2020-2021

SCHOOL IMPROVEMENT PLAN

NOBLESVILLE EAST
MIDDLE SCHOOL
ENGAGE | INSPIRE | EMPOWER
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Section 1: School Profile

Vision, Mission, and Beliefs

Vision

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

Mission

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.

Beliefs

The “Miller Way” promotes unity, school pride, and a safe and productive learning environment.

The “Miller Way” says that we Millers are:

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

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

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

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

The “Miller Way” is promoted and supported in a variety of ways. Teachers incorporate it into their classroom management plans, and the administration reinforces it in morning announcements. It is also the focus of the student orientation program and is displayed throughout the building.
Narrative Description of School, Community, and Educational Programs

Noblesville East Middle School is one of two middle schools located in Noblesville, Indiana. Noblesville is a suburban community located north of Indianapolis, Indiana with over 61,882 residents. NEMS is the smaller of the two middle schools with an enrollment of 1,190 students in grades six, seven, and eight for the 2019-20 school year. The staff includes 1 principal, 2 assistant principals, 1 dean, 75 teachers, 1 instructional coach, 3 guidance counselors, 1 social worker, 1 police officer, 1 athletic director shared between the two middle schools, 1 speech and language pathologist, 1 English language learner coordinator, 1 media specialist, 1-1/2 nurses, 17 instructional assistants, 5 administrative assistants, 18 cafeteria workers, and 12 custodians. The enrollment includes 31% of the students participating in the free and reduced price lunch program. The student population includes 79% white, 8% Hispanic, 6% African American, 4% multiracial, and 4% Asian students.

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

Our middle school also uses a Multi-Tiered System of Supports (MTSS) designed specifically to meet the needs of our students. Tier I instruction includes core curriculum and instruction and research-based strategies used by all general education teachers to support student learning and academic growth. Students are identified for additional Tier II or Tier III supports through NWEA, ILEARN scores, and/or other progress monitoring tools available for use by the school. Tier II supports include supplemental supports provided by the general education teachers in the general education setting, including but not limited to co-teaching, frontloading, reteaching, regrouping, and other differentiated and responsive teaching strategies and approaches. Students not making gains through Tier II supports or who are identified as needing academic support beyond Tier II are recommended for Tier III supports that include language arts intervention, math intervention, and basic skills development. This support can and often does include the possibility of placement into a Language Arts Lab or Math Lab class for more one-on-one support and skills development in those areas. Student progress in Tier II and Tier III supports is closely monitored, and placements may be adjusted based upon student performance.
Description and Location of Curriculum

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

Assessment Instruments in Addition to ILEARN

- **Northwest Evaluation Association (NWEA)** is a global not-for-profit educational service organization known for their assessment, Measures of Academic Progress (MAP). The assessment is used to better inform teacher instruction and maximize every learner's academic growth and learning needs.

- **STAR Reading Enterprise** is an assessment of reading comprehension and skills for independent readers. STAR Reading Enterprise tracks development in five domains: word knowledge and skills, comprehension strategies and constructing meaning, analyzing literary text, understanding author’s craft, and analyzing an argument/evaluating text.
Section 2: School-wide Data Charts & Graphs

Due to the COVID Pandemic of 2020, the ILEARN and STAR Assessments were not administered. This report includes an analysis of our 2019 data for these assessments. The NWEA analysis is based on fall and winter data collected in 2019-2020.
## Student Growth Percentile (SGP)

The SGP score compares a student’s growth from one period to the next with that of his or her academic peers nationwide—defined as students in the same grade with a similar scaled score history.

- Noblesville Schools’ Goal = 55
- 40 or below indicates a significant need

<table>
<thead>
<tr>
<th>Grade</th>
<th>SGP</th>
<th># of Students</th>
<th>GE Avg Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>6th Grade</td>
<td>44</td>
<td>37 of 44</td>
<td>+0.7</td>
</tr>
<tr>
<td>7th Grade</td>
<td>48</td>
<td>48 of 51</td>
<td>+0.8</td>
</tr>
<tr>
<td>8th Grade</td>
<td>38</td>
<td>37 of 37</td>
<td>+0.5</td>
</tr>
</tbody>
</table>

### Grade Equivalent (GE)

- Represents how a student’s test performance compares with that of other students nationally.
- First number represents the number of students who took the test during the pre-test and post-test testing windows. Their scores are used to calculate the SGP. The second number is the number of students used to create the GE average change. The GE is calculated with all students tested during the year, including outside of the testing windows.

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Attendance

Attendance Data from Previous Years

<table>
<thead>
<tr>
<th>Year</th>
<th>Attendance</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016-17</td>
<td>95.9%</td>
</tr>
<tr>
<td>2017-18</td>
<td>95.7%</td>
</tr>
<tr>
<td>2018-19</td>
<td>95.9%</td>
</tr>
</tbody>
</table>

NEMS Model Attendees

- NEMS
- State Average
- Target

2018 2019
Section 3: Conclusions about Current Educational Programming and Learning

Curriculum and Instructional Strategies Support for Indiana Academic Standards

Curriculum and Instructional Strategies Support for Indiana Academic Standards: Each content area has developed curriculum maps aligned to Indiana Academic Standards. The NEMS Leadership Team has also identified strategic actions to improve students’ reading comprehension skills and written responses. Students demonstrate achievement of the state standards and these skills through common performance tasks and summative assessments aligned to locally developed, standards-based curriculum maps.

Analysis of Student Achievement Based on ILEARN and Other Assessments:

Due to the COVID Pandemic of 2020, the ILEARN and STAR Assessments were not administered. This report includes an analysis of our 2019 data for these assessments. The NWEA analysis is based on fall and winter data collected in 2019-2020.

English Language Arts Analysis:

2019 ILEARN English language arts data shows student performance surpassed the state average at all three grade levels as follows:
- 6th grade proficiency rates were 14% above the state average
- 7th grade proficiency rates were 13% above the state average
- 8th grade proficiency rates were 8% above the state average

2018 ISTEP+ English language arts data shows special education student performance also surpassed the state average at all three grade levels as follows:
- 6th grade pass rates were 15% above the state average
- 7th grade pass rates were 19% above the state average
- 8th grade pass rates were 23% above the state average

Additionally, ISTEP+ and ILEARN English language arts performance over a three-year period from 2017 to 2019 shows the following:
- Paid lunch students consistently outperform free/reduced lunch students. The range of this gap varies from 19-32%
- Female students consistently outperform male students in language arts. The range of this gap varies from 9-27%

2020 Winter NWEA reading assessment data shows our student performance surpassed the nationally normed grade level mean RIT at all three grade levels as follows:
- 81% of 6th grade students scored at the average, high average, and high percentiles.
• 83% of 7th grade students scored at the average, high average, and high percentiles
• 87% of 8th grade students scored at the average, high average, and high percentiles

2018-19 STAR reading assessment Student Growth Percentiles (SGP) for special education and Tier III students continue to be below the district SPG target of 55, and below or just above an SPG of 40, which indicates a significant need. 2018-19 STAR average SGPs were as follows:
• 6th grade students had an average SGP of 44
• 7th grade students had an average SGP of 48
• 8th grade students had an average SGP of 38

Math Analysis:

2019 ILEARN math data shows student performance surpassed the state average at all three grade levels as follows:
• 6th grade proficiency rates were 23% above the state average
• 7th grade proficiency rates were 17% above the state average
• 8th grade proficiency rates were 6% above the state average

2018 ISTEP+ math data shows special education student performance also surpassed the state average at all three grade levels as follows:
• 6th grade pass rates were 9% above the state average
• 7th grade pass rates were 2% above the state average
• 8th grade pass rates were 17% above the state average

Additionally, ISTEP+ and ILEARN math performance over a three-year period from 2017 to 2019 shows the following:
• Paid lunch students consistently outperform free/reduced lunch students. The range of this gap has varied from 26-29%
• Female students consistently outperform male students in math. The range of this gap has varied from 9-20%

2020 Winter NWEA reading assessment data shows our students' performance surpassed the nationally normed grade level mean RIT at all three grade levels as follows:
• 80% of 6th grade students scored at the average, high average, and high percentiles
• 82% of 7th grade students scored at the average, high average, and high percentiles
• 85% of 8th grade students scored at the average, high average, and high percentiles
Attendance Analysis:

- Model Attendees increased from 65.7% in 2018 to 67.5% in 2019.
- NEMS outperformed the state average in model attendees by 18.4% in 2018 and 2.2% in 2019.
- NEMS fell just below the target model attendees of 66.2% in 2018 and 69.6% in 2019.
- Chronic absenteeism at NEMS is 9.3%. This is 2.3% more than the Noblesville School District and 6.7% less than the state average.

Overall Analysis:

While overall school grade level cohorts consistently outperform peers state-wide on ILEARN and peers nationally on NWEA, disaggregated data continues to show significant achievement gaps particularly among special education, free/reduced, and male student populations as compared to local grade-level peers. Further analysis of this data establishes a need to focus school improvement efforts on improving students’ literacy skills, specifically in reading comprehension and written responses. Improvement of these skills are essential to improving student mastery of Indiana Academic Standards across all disciplines. The NEMS Leadership Team has developed a strategic plan to address these needs both within the core curriculum and as a part of the school-wide MTSS plan at all three levels, including tier I universal supports and tier II and III supplemental supports.
Parent Participation in the School

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

Due to the COVID Pandemic of 2020, all school-wide events that invited parents into the school building were postponed and conducted virtually with different technology platforms such as Zoom and Google Meet. The following information is what we would normally hold if not for the COVID Pandemic.

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

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

NEMS maintains a safe and orderly learning environment through the use of the Miller Way to establish expected behaviors and by maintaining a student code of conduct. The MTSS committee is a student support team that monitors the progress of all NEMS students and identifies students for additional interventions such as group support or check-ins to help students improve decision-making and behaviors. Behavioral contracts are used when students need more intensive, individualized interventions. The Miller Way provides students, parents, and staff with a common set of values to guide student behavior. The student code of conduct is provided to every student. Teachers provide students, parents, and administrators with classroom management plans that include expectations for student behavior and consequences.
Emergency drills -- fire, tornado, earthquake, and A.L.I.C.E. -- are conducted to ensure that students and staff understand safety procedures. A Crisis Management Plan available in each classroom, and a team of staff members has been trained to respond when necessary. A school resource officer, secured entrance, and security cameras provide an extra measure of safety throughout the building. All NEMS staff and students have been trained in the A.L.I.C.E. (Alert, Lockdown, Inform, Counter, Evacuate) safety procedures to maximize school safety during emergency situations. Our school also uses Labrador Retrievers from “Vapor Wake K9”, and their handlers for added safety and protection. These friendly dogs are ideal for use around children as they are trained to detect the scent of firearms and related products in the air around them, and are not used for direct physical inspection of individuals. There are new barricading devices installed on all doors throughout the school that can be activated and deactivated from within the classroom. These devices create a safe zone within school buildings during a crisis, allowing students and staff to fully secure themselves in classrooms within seconds, while still allowing first responders to access the room quickly. The school corporation uses an electronic visitor check in system that coordinates with our district volunteer background database. All visitors must provide identification before being given access to the rest of the building. Upon presenting identification, the visitor will be given a personalized photo-ID badge to use while at the school. This measure provides an extra step towards maximizing the security of the main entrance to the building.

Career Awareness and Development Activities

Overview of Career Awareness and Development Counseling Program

Career development competencies guide school counseling programs to help students:

- understand the connection between school and the world of work
- plan for and make a successful transition from school to postsecondary education and/or the world of work and from job to job across the lifespan.

Competencies

Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions. The student:

- reexamines career interests based on experiences and/or updated career interest assessment;
- completes a skills/abilities assessment and examines how their personal qualities relate to careers of interest;
- utilizes personal (interviews and field observations), print, and electronic resources to explore and research occupations that match their career interests;
- describes the impact of global economics and technology on career opportunities
Lessons by Grade Level

6th Grade Level Lessons for Career and College Readiness:
1. Students acquire knowledge on the Post Secondary options available to them such as; college overview, military, trade schools, apprenticeships, and community college. Students also review their high school diploma options and sign their pledge to graduate high school.
2. Road to Reality: 6th grade students complete a future planning activity based on their desired future lifestyle (where they will live, what dwelling place, transportation, utilities, entertainment spending, food/resources) to estimate their cost of living that lifestyle. They then research careers of interest and what educational path is required for that future career to determine if that career can sustain the lifestyle they would like to live. Students evaluate if that is a realistic lifestyle as well as what the earning potential will sustain their desired lifestyle.

7th Grade Level Lessons:
1. Students learn the importance of their GPA, how it is figured and the overall impact it has on admissions to college. Students then research Universities to determine if their current GPA will meet the criteria for their admissions. Students then goal set on steps to take to improve their GPA.
2. Students create their Career Explorer account and take Career Interest Assessment. Results yield their top 5 career pathways within the career clusters for them to explore based on their interest survey results.

8th Grade Level Lessons & Experiences:
1. 8th graders learn all about the college application process and work through a college application to become familiar with the process and what will be required and expected to complete one. Students search through Indiana colleges in a digital scavenger hunt to find important criteria for college admissions.
2. Career Day: Features seminars presented by guest speakers from a variety of careers. Students may sign-up for three interest-based seminars.

In addition to the counseling programs, students at NEMS may explore various career pathways through our Business and Information Technology class and Project Lead The Way (PLTW) curriculum as outlined below:

Business Information Technology Grade 6
Exploring Colleges and Careers In this nine-week course students will explore their interests, aptitudes, and skills plus their individual learning styles in order to find possible career matches. Students will learn and practice the qualities employers look for in their employees as they explore a variety of career options. Post-high school opportunities will be discussed to help students make and achieve career goals.

Business Information Technology Grade 7
Personal Financial Literacy In this introductory course students begin to develop knowledge and skills for personal financial management. The goals of this course
center on: (1) financial responsibility and decision making; (2) the relationship of education, income, and careers; (3) money management; credit and debt management. 

Students work individually, in small groups, and as a class as they are introduced to personal financial concepts such as income and taxes, checking and savings accounts, banking, credit, and comparison-shopping.

**Business Information Technology 8** 
Marketing/Entrepreneurship The 8th grade BIT course will focus on critical thinking, problem solving, communication, risk bearing, teamwork and self-reliance skills. These soft skills required by all employers will be taught directly and then incorporated into the rest of the quarter long course as we focus on the function and importance of marketing and entrepreneurship in our economy and society.

**Design & Modeling** 
Students discover the design process and develop an understanding of the influence of creativity and innovation in their lives. They are then challenged and empowered to use and apply what they’ve learned throughout the units to design different products.

**Automation & Robotics** 
Students learn about the history and impact of automation and robotics as they explore mechanical systems, energy transfer, machine automation, and computer control systems. Using the VEX Robotics® platform, students apply what they know to design and program different robotic builds.

**Medical Detectives** 
Students play the role of real-life medical detectives as they collect and analyze medical data to diagnose disease. They solve medical mysteries through hands-on projects and labs, measure and interpret vital signs, examine nervous system structure and function, investigate disease outbreaks, and explore how a breakdown within the human body can lead to dysfunction.

**Technology as a Learning Tool** 
NEMS is a 1:1 computing school. Each student receives an iPad at the start of the school year along with access to Canvas, an online learning management platform which teachers use as a tool to house their curriculum and facilitate blended instruction and learning. Student devices allow anytime, anywhere access to Canvas, as well as the internet and multiple applications for learning such as Google Docs, Gmail, Safari, Notability, Nearpod, and Keynote. In addition to student devices, each classroom teacher is also provided multiple technology devices to be used to facilitate teaching and learning, such as a laptop, iPad tablet, document camera, projector, Apple TV, and building-wide wireless access to the internet. Because technology tools are constantly evolving and improving, teachers are provided ongoing professional development in how these tools can be used to improve and enhance instruction and learning through workshops and sessions provided by the NEMS technology and instructional coaches, as well as district level technology specialists. Students also receive ongoing training through monthly digital citizenship lessons.
During the 2019-20 school year, NEMS participated in a technology survey and received data and feedback used by the Leadership Team to identify priorities for the 2020-2021 school year. If time allows, these priorities include further professional development on online tools that foster critical thinking, how to design remote learning lessons that require creativity, collaboration, and critical thinking and how to use digital formative assessment to influence classroom instruction.

**Professional Development Program**

This school improvement plan establishes the primary focus of professional development each school year. This professional development is planned collaboratively with members of the school’s leadership team and becomes the focus of faculty meetings, department meetings, PLC meetings, and optional professional development opportunities (as time allows). All NEMS teachers participate in curriculum development using the Understand by Design framework. Professional development for the 20-21 school year will focus on the identification and application of essential standards across stages one, two, and three of UBD. Additionally, professional development will focus on continued development of curriculum to enhance the reading comprehension and quality of the written responses of our students. Teachers will work collaboratively within PLCs to develop, administer, and analyze the results of formative, summative, and standardized assessments. They will also collaboratively score student work using common rubrics to establish consistency in assessment of student performance. As time allows, language arts and math teachers will receive training on how to conduct data conferences with individual students using data from NWEA to establish academic goals. Teachers have the opportunity to provide feedback related to professional development in the form of surveys, exit slips, and conversations among staff members.

Noblesville East Middle School implemented an Advisory Program in January of 2019 to help meet the social, emotional and academic needs of all students. The Leadership Team at NEMS met throughout the 2017-2018 school year to discuss student outcomes and a lack of support for students in the areas of motivation, academic engagement and social and emotional aptitude. This year, Advisory will take the form of “circle up” based on Developmental Designs structure of circles of power and respect. A twice weekly, one time a week for students in both groups A and B, “circle up” program will be implemented to address these student concerns. Research shows that student academic success can be directly tied to an advisory program including reducing student drop-outs (Mac Iver, 1990), helped students to get along better with classmates and enhanced teacher-student relationships (Connors, 1991). The guiding framework utilized to create the NEMS Advisory Program and thus the “circle up” protocol is based on the Developmental Design program. Research on the effectiveness of a structured advisory program yields the following possible outcomes: 1. Promoting opportunities for social development. 2. Assisting students with academic programs. 3. Facilitating positive involvement among teachers, administrators and students. 4. Providing an adult advocate for each student in the school. 5. Promoting positive school climate (Clark & Clark, 1994). The NEMS Advisory program will utilize
the Developmental Designs structure of circle of power and respect which utilizes routines and structure to create predictability and constructive peer interaction.

**Section 4: Specific Areas Where Improvement is Needed Immediately**

Immediate improvement is needed in students' literacy skills. To be more specific, the staff will work to address ways to improve reading comprehension and teach how to accurately respond to prompts using the appropriate method of writing. These skills are essential to developing student mastery of Indiana Academic Standards within all disciplines. Professional development must also continue in effective instructional design to facilitate mastery of these skills and the standards embedded in each content area curriculum map.

**Section 5: Statutes and Rules to be Waived**

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

**Section 6: Timeline for Implementation, Review, and Revision**

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

<table>
<thead>
<tr>
<th>Goal</th>
<th>All students will demonstrate improved reading comprehension and written responses.</th>
</tr>
</thead>
</table>
| **Benchmarks** | **Student Achievement Benchmarks:**  
- Our 6th grade pass rate will exceed the state average by 15% on the Spring 2021 ILEARN Language Arts Assessment.  
- Our 7th grade pass rate will exceed the state average by 18% on the Spring 2021 ILEARN Language Arts Assessment.  
- Our 8th grade pass rate will exceed the state average by 15% on the Spring 2021 ILEARN Language Arts Assessment.  
- Our 6th grade pass rate will exceed the state average by 20% on the Spring 2021 ILEARN Math Assessment.  
- Our 7th grade pass rate will exceed the state average by 25% on the Spring 2021 ILEARN Math Assessment.  
- Our 8th grade pass rate will exceed the state average by 20% on the Spring 2021 ILEARN Math Assessment. |
| **Supporting Data** | **% of students passing Spring 2019 ILEARN Assessment:**  
- 6th ELA: 62%  
- 7th ELA: 62%  
- 8th ELA: 58%  
- **Overall ELA**: 61.3%  
- 6th Math: 68%  
- 7th Math: 57%  
- 8th Math: 44%  
- **Overall Math**: 57.6% |
| **Targeted Subgroups** | Special Education and Gender |

### Instructional Strategies (*Teachers will . . .*)

<table>
<thead>
<tr>
<th><strong>Language arts, math, and special education teachers will hold periodic data conferences with individual students using their personal achievement data.</strong></th>
<th><strong>Learning Outcomes (<em>Students will . . .</em>)</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Teachers will provide supplemental support with groups of students who have not achieved the established benchmark goals.</strong></td>
<td><strong>Students will use the feedback and strategies practiced with their support groups to help perform, establish growth, and reach their benchmark goals.</strong></td>
</tr>
<tr>
<td><strong>Language arts teachers will implement the reading workshop framework.</strong></td>
<td><strong>Students will use reading strategies in order to comprehend the text of their independent reading books.</strong></td>
</tr>
<tr>
<td>Language arts teachers will implement writing workshops to communicate different methods and styles of writing for different prompts.</td>
<td>Students will use the various methods of writing to respond appropriately to a prompt.</td>
</tr>
<tr>
<td>Teachers will use common formative assessments to help guide instruction in order to use best practice when meeting students’ needs.</td>
<td>Students will reflect on their progress and identify areas of improvement.</td>
</tr>
<tr>
<td>Teachers will use common summative assessments to measure student progress in mastering state standards within instructional units.</td>
<td>Students will reflect on their progress and identify areas of improvement.</td>
</tr>
</tbody>
</table>

**Research Supporting Instructional Strategies**

- NMSA/AMLE. (2010) *This We Believe: Keys to Educating Young Adolescents*. Westerville, OH: NMSA/AMLE
### Professional Development

<table>
<thead>
<tr>
<th>Action</th>
<th>Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>PLCs will review and revise unit curriculum maps to identify Essential Standards.</td>
<td>Ongoing through weekly PLC collaboration periods.</td>
</tr>
<tr>
<td>PLCs will review and revise unit curriculum maps using an “unpacking” of state standards to further align desired results and evidence with desired literacy and critical thinking skills.</td>
<td></td>
</tr>
<tr>
<td>PLCs will collaborate in order to develop common formative and summative assessments and performance tasks using state standards and Webb’s Depth-of-Knowledge Model to ensure effective data collection and analysis to monitor and improve student learning.</td>
<td></td>
</tr>
<tr>
<td>ELA teachers and PLCs will participate in norming sessions to learn how to and be able to collaboratively score student work using common rubrics to establish consistency in assessment of student performance.</td>
<td></td>
</tr>
<tr>
<td>Language arts and math teachers will engage in professional development to learn how to conduct data conferences with individual students using supplemental supports and progress monitoring tools for Tier 2 students.</td>
<td>Ongoing, as time allows, through weekly PLC collaboration periods, department meetings, and MTSS meetings.</td>
</tr>
<tr>
<td>Language arts teachers will participate in professional development to learn how to implement the reading and writing workshop modeling in their classroom.</td>
<td>Ongoing, as time allows, through department, PLC, and eLearning meetings.</td>
</tr>
<tr>
<td>All teachers will participate in professional development to learn how to facilitate an advisory group.</td>
<td>Ongoing through early release and eLearning days.</td>
</tr>
<tr>
<td>All teachers will participate in professional development on online tools that foster critical thinking, how to design remote learning lessons that require creativity and collaboration, and how to use digital formative assessment to influence classroom instruction.</td>
<td>Ongoing, as time allows, through faculty meetings, department meetings, PLC meetings, and optional professional development meetings.</td>
</tr>
</tbody>
</table>
### Professional Development to Improve Cultural Competency of Teachers, Administrators, Staff, Parents, Students

<table>
<thead>
<tr>
<th>Action</th>
<th>Timeline</th>
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<tbody>
<tr>
<td>NEMS Leadership Team collects and analyzes student behavior data and student survey results for continuous improvement in positive behavioral interventions and supports. NEMS counselors collect and analyze student feedback to prepare and provide classroom lessons, group lessons, and individual counseling sessions. NEMS interdisciplinary teams will monitor student progress and provide support and intervention to meet student needs. NEMS teachers will advocate for students, promote social development, monitor academic progress, and create a positive school climate through our advisory program. NEMS teachers and counselors will utilize Panorama data to monitor the social and emotional wellbeing of students. NEMS faculty will use restorative justice sessions to build positive relationships with students and create a positive school climate. NEMS staff will use racial equity and implicit bias training to monitor student behavior in a way that supports all students and meets every student’s needs.</td>
<td>Ongoing throughout the school year through committee, faculty, team, and counseling department meetings</td>
</tr>
</tbody>
</table>

### Monitoring System

<table>
<thead>
<tr>
<th>Action</th>
<th>Review and Revision</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional observation/evaluation and feedback</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Professional Learning Community data analysis and planning</td>
<td>Monthly</td>
</tr>
<tr>
<td>MTSS Committee data analysis and planning</td>
<td>Monthly</td>
</tr>
<tr>
<td>Literacy and Math Lab intervention</td>
<td>Daily</td>
</tr>
</tbody>
</table>

### Assessments: Standardized and/or locally developed measures of progress toward the goal
- ILEARN
- NWEA
- PLC Common Formative and Summative Assessments
- PLC Performance Tasks
- STAR Reading Assessment