



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, 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, phone and ParentSquare. 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. 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 share NEMS's most important happenings and information. Grade level teams send weekly updates, informing parents of current and upcoming academic and school events. 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. Parent volunteer "locker buddies" for 6th graders come in at the beginning of the school year. The Miller STARS recognition programs 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	2021-2022			2022-2023			2023-2024		
ILEARN ELA Overall Proficient	School	District	State	School	District	State	School	District	State
Overall	52.8	55.2	41.2	54.7	56.7	40.7	56.4	59.2	41.0
Paid Meals	61.2	61.8	53.2	63.4	63.5	53.5	64.7	66.5	52.6
Free/Reduced Price Meals	34.1	34.4	27.0	37.9	36.5	27.2	41.4	39.8	28.0
General Education	58.5	61.7	46.9	60.6	63.1	46.2	62.7	65.8	46.6
Special Education	21.2	22.2	13.4	23.8	24.5	13.1	24.1	27.2	13.7
Non-English Language Learner	55.2	57.6	43.8	58.0	59.5	43.2	60.2	62.5	43.7
English Language Learner	9.6	14.9	13.9	6.0	11.2	13.0	12.8	16.2	13.8
Asian	65.7	60.3	56.7	53.5	63.3	54.9	64.6	63.9	55.6
Black	29.2	34.5	19.1	26.8	35.3	19.7	39.4	45.3	20.9
Hispanic	38.5	37.1	28.1	34.7	33.7	27.1	30.7	35.1	27.0
Multiracial	39.5	41.4	36.8	40.5	49.3	37.1	39.5	50.0	37.9
White	57.1	59.0	48.0	61.5	61.2	47.5	62.9	63.8	47.9

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	2021-2022		2022-2023		2023-2024	
NWEA MAP Growth Reading	Fall	Winter	Fall	Winter	Fall	Winter

Achievement (% At or Above Avg)	78.4	78.9	79.1	79.4	80.7	79.7
% of Students Who Met or Exceeded Their Projected RIT (Fa-Wi)*		59.2		57.2		52

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 54.7% to 56.4%.
- The overall school proficiency exceeded the state proficiency by 15.4%.
- Free/Reduced Price Meals student proficiency exceeded the state proficiency by 13.4%.
- Special Education student proficiency exceeded the state proficiency by 10.4%.
- The English Language Learner student proficiency was below the state proficiency level by 1%.
- Asian student proficiency exceeded the state proficiency by 9%.
- Black student proficiency exceeded the state proficiency by 18.5%.
- Hispanic student proficiency exceeded the state proficiency by 3.7%.
- Multiracial student proficiency exceeded the state proficiency 1.6%.
- White student proficiency exceeded the state proficiency by 15%.
- Asian students had the highest proficiency levels with 64.6% followed by White students with 62.9%.

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	2021-2022			2022-2023			2023-2024		
ILEARN Math Overall Proficient	School	District	State	School	District	State	School	District	State
Overall	44.3	53.7	39.4	48.5	56.2	40.9	43.0	54.3	40.7
Paid Lunch	52.7	60.9	51.9	58.5	63.3	54.1	52.0	61.6	52.8
Free/Reduced Lunch	25.4	31.0	24.6	29.2	34.9	26.7	26.6	35.0	27.2
General Education	49.7	59.8	44.3	53.7	61.9	45.6	48.0	60.0	45.6
Special Education	14.6	23.3	15.7	21.5	26.9	16.8	17.7	26.8	16.9
Non-English Language Learner	46.3	55.9	41.6	50.9	58.4	42.9	46.1	57.1	43.0
English Language Learner	7.7	17.4	17.1	11.9	19.5	17.9	8.1	17.6	17.6
Asian	60.0	64.9	58.2	62.8	66.0	58.3	47.9	57.4	57.3
Black	20.8	29.1	14.4	23.2	29.7	16.2	25.8	32.4	17.0
Hispanic	25.6	31.7	24.8	25.4	31.8	25.9	20.7	29.9	25.5
Multiracial	26.3	34.6	33.3	31.0	42.7	35.0	21.1	42.1	35.0
White	49.2	58.3	47.1	54.8	61.3	48.7	49.4	59.7	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	2021-2022		2022-2023		2023-2024	
NWEA MAP Growth Math	Fall	Winter	Fall	Winter	Fall	Winter
Achievement (% At or Above Avg)	77.6	76.3	71.7	77.7	71.3	76.2
% of Students Who Met or Exceeded Their Projected RIT (Fa-Wi)*		59.6		68.6		64

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 decreased from 48.5% to 43.0%.
- The overall school proficiency level exceeded the state proficiency by 2.3%.
- Free/Reduced Price Meals student proficiency fell below the state proficiency by 0.6%.
- Special Education student proficiency exceeded the state proficiency by 0.8%.
- The English Language Learner student proficiency was below the state proficiency level by 9.5%.
- Asian student proficiency fell below the state proficiency by 9.4%.
- Black student proficiency exceeded the state proficiency by 8.8%.
- Hispanic student proficiency was below the state proficiency by 4.8%.
- Multiracial student proficiency was below the state proficiency 13.9%.

- White student proficiency exceeded the state proficiency by 0.7%.
- White students had the highest proficiency levels with 49.4% followed by Asian students with 47.9%.

Analysis of NWEA MAP Growth Math Data

- The percentage of students at or above average increased by 4.9% from fall to winter.
- The percentage of students who met or exceeded their projected RIT fell by 4.6% when comparing winter to winter.

Other School Data:

Attendance

	2021-2022	2022-2023	2023-2024
Overall	91.8	94.5	
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	66.5	

Demographic Data

	2021-2022		2022-2023		2023-2024	
	School	District	School	District	School	District
Percent Free/Reduced Lunch	31.6	20.9	36.2	24.3	37.4	24.3
Percent Special Education	16.0	16.5	17.5	17.4		
Percent English Language Learner	5.0	4.8	6.8	5.5		
Percent Asian	3.0	2.6	4.1	2.8	4.8	2.8
Percent Black	6.8	4.6	7.8	4.8	7.1	4.8
Percent Hispanic	10.6	8.2	11.2	8.7	12.1	8.7
Percent Multiracial	3.8	3.5	3.7	3.9	3.4	3.9
Percent White	75.7	80.7	73.3	79.5	72.4	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.

	2021-2022	2022-2023	2023-2024
Met Goal or Achievement Proficiency Rate	22.0	16.0	

***Suppressed due to small population

High School Graduation Rate

	2021-2022	2022-2023	2023-2024
Overall	97.6	98.3	
Non-Waiver	83.9	87.4	
Paid Meals	98.4	98.5	
Free/Reduced Price Meals	95.2	97.9	
General Education	99.4	99.5	
Special Education	86.4	91.8	
Non-English Language Learner	97.8	98.3	
English Language Learner	93.8	100.0	
Asian	100.0	100.0	
Black	96.0	96.3	
Hispanic	98.3	96.8	
Multiracial	92.0	95.0	
White	97.8	98.5	

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.RC.1 Analyze what a text says explicitly as well as draw inferences from the text through citing textual evidence	<p>The ELA department will create a common language around citing evidence and making inferences.</p> <p>Schoolwide use of PGEP aligned strategies that promote the use of text evidence.</p> <p>MTSS faculty meetings scheduled every third late start. MTSS conversations are ongoing in weekly team meetings.</p> <p>Data conversations during ELA collaborative team meetings, with Tier 2 intervention as needed.</p>
7.RC.1 Analyze what a text says explicitly as well as draw inferences from the text through citing textual evidence	
6.RC.5 Determine how a central idea of a text is conveyed through particular details; provide an objective summary of the text.	
6.W.6 Demonstrate command of English grammar and usage, focusing on usage. Writing simple, compound, complex, and compound-complex sentences;	

recognizing sentence fragments and run-ons.

Tier 3 support in ELA lab.

Ongoing professional development during ELA department time over strategies for teaching grammar..

Assessment literacy instruction via test readiness unit.

Math

<u>Specific Area</u>	<u>How we will address</u>
6.NS.1 Use positive and negative numbers to represent and compare quantities in real-world contexts, explaining the meaning of 0 in each situation.	Data conversations during Math collaborative team meetings, with Tier 2 intervention as needed.
6.NS.2 Explain how opposite signs of numbers indicate locations on opposite sides of 0 on the number line; identify the opposite of the opposite of a number.	Use or Power-ups in Amplify Math to differentiate bell work and review for students based on performance (as needed).
6.NS.3 Compare and order rational numbers and plot them on a number line. Write, interpret, and explain statements of order for rational numbers in real-world contexts.	MTSS faculty meetings scheduled every third late start. MTSS conversations are ongoing in weekly team meetings.
6.NS.5 Apply the order of operations and properties of operations (i.e., identity, inverse, commutative properties of addition and multiplication, associative properties of addition and multiplication, and distributive property) to evaluate numerical expressions with nonnegative rational numbers, including those using grouping symbols, such as parentheses, and involving whole number exponents.	Tier 3 support in Math Lab. Full faculty professional development over how to teach and incorporate data sets across all subject areas. Full faculty professional development over how to model multiple representations of fractions in the classroom.
6.NS.7 Apply the properties of operations (i.e., identity, inverse, commutative, associative, distributive properties) to create equivalent linear expressions and to justify whether two linear expressions are equivalent when the two expressions name the same number regardless of which value is substituted into them.	Focus on Number Sense with faculty across content areas.

7.NS.3 Use the properties of operations, particularly the distributive property, leading to products such as $(-1)(-1) = 1$ and the rules for multiplying signed numbers.

6.AF.1 Define and use multiple variables when writing expressions to represent real-world and other mathematical problems, and evaluate them for given values.

7.AF.2 Solve real-world problems with rational numbers by using one or two operations.

7.AF.4 Solve inequalities of the form $px + q (> \text{ or } \geq) r$ or $px + q (< \text{ or } \leq) r$, where p , q , and r are specific rational numbers. Represent real-world problems using inequalities of these forms and solve such problems. Graph the solution set of the inequality and interpret it in the context of the problem.

7.AF.5 Define slope as vertical change for each unit of horizontal change, and apply that a constant rate of change or constant slope describes a linear function. Identify and describe situations with constant or varying rates of change.

6.DS.3 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

<p>center (mean and/or median) and spread (range and interquartile range);</p> <p>d. Describe any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data were gathered; and</p> <p>e. Relate the choice of measures of center and spread to the shape of the data distribution and the context in which the data were gathered.</p>	
<p>6.RP.1 Convert between any two representations (fractions, decimals, percents) of positive rational numbers without the use of a calculator.</p>	
<p>7.RP.2 Use proportional relationships to solve ratio and percent problems with multiple operations (e.g., simple interest, tax, markups, markdowns, gratuities, conversions within and across measurement systems, and percent increase and decrease)</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 2024, Noblesville East Middle school had an attendance rate of 95.3%.

Our Attendance SMART Goal: By the end of May 2025, the Noblesville East Middle school attendance rate will increase to 96%, to reach our goal of 97% by the end of 2027.

ILEARN ELA

Our Current Reality: In 2024, 56.4 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 56.4 to 63.1 percent by the end of May 2025 as measured by the ILEARN assessment to reach our goal of 76.4 percent proficiency by 2027.

ILEARN MATH

Our Current Reality: In 2024, 43.0 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 43.0 to 52.7 percent by the end of May 2025 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>Continued implementation of Amplify Math Curriculum with fidelity</p> <p>Continued Training for Amplify Math Curriculum for Administrators</p> <p>Continued work based on the previous collaboration with outside consultant Mike Steele</p> <p>Active implementation training with Laurie Ferry regarding Amplify and connected instructional practices</p>	<p>Math Department</p> <p>Administrators</p> <p>Assistant Director of Secondary Learning</p> <p>Instructional Coach</p> <p>Co-teachers</p>	<p>Ongoing professional development with Amplify and via monthly PLC meetings, math department meetings, and Professional Development 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 use of data tables, graphs and/or timelines in curriculum.</p>	<p>All Departments</p> <p>Administrators</p> <p>Instructional Coach</p>	<p>Ongoing 2024-2025 school year</p>	<p>Classroom observations</p> <p>NWEA Math Data</p> <p>ILEARN Math</p> <p>Common assessment data across the grade-level PLCs</p>
<p>Use evidence-based practices for process writing instruction across the three genres of writing in grades 6-8.</p>	<p>ELA teachers will continue the work that was started during the Kate Roberts training sessions.</p> <p>Professional Development in Department meeting led by curriculum coordinator, department chair and/or instructional coach</p> <p>ELA to align writing units across grades 6-8.</p>	<p>Language Arts Department</p> <p>Administrators</p> <p>Assistant Director of Secondary Learning</p> <p>Instructional Coach</p> <p>Co-Teachers</p>	<p>Ongoing 2024-2025 School year</p>	<p>Observations and Short Walk-throughs</p> <p>Common Writing Prompts/Assessments across the grade-level PLCs</p> <p>Spring 2025 ILEARN test</p>
<p>Create more opportunities for writing across the curriculum, specifically in the area of citing textual</p>	<p>Ongoing professional development used to connect and align the use of writing strategies and</p>	<p>All Departments</p> <p>Administrators</p>	<p>Ongoing 2024-2025 School year</p>	<p>Common Writing Prompts/Samples across the grade-level PLCs</p>

<p>evidence in all content areas.</p>	<p>common vocabulary with citing evidence instruction.</p> <p>Emphasis on PGEP strategies that promote student use of evidence.</p>	<p>Instructional Coach</p> <p>All Teachers & Co-Teachers</p>		<p>Written Response Scores from the Spring 2025 ILEARN test.</p>
<p>Use strategies to increase student sense of belonging.</p>	<p>Miller Meeting - A designated, daily specific 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</p>	<p>All Teachers</p> <p>Counseling Department</p> <p>Administrators</p>	<p>Ongoing 2024-2025 School year</p>	<p>Positive Behavior Team Data</p> <p>Overall Building-wide Discipline Data</p>

	<p>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>Extracurricular Activities- Students have the opportunity to join several sports teams and student clubs based on interest.</p>			
<p>Increase staff engagement and ownership in the building and the school's processes, climate and culture..</p>	<p>Continue the work of Building Improvement Teams</p> <ul style="list-style-type: none"> ● Positive Behavior ● Parent/Community Engagement ● Student Engagement ● Climate and Culture ● Diversity 	<p>All certified staff</p>	<p>Teams will meet during Professional Learning days during the 2024-2025 school year</p>	<p>Student discipline data</p> <p>Parent feedback</p> <p>Student, parent and community engagement</p>

<p>Increase engagement of students, families, and staff in the pursuit of improved student attendance.</p>	<p>New statewide attendance process, attendance committee meeting every other week</p> <p>Parent contact/meeting after a set number (5 & 10) of unexcused absences</p> <p>Attempt to connect habitually absent students to school activities and extracurricular activities</p>	<p>All Teachers</p> <p>Counseling Department</p> <p>Administrators</p>	<p>Ongoing 2024-2025 School year</p>	<p>2024-25 Attendance Rates</p>
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All professional development programs and activities included in this plan comply with [local school board policy](#).