



NOBLESVILLE WEST MIDDLE SCHOOL

ENGAGE | INSPIRE | EMPOWER

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.

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 as 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:

Parents actively support Noblesville West Middle School by participating in the Parent/Teacher Organization, on field trips, and athletic and social events. The school organizes several events to facilitate communication between the school and home. "Meet at the Middle," a student and parent orientation program, is traditionally held prior to the beginning of the school year. This event allows families the opportunity to tour the school and provides information and procedures before the start of school. An online Canvas module was created for students and parents to supplement this informational evening, virtually. Additionally, Meet at the Middle activities were conducted on the first day of school with students. Each grade level hosts a Back-to-School night in August to introduce parents to the teachers and to the year's curriculum.

For the last five years, Noblesville West Middle School received special recognition from the Indiana Department of Education as a Family Friendly School. This designation followed an application process and site visit from the Indiana Department of Education. The purpose of the program is to "recognize and honor schools that welcome all families into the school community, communicate effectively, support student success, speak up for every child, empower others, and collaborate with the community." School-to-home communication most frequently relies on technology, either emails or the school website. Families without internet access can elect to receive paper copies of all communication. Other means of communication include: phone calls, ParentSquare, Canvas and PowerSchool. Settings in both Canvas and PowerSchool can prompt alerts to parents of changes in assignments and grades nearly instantly. Both team and school e-newsletters are emailed weekly to parents to communicate the most important happenings and information at NWMS. The ParentSquare system is used frequently to send more urgent or time sensitive information via email and phone. Students are provided a digital student

handbook that is also posted online. Daily student announcements are shown on Monday during SLT and posted online for parents.

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:

The courses offered at Noblesville High School provide multiple opportunities for all students to work towards an academic honors diploma starting their freshman year.

College-preparatory courses, dual-credit courses, and Advanced Placement courses all provide various routes to earn diplomas with academic honors. Students may also earn Core 40 diplomas with technical honors through various course offerings and vocational programs provided through The Pursuit Institute, the local career and technical education center. The goal of all opportunities and supports is to encourage all students to pursue and complete a Core 40 with academic honors and/or technical honors curriculum. 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

Noblesville West Middle School 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	58.3	55.2	41.2	63.5	56.7	40.7	66.5	59.2	41.0
Paid Meals	63.4	61.8	53.2	68.4	63.5	53.5	71.9	66.5	52.6
Free/Reduced Price Meals	37.4	34.4	27.0	43.7	36.5	27.2	47.1	39.8	28.0
General Education	64.4	61.7	46.9	70.4	63.1	46.2	72.9	65.8	46.6
Special Education	21.3	22.2	13.4	20.5	24.5	13.1	27.1	27.2	13.7
Non-English Language Learner	60.0	57.6	43.8	65.6	59.5	43.2	68.9	62.5	43.7
English Language Learner	20.4	14.9	13.9	6.1	11.2	13.0	9.4	16.2	13.8
Asian	72.7	60.3	56.7	72.0	63.3	54.9	57.6	63.9	55.6
Black	36.2	34.5	19.1	38.3	35.3	19.7	50.0	45.3	20.9
Hispanic	40.9	37.1	28.1	43.8	33.7	27.1	46.9	35.1	27.0
Multiracial	41.5	41.4	36.8	65.6	49.3	37.1	65.4	50.0	37.9
White	61.7	59.0	48.0	67.0	61.2	47.5	70.0	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)	81.7	82.1	85.7	84.0	84.2	85.0
% of Students Who Met or Exceeded Their Projected RIT (Fa-Wi)*		55.5		54.7		51

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.

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	48.1	53.7	39.4	53.4	56.2	40.9	52.6	54.3	40.7

Paid Lunch	53.4	60.9	51.9	58.7	63.3	54.1	57.9	61.6	52.8
Free/Reduced Lunch	26.1	31.0	24.6	31.9	34.9	26.7	33.4	35.0	27.2
General Education	53.5	59.8	44.3	59.6	61.9	45.6	58.3	60.0	45.6
Special Education	15.8	23.3	15.7	14.7	26.9	16.8	17.9	26.8	16.9
Non-English Language Learner	49.9	55.9	41.6	55.2	58.4	42.9	54.6	57.1	43.0
English Language Learner	6.1	17.4	17.1	6.1	19.5	17.9	3.8	17.6	17.6
Asian	68.2	64.9	58.2	64.0	66.0	58.3	57.6	57.4	57.3
Black	27.6	29.1	14.4	30.0	29.7	16.2	21.7	32.4	17.0
Hispanic	28.0	31.7	24.8	35.8	31.8	25.9	32.8	29.9	25.5
Multiracial	26.8	34.6	33.3	46.9	42.7	35.0	37.0	42.1	35.0
White	52.0	58.3	47.1	56.7	61.3	48.7	56.7	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)	77.8	78.5	75.5	81.7	79.3	82.2
% of Students Who Met or Exceeded Their Projected RIT (Fa-Wi)*		50.8		68.2		61

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.

Attendance

	2021-2022	2022-2023	2023-2024
Overall	93.2	95.2	96.05
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>	46.1	65.7	

Demographic Data

	2021-2022		2022-2023		2023-2024	
	School	District	School	District	School	District
Percent Free/Reduced Lunch	18.6	20.9	19.5	24.3	21.4	24.3
Percent Special Education	15.5	16.5	15.7	17.4		
Percent English Language Learner	3.6	4.8	3.6	5.5		
Percent Asian	1.7	2.6	1.9	2.8	2.3	2.8
Percent Black	3.6	4.6	4.4	4.8	4.2	4.8
Percent Hispanic	9.0	8.2	9.7	8.7	9.3	8.7
Percent Multiracial	2.8	3.5	2.5	3.9	1.8	3.9
Percent White	82.5	80.7	81.1	79.5	82.1	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	12.5	19.4	

***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	

**District results are grades K-12 combined*

Narrative of Student Learning Data:

While ILEARN and NWEA data offer a valuable lens into our students' academic progress, they are just one piece of the puzzle. Despite this, the data reveals a positive impact on many students.

Our focused efforts on writing instruction and literacy practices have yielded notable improvements in ILEARN ELA scores. These results affirm the effectiveness of our curricular changes and inspire optimism for future growth.

While our ILEARN ELA achievement surpasses both state and district averages, our Math proficiency falls short of the district benchmark. Despite significant NWEA growth, ILEARN Math scores haven't kept pace. This highlights areas for improvement, particularly as we navigate the first year of a new math curriculum.

Moreover, the disaggregated data underscores disparities in our service to special education students and multilingual learners. While our ELA achievement for special education students exceeds the state average, both groups lag behind in Math. These findings necessitate a critical examination of our current practices and a commitment to enhancing support.

Overall, this data snapshot provides both encouragement and challenges. It reinforces the value of our ongoing work while urging us to refine our approach to ensure all students achieve their full potential.

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

Through ILEARN data analysis we have identified the following areas that are in need of immediate attention. These areas were identified and rated using the ILEARN Blueprints for the current tested grade level and next grade level. We used the priority level identified in the blueprints and the performance level of our students. Standards scored at a 6.0 (At/Near Borderline) and 6.5 (Below) were identified as standards in need of immediate improvement. In grades where scores were all below 6.0, a score of 5 was used when the standard proficiency was Below for the third consecutive year.

6th Grade E/LA

Standard	Standard (2020)	Standard (2023)	DOK	Standard % of Test	6 priority	7 priority	Essential Need of Support Priority
Cite textual evidence to support analysis of what a text says explicitly as well as inferences drawn from the text.	6.RL.2.1	6.RC.1	1,2	0-9	3	1.5	6.5
Demonstrate command of English grammar and usage, focusing on usage. Writing simple, compound, complex, and compound-complex sentences; recognizing sentence fragments and run-ons.	6.W.6.1e	6.W.6	1,2	3-9	3	1	7

7th Grade E/LA

Standard	Standard (2020)	Standard (2023)	DOK	Standard % of Test	7 priority	8 priority	Essential Need of Support Priority
Use context to determine or clarify the meaning of words and phrases.	7.RV.2.1	7.RC.10	1,2	0-6	2	1	6

8th Grade E/LA

Standard	Standard (2020)	Standard (2023)	DOK	Standard % of Test	8 priority	Essential Need of Support Priority
Cite the textual evidence that most strongly supports an analysis of what a text says explicitly as well as inferences drawn from the text.	8.RL.2.1	8.RC.1	1,2,3	3-9	3	5
Cite the textual evidence that most strongly supports an analysis of what a text says explicitly as well as inferences drawn from the text.	8.RN.2.1	8.RC.1	1,2,3	3-9	3	5

6th Grade Math

Standard	Standard (2020)	Standard (2023)	DOK	Standard % of Test	6 priority	7 priority	Essential Need of Support Priority
Apply the properties of operations (e.g., 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.	6.AF.2	6.NS.7	1,2	0-4	2	1.5	6.5
Define and use multiple variables when writing expressions to represent real-world and other mathematical problems, and evaluate them for given values.	6.AF.3	6.AF.1	1,2	2-7	3	1.5	7.5
Apply the order of operations and properties of operations (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. Justify each step in the process.	6.C.6	6.NS.5	2	0-4	2	1.5	6.5
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.	6.NS.5	6.RP.1	1,2,3	0-4	2	1.5	6.5
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).	6.NS.1	6.NS.1	2,3	0-4	3	1.5	7.5
Understand the integer number system. Recognize opposite signs of numbers as indicating locations on opposite sides of 0 on the number line; recognize that the opposite of the opposite of a number is the number itself (e.g., $-(-3) = 3$), and that 0 is its own opposite.	6.NS.2	6.NS.2	2,3	0-4	2	1.5	6.5
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.	6.NS.3	6.NS.3	2,3	0-4	2	1.5	6.5

7th Grade Math

Standard	Standard (2020)	Standard (2023)	DOK	Standard % of Test	7 priority	8 priority	Essential Need of Support Priority
Develop probability models that include the sample space and probabilities of outcomes to represent simple events with equally likely outcomes. Predict the approximate relative frequency of the event based on the model. Compare probabilities from the model to observed frequencies; evaluate the level of agreement and explain possible sources of discrepancy.	7.DSP.7	7.DSP.5	1,2	0-4	2	1	6

8th Grade Math

Standard	Standard (2020)	Standard (2023)	DOK	Standard % of Test	8 priority	Essential Need of Support Priority
Interpret the equation $y = mx + b$ as defining a linear function, whose graph is a straight line; give examples of functions that are not linear. Describe similarities and differences between linear and nonlinear functions from tables, graphs, verbal descriptions, and equations.	8.AF.5	8.AF.5	1,2	2-7	3	6

We plan to address these areas in need of immediate improvement through our collaborative PLC process and ongoing professional development in math and through our collaborative PLC process, ongoing professional development, and program review in language arts.

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.

Our Current Reality:

In 2024, 66.5% of our students in grades 6-8 demonstrated proficiency on the ELA ILEARN assessment.

Our SMART Goal:

The percentage of 6-8 grade students demonstrating proficiency in English Language Arts will increase from 66.5% to 70.7% by the end of May 2025 as measured by the ILEARN assessment to reach our goal of 79.2% percent proficiency by 2027.

Our Current Reality:

In 2024, 52.6% of our students in grades 6-8 demonstrated proficiency on the Math ILEARN assessment.

Our SMART Goal:

The percentage of 6-8 grade students demonstrating proficiency in Math will increase from 52.6% to 59.8% by the end of May 2025 as measured by the ILEARN assessment to reach our goal of 74.1% percent proficiency by 2027.

Our Current Reality:

In 2024, the attendance rate of 6-8 grade students was 96.05%.

Our SMART Goal:

The attendance rate of 6-8 grade students will increase from 96.05% to 96.2% by the end of May 2025 as measured by the yearly attendance rate to reach our goal of 96.55% attendance rate 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?
Essential standards work in ELA through a program review: defining essential standards, unpacking standards into learning targets, and agreeing upon criteria for proficiency.	Department meetings; PLC meetings; team meetings; professional learning days	Assistant Supt of Learning; Assistant Director of Secondary Learning; Language Arts Department chairs; Program Review Committee members; PLC facilitators; classroom teachers	Ongoing-2024-2025 school year	Classroom walkthroughs-are students engaged in learning? Can they articulate their goals for learning and how they will show they have learned? Review of unit goals and alignment to learning targets Review of assessments used by collaborative teams
Administrator professional development to develop the knowledge and understanding needed to provide clear, consistent feedback that aligns with and supports effective middle school math	Professional development with NS math consultant.	Assistant Supt of Learning; Assistant Director of Secondary Learning, building administrators, instructional coach	September 2024	More effective and aligned feedback for middle school math teachers aligned with best practices in math instruction..

instruction.				
Ongoing professional development in ELA and math best practices, working with outside consultants including Kate Roberts in ELA and Mike Steele and Laurie Ferrie in math.	Attend professional development and implement strategies; collaboration among departments and PLCs	Assistant Superintendent of Learning, Assistant Director of Secondary Learning, Secondary ELA and Math Department Chairs, building administrators, classroom teachers, special education teachers	Ongoing-2024-2025 school year	Observations of collaborative team meetings Observation of updated instructional practices during formative classroom walkthroughs
Implementation of a guaranteed and viable curriculum, grounded in essential standards, that is responsive to student needs, culturally inclusive, and vertically aligned to ensure high levels of cognitive challenge and a focus on the transfer of learning.	Department meetings; PLC meetings; team meetings; professional learning days; DEI committee	Assistant Director of Secondary Learning, Math and LA Department Chairs, Math and LA PLC Facilitators, building Instructional Coach, classroom teachers, building administrators	Ongoing-2024-2025 school year	Observations of collaborative team meetings Observation of updated instructional practices during formative classroom walkthroughs
Analyze evidence of student progress utilizing cognitively complex common formative assessments and common summative assessments through PLC practices.	Department meetings; PLC meetings; team meetings; professional learning days	Content area Department Chairs, PLC Facilitators, building Instructional Coach, classroom teachers, building administrators	Ongoing-2024-2025 school year	Review of assessments and assessment data used by collaborative teams
Update MTSS protocols in each grade level to support	MTSS committee meetings; team meetings;	Grade level multi-disciplinary teams,	Ongoing-2024-2025 school year	Review of assessments and assessment data used

collaborative planning in order to provide strategic support to students that align with classroom instruction.	monthly late start MTSS meetings	Math and LA Lab teachers (when applicable), building Instructional Coach, building administrators		by collaborative teams to identify students Review and revision of MTSS plans based on information gathered from progress monitoring data
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 (K-8, Alg 1, Geometry, Alg II).	Department meetings; PLC meetings; professional development during professional learning days	Assistant Director of Secondary Learning, Math Department Chairs, Math PLC Facilitators, building Instructional Coach, classroom teachers, building administrators	Ongoing-2024-2025 school year	Observations of collaborative team meetings Observation of updated instructional practices during formative classroom walkthroughs
Implement evidence-based instructional strategies for writing and reading at the secondary level	Department meetings; PLC meetings; professional learning days	Assistant Director of Secondary Learning, Math and LA Department Chairs, Math and LA PLC Facilitators, building Instructional Coach, classroom teachers, building administrators	Ongoing-2024-2025 school year	Observations of collaborative team meetings Observation of updated instructional practices during formative classroom walkthroughs
Create more opportunities for writing across the curriculum, specifically in social studies, along with primary and secondary source analysis (6-12).	Department meetings; PLC meetings; professional learning days	Assistant Director of Secondary Learning, SS department chairs, SS PLC facilitators, building Instructional Coach, classroom teachers,	Ongoing-2024-2025 school year	Observations of collaborative team meetings Observation of updated instructional practices

		building administrators		during formative classroom walkthroughs
Increase the use of academic and language development strategies for ML students (K-12).	Newcomers class; department meetings; team meetings; PLC meetings; professional learning days	Director of Equity and Inclusion, assistant principal, ML collaborative teachers	Ongoing-2024-2025 school year	Observations of collaborative team meetings Observation of updated instructional practices during formative classroom walkthroughs
Implement WIDA instructional strategies and the WIDA instructional framework through the Comprehensive Multilingual Education Learning Series.	Newcomers class; department meetings; team meetings; PLC meetings; professional learning days	Director of Equity and Inclusion, assistant principal, ML collaborative teachers, general education teachers	Ongoing-July 2024-July 2026	Observations of collaborative team meetings Observation of updated instructional practices during formative classroom walkthroughs
Monthly attendance meetings	Calendared meeting to discuss students with attendance concerns	Dean of Students, social worker, grade level counselor, secretary of attendance, secretary of student services	Ongoing-2024-2025 school year	Ongoing attendance reports
NS Attendance Letters	Attendance letters, attendance meetings with parents, attendance contracts	Dean of Students, social worker, secretary of attendance, secretary of student services	Ongoing-2024-2025 school year	Copies of attendance letters, meeting notes, ongoing attendance reports
Home Visits	Home visits for students in need of immediate improvement for attending	School Resource Officer, Dean of Students, Social Worker	Ongoing-2024-2025 school year	Notes on visits, ongoing attendance reports

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All professional development programs and activities included in this plan comply with [local school board policy](#).