

North Montgomery Community School Corporation



**North Montgomery Middle School  
6244**

North Montgomery Community School Corporation  
2020-2023

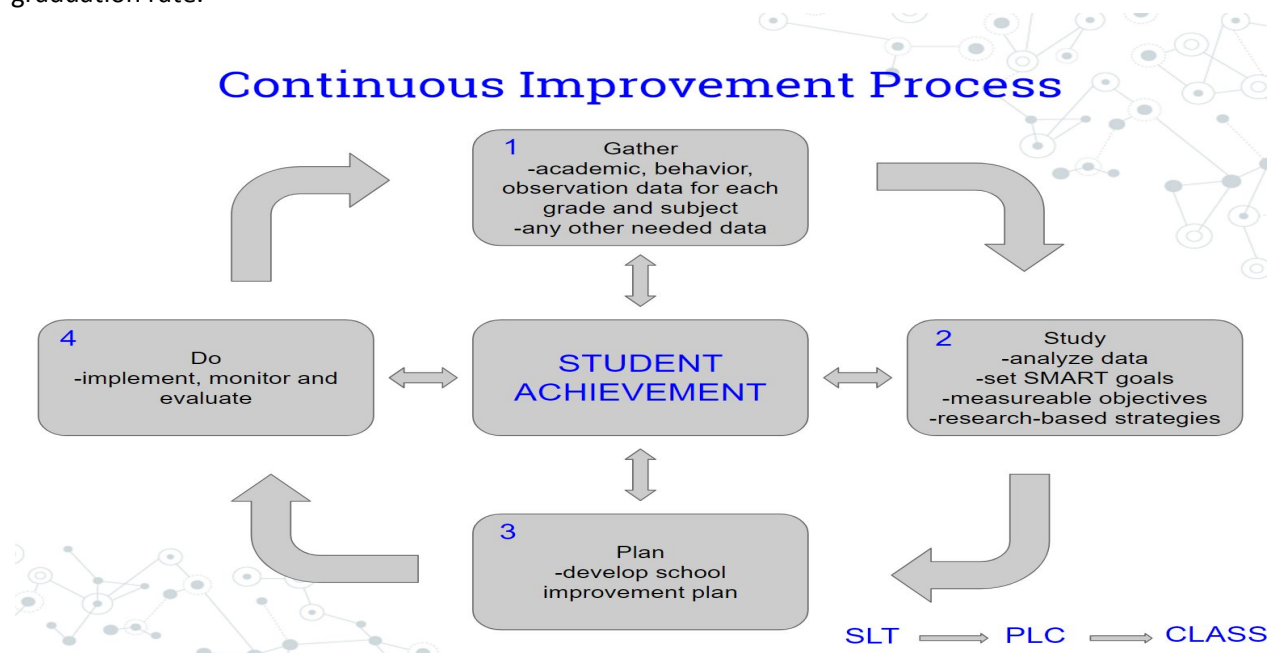
SCHOOL IMPROVEMENT PLAN

# North Montgomery Community School Corporation

A school improvement plan (SIP) is a road map that identifies the changes a school needs to make to improve their level of student achievement. School improvement plans are selective, strategic plans based off the analysis of multiple forms of data through a root cause analysis to develop actionable goals. The SIP spells out the how and when these changes will be made.

North Montgomery Community School Corporation (NMCSC) worked with partners to develop a common comprehensive, research-based template, framework, and process for all schools to follow in the development of their school improvement plans. The purpose of this common template, framework, and processes is to ensure consistent planning, development and communication of the improvement process and plan.

The continuous improvement process identified in the graphic below outlines the processes that North Montgomery Community School Corporation traveled through in the development of their plans. All the district's administrators gathered for two-full days of professional development on the common template, framework and process. The administrators were trained in and conducted a comprehensive root cause analysis after completing a data dashboard which included the following data points: attendance, behavior, observation and academic. School teams dug through attendance data by trimester, identified the number and percentage of referrals, In-School suspension and Out-of-School suspensions, reviewed averages of classroom observations, and analyzed ILEARN, NWEA, and graduation rate.



After conducting the root cause analysis of the following 4 types of data, each school identified 3 smart goals in the areas of attendance, behavior, and academics. Once the smart goals were identified, school teams created objectives, data based rationales, strategies, activities, target groups and actions steps. Each action step identified person(s) responsible, evidence of success, possible obstacles and possible solutions. These comprehensive data-driven plans will drive improvement for not only teachers, staff and other stakeholders; it will increase learning and academic achievement for all the students of North Montgomery Community School Corporation.

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School: North Montgomery Middle School				
June 2023: MEASURABLE OUTCOME: 97.5% Attendance Rate				
<b>Objective</b>	If North Montgomery Middle School communicates high expectations to staff, students, and families, then students will be supported to achieve 97.5% attendance rate for the 2019-2020 school year.			
<b>Data-Based Rationale</b>	In the 2019-2020 school year, North Montgomery Middle School had an average attendance rate of 96.79%.			
<b>Strategy</b>	Active social/emotional network to provide social/emotional support to students and families-using Second Step SEL program to teach students SEL State Standards.			
<b>Activity</b>	<ul style="list-style-type: none"> <li>● Systematic and regular diagnosis of attendance to determine highest areas of need and support</li> <li>● Monthly communication regarding attendance data in newsletters</li> <li>● Monthly attendance awards based on percentage</li> </ul>	<ul style="list-style-type: none"> <li>✓ Intervention Level</li> <li>✓ Classroom Level</li> <li>✓ School Level</li> <li><input type="checkbox"/> District Level</li> </ul>		
<b>Targeted Group</b>	<ul style="list-style-type: none"> <li>● Students with 6 or more absences</li> </ul>			
<b>May Action Steps</b>	Person Responsible	Evidence of Success	Possible Obstacles	Possible Solutions
Data analysis of focus group.	Leadership Team.	Attendance rate of focus group improved.	Time to do data analysis.	Schedule data dig day.
<b>March Action Steps</b>	Person Responsible	Evidence of Success	Possible Obstacles	Possible Solutions
Revision of action plan and supports based on data.	Leadership Team and Staff.	Data to support continuation or revision of goals.	Time.	Use PD time to revise plan.
<b>October Action Steps</b>	Person Responsible	Evidence of Success	Possible Obstacles	Possible Solutions
Systems of support has been identified and communicated to all stakeholders.	Counselor, Administration team, attendance secretary.	Newsletter of supports sent to all families. Limited number of supports. Insurance need for supports.	Limited number of supports. Insurance need for supports.	Identify business group to help with funding. Contact Indiana Youth Service

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				Bureau and local United Way.
August Action Steps	Person Responsible	Evidence of Success	Possible Obstacles	Possible Solutions
High expectations are communicated to all stakeholders.	Leadership Team (Department chairs, principal, assistant principal, counselor).	Posted mission and vision. Attendance focus on Back to School Night, 6th Grade Orientation, and Open House.	Attendance of families on Back to School Night, 6th Grade Orientation, and Open House.	Better communicate dates and times of Back to School Night, 6th Grade Orientation, and Open House-letters, electronically, social media.

<b>School: North Montgomery Middle School</b>		
<b>June 2023: MEASURABLE OUTCOME: An increase in proficiency rates of 9% on the State Assessment in English/Language Arts (6-8).</b>		
<b>Objective</b>	North Montgomery Middle School will increase the overall average by 0.5 points in writing conventions per the ILEARN writing rubric in grades 6-8 on ILEARN English/Language Arts for the 2020-2021 school year.	
<b>Data-Based Rationale</b>	In the 2018-2019 school year, grades 6-8 had an average convention score of 1.61 (2018-19 last time the state test was taken). (6th-1.57) (7th-1.57) (8th-1.69)	
<b>Strategy</b>	English/Language Arts teachers ensure that student-learning objectives are specific, measurable, attainable, realistic and timely, and are aligned to the Indiana Academic Standards.	
<b>Activity</b>	<ul style="list-style-type: none"> <li>● Administrative walk-through data</li> <li>● Informal/formal teacher observations</li> <li>● Lesson plans and planning meetings</li> <li>● Regular departmental data meetings</li> <li>● Shared bank of writing convention mini-lessons</li> <li>● Posted learning objective</li> </ul>	<ul style="list-style-type: none"> <li>✓ Intervention Level</li> <li>✓ Classroom Level</li> <li>✓ School Level</li> <li><input type="checkbox"/> District Level</li> </ul>

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Targeted Group	● Students with Below, At/Near, and Above Proficiency on the ILEARN writing rubric conventions category			
June Action Steps	Person Responsible	Evidence of Success	Possible Obstacles	Possible Solutions
Data Analysis.	Administrative Team, ELA teachers, curriculum director.	Average writing conventions score of 2.11 (0.5 score increase) for grades 6-8.	Vacation time for teachers and administrators, not getting ILEARN assessment reports on time.	Schedule a set day in June with ELA teachers to conduct a data dig.
October-April Action Steps	Person Responsible	Evidence of Success	Possible Obstacles	Possible Solutions
Interim writing assessments will be given in class to regularly monitor student growth and achievement. Teachers will use writing samples from Amplify curriculum and IXL to improve student writing conventions. Teachers will use I/E time to support lessons and programs designed to improve writing convention scores.	Administrative team, ELA teachers, curriculum director.	Increase in growth by students on interim writing assessments through Amplify curriculum. Increased IXL scores.	Time to grade student writing and give actionable student feedback and enter writing data into a shared data spreadsheet.	Weekly department meetings and monthly data meetings to look at students' overall writing scores using ILEARN and Amplify rubric.
September Action Steps	Person Responsible	Evidence of Success	Possible Obstacles	Possible Solutions
Identify areas of weakness using the ILEARN test data reports.	ELA department, administrators, curriculum director.	Having an organized list of students who score below, at/near, and above	Time.	Weekly ELA department meetings.

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	proficiency.		
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School: North Montgomery Middle School			
June 2023: MEASURABLE OUTCOME:			
<b>Objective</b>	North Montgomery Middle School will achieve a 5% increase in the number of students who report “At Proficiency” in each grade level on the state-wide assessment ILEARN for the 2020-2021 school year.		
<b>Data-Based Rationale</b>	In the 2018-2019 school year, North Montgomery 6th grade students demonstrated a 32% “At Proficiency” level. NMMS 7th grade students demonstrated a 31% “At Proficiency” level. NMMS 8th grade students demonstrated a 19% “At Proficiency” level (2018-19 was the last time the state test was taken).		
<b>Strategy</b>	Specifically target students who were “Approaching Proficiency” from the previous year to identify that student’s specific strengths and weaknesses. We will utilize daily intervention time to improve on each student’s weaknesses and collaborate during weekly department meetings to use formative data such as NWEA to monitor their progress.		
<b>Activity</b>	<table style="width: 100%; border: none;"> <tr> <td style="width: 60%; border: none; vertical-align: top;"> <ul style="list-style-type: none"> <li>● Use fall, winter, and spring NWEA data, along with previous ILEARN results, to create intervention groups based on student’s math weaknesses. (School level)</li> <li>● Progress monitor using ALEKS weekly quizzes and overall pie progress. (Intervention level)</li> <li>● Use adaptive math web-based software to individualized student instruction. (Classroom level)</li> <li>● Collaborate with elementary school and high school math team to create rigorous assessments and improve student math discourse across district. (District level)</li> </ul> </td> <td style="width: 40%; border: none; vertical-align: top;"> <ul style="list-style-type: none"> <li>✓ Intervention Level</li> <li>✓ Classroom Level</li> <li>✓ School Level</li> <li>✓ District Level</li> </ul> </td> </tr> </table>	<ul style="list-style-type: none"> <li>● Use fall, winter, and spring NWEA data, along with previous ILEARN results, to create intervention groups based on student’s math weaknesses. (School level)</li> <li>● Progress monitor using ALEKS weekly quizzes and overall pie progress. (Intervention level)</li> <li>● Use adaptive math web-based software to individualized student instruction. (Classroom level)</li> <li>● Collaborate with elementary school and high school math team to create rigorous assessments and improve student math discourse across district. (District level)</li> </ul>	<ul style="list-style-type: none"> <li>✓ Intervention Level</li> <li>✓ Classroom Level</li> <li>✓ School Level</li> <li>✓ District Level</li> </ul>
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<b>Targeted Group</b>	<ul style="list-style-type: none"> <li>● Students in “Approaching Proficiency” from their previous ILEARN assessment results.</li> </ul>		

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June Action Steps	Person Responsible	Evidence of Success	Possible Obstacles	Possible Solutions
Data Analysis	Administrative Team and Math Teachers	5% increase for students at each grade level who report at a level of "At Proficiency."	Vacation time for teachers and administrators.	Schedule in advance a day in June with math teachers to conduct data dig.
January Action Steps	Person Responsible	Evidence of Success	Possible Obstacles	Possible Solutions
Use winter NWEA Math benchmark data to determine students are demonstrating growth.	Math department, administrative team, school counselor.	Increase in growth in NWEA math scores. Students meeting individual performance goals.	Data could demonstrate students decrease in overall NWEA math scores.	Use daily intervention time for students with decreased math scores.
August Action Steps	Person Responsible	Evidence of Success	Possible Obstacles	Possible Solutions
Have students take fall NWEA math and determine students' overall math scores.	Staff, Math department, administrative team, counselor.	NWEA growth, ALEKS quizzes, Unit math assessments.	Data could show students NWEA math scores decreased.	Use daily intervention time for students with decreased math scores.

## Northridge Middle School Data Dashboard:

[English Language Arts Data](#)

[Math Data](#)

[Attendance/Behavior Data](#)

## SIP Additional Requirements

School:

**Data Dashboard (Including information on attendance, behavior, assessment, and evaluations):**

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Curriculum Location and Description	Educators in North Montgomery have created curriculum maps to link local curriculum to Indiana Academic Standards at each grade level and to articulate the skills and strategies that students need as they move from one grade level to the next. Maps are available for staff and parents via school website. Additional information about our curriculum is available <a href="#">online</a> .
Assessment in Addition to ISTEP	North Montgomery Community School Corporation uses NWEA in grades K-8 and 10 <sup>th</sup> in addition to ILEARN. Students are assessed three times a year in reading and math using the NWEA assessment.
Include Needs of all Learners	North Montgomery partners with the <a href="#">West Central Indiana Special Services Cooperative</a> to provide high-quality special education services to our students. The purpose and intent of this joint service program is to operate programs to serve all children with disabilities as defined by Article 7 of the Indiana Department of Education. The administering school corporation is Crawfordsville Community Schools, and as administrative and fiscal agent for the joint service program, it maintains the Joint Service and Supply Fund and receives and disburses in accordance with the provisions of the written agreement. The Co-op provides administrative, psychological, consultative, and related services to the participating school districts.
Opportunities for Parent Participation	Parents are encouraged to participate in school and corporation events through newsletters, PowerSchool access, calendar events, and education tips.
Safe and Disciplined Learning Environment	All schools in North Montgomery Community School Corporation complete and update a School Safety Plan to ensure that all students, staff, and visitors come to a safe, equitable environment. Information about our safety requirements is available <a href="#">online</a> .
Technology Initiatives	North Montgomery is making great strides towards full technology integration. Our mission, vision, and action steps for this work are outlined in our <a href="#">Technology Page</a> .
Professional Development Program Narrative	Professional Development throughout NMCSC will be closely tied to information gained from student assessment data and teacher effectiveness of instruction. As we continue to work to meet the needs of all students, our instructional coach and/or principal will meet with grade levels monthly and provide training based on teacher evaluations and progress monitoring data. Grade level teams of general education teachers, teachers of exceptional learners, and paraprofessional aides meet weekly to review data and plan instruction and intervention.
Cultural Competencies	NMCSC serves a diverse and varied population. All school stakeholders are trained to support the following subgroups: ELL, special needs, F/R lunch, and high ability. Students are provided both pull-out and push-in support at the school and classroom level. Additionally, each school encourages positive student behavior through selected experiences, trainings, and programs that support the “whole” child.