

# East Noble Middle School

School Improvement Plan  
2023-2024



# Description of School - East Noble Middle School

Total Enrollment	Location (Urban/Suburban/Rural)	Grade Levels Served
808	Rural	6th-8th
% F/R	% Special Education	% ELL
49% 2022-2023  26% 2023-2024  <small>*do to decrease in applications filled out</small>	18%	4.8%
Specialized Programs	Racial Demographics	Ethnicity Demographics
Skills for Success  Unified Programs  Applied Skills	1.3% Black, 89% White, >1% Asian, 7%Hispanic/Latino	Reported same as Racial Demographics

# Statues and Rules the School wishes to have Suspended.

We do not have any at this time.

# Parental Participation

East Noble Middle School envisions our families, staff, and community working together to help our children succeed. This is a shared responsibility. We are committed to exploring and developing new strategies for our school community that will help us and our children to meet the challenges of a fast-paced, ever-changing world.

Recognizing that parental involvement is one of the greatest contributors to student success in school, our staff encourages numerous opportunities for parent participation in the educational process. Several current activities emphasizing parental contributions to students' educational visions are listed below:

- Use of social media to promote ENMS

- PowerSchool access for all parents to provide access to student grades

- Summer Literacy/Reading Lists

- Parent/Community Volunteers

- Back to School Night

- Music Performances through the year

- Community Involvement Activities - Band plays at police memorial, etc

- Transition day for our incoming sixth graders and new students

- Showcase Evenings- students show off their elective projects and performances

- Athletic Events

- Parent/Teacher/Student Conferences

# Curriculum

<b>Subject/ Course</b>	<b>Grade Level</b>	<b>Resource Name</b>	<b>Tier</b>
English Language Arts	6th-8th	StudySync LLI reading intervention ELL interventions iReady	1
Mathematics	6th-8th	EdGems iReady	1

# Assessments:

<b>Grade Levels:</b>	<b>Assessment/Type</b>	<b>Frequency:</b>
6th-8th	iReady	Three times per year
6th-8th	Common Assessments	End of Units
6th-8th	iLearn	One time per year

# ILEARN Data- 6th Grade

## 6th Grade Language Arts

**ENMS    State Avg.    Difference**

<b>2019</b>	34.0%	47.0%	13.0%
<b>2020</b>	Covid Pandemic		
<b>2021</b>	29.5%	39.9%	10.4%
<b>2022</b>	24.0%	39.0%	15.0%
<b>2023</b>	24.0%	40.8%	16.8%

## 6th Grade Math

**ENMS    State Avg.    Difference**

<b>2019</b>	43.0%	46.0%	3.0%
<b>2020</b>	Covid Pandemic		
<b>2021</b>	31.5%	33.0%	1.5%
<b>2022</b>	34.0%	35.0%	1.0%
<b>2023</b>	30.1%	38.3%	8.2%

# ILEARN Data- 7th Grade

## 7th Grade Language Arts

**ENMS      State Avg.      Difference**

<b>2019</b>	40.0%	49.0%	9.0%
<b>2020</b>	Covid Pandemic		
<b>2021</b>	28.8%	41.1%	12.3%
<b>2022</b>	29.0%	42.0%	13.0%
<b>2023</b>	18.2%	39.5%	21.3%

## 7th Grade Math

**ENMS      State Avg.      Difference**

<b>2019</b>	39.0%	41.0%	2.0%
<b>2020</b>	Covid Pandemic		
<b>2021</b>	30.7%	30.5%	-0.2%
<b>2022</b>	33.0%	32.0%	-1.0%
<b>2023</b>	24.4%	32.9%	8.5%

# ILEARN Data- 8th Grade

## 8th Grade Language Arts

**ENMS    State Avg.    Difference**

<b>2019</b>	37.0%	50.0%	13.0%
<b>2020</b>	Covid Pandemic		
<b>2021</b>	25.3%	43.9%	18.6%
<b>2022</b>	29.0%	43.0%	14.0%
<b>2023</b>	29.1%	43.8%	14.7%

## 8th Grade Math

**ENMS    State Avg.    Difference**

<b>2019</b>	32.0%	37.0%	5.0%
<b>2020</b>	Covid Pandemic		
<b>2021</b>	17.9%	27.8%	9.9%
<b>2022</b>	22.0%	30.0%	8.0%
<b>2023</b>	30.3%	31.4%	1.1%

# 6th Grade NWEA

## 6th Grade Reading

	Fall Reading	National Norm	Spring Reading	National Norm	Growth
<b>2018-19</b>	209.9	211	213.8	215.8	3.9
<b>2019-20</b>	207.6	211	Covid Pandemic		
<b>2020-21</b>	210.9	210.1	213.6	215.3	2.7
<b>2021-22</b>	206.7	210.1	213	215.3	6.3
<b>2022-23</b>	207.7	210.1	212	215.3	4.3

## 6th Grade Math

	Fall Math	National Norm	Spring Math	National Norm	Growth
<b>2018-19</b>	216.2	217.6	224.8	225.3	8.6
<b>2019-20</b>	214.5	217.6	Covid Pandemic		
<b>2020-21</b>	213.3	214.7	223.2	222.8	9.9
<b>2021-22</b>	211.1	214.7	222.9	222.8	11.8
<b>2022-23</b>	209.4	214.7	226.8	222.8	17.4

# 7th Grade NWEA

## 7th Grade Reading

	Fall Reading	National Norm	Spring Reading	National Norm	Growth
<b>2018-19</b>	215.2	214.4	217.1	218.2	1.9
<b>2019-20</b>	212.2	214.4	Covid Pandemic		
<b>2020-21</b>	213.7	214.2	214	218.3	0.3
<b>2021-22</b>	213.1	214.2	216.7	218.3	3.6
<b>2022-23</b>	210	214.2	214.1	218.3	4.1

## 7th Grade Math

	Fall Math	National Norm	Spring Math	National Norm	Growth
<b>2018-19</b>	223.8	222.6	229.6	228.6	5.8
<b>2019-20</b>	221.2	222.6	Covid Pandemic		
<b>2020-21</b>	218.9	220.2	224.8	226.7	5.9
<b>2021-22</b>	219.7	220.2	226.7	226.7	7.0
<b>2022-23</b>	216.4	220.2	227.3	226.7	10.9

# 8th Grade NWEA

## 8th Grade Reading

	Fall Reading	National Norm	Spring Reading	National Norm	Growth
<b>2018-19</b>	215.7	217.2	221.4	220.1	5.7
<b>2019-20</b>	217.8	217.2	Covid Pandemic		
<b>2020-21</b>	216.8	218	218.7	221.6	1.9
<b>2021-22</b>	212.8	218	214.9	221.6	2.1
<b>2022-23</b>	215.8	218	219.7	221.6	3.9

## 8th Grade Math

	Fall Math	National Norm	Spring Math	National Norm	Growth
<b>2018-19</b>	228.7	226.3	235.4	230.9	6.7
<b>2019-20</b>	228.5	226.3	Covid Pandemic		
<b>2020-21</b>	226.2	224.9	230.7	230.3	4.5
<b>2021-22</b>	223.0	224.9	226.4	230.3	3.4
<b>2022-23</b>	224.4	224.9	236.8	230.3	12.4

# Focus Area 1

## Description of Focus Area 1:

Increase the number of special education students with high growth by 4%. ENMS will be switching to iREADY and will reevaluate the percentage growth after working with the assessment this year.

High growth will be determined through comparing NWEA fall data with NWEA spring data and using the Achievement Status and Growth Summary Report. ENMS plans to use this years iREADY data to compare the growth rates to NWEA that was previously used

## Description of key findings for Focus Area 1:

Traditionally on the Indiana State Report Card our special education subgroup has performed poorly both in growth and overall achievement.

For the 2022-2023 school year, 78% of our special education students obtained high growth on NWEA from fall to spring in math. By comparison our general education students had a lower percentage of students with high growth, but we feel our special education students have more room to show high growth compared to our general education population.

## Root causes for key findings from Focus Area 1:

Using NWEA data from fall and winter assessments to drive instruction for teachers.

ENMS also believes that our students lack of motivation to do their best on the spring NWEA assessment led to poor growth data.

# Focus Area 1- Evidence-Based Interventions

For the 2023-2024 school year we are changing several things to help close the gap for our special education population and to meet their needs.

Strategy 1- Realign 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grade master schedule

- 6th grade co taught classes will be realigned for more student interaction
- Special education students will be split between four teachers instead of all ten, sixth grade teachers. This will allow two teachers for each subject, one in the morning and one in the afternoon.
- 7<sup>th</sup> and 8<sup>th</sup> grade special education students will be split between two teachers per grade level
- This realignment will allow one special education teacher and one instructional assistant to be in the classroom with the general education teacher. The three adults would work together to meet the needs of the special education students for each subject. (plan is subject to personnel available)

# Focus Area 2

## Description of Focus Area 1:

Increase the number of special education students with high growth by 4%. ENMS will be switching to iREADY and will reevaluate the percentage growth after working with the assessment this year.

High growth will be determined through comparing NWEA fall data with NWEA spring data and using the Achievement Status and Growth Summary Report.

## Description of key findings for Focus Area 1:

Traditionally on the Indiana State Report Card our special education subgroup has performed poorly both in growth and overall achievement.

For the 2022-2023 school year, 58% of our special education students obtained high growth on NWEA from fall to spring in reading. By comparison our general education students had a lower percentage of students with high growth, but we feel our special education students have more room to show high growth compared to our general education population.

## Root causes for key findings from Focus Area 1:

Using NWEA data from fall and winter assessments to drive instruction for teachers.

ENMS also believes that our students lack of motivation to do their best on the spring NWEA assessment led to poor growth data.

# Focus Area 2- Evidence-Based Interventions

For the 2023-2024 school year we are changing several things to help close the gap for our special education population and to meet their needs.

## Strategy 1-

- Realign 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grade master schedule
- Special education students will be split between four teachers instead of all ten sixth grade teachers. This will allow two teachers for each subject, one in the morning and one in the afternoon.
- 7<sup>th</sup> and 8<sup>th</sup> grade special education students will be split between two teachers per grade level
- This realignment will allow one special education teacher and one instructional assistant to be in the classroom with the general education teacher. The three adults would work together to meet the needs of the special education students for each subject.

# Safe and Disciplined Learning Environment

East Noble Middle School has the following in place for a safe and disciplined learning environment:

School-wide practices are in place to focus on developing and maintaining a positive school climate for staff, students and parents. The multi-tiered system of supports (MTSS) provides students with academic, behavioral, and social emotional supports and intervention.

School-wide expectations include: Be Kind, Be a Leader, Be Engaged, and Be Safe. Students are responsible for learning this and following these expectations and the school's procedures. Copies of our expectations and procedures are provided to parents/guardians.

Disciplinarian expectations to help prevent bullying are also in place and include education for students, parental involvement and interventions as needed. Suicide awareness and prevention is also in place and staff is trained annually. Students are encouraged and empowered to "See Something, Say Something" if they observe bullying or any other unsafe behavior in or outside of ENMS.

All staff at ENMS hold students to high expectations and we believe ALL students can learn. We strive to create positive culturally responsive classrooms and school environment.

# Career Awareness and Career Development

Naviance Career Explorer

Elective Opportunities

Junior Achievement Field Trips

Community Involvement Field Trips

Digital Citizenship Lessons

# Cultural Competency

Cultural Groups:	Needs:	Strategies:
Socio-Economic	Additional Academic Support, Parenting Skills, Community Resources	Early Intervention, Full Time Counselors, Dental, Vision and Medical Assistance Programs, Knight's Closet, Free Breakfast, Free Lunch and tech assistance
Ethnicity	Sense of Belonging, Cultural Awareness, More Academic Support	Sensitivity to Ethnic groups in Learning, Early Intervention, ELL Support/Small Group Instruction
Faith	Sense of Belonging	Prayer Sensitivity to Faith Groups

# Cultural Competency Cont.

Physical	Handicap Accessibility, Additional Services	Modify Building and Grounds to meet needs; Occupational, Physical, and Speech Therapists, School Nurse
Exceptional Learners	Modifications or Accommodations of Classroom Materials	Special Education Services, NEISEC, Teacher Training, State Developed Units
Gender	Differentiation of Classroom Materials	Teacher Training and Professional Development
Chronically Absent/Habitually Truant	Academic Support, Sense of Belonging, Adult Bonding, Parenting Skills, Community Resources	Checking In with Students, Family Phone Calls/Home Visits; Assign a Mentor Staff member; Full Time Counselor; District Social Worker

# Coordination of Technology Initiatives

The East Noble School Corporation, as well as East Noble Middle School, recognize and realize the future success of our students lies within the numerous opportunities available with the use of current and future technological skills. East Noble Middle School, along with the entire East Noble School Corporation, is currently a one-to-one learning environment. All K-4 students have access to an iPad and can take them home every night; and all students in grade 5-12 have a laptop which are also taken home each night.

Students are to use devices across subject areas. All staff are to use technology in their lessons as well as have students apply the skills learned throughout all curricular areas. We want our students to be able to keep up in a technology driven world.

# Professional Development Programs

Building team leaders and administration plans and facilitates professional development opportunities that support district efforts and address student learning needs. Weekly collaboration as a whole school or by team or subject take place on Monday's. Teacher's schedules are arranged for common free period for subject areas. Teachers use this time to examine student work, plan activities, research new instructional materials and strategies, and review assessment.

East Noble Middle School teachers have also developed a common instructional framework. Teachers identify strengths and areas of improvement based on this instructional framework. During the course of the school year, individual professional developed focuses on their areas of improvement they had identified.

An Instructional Coach has been implemented for the 2023-2024 school to assist staff on data and classroom management strategy

# Stakeholders Involved

Bill Cain	Administration
Cliff Hannon	Administration
Lisa Laur	Counselor
Sarah Engler	Counselor
Janelle Foster	Seventh Grade Teacher
Rory Field	Eighth Grade Teacher
Elaine Herbst	Seventh and Eighth Grade Teacher
Aimee Martin	Seventh Grade Teacher
Morgan Schrock	Eighth Grade Teacher
Brooke Cain	Special Education Teacher
Ryan Robertson	Sixth Grade Teacher
Renee Rogers	Sixth Grade Teacher
Bryan Kaylor	Instructional Coach