

# **Indiana School Improvement Plan 2022-2023**



**West Noble Middle School**

**West Noble School Corporation**

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## **Description of the School**

West Noble Middle School (WNMS) serves 672 students in grades 5 - 8. The school staff is composed of 45 teachers, 9 instructional assistants, 12 food service workers, 5 custodians, 4 secretaries, 3 administrators, 1/2 academic coach, 2 3 guidance counselors, a social worker, a media specialist and a school nurse.

The school serves a significantly high population of students who qualify for free or reduced lunches (approx. 53.7%)\*. Approximately 14.7% of students qualify for Special Education services, while 20.0% of students are English Learners. Spanish is the most common language spoken by EL students, while a small percentage of students speak German (Amish) or Arabic.

Located in Ligonier, IN, the school district also incorporates the communities of Cromwell, Kimmell and Wawaka. Community resources include police and fire services, 2 libraries, a community learning center and an alternative school in addition to several parks, churches, restaurants and retail facilities. The majority of working adults in the community are employed in the manufacturing or service industries. The corporation also encompasses several large agricultural organizations, including dairy and hog farms and several grain mills.

\*Pre-COVID-19

## **School's Purpose**

### **West Noble Middle School Mission Statement**

The mission of West Noble Middle School is to provide a safe, positive, and respectful educational environment that will challenge all students to reach their highest level of achievement.

### **Vision Statement**

West Noble Middle School prepares students to become lifelong learners and productive citizens.

### **Slogan**

Learning today, leading tomorrow.

## **Description and Location of Curriculum, Including Technology Initiatives, Reaching All Learners**

West Noble Middle School follows a curriculum that is based on Indiana College and Career Readiness Standards. Teachers work together to create, update and modify their curriculum on an on-going basis. Each staff member has a copy of the curriculum, and it is also located in the staff resources folder on Google Drive. The curriculum is available to be viewed or printed in the main office conference room upon request. Frequent collaborations with administration and academic coaches allow for discussion of curriculum and best-practice for instruction.

Current curriculum includes Reveal Math (grades 5-8), HMH Into Reading (ELA grade 5) and Into Literature (ELA grades 6-8), McGraw-Hill (Social-Studies 5-7), National Geographic Explorer (Social Studies 8), Pearson Science (grade 5), Discovery Science (grades 6-8) and and Great Body Shop (Health 5-7). The HMH curriculum is in use with the district in grades K-12 and Reveal math is in use K-8 in order to assist with alignment across grade levels. The school uses the Achieve 3000 literacy program in grades 5-8 to measure student lexile growth.

A curriculum calendar is shared with all middle school staff, using Google calendar. The calendar includes assessment dates, team data meetings and curriculum planning sessions. In curriculum collaboration sessions, staff members make determinations about student progress, including areas to re-teach and to use for remediation.

School staff partner with corporation technology staff, and receive frequent assistance with the implementation of new technologies, and the school distributes a technology plan to staff that outlines improvements that will occur during the school year. The school has a staff Tech Committee that meets regularly to assess building needs. The school uses the Google Classroom platform for each class taught.

The school has programming for exceptional learners, including those who are qualified for High Ability, English Language Learners and Special Education programming. A comprehensive plan is implemented in each program, with staff, parent and student input, to ensure equitable learning opportunities for all learners.

The school is continuing to implement trauma-informed practices by creating an MTSS tiered system of behavioral and emotional support for all students.

## **Cultural Competencies**

In addition to a building-wide focus on trauma-informed practices, the school district has taken steps to improve the cultural competency of its staff. A full-time ESL teacher was hired for each building, with the purpose of working with teacher teams to improve services for EL students. Staff were offered the opportunity to take graduate courses towards their ESL certification. Those staff members will be providing monthly training for their colleagues regarding best practices for working with EL students. A guest speaker will also present to staff on the experience of refugee students at the secondary level.

The school administration took part in a book study on *The Deliberate and Courageous Principal* by Rhonda J. Roos. As a result, they have created a playbook that includes a list of systems and semester goals for the school. These are shared with school staff and are a focus of school curriculum collaborations.

## **College and Career Awareness and Career Development Curriculum**

The school guidance department has developed a strategic scope and sequence for leading College and Career awareness opportunities with all students throughout the school year. These lessons will be supported by the use of Indiana Career Explorer. The guidance department teaches classroom lessons and incorporates educational opportunities on College and Career awareness in all grade-levels throughout the school year.

The guidance department supervises the implementation of the No Excuses University principle that all teachers should represent and promote a college or career within their Charger Time homerooms. They also lead Go College Week activities three times a year as designed by the IDOE.

Finally, a successful building College and Career Fair was successfully implemented in May 2022, and will be repeated every-other year.

## Safe and Disciplined Learning Environment

The school has a student handbook that is reviewed at the start of each school year with each student, and is published on the school website for parents. There is a school-wide behavior program which is aligned across grade-levels and includes a parent communication component. School administrators work closely with SROs, and have a partnership with the West Noble Turning Point alternative program. The school SROs lead safety initiatives, such as the yearly See Something, Say Something campaign, participate in school safety drills and work with school leaders on reviewing the updated safety plan with staff.

## Description and Name of Assessments

Assessment Name	Grade-Level/ Student Group	Time(s) of Year	Student Involvement and Understanding
Achieve 3000 Level-Set	5-8/ All	Sept/Jan/May	Printed/Parents at conference & Student readiness account/career setting
Common Assessments - ELA	5-8/ All	Determined by grade-level	Standards or strands reporting/Skyward or IXL Diagnostic
Common Assessment - Math	5-8/ All	Determined by grade-level	Standards or strands reporting/Skyward or Reveal/ALEKs graph
Formative Assessments	5-8/ All	Per teacher	Go Formative/ Exit Slips/ Feedback from peers
High Ability Qualifying	5-8/Recommend	Spring	Qualifying letter sent home before and after testing and spring conferences
ILEARN	5-8/ All	Apr/May	Practice test/ Possible conferences/ School data
IAM	5-8/ Off-Diploma	Apr/May	Teacher-led assessment for off-diploma students
NWEA MAP	5-8/ All	Sept/Apr	Teachers will share scores with their students and will set goals with them. Scores are in Achieve 3000

School Psychologist Qualifying	5-8/Recommend	Ongoing (ACR by last name)	Students and parents will participate in an initial conference to learn about their results.
WIDA	5-8/ ELLs	January-Feb	Student goals are reviewed in the testing session prior to testing.

### WNMS Professional Development Plan 2022-2023

<b>Learning Focus</b>	<b>Targeted Learning Groups (staff)</b>	<b>Funding Source</b>	<b>Detail (add as known)</b>	<b>EOY Results</b>
<b>ESL Certification</b>	<b>selected staff</b>	<b>Grant</b>	<b>coursework towards ESL certification</b>	<b>improved instructional methods to reach LEPL students</b>
<b>ESL Training</b>	<b>All staff</b>	<b>ESSER</b>	<b>Teaching practices for improving Language Acquisition</b>	<b>Improved progress of ELLs as measured by WIDA</b>
<b>New Teacher Programming</b>	<b>new 1st and 2nd year staff</b>	<b>Grant</b>	<b>Sarah Wilson, mentor teacher</b>	<b>mentorship and guidance for new staff</b>
<b>Team Meetings</b>	<b>grade levels during common plan times</b>	<b>N/A</b>	<b>cooperative planning; data meetings</b>	<b>improved communication; peer support for lesson development and co-teaching</b>
<b>Science Textbook Adoption</b>	<b>Science Teachers</b>	<b>N/A</b>	<b>To review current materials and revise/adopt as needed</b>	<b>Improved curriculum and best-practices for Science instruction</b>
<b>Curriculum PLC</b>	<b>All staff</b>	<b>N/A</b>	<b>Share best teaching practices and strategies. Analyze data trends</b>	<b>Improved performance on state wide assessment</b>

The professional development plan is created by the school improvement team as a response to corporation directives and student needs as assessed by staff, student and parent feedback.

The overarching goal of the professional development plan is to improve academic achievement through improved instructional methods and curriculum development.

In order to effectively improve services for students, the school will focus on professional development initiatives that directly relate to the school improvement goals and activities directly related to the school improvement objectives listed in the school improvement plan.

## **Parent Involvement**

West Noble Middle School has created several formal opportunities for parents and interested community members to participate in our education programming. Events such as Back to School Night, High Ability Parent Meetings, Parent Teacher Conferences and Parent Nights such as the Internet Safety presentation provide forums for parents to learn about school programming, data, curriculum and other topics of interest.

Community events include music concerts and athletic events. The induction ceremony for the National Junior Honor Society and the 8th Grade Holocaust Museum are heavily attended, as are our Charger Writing Project celebrations. Many parents participate as volunteers for class field trips. Several staff members presented at local meetings of the Lion's Club, the Rotary, the Chamber of Commerce and various local sororities to promote student programming. WNMS has a Student Appreciation Committee that provides special events for students and staff, including Homecoming festivities. The school partners with the local YMCA to provide swimming lessons for all 5th grade students.

We believe that parent participation and communication with parents are critical to student success. Teachers and Administrators call parents daily with questions or concerns about their students, and parent communication is built into the school-wide discipline system. WNMS uses Skylert to provide frequent updates for parents, and the school posts parent information on social media sites daily.



## **Notable Achievements and Areas of Improvement**

West Noble Middle School is currently in Approaching Expectations status (Federal Report Card).

Over the past ten years, the school has improved all areas of curriculum and instruction, resulting in attaining ILEARN scores that are similar to those of other area middle schools.

Based on this year's standardized assessment data, continued focus needs to be given to the rigor and alignment of curriculum for math and language arts courses. That process is in progress through curriculum collaborations for ELA and math teachers, and the revision of curriculum maps as a part of the textbook adoption process.

## **Areas of Notable Achievement**

### **Which area(s) are above the expected levels of performance?**

8th Grade math scores continue to be well above state average.

### **Describe the area(s) that show a positive trend in performance.**

8th grade Language Arts and 7th grade math both are within 5 percentage points of state average. Previously, they were 12% and 6.5% below the state average.

### **Which area(s) indicate the overall highest performance?**

8th grade math indicates the overall highest performance.

### **Which subgroup(s) show a trend toward increasing performance?**

It has been challenging to note trends in student performance, based on interruptions caused by COVID-19 that resulted in testing inconsistencies. Trend data was not available during that time. We are concerned about both our EL and Special Education subgroups, and do not feel that they are demonstrating an increase in performance.

### **Between which subgroups is the achievement gap closing?**

In a comparison of the white and Hispanic subgroups, we are noticing that the achievement gap narrows by the end of 8th grade.

### **Which of the above reported findings are consistent with findings from other data sources?**

In comparing NWEA and ILEARN data, these findings are consistent. (See Appendix B ILEARN/ NWEA Subgroup Comparison chart)

## **Areas in Need of Improvement**

### **Which area(s) are below the expected levels of performance?**

Our 5th grade Math and Language Arts performance was well below expected levels.

### **Describe the area(s) that show a negative trend in performance.**

As stated previously, trend data has been challenging to obtain due to testing disruptions caused by the COVID-19 pandemic. 5th and 6th grade Language Arts scores showed a bigger gap between expected and achieved levels than the previous year.

### **Which area(s) indicate the overall lowest performance?**

5th grade Language Arts demonstrated the overall lowest performance.

### **Which subgroup(s) show a trend toward decreasing performance?**

\* See above.

### **Between which subgroups is the achievement gap becoming greater?**

The achievement gap for EL students in Language Arts becomes greater by 8th grade.

### **Which of the above reported findings are consistent with findings from other data sources?**

In comparing NWEA and ILEARN data, these findings are consistent. (See Appendix B ILEARN/ NWEA Subgroup Comparison chart)

## Objectives of Continuous Improvement

### Goal 1: West Noble Middle School students will demonstrate continuous improvement in Language Arts.

#### Measurable Objective:

WN students will demonstrate a yearly increase in the percentage of students attaining proficiency in the Indiana College and Career Readiness Standards in English Language Arts as measured by student performance on ILEARN.

**This goal was met by student cohort groups in 6th grade (rising from 29% to 30.9%) and 8th grade (rising from 27% to 39.1%) in the 2021-2022 school year.**

**This goal was not met by student cohort groups in 5th grade (falling from 27% to 24.5%) and 7th grade (stayed at 33%).**

#### Activities:

Team Goal Setting - Each grade-level team will examine the cohort data derived from students' ELA performance on ILEARN. Teams will examine data to set a yearly achievement goal for the cohort, and to determine academic areas of focus.

Curriculum Collaboration - A twice-monthly meeting will be scheduled for ELA teachers across grade levels to collaborate throughout the school year. This will enable teachers to discuss and share effective instructional strategies, in addition to aligning curriculum and analyzing data.

Charger Time Support Period - All students will be assigned a Charger Time intervention classroom. This class will assist students in character education, remediation, assessments and goal setting, as indicated in a building-wide curriculum calendar.

NWEA Goal Conferences - All teachers will be trained to conduct NWEA goal conferences and to track student progress towards those goals. Assessment information will be shared with parents at Parent-Teacher conferences.

Special Education Collaboration - Special Education teachers will collaborate once a month to discuss ways to implement strategies for improved support for students in the general education math classroom.

## **Goal 2: West Noble Middle School students will demonstrate continuous improvement in Mathematics.**

### **Measurable Objective:**

WN students will demonstrate a yearly increase in the percentage of students attaining proficiency in the Indiana College and Career Readiness Standards in Mathematics as measured by student performance on ILEARN.

**This goal was met by student cohort groups in 7th grade (rising from 21% to 27.2%) and 8th grade (rising from 24% to 55%) in the 2021-2022 school year.**

**This goal was not met by student cohort groups in 5th grade (falling from 38% to 27.3%) and 6th grade (falling from 24% to 23%).**

### **Activities:**

Team Goal Setting - Each grade-level team will examine the cohort data derived from students' Math performance on ILEARN. Teams will examine data to set a yearly achievement goal for the cohort, and to determine academic areas of focus.

Curriculum Collaboration - A twice-monthly meeting will be scheduled for math teachers across grade levels to collaborate. This will enable teachers to discuss and share effective instructional strategies, in addition to aligning curriculum and analyzing data.

Textbook Adoption - Math teachers adopted a new curriculum for use in the fall of 2022. This will replace their current curriculum.

Charger Time Support Period - All students will be assigned a Charger Time intervention classroom. This class will assist students in character education, remediation, assessments and goal setting, as indicated in a building-wide curriculum calendar.

NWEA Goal Conferences - All teachers will be trained to conduct NWEA goal conferences and to track student progress towards those goals. Assessment information will be shared with parents at Parent-Teacher conferences.

Special Education Collaboration - Special Education teachers will collaborate once a month to discuss how to implement strategies for improved support for students in the general education math classroom.

Math fact practice-at least once weekly with hopes to get it to daily for all four grade levels

### **Goal 3: West Noble Middle School Students will demonstrate regular attendance.**

#### **Measurable Objective:**

WN students will demonstrate regular attendance, defined as 96% or above, by May 20, 2025 as measured by student attendance data reported to the State of Indiana.

**This goal was not met during the 2021-2022 school year. A significant factor was quarantine regulations during the COVID-19 pandemic, which were in place until January 2022.**

#### **Activities:**

School administration will review current attendance policies and procedures and compare them to guidance documents released by the Indiana Department of Education related to Chronic Absenteeism.

School administration will meet with students who approach an absentee level of 5-9%.

School administrators will be trained on the use of the Skyward calling system to automate parent notifications.

School Guidance staff will present a lesson on attendance in all 7th grade Charger Time classes.

School Guidance staff will create and share attendance information for parents on social media.

<b>WNMS School Totals:</b>									
<b>ELA Below Proficiency</b>	<b>ELA Approaching Proficiency</b>	<b>ELA At Proficiency</b>	<b>ELA Above Proficiency</b>	<b>ELA Total Proficient</b>	<b>ELA Total Tested</b>	<b>ELA Proficient %</b>			
							School Total 2022		
66	46	28	16	44	156	28.2%		Current 5th	
63	42	25	9	34	139	24.5%		Current 6th	
77	44	34	20	54	175	30.9%		Current 7th	
65	63	46	17	63	191	33.0%		Current 8th	
47	56	40	26	66	169	39.1%		Current 9th	
<b>Math Below Proficiency</b>	<b>Math Approaching Proficiency</b>	<b>Math At Proficiency</b>	<b>Math Above Proficiency</b>	<b>Math Total Proficient</b>	<b>Math Total Tested</b>	<b>Math Proficient %</b>			
							School Total 2022		
47	37	56	16	72	156	46.2%		Current 5th	
47	54	22	16	38	139	27.3%		Current 6th	
70	66	21	18	39	175	22.3%		Current 7th	
75	64	36	16	52	191	27.2%		Current 8th	
28	48	51	42	93	169	55.0%		Current 9th	

## ILEARN/ NWEA Subgroup Comparison

Assessment	Grade	ALL	White	Hispanic	IEP	Econ	EL
NWEA Math S 22	8	36	42	30			
	7	29	40	28			
	6	25	33	18			
	5	23	31	17			
NWEA Rdg S 22	8	35	43	37			
	7	40	54	29			
	6	36	44	30			
	5	30	41	20			
ILEARN Math 22	8	55	59	52	24	45	23
	7	27	40	15	4	25	0
	6	22	33	14	3	15	3
	5	27	37	18	6	22	14
ILEARN ELA 22	8	39	43	36	3	31	3
	7	33	43	24	4	27	4
	6	31	37	26	0	21	3
	5	24	28	21	6	21	9

NWEA Percent is Green+Blue (Prof. and Above Prof.) Percentage

ILEARN is Percent Proficient