

North Montgomery Community School Corporation



**North Montgomery Middle School  
6244**

North Montgomery Community School Corporation  
2021-2024

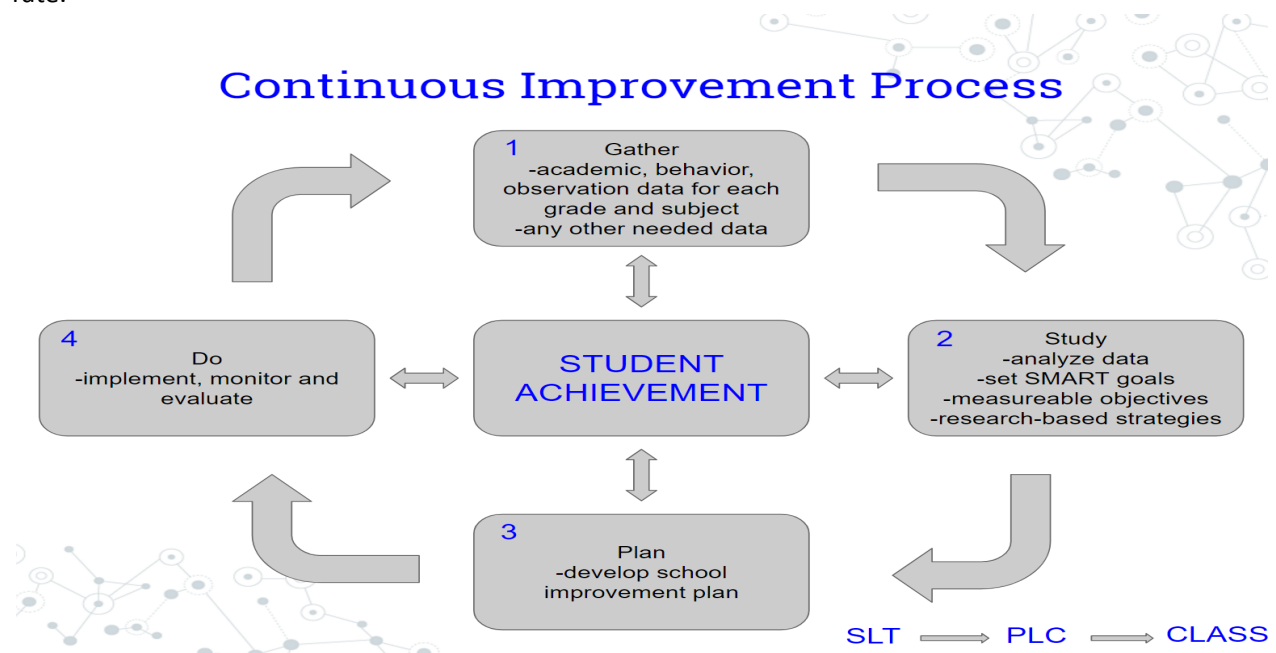
SCHOOL IMPROVEMENT PLAN

# 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 2022: 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% attendance rate for the 2021-2022 school year.   |  |                          |   |
| <b>Data-Based Rationale</b>   | In the 2020-2021 school year, North Montgomery Middle School had an average attendance rate of 95.79%.   |  |                          |   |
| <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>   |  |                          |   |
| Action Steps (End of SY)  | Person(s) Responsible  | Evidence of Success  | Possible Obstacles       | Possible Solutions  |
| Data analysis of focus group  | Attendance Secretary, Counselor, Admin Team  | Attendance rate of focus group improved  | Time to do data analysis | Schedule data dig day   |
| Action Steps (Start of SY)  | Person(s) Responsible  | Evidence of Success  | Possible Obstacles       | Possible Solutions  |
| Gather information on students who need support regarding attendance, build relationships with students and families by making calls, PS messages, emails | Attendance Secretary, Counselor, Admin Team, SRO   | Data to support continuation or revision of goals  | Time                     | Use built in after school time to continuously revise action plans and supports |

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| <b>Action Steps (Middle of SY)</b>  | <b>Person(s) Responsible</b>                     | <b>Evidence of Success</b>                                  | <b>Possible Obstacles</b>  | <b>Possible Solutions</b>  |
|---|--|---|--|--|
| Systems of support has been identified and communicated to stakeholders, regular attendance data is communicated throughout the school year | Attendance Secretary, Counselor, Admin Team, SRO | Newsletter of supports sent to all families                 | Limited number of supports or unwillingness by families to follow through                                  | Contact Indiana Youth Service Bureau and local United Way for assistance with supports |
| <b>Action Steps (End of SY)</b>   | <b>Person(s) Responsible</b>                     | <b>Evidence of Success</b>                                  | <b>Possible Obstacles</b>  | <b>Possible Solutions</b>  |
| EOY attendance data is shared with stakeholders and when goal is met, celebrate   | Attendance Secretary, Counselor, Admin Team, SRO | Meeting the 97.5% attendance rate for the 21-22 school year | COVID-19: students either getting sick and being out for extended periods of time or quarantining students | Keep students and families engaged while out for extended periods of time              |

|   |   |
|---|---|
| <b>School: North Montgomery Middle School</b>   |   |
| <b>June 2022: MEASURABLE OUTCOME: A 3% increase in proficiency rates based on cohorts on the English/Language Arts ILEARN Assessment (6-8).</b> |   |
| <b>Objective</b>  | <p>North Montgomery Middle School will increase English/Language Arts proficiency rates on ILEARN by 3% in each grade level (6-8) based on the 2021 proficiency rates:</p> <p>6th Grade: Increase from 52 to 55% proficiency percentage<br/>           7th Grade: Increase from 48 to 51% proficiency percentage<br/>           8th Grade: Increase from 45 to 48% proficiency percentage</p> |
| <b>Data-Based Rationale</b>   | In the 2020-2021 school year, we believe a 3% increase for all three grade levels is attainable if we follow our curriculum maps and utilize the PLC process.   |
| <b>Strategy</b>   | English/Language Arts teachers will maximize core instruction time each day by utilizing their curriculum maps, administering regular common assessments, and analyzing data based on the common assessments to ensure a common and viable curriculum for their students.   |

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|   |   |  |   |   |
|---|---|--|---|---|
| <b>Activity</b>   | <ul style="list-style-type: none"> <li>● <b>Administrative walk-through data</b></li> <li>● <b>Observation/feedback cycles</b></li> <li>● <b>Lesson plans and planning meetings (w/ Special Services)</b></li> <li>● <b>Regular departmental data meetings</b></li> <li>● <b>Weekly PLC meetings</b></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>                        |   |   |
| <b>Targeted Group</b>   | <ul style="list-style-type: none"> <li>● <b>Students Approaching or Near Proficiency on the ELA ILEARN assessment.</b></li> </ul>   |  |   |   |
| <b>Action Steps (End of SY)</b>   | <b>Person(s) Responsible</b>  | <b>Evidence of Success</b>   | <b>Possible Obstacles</b>   | <b>Possible Solutions</b>   |
| Data analysis of released ILEARN data   | Administrative Team, ELA teachers, Special Service teachers, Student Learning Coordinator   | Sharing regularly in PLCs student common assessment data to gauge instructional effectiveness  | Vacation time for teachers and administrators, not getting ILEARN assessment reports timely | Schedule a set day in June with ELA teachers to conduct a data dig                      |
| <b>Action Steps (BOY and MOY)</b>   | <b>Person(s) Responsible</b>  | <b>Evidence of Success</b>   | <b>Possible Obstacles</b>   | <b>Possible Solutions</b>   |
| Use BOY fall NWEA data as a benchmark to see where students are, PLC process weekly looking at common assessment data to show effectiveness of instruction and allow for changes to be made in order to meet student needs, regular planning time among ELA teachers and Special Service teachers | Administrative team, ELA teachers, Special Service teachers, Student Learning Coordinator   | Increase in growth by students on NWEA winter and spring assessments, common assessment data, and continually monitoring and providing feedback throughout the PLC process | Task avoidance and a feeling of insecurity when looking at student data                     | Regularly scheduled PLC meeting time for all teachers in the media center on Wednesdays |

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| Action Steps (EOY)   | Person(s) Responsible  | Evidence of Success   | Possible Obstacles         | Possible Solutions                                  |
|--|--|---|----------------------------|---|
| Identify areas of weakness using the ILEARN test data reports and/or celebrate success of achieving our goal | Admin team, ELA teachers, Special Service teachers, Student Learning Coordinator | Having an organized list of students who score below, near, at, and above proficiency | Time receiving data timely | Weekly ELA department meetings and PLC meeting time |

| School: North Montgomery Middle School  |   |   |   |
|---|---|---|---|
| June 2022: MEASURABLE OUTCOME:  |   |   |   |
| <b>Objective</b>  | <p><b>North Montgomery Middle School will increase Mathematics proficiency rates on ILEARN by 3% in each grade level (6-8) based on the 2021 proficiency rates:</b></p> <p><b>6th Grade: Increase from 47 to 50% proficiency percentage</b><br/> <b>7th Grade: Increase from 58 to 61% proficiency percentage</b><br/> <b>8th Grade: Increase from 37 to 40% proficiency percentage</b></p>   |   |   |
| <b>Data-Based Rationale</b>   | <p><b>In the 2020-2021 school year, we believe a 3% increase for all three grade levels is attainable if we follow our curriculum maps and utilize the PLC process.</b></p>   |   |   |
| <b>Strategy</b>   | <p><b>Mathematics teachers will maximize core instruction time each day by utilizing their curriculum maps, administering regular common assessments, and analyzing data based on the common assessments to ensure a common and viable curriculum for their students.</b></p>   |   |   |
| <b>Activity</b>   | <table border="0" style="width: 100%;"> <tr> <td style="vertical-align: top;"> <ul style="list-style-type: none"> <li>● <b>Administrative walk-through data</b></li> <li>● <b>Observation/feedback cycles</b></li> <li>● <b>Lesson plans and planning meetings (w/ Special Services)</b></li> <li>● <b>Regular departmental data meetings</b></li> <li>● <b>Weekly PLC meetings</b></li> </ul> </td> <td style="vertical-align: top; padding-left: 20px;"> <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>● <b>Administrative walk-through data</b></li> <li>● <b>Observation/feedback cycles</b></li> <li>● <b>Lesson plans and planning meetings (w/ Special Services)</b></li> <li>● <b>Regular departmental data meetings</b></li> <li>● <b>Weekly PLC meetings</b></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>● <b>Students Approaching or Near Proficiency on the MATH ILEARN assessment.</b></li> </ul>  |   |   |

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| <b>Action Steps<br/>(End of SY)</b>  | <b>Person(s)<br/>Responsible</b>   | <b>Evidence of<br/>Success</b>   | <b>Possible<br/>Obstacles</b>   | <b>Possible<br/>Solutions</b>   |
|--|--|--|---|---|
| Data analysis of released ILEARN data  | Administrative Team, MATH teachers, Special Service teachers, Student Learning Coordinator | Sharing regularly in PLCs student common assessment data to gauge instructional effectiveness  | Vacation time for teachers and administrators, not getting ILEARN assessment reports timely | Schedule a set day in June with MATH teachers to conduct a data dig                     |
| <b>Action Steps<br/>(BOY and MOY)</b>  | <b>Person(s)<br/>Responsible</b>   | <b>Evidence of<br/>Success</b>   | <b>Possible<br/>Obstacles</b>   | <b>Possible<br/>Solutions</b>   |
| Use BOY fall NWEA data as a benchmark to see where students are, PLC process weekly looking at common assessment data to show effectiveness of instruction and allow for changes to be made in order to meet student needs, regular planning time among MATH teachers and Special Service teachers | Administrative team, MATH teachers, Special Service teachers, Student Learning Coordinator | Increase in growth by students on NWEA winter and spring assessments, common assessment data, and continually monitoring and providing feedback throughout the PLC process | Task avoidance and a feeling of insecurity when looking at student data                     | Regularly scheduled PLC meeting time for all teachers in the media center on Wednesdays |
| <b>Action Steps<br/>(EOY)</b>  | <b>Person(s)<br/>Responsible</b>   | <b>Evidence of<br/>Success</b>   | <b>Possible<br/>Obstacles</b>   | <b>Possible<br/>Solutions</b>   |
| Identify areas of weakness using the ILEARN test data reports and/or celebrate success of achieving our goal   | Admin team, MATH teachers, Special Service teachers, Student Learning Coordinator          | Having an organized list of students who score below, near, at, and above proficiency  | Time receiving data timely  | Weekly MATH department meetings and PLC meeting time                                    |

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## Northridge Middle School Data Dashboard:

[Attendance and Behavior Data](#)

[English/Language Arts Data](#)

[Math Data](#)

### SIP Additional Requirements

| School:  |  |
|--|--|
| Data Dashboard (Including information on attendance, behavior, assessment, and evaluations): |  |
| <b>Curriculum Location and Description</b>   | 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 the school website. Additional information about our curriculum is available <a href="#">online</a> .   |
| <b>Assessment in Addition to ILEARN</b>  | North Montgomery Community School Corporation uses NWEA in grades K-8 and in addition to ILEARN. Students are assessed three times a year in Reading and Math using the NWEA assessment.   |
| <b>Include Needs of all Learners</b>   | 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. |
| <b>Opportunities for Parent Participation</b>  | Parents are encouraged to participate in school and corporation events through newsletters, PowerSchool access, calendar events, and education tips.   |
| <b>Safe and Disciplined Learning Environment</b>   | 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> .  |
| <b>Technology Initiatives</b>  | 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> .  |
| <b>Professional Development</b>  | Professional Development throughout NMCS will be closely tied to information gained from student assessment data and teacher effectiveness of instruction. As we continue to   |



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| <b>Program Narrative</b>     | 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.                                  |
| <b>Cultural Competencies</b> | 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, training, and programs that support the “whole” child. |