Noblesville West Middle School
School Improvement Plan
2014-15
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Section 1: School Profile

Mission, Vision, and Beliefs

Mission: Inspired by our students’ infinite potential, Noblesville Schools ensures student-centered learning that seamlessly integrates inquiry learning, 21st Century Skills, and technology in an interdisciplinary, authentic approach to learning.

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

Beliefs: Noblesville West Middle School uses Positive Behavioral Intervention and Supports (PBIS) to promote its core values. The "Millers are..." philosophy, designed by the school's PBIS committee, promotes unity, school pride, and a safe and productive learning environment.

Millers are...

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

Responsible Students at Noblesville West Middle School are organized, are on time, are prepared, use time productively, stay on task, and complete all assignments accurately.

Respectful   Students at Noblesville West 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 West Middle School stay in their personal spaces, use materials and equipment appropriately, and follow emergency procedures.

The “Millers are...” philosophy is promoted and supported in a variety of ways. Teachers incorporate it into their classroom management plans and the administration mentions it in morning announcements. It is also the focus of the student orientation program and is displayed throughout the building. All staff members, including teachers, administrators, cafeteria workers, maintenance staff, instructional assistants, office staff, MTAs, and nurses, have the opportunity to hand out "Miller Merits" to recognize and reward positive and productive behaviors and choices.

Narrative Description of School, Community, and Educational Programs

Noblesville West Middle School (NWMS) is one of two middle schools located in Noblesville, Indiana. Noblesville is a suburban community located north of Indianapolis, Indiana that consists of over 55,000 residents. Noblesville West Middle School (NWMS) was established at the beginning of the school year 2012-13.
NWMS had 1257 students enrolled in grades six, seven, and eight at its inception. Currently, Noblesville West Middle School has 1,336 students. Student population is expected to continue to increase in the coming years. The staff consists of 85 certified staff members, which includes, administrators, teachers, instructional coach, technology coach, speech pathologist, athletic director, media specialist, nurse, school psychologist and guidance counselors. Classified staff includes, EL paraprofessional, instructional assistants, administrative assistants, cafeteria workers, and custodians. There are 143 staff members total between certified and classified personnel.

The NWMS 2014-2015 student demographics consist of 19% free and reduced lunch students. The enrollment summary reports 88% Caucasian, 5% Hispanic, 3% multi-racial, 2% African American, and 2% Asian. As student enrollment increases, we have seen an increase in both ethnic and socioeconomic diversity.

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

NWMS operates on a traditional six or seven period day depending on grade level. Students in 8th grade have an additional class period, which includes Spanish. Sixth grade students receive four hours and forty-five minutes of core instruction time; 7th grade students receive four hours and five minutes of core instruction time; 8th grade students receive four hours and ten minutes of core instruction time. Core instruction time does not include the time students are in their diversified arts, wellness or SLT. Students have an additional one hour and twenty minutes of diversified arts, wellness and/or performing arts each day. During this time, teachers meet with either their team or their professional learning community (PLC) on an every other day rotation.

NWMS offers Diversified Arts classes that include the following: music, art, business and information technology, Gateway to Technology (GTT) and wellness. Students may also elect to participate in band, choir, and/or strings. In addition, eighth grade students have the option of participating in yearbook or media studio. Students in the seventh and eighth grade also have the option of giving up their SLT in place of an enrichment class, such as jazz band, show choir or honors strings.

Students also have the opportunity to participate in a variety of extracurricular activities. Academic clubs include Spell Bowl, Academic Team, Geography Bowl, Robotics, Math Counts, National Jr. Honor Society and Science Fair. Athletic activities include cross-country, track, tennis, basketball, football, wrestling, softball, baseball, dance, cheerleading, and volleyball. Sixth grade students are limited to participating in more individualized sports, such as track, cross-country, tennis, and wrestling. Some additional extracurricular clubs include pep band, school musicals/plays, community service, and student council.

In addition to the above listed programs, students are also supported through the implementation of a three-tier RTI system. Tier I instruction includes research-based
strategies used by all general education teachers that support student growth. Students are identified for Tier II classes by Acuity and/or ISTEP+ scores, Fountas and Pinnell Benchmarking Assessment, Reading Plus levels or as specified by their IEP. Tier II instruction offers three different classes that include Language Arts Lab classes, Math Lab classes, and Basic Skills Development classes. Licensed general education math or language arts teachers teach lab classes. Basic Skills Development is a class taught by a special education teacher. Students not showing adequate growth in Tier I and II courses could be recommended for Tier III intervention classes. Tier III classes are taught by a special education teacher with instructional assistant support. Student progress is closely monitored and placements may be adjusted based upon student performance.

**Description and Location of Curriculum**

Each content area’s curriculum was developed using a process whereby enduring understandings, essential questions, content-specific vocabulary, core texts/source materials, core activities, Indiana Academic Standards and/or College and Career Standards were identified through a collaborative PLC initiative. These curriculum maps were developed by all teachers within each PLC and are available on the district website.

In recent years, attention has been paid to aligning curriculum grades 6-12. Work in this area has included re-writing curriculum maps to reflect Understanding by Design 2.0. Extensive professional development occurred during the 2013-2014 school year and will continue into the future. Drafts of this curriculum work can be found in both Google Doc form and within the course frameworks in the Learning Management System, Canvas.

Both math and language arts teachers use Springboard, a Collegeboard pre-AP program. This program provides a curriculum framework composed of units of instruction, assessments, and online resources. It provides a variety of embedded teaching and learning strategies to help differentiate instruction in order to strengthen students’ critical thinking and reasoning skills using research-based best practices. The framework provides interactive, student-centered activities that promote student engagement and ownership of learning and reinforce 21st Century skills.

**Assessment Instruments in Addition to ISTEP+**

ISTEP+, the primary instrument used to measure student performance and guide school improvement, is administered annually in the spring at NWMS. Additionally, Acuity is administered three times a year, and the data is used to predict student performance on ISTEP+ and identify areas for student improvement. Our instructional coach compiles this information and presents to each team. Teams then use the data to address student needs and plan interventions. In addition, the results of these assessments are compiled and analyzed during PLC meetings and used as a guide for building and adjusting curriculum and instruction.

Students at the middle school may take Algebra I and Geometry. Students enrolled in Algebra I will take the End of Course Assessment (ECA), which serves as a mandatory
exam for graduation from high school. Students may choose to accept high school credit for the Algebra 1, Geometry and/or Spanish 1. Grades for these courses appear on the high school transcript, even if no credit is selected.

English Learners are assessed on the WIDA English Language Development standards in many cases in addition to ISTEP and Acuity.

Section 2: Summary of Data
NWMS houses grades six, seven and eight. As a middle school, NWMS has seen steady growth during its three years in existence and is currently at 1,336 students for the 2014-2015 school year.

![NWMS Student Enrollment Chart]

The student attendance rate continues to be above 96%. These attendance figures reflect those of Noblesville Intermediate School students, which transitioned into Noblesville West Middle School students for the school year 2012-2013.

![NWMS Attendance Rate Chart]
**Acuity**-Acuity is a predictive assessment to determine a student's success on ISTEP. It is given three times a year at the beginning, middle, and end. Although, it is not seen as exactly reflective of how the students at NWMS have historically performed on the ISTEP exam, it is another piece of data to inform instruction and interventions. In the area of math grade 8, numbers are misleading because students enrolled in Algebra are excluded from this testing pool.

![Acuity ELA 2013-14](image)

<table>
<thead>
<tr>
<th>Grade</th>
<th>Acuity A</th>
<th>Acuity B</th>
<th>Acuity C</th>
</tr>
</thead>
<tbody>
<tr>
<td>6th</td>
<td>86</td>
<td>85</td>
<td>84</td>
</tr>
<tr>
<td>7th</td>
<td>86</td>
<td>82</td>
<td>85</td>
</tr>
<tr>
<td>8th</td>
<td>88</td>
<td>84</td>
<td>73</td>
</tr>
</tbody>
</table>

![Acuity Math 2013-14](image)

<table>
<thead>
<tr>
<th>Grade</th>
<th>Acuity A</th>
<th>Acuity B</th>
<th>Acuity C</th>
</tr>
</thead>
<tbody>
<tr>
<td>6th</td>
<td>86</td>
<td>83</td>
<td>84</td>
</tr>
<tr>
<td>7th</td>
<td>85</td>
<td>87</td>
<td>89</td>
</tr>
<tr>
<td>8th</td>
<td>88</td>
<td>86</td>
<td>62</td>
</tr>
</tbody>
</table>
ISTEP+

Student performance on the language arts portion of the ISTEP+ for grade 6 has consistently been above the state average.

Student performance on the language arts portion of the ISTEP+ for grade 7 has consistently been above the state average.
Student performance on the language arts portion of the ISTEP+ for grade 8 has consistently been above the state average.

After further evaluation of the Language Arts data, performance in the area of Reading: Non-fiction and Informational text has been an area of weakness for the students of NWMS. This will become a key focus of our school improvement plan for 2014-2015.
Student performance on the mathematics portion of the ISTEP+ for grade 6 has consistently been above the state average.
Student performance on the mathematics portion of the ISTEP+ for grade 7 has consistently been above the state average.
Student performance on the mathematics portion of the ISTEP+ for grade 8 has consistently been above the state average.

Students have consistently passed the Algebra I End of Course Assessment.
Analysis of sub-group performance and achievement based on ISTEP+ revealed the following:

- Our work with the LEP population has intensified over the years and their scores are improving in some areas, although below the NWMS overall passing percentage. Grade 6 students in 2014 scored a 65% in E/LA. Grade 7 students scored a 73% and grade 8 a 50%. In the area of math, grade 6 scored a 76%, grade 7 scored an 87%, and grade 8 scored a 69%.

- Hispanic students are scoring below the NWMS pass percentage, as well as lower than the LEP pass rate in general.

- Students that receive free or reduced lunch average in grade 6 ELA scored a 74%, grade 7 --81% and in grade 8--63%. In the area of math ISTEP, grade 6 free reduced scored an 89% total passing, grade 7—93%, and in grade 8---73%.
Special Education students score below the general education in all areas of the 2014 ISTEP+. In E/LA grade 6 received a 60% pass rate, grade 7 a 59%, and 8th grade received a 45% pass rate. However, as cohort groups their percentages have increased.

### ISTEP+ Special Education E/LA 2013-2014

<table>
<thead>
<tr>
<th>Grade</th>
<th>2013-Spring</th>
<th>2014-Spring</th>
<th>+/- Grade</th>
<th>+/- Cohorts</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>50</td>
<td>60</td>
<td>+10</td>
<td>+9</td>
</tr>
<tr>
<td>7</td>
<td>43</td>
<td>59</td>
<td>+16</td>
<td>+2</td>
</tr>
<tr>
<td>8</td>
<td>52</td>
<td>45</td>
<td>-7</td>
<td></td>
</tr>
</tbody>
</table>

In the area of math grade 6- special education students received a 79% pass rate, grade 7 a 78%, and grade 8 a 63% pass rate for the 2014 ISTEP exam. There were no gains made as a cohort group or at the grade level.
Section 3: Conclusions about current educational programming and learning environment

Curriculum and Instructional Strategies Support for Indiana Academic Standards
Each content area has developed curriculum maps that are closely aligned to Indiana Academic Standards for College and Career. The School Improvement Committee has identified strategic actions to improve student’s literacy skills across the curriculum. Strategic actions within the disciplines include such authentic literacy skills as predicting, connecting, inferring, synthesizing, analyzing and critiquing. Students demonstrate achievement of these standards through core activities and assessments.

Parental Participation in the School
Parents actively support Noblesville Middle School by participating in the Parent/Teacher Organization, on field trips, and at athletic and social events. The school organizes several events to facilitate communication between the school and home. A parent night is held each spring to answer questions and provide information to parents of incoming sixth grade students. Likewise, "Meet at the Middle," a student orientation program, is held prior to the beginning of 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 honor roll breakfast and end-of-the-year eighth grade recognition program and eighth grade picnic.

The school maintains communication with parents throughout the year. Parents may access the corporation/middle school/classroom web pages; mailings including testing information are sent home; and parents and teachers communicate through email and phone calls, Remind 101, Canvas and other online communication applications. Parents can sign up for automatic alerts from PowerSchool or school email when new items are posted. In addition, parents may access their child’s grades online or have them sent on a regular basis. A school e-newsletter, Miller Moment, is emailed monthly to parents to communicate the most important happenings and information at NWMS, and the 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. Students and parents that do not have Internet access can elect to have paper copies of all items sent to them.

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

NWMS maintains a safe and orderly learning environment through Positive Behavior Interventions and Supports (PBIS), the "Millers are..." philosophy and a student code of conduct. The PBIS committee is a student support team that monitors the progress of all NWMS students, and identifies students for additional interventions such as group supports or check-ins to help students improve decision-making and behaviors. Behavioral contracts are used when students need more intensive, individualized interventions. The "Millers are..." philosophy provides students, parents, and staff with a common set of values to guide student behavior. The student code of conduct is included in the assignment notebook 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 code -- are conducted to ensure that students and staff understand safety procedures. A Crisis Management Plan is available in each classroom and a team of staff members has been trained to respond when necessary. A school resource officer and security cameras provide an extra measure of safety throughout the building.

Noblesville West participated in a security audit during the 2012-13 school year. A detailed report was provided to the school system. The overall findings for West were quite encouraging for the safety and maintenance of the building. During the summer of 2013 a new locking system was put into place that requires visitors to be “buzzed” into the school. They are contained in a foyer area until permitted to enter by receptionist. In addition to this all visitors must show an ID and be provided with a visitor badge to wear during the visit.

**Technology as a Learning Tool**

At NWMS, students may choose to participate in Business and Information Technology (BIT) course, which focuses on technology basics. The four main areas of focus are technology, career exploration, financial literacy and entrepreneurship. Seventh and eighth grade students continue in the BIT course, but the topics become more advanced and include many of the NETS (National Education Technology) standards. Specifically, students learn the rules of computer etiquette, and the social issues related to computers such as cyber bullying and cyber safety.

Similarly to Business and Information Technology course, students may take a Gateway to Technology (GTT) course. GTT is the middle school version of Project Lead the Way (PLTW), which is a national high school STEM curriculum. Middle school students will now be able to experience similar experiences as they take nine-week rotation classes including Design and Modeling, Automation and Robotics, and Medical Detectives.
Each GTT classroom is equipped with extensive technology including 30 desktop PC computers and a 3-D printer.

During the 2014-2015 school year NWMS began their 1:1 technology initiative using iPads. This initiative continues our implementation of best practices in teaching and learning to prepare students for the research, communication, collaboration and creativity skills needed to be 21st-century learners. NWMS teachers have been preparing for this implementation by developing curriculum and instruction that effectively integrate iPads into student learning. It is our hope that students will use the iPad as a tool beyond school to support learning in other areas of interest.

The use of technology is apparent in all classrooms for research and presentations, and instruction is supported throughout the NWMS curriculum. Students use Google Documents, Canvas, iMovie, GarageBand, Prezi, and many other educational applications to enhance and promote the use of technology for learning purposes. The Yearbook class also has multiple computer stations for use of software to create publications. NWMS has three mobile laptop carts, two business labs, two GTT lab and several additional media center computer stations. Multiple online resources particular to the content are promoted by the media center. Each classroom has an LCD projector, Apple TV and document camera, providing the capability to access and explore electronic information and utilize presentation software. Many classroom teachers supplement delivery of curriculum and assessment by using Springboard or Canvas, as online course management tools. School Wires also provides teachers an interactive online tool for sharing information, facilitating blogs and wikis, and promoting collaboration and communication for learning.

**Professional Development Program**

At a faculty meeting at the beginning of the school year, the staff analyzes ISTEP+ and Acuity data to determine the direction of the school improvement initiative and areas of needed professional development (PD). These areas then become the focus of faculty meetings and early release days that provide time for department and professional learning communities to collaborate. Thirty minute early release days are provided ten times throughout the year and include PLC, department and whole school professional development. New to the 2014-2015 calendar are four additional extended early release days that are used for e-Learning. Students are released over two hours early on these days and teachers use this time for professional development. Many teachers also participate in book studies, leadership, department and department chair meetings. These are all in addition to the teachers’ daily PLC and/or team times. The NWMS instructional and technology coaches provide “on-demand” professional development and academic discussions. In addition to meeting with individual PLC’s, the coaches offer monthly sessions called “Redefine Days” where they tackle topics pertinent to the teachers needs. The middle school technology coach has become an important piece to our professional development and the integration of the 1:1 technology initiative.

**Section 4: Specific areas where improvement is needed immediately**
Immediate improvement is needed in students’ literacy skills, specifically analysis, evaluation, and criticism through reading, writing, and discussion of varied complex texts, especially non-fiction. Improvement is also needed in students’ abilities to cite specific evidence from texts in application of these skills. These skills are essential to developing student mastery of Indiana Academic Standards and becoming college and career ready within all disciplines. Professional development must also continue in effective instructional design to facilitate mastery of these skills and the standards embedded in each discipline’s curriculum map.

**Section 5: Statutes and rules to be waived**
No waivers of statutes or rules have been requested.

**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 Schools
## Noblesville West Middle School
### School Improvement Action Plan

<table>
<thead>
<tr>
<th>Goal</th>
<th>All students will improve their literacy skills within each discipline.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Benchmarks</strong></td>
<td>By June 30, 2015, the students of Noblesville West will score 20% above the state average in the area of Reading: Non-Fiction and Media Literacy.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Supporting Data</strong></th>
<th><strong>Areas of Greatest Progress</strong></th>
<th><strong>Areas of Greatest Challenge</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Looking at cohort data in the area of Non-Fiction: 7th graders in 2013 scored 16% above the state average and as 8th graders jumped to 25% above the state average in 2014.</td>
<td>7th grade Non-Fiction scores in 2013 were 16% above state average and in 2014 were 18% above the state average. Looking at cohort data in Non-Fiction, 6th graders dropped from 19% above the state average in 2013 to 18% above start average in 2014 as 7th graders.</td>
<td></td>
</tr>
</tbody>
</table>

| **Targeted Subgroups** | Special Education, Ethnicity, Free/Reduced Lunch, EL |

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

<table>
<thead>
<tr>
<th><strong>Instructional Strategies</strong></th>
<th><strong>Learning Outcomes</strong> <em>(Students will...)</em></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers will implement the use of metacognitive markers and annotation</td>
<td>Students will connect with a text, which will aid in comprehension.</td>
</tr>
<tr>
<td>Teachers will implement reading and writing strategies specific to the type of literacy for their disciplines.</td>
<td>Students will be able to extend the student thinking past comprehension to synthesizing and analyzing the text.</td>
</tr>
<tr>
<td>Teachers will evaluate and rewrite curriculum to teach through transfer goals, enduring understandings and essential questions.</td>
<td>Students will transfer and apply learning independently in new situations</td>
</tr>
<tr>
<td>Teachers will use high impact before, during and after reading strategies.</td>
<td>Students will be able to use specific strategies that fit the different types of reading they encounter.</td>
</tr>
<tr>
<td>Teachers will emphasize writing within the content.</td>
<td>Students will be able to express themselves and support ideas through writing.</td>
</tr>
</tbody>
</table>

### Research Supporting Instructional Strategies


### Professional Development
<table>
<thead>
<tr>
<th>Action</th>
<th>Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Language Arts teachers and instructional coach will provide guidance to PLC groups on how to effectively use metacognitive markers and annotation.</td>
<td>• August 2014</td>
</tr>
<tr>
<td>• Specific literacy strategies will be provided to the teachers in all content areas.</td>
<td>• 2014-15 School year</td>
</tr>
<tr>
<td>• Understanding By Design (UbD) 2.0 curriculum mapping will occur to align the subject-grade levels across the school district.</td>
<td>• 2014-15 School year</td>
</tr>
<tr>
<td>• 21st Century skills will be reinforced in lesson planning, curriculum writing, observation feedback, and PLC discussions.</td>
<td>• 2014-15 School year</td>
</tr>
</tbody>
</table>

### Monitoring System

<table>
<thead>
<tr>
<th>Action</th>
<th>Review and Revision</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Professional Evaluation</td>
<td>• By Semester</td>
</tr>
<tr>
<td>• Professional Learning Communities</td>
<td>• Weekly</td>
</tr>
<tr>
<td>• Team Data Meetings</td>
<td>• Weekly</td>
</tr>
<tr>
<td>• Formative/summative assessments</td>
<td>• Weekly</td>
</tr>
<tr>
<td>• SpringBoard Learning walks</td>
<td>• Yearly</td>
</tr>
</tbody>
</table>

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

- ISTEP+
- Acuity BOY, MOY, EOY
- WIDA
- Locally developed end of course assessment

rev 8/14