetings. Observation of updated instructional practices during formative classroom walkthroughs. Students will meet their NWEA growth goal.
School-wide increase and frequency of using the concept of number sense in all subjects and classrooms.	Instructional Coach Department Chairs All Staff	Ongoing 2022-2023 school year District-scheduled e-Learning days	Observation of updated instructional practices during formative classroom walkthroughs.

		throughout the 2022-2023 school year	Students will meet their NWEA growth goal.
Professional development on best practices in instruction and assessment in the co-taught classroom.	Instructional Coach SPED Department Chair Co-teaching partnerships	Initial Training July 2022 Ongoing co-planning time and continued professional support on Wednesday's during the 2022-2023 school year.	Data collection during ongoing PLC planning during weekly meetings and monthly department meetings. Observation of updated instructional practices during formative classroom walkthroughs. Students will meet their NWEA growth goal.
Assessment taking skills and strategies discussed and taught in all classrooms to increase student understanding.	Instructional Coach Department Chairs All Staff	Ongoing 2022-2023 school year during Miller Meeting (East Time)	Observation of updated East Time practices during classroom walkthroughs. Students will meet their NWEA growth goal.
Monitor weekly attendance rates and share month by month attendance data. Team meetings conducted with teachers and administration to discuss chronic absentee students. Home visits, letters, parent meetings, and NYAP will be used for assistance in this matter.	Administration Team Teachers Counselors Social Worker	Ongoing 2022-2023 school year - attendance rates assessed weekly and monthly.	Increased attendance rate by the end of the 2022-2023 school year.

Methods to Improve Cultural Competency *Methods to improve the cultural competency of teachers, administrators, staff, parents, and students,*

including the identification of all racial, ethnic, language-minority, cultural, exceptional learning, and socioeconomic groups represented in the school's population; culturally appropriate strategies for increasing educational opportunities and educational performance for represented groups that are incorporated in the school's plan; and areas identified as requiring additional professional development to increase cultural competency in the school.

Culturally appropriate strategies for increasing educational opportunities and educational performance.	Areas identified as requiring additional professional development to increase cultural competency in the school.
Increasing a sense of belonging for students and staff.	
Miller Meeting - A designated, daily specific time used intentionally to build positive relationships and master employability skills.	Professional development session with Team Leaders during the Summer of 2022 and ongoing training to identify students needs and equip teams to build curriculum to address those needs using the Indiana Employability Standards. Formal review of Panorama data in Fall and Spring to assess student needs and measure effectiveness.
First Days Activities - "Team Day" and "I'm a Miller Day" themes include all student participation on the first two days of school. The goal is to provide students with opportunities to meet others on their team through team-building activities. Group activities will be utilized to teach students about the Miller Way and what it means to be a Miller and develop a sense of community.	Deans deliver rationale and strategies for first day activities during the July teacher work days. Teachers use team meeting time to plan and coordinate activities to help foster a sense of belonging and community among students. Administrators welcome students in smaller groups to Revisit "Miller's Are" common language and school expectations.
Enrichment Classes - Specific classes available to students that provide a sense of belonging and support student interests outside of the core subject areas.	
Extracurricular Activities- Students have the opportunity to join several sports teams and student clubs based on interest.	
Students are provided with what they need to succeed (academics, SEL, and mental health)	
Mental Health - Community therapists provided in school in addition to small intervention groups and whole classroom lessons for all students delivered by counselors and social worker.	Counselor and Social Worker training and collaboration throughout the year with district level coordinators to discuss, develop, and document strategies that can be used with students.

Panorama - Staff opportunity to sort and review individual student data and choose specific team intervention strategy for subgroups of students.	Professional development times will be set aside to analyze Panorama results and determine next steps and strategies for supporting students.
Collaborative Conversations - Collaboration with staff within PLC school community to identify student needs and appropriate supports (academic, language, SEL, or mental health)	Monthly meetings with our Guiding Coalition to equip building leaders in guiding Collaborative Team work. This includes attending to all four guiding questions of a PLC, setting norms, establishing goals, and creating products to monitor effectiveness._Learning by Doing_ book study with Guiding Coalition members.
East Time MTSS Interventions - Miller Meeting Time: Daily Employability skills lessons delivered to all students.	Monthly MTSS faculty meetings are scheduled during late start time. Professional development is given on how to identify Tier 2 and Tier 3 students, strategies for serving these student groups within East Time and classroom instruction, and best practices for monitoring student performance over time.
School/District Restorative Discipline - NEMS Administrators and staff use restorative discipline to address behaviors as needed. NEMS team developed spring of 2022. Members include 4 teachers, both deans, and one counselor.	The NEMS Restorative Team will guide professional development with specific team and grade-level staff on restorative discipline strategies. New admin are trained as needed on restorative discipline practices.
Establishing an equitable and inclusive school culture.	
Miller Stars showcase students who excel behaviorally and may not be recognized in other areas including academics or athletics. Students can be nominated by any staff member.	
After School Tutoring provided on Tuesdays and Thursdays with late bus service to ensure equitable access to academic interventions.	Tutors receive professional development on how to document and monitor student performance.
Support English Language Learners to increase the success of our EL student population through EL teams and diversified arts classes across grades 6-8**.**	EL Teams receive professional development from EL coordinator and instructional coach during Team meetings.DA/PA/Wellness receive professional development from EL coordinator once a month during late start time.

	eLearning sessions designed to teach staff best practices when designing lesson plans for EL students.
Co-taught classrooms Noblesville East MS has 14 co-taught periods per day in both Math and Language Arts in order to ensure equitable access to academic interventions within an inclusive setting.	Co-teachers were offered a 2-day training in the summer of 2022. Weekly collaboration and ongoing professional development is provided throughout the year on Wednesdays.
DEI Committee sends monthly messaging to staff with news and tools about current Diversity/Equity initiatives and with information about each awareness month throughout the calendar year.	Professional development times will be set aside to provide opportunities for staff to increase awareness of diversity and equity school-wide initiatives.