Hazel Dell Elementary School
Noblesville, Indiana

School Improvement Plan
2017-2018
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Mission, Vision, and Beliefs

Vision
We are engaged in intellectual pursuits; inspired to challenge the present; and empowered to adapt, innovate, and succeed today and tomorrow.

Mission
Noblesville Schools creates a learner-centered culture that seamlessly fosters future-ready skills through authentic, interdisciplinary experiences supported by strong relationships among students, staff, parents, and the community.

Goals
- In a learning environment with teacher as facilitator and student as collaborator, all students will demonstrate outcomes of critical thinking as evidenced by growth within the reading and writing process.
- In a learning environment with teacher as facilitator and student as collaborator, all students will improve their mathematical reasoning and proficiency as evidenced by growth in solving multi-step problems and approaching mathematical processes with fluency.

Description of School, Community, and Educational Programs

Welcome to Hazel Dell … where kids are special and good things happen!

Hazel Dell is one of seven elementary schools in the Noblesville School System. Noblesville is a suburban community with a population of 50,000 residents located approximately twenty miles north of Indianapolis. Noblesville serves as the county seat of Hamilton County and remains the fastest growing county in Indiana and among the fastest growing counties in the nation. Hazel Dell opened its doors in 1989 with an enrollment of 468 students in Grades Pre-K through 5. Enrollment has fluctuated between 437 and 780 students. The current enrollment of 753 students includes, pre-kindergarten through grade 5 and is made up mostly of middle to upper income families. 16% of the students qualify for free/reduced price lunches. The student body reflects a gradual change in ethnic diversity as Noblesville continues to grow in population: 88% White, 2% Black, 6% Hispanic, 2% Asian, and 2% Multiracial. Throughout twenty-seven years, Hazel Dell has successfully adapted and adjusted to the ever-changing needs of the students. Hazel Dell offers special services for specific needs, including Little Miller preschool, Early Childhood, At Your School childcare, and FOCUS to meet the needs of the gifted and talented. Resource services are also provided for students with Emotional Disabilities, Mild Mental Disabilities, Learning Disabilities, Communication Disorders, and Occupational and Physical Therapy needs. Additionally, K – 5 students receive instruction in Art, Music, Physical Education, and Technology.
Noblesville Schools’ vision is to engage, inspire, and empower students. The school community is committed to ensuring student-centered learning that integrates skills for the future, and technology in an interdisciplinary, authentic approach to learning. Creating responsible citizens and life-long learners is a priority for the faculty, staff, and parents. Hazel Dell Elementary School is proud of the past and looks forward to the future.

**Description and Location of Curriculum**

The Noblesville Schools curriculum is based on the Indiana Academic Standards 2014. Curricula and instruction are continually reviewed and revised according to student performance data, developments in educational research, and available resources including instructional materials and technology tools. Current curriculum development focuses on implementing changes in state standards, adjusting to new state achievement tests, and developing transfer goals and performance tasks. Indiana Academic Standards may be found at http://www.doe.in.gov/standards, and local curriculum maps are located at http://www.noblesvilleschools.org/Page/214.

**Description of Assessment Instruments in Addition to ISTEP+:**

- **IREAD-3** is a required, standardized state assessment used to measure foundational reading skills in the spring of the 3rd grade.
- **Fountas and Pinnell Benchmarking System** is a standardized assessment individually administered to students three times a year in grades K-5. Fluency, accuracy, and comprehension scores are used to measure instructional reading levels to inform small-group reading instruction.
- **Running Records** are informal assessment tools with anecdotal notes utilized daily to guide next steps in reading instruction.
- **NWEA** - Students in grades K-5 are administered this test to help individualize instructional needs in reading and mathematical areas. This test is given three times over the course of the year to monitor student growth.
Section II: Summary of Data:

NWEA ELA data

ISTEP ELA Data 2016-17
Additional Reading Data:

IREAD 3 Data:

<table>
<thead>
<tr>
<th></th>
<th>Percent Passing</th>
<th>Percent Passing after Good Cause Exemptions</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016-2017</td>
<td>97%</td>
<td>100%</td>
</tr>
<tr>
<td>2015-2016</td>
<td>97%</td>
<td>99%</td>
</tr>
<tr>
<td>2014-2015</td>
<td>94%</td>
<td>100%</td>
</tr>
<tr>
<td>2013-2014</td>
<td>95%</td>
<td>99%</td>
</tr>
</tbody>
</table>
**Reading Data Summary:**
While most Hazel Dell students are reading at or above grade level in grades K-5, a small percentage of students at Hazel Dell fall within the “intensive” and “strategic” range for reading levels. Instruction in the core curriculum will continue to be a priority. Improving comprehension and higher order thinking skills will be an area of emphasis, and teachers will further enrich those students who are at or above grade level. During the 2015-16 school year Hazel Dell also identified a need to increase focus on academic vocabulary K-5 to improve critical thinking and elaboration in oral and written responses. Through the implementation of the Noblesville ELA curriculum maps and the integration of the Lucy Calkins & Project Staff Units of Study there will be a specific focus on strengthening all components of reading workshop to support critical thinking and elaboration in all forms of communication. An additional thirty minutes of supplemental support, known as “Hawk Time,” will be purposeful and intentional with a focus on reading and responding to a variety of challenging texts. Breakout groups indicate the need for a watchful eye. Our special education pass rates increased this year when considering a cohort sample. However, our students receiving free lunch are showed a decline this year. While still above the state average, the trend is not in line with Hazel Dell expectations. All subgroups continue to score above state norms, however at Hazel Dell we believe there is an opportunity to improve scores for all students.

**NWEA Math Data:**

NWEA Math Achievement Status (Fall 2016–Spring 2017)

![Chart showing NWEA Math Achievement Status](image)
Math Data Summary:
Through the analysis of math data Hazel Dell teachers identified three areas of focus for the continuous improvement of student achievement. Fact fluency and problem solving will remain a top priority with an added focus on academic vocabulary. Based on the findings from data collected during the 2015-16 school year adjustments were made in the collection of fact fluency data. In the 2016-17 school year teachers recorded a pre and post fact fluency score each quarter. This allowed teachers to compare and track student fact fluency growth in each of the math proficiencies. Teachers will continue improving critical thinking and problem solving skills in students. Starting at the beginning of the 2016-17 school year, teachers recorded a pre and post Everyday Math open response score three times a year. Through the analysis of the open response, areas of growth and improvement in critical thinking and problem solving skills were identified. We will continue to direct our attention to academic vocabulary K-5 in order to improve critical thinking, problem solving, and elaboration in oral and written responses. The continued implementation of Everyday Math and ongoing PD for enhancing academic vocabulary in open ended response items will support critical thinking, problem solving and elaboration in all forms of communication. All subgroups continue to score above state norms, however at Hazel Dell we believe there is an opportunity to improve scores for all students. While our math scores are on a positive trend, we believe we can still strive to be better mathematicians.

Attendance Data:
Attendance Rate 2016-2017 - 97%
Attendance rates for students at Hazel Dell have been above the state average. Teachers believe good attendance correlates with high academic achievement. Therefore, the goal is to attain an attendance rate of 97% or better.

Section III: Conclusions about Current Educational Programming and Learning Environment

Summary

While the majority of Hazel Dell students have been successful in passing ISTEP+, efforts will focus on increasing the number of students in the Pass Plus level of achievement and improving their individual growth rate from year to year. Teachers will focus on high quality core instruction to promote high level comprehension, sound reasoning, and critical thinking skills for both language arts and math.

The need to bridge the gap between the special education students and the general education population is a concern that will continue to be addressed. We will also address the
unimpressive literacy trends observed in our students receiving free lunch. Hazel Dell believes early intervention is a critical factor to diminish the gap. The implementation of the MTSS process has facilitated the identification of those students who are struggling and need more assistance. This systemic process will continue to be refined and enhanced.

Ongoing analysis of growth data will be the focus for staff in the areas of both language arts and math. Writing application data will be monitored and used to guide classroom instruction. Math problem solving data will also receive increased attention as a measure of critical thinking.

The Hazel Dell community will focus professional learning on skills for the future and critical thinking. Hazel Dell believes if students can think critically in all areas, then growth data will show an increase in high-level growth. Staff will continue to learn and seek methods for teaching and assessing critical thinking.

**Parental Participation**

The staff at Hazel Dell Elementary School views parental participation as a vital component in the education of all students. Involving parents in the school environment strengthens educational programs and increases student success. Social media, electronic newsletters and school web pages conveniently keep families up to date with school activities and assignments. The use of social media will continue in 2017-2018 to foster the sharing of classroom activities, modern learning moments, and school successes. Parent Think Tanks, Parent Twitter Chats, and offering learning sessions to coincide with PTO meetings are all in the works for this school year.

Parents are active in many different roles throughout the building and district. Many parents serve on committees such as enrichment, textbook adoption, and redistricting. Others become involved in the PTO and assist with special events such as Reading Night, Book Fairs and fundraisers. Daily curriculum is supported by many caring and committed parent volunteers that work with children one on one or in small groups using teacher created activities. Parental involvement has had a positive and significant effect on students’ overall academic success.

**Safe and Disciplined Learning Environment**

The first and most important obligation is to provide every student with a positive and safe educational experience. Guidelines approved by the Board of Trustees for Noblesville Schools provide a framework for ensuring a safe environment for students at all times. Specific plans for crisis situations have been written and are practiced by all students and staff at Hazel Dell Elementary School. The following procedures are in place to ensure the safety of students and staff:

- All exterior doors are locked during the school day.
- All staff and visitors are required to wear identification badges.
• Students and staff practice safety procedures and drills on a regular basis.
• Criminal history background checks are conducted on all new staff members and volunteers.
• Criminal history background checks are conducted annually for school volunteers.
• Security cameras monitor the school environment.

A Crisis Intervention Plan has been developed and is followed. This plan is revised and updated as needed and/or required.

Positive behavior is an expectation for every student. Student behavior is guided by school policies and MTSS (Multi Tier Support System). Students pledge to “Do the Right Thing” and “Treat People Right” by demonstrating a good attitude, making good choices, and doing their best work. Monthly Student Leadership Breakfasts will be implemented this year to recognize our student leaders demonstrating great citizenship.

Noblesville Schools has implemented a strategy for lockdown procedures known as the A.L.I.C.E. plan. A.L.I.C.E. is an acronym for Alert, Lockdown, Inform, Counter, and Evacuate. Prior to the A.L.I.C.E. plan, lockdown procedures involved the staff locking their doors, moving the students to a part of the room where they could not be seen, and quietly remaining there until an "all clear" announcement was given. The A.L.I.C.E. plan offers a different philosophy in light of recent school violence. The philosophy of A.L.I.C.E. is to use information in a way so that staff and students can make informed decisions in a crisis, remove as many people as possible from the danger zone, and provide realistic training so that those involved in a crisis have a better chance of surviving.

**Technology**

Hazel Dell Elementary students use online resources to find information and available technology to organize, create, and demonstrate learning. Teachers and students will continue to add technology tools to support and enhance learning. The accessibility of technology has increased in grade 4 with the implementation of a 1:1 Ipad student initiative. Grades 4 and 5 will have 1:1 access to iPads in 2017-18. In grades K-3 student to technology ratio will be 2:1.

Professional development opportunities will build skills and knowledge related to technology that can be used to improve student achievement and build skills for the future. Collaboration between classroom teachers, the media specialist, the technology lead teacher, and the technology committee will focus on the integration of technology across the curriculum.
Professional Development Program

Teachers participate in ongoing professional development activities throughout their careers by taking advantage of opportunities to learn new skills, new instructional strategies, and new knowledge. These are linked to effective practice such as participating in workshops, attending professional meetings, reading professional journals, and conducting classroom research. School-based Professional Learning Communities meet regularly to look at data, curriculum, assessment, and instruction.

All Noblesville elementary schools benefit from an Instructional Coach. This person works with administrators and classroom teachers to improve instruction. The instructional coach provides classroom support, participates in grade level collaboration time, and supports staff with differentiated professional development opportunities.

Lead Teachers have been identified in the areas of math, technology, inquiry, school improvement and high ability. These teachers collaborate at the district level and provide direction and support within each elementary building.

Classroom teachers will continue to strengthen instructional practices by using the Workshop Model for reading, writing and math. Teachers will continue to expand their understanding of modern learning needs and make these learning opportunities a priority in classroom instruction.

Grade level teams will continue to meet weekly to discuss curriculum, instruction, and assessment. Meetings to address student data and the evaluation of individual student progress with take place twice a month. Teachers will continue to work and plan with others in their learning communities to develop curricular units and share instructional strategies.

Hazel Dell teachers are committed to continuous growth and learning. Reading comprehension, mathematical reasoning, critical thinking and skills for the future will remain a priority for professional development throughout the year. Additional professional development will be provided based on teachers’ individual needs.

As a school, teachers share a vision of what is best for students. Teachers all strive for personal mastery but work as a team to become better, not only creating joy in teaching, but also ensuring students experience joy in learning.

Section IV: School Improvement

In 2017-18 all staff will continue an ongoing inquiry process with our school data. First, all Hazel Dell school improvement committee reviewed and analyzed student achievement data. Next, problem statements were identified and prioritized. Staff members reflected on these problem statements in order to develop inquiry questions to provide direction for school improvement and create hypotheses to support growth. The problem statements, inquiry questions, and hypothesis are below:
Problem Statement #1
High performance scores but limited growth has been seen in student data over last 3 years.

Inquiry Questions:
- Given our level of high school performance, if we teach differently will we see more student growth?
- In what ways might we transition from traditional methods of teaching to a model that fits the needs of our modern learners?
- What is the right balance of teacher as facilitator and student as collaborator?
- How can we utilize our curriculum maps to modern learning?
- How will we measure the effectiveness of teaching modern learning?

Hypothesis:
- If we increase teachers’ level of comfort and understanding of 21st century learning, then teachers will take instructional risks to become strong facilitators of student learning
- Teachers need to see, understand, and experience a balance of teacher as facilitator and students as collaborator

Problem Statement #2
Students need to know how to be collaborators in their own learning

Inquiry Questions:
- How might we explicitly teach the 4 c’s?
- How do we establish a culture of problem-solving?
- How do we teach students that it is okay to make a mistake?

Hypothesis:
- If students are taught and given the opportunity to use the 4 Cs, then they will be better equipped to become collaborators of their own learning.

Problem Statement #3
Limited student growth has been seen in areas involving elaboration, critical thinking, and problem solving.

Inquiry Questions:
- How can we utilize content area vocabulary to encourage elaboration in problem solving?
- How can we utilize content area vocabulary to encourage elaboration in written responses?
- How can we utilize content area vocabulary to encourage elaboration in oral response?

Hypothesis:
- If we increase our focus on academic vocabulary K-5, we will increase critical thinking and problem solving as evidenced by more elaborate responses in all forms of communication.

**Statutes and Rules to be Waived**

Hazel Dell Elementary School does not request any statutes or rules to be waived.

**Timeline for Implementation, Review and Revision**

The school improvement plan will be implemented at the beginning of the 2017-2018 school year, review will be ongoing, and revision will occur by June 30, 2018.
# Noblesville Schools
School Improvement Action Plan

## Goal

*In a learning environment with teacher as facilitator and student as collaborator, all students will demonstrate outcomes of critical thinking as evidenced by growth in academic vocabulary within the reading and writing process.*

| Benchmarks | 90% will pass ISTEP+ English/Language Arts  
Students will achieve at the Pass+ level in 2017: 3rd Grade – 35%, 4th Grade – 35%, 5th Grade – 35% | Average Special Ed. Total passing ISTEP+ ELA 2018  
70% |
|---|---|---|

## Supporting Data

<table>
<thead>
<tr>
<th>Areas of Greatest Progress</th>
<th>Areas of Greatest Challenge</th>
</tr>
</thead>
<tbody>
<tr>
<td>Special Education overall percent passing is increasing</td>
<td>Students on Free/Reduced lunch are not performing as high as students for Paid Lunch</td>
</tr>
</tbody>
</table>

## Targeted Subgroups

| SES Total Passing ISTEP+ ELA 75% |

## Instructional Strategies *(Teachers will...)*

- fully implement the workshop model with a focus on developing critical thinking, creativity, communication and collaboration.

## Learning Outcomes *(Students will...)*

- engage in collaborative discussions through the analysis of all genres of reading and respond to text with supporting evidence.
- develop pieces of writing that incorporate critical thinking and creativity using traditional and other forms of multimedia.
- develop and utilize skills necessary for modern learning by engaging in shared inquiry within the ELA curriculum focusing on the use of the 4 c’s and beyond.
- transfer learning and apply to authentic and real world contexts.
- participate in progress monitoring for reading and writing.
- partner with teachers in setting goals for academic growth.

## Research Supporting Instructional Strategies

- Calkins & Project Staff, *Writing Pathways*
- Fountas and Pinnell, *The Continuum of Literacy Learning*
- Fountas and Pinnell, *Guiding Readers and Writers*
- Smith, Chavez, & Seaman, *Teacher as Architect Vol 2*
- Daniels, *Comprehension and Collaboration*
## Professional Development

<table>
<thead>
<tr>
<th>Action</th>
<th>Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Continued professional collaboration, learning, and support of the readers and writers workshop with a focus on critical thinking</td>
<td>● ongoing (Fall 2017-Spring 2018)</td>
</tr>
<tr>
<td>● Professional collaboration will occur during faculty meetings, PLCs, team time, early release days and/or designated collaboration days to regularly assess implementation and results of instruction for future planning to achieve the school improvement goal</td>
<td>● ongoing (Fall 2017-Spring 2018)</td>
</tr>
<tr>
<td>● Continued professional development on technology integration to enhance learning and critical thinking</td>
<td>● ongoing (Fall 2017-Spring 2018)</td>
</tr>
<tr>
<td>● Noblesville’s Units of Study continued refinement and implementation to include ongoing PD on Lucy Calkins &amp; Project Staff reading workshop strategies</td>
<td>● ongoing (Fall 2017-Spring 2018)</td>
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## Monitoring System

<table>
<thead>
<tr>
<th>Action</th>
<th>Review and Revision</th>
</tr>
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<tr>
<td>● Professional Evaluation &amp; Classroom Walkthroughs</td>
<td>● ongoing</td>
</tr>
<tr>
<td>● Professional Learning Communities</td>
<td>● weekly</td>
</tr>
<tr>
<td>● MTSS Meetings</td>
<td>● bi-weekly</td>
</tr>
<tr>
<td>● Teacher input surveys</td>
<td>● tri-yearly (BOY, MOY, EOY)</td>
</tr>
<tr>
<td>● Data meetings</td>
<td>● tri-yearly (BOY, MOY, EOY)</td>
</tr>
</tbody>
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### Assessments: Standardized and/or locally developed measures of progress toward the goal

- reading levels - level & comprehension questions, writing samples - pre/post prompts for each genre (writing application – critical thinking evidence) NWEA
# Noblesville Schools
## School Improvement Action Plan

### Goal

In a learning environment with teacher as facilitator and student as collaborator, all students will improve their mathematical reasoning, vocabulary, and proficiency as evidenced by growth in solving multi-step problems and approaching mathematical processes with fluency.

### Benchmarks

<table>
<thead>
<tr>
<th></th>
<th>85% will pass ISTEP+ Math</th>
<th>Average Special Ed Total Passing ISTEP+ Math 2018 70%</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Students will achieve at the Pass+ level in 2018: 3rd Grade – 45%, 4th Grade – 45%, 5th Grade – 45%</td>
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### Supporting Data

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<th>Areas of Greatest Progress</th>
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<td>Overall passing for special education is increasing.</td>
<td>Students on Free/Reduced lunch are not performing as high as students for Paid Lunch</td>
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</tbody>
</table>

### Targeted Subgroups

<table>
<thead>
<tr>
<th></th>
<th>SES Total Passing ISTEP+ Math 2018 75%</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Instructional Strategies (Teachers will...)</th>
<th>Learning Outcomes (Students will...)</th>
</tr>
</thead>
<tbody>
<tr>
<td>consistently present problem-solving opportunities of various complexities to encourage higher-level thinking and reasoning skills.</td>
<td>develop the ability to solve higher level mathematical problems independently and collaboratively.</td>
</tr>
<tr>
<td>continue to implement the math workshop model with a focus on developing critical thinking, creativity, communication, and collaboration.</td>
<td>collaborate and share mathematical thinking in whole group and small group settings.</td>
</tr>
<tr>
<td>collect and analyze problem solving and fact fluency data regularly to maximize instruction and respond to student growth needs.</td>
<td>demonstrate mathematical reasoning through written and verbal communication.</td>
</tr>
<tr>
<td></td>
<td>participate in progress monitoring for problem solving and fact fluency benchmarking.</td>
</tr>
<tr>
<td></td>
<td>partner with teachers in setting goals for academic growth.</td>
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</table>

### Research Supporting Instructional Strategies

- Everyday Math Curriculum
- Marzano & Heflebower, *Teaching and Assessing 21st Century Skills*
- Smith, Chavez, & Seaman, *Teacher as Architect Vol 2*
- Daniels, *Comprehension and Collaboration*
### Professional Development

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<tr>
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<th>Timeline</th>
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</thead>
<tbody>
<tr>
<td>● Continued professional collaboration &amp; support of implementation of Everyday Math Curriculum and math interventions – focus on implementation of workshop model to enhance problem solving, math reasoning, and critical thinking.</td>
<td>ongoing (Fall 2017-Spring 2018)</td>
</tr>
<tr>
<td>● Professional collaboration will occur during faculty meetings, PLCs, team time, early release days and/or designated collaboration days to regularly assess implementation and results of instruction for future planning to achieve the school improvement goal of critical thinking and math reasoning.</td>
<td>ongoing (Fall 2017-Spring 2018)</td>
</tr>
<tr>
<td>● Continued professional development on technology integration to enhance learning and problem solving.</td>
<td>ongoing (Fall 2017-Spring 2018)</td>
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<tr>
<td>● Everyday Math instruction and ongoing PD will include strategies for enhancing academic vocabulary in open ended response items</td>
<td>ongoing (Fall 2017-Spring 2018)</td>
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</tr>
</tbody>
</table>

### Assessments: Standardized and/or locally developed measures of progress toward the goal

**NWEA**
Everyday Math – Problem Solving Prompts to assess reasoning and critical thinking (BOY, MOY, EOY)
Math Benchmarks for Fact Fluency Mastery