



Continuous School Improvement Plan
White River Elementary
2022-2025



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Section I: School Profile

Vision, Mission, and Commitments:

All Noblesville's schools share a common Mission, Vision, Commitments, and Framework for Learning. These foundation documents collectively define who we are, communicate what we value, guide our work, and drive our decisions as an individual school and district. They are aligned and mutually reinforcing to ensure development of the whole child and the highest levels of academic growth and achievement.

Our mission describes the everyday experiences we provide to our students, staff, and school community: *Noblesville Schools creates an inclusive, learner-centered culture that develops future-ready skills through relevant experiences supported by strong relationships that celebrate diversity and promote equity among students, staff, parents, and the community.*

Our vision describes a future we desire for our students, staff, and school community. We believe that living our mission daily will help us to accomplish this desired future: *We are engaged in intellectual pursuits, inspired to challenge the present, and empowered to adapt, innovate, and succeed today and tomorrow.*

Our commitments describe the behaviors we believe are necessary to live our mission and accomplish our vision. Noblesville Schools is committed to:

- *Teaching students to think critically, engage in dialogue, listen, consider multiple perspectives, use their voice, and value the humanity of others.*
- *Promoting equity, access, participation, and honoring the rights of all students, staff and families through our policies, procedures, and practices.*
- *Responding to and meeting the unique needs of students, staff and families.*
- *Cultivating trust, valuing dignity, empathy, and respect for students, staff, and families through words and actions.*
- *Engaging in ongoing, relevant, equity-centered professional development to create more equitable opportunities for all.*
- *Recruiting, supporting, retaining, and continually developing a culturally competent staff.*

Framework for Learning:

This Framework for Learning establishes the overall and expected organization of curriculum, instruction, assessment, and learning environments within every school and classroom in the district. All practices, professional development, and allocation of resources will directly support and promote the elements of this framework to facilitate the highest levels of academic growth and achievement.

Learning Centered and Collaborative Culture: *Professional Learning Communities facilitate a focus on learning, a collaborative culture, and results orientation. These collaborative teams provide the structure through which the guaranteed and viable curriculum, meaningful learning experiences, and purposeful assessment and reflection are implemented, monitored, and adjusted to facilitate continuous improvement, student learning, and growth and development of the whole child.*

Meaningful Student Learning Experiences: *Meaningful student learning experiences are facilitated through consistent and effective application of clear standards of professional practice and high quality strategies for teaching, leadership, and professionalism. These standards and strategies are commonly defined through our Professional Growth and Evaluation Program, which establishes expectations for all Noblesville Schools educators, include students as active participants in their learning, and provide all students the access and opportunity to meet and exceed their potential.*

Thoughtfully Designed Curriculum: *Guaranteed curriculum in Noblesville Schools is the path of learning for a yearlong course or grade level content area, designed based on Indiana Academic Standards, by collaborative teacher teams, to achieve student learning of specific academic skills and concepts. The curriculum stems from Indiana Academic Standards and is guided by a backwards design process to create meaningful units of learning for students. Each school ensures that the necessary time is available and protected so all students have the opportunity to learn the guaranteed curriculum.*

Purposeful Assessment and Reflection: *Formal and informal assessments are designed to measure desired learning results established through the guaranteed and viable curriculum. These assessment results are used to provide feedback, facilitate student*

reflection and goal setting, monitor progress, and inform instructional planning. This purposeful assessment and reflection promotes a collaborative and results-oriented culture focused on student learning and growth.

Description of the Curriculum:

Curriculum in Noblesville Schools is the path of learning for a yearlong course or grade level content area, designed based on Indiana Academic Standards, by collaborative teacher teams, to achieve student learning of specific academic skills and concepts. The curriculum stems from Indiana Academic Standards and is guided by a backwards design process to create meaningful units of learning for students. Certified teachers at Noblesville Schools examine the Indiana Academic Standards, use a framework to plan units, and then deliver instruction with curriculum materials that support the standards. The [curriculum section of the Noblesville Schools' website](#) provides the public information and resources regarding curriculum materials, including instructions for parents to enroll as observers through our Canvas learning management system to access the most up-to-date curriculum content for their child. [This step-by-step guide](#), available in Spanish, is also available to assist parents in this process. Specific details regarding the elementary and secondary curriculum are provided below.

The elementary curriculum includes Reveal Math, Units of Study in Reading and Writing by Teachers College Reading and Writing Project Staff, Units of Study in Phonics (Grades K-2) by Teachers College Reading and Writing Project Staff, Heggerty Phonemic Awareness Curriculum (Grades K-2) by Literacy Resources, LLC, and Fountas & Pinnell Word Study System (Grades 3-5) by Heinemann. Second Step is used as the elementary curriculum for directly teaching students appropriate problem solving and emotion management skills for school. In addition, students engage in daily related arts programming (art, music, computer technology, physical education, and STEAM). The [curriculum section of the Noblesville Schools' website](#) offers resources and curricular materials for the public to review, and also provides information encouraging parents/guardians to enroll as Parent Observers in the learning management system of Canvas for the most up-to-date information about the curricular content in their child's current course schedule. Several options are included for assistance in enrollment, such as [this step-by-step guide](#), and all information is available in Spanish as well.

Name/Description of Assessments in Addition to ILEARN:

- **WIDA ACCESS** – A state assessment for English language learner students in Kindergarten through grade 12 that measures a student’s current level of English proficiency and is also used for accountability purposes.
- **NWEA MAP Growth** – A nationally-normed, computer-adaptive assessment for measuring achievement and growth in Kindergarten through grade 8 in math and reading.
- **Indiana SAT** – A college entrance exam used by colleges and universities to make admissions decisions. The SAT measures a high school student’s readiness for college based on their performance in math, evidence-based reading, and writing. The SAT is now used as a high school accountability assessment administered in grade 11.
- **IREAD-3** – A state assessment that measures foundational reading standards at grade 3 and meets the requirements of state law (House Enrolled Act 1367).
- **NWEA MAP Fluency Dyslexia Screener** – A universal screener that measures foundational reading skills and meets the requirements of Indiana law (SB 217).

Involving Teachers in Student Achievement Decision Making (SWP Component #8):

Teachers are provided time each week in collaborative teams to review data (common formative assessments as well as local and state assessments) to make decisions in instruction. Teachers are included in decision-making on a regular basis through the PLC process as well as included in reviewing data to inform school wide goals and decisions.

Through the data collected, NWEA, and student performance, staff provide and create grade level specific plans to meet the needs of those struggling and those that need enrichment in academic specific areas. Responsive instruction utilizes a three tiered model. Staff documents each student’s response to core instruction and instructional interventions. In this process, teachers identify and request assistance for students who are not responding to the core literacy curriculum. Instruction is investigated in three tiers – instruction for the whole group – strategic intervention for those students who did not master the material in core program – and intensive individualized instruction for any student in which Tiers 1 and 2 were not successful.

Section II: Description of Current Educational Programming and Learning Environment

Maintaining a Safe and Disciplined Learning Environment for All Students and Staff:

Noblesville Schools provides a safe and disciplined learning environment for all students and teachers. Each school's handbook is provided annually to parents, available on the district's website, and clearly defines the guidelines and expectations for students and families. Noblesville Schools uses positive behavior supports and restorative practices to promote and maintain a safe and positive learning environment. Schools regularly collect and analyze students' behavior and attendance data as well as surveys regarding the school environment.

Noblesville Schools uses a tiered approach to academics and behavior called Multi-Tiered System of Supports to ensure all students achieve their highest potential. This structure provides the necessary instruction and support for all students to achieve their academic, social, emotional and behavior goals. Noblesville Schools staff utilizes a variety of data in order to identify and assist students needing additional instruction and/or supports. These data include, but are not limited to, grades, NWEA assessments, attendance, standardized scores, Panorama, and discipline reports.

If a student is having difficulty academically, socially, or behaviorally, school personnel work to assist the student with skills that will help them improve the skills not yet mastered. As supplemental supports become more intense, results are used to make decisions about the need for further research-based instruction and possible educational evaluation for special education services. Noblesville Schools places an emphasis on early identification through universal screenings, supplemental supports and self-advocacy supports for student learning.

Addressing the Learning Needs of all Students, Including Exceptional Learners (SWP Component #9):

Noblesville Schools operates as a Professional Learning Community (PLC). Staff are organized into high performing collaborative teams that meet regularly to focus on student learning. We believe that a team is a group of people working *interdependently* to achieve a *common goal*, for which members are held *mutually accountable*.

Collaborative teams are fundamental to operating successfully as a PLC and include all teachers and staff in a school community. (DuFour, DuFour, Eaker, & Many, 2006. *Learning By Doing: A Handbook for Professional Learning Communities at Work*. Bloomington, IN: Solution Tree). Collaborative teams work together to continuously improve student learning and success by addressing the four questions of a PLC:

1. What do we want students to learn?
2. How will we know if they've learned it?
3. What will we do if they haven't learned it?
4. What will we do if they already know it?

Noblesville Schools also uses a tiered approach called Multi-Tiered System of Supports (MTSS) to ensure all students achieve their highest potential. This structure provides the necessary instruction and supports needed to allow all students to achieve their academic, social, emotional and behavior goals. School staff utilize a variety of data sources to identify and assist students needing additional instruction and/or support. These data sources include, but are not limited to, standardized assessment scores, NWEA scores, locally-developed assessment scores, student grades, attendance, social and emotional data, and discipline reports. Noblesville Schools believes that children do well when they can. If a student is having difficulty academically, socially, emotionally, or behaviorally, school personnel work to assist the student with skills that will help them improve the skills not yet mastered. As supplemental supports become more intense, results are used to make decisions about the need for further evidence-based instruction and possible educational evaluation for special education services. Noblesville Schools places an emphasis on early identification through universal screenings, supplemental support, and self-advocacy support for student learning. Noblesville Schools provides high ability program services for students who have been identified as performing at high levels academically, aptitudinally, and/or through exceptional gifts, talents, motivations, or interests. Therefore, Noblesville Schools acts to identify and challenge students through

enriched and accelerated curricula. Students may be identified as high ability in math, English/language arts, or both.

Implementation of Schoolwide Reform Strategies (SWP Component #2):

District curriculum maps are based on the Indiana Academic Standards.

The district requires a workshop model approach to instruction that is student-centered and focused on inquiry. Instruction is differentiated based on individual student needs. The creation of Reading and Writing Units of Study and implementation of the workshop model engages students in authentic reading and writing practice and transfer throughout the day.

Teachers utilize the district approved curriculum, Reveal Math. Practice, remediation, and enrichment strategies support math instruction based on individual student needs. In addition, implementation of instruction that supports computation and problem-solving is an area of focus for improvement.

Based on formative and summative assessment data, reading comprehension, writing applications, and math reasoning will continue to be school improvement goals for the school. White River will continue to closely monitor individual student data, especially in EL, socio-economic and special education subgroups, in order to be as intentional as possible with core and supplemental instruction. A multi-tiered system of support (MTSS) is implemented district wide and is used to monitor student academic and behavioral needs. Grade level and a building based team provides collaborative instructional strategy ideas to staff. Data is monitored to intensify supplemental supports and strategies used, if students are not making growth, the building based team helps decide whether to move toward special education testing. Parents are communicated with throughout this progression of support.

22.2% of students are served by an Individual Education Plan. White River also serves approximately 50 students in reading remediation in grades K-5 through Title I services, a federally funded program. Title I services can include guided reading, Leveled Literacy Intervention, Road to the Code, Road to Reading, SRA, Orton Gillingham, and other skill specific interventions based on individual student needs. Supplemental supports are supported through Title one and the MTSS process. High ability students receive rigorous and advanced instruction in language arts and/or mathematics. Students qualify for high ability programming through a district-wide process that includes several measures of

achievement and assessments for high ability potential. Instruction in kindergarten and first grade is provided through differentiation within the classroom. Beginning in second grade, students may be placed in a high ability cohort for advanced math. The high ability program in grades K through five is known as FOCUS (Flexible Opportunities to Challenge US).

In the 2023–24 school year, staff will focus on closely monitoring the outcomes of MTSS efforts through reading level, NWEA data, and other progress monitoring data. It is important that the achievement gap is closed as early as possible. Staff will monitor effectiveness and adjust teaching practices to achieve such outcomes early in students' school years.

Parental Participation:

Parent participation is a key component to success at White River Elementary. Parent communication is ongoing throughout the summer months and the school year begins with a Meet the Teacher Night. During this event, teachers share classroom expectations, remediation opportunities, and other important class information. White River Elementary School has an active Parent Teacher Organization. Parents with students enrolled in our school are automatically a member of this group. Parents are encouraged to volunteer at our school. Our volunteers chaperone field trips, facilitate small groups in classrooms, assist teachers in preparing instructional materials, working in the media center, serving on district-wide committees, and serving on the PTO board. The district communicates with families in multiple ways. The school's website keeps families informed about activities at the school.

Communication: school newsletters, classroom newsletters, ParentSquare and additional communication with information on classroom and curricular goals as well as ideas to support their children with learning.

Strategies to Increase Parental Involvement (SWP Component #6):

- Variety of days and times for general PTO meetings
- Including students in general PTO meetings
- Family events (Family Tailgate, Grand Eagle Day, Literacy Events, Fun Run)
- School events during the school day as well as after school

- Frequent communication on social media platforms
- Eagle of the Week parent communication
- School videos shared to support well-being, literacy, and math
- Parent Workshops
- Parent MTSS and IEP participation
- One School, One Book year long initiative to foster a love of reading community
- Going Places Initiative: staff creating events in neighborhoods throughout the 23-24 school year
- After School Tutoring for all students K-5
- PTO review of the SIP

Coordinate Technology Initiatives:

All Noblesville schools coordinate technology initiatives under the guidance of the [District Technology Plan](#). This plan is developed in collaboration with stakeholders from across the school community. Representatives from each school should work in conjunction with district leadership to ensure that the plan reflects the individual needs of each school.

Building level professional learning should include formal and informal opportunities for educators to build confidence and competence to design learning experiences that promote creativity and active learning through the integration of digital curricular resources and tools.

Career Awareness and Career Development Education Curriculum:

Noblesville Schools recognizes that each student, regardless of background, has unique abilities, skills, interests and goals, which will lead to future career pathways. Preparing all students for future career pathways begins in elementary school and spans through high school graduation. Noblesville Schools' career awareness and career development education curriculum is comprehensive in scope, developmental in nature and is focused on preparing our students for the ever-changing needs of today's workforce. The learning progression focuses on self-concept and awareness, career awareness and exploration, acquiring [employability skills](#), career preparing and planning. Elementary students begin their journey through self-concept and career awareness activities and lessons. In middle school, students continue to explore the world of work and further identify their interests,

abilities, specific career clusters and postsecondary plans. As students enter high school, career exploration continues and preparing and planning becomes a priority as students near graduation.

List of Statutes and Rules to be Suspended from Operation:

There are no statutes and/or rules to be suspended from operation.

Coordination and Integration of Funds (SWP Component #10):

Noblesville Schools district leadership work collaboratively to ensure all funding is aligned to stated goals and meet the needs of our students. The district leadership team includes the Superintendent, CFO, Assistant Superintendent, and all grant administrators. This collaboration allows our funding to be used effectively. While White River Elementary has chosen to coordinate the program efforts, we will not consolidate program funds at this time. Therefore, White River Elementary will ensure that all Title I, Part A funds are used to address specific educational needs of children as well as identify goals as outlined in the schoolwide plan. Additionally, all children are allowed to participate in activities funded by Title I, Part A funds aligned with the schoolwide plan.

Plans for Assisting Pre-School Children Transitioning to School (SWP Component #7):

Noblesville Schools has a rich tradition of supporting early learning experiences as well as transitions from early childhood programs to elementary school settings. Each year on-site registration opportunities are offered to families with children in Head Start, Early Childhood and Little Millers. Child-find efforts to identify students in need of developmental preschool services are extensive. Special care is given to the transition of students from developmental preschool to elementary school including planning meetings with families and representatives from early childhood and the receiving elementary school.

Strategies to Attract Effective Teachers (SWP Component #5):

Noblesville Schools has developed a plan to attract and retain high-quality teachers in each building. Strategies to attract HQ new teachers include the following:

- Maintain competitive salaries and benefits

- Advertise open positions through a variety of platforms
- Implementat New Education Induction Program
- Partner with local universities providing teacher preparation programs
- Implement “Grow our Own” program where we are keeping in contact with Noblesville School graduates who completed our cadet teaching program and are going on to college in the area of Education
- Nurture a positive school atmosphere where employees want to work
- Utilize supportive and highly involved Parent Teacher Organizations to assist with recognition of all staff members
- Provide information about the schools’ professional learning communities, high quality professional development and school leadership opportunities.
- Attend university recruitment day’s at local universities
- Collaborate with university student-teaching programs

Strategies to Support Teacher Retention

- New Educator Induction and Mentoring Program
- Book Study Groups
- Laptops, and document cameras into every classroom supporting the district technology goals
- High quality professional development opportunities with choice when appropriate to drive individual teacher learning
- Instructional coaches support teachers individual instructional goals
- Teacher appreciation days provided by administration and parent groups
- Development of a school wide vision and motto to unify staff, students, parents, and other members of the school community.
- Data meetings with administration to celebrate academic success.
- Social committee’s organization of staff celebrations, gatherings, and special events.

Employ Effective Teachers (SWP Component #3):

Name	Assignment	Qualifications	Housing
Angela Brewer	EL Instructor	<ul style="list-style-type: none"> ● Master 	Educational Services Center

		<ul style="list-style-type: none"> • Teacher of English Learners • Elementary Generalist 	
Asheley Harris	Instructional Coach	<ul style="list-style-type: none"> • Master • Math Specialist • Elementary / Intermediate Generalist • Elementary/ Primary Generalist 	Educational Services Center
Bess Dougherty	Music	<ul style="list-style-type: none"> • Master • Instrumental and General Music • Vocal and General Music 	Educational Services Center
Beth Hewitt	Physical Education	<ul style="list-style-type: none"> • Bachelor • Coaching • Health and Safety • Physical Education 	Educational Services Center
Bo Davidson	Third Grade	<ul style="list-style-type: none"> • Bachelor • Elementary Generalist 	Educational Services Center
Bonnie Hadley	Second Grade	<ul style="list-style-type: none"> • Master • General Elementary 	Educational Services Center
Brandy Baldwin	ED Resource	<ul style="list-style-type: none"> • Master • General Elementary • Learning Disabled 	Educational Services Center
Calie VanDermark	Principal	<ul style="list-style-type: none"> • Master Building Level Administrator • Elementary Generalist • Reading 	Educational Services Center
Danielle Meeks	Resource	<ul style="list-style-type: none"> • Master • Mild Intervention • Elementary / Intermediate Generalist • Elementary/ Primary Generalist 	Educational Services Center
Ginger Jimenez	Assistant Principal	<ul style="list-style-type: none"> • Master Building Level 	Educational Services Center

		<ul style="list-style-type: none"> Administrator • Elementary / Intermediate Generalist • Elementary/ Primary Generalist 	
Heidi Selking	Third Grade	<ul style="list-style-type: none"> • Master • Elementary/ Intermediate Generalist • Elementary/ Primary Generalist 	Educational Services Center
Indra Blue	Special Education	<ul style="list-style-type: none"> • Bachelor • Elementary / Intermediate Generalist • Elementary/ Primary Generalist • Mild Intervention 	Educational Services Center
Jamie Harris	Media Center Specialist	<ul style="list-style-type: none"> • Master • General Elementary 	Educational Services Center
Jamie Weiss	Fifth Grade	<ul style="list-style-type: none"> • Master • Elementary/ Intermediate Generalist • Elementary/ Primary Generalist • Reading 	Educational Services Center
Janel McGraw	First Grade	<ul style="list-style-type: none"> • Bachelor • Elementary/ Intermediate Generalist • Elementary/ Primary Generalist • Mild Intervention 	Educational Services Center
Jen Clark	Second Grade	<ul style="list-style-type: none"> • Bachelor • Kindergarten • General Elementary • Reading 	Educational Services Center
Jennifer Shellabarger	Art	<ul style="list-style-type: none"> • Bachelor • Visual Arts 	
Jill Crampton	SLP	<ul style="list-style-type: none"> • Master 	Educational Services Center

		<ul style="list-style-type: none"> • Communications Disorders 	
Jill Almodovar	Kindergarten	<ul style="list-style-type: none"> • Master • General Elementary 	Educational Services Center
Julie Gunning	Second Grade	<ul style="list-style-type: none"> • Master • Library/Media • General Elementary 	Educational Services Center
Julie Williams	Counselor	<ul style="list-style-type: none"> • Master • School Counselor 	Educational Services Center
Kaley Billick	Counselor	<ul style="list-style-type: none"> • Master • School Counselor 	Educational Services Center
Katie Schlegel	Third Grade	<ul style="list-style-type: none"> • Bachelor • Elementary Generalist 	Educational Services Center
Katie Pochatko	Fourth Grade	<ul style="list-style-type: none"> • Bachelor • Elementary Generalist 	Educational Services Center
Katie Walker	Kindergarten	<ul style="list-style-type: none"> • Bachelor • Elementary Generalist 	Educational Services Center
Karen Wright	Fifth Grade	<ul style="list-style-type: none"> • Master • General Elementary 	Educational Services Center
Kayleigh Calvo	First Grade	<ul style="list-style-type: none"> • Bachelor • Elementary Generalist • Teacher of English Learners 	Educational Services Center
Kendall Marshall	Kindergarten	<ul style="list-style-type: none"> • Bachelor • Elementary/ Intermediate Generalist • Elementary/ Primary Generalist 	Educational Services Center
Kim Crist	First Grade	<ul style="list-style-type: none"> • Master • General Elementary 	Educational Services Center
Khristopher Andalon	EL Collaborative Teacher	<ul style="list-style-type: none"> • Master • Mild Intervention • Teacher of English Learner 	Educational Services Center

Kourtney Goodman	Learning Specialist	<ul style="list-style-type: none"> • Bachelor • Elementary / Intermediate Generalist • Elementary/ Primary Generalist • Mild Intervention 	Educational Services Center
Kristin Bachman	Third Grade	<ul style="list-style-type: none"> • Master • General Elementary • Gifted and Talented 	Educational Services Center
Lauren Gebolys	Resource	<ul style="list-style-type: none"> • Master • Elementary Primary • Elementary Intermediate • Reading • Mild Intervention 	Educational Services Center
Maddie Pence	Fourth Grade	<ul style="list-style-type: none"> • Bachelor • Elementary Generalist 	Educational Services Center
Megan Harding	EL Collaborative	<ul style="list-style-type: none"> • Bachelor • Early Childhood Education • Elementary Generalist • Mathematics • Teachers of English Learners 	Educational Services Center
Megan Thomas	Social Worker	<ul style="list-style-type: none"> • Master • School Social Worker 	Educational Services Center
Melissa Campbell	Second Grade	<ul style="list-style-type: none"> • Master • Elementary/ Primary Generalist • Elementary / Intermediate Generalist 	Educational Services Center
Michelle LePere	Fifth Grade	<ul style="list-style-type: none"> • Master • General Elementary 	Educational Services Center
Mindy Carter	First Grade	<ul style="list-style-type: none"> • Master • General Elementary 	Educational Services Center
Natalie Case	Early Childhood Teacher	<ul style="list-style-type: none"> • Bachelor • Physically Handicapped • Severe Disabilities 	Educational Services Center

Natalie Tanchon	Kindergarten	<ul style="list-style-type: none"> • Bachelor • Elementary Generalist 	Educational Services Center
Nicole Walters	Fifth Grade	<ul style="list-style-type: none"> • Master • Elementary / Intermediate Generalist • Elementary/ Primary Generalist • Mathematics • Reading Primary/Intermediate 	Educational Services Center
Regan Rose	Fourth Grade	<ul style="list-style-type: none"> • Bachelor • Elementary Generalist 	Educational Services Center
Rene Caldwell	Fourth Grade	<ul style="list-style-type: none"> • Master • English as a New Language • Elementary Generalist 	Educational Services Center
Renee Reks	Fifth Grade	<ul style="list-style-type: none"> • Bachelor • General Elementary • Language Arts • Mathematics • Science • Social Studies 	Educational Services Center
Sara Smith	Third Grade	<ul style="list-style-type: none"> • Bachelor • Elementary Generalist 	Educational Services Center
Sara Welsh	Second Grade	<ul style="list-style-type: none"> • Bachelor • Elementary / Intermediate Generalist • Elementary/ Primary Generalist • High Ability Education 	Educational Services Center
Stephanie Potter	First Grade	<ul style="list-style-type: none"> • Master • Kindergarten • General Elementary 	Educational Services Center
Susan Higginbotham	Resource	<ul style="list-style-type: none"> • Master • General Elementary 	Educational Services Center
Traci Millikan		<ul style="list-style-type: none"> • Master • General Elementary 	Educational Services Center

		<ul style="list-style-type: none"> • Computer 	
Veronika Laymon	Kindergarten	<ul style="list-style-type: none"> • Bachelor • Elementary Generalist • Mild Intervention 	Educational Services Center
Abbi Yiesla	STEAM Para	Transcripts showing at least two years or more of college	Transcripts showing at least two years or more of college
Andrea Wilburn	Instructional Assistant	Transcripts showing at least two years or more of college	Educational Services Center
David LaFollette	Technology Para	Transcripts showing at least two years or more of college	Educational Services Center
Jonie Jessup	Media Technical Assistant	Transcripts showing at least two years or more of college	Educational Services Center
Karen Hampton	Instructional Assistant	Bachelor	Educational Services Center
Nathali Carrasquero	Instructional Assistant	Transcripts showing at least two years or more of college	Educational Services Center
Stacia Kirkhoff	Instructional Assistant	Transcripts showing at least two years or more of college	Educational Services Center

Section III: Summary of Data

Annual Performance Report:

Student ELA Achievement Results

State Assessments	2020-2021			2021-2022			2022-2023		
ILEARN ELA Overall Proficient	School	District	State	School	District	State	School	District	State
Overall	36.6	53.8	40.5	37.8	55.2	41.2	47.8	56.7	40.7
Paid Meals	47.4	60.2	54.0	45.8	61.8	53.2	59.3	63.5	53.5
Free/Reduced Price Meals	16.5	33.1	25.9	26.3	34.4	27.0	29.6	36.5	27.2
General Education	42.0	60.5	45.6	42.1	61.7	46.9	53.9	63.1	46.2
Special Education	8.3	18.1	12.9	18.4	22.2	13.4	25.7	24.5	13.1
Non-English Language Learner	39.9	56.2	42.9	41.2	57.6	43.8	52.6	59.5	43.2
English Language Learner	6.9	9.8	11.7	14.7	14.9	13.9	10.8	11.2	13.0
Asian	60.0	65.5	56.7	42.9	60.3	56.7	58.3	63.3	54.9
Black	15.8	28.3	17.4	25.0	34.5	19.1	40.7	35.3	19.7
Hispanic	26.7	33.4	27.3	30.6	37.1	28.1	23.4	33.7	27.1
Multiracial	***	44.4	36.4	***	41.4	36.8	36.4	49.3	37.1
White	38.8	57.3	47.1	41.0	59.0	48.0	53.8	61.2	47.5
IREAD3 Overall Proficient	School	District	State	School	District	State	School	District	State
Overall	88.3	89.8	81.2	86.2	91.0	81.6			

*District and State results are grades 3-8 combined ***Less than 10 students in the group. Results have been suppressed to protect student privacy

Local Assessments	2020-2021		2021-2022		2022-2023	
	Fall	Winter	Fall	Winter	Fall	Winter
NWEA MAP Growth Reading						
Achievement (% At or Above Avg)	68.9	68.0	67.1	67.1	68.6	70.9
% of Students Who Met or Exceeded Their Projected RIT (Fa-Wi)*		50.5		51.1		56.6
% of Students Who Met or Exceeded Their Projected RIT (Wi-Wi)*		49.9		59.9		63.7

Achievement: Based on percentage of students in the average, high average, and high achievement percentile quintiles (41st percentile and above).

Growth: It is typical for 50-60% of students to meet or exceed their projected RIT.

Student Math Achievement Results

State Assessments	2020-2021			2021-2022			2022-2023		
	School	District	State	School	District	State	School	District	State
ILEARN Math Overall Proficient									
Overall	46.0	50.1	36.9	43.6	53.7	39.4	52.2	56.2	40.9
Paid Lunch	56.6	56.8	50.9	54.2	60.9	51.9	64.3	63.3	54.1
Free/Reduced Lunch	26.6	28.7	22.0	27.2	31.0	24.6	32.8	34.9	26.7
General Education	51.1	55.8	41.3	48.3	59.8	44.3	57.5	61.9	45.6
Special Education	19.1	20.2	14.1	20.4	23.3	15.7	32.9	26.9	16.8
Non-English Language Learner	49.0	51.9	38.9	47.9	55.9	41.6	56.8	58.4	42.9
English Language Learner	20.7	17.3	14.2	11.8	17.4	17.1	16.2	19.5	17.9
Asian	70.0	65.5	56.5	50.0	64.9	58.2	75.0	66.0	58.3
Black	21.1	16.6	11.6	25.0	29.1	14.4	33.3	29.7	16.2
Hispanic	36.7	27.8	22.0	19.4	31.7	24.8	21.3	31.8	25.9
Multiracial	***	36.5	30.5	***	34.6	33.3	18.2	42.7	35.0
White	48.5	54.3	44.4	51.0	58.3	47.1	61.3	61.3	48.7

*District and State results are grades 3-8 combined ***Less than 10 students in the group. Results have been suppressed to protect student privacy

Local Assessments	2020-2021		2021-2022		2022-2023	
	Fall	Winter	Fall	Winter	Fall	Winter
NWEA MAP Growth Math						
Achievement (% At or Above Avg)	67.9	66.4	68.1	66.3	66.9	69.2
% of Students Who Met or Exceeded Their Projected RIT (Fa-Wi)*		58.8		53.0		62.2
% of Students Who Met or Exceeded Their Projected RIT (Wi-Wi)*		37.9		59.3		55.6

Achievement: Based on percentage of students in the average, high average, and high achievement percentile quintiles (41st percentile and above).

Growth: It is typical for 50-60% of students to meet or exceed their projected RIT.

Attendance

	2020-2021	2021-2022	2022-2023
Overall	96.9	92.6	
Model Attendee <i>Students who are either persistent (in attendance for at least 96% of the school year) or improved (attendance rate improved by at least 3% from the preceding school year) attendees</i>		39.3	

Panorama Student Survey Data

Panorama is a student survey that measures student's interpretations of support and school environment. The National Benchmark summarizes the percentile at which the school compares to schools across the nation through Panorama's national dataset.

	Spring 2022		Spring 2023			
	School % Favorable	National Benchmark	School % Favorable	National Benchmark	School % Favorable	National Benchmark
Engagement	62	Near 80th	62	Near 80th		
Sense of Belonging	68	Near 80th	70	Near 90th		
Teacher-Student Relationships	84	Near 90th	81	Near 90th		
Emotion Regulation	48	Near 60th	49	Near 70th		
Self-Management	73	Near 60th	75	Near 70th		
Social Awareness	71	Near 70th	74	Near 80th		

Demographic Data

	2020-2021		2021-2022		2022-2023	
	School	District	School	District	School	District
Percent Free/Reduced Lunch	33.0	22.2	34.2	20.9	40.6	24.3
Percent Special Education	14.1	15.7	18.4	16.5	22.2	17.4
Percent English Language Learner	7.5	4.1	10.8	4.8	14.0	5.5
Percent Asian	2.6	2.6	3.4	2.6	3.3	2.8
Percent Black	6.4	4.2	8.9	4.6	7.9	4.8
Percent Hispanic	8.7	7.5	11.8	8.2	15.3	8.7
Percent Multiracial	1.3	3.4	2.4	3.5	4.7	3.9
Percent White	80.1	81.9	72.9	80.7	68.4	79.5

*District results are grades K-12 combined

Language Proficiency for English Learners

English language proficiency measures whether students learning the English language are on target to develop or attain English language proficiency within six years. Student Growth Percentiles (SGPs) are used to determine whether students are making adequate growth annually to meet these targets. SGPs describe a student's learning as compared to other students sharing the same performance history as the student, or the student's 'academic peers.' English language proficiency is measured based on performance and growth on the WIDA ACCESS 2.0 assessment. Only students identified as English learners who spend most of the school year enrolled at the school are included when reporting the proficiency and growth.

	2020-2021	2021-2022	2022-2023
Met Goal or Achievement Proficiency Rate		23.7	

***Suppressed due to small population

Specific Areas Identified by the School Where Improvement is Needed Immediately, and How the School Will Address These Areas (SWP Component #1):

Summary of Results - ELA		
Strengths	Immediate Improvement Required	Priorities
W.5 Conduct short research on a topic: identify a specific topic or question of interest (e.g., where did Benjamin Harrison grow up?), locate information in reference texts, electronic resources, or through interviews, recognize that some sources may be more reliable than others, record relevant information in their own words, present the information, choosing from a variety of formats.	W.1: LEARNING OUTCOME FOR WRITING Write effectively for a variety of tasks, purposes, and audiences RV.2.1 Apply context clues and text features to determine meaning of unknown words.	Having a sense of urgency in narrowing the achievement gap amongst specific sub-groups. All staff teach all components of the district adopted reading, writing, and phonics curriculum. Apply the writing process Students demonstrate command of the conventions

		<p>in writing with a focus on spelling (Spelling : using conventional spelling for high-frequency and other studied words and for adding affixes to base words, using spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts, homophones/ homographs) when writing.)</p> <p>Write persuasive, narrative, and informative compositions on a variety of topics demonstrating a command of English grammar and usage</p> <p>Creating shared ownership as we view parents and families as partners to help them understand their level of accountability in their students' educational success.</p>
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Summary of Results - Math		
Strengths	Immediate Improvement Required	Priorities
NS.1-9: Number Sense	C.1-8: Computation	<p>Having a sense of urgency in narrowing the achievement gap amongst specific sub-groups.</p> <p>K-5 math fact fluency and maintenance practice</p>

		<p>Teachers will model and incorporate daily lessons on math reasoning and written expression to articulate their thinking using pictures, numbers and words.</p> <p>Solve real-world problems involving whole number multiplication and division within 100 in situations involving equal groups, arrays, and measurement quantities (e.g., by using drawings and equations with a symbol for the unknown number to represent the problem). Additionally involving multiplication and fractions.</p>
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Section IV: Continuous and Strategic School Improvement Action Plan

The following action plan has been created based upon careful analysis of the data provided in the previous section and strategically addresses the specific areas identified by the school where improvement is needed immediately.



Noblesville Schools Continuous School Improvement Action Plan

<p>Schoolwide Improvement SMART Goals</p> <p><i>Objectives for continuous improvement in, at a minimum, the areas of attendance rate, ILEARN proficiency rates, and graduation rates for the school to achieve over a three year period and how the school expects to meet these objectives.</i></p>
<p>The percentage of 3-5 grade students demonstrating proficiency in English Language Arts will increase from 47.8% to 53.1% by the end of May 2024 as measured by the ILEARN assessment to reach our goal of 68.9% proficiency by 2026.</p>

<p>Schoolwide Improvement Action Plan</p> <p><i>Strategies, programs, and/or services to address student learning needs; methods to improve cultural competency.</i></p>				
<p>What strategies, programs, and/or services have you identified to address the needed improvement? (SWP Component #4)</p>	<p>What action steps will you take to implement these strategies, programs, and/or services?</p>	<p>Who will do this work?</p>	<p>When will this work be completed?</p>	<p>What evidence will be used to measure the effectiveness of these strategies, programs, and/or services?</p>
<p>Grades K-2: Execution of all components of updated curriculum in ELA Reading and Writing</p>	<ul style="list-style-type: none"> ● Professional Development ● Mapping to Standards ● Collaborative Team Meetings ● Provide Instruction ● Formative Assessments Integration 	<p>K-2 Teachers Guiding Coalition</p>	<p>Ongoing 23-24 School Year</p>	<ul style="list-style-type: none"> ● Pre-test/Post test ● CFA's ● Transfer of student learning through observation ● NWEA Winter 23-24: 55% Students met or exceeded their projected

	<ul style="list-style-type: none"> • Data Analysis and Feedback • Parent Communication • Monitoring and Support 			<p>Reading RIT.</p> <ul style="list-style-type: none"> • School wide BOY NWEA achievement growth from 61% to 65% by MOY administration • Collaborative Team Meetings Notes
<p>Grades K-5: Connect student data to goals, standards, and formative assessments to form targeted small groups for all students</p>	<ul style="list-style-type: none"> • Data Collection and Analysis • Group Formation • Provide Targeted Instruction • Frequent Progress Monitoring • Evaluate and Revise 	<p>Learning Specialists EL Collaborative Teachers Student Support Team Special Education Team Administrators K-5 Teachers</p>	<p>Ongoing 23-24 School Year</p>	<ul style="list-style-type: none"> • Achieve a 15% improvement in the performance of students scoring below the 10th percentile in the phonological awareness and phonics early literacy screener. • Reduction of current Tier 2/3 supports to Tier 1 by 15% by EOY • Collaborative Team Meeting Notes • MTSS Progress Monitoring Notes
<p>Grades K-2: Students will demonstrate proficiency in phonics skills as evidenced by their ability to decode and accurately read grade level text.</p>	<ul style="list-style-type: none"> • District Professional Development • Administer Early Literacy Screener • Explicit Phonics Instruction • Data Analysis 	<p>K-2 Teachers Guiding Coalition</p>	<p>Ongoing 23-24 School Year</p>	<ul style="list-style-type: none"> • Achieve a 15% improvement in the performance of students scoring below the 10th percentile in the phonological awareness and phonics early literacy screener.

	<ul style="list-style-type: none"> • Multisensory Approaches • Integration into Reading • Home School Connection 			<ul style="list-style-type: none"> • Pre-test/Post test • CFA's
<p>Grades 3-5: Students will compose written responses to what they are learning and how they are thinking. They will use evidence from the text to support answers</p>	<ul style="list-style-type: none"> • Provide Clear Objectives • Student Text Analysis • Shared Writing Experiences • Modeling and Examples • Guided Practice 	3-5 Teachers Guiding Coalition	Ongoing 23-24 School Year	<ul style="list-style-type: none"> • Rubrics and scales • Comparative student samples • Small group instruction • Pre-test/Post test • CFA's
<p>Grades 3-5: Students will demonstrate improved proficiency in determining the meanings of unknown words by effectively applying context clues and utilizing text features across various subjects.</p>	<ul style="list-style-type: none"> • District Professional Development • Mapping to Standards • Collaborative Team Meetings • Utilization of the FRAYER model • Implementation of the Fountas and Pinnell Word Study Curriculum • Visual Examples and Models 	3-5 Teachers Guiding Coalition	Ongoing 23-24 School Year	<ul style="list-style-type: none"> • Pre-test/Post test • CFA's • Student work samples

<p>Collaborative team meetings are focused on improving learning and student outcomes</p>		<p>WRE Staff</p>	<p>Ongoing 23-24 School Year</p>	<ul style="list-style-type: none"> ● Observations of collaborative team meetings ● Observation of instructional practices and evidence of student learning ● NWEA Winter 22-23: 55% Students met or exceeded their projected Reading RIT. ● School wide BOY NWEA achievement from 61% to 65% by MOY administration
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Schoolwide Improvement SMART Goals
Objectives for continuous improvement in, at a minimum, the areas of attendance rate, ILEARN proficiency rates, and graduation rates for the school to achieve over a three year period and how the school expects to meet these objectives.

The percentage of 3-5 grade students demonstrating proficiency in Math will increase from 52.2% to 57.1% by the end of May 2024 as measured by the ILEARN assessment to reach our goal of 71.8% proficiency by 2026.

Schoolwide Improvement Action Plan <i>Strategies, programs, and/or services to address student learning needs; methods to improve cultural competency.</i>				
What strategies, programs, and/or services have you identified to address the needed improvement? (SWP Component #4)	What action steps will you take to implement these strategies, programs, and/or services?	Who will do this work?	When will this work be completed?	What evidence will be used to measure the effectiveness of these strategies, programs, and/or services?
Grades K-5: Execution of all components of Reveal Mathematics Curriculum	<ul style="list-style-type: none"> Professional Development Mapping to Standards Collaborative Team Meetings Provide Instruction Formative Assessment Integration Data Analysis and Feedback Monitoring and Support Home School Connection 	K-2 Teachers Guiding Coalition	Ongoing 23-24 School Year	<ul style="list-style-type: none"> Pre-test/Post test CFA's Transfer of student learning through observation NWEA Winter 23-24: 55% Students met or exceeded their projected Math RIT. School wide BOY NWEA achievement from 53% to 59% by MOY administration Collaborative Team Meeting Notes
Grades K-2: Students will flexibly use addition fact strategies as identified in Learning	<ul style="list-style-type: none"> Dedicated time within Mathematics block Strategy Introduction and Modeling Differentiated Instruction 	K-2 Teachers Guiding Coalition	Ongoing 23-24 School Year	<ul style="list-style-type: none"> Observation in increased Engagement and Participation School wide BOY NWEA growth from 45% to 50%

Mathematics in the Primary Grades	<ul style="list-style-type: none"> • Ongoing Practice and Reflection 			by MOY administration
Identified students will participate in addition fact interviews to improve addition fluency	<ul style="list-style-type: none"> • Professional Development • Student Identification • Explicit Instruction • Data Analysis • Home School Connection 	K-2 Teachers Learning Specialists Special Education Team Administrators	Ongoing 23-24 School Year	<ul style="list-style-type: none"> • Identified students <10% proficiency on NWEA RIT percentage in BOY administration • Math fact interview results
Grades 3-5: Students will flexibly use subtraction, multiplication and division fact strategies as identified Learning Mathematics in the Primary Grades	<ul style="list-style-type: none"> • Dedicated time within Mathematics block • Strategy Introduction and Modeling • Differentiated Instruction • Ongoing Practice and Reflection 	3-5 Teachers Guiding Coalition	Ongoing 23-24 School Year	<ul style="list-style-type: none"> • Observation in increased Engagement and Participation • School wide BOY NWEA growth from 45% to 50% by MOY administration
Select students will participate in math fact interviews to improve fluency	<ul style="list-style-type: none"> • Professional Development • Student Identification • Explicit Instruction • Data Analysis • Parent Communication 	3-5 Teachers Learning Specialists Special Education Team Administrators	Ongoing 23-24 School Year	<ul style="list-style-type: none"> • Identified students <10% proficiency on NWEA RIT percentage in BOY administration • Math fact interview results

<p>Schoolwide Improvement SMART Goals <i>Objectives for continuous improvement in, at a minimum, the areas of attendance rate, ILEARN proficiency rates, and graduation rates for the school to achieve over a three year period and how the school expects to meet these objectives.</i></p>
<p>The percentage of satisfactory attendance will increase from 96.9% to 97.2% by the end of May 2024.</p>

<p>Schoolwide Improvement Action Plan <i>Strategies, programs, and/or services to address student learning needs; methods to improve cultural competency.</i></p>				
<p>What strategies, programs, and/or services have you identified to address the needed improvement? (SWP Component #4)</p>	<p>What action steps will you take to implement these strategies, programs, and/or services?</p>	<p>Who will do this work?</p>	<p>When will this work be completed?</p>	<p>What evidence will be used to measure the effectiveness of these strategies, programs, and/or services?</p>
<p>Staff will promote satisfactory attendance.</p>	<ul style="list-style-type: none"> • Providing quality coursework during times of extended absences • Involving families • Communicating absences and family correspondence to the front office 	<p>WRE Teachers, Student Support Team, Front Office, and Administrators</p>	<p>Ongoing 23-24 School Year</p>	<p>Reduction of unexcused absences.</p>
<p>Staff will foster a sense of belonging with students.</p>	<ul style="list-style-type: none"> • Understanding students' background and interests • Student support through MTSS, SEL, and 	<p>WRE Teachers, Student Support Team, Front Office, and Administrators</p>	<p>Ongoing 23-24 School Year</p>	<p>Students movement from Tier 2/3 Tier 1 with focus on absenteeism.</p>

	<p>verbal and nonverbal daily interaction</p> <ul style="list-style-type: none"> • Positive peer relationships through Second Steps and Responsive Classroom • Parental Involvement 			
Utilize the ACES Program to improve tardiness and absenteeism.	<ul style="list-style-type: none"> • Identify at-risk students 	Front Office and Administrators	Bi-Monthly Meetings	<p>Documentation of attendance communication and outreach</p> <p>Attendance records demonstrating the reduction of tardiness and absenteeism.</p>

<p>Methods to Improve Cultural Competency</p> <p><i>Methods to improve the cultural competency of teachers, administrators, staff, parents, and students, including the identification of all racial, ethnic, language-minority, cultural, exceptional learning, and socioeconomic groups represented in the school's population; culturally appropriate strategies for increasing educational opportunities and educational performance for represented groups that are incorporated in the school's plan; and areas identified as requiring additional professional development to increase cultural competency in the school.</i></p>	
<p>Culturally appropriate strategies for increasing educational opportunities and educational performance.</p>	<p>Areas identified as requiring additional professional development to increase cultural competency in the school.</p>
<p>Increase cultural awareness of all students, teachers, administrators, and staff of White River Elementary</p>	<ul style="list-style-type: none"> • WRE staff will continue to remove barriers for student groups, particularly students of diverse backgrounds, to ensure they have access to the most rigorous instruction and after-school activities available.

	<ul style="list-style-type: none"> ● Build relationships through research-based instructional practices such as mentoring, and peer to peer programs to create an environment of trust between students and staff as well as between students and their peers. ● Participate in and utilize professional development strategies to support the needs of all students both academically, emotionally, and socially. This includes but is not limited to new evidenced-based practices and Restorative Practices, etc.
<p>Increase community engagement and parental involvement</p>	<ul style="list-style-type: none"> ● Encourage community and parent participation in the PTO. ● Acknowledge and celebrate various cultural and commemorative dates and other important cultural milestones. ● Share information about school and community resources to assist new families. ● Encourage participation in district-sponsored events/meetings that are designed to remove barriers to learning. ● Engage in honest conversation with staff, parents and community members about concerns and issues that impact our diverse population.

All professional development programs and activities included in this plan comply with [local school board policy](#).