North Montgomery Community School Corporation

North Montgomery Middle School
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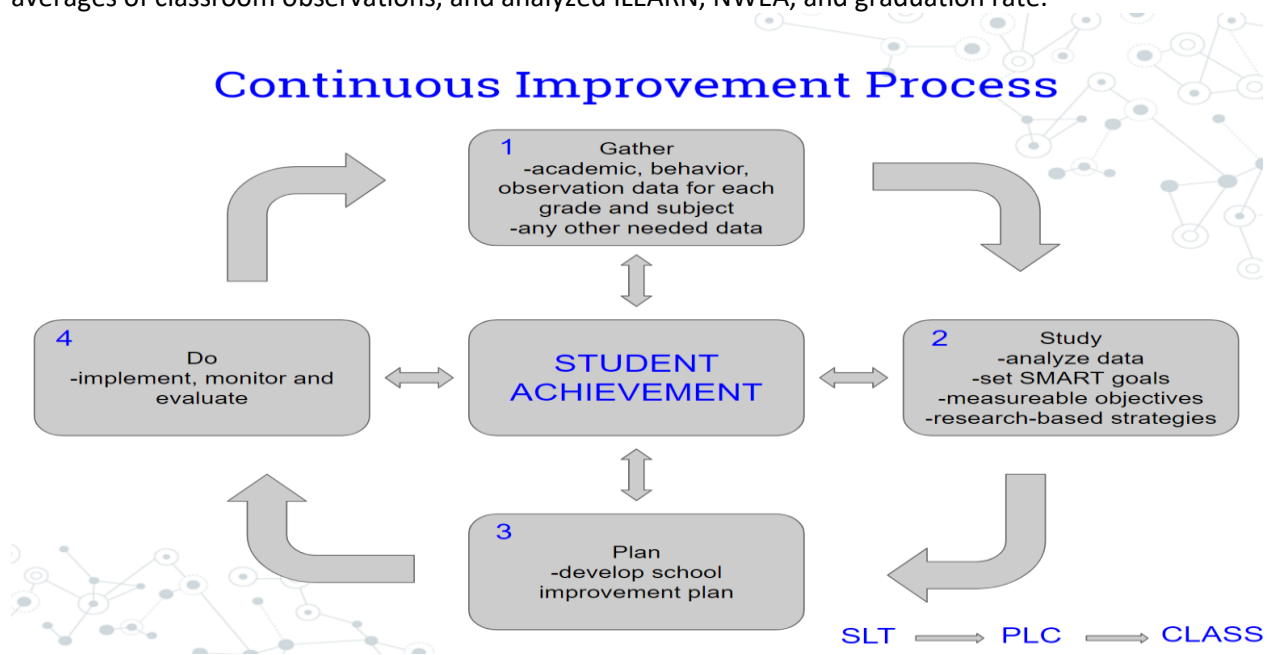North Montgomery Community School Corporation

2022-2025

SCHOOL IMPROVEMENT PLAN

North Montgomery Community School Corporation

A school improvement plan (SIP) is a road map that identifies the changes a school needs to make to improve their level of student achievement. School improvement plans are selective, strategic plans based off the analysis of multiple forms of data through a root cause analysis to develop actionable goals. The SIP spells out the how and when these changes will be made.

North Montgomery Community School Corporation (NMCSC) worked with partners to develop a common comprehensive, research-based template, framework, and process for all schools to follow in the development of their school improvement plans. The purpose of this common template, framework, and processes is to ensure consistent planning, development and communication of the improvement process and plan.

The continuous improvement process identified in the graphic below outlines the processes that North Montgomery Community School Corporation traveled through in the development of their plans. All the district's administrators gathered for two-full days of professional development on the common template, framework and process. The administrators were trained in and conducted a comprehensive root cause analysis after completing a data dashboard which included the following data points: attendance, behavior, observation and academic. School teams dug through attendance data by trimester, identified the number and percentage of referrals, In-School suspension and Out-of-School suspensions, reviewed averages of classroom observations, and analyzed ILEARN, NWEA, and graduation rate.

Continuous Improvement Process

1 Gather
-academic, behavior, observation data for each grade and subject
-any other needed data

2 Study
-analyze data
-set SMART goals
-measureable objectives
-research-based strategies

3 Plan
-develop school improvement plan

4 Do
-implement, monitor and evaluate

STUDENT ACHIEVEMENT

SLT ⟶ PLC ⟶ CLASS

After conducting the root cause analysis of the following 4 types of data, each school identified 3 smart goals in the areas of attendance, behavior, and academics. Once the smart goals were identified, school teams created objectives, data based rationales, strategies, activities, target groups and actions steps. Each action step identified person(s) responsible, evidence of success, possible obstacles and possible solutions. These comprehensive data-driven plans will drive improvement for not only teachers, staff and other stakeholders; it will increase learning and academic achievement for all the students of North Montgomery Community School Corporation.

School: North Montgomery Middle School

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June 2023: MEASURABLE OUTCOME: 97.5% Attendance Rate				
Objective	If North Montgomery Middle School communicates high expectations to staff, students, and families, then students will be supported to achieve 97% attendance rate for the 2021-2022 school year.			
Baseline Data-Based Rationale	In the 2020-2021 school year, North Montgomery Middle School had an average attendance rate of 95.79%.			
Strategy	Active social/emotional network to provide social/emotional support to students and families-using Second Step SEL program to teach students SEL State Standards.			
Activity	**Systematic and regular diagnosis of attendance to determine highest areas of need and support** **Monthly communication regarding attendance data in newsletters** **Monthly attendance awards based on percentage**	✓ Intervention Level ✓ Classroom Level ✓ School Level ❑ District Level		
Targeted Group	• **Students with 6 or more absences**			

Action Steps (End of SY)	Person(s) Responsible	Evidence of Success	Possible Obstacles	Possible Solutions
Data analysis of focus group	Attendance Secretary, Counselor, Admin Team	Attendance rate of focus group improved	Time to do data analysis	Grade Level Meetings
Action Steps (Start of SY)	**Person(s) Responsible**	**Evidence of Success**	**Possible Obstacles**	**Possible Solutions**
Gather information on students who need support regarding attendance, build relationships with students and families by making calls, PS messages, emails	MTSS Grade Level teams, Assistant Principal, Principal, Attendance Clerk	Data to support continuation or revision of goals	Time	Use built in after school time to continuously revise action plans and supports
Action Steps	**Person(s)**	**Evidence of**	**Possible**	**Possible**

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(Middle of SY)	Responsible	Success	Obstacles	Solutions
Systems of support has been identified and communicated to stakeholders, regular attendance data is communicated throughout the school year	MTSS Grade Level teams, Assistant Principal, Principal, Attendance Clerk	Newsletter of supports sent to all families	Limited number of supports or unwillingness by families to follow through	Contact Indiana Youth Service Bureau and local United Way for assistance with supports
Action Steps (End of SY)	**Person(s) Responsible**	**Evidence of Success**	**Possible Obstacles**	**Possible Solutions**
EOY attendance data is shared with stakeholders and when goal is met, celebrate	MTSS Grade Level teams, Assistant Principal, Principal, Attendance Clerk	Meeting the 97.5% attendance rate for the 22-23 school year	Limited number of supports or unwillingness by families to follow through, Data tracking for attendance systems	Keep students and families engaged while out for extended periods of time

School: North Montgomery Middle School	
June 2023: MEASURABLE OUTCOME: An increase in proficiency rates based on cohorts on the English/Language Arts ILEARN Assessment (6-8).	
Objective	**North Montgomery Middle School will increase English/Language Arts proficiency rates on ILEARN in each grade level (6-8) based on the 2022 proficiency rates:** **6th Grade: Increase from 58% (5th grade) to 61% proficiency percentage** **7th Grade: Increase from 30 (6th grade) to 40% proficiency percentage** **8th Grade: Increase from 38 (7th grade) to 45% proficiency percentage**
Data-Based Rationale	**In the 2022-2023 school year, the scores should increase with solid Tier 1 Instruction, a Revision to Curriculum Maps and implementation of the PLC process with fidelity.**
Strategy	**English/Language Arts teachers will maximize core instruction time each day by weekly review and revision of their curriculum maps, administering regular common assessments, and analyzing data based on the common assessments to ensure a common and viable curriculum for their students.**

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Activity	**Administrative walk-through data** **Observation/feedback cycles** **Lesson plans and planning meetings (w/ Special Services)** **Regular departmental curriculum meetings** **Weekly PLC meetings**	✓ Intervention Level ✓ Classroom Level ✓ School Level ✓ District Level
Targeted Group	**Students Approaching or Near Proficiency on the ELA ILEARN assessment.**	

Action Steps (End of SY)	Person(s) Responsible	Evidence of Success	Possible Obstacles	Possible Solutions
Data analysis of released ILEARN data	Language Arts Department and Instructional Leadership Team	Sharing regularly in PLCs student common assessment data to gauge instructional effectiveness	Vacation time for teachers and administrators, not getting ILEARN assessment reports timely	Summer Data Dig

Action Steps (BOY and MOY)	Person(s) Responsible	Evidence of Success	Possible Obstacles	Possible Solutions
Use BOY fall NWEA data as a benchmark to see where students are, PLC process weekly looking at common assessment data to show effectiveness of instruction and allow for changes to be made in order to meet student needs, regular planning time among ELA teachers and	Language Arts Department and Instructional Leadership Team	Increase in growth by students on NWEA winter and spring assessments, common assessment data, and continually monitoring and providing feedback throughout the PLC process	Sense of Urgency and commitment to student learning	Weekly Instructional Leadership meetings and PLC meetings with common expectations for Tier 1 Instruction

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Special Service teachers				
Action Steps (EOY)	**Person(s) Responsible**	**Evidence of Success**	**Possible Obstacles**	**Possible Solutions**
Identify areas of weakness using the ILEARN test data reports and/or celebrate success of achieving our goal	Language Arts Department and Instructional Leadership Team	Having an organized list of students who score below, near, at, and above proficiency	Make the Data Analysis a Priority	End of Year Instructional Leadership Data Analysis

School: North Montgomery Middle School	
June 2022: MEASURABLE OUTCOME: An increase in proficiency rates based on cohorts on the Mathematics ILEARN Assessment (6-8).	
Objective	**North Montgomery Middle School will increase Mathematics proficiency rates on ILEARN in each grade level (6-8) based on the 2022 proficiency rates:** **6th Grade: Increase from 58% (5th grade) to 61% proficiency percentage** **7th Grade: Increase from 50% (6th grade) to 55% proficiency percentage** **8th Grade: Increase from 38% (7th grade) to 48% proficiency percentage**
Data-Based Rationale	**In the 2022-2023 school year, the scores should increase with solid Tier 1 Instruction, a Revision to Curriculum Maps and implementation of the PLC process with fidelity.**
Strategy	**Mathematics teachers will maximize core instruction time each day by weekly review and revision of their curriculum maps, administering regular common assessments, and analyzing data based on the common assessments to ensure a common and viable curriculum**
Activity	**Administrative walk-through data** **Observation/feedback cycles** **Lesson plans and planning meetings (w/ Special Services)** **Regular departmental curriculum meetings** ✓ Intervention Level ✓ Classroom Level ✓ School Level ✓ District Level

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Targeted Group	• Weekly PLC meetings			
	• Students Approaching or Near Proficiency on the MATH ILEARN assessment.			

Action Steps (End of SY)	Person(s) Responsible	Evidence of Success	Possible Obstacles	Possible Solutions
Data analysis of released ILEARN data	Mathematics Team and Instructional Leadership Team	Sharing regularly in PLCs student common assessment data to gauge instructional effectiveness	Vacation time for teachers and administrators, not getting ILEARN assessment reports timely	Summer data dig
Action Steps (BOY and MOY)	**Person(s) Responsible**	**Evidence of Success**	**Possible Obstacles**	**Possible Solutions**
Use BOY fall NWEA data as a benchmark to see where students are, PLC process weekly looking at common assessment data to show effectiveness of instruction and allow for changes to be made in order to meet student needs, regular planning time among MATH teachers and Special Service teachers	Mathematics Team and Instructional Leadership Team	Increase in growth by students on NWEA winter and spring assessments, common assessment data, and continually monitoring and providing feedback throughout the PLC process	Sense of Urgency and commitment to student learning	Weekly Instructional Leadership meetings and PLC meetings with common expectations for Tier 1 Instruction
Action Steps (EOY)	**Person(s) Responsible**	**Evidence of Success**	**Possible Obstacles**	**Possible Solutions**
Identify areas of weakness using the ILEARN test data reports and/or	Mathematics Team and Instructional Leadership Team	Having an organized list of students who score below, near, at, and	Make the Data Analysis a Priority	End of Year Instructional Leadership Data Analysis

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celebrate success of achieving our goal		above proficiency		

Data:

Baseline 2020 - 2021: Attendance and Behavior Data

Spring 2022 ILEARN DATA

SIP Additional Requirements

School:	
Data Dashboard (Including information on attendance, behavior, assessment, and evaluations):	
Curriculum Location and Description	Educators in North Montgomery have created curriculum maps to link local curriculum to Indiana Academic Standards at each grade level and to articulate the skills and strategies that students need as they move from one grade level to the next. Maps are available for staff and parents via the school website. Additional information about our curriculum is available online.
Assessment in Addition to ILEARN	North Montgomery Community School Corporation uses NWEA in grades K-8 and in addition to ILEARN. Students are assessed three times a year in Reading and Math using the NWEA assessment.
Include Needs of all Learners	North Montgomery partners with the West Central Indiana Special Services Cooperative to provide high-quality special education services to our students. The purpose and intent of this joint service program is to operate programs to serve all children with disabilities as defined by Article 7 of the Indiana Department of Education. The administering school corporation is Crawfordsville Community Schools, and as administrative and fiscal agent for the joint service program, it maintains the Joint Service and Supply Fund and receives and disburses in accordance with the provisions of the written agreement. The Co-op provides administrative, psychological, consultative, and related services to the participating school districts.
Opportunities for Parent Participation	Parents are encouraged to participate in school and corporation events through newsletters, PowerSchool access, calendar events, and education tips.
Safe and Disciplined Learning Environment	All schools in North Montgomery Community School Corporation complete and update a School Safety Plan to ensure that all students, staff, and visitors come to a safe, equitable environment. Information about our safety requirements is available online.
Technology Initiatives	North Montgomery is making great strides towards full technology integration. Our mission, vision, and action steps for this work are outlined in our Technology Page.

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Professional Development Program Narrative	Professional Development throughout NMCSC will be closely tied to information gained from student assessment data and teacher effectiveness of instruction. As we continue to work to meet the needs of all students, our instructional coach and/or principal will meet with grade levels monthly and provide training based on teacher evaluations and progress monitoring data. Grade level teams of general education teachers, teachers of exceptional learners, and paraprofessional aides meet weekly to review data and plan instruction and intervention.
Cultural Competencies	NMCSC serves a diverse and varied population. All school stakeholders are trained to support the following subgroups: ELL, special needs, F/R lunch, and high ability. Students are provided both pull-out and push-in support at the school and classroom level. Additionally, each school encourages positive student behavior through selected experiences, training, and programs that support the "whole" child.