



Indiana School Improvement Plan

West Noble Middle School

West Noble School Corporation

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Introduction

The comprehensive Indiana School Improvement Plan aligns the improvement requirements for schools under Title I, PL221, and the Student Achievement Plan (SAP) for focus and priority schools.

Executive Summary

Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

West Noble Middle School (WNMS) serves 761 students in grades 5 - 8. The school staff is comprised of 50 teachers, 16 instructional assistants, 12 food service workers, 5 custodians, 4 secretaries, 3 administrators, 2 academic coaches, 2 guidance counselors, a media specialist and a school nurse.

The school serves a significantly high population of students who qualify for free or reduced lunches (approx. 71.1%) and 48.6% of the student body is Hispanic. Approximately 12.9% of students qualify for Special Education services, while 27.7% 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 as well as several grain mills.

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

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.

Belief Statements

All students have the right to be treated with respect and are expected to show respect.

All students should be challenged at their ability levels.

All students can and do learn when presented with meaningful curriculum.

All students benefit from and are enriched by diversity.

Slogan

Learning today, leading tomorrow.

Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

Over the last three years, West Noble Middle School has maintained a C letter grade; rising from a letter grade of F five years ago. During that time, the school has improved all areas of curriculum and instruction, resulting in attaining higher ISTEP scores in 2015 than comparable area middle schools.

In the spring of 2013, West Noble Middle School completed an Accreditation Progress Report to continue our accreditation. At that time, the findings indicated that WNMS was making progress in aligning the current curriculum across grade levels and subject areas through the completion of curriculum maps and the creation of common collaboration time. In addition, a Response to Instruction process had been developed and implemented in order to provide targeted interventions for struggling students.

Base 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 already in progress through extended collaborations for 7th and 8th grade ELA teachers and a revision of curriculum maps for math teachers as a part of the textbook adoption process.

Through the process of self-assessment, started in the Spring of 2015, the staff identified several additional areas for improvement. Those areas included the inclusion of support staff in data systems, a school-wide mentoring focus, increasing staff understanding of the processes used by the governing (school) board, additional technology for instruction and improved support for school custodial staff. All of the areas have already been addressed, and improvements are in progress.

Additional Information

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

West Noble Middle School is especially proud of the success demonstrated by its diverse student population. On student, staff and parent surveys, stakeholders indicate that the school staff is a strong team providing needed support and utilizing effective instructional methods in the classroom. The school has grown significantly in classroom practices, support systems and student results since the last accreditation visit. We look forward to discussing where we are, and where we are headed with the External Review Team.

Improvement Plan Stakeholder Involvement

Introduction

The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into the sections below.

Improvement Planning Process

Improvement Planning Process

Describe the process used to engage a variety of stakeholders in the development of the institution's improvement plan. Include information on how stakeholders were selected and informed of their roles, and how meetings were scheduled to accommodate them.

A variety of stakeholders were involved in the development of the improvement plan.

Staff were selected from each grade level to participate on the school improvement team, and to receive feedback from their grade-level teams. All staff who wished to be on the team were allowed to do so.

Parents were sent an invitation to participate on the team. All six parents who requested to be on the team were allowed to do so.

The Chamber of Commerce and the Rotary and Lions Clubs were invited to send community members to participate as a part of the team.

Meetings were held before and after school, after parents were surveyed about the times that worked best for them.

All students, staff and parents were surveyed, and the results were analyzed by the team.

Describe the representations from stakeholder groups that participated in the development of the improvement plan and their responsibilities in this process.

All staff participated in the Self-Assessment process. Staff, parents and students completed the survey. Parents on the team participated in reviewing student and parent survey data, and completing the Stakeholder Feedback document. Staff, parents, students and community members on the team participated in interviews related to school strengths and weaknesses.

Explain how the final improvement plan was communicated to all stakeholders, and the method and frequency in which stakeholders receive information on its progress.

A meeting was held with school staff to review the final improvement plan. In addition, parents were notified by email, and the plan was included on the school website for all stakeholders.

The plan is reviewed and updated yearly, communicated to stakeholders via email, and posted on the school website.

Self Assessment

Introduction

AdvancED's Self Assessment (SA) diagnostic is based on the AdvancED Standards of Quality, which serves as the foundation of the accreditation and continuous improvement process. The SA is a valuable tool for collaboratively engaging staff members and stakeholders in purposeful, honest dialogue and reflection to assess the institution's adherence to the Standards, and guide its continuous improvement efforts. The SA includes the institution's self-ratings of and the evidence cited for each of the indicators, comments that explain the indicator's ratings and an overall narrative for each Standard. The results of the SA are reviewed by the External Review Team as one essential component of the preparation process for the institution's External Review.

Standard 1: Purpose and Direction

The school maintains and communicates a purpose and direction that commit to high expectations for learning as well as shared values and beliefs about teaching and learning.

Overall Rating: 3.0

Indicator	Statement or Question	Response	Evidence	Rating
1.1	The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.	The school's process for review, revision, and communication of the purpose statement is documented. The process is formalized and implemented on a regular schedule. The process includes participation by representatives from all stakeholder groups. The purpose statement focuses on student success.	<ul style="list-style-type: none"> •Survey results •Examples of communications to stakeholders about the school's purpose (i.e. website, newsletters, annual report, student handbook) •Minutes from meetings related to development of the school's purpose •Purpose statements - past and present •An area of strength was that the purpose statement clearly focuses on student successes and is very visible throughout the building. 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
1.2	The school's leadership and staff commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills.	Commitment to shared values and beliefs about teaching and learning is evident in documentation and decision making. This commitment is regularly reflected in communication among leaders and staff. Challenging educational programs and equitable learning experiences are implemented so that all students achieve learning, thinking, and life skills necessary for success. Evidence indicates a commitment to instructional practices that include active student engagement, a focus on depth of understanding, and the application of knowledge and skills. School leadership and staff share high expectations for professional practice.	<ul style="list-style-type: none"> •Survey results •The school's statement of purpose •An area of concern was the lack of focus on life skills curriculum across grade-levels. An area of strength was the commitment to shared values and beliefs about teaching and learning, as evidenced in the school calendar and the decision-making process. 	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
1.3	The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning.	School leaders implement a documented, systematic continuous improvement process for improving student learning and the conditions that support learning. All stakeholder groups are engaged in the process. School personnel maintain a profile with current and comprehensive data on student and school performance. The profile contains analyses of data used to identify goals for the improvement of achievement and instruction that are aligned with the school's purpose. Improvement goals have measurable performance targets. The process includes action planning that identifies measurable objectives, strategies, activities, resources, and timelines for achieving improvement goals. School leaders hold all school personnel accountable for and evaluate the overall quality of the implementation of all interventions and strategies. The process is reviewed and evaluated. Documentation that the process yields improved student achievement and instruction is available and communicated to stakeholders.	<ul style="list-style-type: none"> •Survey results •The school data profile •Agenda, minutes from continuous improvement planning meetings •Communication plan and artifacts that show two-way communication to staff and stakeholders •The school continuous improvement plan •Strengths included the documentation of student data, implementation of data systems and evidence of student improvement. A suggestion for improvement is the addition of a peer observation structure that would allow school personnel to hold one another accountable for the use of effective instructional strategies. 	Level 3

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

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

We Believe:

All students have the right to be treated with respect and are expected to show respect.

All students should be challenged at their ability levels.

All students can and do learn when presented with meaningful curriculum.

All students benefit from and are enriched by diversity.

Areas of strength included a strong, shared vision, mission and set of beliefs for teaching and learning among school staff; a clearly defined curriculum and assessment calendar; and a data system that indicates clear areas of growth and/or academic need for each student in the building.

Actions to sustain the areas of strength include editing the school behavior slip system to include a common form that ties student behavior to the school belief statements. Additionally, team leaders will meet prior to the start of the school year to set the 2015-2016 curriculum calendar. The Data Team and the Success Time Sounding Board will continue to meet throughout the school year to review and revise the RtI process.

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Areas that were noted as needing improvement included a clear, purposeful instructional focus on life-skills and a peer-observation system for staff that improved staff accountability and feedback.

Actions to improve the areas of need include the addition of school-wide life-skills instruction during homeroom time at the beginning of the school year. In addition we will create a peer-observation system to pilot in the area of Reading and/or Language Arts instruction.

Standard 2: Governance and Leadership

The school operates under governance and leadership that promote and support student performance and school effectiveness.

Overall Rating: 3.0

Indicator	Statement or Question	Response	Evidence	Rating
2.1	The governing body establishes policies and supports practices that ensure effective administration of the school.	Policies and practices support the school's purpose and direction and the effective operation of the school. Policies and practices promote effective instruction and assessment that produce equitable and challenging learning experiences for all students. There are policies and practices regarding professional growth of all staff. Policies and practices provide requirements, direction for, and oversight of fiscal management.	<ul style="list-style-type: none"> •Student handbooks •Staff handbooks •Area of need includes improved clarification regarding Professional Development practices. 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.2	The governing body operates responsibly and functions effectively.	The governing body has a process to ensure that its decisions and actions are in accordance with defined roles and responsibilities, a code of ethics, and free of conflict of interest. Governing body members participate in a systematic, formal professional development process regarding the roles and responsibilities of the governing body and its individual members. The governing body complies with all policies, procedures, laws, and regulations and functions as a cohesive unit.	<ul style="list-style-type: none"> •List of assigned staff for compliance •Proof of legal counsel •Assurances, certifications •Governing body policies on roles and responsibilities, conflict of interest •Area of need was clarification in defining the governing body (corporation level versus school administration) roles. 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.3	The governing body ensures that the school leadership has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively.	The governing body protects, supports, and respects the autonomy of school leadership to accomplish goals for improvement in student learning and instruction and to manage day-to-day operations of the school. The governing body maintains a distinction between its roles and responsibilities and those of school leadership.	<ul style="list-style-type: none"> •School improvement plan developed by the school •Stakeholder input and feedback •Communications regarding board actions •Agendas and minutes of meetings 	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
2.4	Leadership and staff foster a culture consistent with the school's purpose and direction.	Leaders and staff align their decisions and actions toward continuous improvement to achieve the school's purpose. They expect all students to be held to high standards in all courses of study. All leaders and staff are collectively accountable for student learning. School leaders support innovation, collaboration, shared leadership, and professional growth. The culture is characterized by collaboration and a sense of community.	<ul style="list-style-type: none"> •Examples of collaboration and shared leadership •Survey results •Examples of decisions in support of the school's continuous improvement plan •Areas of need included improving equality of expectations for all courses of study, instead of heavily focusing on Language Arts and Math, and a need to define who our stakeholders are. 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.5	Leadership engages stakeholders effectively in support of the school's purpose and direction.	Leaders communicate effectively with appropriate and varied representatives from stakeholder groups, provide opportunities for stakeholders to shape decisions, solicit feedback and respond to stakeholders, work collaboratively on school improvement efforts, and provide and support meaningful leadership roles for stakeholders. School leaders' efforts result in measurable, active stakeholder participation; engagement in the school; a sense of community; and ownership.	<ul style="list-style-type: none"> •Copies of surveys or screen shots from online surveys •Survey responses •Involvement of stakeholders in a school improvement plan •Area of strength was noted to be the diversity in communication methods used to contact stakeholders (mail, phone calls, news releases, email, Facebook, Twitter, Instagram). 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.6	Leadership and staff supervision and evaluation processes result in improved professional practice and student success.	The focus of the criteria and processes of supervision and evaluation is improving professional practice and improving student success. Supervision and evaluation processes are regularly implemented. The results of the supervision and evaluation processes are used to monitor and effectively adjust professional practice and improve student learning.	<ul style="list-style-type: none"> •Examples of professional development offerings and plans tied specifically to the results from supervision and evaluation •Governing body policy on supervision and evaluation •Area of need was to look at practices to ensure student learning (all students) versus a heavy focus on improving student learning (struggling students). 	Level 3

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

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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 Title I iParent Nights 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. A parent book study in English and Spanish was completed during the 2014-2015 school year. In addition, 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.

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.

Areas of strength included the use of of diverse communication tools to reach stakeholders.

In order to sustain communication with stakeholders, a list of stakeholders will be clearly defined and a corresponding communication method matched to each group. A specific focus will be on planning events for stakeholders related to the 40th "birthday" of the middle school building.

Areas of need included gaining an understanding of the roles and responsibilities of the governing body (corporation versus building administration); communicating Professional Development practices and procedures to staff; and ensuring an equality of focus on all content areas.

In order improve these areas of need, school administration will attend 80% of school board meetings and report back to building-level staff. Policies and procedures for school Professional Development will be added to the staff handbook along with the yearly Professional Development plan. Each content area course will utilize common assessments, and will present the results along with their SLOs to school administration.

Standard 3: Teaching and Assessing for Learning

The school's curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning.

Overall Rating: 2.83

Indicator	Statement or Question	Response	Evidence	Rating
3.1	The school's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level.	Curriculum and learning experiences in each course/class provide all students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills. There is some evidence to indicate curriculum and learning experiences prepare students for success at the next level. Like courses/classes have equivalent learning expectations. Some learning activities are individualized for each student in a way that supports achievement of expectations.	<ul style="list-style-type: none"> •Survey results •Learning expectations for different courses •Posted learning objectives •Course schedules •Descriptions of instructional techniques •As previously mentioned, an area of focus will be on planning and implementing a life-skills curriculum in homeroom classes. 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.2	Curriculum, instruction, and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.	Using data from student assessments and an examination of professional practice, school personnel monitor and adjust curriculum, instruction, and assessment to ensure vertical and horizontal alignment and alignment with the school's goals for achievement and instruction and statement of purpose. There is a process in place to ensure alignment each time curriculum, instruction, and/or assessments are reviewed or revised. The continuous improvement process ensures that vertical and horizontal alignment as well as alignment with the school's purpose are maintained and enhanced in curriculum, instruction, and assessment.	<ul style="list-style-type: none"> •Curriculum guides •A description of the systematic review process for curriculum, instruction, and assessment •Common assessments •Standards-based report cards •Surveys results •Curriculum writing process •An area of strength is systematic process; self-assessment resulted in a rating of 4 for that area. An area of focus this year should include a vertical alignment meeting for math. 	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
3.3	Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.	Teachers plan and use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills. Teachers personalize instructional strategies and interventions to address individual learning needs of students when necessary. Teachers use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines, and use technologies as instructional resources and learning tools.	<ul style="list-style-type: none"> •Teacher evaluation criteria •Professional development focused on these strategies •Examples of teacher use of technology as an instructional resource •Examples of student use of technology as a learning tool •Student work demonstrating the application of knowledge •Findings from supervisor walk-thrus and observations •Surveys results •An area of strength included a deliberate planning focus that includes effective instructional strategies. All classes post clearly stated learning targets daily. An area of interest included a desire to focus on the creation of interdisciplinary projects. 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.4	School leaders monitor and support the improvement of instructional practices of teachers to ensure student success.	School leaders formally and consistently monitor instructional practices through supervision and evaluation procedures to ensure that they 1) are aligned with the school's values and beliefs about teaching and learning, 2) are teaching the approved curriculum, 3) are directly engaged with all students in the oversight of their learning, and 4) use content-specific standards of professional practice.	<ul style="list-style-type: none"> •Curriculum maps •Documentation of collection of lesson plans and grade books •Supervision and evaluation procedures •Surveys results •Examples of improvements to instructional practices resulting from the evaluation process •Administrative classroom observation protocols and logs •School administrators meet with grade-level teams during collaboration and RtI meetings to help plan and implement systemic components. 	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
3.5	Teachers participate in collaborative learning communities to improve instruction and student learning.	All members of the school staff participate in collaborative learning communities that meet both informally and formally. Collaboration often occurs across grade levels and content areas. Staff members have been trained to implement a formal process that promotes discussion about student learning. Learning from, using, and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams, and peer coaching occur regularly among most school personnel. School personnel indicate that collaboration causes improvement results in instructional practice and student performance.	<ul style="list-style-type: none"> •Common language, protocols and reporting tools •Agendas and minutes of collaborative learning committees •Calendar/schedule of learning community meetings •Examples of improvements to content and instructional practice resulting from collaboration •Area of need includes the development of teacher to teacher peer coaching system, as mentioned previously. Area of strength includes common collaboration practices. 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.6	Teachers implement the school's instructional process in support of student learning.	All teachers use an instructional process that informs students of learning expectations and standards of performance. Exemplars are often provided to guide and inform students. The process includes multiple measures, including formative assessments, to inform the ongoing modification of instruction and provide data for possible curriculum revision. The process provides students with specific and timely feedback about their learning.	<ul style="list-style-type: none"> •Examples of learning expectations and standards of performance •Examples of assessments that prompted modification in instruction 	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
3.7	Mentoring, coaching, and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning.	School personnel are engaged in mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning. These programs set expectations for all school personnel and include measures of performance.	<ul style="list-style-type: none"> •Records of meetings and walk thrus/feedback sessions •Survey results •Professional learning calendar with activities for instructional support of new staff •Descriptions and schedules of mentoring, coaching, and induction programs with references to school beliefs and values about teaching and learning •Area of strength was noted in consistency of high expectations from all staff. <p>Area of focus was identified as mentoring, as there are not a significant amount of school personnel involved in formal mentoring.</p>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.8	The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.	Programs that engage families in meaningful ways in their children's education are designed, implemented, and evaluated. Families have multiple ways of staying informed of their children's learning progress.	<ul style="list-style-type: none"> •Survey results •List of varied activities and communications modes with families, e.g., info portal, online, newsletters, parent centers, academic nights, open house, early release days •Parental/family/caregiver involvement plan including activities, timeframes, and evaluation process •Area of strength included the development and implementation of iParent meetings and events. 	Level 4

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Indicator	Statement or Question	Response	Evidence	Rating
3.9	The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience.	School personnel participate in a structure that gives them interaction with individual students, allowing them to build relationships over time with the student. Most students participate in the structure. The structure allows the school employee to gain insight into the student's needs regarding learning skills, thinking skills, and life skills.	<ul style="list-style-type: none"> •List of students matched to adult advocate •Curriculum and activities of formal adult advocate structure •Description of formal adult advocate structures •Area of need included the lack of a mentoring system for most/all students. There is currently a mentoring program, staffed by community volunteers, for high-risk students. 	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
3.10	Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses.	Most teachers use common grading and reporting policies, processes, and procedures based on criteria that represent each student's attainment of content knowledge and skills. These policies, processes, and procedures are implemented across grade levels and courses. Most stakeholders are aware of the policies, processes, and procedures. The policies, processes, and procedures may or may not be evaluated.	<ul style="list-style-type: none"> •Survey results •Sample report cards for each grade level and for all courses •Sample communications to stakeholders about grading and reporting •Policies, processes, and procedures on grading and reporting •Area of strength was noted in 5th grade, who rated themselves a 3 due to standards-based grading. 	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
3.11	All staff members participate in a continuous program of professional learning.	Most staff members participate in a program of professional learning that is aligned with the school's purpose and direction. Professional development is based on the needs of the school. The program builds capacity among staff members who participate. The program is regularly evaluated for effectiveness.	<ul style="list-style-type: none"> •Results of evaluation of professional learning program. •Survey results •Brief explanation of alignment between professional learning and identified needs •As previously noted, communication of expectations and procedures is needed. 	Level 2

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Indicator	Statement or Question	Response	Evidence	Rating
3.12	The school provides and coordinates learning support services to meet the unique learning needs of students.	School personnel use data to identify unique learning needs of all students at all levels of proficiency as well as other learning needs (such as second languages). School personnel stay current on research related to unique characteristics of learning (such as learning styles, multiple intelligences, personality type indicators) and provide or coordinate related learning support services to all students.	<ul style="list-style-type: none">•List of learning support services and student population served by such services•Data used to identify unique learning needs of students	Level 3

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

West Noble Middle School follows 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 on the corporation public drive and 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.

WNMS staff completed and implemented common assessments for each academic course early in the 2012-2013 school year. These assessments provide for formative classroom assessments which guide instruction and support for the individual learner. Common assessments and the accompanying assessment analysis sheets are available on Google Drive, and serve to guide collaborations and a school-wide Tier 2 Success Time. A Success Time Sounding Board was created to allow teachers to evaluate and strengthen the RTI process in 2013.

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.

West Noble Middle School will use Pivot INSPECT to assess all students. This tool will allow for targeted instruction and intervention as student progress is measured according to state standards. Students in 5th grade will participate in the Benchmark Reading Assessment three times during the school year, along with identified 6th grade students. Finally, all students benefit from common assessments in each core subject course as well as the expectation for frequent formative assessments throughout each course.

The EL program, which has continued to adapt to current best-practice, primarily follows an inclusion model with support staff working in general education classrooms to meet the needs of this growing population. Staff participated in WIDA training to support this initiative in 2014. In addition, an EL Language Arts classroom was established for students based on LAS Links results and other local data. WNMS has benefited from a developed RtI process, which was implemented in the fall of 2012 to quickly identify students for intervention in order to promote increased academic achievement for all students.

Areas of strength included the data and assessment system, common collaboration time and expectations, high expectations for students from all staff, intentional use of instructional strategies, clearly posted daily learning targets and the development of iParent meetings and activities.

To sustain the areas of strength, data systems will continued to be analyzed and reviewed, collaboration expectations will be communicated to team leaders.

Areas of need were identified to include the need for a broad mentoring focus, collaboration to support vertical alignment in content areas and the creation and implementation of interdisciplinary projects.

To improve the areas of need, a building-wide staff mentoring program was designed and will be implemented at the start of the school year. Collaboration time on a staff development day has been set aside for subject-area meetings. In-service time will be given to teacher teams wanting to create an interdisciplinary lesson.

Standard 4: Resources and Support Systems

The school has resources and provides services that support its purpose and direction to ensure success for all students.

Overall Rating: 2.43

Indicator	Statement or Question	Response	Evidence	Rating
4.1	Qualified professional and support staff are sufficient in number to fulfill their roles and responsibilities necessary to support the school's purpose, direction, and the educational program.	Policies, processes, and procedures ensure that school leaders have access to, hire, place, and retain qualified professional and support staff. School leaders systematically determine the number of personnel necessary to fill all the roles and responsibilities necessary to support the school purpose, educational programs, and continuous improvement. Sustained fiscal resources are available to fund positions critical to achieve the purpose and direction of the school.	<ul style="list-style-type: none"> •School budgets for the last three years •Survey results •Policies, processes, procedures and other documentation related to the hiring, placement and retention of professional and support staff •Assessments of staffing needs •Documentation of highly qualified staff •Area of need was discussed as being sustained fiscal resources; staff cuts were made at the end of the 14-15 school year. 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.2	Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the school.	Instructional time, material resources, and fiscal resources are focused on supporting the purpose and direction of the school. Instructional time is protected in policy and practice. School leaders work to secure material and fiscal resources to meet the needs of all students. School leaders demonstrate that instructional time, material resources, and fiscal resources are allocated so that all students have equitable opportunities to attain challenging learning expectations. Efforts toward the continuous improvement of instruction and operations include achieving the school's purpose and direction.	<ul style="list-style-type: none"> •Examples of efforts of school leaders to secure necessary material and fiscal resources •Survey results •School schedule •School calendar 	Level 3

Indiana School Improvement Plan

West Noble Middle School

Indicator	Statement or Question	Response	Evidence	Rating
4.3	The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.	School leaders have adopted or created clear expectations for maintaining safety, cleanliness, and a healthy environment and have shared these definitions and expectations with stakeholders. School personnel and students are accountable for maintaining these expectations. Measures are in place that allow for continuous tracking of these conditions. Improvement plans are developed and implemented by appropriate personnel as necessary to improve these conditions. Results of improvement efforts are evaluated.	<ul style="list-style-type: none"> •Survey results •Documentation of compliance with local and state inspections requirements •Documentation of emergency procedures such as fire drills, evacuation and other emergency procedures. •System for maintenance requests •Maintenance schedules •Area of need included a system to assist school custodians. 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.4	Students and school personnel use a range of media and information resources to support the school's educational programs.	Students and school personnel have access to media and information resources necessary to achieve most of the educational programs of the school. Personnel are available to assist students and school personnel in learning about the tools and locations for finding and retrieving information.	<ul style="list-style-type: none"> •Budget related to media and information resource acquisition •Survey results •Schedule of staff availability to assist students and school personnel related to finding and retrieving information •Area of need included devised for teachers and increased training in available programs for online classroom tools. 	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
4.5	The technology infrastructure supports the school's teaching, learning, and operational needs.	The technology infrastructure meets the teaching, learning, and operational needs of most stakeholders. School personnel have a technology plan to improve technology services and infrastructure.	<ul style="list-style-type: none"> •Technology plan and budget to improve technology services and infrastructure •Survey results •Policies relative to technology use •Area of need included the creation of a building-level tech committee. 	Level 2

Indiana School Improvement Plan

West Noble Middle School

Indicator	Statement or Question	Response	Evidence	Rating
4.6	The school provides support services to meet the physical, social, and emotional needs of the student population being served.	School personnel endeavor to determine the physical, social, and emotional needs of students in the school. School personnel provide or coordinate programs to meet the needs of students when possible. School personnel evaluate all programs. Improvement plans related to these programs are sometimes designed and implemented to meet the needs of students.	<ul style="list-style-type: none"> •Student assessment system for identifying student needs •Social classes and services, e.g., bullying, character education •List of support services available to students •As previously mentioned, the development of a life-skills curriculum was identified as an area of need. 	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
4.7	The school provides services that support the counseling, assessment, referral, educational, and career planning needs of all students.	School personnel endeavor to determine the counseling, assessment, referral, educational, and career planning needs of students in the school. School personnel provide or coordinate programs to meet the needs of students when possible. School personnel evaluate all programs. Improvement plans related to these programs are sometimes designed and implemented to meet the needs of students.	<ul style="list-style-type: none"> •Survey results •Budget for counseling, assessment, referral, educational and career planning •Description of IEP process •Description of referral process •Area of need included an increase in educational and career planning for students. 	Level 2

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

The professional development plan for West Noble Middle School is designed to ensure that staff members are given the necessary tools to address the school wide improvement goals. All staff members are involved in professional development activities that specifically address curriculum development and school improvement. Teachers will also be trained in effective instructional strategies and differentiation to ensure that curriculum can be accessed by students in the least restrictive environment. Teachers have the opportunity to attend outside conferences that match focus areas outlined in the Professional Development plan.

Areas of Strength:

Through the use of ISTEP+, Acuity, and local assessments, data is collected and analyzed following the 8-Step Process model. This data is used to help determine the effectiveness of the current instructional strategies and to develop a plan for future professional development activities. This data also drives instructional practices. Funding from state and local grants, as well local general funds, help pay for the training necessary to accomplish the staff development goals. West Noble highly values professional development for all staff and collaborative sharing in a professional setting, which is supported by collaboration time in the school schedule.

Areas of need included a lack of fiscal resources to retain staff; a need for support systems for school custodial staff and limited technology

resources for staff.

In order to improve the areas of need, end of the day clean-up expectations for students and staff will be clarified and a student team to assist custodians with special set-up needs will be identified at the beginning of the school year. A technology training was held at the end of the 14-15 school year, and a plan has been created to provide staff with Chromebooks and training to use Google tools in their classrooms beginning in 15-16.

Standard 5: Using Results for Continuous Improvement

The school implements a comprehensive assessment system that generates a range of data about student learning and school effectiveness and uses the results to guide continuous improvement.

Overall Rating: 2.6

Indicator	Statement or Question	Response	Evidence	Rating
5.1	The school establishes and maintains a clearly defined and comprehensive student assessment system.	School personnel maintain and use an assessment system that produces data from multiple assessment measures, including locally developed and standardized assessments about student learning and school performance. The system ensures consistent measurement across classrooms and courses. Most assessments, especially those related to student learning, are proven reliable and bias free. The system is regularly evaluated for reliability and effectiveness in improving instruction, student learning, and the conditions that support learning.	<ul style="list-style-type: none"> •Documentation or description of evaluation tools/protocols •Brief description of student assessment system including range of data produced from standardized and local assessments on student learning and school performance 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
5.2	Professional and support staff continuously collect, analyze, and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation, and organizational conditions.	Systematic processes and procedures for collecting, analyzing, and applying learning from multiple data sources are used consistently by professional and support staff. Data sources include comparison and trend data that provide a complete picture of student learning, instruction, the effectiveness of programs, and the conditions that support learning. School personnel use data to design, implement, and evaluate continuous improvement plans to improve student learning, instruction, the effectiveness of programs, and organizational conditions.	<ul style="list-style-type: none"> •Survey results •Examples of use of data to design, implement, and evaluate continuous improvement plans and apply learning •List of data sources related to student learning, instruction, program effectiveness, and conditions that support learning 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
5.3	Professional and support staff are trained in the evaluation, interpretation, and use of data.	Most professional and support staff members are assessed and trained in a professional development program related to the evaluation, interpretation, and use of data.	<ul style="list-style-type: none"> •Policies specific to data training •Professional learning schedule specific to the use of data •Survey results •Area of need was identified as lack of involvement by support staff in data process. 	Level 2

Indiana School Improvement Plan

West Noble Middle School

Indicator	Statement or Question	Response	Evidence	Rating
5.4	The school engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.	A process exists for analyzing data that determine improvement in student learning, including readiness for and success at the next level. Results indicate mixed levels of improvement, and school personnel sometimes use these results to design, implement, and evaluate the results of continuous improvement action plans related to student learning, including readiness for and success at the next level.	<ul style="list-style-type: none"> •Agendas, minutes of meetings related to analysis of data •Description of process for analyzing data to determine verifiable improvement in student learning •Examples of use of results to evaluate continuous improvement action plans •Evidence of student growth •Area of need in the area of student readiness and the factors used to determine student readiness for the next grade-level. 	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
5.5	Leadership monitors and communicates comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals to stakeholders.	Leaders monitor comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals. Leaders regularly communicate results using multiple delivery methods to all stakeholder groups.	<ul style="list-style-type: none"> •Communication plan regarding student learning, conditions that support learning, and achievement of school improvement goals to stakeholders •Survey results •Sample communications to stakeholders regarding student learning, conditions that support learning, and achievement of school improvement goals •Stakeholders were defined as students, parents, staff, other WN buildings, and community members. 	Level 3

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

A curriculum calendar was created and shared with all middle school staff, using Google calendar. The calendar indicated pre/post test dates, as well as team data meetings and Rtl planning sessions. At those sessions, staff members make determinations about student progress, including areas to re-teach and to use for remediation.

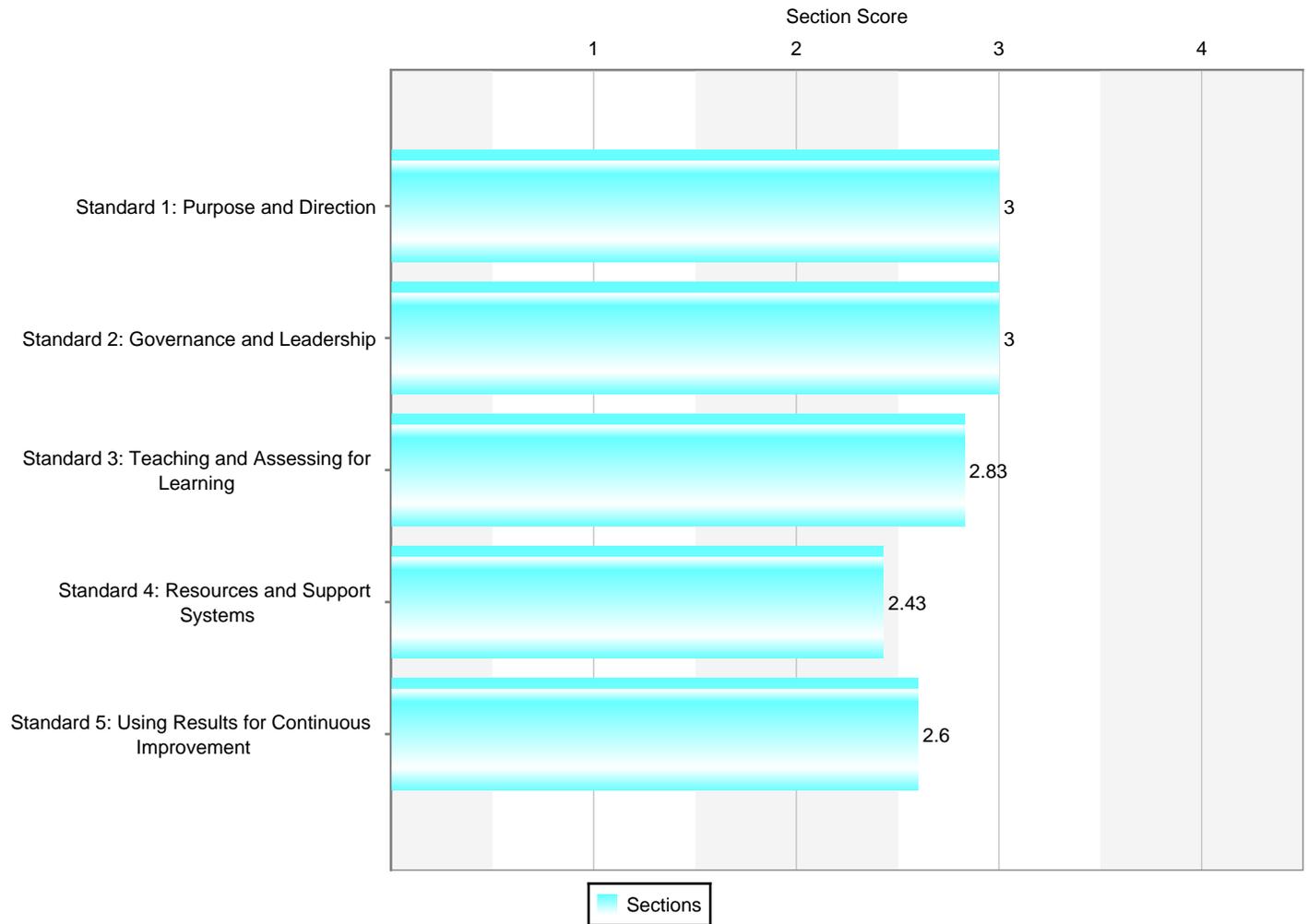
In addition to the common assessments, created by classroom teachers for use in the pre/post test cycles, WNMS also uses Pivot INSPECT, Achieve 3000 Level-Set, Benchmark and ISTEP to assess all students.

Areas of need included opportunities for support staff to be involved in school data systems. Additionally, there is a need for identification of the factors that indicate student readiness for the next grade-level.

In order to improve the identified areas of need, the school Data Team will identify ways to include the support staff in school data systems. Student readiness indicators will also be discussed by grade-level teams as well as team leaders and the Data Team, as well as during vertical alignment opportunities throughout the school year.

Report Summary

Scores By Section



Student Performance Diagnostic

Introduction

The Student Performance Diagnostic provides an institution with a process to report summative student assessments. This diagnostic is significant to the accreditation and continuous improvement process as it serves as a resource for schools to view content area assessment results required by the state, district, or other entities, determine the quality and reliability of the given assessments, and show the alignment of the assessments to the school's curriculum. The performance level computed at the completion of the diagnostic is used by the external review team as a comprehensive report to understand fully the institution's assessment program; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

Student Performance Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Student Performance Data document offline and upload below?	Yes	Several live links are embedded in this document. We will also be sharing it on Google Drive with the team, to ensure that the links work.	StudentPerformanc eDataDocumentW NMS2015

Evaluative Criteria and Rubrics

Overall Rating: 3.25

	Statement or Question	Response	Rating
1.	Assessment Quality	The array of assessment devices used by the institution to determine students' performances is sufficiently aligned so that valid inferences can be reached regarding students' status with respect to the majority of those curricular aims regarded as high-priority instructional targets. The documentation provided in support of this alignment is relatively persuasive. Most of the assessments used are accompanied by evidence demonstrating that they satisfy accepted technical requirements.	Level 3

	Statement or Question	Response	Rating
2.	Test Administration	All the assessments used by the institution to determine students' performances, whether externally acquired or internally developed, have been administered with complete fidelity to the administrative procedures appropriate for each assessment. In every instance, the students to whom these assessments were administered are accurately representative of the students served by the institution. Appropriate accommodations have been provided for all assessments so that valid inferences can be made about all students' status with respect to all of the institution's targeted curricular outcomes.	Level 4

	Statement or Question	Response	Rating
3.	Quality of Learning	Evidence of student learning promoted by the institution is acceptably analyzed and presented with reasonable clarity. In comparison to institutions functioning in a similar educational context, students' status, improvement, and/or growth evidence indicates that the level of student learning is at or above what would otherwise be expected.	Level 3

	Statement or Question	Response	Rating
4.	Equity of Learning	Evidence of student learning indicates achievement gaps exist among subpopulations of students, and these achievement gaps have noticeably declined.	Level 3

Areas of Notable Achievement

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

According to our most recent ISTEP data, the bottom 25% with high growth in Language Arts was higher performing than expected. The overall group with low growth in Language Arts was lower than expected. The results for 8th grade math were also significantly high. Specifically, the overall group with low growth in 8th grade math was 4.3%.

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

Language Arts scores indicate growth in that area. However, with a change in ISTEP between 2014 and 2015, it is difficult to demonstrate that these scores are the result of a trend.

Which area(s) indicate the overall highest performance?

Our building-wide Language Arts scores indicate the highest overall performance. This is significant, due to the large percentage of ELL students enrolled.

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

ISTEP data from 2011-2014 indicates significant growth in both math and Language Arts among students who qualify for Special Education services. Trend data also indicates growth in math by English Language Learners. Students who qualify for free and reduced lunch also demonstrated gains in math.

The new ISTEP results (2015) are currently being reviewed.

Between which subgroups is the achievement gap closing?

The achievement gap is closing between students in the Special Education program and general education students. Students with low SES and ELL students are also closing this gap.

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

Our common assessment data indicates that students qualifying for Special Education services, or for English Language services, are not consistently singled out for Tier II interventions as compared to their general education peers.

Areas in Need of Improvement

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

Previous ISTEP trend data had indicated that math was a strength for WNMS. However, math scores on the 2015 ISTEP assessment were lower than expected, and have caused us to re-evaluate math practices across grade levels.

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

WNMS data had indicated growth in both math and Language Arts until this year's ISTEP assessment. While our math results would seem to indicate a decline in performance, there is insufficient data to identify this as a trend. Obviously, there are many controversial factors that have been publicly scrutinized as they relate to these results. It is the belief of our staff that expectations for student performance have increased, and that we will need to adjust our curriculum accordingly.

Which area(s) indicate the overall lowest performance?

Building-wide, math was our lowest area of performance according to the 2015 ISTEP assessment.

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

At this time, we have not identified a subgroup trending towards decreasing performance. An area of concern, based on AMAOs, has been the percentage of EL students moving from level 4 to level 5 on the WIDA assessment.

Between which subgroups is the achievement gap becoming greater?

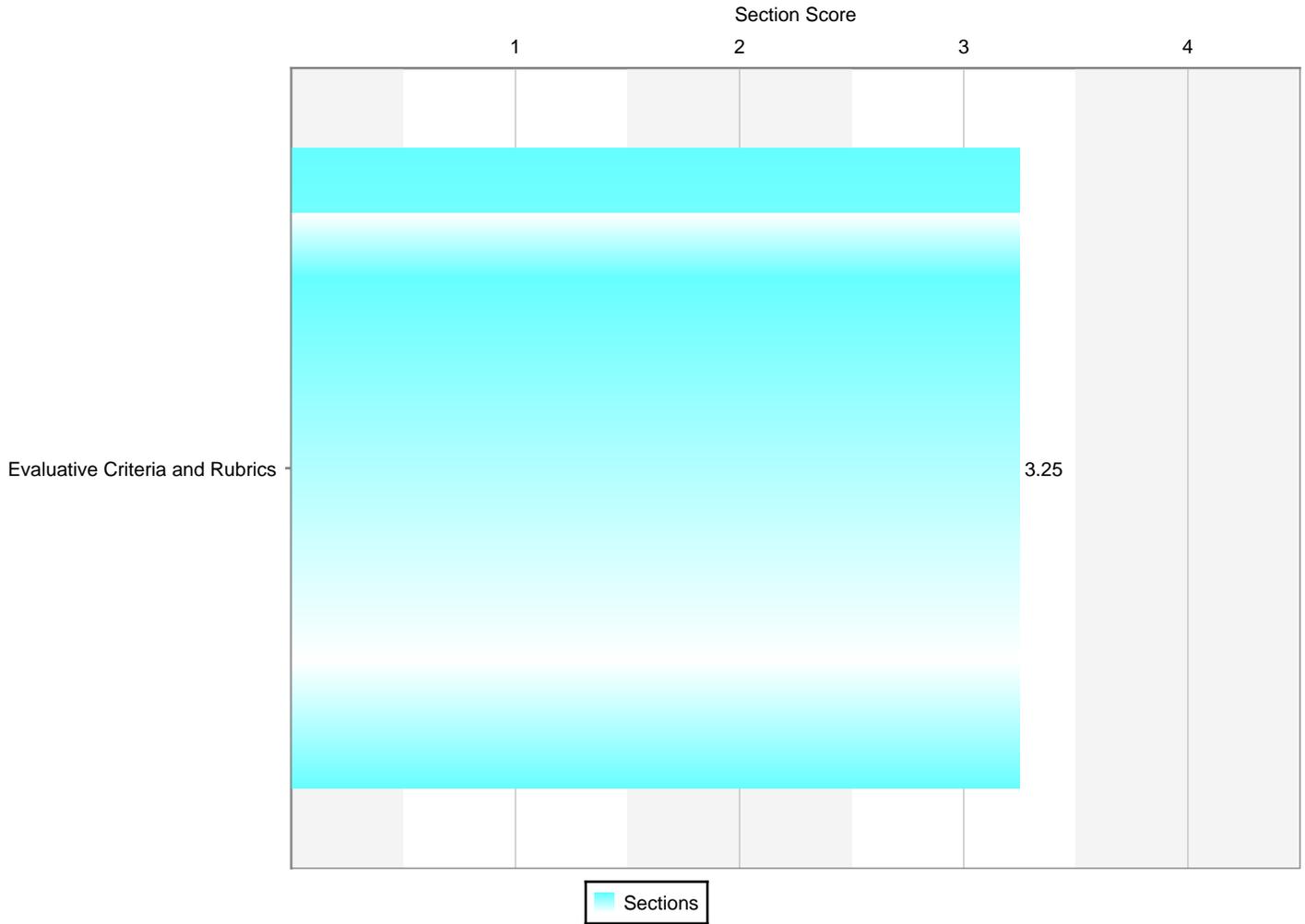
At this time, we do not have data that indicates an increasing achievement gap between subgroups.

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

Our common assessment data did not support the drop in math scores noted on the 2015 ISTEP assessment.

Report Summary

Scores By Section



Stakeholder Feedback Diagnostic

Introduction

The Stakeholder Feedback Diagnostic is designed to analyze the institution's survey results in terms of areas of achievement and areas that need improvement. Further, the diagnostic is essential to the accreditation and continuous improvement processes in that it provides the institution with a comprehensive view of the aggregate scores of the surveys administered, and the actual total of respondents for each survey type to derive a single score for this diagnostic. The performance level score computed at the completion of the diagnostic is used to broaden and enhance the external review team's understanding of the stakeholder's perceptions of the institution; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

Stakeholder Feedback Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Stakeholder Feedback Data document offline and upload below?	Yes		Stakeholder Feedback Data Document

Evaluative Criteria and Rubrics

Overall Rating: 3.0

	Statement or Question	Response	Rating
1.	Questionnaire Administration	Most required AdvancED questionnaires were used by the institution to receive stakeholder feedback. The minimum response rate for each population was met (parent questionnaire: equal to or greater than 20%, student questionnaire(s): equal to or greater than 40%, staff questionnaire: equal to or greater than 60%). Questionnaires were administered with reasonable fidelity to the administrative procedures appropriate for each assessment. In most instances, the stakeholders to whom these questionnaires were administered mostly represented the populations served by the institution. Appropriate accommodations were provided for most participants.	Level 3

	Statement or Question	Response	Rating
2.	Stakeholder Feedback Results and Analysis	All questionnaires had an average item value of 3.20 or above (on a 5.0 scale). Results of stakeholder feedback collected by the institution were acceptably analyzed and presented with reasonable clarity.	Level 3

Areas of Notable Achievement

Which area(s) indicate the overall highest level of satisfaction or approval?

Staff survey results indicate that the highest level of satisfaction for staff is Standard 1: Purpose and Direction, which was scored at approx. 4.15 points. Within that standard, indicator 1.3 was the highest.

Parent survey results indicate that the highest level of satisfaction for parents is Standard 1: Purpose and Direction, which was scored at approx. 4.0 points. Within that standard, indicator 1.3 was the highest.

Student survey results indicate that the highest level of satisfaction for 5th grade students is Standard 1: Purpose and Direction and Standard 4: Support Systems and resources, which were scored at approx. 2.8 points on the 3.0 scale. Within those standards, indicators 4.4 and 4.5, media and technology resources to support school programming, were the highest.

The highest areas recorded on the middle school survey were Standard 1 and Standard 3: Teaching and Assessing for Learning. Those areas were scored 3.9 on a 5 point scale. Within Standard 3, indicator 3.2, assessment and adjustment of curriculum and instruction, were rated the highest at 4.14.

Which area(s) show a trend toward increasing stakeholder satisfaction or approval?

Based on the Self-Assessment conducted in our last accreditation cycle, staff survey data indicates that areas with a trend in increasing satisfaction include Standard 4: Resources and Support Systems and Standard 5: Commitment to Continuous Improvement.

Which of the above reported findings are consistent with findings from other stakeholder feedback sources?

Other stakeholder feedback sources are questionnaires that are more specific to elements of curriculum (iParent events) or school practices (Flex Days, eLearning surveys). Therefore, there are not comparable trends to report.

Areas in Need of Improvement

Which area(s) indicate the overall lowest level of satisfaction or approval?

Staff - The areas indicating the greatest need for improvement is Standard 3: Teaching and Learning. Specific indicators that were marked low include 3.8, engagement of families and 3.10, the consistency of grading across grade levels.

Parents - The areas indicating the greatest need for improvement is Standard 2: Governance and Leadership. Specific indicators that were marked low include 2.3, which states the governing body ensures that the school leadership has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively.

Students - The areas indicating the greatest need for improvement, according to the 5th grade results, is Standard 5: Using Results for Continuous Improvement. Specific indicators that were marked low include 5.1, maintaining a comprehensive student assessment system.

According to the middle school survey, Standard 2: Governance and Leadership and Standard 4: Resources and Support Systems, both ranked the lowest at 3.79 and 3.78, respectively. A low indicator within those standards was 4.3, school facilities and equipment.

Which area(s) show a trend toward decreasing stakeholder satisfaction or approval?

It was difficult to identify an area that showed a decreasing trend in satisfaction. Indicator 2.3 (Autonomy from the governing body for school leadership to make day to day decisions) appeared lower than the average of Operational received on Standard Two at the last review (Governance and Leadership). This would be a suggested area of focus when conducting interviews with staff during the review.

This was the first time the student and parent surveys have been administered.

What are the implications for these stakeholder perceptions?

Based on the open-ended comments, the most frequently listed area in need of improvement was parent teacher communication. Over 30 parents listed more communication from teachers as an area for improvement.

Implications for these stakeholder perceptions are that dialog should be held regarding parent communication, grading practices and the role of the governing body (Superintendent and School Board). Misconceptions would be resolved and steps could be made to address remaining concerns.

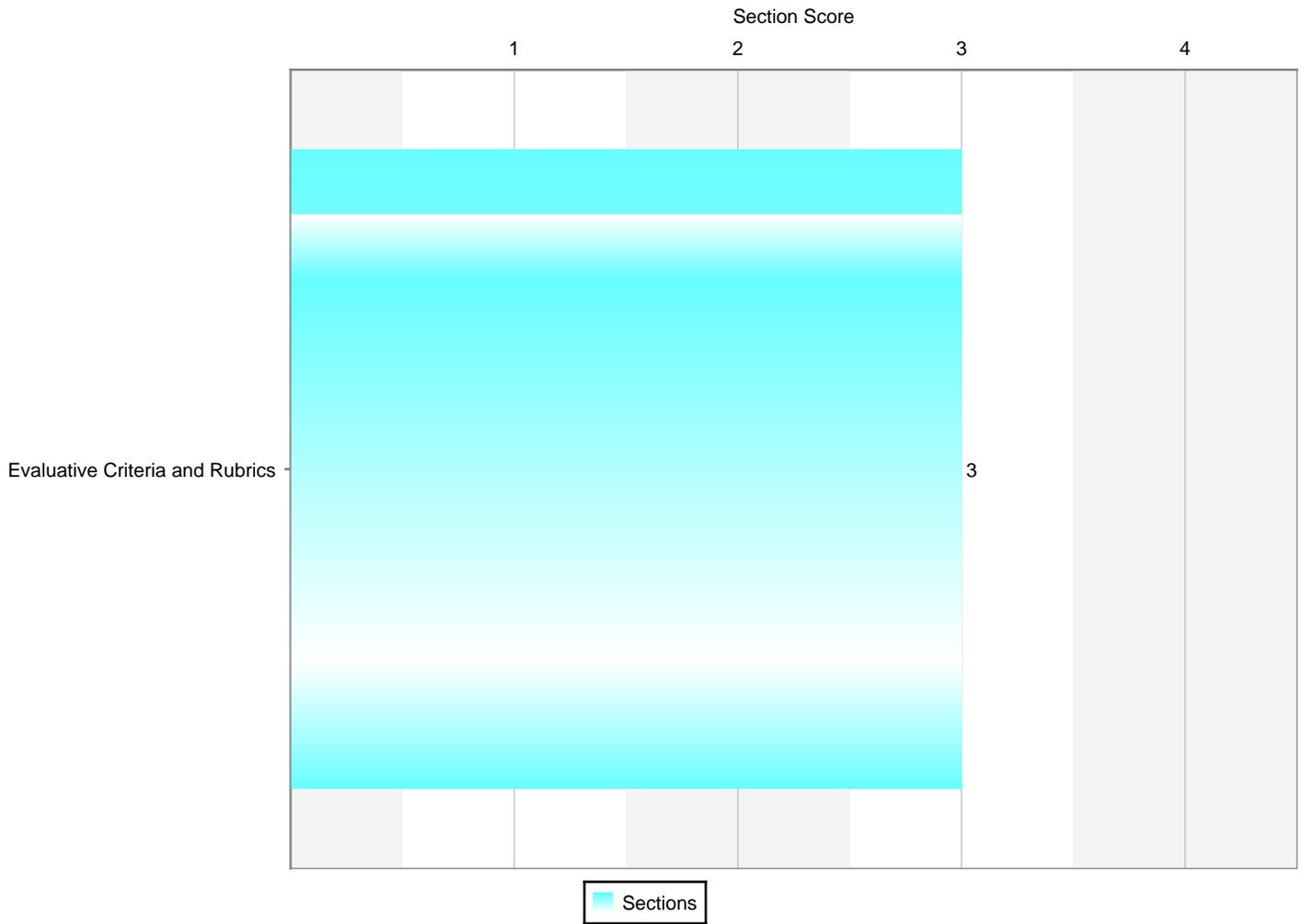
Student responses indicate a need for dialog regarding student assessment and school resources and facilities. Existing student groups, such as the National Junior Honor Society, the Student Council, school clubs and sports teams would be good resources to provide specific feedback in those areas.

Which of the above reported findings are consistent with findings from other stakeholder feedback sources?

Other stakeholder feedback sources are questionnaires that are more specific to elements of curriculum (iParent events) or school practices (Flex Days, eLearning surveys). Therefore, there are not comparable trends to report. Trends mentioned in previous sections are gathered by comparing our previous self-assessment with the results of the current staff survey.

Report Summary

Scores By Section



Plan for Accreditation Report

Overview

Plan Name

Plan for Accreditation Report

Plan Description

School Improvement Goals

Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	West Noble Middle School students will demonstrate proficiency in Language Arts.	Objectives: 1 Strategies: 1 Activities: 5	Academic	\$360
2	West Noble Middle School students will demonstrate proficiency in Mathematics.	Objectives: 1 Strategies: 1 Activities: 5	Academic	\$0

Goal 1: West Noble Middle School students will demonstrate proficiency in Language Arts.

Measurable Objective 1:

63% of All Students will demonstrate student proficiency (pass rate) of Indiana College and Career Readiness Standards in English Language Arts by 05/27/2016 as measured by student performance on ISTEP.

Strategy 1:

Extended Collaboration - Time 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.

Research Cited: Vescio, V. Ross, D. and Adams, A. (2007). A review of research on the impact of professional learning communities on teaching practice and student learning. University of Florida.

Evidence of success: Increased student performance on PIVOT and common assessments.

Activity - Book Study on Reading Nonfiction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All ELA teachers will participate in a book study on Reading Nonfiction by Kyleene Beers and Robert Probst.	Professional Learning	03/31/2016	12/16/2016	\$360	General Fund	School Principal, Literacy Coach, ELA Teachers in grades 5-8
Activity - Peer Observations	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ELA teachers will observe three different ELA classrooms in other grade-levels during the course of the year and meet together to provide feedback.	Professional Learning	08/19/2016	05/31/2017	\$0	No Funding Required	School Administration, Literacy Coach, ELA Teachers
Activity - Aligning Process for Writer's Notebooks	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ELA teachers will develop and utilize a common process for the use of Writer's Notebooks in classroom instruction.	Direct Instruction	08/19/2016	05/31/2017	\$0	No Funding Required	School Administration, Literacy Coach, ELA Teachers
Activity - Reviewing Common Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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ELA Teachers will review common assessments and re-create them within PIVOT.	Other - Assessment	03/31/2016	12/16/2016	\$0	No Funding Required	School Administrator, Literacy Coach, Student Services Coordinator, ELA Teachers
Activity - Success Time	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will continue the practice of reviewing common assessment data and planning Success and Enrichment lessons based on the needs of students, as determined by the curriculum calendar.	Direct Instruction	03/31/2016	05/31/2017	\$0	No Funding Required	School Administrator s, Student Services Coordinator, Literacy Coach, classroom teachers, instructional assistants

Goal 2: West Noble Middle School students will demonstrate proficiency in Mathematics.

Measurable Objective 1:

62% of All Students will demonstrate student proficiency (pass rate) of Indiana College and Career Readiness Standards in Mathematics by 05/27/2016 as measured by student performance on ISTEP.

Strategy 1:

Extended Collaboration - Time will be scheduled for math teachers across grade-levels to meet to discuss instructional strategies and align curriculum.

Research Cited: Vescio, V. Ross, D. and Adams, A. (2007). A review of research on the impact of professional learning communities on teaching practice and student learning. University of Florida.

Evidence of success: Increased student performance on PIVOT and common assessments.

Activity - Math Notebooks	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will create guidelines for the use and implementation of math notebooks across grade levels.	Direct Instruction	03/31/2016	05/31/2017	\$0	No Funding Required	School Principal, Student Services Coordinator, math teachers in grades 5-8

Indiana School Improvement Plan

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Activity - Textbook Adoption	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math teachers will adopt new curriculum and review and revise curriculum maps to vertically align standards and instructional practices.	Direct Instruction	01/04/2016	05/27/2016	\$0	District Funding	Curriculum Director, School Administrator s, Student Services Coordinator, Math Teachers
Activity - Peer Observations	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math teachers will complete three observations in math classrooms in other grade levels during the course of the year and meet to provide feedback.	Professional Learning	08/26/2016	05/31/2017	\$0	No Funding Required	School Administrator s, Student Services Coordinator, Math Teachers
Activity - Review Common Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math teachers will review common assessments and re-create them within the PIVOT assessment system.	Other - Assessment	03/31/2016	12/16/2016	\$0	No Funding Required	School Administration , Student Services Coordinator, Math Teachers
Activity - Success Time	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will continue the practice of reviewing common assessment data and planning Success and Enrichment lessons based on the needs of students, as determined by the curriculum calendar.	Direct Instruction	03/31/2016	05/31/2017	\$0	No Funding Required	School Administrator s, Student Services Coordinator, Literacy Coach, classroom teachers, instructional assistants

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Textbook Adoption	Math teachers will adopt new curriculum and review and revise curriculum maps to vertically align standards and instructional practices.	Direct Instruction	01/04/2016	05/27/2016	\$0	Curriculum Director, School Administrator s, Student Services Coordinator, Math Teachers
Total					\$0	

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Book Study on Reading Nonfiction	All ELA teachers will participate in a book study on Reading Nonfiction by Kylee Beers and Robert Probst.	Professional Learning	03/31/2016	12/16/2016	\$360	School Principal, Literacy Coach, ELA Teachers in grades 5-8
Total					\$360	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Aligning Process for Writer's Notebooks	ELA teachers will develop and utilize a common process for the use of Writer's Notebooks in classroom instruction.	Direct Instruction	08/19/2016	05/31/2017	\$0	School Administration , Literacy Coach, ELA Teachers

Indiana School Improvement Plan

West Noble Middle School

Reviewing Common Assessments	ELA Teachers will review common assessments and re-create them within PIVOT.	Other - Assessment	03/31/2016	12/16/2016	\$0	School Administrator, Literacy Coach, Student Services Coordinator, ELA Teachers
Success Time	Teachers will continue the practice of reviewing common assessment data and planning Success and Enrichment lessons based on the needs of students, as determined by the curriculum calendar.	Direct Instruction	03/31/2016	05/31/2017	\$0	School Administrator s, Student Services Coordinator, Literacy Coach, classroom teachers, instructional assistants
Peer Observations	ELA teachers will observe three different ELA classrooms in other grade-levels during the course of the year and meet together to provide feedback.	Professional Learning	08/19/2016	05/31/2017	\$0	School Administration , Literacy Coach, ELA Teachers
Peer Observations	Math teachers will complete three observations in math classrooms in other grade levels during the course of the year and meet to provide feedback.	Professional Learning	08/26/2016	05/31/2017	\$0	School Administrator s, Student Services Coordinator, Math Teachers
Review Common Assessments	Math teachers will review common assessments and re-create them within the PIVOT assessment system.	Other - Assessment	03/31/2016	12/16/2016	\$0	School Administration , Student Services Coordinator, Math Teachers
Success Time	Teachers will continue the practice of reviewing common assessment data and planning Success and Enrichment lessons based on the needs of students, as determined by the curriculum calendar.	Direct Instruction	03/31/2016	05/31/2017	\$0	School Administrator s, Student Services Coordinator, Literacy Coach, classroom teachers, instructional assistants

Indiana School Improvement Plan

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Math Notebooks	Teachers will create guidelines for the use and implementation of math notebooks across grade levels.	Direct Instruction	03/31/2016	05/31/2017	\$0	School Principal, Student Services Coordinator, math teachers in grades 5-8
Total					\$0	

Title I Schoolwide Plan Requirements

Introduction

The school assures the following requirements have been met (Sections 1111(b)(1), 1114 (b)(1)(A)] and 1309(2) of the Elementary and Secondary Education Act (ESEA):

Title I Schoolwide Plan Requirements

Label	Assurance	Response	Comment	Attachment
1.	A Comprehensive Needs Assessment (CNA) of the whole school has been completed.	Yes	<p>Our comprehensive needs assessment was completed through the AdvancEd process, including a series of staff discussions to complete a Self-Assessment, gathering all school data and analyzing it in a data document, collecting stakeholder feedback from staff, parents and students and identifying strengths and weaknesses.</p> <p>Strengths will be addressed by identifying ways in which strengths will be maintained. A plan to improve areas of weaknesses will be created and monitored by the school improvement committee with assistance from the QAR team.</p>	

Label	Assurance	Response	Comment	Attachment
2.	There is implementation of schoolwide reform strategies that provide opportunities for all children to meet proficient and advanced levels of student academic achievement.	Yes	An established RtI process is followed, and the progress of each student is monitored. At-risk students receive support services and remediation over standards they have not met. A data-analysis system ensures that all teachers review and contribute to the success of all students.	

Label	Assurance	Response	Comment	Attachment
3.	There is implementation of schoolwide reform strategies that use effective methods and instructional strategies that are based on scientifically based research that: strengthens the core academic program, increases the amount of learning time, includes strategies for serving underserved populations, includes strategies to address the needs of all children in the school, but particularly low achieving children and those at risk of not meeting state standards, address how the school will determine if those needs of the children have been met, and are consistent with, and are designed to implement state and local improvement plans, if any.	Yes		Strategies for At-Risk Populations

Label	Assurance	Response	Comment	Attachment
4.	There are highly qualified teachers in all core content area classes.	Yes		2015 2016 WNMS HQ Teacher Report

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5.	There is high quality and on-going professional development for teachers, principals, and paraprofessionals.	Yes		Professional Development Plan WNMS Professional Development Plan 2016-2017

Label	Assurance	Response	Comment	Attachment
6.	There are strategies to attract high-quality, highly qualified teachers to this school.	Yes	<p>Strategy #1: Job openings are posted on the West Noble School Corporation website.</p> <p>Strategy #2: There is a mentor teacher program for new teachers at West Noble School Corporation.</p> <p>Strategy #3: West Noble has a community feel for staff, students and their families. New staff members can quickly find ways to become involved and be a part of the community.</p> <p>Strategy #4: School leaders organize events outside of instructional time to recognize achievements and celebrate important events in staff members' lives.</p>	

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7.	There are strategies to increase parental involvement, such as literary services.	Yes	<p>Strategies include: communication from teachers, coaches and administrators in the form of emails and newsletters sent home in English and Spanish, as well as Instagram Twitter accounts. Parents are invited to participate in Title One Parent activities. Examples of parent events include 5th Grade Orientation, Back to School Night, iParent Nights, Parent-Teacher Conferences, High Ability parent events, award programs, concerts and athletic events. Two school counselors are available to meet with parents, as are several bilingual staff members, when family concerns arise.</p>	

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8.	The school will provide individual academic assessment results to parents. If so, describe how this will be done.	Yes	Parents are provided with academic work on a regular basis. Report cards, based on academic standards are sent home for parental review every six weeks and are also available through the INOW Parent Portal online. Telephone calls, voicemail, email and written communications are provided for both behavior and academic reasons as needed. Parent/teacher conferences are held at least once a year to discuss academic progress. Common Assessment data is recorded in student agendas. WIDA and ISTEP reports are mailed home with report cards.	

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9.	There are strategies to involve parents in the planning, review, and improvement of the schoolwide plan.	Yes	Parents are invited to participate in the Parent Survey. Parents are invited to join the School Improvement Committee, and work with the committee to review the self-assessment and survey results, as well as to create the school improvement goals. The finalized plan is shared via parent email, and is also placed on the school website. Parents receive email updates regarding the school's progress towards the school goals.	

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10.	There are plans for assisting preschool children in the transition from early childhood programs such as Head Start, Even Start, Early Reading First, or a state-run preschool program.	No	We do not currently service any grade-level programs younger than the 5th grade level. We do partner with the elementary and primary schools on many initiatives, and are aware that they have transitions in place for pre-school students; most notably, Little LEAPS, a summer transitional program.	

Label	Assurance	Response	Comment	Attachment
11.	There are opportunities and expectations for teachers to be included in the decision making related to the use of academic assessment results leading to the improvement of student achievement.	Yes	Please see attachment, which outlines this process.	Teacher Involvement in Assessment Results

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12.	There are activities and programs at the school level to ensure that students having difficulty mastering proficient and advanced levels of the academic achievement are provided with effective, timely additional assistance.	Yes	<p>Several Tier III classes are available for struggling students: 1) Leveled Literacy Intervention (LLI) provides reading intervention in small groups. 2) Think Through Math will provide online intervention in math.</p> <p>A tiered instruction time has also been built into the master schedule. This time is used for remediation of skills for students who are struggling and for enrichment for students who have mastered the skills being taught.</p> <p>Inclusion classes are also offered for students with ILPs and IEPs. Several high ability classes are also assigned an instructional assistant.</p>	

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13.	The school participates in the coordination and integration of federal, state, and local funds; and resources such as in-kind services and program components.	Yes	The school coordinates services with other programs, including Special Education and EL programs. Upon enrollment, student schedules are designed to reflect services for which the student is qualified. All students receive Tier 2 services during success time, according to their immediate academic need as determined by common assessments. Students who continue to struggle are referred to grade-level team meetings, which include instructional coaches, guidance counselors and administration. The staffing meeting determines additional supports, including Tier 3 classes or referral for testing.	

Label	Assurance	Response	Comment	Attachment
14.	Does the school plan to consolidate programs under the schoolwide program?	No	While the school has chosen to coordinate the program efforts, it will not consolidate program funds at this time.	

Conclusion

The Indiana School Improvement Plan is designed to be comprehensive and for continuous improvement. Systemic use and consistent reflection are encouraged to update the status of the goals in order to make school improvement continuous and actionable.