

Indiana School Improvement Plan
2022-2023

John R. Wooden Middle School
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109 E. Garfield Ave.
Martinsville, IN 46151

Metropolitan School District of Martinsville

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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

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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.

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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?

John R. Wooden Middle School is a 7th/8th configuration located at 109 E. Garfield Ave, Martinsville, Indiana. It occupies the former Martinsville West Middle School property in the MSD of Martinsville. It is currently made up of 622 students (290 in 7th grade, 329 in 8th grade plus 3 in 6th grade in . There are forty-eight certified teachers, two counselors, one principal, one assistant principal, two athletic directors (split stipend), one media specialist, one school social worker and one full-time nurse. There are fourteen non-certified aides and six custodians. We have also started an alternative education opportunity for students. Along with the alternative opportunity, we also have 16 online students that use IOA. We also have two Adult and Child behavioral therapists that provide mental health services to our students.

Five percent of this school's students are minorities. Most of the students' parents are employed as blue collar workers in Indianapolis. White collar and professional jobs account for roughly fifteen percent of parents' employment, with about five percent engaged in farming. Most of the students live in rural or semi-rural settings. Approximately one fourth of the students live in single parent homes.

Demographically, the population has remained virtually the same for the last ten years. Student attendance is 95%; 48.% of our students receive free or reduced lunches. JWMS has a special education population that is around 19% of the total population and they are included in the general education classrooms.

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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.

Mission: The teachers and staff at John R. Wooden Middle School works together with the parents and community to develop kind, courteous, and respectful students, while providing a learning environment in which students strive for excellence academically, physically, and socially. The goal is to promote "Inspiration, Collaboration and Engagement" (ICE). All students should be given numerous opportunities to help them to pursue their dreams and goals.

Vision: We see John R. Wooden Middle School as an excellent place to learn, and a place where the coursework is challenging and stimulating. Everyone works together to ensure student success by stressing the teaching of reading and writing across the curriculum. We enjoy a strong partnership with parents, who realize that educating children requires a cooperative effort between home and school.

Program offerings: John R. Wooden Middle School, as well as the rest of the schools in the M.S.D. of Martinsville, has curriculum maps which are aligned with the Indiana State Academic Standards. The core subjects of English, Mathematics, Social Studies and Science are offered in grades seven, and eight. Curriculum maps can be found online as well as in binders kept for each department.

More specifically, eighth grade students are scheduled into Algebra, Pre-Algebra, depending on diagnostic test results. Furthermore, eighth grade students are now offered the opportunity to earn high school credit in Algebra 1, College and Career Prep, Biology 1, P.E., Health, Spanish I, French I, Construction, Agriculture and Art 2D. The 8th grade students actually take a bus to the high school to take the Agriculture and Construction classes during 6th period. This will enable students an opportunity to earn dual-credit classes and attain college credits at the high school during their junior and senior years. Also added this year was the Spanish Immersion class. Those students are fluent for the most part in Spanish through a bi-lingual program offered in the district. Students who are in the program can earn a high school credit in Spanish as 7th graders. Students in both grades have the opportunity to participate in band, orchestra, or choir class for the entire year. Select seventh and eighth grade students produce the yearbook and newspaper in Publications class. We have introduced the following Project Lead The Way Modules: Medical Detectives, Automation and Robotics, App Creator, and Computer Science and Engineering.

In response to the COVID-19 Pandemic, we had to reconfigure our daily school schedule the last few years. We have now gone back to our Pre-Covid schedule that allows students to move from class to class during the passing period. Furthermore, we are offering a virtual learning option this year utilizing the Indiana Online Academy for students opting not to experience in-person learning because of anxiety or fears regarding Covid-19. In order to optimize students' learning, we have successfully become a Professional Learning Community (PLC). We have successfully implemented an altered schedule on Wednesdays for the whole district. Students come in later so teachers can meet each Wednesday to discuss and analyze data and share instructional strategies. The structured time is approximately two hours. Staff meets with building level educators as well as teachers from other schools. The english/language arts, math, science and social studies departments meet weekly in team/PLC time to discuss curriculum, instruction, and assessment. These professional learning communities give teachers the opportunity to work closely together to enhance our students' learning. Teachers plan and move students through the RTI program. Students have the opportunity to improve their deficiencies with state standards through Read/Math 180, IXL and Study Island. This also allows students remediation using small group instruction to address specific needs during Success class.

We believe that with a rigorous curriculum and strong school/home collaboration that the students of John R. Wooden Middle School will be better prepared to enter high school as engaged learners who have become advocates for their own learning and success to chart a course for their future careers.

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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.

Notable Achievements: In 2019, the state introduced a new assessment called ILEARN. This assessment sets a new baseline for assessment data and sets all schools back in their ongoing analysis. In 2020, COVID-19 shutdown the state's ILEARN assessment and was canceled. ILEARN testing *did* take place in April 2021, but *did* take place in 2022. Therefore, new data is now available to establish a baseline and begin analyzing and using the information to improve student growth.

In the spring 2022 assessment, JWMS was below the state average in 7th grade math and ELA along with 8th grade math and ELA. Areas for improvement have been identified as both 7th and 8th grade ELA and Math. In Math, JWMS scored 8% lower in 7th grade and 3% lower in 8th grade than the state average. In the ELA assessment, JWMS was 8% lower than the state average in 7th grade and 3% lower than 8th grade compared to the state average.

JWMS was successful in adding seven additional high school credit courses to student offerings. This was a major area for improvement last year that has been accomplished. Likewise, JWMS has continued with Project Lead the Way and set a schedule for more students to take part in Project Based Learning. To support these efforts, in the 2019-20 school year, JWMS created two adjoining maker-space rooms to offer more effective PBL opportunities for students and staff. Teachers are allowed to sign up for these spaces throughout the year. This sets the school up to be able to meet the State's current goal of having all teachers PBL certified by 2025.

As we progress through the next several years we are looking to build on the positive culture and start we have created and push the entire school community to embrace the "Growth Mindset" we have established with significant changes that have already taken place. Likewise, our professional development focus is going to be on improving staff "best practice" in regards to the SAMR model for technology integration and improving our understanding of Depth of Knowledge questioning strategies.

Improvement Plan Stakeholder Involvement

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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.

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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.

John R. Wooden Middle School is in its 7th year as a Grade 7 and 8 middle school. We will once again be surveying parents, students and staff to improve our school. The leadership committee and department chairs along with the NIET Leaders work together gathering input from our Parent Council, community as well as students.

Communication has improved through our weekly Sunday evening all call, mass email distribution, monthly newsletter and large social media footprint. On the second Monday of every month at 6 p.m, the Parent Council meets. There are usually 8-10 members. They discuss how to support the school, get more people involved and explore opportunities for fundraising. The Parent Council works to raise money for student incentive programs. The Parent Council helps host, coordinate, and chaperone our student field trips and several mixers. They are an important part of our school community and they are an advisory group for school administration.

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

As mentioned in the previous response, there has been an evolution in the school improvement committee process. There was originally a committee set up of thirty people including teachers, staff, parents and community members to discuss the creation of a new middle school and what it would offer. Now that we are in our seventh year, our committee continues to work together on school improvement and parent involvement. The Parent Council acts as both a fundraising arm of the school and as an advisory committee for the school administration. They meet monthly with the principal.

The Student Council assists with a variety of school functions. This club helps foster a positive environment for visitors to our school. This was created by students during the inaugural year because they felt that they needed to create a positive image and an avenue for students to get involved. They did set behavior standards for participation.

As a result from the climate audit, the following were implemented:

1. Decreased passing period from 5 minutes to 4 minutes.
2. Alternative school created to help with school culture and improve learning opportunities for all students.
3. Increased our high school credits offerings from 4 classes to 7 classes.
4. Expanded online opportunities for students who still struggle with anxiety and a traditional learning environment.
5. Added both APEX and Read180 remediation classes to the RTI programming.

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

The final school improvement plan will be communicated to all stakeholders through our school news-letter and on our school/district website. In addition, this final improvement plan will be communicated to staff through weekly WELL Wednesday meetings within our new 2-hour late arrival for students program.

Self Assessment

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Introduction

The Self Assessment (SA) reflection 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.

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Standard 1: Purpose and Direction

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

Overall Rating: 3.3

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.	<p>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.</p> <p>The school created a new "TEAM" concept for both grade levels composed of teachers from Math, ELA, Science and Social Studies. Students are blocked into one of these teams.</p> <p>Virtual learning option created for students choosing not to re-enter the building after COVID-19.</p> <p>Alternative school created to enhance school culture and all students' ability to succeed.</p>	<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) •Communication plan to stakeholders regarding the school's purpose •Minutes from meetings related to development of the school's purpose •Documentation or description of the process for creating the school's purpose, including the role of stakeholders •Purpose statements - past and present •The school Improvement Committee was successful embedding department PLCs in our school-day schedule meeting the school's purpose 	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
1.2	The school's leadership and staff commit to a culture that is based on shared beliefs and values about teaching and learning that 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"> •Agendas and/or minutes that reference a commitment to the components of the school's statement of purpose •Survey results •The school's statement of purpose • Agendas and/or minutes from department PLCs 	Level 4

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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.	<p>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.</p> <p>The school created a new "TEAM" concept for both grade levels composed of teachers from Math, ELA, Science and Social Studies. Students are blocked into one of these teams.</p> <p>Virtual learning option created for students choosing not to re-enter the building after COVID-19.</p> <p>Alternative school created.</p>	<ul style="list-style-type: none"> •Survey results •The school data profile • Agendas and/or minutes from department PLCs on WELL Wednesdays. •Agenda, minutes from continuous improvement planning meetings •Communication plan and artifacts that show two-way communication to staff and stakeholders •The school's continuous improvement plan 	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.

We have a dedicated staff with regularly scheduled weekly Team/PLC meetings in all departments. We have systematically incorporated our use of one-to-one devices and continue Google Training beginning in the 2015-16 school year. We have continued this PD focusing on student achievement and student engagement with our "Tech" training opportunities for all staff members. We have embedded evidence based programs like NWEA, APEX, Study Island, IXL and this past year, Read180 to promote targeted student success and learning within not only ELA classes, but all classes. Staff utilizes this data for RTI grouping and re-teaching and or enrichment opportunities.

We are offering a virtual learning option this year utilizing the Indiana Online Academy for students opting not to experience in-person learning for fear of anxiety or other issues. In order to optimize students' learning, we have successfully become a Professional Learning Community (PLC). The English/language arts, math, science, electives, and social studies departments meet weekly in Team & PLC time to discuss curriculum, instruction, and assessment. These professional learning communities give teachers the opportunity to work closely together to enhance our students' learning. Teachers plan and move students through the RTI program along with working to improve instructional strategies.

The focus is obviously on high student achievement and increasing proficiency on the state administered ILEARN assessment. Every discussion we have is geared around student achievement and "How we can assist getting them there." Our mission is to "Inspire, Collaborate, and Engage (ICE)" school-wide. This is for students and staff.

Our evaluation system focuses on checking for understanding and student engagement on a regular basis. The efficient use of computers has increased our systematic progress monitoring and student success. Teachers continue to expand the use of Chromebooks in the educational process so that we become more proficient in the delivery of educational opportunities.

We know that the students before us are digital natives and live in the digital world. Most of the adults they encounter in school "visit" the digital world. We need to close this gap and feel comfortable allowing students to teach adults in many instances.

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Standard 2: Governance and Leadership

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

Overall Rating: 3.5

Indicator	Statement or Question	Response	Evidence	Rating
2.1	The governing body establishes policies and supports practices that ensure effective administration of the school.	<p>Policies and practices clearly and directly support the school's purpose and direction and the effective operation of the school. Policies and practices require and have mechanisms in place for monitoring effective instruction and assessment that produce equitable and challenging learning experiences for all students. There are policies and practices requiring and giving direction for professional growth of all staff. Policies and practices provide clear requirements, direction, and oversight of fiscal management.</p> <p>The school created a new "TEAM" concept for both grade levels composed of teachers from Math, ELA, Science and Social Studies. Students are blocked into one of these teams.</p> <p>Virtual learning option created for students choosing not to re-enter the building after COVID-19 or anxiety issues.</p>	<ul style="list-style-type: none">•Student handbooks•Governing body policies, procedures, and practices•Staff handbooks•Communications to stakeholders about policy revisions	Level 4

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Indicator	Statement or Question	Response	Evidence	Rating
2.2	The governing body operates responsibly and functions effectively.	<p>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 conflicts of interest.</p> <p>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.</p>	<ul style="list-style-type: none"> •Communication plan to inform all staff on code of ethics, responsibilities, conflict of interest •List of assigned staff for compliance •Proof of legal counsel •Assurances, certifications •Findings of internal and external reviews of compliance with laws, regulations, and policies •Communications about program regulations •Historical compliance data •Governing body policies on roles and responsibilities, conflict of interest •Governing code of ethics 	Level 3

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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.	<p>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.</p> <p>The school created a new "TEAM" concept for both grade levels composed of teachers from Math, ELA, Science and Social Studies. Students are blocked into one of these teams.</p> <p>Virtual learning option created for students choosing not to re-enter the building after COVID-19 or other issues.</p>	<ul style="list-style-type: none"> •Roles and responsibilities of school leadership •School improvement plan developed by the school •Stakeholder input and Feedback •Maintenance of consistent academic oversight, planning, and resource allocation •Communications regarding board actions •Survey results regarding functions of the governing body •Agendas and minutes 	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 deliberately and consistently align their decisions and actions toward continuous improvement to achieve the school's purpose. They encourage, support, and expect all students to be held to high standards in all courses of study. All stakeholders are collectively accountable for student learning. School leaders actively and consistently support and encourage innovation, collaboration, shared leadership, and rigorous professional growth. The culture is characterized by collaboration and a sense of community among all stakeholders.	<ul style="list-style-type: none"> •Examples of collaboration and shared leadership •Survey results •Examples of decisions aligned with the school's statement of purpose •Examples of decisions in support of the school's continuous improvement plan 	Level 4

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"> •Minutes from meetings with stakeholders •Survey responses •Involvement of stakeholders in a school improvement plan • High school credit offerings were increased from 4 classes to 7 classes. 	Level 3

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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 primary focus of the criteria and processes of supervision and evaluation is improving professional practice and ensuring student success. Supervision and evaluation processes are consistently and regularly implemented. The results of the supervision and evaluation processes are analyzed carefully and used to monitor and effectively adjust professional practice and ensure 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 •Supervision and evaluation documents with criteria for improving professional practice and student success noted •Job specific criteria •Representative supervision and evaluation reports •Creation of Maker-space rooms for PBL opportunities 	Level 4

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.

We started using the RISE Evaluation system during the 2015-16 school year in an effort to focus on teaching best practices and improving instruction. The district uses Standards for Success for the evaluation process for teachers and administrators. The district provides ongoing training for administrators/evaluators as well as setting target goals for teachers to focus on during the first year of implementation. Likewise, the district technology department provided PD for staff in the Google Suite of programs and this has improved our overall communication within the district. Continual PD and training is necessary and important. This school year we added built-in the schedule time (WELL Wednesdays) for weekly PLCs with each department attending one day per week.

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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: 3.1

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.	<p>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 that align with the school's purpose. Evidence clearly indicates curriculum and learning experiences prepare students for success at the next level. Like courses/classes have the same high learning expectations. Learning activities are individualized for each student in a way that supports achievement of expectations.</p> <p>The school created a new "TEAM" concept for both grade levels composed of teachers from Math, ELA, Science and Social Studies. Students are blocked into one of these teams.</p> <p>Virtual learning option created for students choosing not to re-enter the building after COVID-19 or other issues.</p>	<ul style="list-style-type: none"> •Survey results •Lesson plans •Learning expectations for different courses •Posted learning objectives •Representative samples of student work across courses •Course schedules •Enrollment patterns for various courses •Course descriptions •Descriptions of instructional techniques •Seven High school credit class offerings •Successfully added four new Project Lead The Way modules. •LiveBinder containing teaching best practice strategies based on the book, "Teach Like a Champion" was created and pushed out to all teachers on their desktops •Creation of Maker-space rooms for PBL opportunities 	Level 4

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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.	<p>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.</p> <p>The school created a new "TEAM" concept for both grade levels composed of teachers from Math, ELA, Science and Social Studies. Students are blocked into one of these teams.</p> <p>Virtual learning option created for students choosing not to re-enter the building after COVID-1 or other issues.</p>	<ul style="list-style-type: none"> •Curriculum guides •Common assessments •Surveys results •Products – scope and sequence, curriculum maps •Lesson plans aligned to the curriculum •Weekly PLCs for all departments. •Weekly PLC Facilitators meeting with all departments represented 	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.	<p>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.</p> <p>The school created a new "TEAM" concept for both grade levels composed of teachers from Math, ELA, Science and Social Studies. Students are blocked into one of these teams.</p> <p>Virtual learning option created for students choosing not to re-enter the building after COVID-19 or other issues..</p>	<ul style="list-style-type: none"> •Teacher evaluation criteria •Agenda items addressing these strategies •Professional development focused on these strategies •Authentic assessments •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 •Interdisciplinary projects •Continuous training during "Tech Tuesdays" and other structured PD days target student engagement and assessment of student learning •Creation of Maker-space rooms for PBL opportunities 	Level 3

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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.	<p>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.</p> <p>The school created a new "TEAM" concept for both grade levels composed of teachers from Math, ELA, Science and Social Studies. Students are blocked into one of these teams.</p> <p>Virtual learning option created for students choosing not to re-enter the building after COVID-19.</p>	<ul style="list-style-type: none"> •Curriculum maps •Documentation of collection of lesson plans and grade books •Supervision and evaluation procedures •Peer or mentoring opportunities and interactions •Recognition of teachers with regard to these practices •Surveys results •Examples of improvements to instructional practices resulting from the evaluation process •Administrative classroom observation protocols and logs •Creation of Maker-space rooms for PBL opportunities 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.5	School leaders monitor and support the improvement of instructional practices of teachers to ensure student success.	<p>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.</p>	<ul style="list-style-type: none"> •Agendas and minutes of collaborative learning committees •Calendar/schedule of learning community meetings •Survey results •Examples of improvements to content and instructional practice resulting from collaboration •Created weekly PLCs for all departments. All staff members are involved •Creation of Maker-space rooms for PBL opportunities 	Level 3

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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. Examples 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 •Survey results •Examples of assessments that prompted modification in instruction •Samples of exemplars used to guide and inform student learning 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.7	<i>Mentoring, coaching, and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning.</i>	<i>Some 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 school personnel.</i>	<ul style="list-style-type: none"> •Records of meetings and walk- throughs/feedback sessions •Survey results •New secondary level Instructional coach added 	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 and implemented. School personnel regularly inform families of their children's learning progress.	<ul style="list-style-type: none"> •Survey results •Homework link on district and school website •List of varied activities and communications modes with families, e.g., info portal, online, newsletters, parent centers, academic nights, open house, eLearning days, large social media footprint •Calendar outlining when and how families are provided information on child's progress 	Level 3

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John R. Wooden Middle School

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 •Daily Success Class allows teachers time to get to know students more thoroughly •Survey results •Curriculum and activities of formal adult advocate structure •Master schedule with time for formal adult advocate structure •Positive reports home for each student. Google Sheet created to accomplish this step. Contract with Adult & Child services and after school YMCA Club Mid 	Level 3

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.	Teachers use common grading and reporting policies, processes, and procedures based on clearly defined criteria that represent each student's attainment of content knowledge and skills. These policies, processes, and procedures are implemented consistently across grade levels and courses. Stakeholders are aware of the policies, processes, and procedures. The policies, processes, and procedures are regularly evaluated.	<ul style="list-style-type: none"> •Evaluation process for grading and reporting practices •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 	Level 3

Indiana School Improvement Plan

John R. Wooden Middle School

Indicator	Statement or Question	Response	Evidence	Rating
3.11	All staff members participate in a continuous program of professional learning.	All staff members participate in a continuous program of professional learning that is aligned with the school's purpose and direction. Professional development is based on an assessment of the needs of the school. The program builds capacity among all professional and support staff. The program is <i>systematically evaluated for effectiveness</i> in improving instruction, student learning, and the conditions that support learning.	<ul style="list-style-type: none"> •Evaluation tools for professional learning •Survey results •Brief explanation of alignment between professional learning and identified needs •Through use of Google forms, PD is tracked and planned. "Tech Tuesdays" are offered monthly. 	Level 3

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"> •Survey results •List of learning support services and student population served by such services •Training and professional learning related to research on unique characteristics of learning •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.

With common assessments and progress monitoring through NWEA, APEX, Study Island, IXL, Indiana Online Academy and programs like Khan Academy, student needs are targeted and addressed. Teachers are better able to use the technology component for Tier 1 intervention opportunities and student enrichment opportunities in the regular classroom with fewer interruptions. The Parent Council is volunteering and in some cases filling in as an emergency substitute in the school as needed. Likewise, they are discussing more ways they can interact with students throughout the day, not just in the evenings or after school. This is a challenge that we need to find a solution for at this time. We need to embark on a systematic program where teachers visit their colleagues' classrooms to learn new techniques and strategies. We have asked our teachers to visit different classrooms. This is often called "Teacher Rounds."

Indiana School Improvement Plan

John R. Wooden Middle School

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: 3.1

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 describe how school leaders are to access, hire, place, and retain qualified professional and support staff. School leaders determine the number of personnel necessary to fill the roles and responsibilities necessary to support the school purpose, educational programs, and continuous improvement. Sustained fiscal resources are available to fund most 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 •Assessments of staffing needs •Documentation of highly qualified staff •Budget constraints sometimes limit the ability to offer certain programs or offerings with fidelity. 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.2	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.	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 •Alignment of budget with school purpose and direction •School calendar •Secondary level Instructional coach added 	Level 3

Indiana School Improvement Plan

John R. Wooden 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"> •Records of depreciation of equipment •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 •Safety committee responsibilities, meeting schedules, and minutes 	Level 4

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 the educational programs of the school. Qualified 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 •Data on media and information resources available to students and staff •District PR person has been a great asset for getting out consistent message and upgrading district/school websites •Large social media footprint 	Level 3

Indiana School Improvement Plan

John R. Wooden Middle School

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 	Level 3

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 implement a process to determine the physical, social, and emotional needs of each student in the school. School personnel provide or coordinate programs to meet the needs of students as necessary. Measures of program effectiveness are in place, and school personnel use the data from these measures to evaluate all programs. Improvement plans related to these programs are designed and implemented when needed to more effectively meet the needs of students.	<ul style="list-style-type: none"> •Student assessment system for identifying student needs •Agreements with school community agencies for student-family support •Survey results •Schedule of family services, e.g., parent classes, survival skills •Social classes and services, e.g., bullying, character education •List of support services available to students 	Level 3

Indiana School Improvement Plan

John R. Wooden Middle School

Indicator	Statement or Question	Response	Evidence	Rating
4.7	The school provides services that support 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"> •List of services available related to counseling, assessment, referral, educational, and career planning •Survey results •Budget for counseling, assessment, referral, educational and career planning •Description of IEP process •Description of referral process •After school opportunities are available for students. Martinsville Youth Development Center, The Haven Youth Center, The YMCA and the Adult and Child referral process ensure students have support and opportunities to get assistance and enrichment activities • Project Lead The Way Modules 	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.

Our strengths include the quantity and variety of resources we provide for students. We offer access to Adult and Child counseling services, IEP services, 504 services, after school study table, after school YMCA Club Mid program, and referrals to both medical and emotional health facilities. Likewise, we use a variety of data data points to ensure that no child's needs are left unmet. Furthermore, we feel that we are making great strides in technology with the one-to-one Chromebook roll-out. Our challenge is to identify the appropriate and necessary PD to enhance the use of the devices in the classroom to ensure student growth and success.

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: 3.2

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 consistently use a comprehensive 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 all classrooms and courses. All assessments are proven reliable and bias free. The system is regularly and systematically 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 •Survey results •Brief description of student assessment system including range of data produced from standardized and local assessments on student learning and school performance •Evidence that assessments are reliable and bias free •STAR, common assessments, NWEA, Study Island, APEX, IXL and ILEARN 	Level 4

Indiana School Improvement Plan

John R. Wooden Middle School

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	Some processes and procedures for collecting, analyzing, and applying learning from data sources are used by professional and support staff. Data sources include limited comparison and trend data about student learning, instruction, the effectiveness of programs, and organizational conditions. School personnel use data to design, implement, and evaluate continuous improvement plans and establish RTI grouping	<ul style="list-style-type: none"> •Survey results •Examples of use of data to design, implement, and evaluate continuous improvement plans and apply learning •Study Island, NWEA, AR and STAR Reading Assessment data 	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"> •Survey results •PD is occurring to address this issue. 	Level 2

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.	Policies and procedures describe a process for analyzing data that determine verifiable improvement in student learning, including readiness for and success at the next level. Results indicate improvement, and school personnel consistently 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"> •Student surveys •Agendas, minutes of PLC meetings related to analysis of data •Description of process for analyzing data to determine verifiable improvement in student learning •Evidence of student readiness for the next level •Evidence of student growth 	Level 4

Indiana School Improvement Plan

John R. Wooden Middle School

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"> •Minutes of board meetings regarding achievement of student learning goals •Survey results •Sample communications to stakeholders regarding student learning, conditions that support learning, and achievement of school improvement goals •Executive summaries of student learning reports to stakeholder groups 	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.

Our strength is the fact that we utilize various assessment pieces for gathering information, however, we feel that we do not do an adequate job of providing PD for our entire support staff in the use of data. We do feel that our special education department provides PD for special education aides, however, very little is designed around data collection and usage. It is the goal with the addition of “ Well Wednesdays” that this helps address these issues.

This past school year has seen improvement in the use of data to establish RTI groups based on High Priority Assessments created in department PLCs on Wednesdays. Student results allow for appropriate grouping and Exit Ticket post assessments. Continued PD is being done in department-wide PLCs to improve in these areas.

Student Performance Evaluation

Introduction

The Student Performance Evaluation provides an institution with a process to report summative student assessments. This evaluation is significant to the 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 evaluation should be used in the same manner by the institution as it engages in improvement planning.

Student Performance Data

ILEARN 2020-21 Results

The results from the 2020-21 ILEARN are the last state wide data point used to assess student performance. JWMS outperformed the state average in three of the four grade level assessments and were only two percentage points below the average in the other grade level. Likewise, JWMS outperformed the state average in all four assessments with SPED students. With the new baselines created, JWMS is poised to build on current performance levels and improve even more by focusing on individual growth relative to their specific data.

Overall Performance on the ILEARN test, by Subject, Grade: John R. Wooden Middle School, Spring 2022

English/Language Arts

Grade	Number of Students Tested	Percent Proficient
Grade 7	316	29%
Grade 8	323	41%

Mathematics

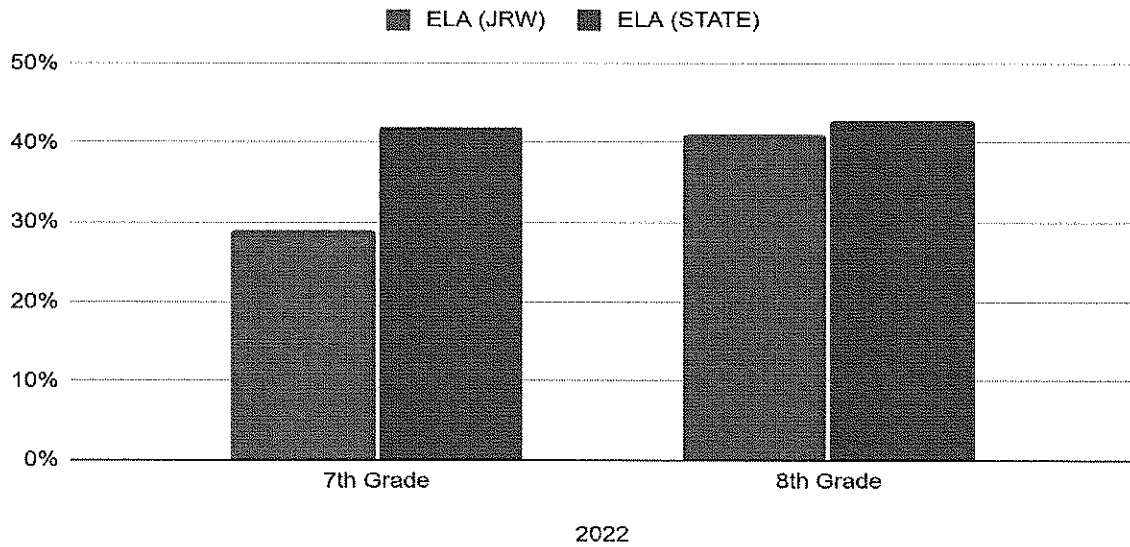
Grade	Number of Students Tested	Percent Proficient
Grade 7	319	24%
Grade 8	323	27%

2022	ELA (JRW)	ELA (STATE)
7th Grade	29%	42%
8th Grade	41%	43%
2022	Math (JRW)	Math (STATE)
7th Grade	24%	32%
8th Grade	27%	30%

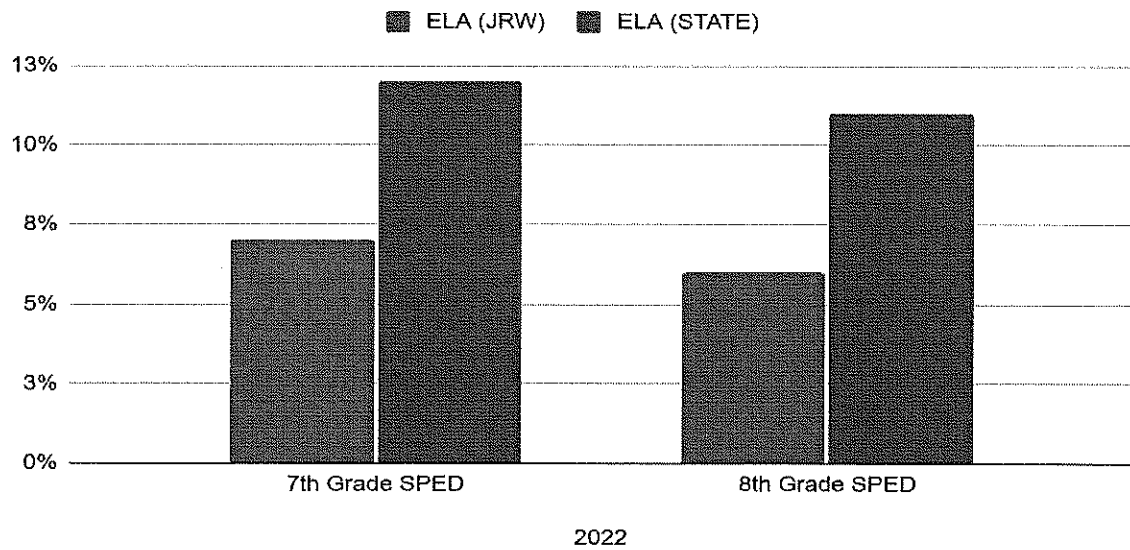
2022	ELA (JRW)	ELA (STATE)
7th Grade SPED	7%	12%
8th Grade SPED	6%	11%
2022	Math (JRW)	Math (STATE)
7th Grade SPED	3%	8%
8th Grade SPED	4%	7%

2022 ILEARN STATE ELA COMPARISON

ELA (JRW) and ELA (STATE) - All Students

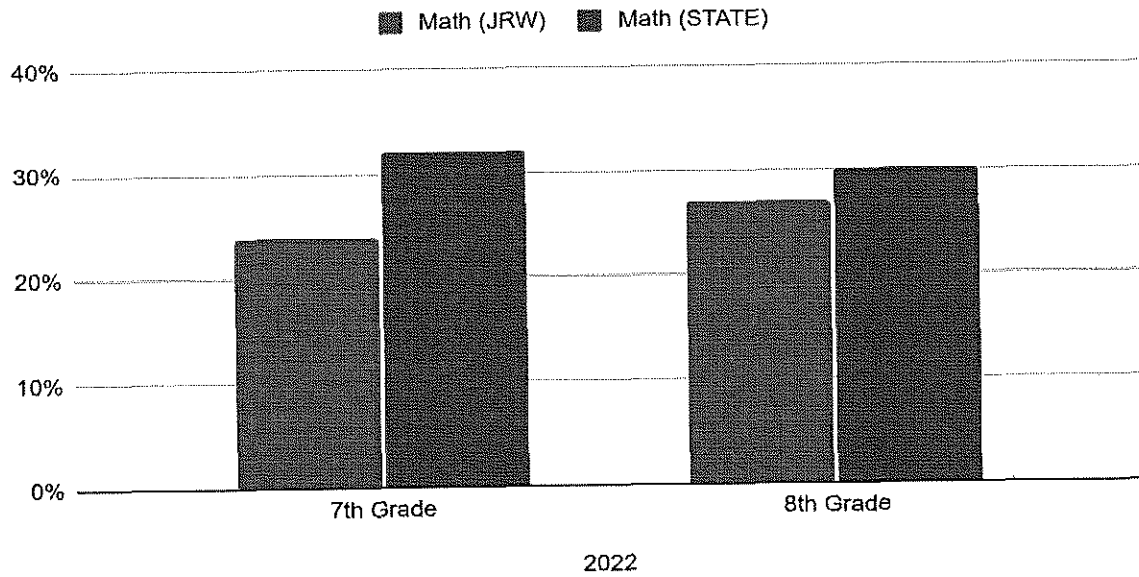


ELA (JRW) and ELA (STATE) - SPED Students

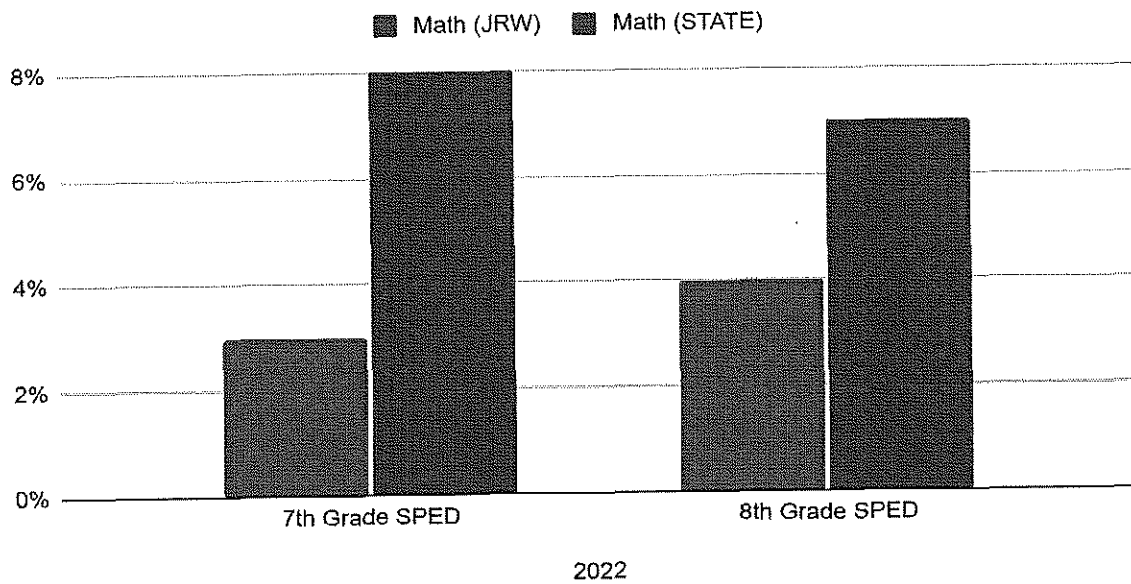


2022 ILEARN STATE Math COMPARISON

Math (JRW) and Math (STATE) - All Students



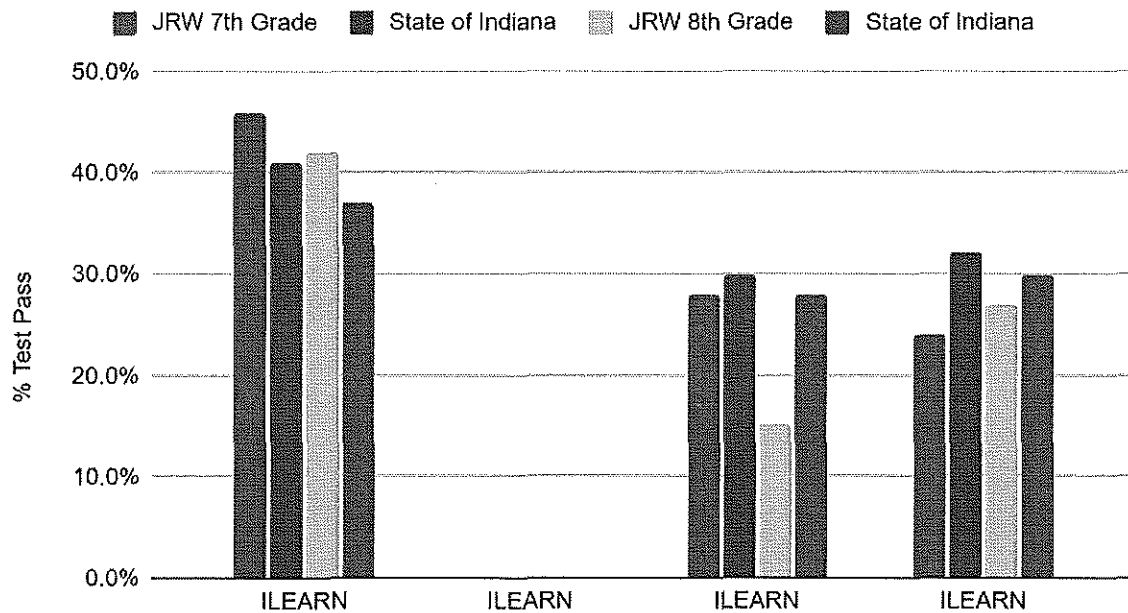
Math (JRW) and Math (STATE) - SPED Students



HISTORIC MATH STATE ASSESSMENT DATA

MATH	TEST Name	JRW 7th Grade	State of Indiana	JRW 8th Grade	State of Indiana
2018-19	ILEARN	46.0%	41.0%	42.0%	37.0%
2019-20	ILEARN	No Test	No Test	No Test	No Test
2020-21	ILEARN	28.0%	30.0%	15.0%	28.0%
2021-22	ILEARN	24.0%	32.0%	27.0%	30.0%

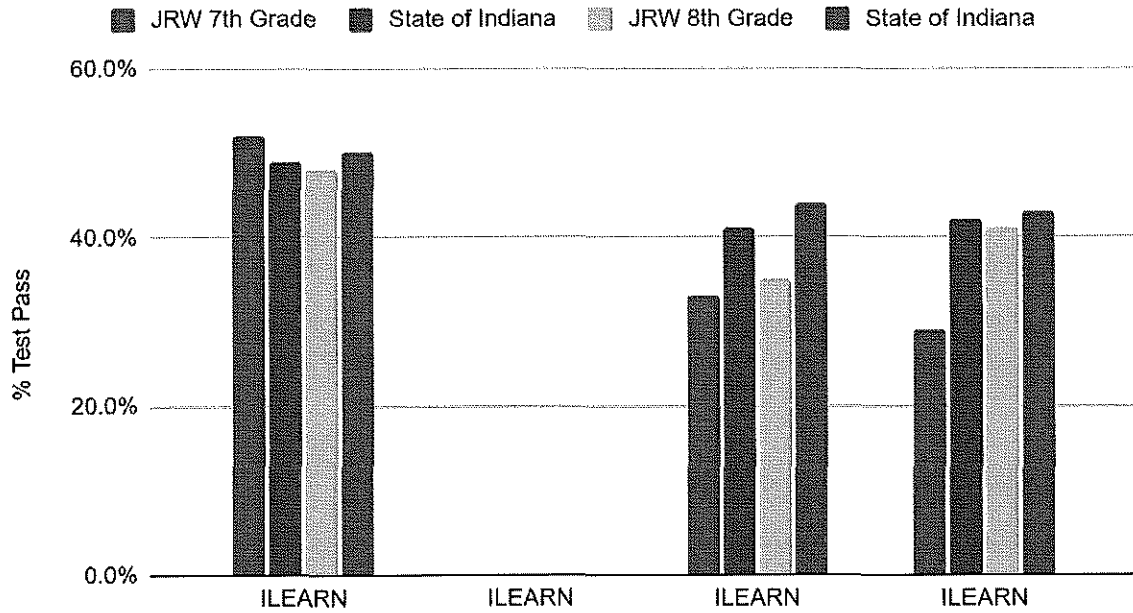
JRWMS vs State Math Test Results



HISTORIC ELA STATE ASSESSMENT DATA

ELA	TEST Name	JRW 7th Grade	State of Indiana	JRW 8th Grade	State of Indiana
2018-19	ILEARN	52.0%	49.0%	48.0%	50.0%
2019-20	ILEARN	No Test	No Test	No Test	No Test
2020-21	ILEARN	33.0%	41.0%	35.0%	44.0%
2021-22	ILEARN	29.0%	42.0%	41.0%	43.0%

JRWMS vs. State ELA Test Results



Areas of Notable Achievement

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

Our school goal in 2022 was to move our point totals in all grades and subjects tested 4 to 7 percentage points. We felt that after the Covid year, we had low scores that just needed to start trending upwards again. For example, 8th grade math was at 15% after the 2021 ILearn test window, during this past 2022 testing window we moved that number to 27%. While we didn't improve in all grades and subjects, our goal was to increase point totals, which we did in 8th grade math and 8th grade ELA.

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

8th grade math was extremely low on the 2020-21 Ilearn test at 15%. This past testing window in 2022, our 8th grade scores shot up to 27%. This 12% increase is a positive trend in performance moving into this school year and something we hope to continue. .

Which area(s) indicate the overall highest performance?

Our school's 8th grade ELA scores still show the overall highest performance for our school at 41%. The biggest eye opener for us was our jump in 8th grade math from 15% to 27%.

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

Our SPED scores show the highest chance of increasing for this upcoming 2023 test window. Once again the scoring group of 8th grade math is showing the greatest trend towards increasing moving from 15% to 27% over the last two testing cycles.

Between which subgroups is the achievement gap closing?

The achievement gap is closing in 8th grade math and ela for John R. Wooden Middle School. The gap decreases from a 9% gap in 2021 to 2% gap in 2022 for 8th grade ELA. The gap also decreases from 13% in 2021 to 3% in 2022 for 8th grade math.

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

The other major summative assessment that we use in our district to measure student achievement is the NWEA assessment. When looking at our data on NWEA we see that it is somewhat reflective of what we see on ILearn. This test shows that there are gaps in all of our 7th and 8th grade math and ELA areas that need to be addressed and improved. A task we continue to evaluate and work on.

Areas in Need of Improvement

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

The areas that we view as below expected levels of performance are our 7th grade math and ELA ILearn scores. While all grades and subjects are below the state average, which we look to match as well, we would like to greatly increase these 7th grade areas.

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

While all areas are considered somewhat of a negative trend in performance for us since they were below state averages, 7th grade math and ELA are our two lowest trends. Both 7th grade math and ELA show downward trends in their scoring on ILearn.

Which area(s) indicate the overall lowest performance?

Based on 2022 ILEARN data, 7th grade Math was our lowest score at 24%. 7th and 8th grade SPED ELA and Math came in significantly below the state average as well.

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

Both 7th grade math and ELA showed trends towards decreasing performance. In 7th grade math the percentages went down from 28% to 24%. In 7th grade math the percentages decreased from 33% to 29%.

Between which subgroups is the achievement gap becoming greater?

When using the state ILearn averages as a gauge, the two areas where achievement gaps become greater are 7th grade math and ELA. In 2020-21, 7th grade ELA had a difference of 8% (JRW 33% and State 41%) between school and state averages. In 2021-22, 7th grade ELA had grown to a difference of 13% (JRW 29% and State 42%) between school and state averages. When looking at our math differences, we saw changes of 2020-21 of 2% (JRW 28% and State 30%) to 2021-22 of 8% (JRW 24% and State 32%).

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

The other major summative assessment that we use in our district to measure student achievement is the NWEA assessment. When looking at our data on NWEA we see that it is somewhat reflective of what we see on ILearn. This test shows that there are gaps in all of our 7th and 8th grade math and ELA areas that need to be addressed and improved. A task we continue to evaluate and work on.

Indiana School Improvement Plan

John R. Wooden Middle School

IMPROVEMENT GOALS

Goal 1: Increase 7th and 8th grade ELA proficiency rate on ILEARN assessment

Measurable Objective 1: Demonstrate student proficiency (pass rate). Increase student proficiency on 7th and 8th grade ELA and Math performance by May 2023, as measured by ILEARN assessment.

Strategy 1: NWEA Assessment - Take the NWEA assessment two times this school year, Fall and Winter windows. This is to be completed before the last portion of the state exam is given. Create an individual "Learning Path" for each student to address their academic needs in the classroom by utilizing the Study Island program. Research Cited: NWEA National success rate for improving student academic success. Evidence of success: Use the data from each successive test along with the results from Study Island progress for each student.

Activity - Study Island	Activity Type	Begin Date	End Date	Resource Assigned	Funding Source	Staff Responsible
Study Island is a leading academic software provider of standards-based assessment, instruction, and test preparation e-learning programs.	Academic Support Program	8/10/2022	5/25/2023	0	District	All

Goal 2: Receive full credit for student growth (100) for both 7th and 8th grade ELA and Math as determined by the state on the ILEARN assessment.

Measurable Objective 1: Demonstrate high student growth as set by state DOE. Increased student growth rate on 7th and 8th grade ELA and Math performance by May 2023, as measured by ILEARN assessment.

Strategy 1: NWEA Assessment - Take the NWEA assessment three times this school year. Fall, winter and spring. This is to be completed before the last portion of the state exam is given. Create an individual "Learning Path" for each student to address their academic needs in the classroom by utilizing the Study Island program. Research Cited: NWEA National success rate for improving student academic success. Evidence of success: Use the data from each successive test along with the results from Study Island progress for each student.

Indiana School Improvement Plan

John R. Wooden Middle School

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.