



Noblesville East Middle School

Continuous School Improvement Plan

Section I: School Profile

Vision, Mission, and Commitments:

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

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

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

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

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

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

Framework for Learning:

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

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

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

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

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

Description of the Curriculum:

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

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

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

Name/Description of Assessments in Addition to ILEARN:

- **WIDA ACCESS** – A state assessment for English language learner students in Kindergarten through grade 12 that measures a student's current level of English proficiency and is also used for accountability purposes.
- **NWEA MAP Growth** – A nationally-normed, computer-adaptive assessment for measuring achievement and growth in Kindergarten through grade 8 in math and reading.
- **Indiana SAT** – A college entrance exam used by colleges and universities to make admissions decisions. The SAT measures a high school student's readiness for college based on their performance in math, evidence-based reading, and writing. The SAT is now used as a high school accountability assessment administered in grade 11.
- **IREAD-3** – A state assessment that measures foundational reading standards at grade 3 and meets the requirements of state law (House Enrolled Act 1367).
- **NWEA MAP Fluency Dyslexia Screener** – A universal screener that measures foundational reading skills and meets the requirements of Indiana law (SB 217).

Section II: Description of Current Educational Programming and Learning Environment

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

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

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

If a student is having difficulty academically, socially, or behaviorally, school personnel work to assist the student with skills that will help them improve the skills not yet mastered. As supplemental supports become more intense, results are used to make decisions about the need for further research-based instruction and possible educational evaluation for special education services. Noblesville Schools places an emphasis on early identification through universal screenings, supplemental supports and self-advocacy supports for student learning.

Addressing the Learning Needs of all Students, Including Exceptional Learners

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

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

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

Noblesville Schools also uses a tiered approach called Multi-Tiered System of Supports (MTSS) to ensure all students achieve their highest potential. This structure provides the necessary instruction and supports needed to allow all students to achieve their academic, social, emotional and behavior goals. School staff utilize a variety of data sources to identify and assist students needing additional instruction and/or support. These data sources include, but are not limited to, standardized assessment scores, NWEA scores, locally-developed assessment scores, student grades, attendance, social and emotional data, and discipline reports. Noblesville Schools believes that children do well when they can. If a student is having difficulty academically, socially, emotionally, or behaviorally, school personnel work to assist the student with skills that will help them improve the skills not yet mastered. As supplemental supports become more intense, results are used to make decisions about the need for further evidence-based instruction and possible educational evaluation for special education services. Noblesville Schools places an emphasis on early identification through universal screenings, supplemental support, and self-advocacy support for student learning. Noblesville Schools provides high ability program services for students who have been identified at performing at high levels academically, aptitudinally, and/or through exceptional gifts, talents, motivations, or interests. Therefore, Noblesville Schools acts to identify and challenge students through enriched and accelerated curricula. Students may be identified as high ability in math, English/language arts, or both.

Parental Participation:

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. 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 month of school 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](#). This plan is developed in collaboration with stakeholders from across the school community. Representatives from each school should work in conjunction with district leadership to ensure that the plan reflects the individual needs of each school.

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

Career Awareness and Career Development Education Curriculum:

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

career exploration continues and preparing and planning becomes a priority as students near graduation.

Courses for Eligibility to Receive an Academic Honors Diploma:

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](#).

List of Statutes and Rules to be Suspended from Operation:

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

Section III: Summary of Data

Annual Performance Report:

Student ELA Achievement Results

State Assessments	2020-2021			2021-2022			2022-2023		
	School	District	State	School	District	State	School	District	State
ILEARN ELA Overall Proficient	53.8	53.8	40.5	52.8	55.2	41.2	54.7	56.7	40.7
Paid Meals	60.9	60.2	54.0	61.2	61.8	53.2	63.4	63.5	53.5
Free/Reduced Price Meals	36.7	33.1	25.9	34.1	34.4	27.0	37.9	36.5	27.2
General Education	60.9	60.5	45.6	58.5	61.7	46.9	60.6	63.1	46.2
Special Education	18.6	18.1	12.9	21.2	22.2	13.4	23.8	24.5	13.1
Non-English Language Learner	56.0	56.2	42.9	55.2	57.6	43.8	58.0	59.5	43.2
English Language Learner	7.3	9.8	11.7	9.6	14.9	13.9	6.0	11.2	13.0
Asian	73.0	65.5	56.7	65.7	60.3	56.7	53.5	63.3	54.9
Black	31.4	28.3	17.4	29.2	34.5	19.1	26.8	35.3	19.7
Hispanic	37.2	33.4	27.3	38.5	37.1	28.1	34.7	33.7	27.1
Multiracial	46.2	44.4	36.4	39.5	41.4	36.8	40.5	49.3	37.1
White	57.1	57.3	47.1	57.1	59.0	48.0	61.5	61.2	47.5

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

Local Assessments	2020-2021		2021-2022		2022-2023	
	Fall	Winter	Fall	Winter	Fall	Winter
NWEA MAP Growth Reading						
Achievement (% At or Above Avg)	82.3	81.6	78.4	78.9	79.1	79.4
% of Students Who Met or Exceeded Their Projected RIT (Fa-Wi)*		54.8		59.2		57.2
% of Students Who Met or Exceeded Their Projected RIT (Wi-Wi)*		54.0		55.6		53.3

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.

Narrative of Student Learning Data:

Analysis of ILEARN ELA Data

- The overall school proficiency levels increased from 52.8% to 54.7%.
- The overall school proficiency exceeded the state proficiency by 14%.
- Free/Reduced Price Meals student proficiency exceeded the state proficiency by 10.7%.
- Special Education student proficiency exceeded the state proficiency by 10.7%.
- The English Language Learner student proficiency was below the state proficiency level by 7%.
- Asian student proficiency was below the state proficiency by 1.4%.
- Black student proficiency exceeded the state proficiency by 7.1%.
- Hispanic student proficiency exceeded the state proficiency by 7.6%.
- Multiracial student proficiency exceeded the state proficiency 3.4%.
- White student proficiency exceeded the state proficiency by 14%.
- White students had the highest proficiency levels with 61.5% followed by Asian students with 53.5%.

Analysis of NWEA MAP Growth Reading Data

- The percentage of students at or above average increased by 0.3% from fall to winter.
- The percentage of students who met or exceeded their projected RIT decreased by 2% from fall to winter and 2.3% when comparing winter to winter.

Annual Performance Report:

Student Math Achievement Results

State Assessments	2020-2021			2021-2022			2022-2023		
	School	District	State	School	District	State	School	District	State
ILEARN Math Overall Proficient									
Overall	39.5	50.1	36.9	44.3	53.7	39.4	48.5	56.2	40.9
Paid Lunch	47.4	56.8	50.9	52.7	60.9	51.9	58.5	63.3	54.1
Free/Reduced Lunch	20.4	28.7	22.0	25.4	31.0	24.6	29.2	34.9	26.7
General Education	45.3	55.8	41.3	49.7	59.8	44.3	53.7	61.9	45.6
Special Education	11.4	20.2	14.1	14.6	23.3	15.7	21.5	26.9	16.8
Non-English Language Learner	41.0	51.9	38.9	46.3	55.9	41.6	50.9	58.4	42.9
English Language Learner	9.8	17.3	14.2	7.7	17.4	17.1	11.9	19.5	17.9
Asian	48.6	65.5	56.5	60.0	64.9	58.2	62.8	66.0	58.3
Black	8.6	16.6	11.6	20.8	29.1	14.4	23.2	29.7	16.2
Hispanic	20.2	27.8	22.0	25.6	31.7	24.8	25.4	31.8	25.9
Multiracial	25.6	36.5	30.5	26.3	34.6	33.3	31.0	42.7	35.0
White	44.6	54.3	44.4	49.2	58.3	47.1	54.8	61.3	48.7

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

Local Assessments	2020-2021		2021-2022		2022-2023	
	Fall	Winter	Fall	Winter	Fall	Winter
NWEA MAP Growth Math						
Achievement (% At or Above Avg)	82.5	77.9	77.6	76.3	71.7	77.7
% of Students Who Met or Exceeded Their Projected RIT (Fa-Wi)*		45.4		59.6		68.6
% of Students Who Met or Exceeded Their Projected RIT (Wi-Wi)*		31.6		58.4		66.5

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.

Narrative of Student Learning Data:

Analysis of ILEARN Math Data

- The overall school proficiency level increased from 44.3% to 48.5.
- The overall school proficiency level exceeded the state proficiency by 7.6%.
- Free/Reduced Price Meals student proficiency exceeded the state proficiency by 2.5%.
- Special Education student proficiency was below the state proficiency by 4.7%.
- The English Language Learner student proficiency was below the state proficiency level by 6%.
- Asian student proficiency exceeded the state proficiency by 4.5%.
- Black student proficiency exceeded the state proficiency by 7%.
- Hispanic student proficiency was below the state proficiency by 0.5%.
- Multiracial student proficiency was below the state proficiency 4.0%.

- White student proficiency exceeded the state proficiency by 6.1%.
- Asian students had the highest proficiency levels with 62.8% followed by white students with 54.8%.

Analysis of NWEA MAP Growth Math Data

- The percentage of students at or above average increased by 6% from fall to winter.
- The percentage of students who met or exceeded their projected RIT increased by 9% from fall to winter and 8.1% when comparing winter to winter.

Other School Data:

Attendance

	2020-2021	2021-2022	2022-2023
Overall	94.3	91.8	
Model Attendee <i>Students who are either persistent (in attendance for at least 96% of the school year) or improved (attendance rate improved by at least 3% from the preceding school year) attendees</i>		39.1	

Panorama Student Survey Data

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

	Spring 2022		Spring 2023		School % Favorable	National Benchmark
	School % Favorable	National Benchmark	School % Favorable	National Benchmark		
Engagement	34	Near 20th	36	Near 30th		
Sense of Belonging	47	Near 30th	50	Near 40th		
Teacher-Student Relationships	67	Near 60th	68	Near 60th		
Emotion Regulation	49	Near 70th	54	Near 90th		
Self-Management	76	Near 80th	77	Near 80th		
Social Awareness	64	Near 40th	66	Near 50th		

Demographic Data

	2020-2021		2021-2022		2022-2023	
	School	District	School	District	School	District
Percent Free/Reduced Lunch	28.6	22.2	31.6	20.9	36.2	24.3
Percent Special Education	17.1	15.7	16.0	16.5	17.5	17.4
Percent English Language Learner	3.9	4.1	5.0	4.8	6.8	5.5
Percent Asian	3.5	2.6	3.0	2.6	4.1	2.8
Percent Black	6.4	4.2	6.8	4.6	7.8	4.8
Percent Hispanic	8.7	7.5	10.6	8.2	11.2	8.7
Percent Multiracial	3.8	3.4	3.8	3.5	3.7	3.9
Percent White	77.4	81.9	75.7	80.7	73.3	79.5

*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.

	2020-2021	2021-2022	2022-2023
Met Goal or Achievement Proficiency Rate		22.0	

***Suppressed due to small population

High School Graduation Rate

	2020-2021	2021-2022	2022-2023
Overall	98.3	97.6	
Non-Waiver	81.0	83.9	
Paid Meals	99.1	98.4	
Free/Reduced Price Meals	96.7	95.2	
General Education	99.0	99.4	
Special Education	92.4	86.4	
Non-English Language Learner	98.4	97.8	
English Language Learner	91.7	93.8	
Asian	100.0	100.0	
Black	95.0	96.0	
Hispanic	95.0	98.3	
Multiracial	100.0	92.0	
White	98.5	97.8	

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

ELA

<u>Specific Area</u>	<u>How we will address</u>
6.RL.2.1 Analyze what a text says explicitly as well as draw inferences from the text through citing textual evidence	The ELA department will create a common language around citing evidence and making inferences.
6.RN.2.1 Analyze what a text says explicitly as well as draw inferences from the text through citing textual evidence	Schoolwide use of PGEP aligned strategies that promote the use of text evidence.
6.W.6.1e Demonstrate command of English grammar and usage, focusing on usage. Writing simple, compound, complex, and	MTSS faculty meetings scheduled every third late start. MTSS conversations are ongoing in

<p>compound-complex sentences; recognizing sentence fragments and run-ons.</p>	<p>weekly team meetings.</p> <p>Data conversations during ELA collaborative team meetings, with Tier 2 intervention as needed.</p> <p>Tier 3 support in ELA lab.</p> <p>Professional development during ELA department time over strategies for teaching grammar. Initial training August 2023.</p> <p>Assessment literacy instruction via test readiness unit.</p>
<p>7.RL.2.1 Cite several pieces of textual evidence to support analysis of what a text says explicitly as well as inferences drawn from the text.</p>	
<p>7.RN.2.1 Analyze what a text says explicitly as well as draw inferences from the text through citing several pieces of textual evidence.</p>	
<p>7.RN.2.2 Analyze the development of two or more central ideas over the course of a text; provide a detailed, objective summary of the text.</p>	

Math

<u>Specific Area</u>	<u>How we will address</u>
<p>6.DS.4 Summarize numerical data sets in relation to their context in multiple ways, such as: report the number of observations; describe the nature of the attribute under investigation, including how it was measured and its units of measurement; determine quantitative measures of center (mean and/or median) and spread (range and interquartile range), as well as describe any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data were gathered; and relate the choice of</p>	<p>Data conversations during Math collaborative team meetings, with Tier 2 intervention as needed.</p> <p>Use or Power-ups in Amplify Math to differentiate bell work and review for students based on performance (as needed).</p> <p>MTSS faculty meetings scheduled every third late start. MTSS conversations are ongoing in weekly team meetings.</p>

<p>measures of center and spread to the shape of the data distribution and the context in which the data were gathered.</p>	<p>Tier 3 support in Math Lab.</p>
<p>6.NS.1 Understand that positive and negative numbers are used to describe quantities having opposite directions or values (e.g., temperature above/below zero, elevation above/below sea level, credits/debits, positive/negative electric charge). Use positive and negative numbers to represent and compare quantities in real-world contexts, explaining the meaning of 0 in each situation.</p>	<p>Full faculty professional development over how to teach and incorporate data sets across all subject areas.</p> <p>Full faculty professional development over how to model multiple representations of fractions in the classroom.</p>
<p>6.NS.5 Know commonly used fractions (halves, thirds, fourths, fifths, eighths, tenths) and their decimal and percent equivalents. Convert between any two representations (fractions, decimals, percents) of positive rational numbers without the use of a calculator.</p>	
<p>6.NS.1 Use reasoning involving rates and ratios to model real-world and other mathematical problems (e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations).</p>	
<p>7.AF.2 Solve equations of the form $px + q = r$ and $p(x + q) = r$ fluently, where p, q, and r are specific rational numbers. Represent real-world problems using equations of these forms and solve such problems.</p>	
<p>7.AF.4 Define slope as vertical change for each unit of horizontal change and</p>	

<p>recognize that a constant rate of change or constant slope describes a linear function. Identify and describe situations with constant or varying rates of change.</p>	
<p>7.AF.5 Graph a line given its slope and a point on the line. Find the slope of a line given its graph.</p>	
<p>7.NS.3 Know there are rational and irrational numbers. Identify, compare, and order rational and common irrational numbers ($\sqrt{2}$, $\sqrt{3}$, $\sqrt{5}$, π) and plot them on a number line.</p>	

Section IV: Continuous and Strategic School Improvement Action Plan

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



Noblesville Schools Continuous School Improvement Action Plan

Schoolwide Improvement SMART Goals

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

Attendance

Our Current Reality: In 2023, Noblesville East Middle school had an attendance rate of 94%.

Our Attendance SMART Goal: By the end of May 2024, the Noblesville East Middle school attendance rate will increase to 95%, to reach our goal of 97% by the end of 2027.

ILEARN ELA

Our Current Reality: In 2023, 54.7 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 54.7 to 60.1 percent by the end of May 2024 as measured by the ILEARN assessment to reach our goal of 76.4 percent proficiency by 2027.

ILEARN MATH

Our Current Reality: In 2023, 48.5 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 48.5 to 54.4 percent by the end of May 2023 as measured by the ILEARN assessment to reach our goal of 72.2 percent proficiency by 2027.

Schoolwide Improvement Action Plan

Strategies, programs, and/or services to address student learning needs; methods to improve cultural competency.

What strategies, programs, and/or services have you identified to address the needed improvement?	What action steps will you take to implement these strategies, programs, and/or services?	Who will do this work?	When will this work be completed?	What evidence will be used to measure the effectiveness of these strategies, programs, and/or services?
<p>Use math instructional practices aligned to Indiana Academic Standards and Process Standards for Mathematics that include relevant, realistic, and real world experiences for all students</p>	<p>Adoption of Amplify Math Curriculum</p> <p>Training for Amplify Math Curriculum for Administrators</p> <p>Training for Amplify Math Curriculum for Teachers</p> <p>Ongoing collaboration with outside consultant Mike Steele</p>	<p>Math Department</p> <p>Administrators</p> <p>Assistant Director of Secondary Learning</p> <p>Instructional Coach</p> <p>Co-teachers</p>	<p>Initial training for administrators and teachers in June 2023.</p> <p>Ongoing professional development with Amplify and Mike Steele via monthly PLC meetings, math department meetings, and eLearning Days.</p>	<p>Classroom observations</p> <p>NWEA Math Data</p> <p>ILEARN Math</p>
<p>School-wide increase and frequency of using the concept of number sense in all subjects and classrooms, specifically the interpretation of data and statistics.</p>	<p>Ongoing professional development, led by the Math department over number sense.</p> <p>Time in Science and Social Studies PLCs to increase</p>	<p>All Departments</p> <p>Administrators</p> <p>Instructional Coach</p>	<p>Ongoing 2023-2024 School year</p>	<p>Classroom observations</p> <p>NWEA Math Data</p> <p>ILEARN Math</p> <p>Common assessment</p>

	use of data tables, graphs and/or timelines in curriculum.			data across the grade-level PLCs
Use evidence-based practices for process writing instruction across the three genres of writing in grades 6-8.	Kate Roberts Training Professional Development in Department meeting led by curriculum coordinator, department chair and/or instructional coach ELA to align writing units across grades 6-8.	Language Arts Department Administrators Assistant Director of Secondary Learning Instructional Coach Co-Teachers	Ongoing 2023-2024 School year	Observations and Short Walk-throughs Common Writing Prompts/Assessments across the grade-level PLCs Spring 2024 ILEARN test
Create more opportunities for writing across the curriculum, specifically in the area of citing textual evidence in all content areas.	Ongoing professional development used to connect and align the use of writing strategies and common vocabulary with citing evidence instruction. Emphasis on PGEP strategies that promote student use of evidence.	All Departments Administrators Instructional Coach All Teachers & Co-Teachers	Common language by October 2023 Ongoing 2023-2024 School year	Common Writing Prompts/Samples across the grade-level PLCs Written Response Scores from the Spring 2024 ILEARN test.
Use strategies to increase student sense of	Miller Meeting - A designated, daily specific	All Teachers	Ongoing 2023-2024 School year	Positive Behavior Team Data

<p>belonging.</p>	<p>time used intentionally to build positive relationships and master employability skills.</p> <p>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.</p> <p>Enrichment Classes - Specific classes available to students that provide a sense of belonging and support student interests outside of the core subject areas.</p>	<p>Counseling Department Administrators</p>	<p>Possible Locally Created Student Survey 2024</p>	<p>Overall Building-wide Discipline Data</p>
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	Extracurricular Activities- Students have the opportunity to join several sports teams and student clubs based on interest.			
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All professional development programs and activities included in this plan comply with [local school board policy](#).