

North Elementary School



School Improvement Plan 2017-2018

440 North 10th Street
Noblesville, IN 46060
317.773.0482

School Website: <http://north.noblesvilleschools.org>

Robert Lugo, Principal
Calie VanDermark, Assistant Principal
Kim Walton, Instructional Coach
Jamie Harris, Media Specialist/Parent
Emily Griggs, 1st Grade Teacher/Parent
Laura Hinshaw, Resource Teacher

Table of Contents

Section 1: School Profile	Page 3
Section 2: Summary of Data	Page 6
Section 3: Current programming and environmental conclusions	Page 12
Section 4: Areas needing immediate improvement	Page 15
Section 5: Statutes and rules to be waived	Page 15
Section 6: Timeline for implementation, review, and revision	Page 16
Language Arts Goal	Page 16
Math Goal	Page 18
Attendance Goal	Page 19
Additional Data	Page 20

Section 1: Mission, Vision, and Beliefs

Noblesville Schools

Our Vision

We are

- Engaged in intellectual pursuits
- Inspired to challenge the present
- Empowered to adapt, innovate, and succeed today and tomorrow

Our 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.

Narrative Description of School, Community, and Educational Programs

North Elementary is located in the heart of downtown Noblesville, Indiana and is one of the oldest elementary schools in Noblesville. The Noblesville community and the North PTO are active in supporting teachers and students.

North Elementary Enrollment:

2013-14	2014-15	2015-2016	2016-2017	2017-2018
504	531	519	529	

The socio-economic characteristics of our student body are as follows:

Year	Paid Lunch	Reduced Lunch	Free Lunch
2012-13	72%	5%	23%
2013-14	72%	5%	23%
2014-15	66%	7%	27%
2015-16	63%	5%	32%
2016-17	65%	6%	25%
2017-18			

Approximately 85% of students at North are White, 7% Hispanic, 1% Asian , 4% African American and 2% Multiracial .

North teachers follow a balanced literacy framework that includes Reading Workshop, and Writing Workshop. North teachers also implement Math Workshop using the Everyday Math program and implement Project Lead The Way (PLTW) which empowers students to develop and apply in-demand, transportable skills by exploring real-world challenges. Through the pathways in computer science, engineering, and biomedical science, students not only learn technical skills, but also learn to solve problems, think critically and creatively, communicate, and collaborate. We also provide teachers with the training, resources, and support they need to engage students in real-world learning.

Any North student who struggles with academics or behavior is promptly placed in a three-tiered MTSS program. If the student responds to Tier 2/3 strategies, then the general education plan continues as scheduled. If a student continues to not respond to interventions, he/she will be referred to be evaluated for special education services. North provides services for students with emotional disabilities, mild mental disabilities, learning disabilities, other health impairment, communication disorders, and occupational and physical therapy. Approximately 18% of students are served by an Individual Education Plan.

North also serves many students in reading remediation in grades K-5 through Title I services, a federally funded program. Title I services include guided reading, Leveled Literacy Intervention, Road to the Code, Road to Reading, Orton Gillingham, and other skill specific interventions based on individual student needs.

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 classroom for advanced math. The high ability program in grades three through five is known as FOCUS (Flexible Opportunities to Challenge US). In third through fifth grade, approximately 20% of North students qualified for the ELA and/or Math FOCUS program for the 2016-17 school year.

Description and Location of Curriculum

The curriculum at North Elementary is based on the 2014 Indiana Academic Standards found at <http://www.doe.in.gov/standards>. 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. Noblesville Schools developed Reading and Writing Units of Study during the 2014-15 school year. These units are available for review upon request. North personnel created Units of Study that have been implemented during the 2015-16 school year that incorporate Indiana Science and Social Studies Standards and future-ready Skills using the Understanding by Design framework in addition to PLTW curriculum.

Titles and Descriptions of Assessment Instruments to Be Used In Addition to ISTEP+

Fountas and Pinnell Benchmarking System is a standardized assessment individually administered to students two or 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 K-5.

IREAD-3 is a required, standardized state assessment used to measure foundational reading skills in the spring of the 3rd grade.

NWEA (Northwest Evaluation Association) is a research-based computerized assessment to measure individual student growth in literacy and math. This test is administered three times each year in grades K-5. MAP and MPG assessments will be utilized

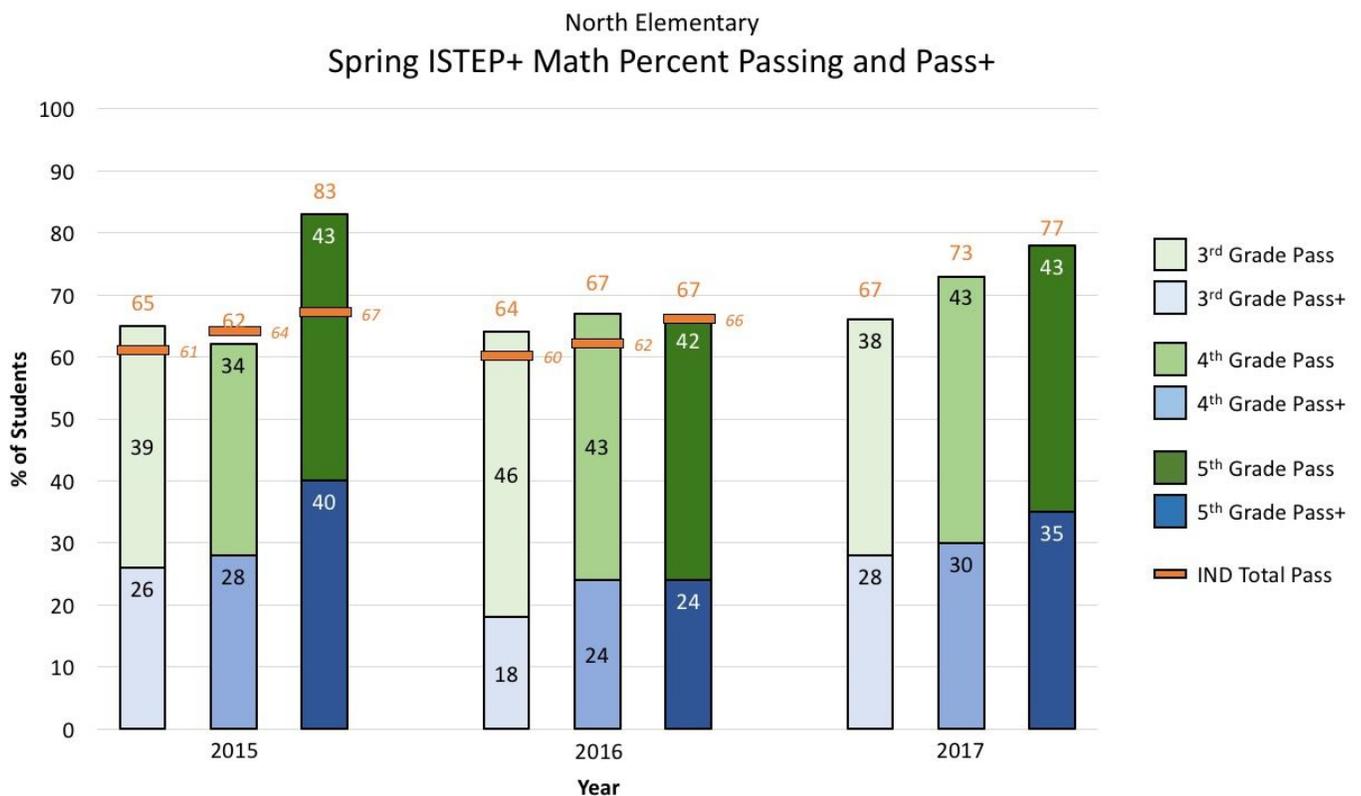
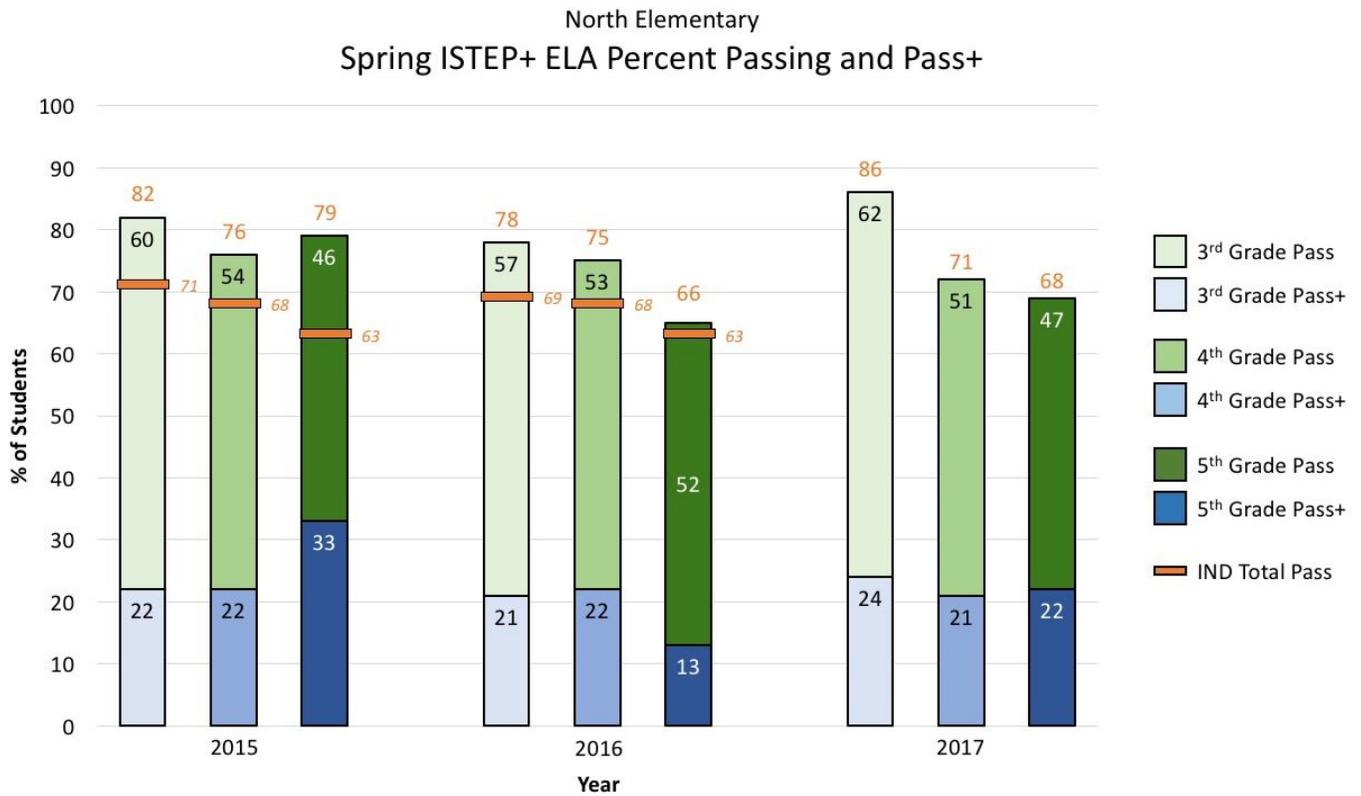
Formative Assessments are used in each classroom to drive core instruction.

Everyday Math Baselines are used for diagnostic and summative assessments to identify mastered grade level standards.

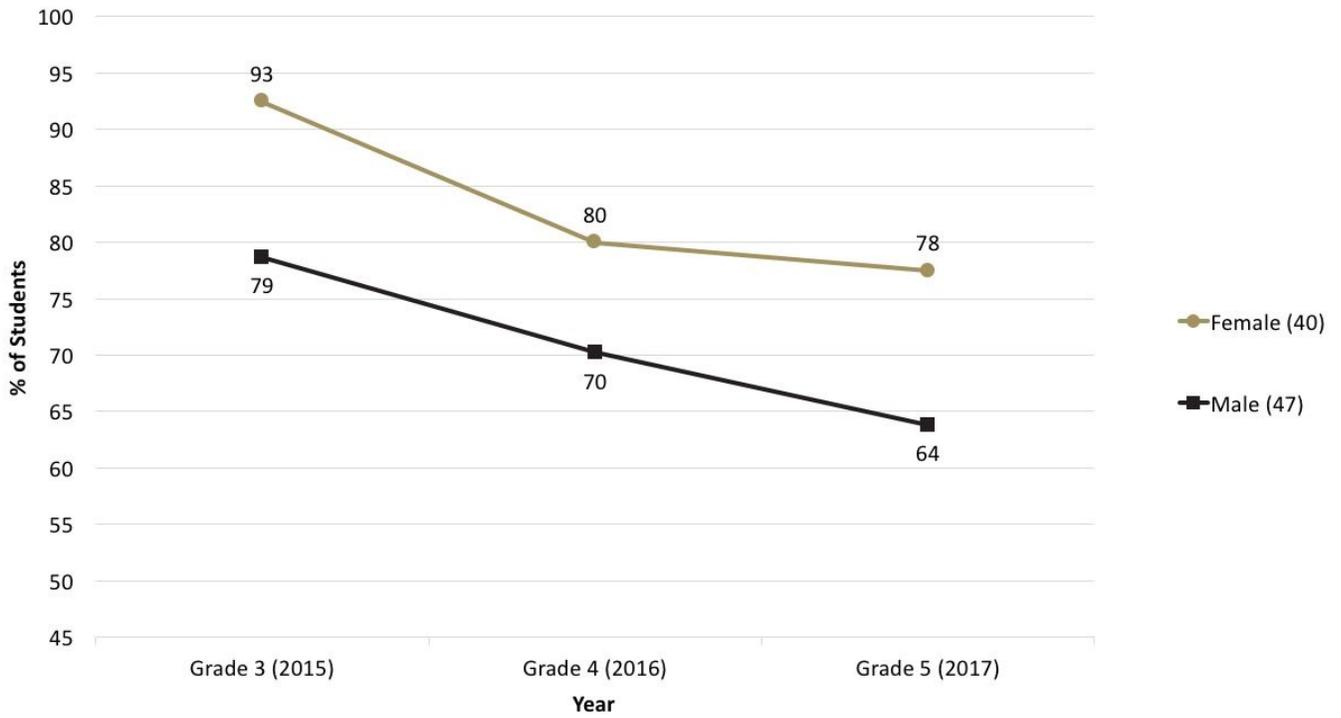
District Math Fact Fluency assessments are administered quarterly to measure basic skills.

Section 2: Summary of Data

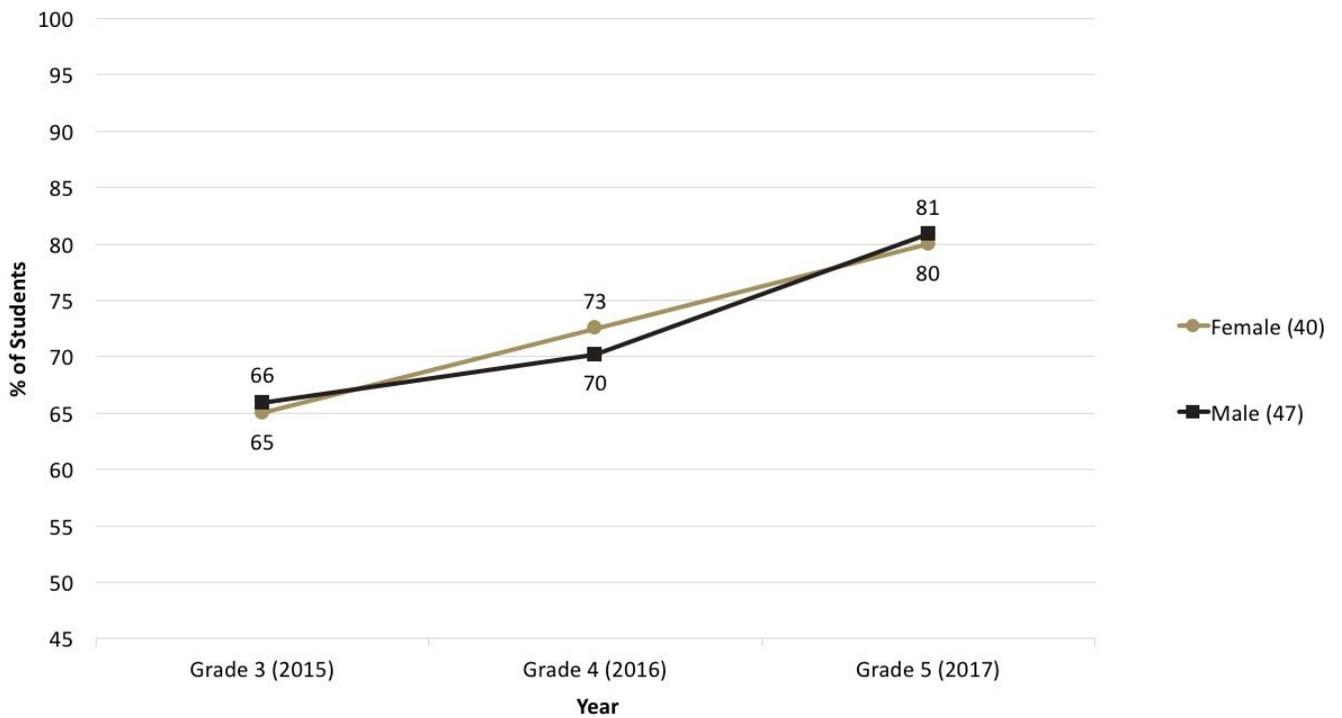
Data, including graphics, from the Annual Performance Report



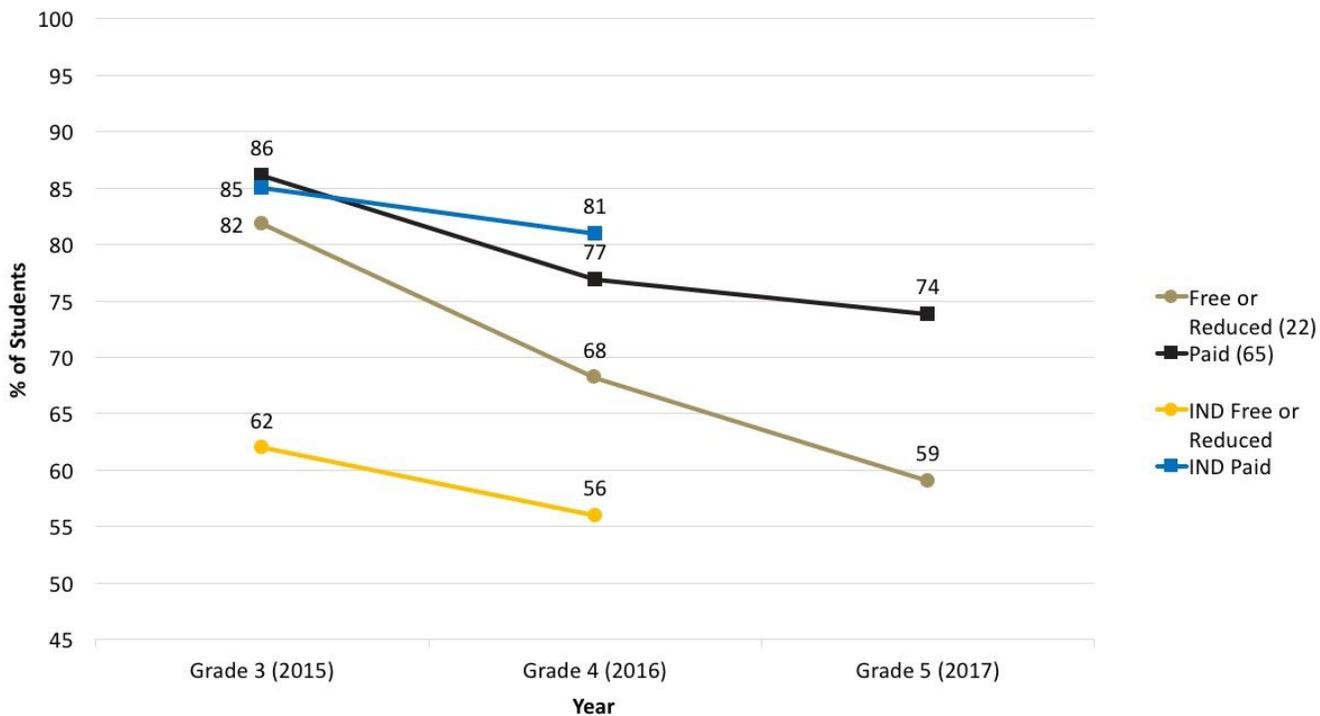
North Elementary
5th Grade Cohort Spring ISTEP+ ELA Percent Total Passing (by Gender)



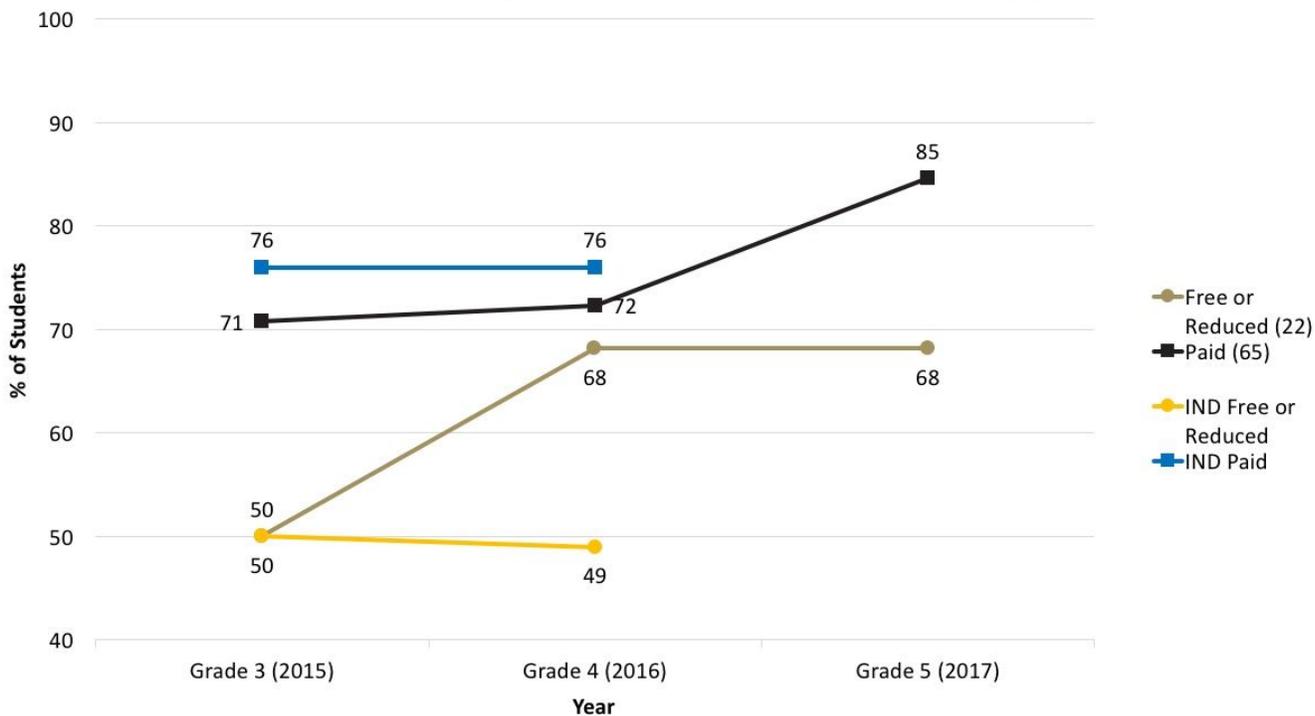
North Elementary
5th Grade Cohort Spring ISTEP+ Math Percent Total Passing (by Gender)



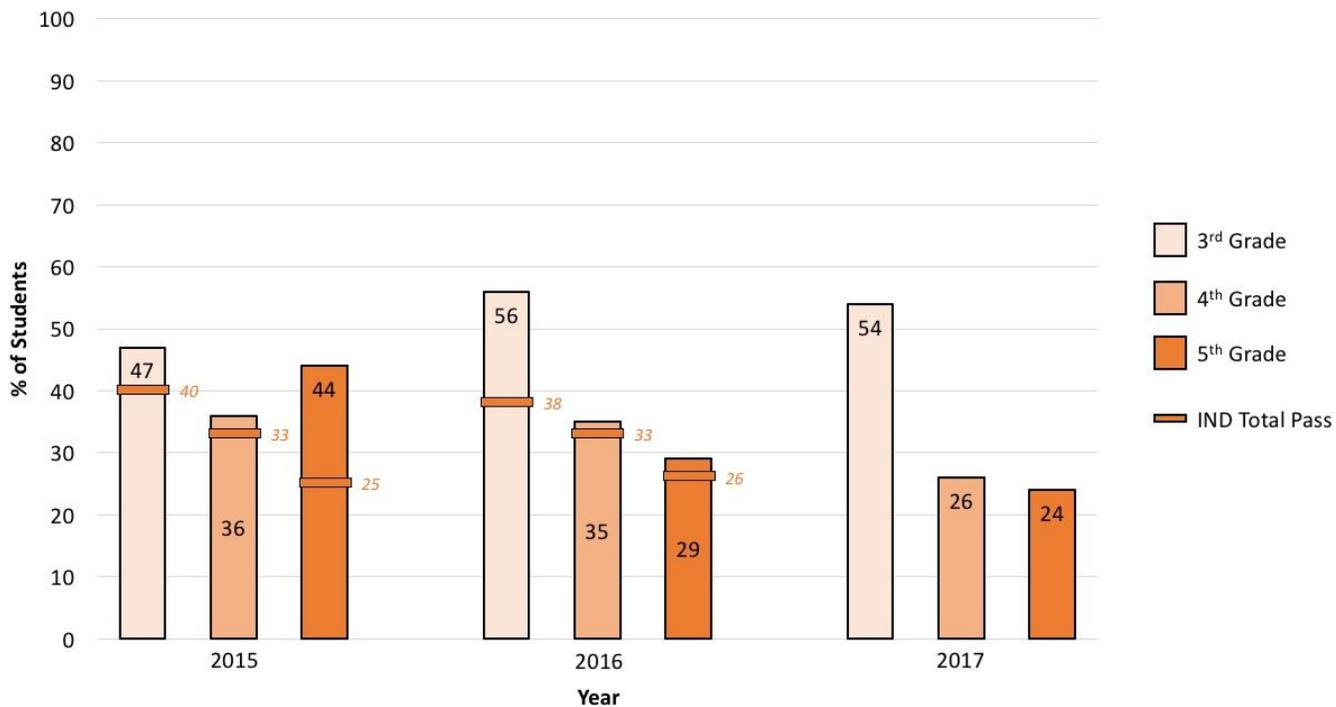
North Elementary
5th Grade Cohort Spring ISTEP+ ELA Percent Total Passing (by SES)



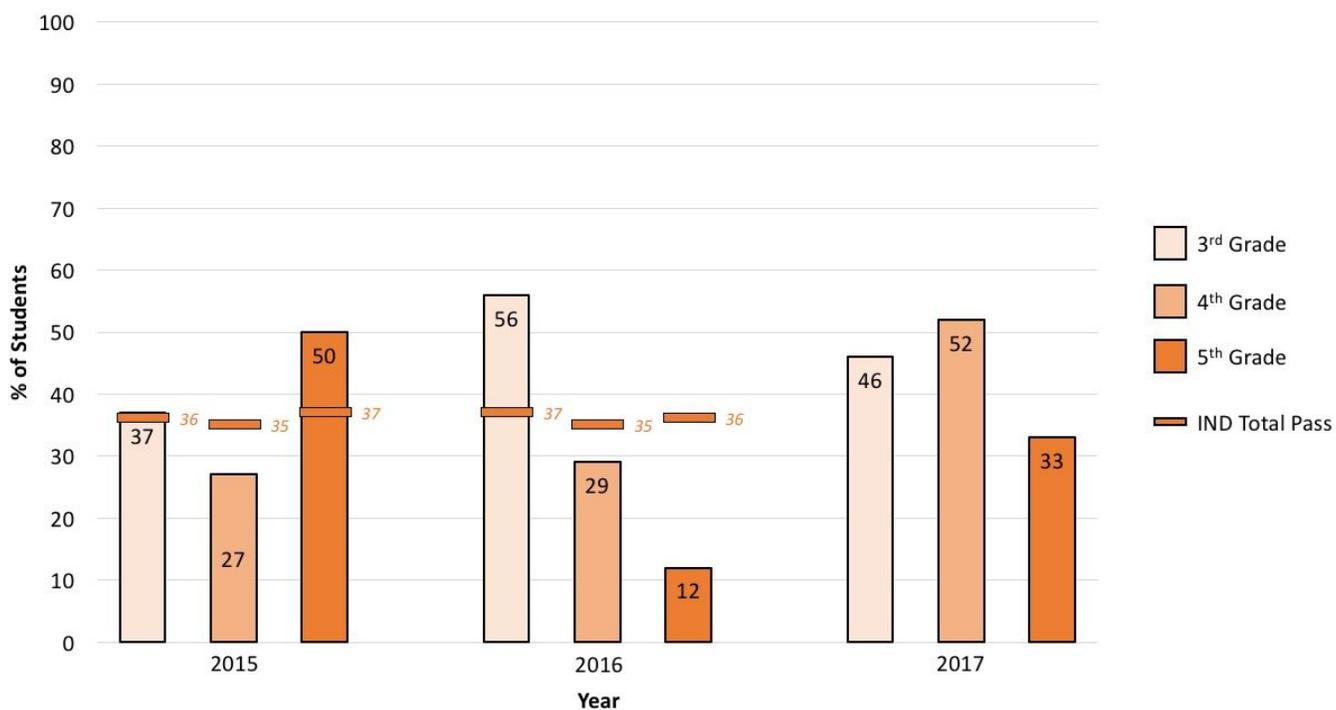
North Elementary
5th Grade Cohort Spring ISTEP+ Math Percent Total Passing (by SES)



North Elementary
Spring ISTEP+ Special Education ELA Percent Total Passing



North Elementary
Spring ISTEP+ Special Education Math Percent Total Passing



CONCLUSION

Supporting Indiana State Standards:

- District-wide curriculum mapping has aligned curricula to the Indiana Academic Standards.
- Through the district-wide balanced literacy framework, reading instruction is differentiated based on individual student need.
 - Utilizing mentor text to demonstrate teaching points connected to state standards allows for growth in the academic achievement of students.
 - Development of the instructional strategies within interactive read-alouds, connected to Indiana Academic Standards allows students to have strong crossover of connected standards whatever the text may be.
- A comprehensive math program evaluation was conducted in 2011-2012 and resulted in the adoption of Everyday Mathematics for grades K-5. Further work in 2016-17 connected Indiana State Standards to this program for each grade level. Standards not addressed or poorly addressed with the program have been identified and instructional processes created.
- Practice, remediation, and enrichment strategies support math instruction based on individual student need.

Conclusions about Student Achievement Based on ISTEP+ and Other Assessments:

English/Language Arts Data Statements

Strengths:

- *All Grades Special education students - exceed the state average in 2016 E/LA ISTEP+*
- *Grade 3 - 85.9% of students passed 2016 E/LA ISTEP*
- *Grade 3 - 98.72% of students passed IREAD-3*
- *Grade 3 90% of SES students passed E/LA ISTEP*
-

Challenges:

- *Grade 5 – Special Education passing scores decreased from 2016 to 2017 on E/LA ISTEP+ (29% to 24%)*
- *4th and 5th SES students performed below non SES*
- *4th Grade Special Ed. decreased from 35% to 26% in E/LA ISTEP*

Mathematics Data Statements

Strengths:

- *All Grades - Pass plus exceeds the state average on Math ISTEP+.*
- *Male and Female student achieve within 3% of one another in all grades*
- *Grades 3 and 5 Special Education - students performed above the state average on Math ISTEP+.*
- *Grade 5 - paid and free or reduced students exceed the state average on Math ISTEP+*
- *Grade 5 - male students exceed the state average on Math ISTEP+*
- *Grade 5 - students scores increased from 2016 to 2017 in E/LA ISTEP+ (66% to 76%)*
- *Grade 5 Special Education students - decreased from 12% to 33% in Math ISTEP+*

Challenges:

- 4th grade SES performed lower 26% lower than Non SES
- 5th grade SES performed lower 27% lower than Non SES

IREAD-3

For the 2016-17 school year, 97.1% of third graders passed the Spring IREAD-3 assessment. 2.9% of students (1 students) did not pass. In June 2017, students who had not passed the first time were given instruction and an opportunity to take it again, students passed, 0 did not attend and 0 were good cause exemptions. Our overall percentage passing was 98.1% for the 2016-17 school year.

Data related to Performance Indicators other than in Annual Performance Report

Students At or Above End of the Year Benchmark Reading Levels

	2012-13	2013-14	2014-15	2015-16	2016-17
Kindergarten	81%	94%	94.2%	72%	90%
1st Grade	75%	89%	77%	87.5%	90%
2nd Grade	79%	93%	89%	80%	85%
3rd Grade	90%	88%	86%	83.3%	92%
4th Grade	90%	94%	88%	81%	87%
5th Grade	95%	94%	88%	89%	93%

Noted Trends:

The above chart shows the End of Year (EOY) percentage of students reading at or above grade level according Fountas and Pinnell benchmark assessments for the past three years. Cohort data for all grade levels shows an increase in the percentage of students ending the year meeting grade level reading expectations.

Attendance Rate

Attendance is a priority at North Elementary. Each morning students recite a pledge on doing the right thing for character education. One part of this pledge is *“Every day matters and everybody counts”*. This line focuses on the importance of attending school every day. Students are recognized annually for excellent attendance. If a student begins a pattern of tardiness or absences, the school follows the ACES (Attending Class Equals Success) Attendance Program adopted by Noblesville

Schools. This is a targeted program to assist students whose attendance is poor by outlining procedures for intervention and support.

Attendance Rates:

Year	State Average	North Attendance
2012-13	95.8%	96.7%
2013-14	96.1%	97%
2014-15	95.8%	97%
2015-16	95.8%	96%
2016-17		96.23

Other Information About Educational Programming and Learning Environment

North Elementary School is committed to future ready Learning for our students. North staff believe that students drive their own learning. At North, integration of inquiry across curricular areas continues, which is inspiring students to further investigate their own wonderings, promoting student driven learning.

Section 3: Current Programming and Environmental Conclusions

Analysis of Student Achievement

Math

Overall student achievement on math ISTEP+ shows an increase of 7% of students passing in the 2016-17 school year. A breakdown of ISTEP+ data presents mathematical process as areas of concern. According to previous ISTEP+ results, students are starting the year below the state average in mathematical process. This creates a challenge for current grade level teachers to remediate before progressing to state required standards.

Problem Statement:

On ISTEP+ students struggled identifying what skills and strategies were needed to successfully solve problems. Students were unable to find strategies and use skills to correctly formulate answers.

Language Arts

Overall student achievement on language arts ISTEP+ shows an increase of students passing in the 2016-17 school year. Analysis of ISTEP+ indicated a slightly above state average performance in third, fourth and fifth grade performance on the Language Arts portion of the ISTEP+. Upon deeper analysis of ISTEP+ subtests and reading levels the area of nonfiction and fiction text structures and text features became evident as an area of needed growth, as well as application of text structures in fiction text. After reviewing NWEA results, third, fourth, and fifth grade students fell in the below

average range in these categories. Application of using text structures and text features independently remains a struggle.

Problem Statement:

On ISTEP+, students struggled with Genres, Writing process, and research process. Students were unable to build understanding of text using knowledge of text features, structures, and author's perspective. Students struggled using the text to apply these skills in a standardized testing format.

Parental Participation in the School

To help North's students be successful, North Elementary encourages every parent or guardian to be an active participant in the school. Participation includes, but is not limited to, volunteering in the classroom or library media center, attending field trips, eating lunch with their children, attending parent/teacher conferences, representing North on district-wide committees, and helping with and serving on the PTO. The PTO and parent volunteers offer support and seek new opportunities for students, teachers, families, and community members throughout the year.

Provision to Maintain a Safe and Disciplined Learning Environment for Students and Staff

North Elementary's learning environment is based on the motto "Do the Right Thing, Treat People Right." Students participate in quarterly awards convocations to highlight personal achievement and positive behaviors in school. Additionally, North Stars is a monthly recognition of students who exemplify core leadership traits. Teachers also incorporate leadership skills into instruction to reinforce positive behavior and to lead students to taking ownership of their learning. All students reflect on their ownership of learning and participate in student-led conferences with parents in October.

North is in its first year of implementing a positive behavior intervention program called SHINE. Support is provided with positive strategies and interventions that teachers can implement in the classroom. MTSS is also utilized to facilitate growth for a struggling student. The school counselor worked with classroom teachers in the 2016-2017 school year on implementing the Second Step curriculum focusing on skills for social and academic success.

Volunteers are always welcome to assist at North Elementary. Noblesville Schools has updated its volunteer procedures to ensure safety of students and staff.

The following are the levels for volunteering within the Noblesville School District:

- Level 1 Volunteer/Visitor: Guests who are visiting office area and/or observing at a special event (No formal background check required). Examples: Grandparents' Day, Guest Speakers, Veterans' Day Programs
- Level 2 Volunteer/Visitor: Access to students during the school day under supervision of Noblesville Schools' staff (Requires Limited Criminal History Background Check) Examples: Lunch, Classroom Parties
- Level 3 Volunteer/Visitor: This volunteer can possibly have direct and unsupervised interaction with children. (Requires National Volunteer Background Check - Fee Applies) Examples: Field Trips, Classroom Volunteers
- Background Checks must be updated every two years.

Noblesville Schools is working side by side with Safe Hiring to implement Safe Visitor.

Volunteers/visitors must complete a background check, then once approved they will be provided an identification badge. This badge will be scanned each time the volunteers/visitors visit the building. On the first visit, volunteers/visitors will have their photo taken before being granted access into the main building. North has a restricted entrance into the building, which allows the office staff to admit visitors into the building by activating the electronically-controlled door.

One full time secretary and two part-time secretaries are staffed which allows two staff members to be in the office at all times to assist with security and day to day operations. All staff members are trained in ALICE. ALICE provides the staff options to make responsive decisions in the event of an intruder. North Elementary continues to work with district staff to address any areas of concerns in regards to school safety. Additional security cameras have been added throughout the building to maintain security coverage.

The building has a crisis team of staff members to help with tragic events that could happen. Crisis Prevention Intervention training has been provided for select staff members. This team is activated when there is a safety issue with a student.

Technology as a Learning Tool

Staff at North Elementary have received professional development on integrating technology to enhance the quality of instruction for the future learner. Document cameras, mounted projectors, iPads, and laptops expand the opportunities for technology integration in the classroom. Every classroom has a minimum of two desktops, two laptops, and four iPads. In the 2017-18 school year we will increase technology in K-3 rooms at a 2-1 ratio. All of our fourth and fifth grade classrooms and one additional pilot classroom are 1:1 with iPads for the 2017-18 school year utilizing CANVAS as the learning platform. Noblesville Schools added the position of elementary Lead Technology Teacher for the 2015-16 school year. North Elementary will continue to utilize this resource to expand the use of technology to embed future-ready skills into inquiry based instruction.

Professional Development Program

North Elementary offers continuous professional development for staff members. Early release days and staff meetings are used for school-wide professional development focused on best practice and instructional strategies for literacy, math, inquiry, and culture. North Elementary has lead teachers for math, inquiry, technology, and high ability. These areas of teacher leadership were determined based on Noblesville Schools initiatives. Information from lead teachers is carried over into monthly early release days, and staff meetings. Teachers also have the opportunity to work alongside the instructional coach for coaching cycles in reading, writing, math, and inquiry. All professional development will continue to be designed with the 4 C's (creativity, collaboration, communication, critical thinking) of a future-ready learning model in mind. Professional development will continue to be rooted in the district's motto of Engage, Inspire, and Empower.

Section 4: Areas Needing Immediate Improvement

According to ISTEP+ data, IREAD-3 data, benchmark records, and locally developed assessments, students at North Elementary scored lower on informational text than other areas of literacy and on math computation than other areas of mathematics. Scores have increased for students receiving

special education services and students receiving free/reduced lunch; however, there continues to be a gap.

Section 5: Statutes and Rules to be Waived

There are no statutes or rules to be waived at this time.

Section 6: Timeline 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	Students will improve reading comprehension.	
Benchmarks	North Elementary School will achieve 8% higher scores in ELA on the ISTEP+ exam than in 2017-18.	
Supporting Data	Areas of Greatest Progress	Areas of Greatest Challenge
	<ul style="list-style-type: none"> All Grades - exceed the state average in 2017 E/LA ISTEP+ All Grades Special education students - exceed the state average in 2017 E/LA ISTEP+ Grade 3 - 86% of students passed 2017 E/LA ISTEP Grade 4 – students’ pass plus scores increased from 2016 to 2017 on E/LA ISTEP+ (10%-22%) 	<ul style="list-style-type: none"> Grade 5 – Special Education passing scores decreased from 2016 to 2017 on E/LA ISTEP+ (44% to 23%) Grade 4 & 5 - Paid lunch students outperformed free/reduced lunch students 4th Grade Special Ed. decreased from 35% to 26% in E/LA ISTEP
Targeted Subgroups	Free/Reduced lunch (SES), High Ability	

Instructional Strategies (Teachers will...)	Learning Outcomes (Students will...)
<ul style="list-style-type: none"> Create small groups by utilizing current data targeting literacy skills. Plan instruction using Noblesville Schools Units of Study, in conjunction with LC Units of study to provide literacy instruction. Provide explicit instruction about responding to the text through written and oral platforms. Utilize data to inform instructional practices Use whole group, small group, and conferencing to model and facilitate seven strategies of comprehension. Focus on text structure when teaching skills for reading comprehension for both fiction and nonfiction. Teach RACE strategy 30 minute dedicated Supplemental support time 	<p>Students will increase thinking and understanding text by:</p> <ul style="list-style-type: none"> Inferring Visualizing Making connections Determining importance Synthesizing Analyzing Questioning

Research Supporting Instructional Strategies	<ul style="list-style-type: none"> <u>The Continuum of Literacy Learning</u> by Fountas and Pinnell <u>Comprehending and Fluency</u> by Fountas and Pinnell <u>Guiding Readers and Writers</u> by Fountas and Pinnell <u>The Reading Strategies Book</u> by Serravallo <u>I Am Reading</u> by Collins and Glover <u>Learning progressions</u> by Lucy Calkins <u>The Writing Strategies Book</u> by Serravallo
---	---

Professional Development	
Action	Timeline
<ul style="list-style-type: none"> Professional Learning Communities (PLCs) Personalized Coaching Cycles by Instructional Coach Professional development on Interactive Read Alouds to supplement UOS Small groups based on current data (anecdotal notes, informal running records, student work, progress monitoring) Common understanding of Text structure Develop Rubric and PD for staff K-5 	<ul style="list-style-type: none"> Ongoing throughout 2016-19 school years <p>FALL 2017</p>

Monitoring System

Action	Review and Revision
<p>Teacher implementation:</p> <ul style="list-style-type: none">• Action Plan progress monitoring data• Lesson plans• Running Records• Conferring notes <p>Leadership implementation:</p> <ul style="list-style-type: none">• Participation at Grade-Level Meetings• Classroom Observations• Facilitation of Data Meetings• Purposeful Professional Development Planning	<ul style="list-style-type: none">• School Improvement Goals will be discussed and reflected on in monthly administration meeting and SIP meeting• Responsive and reflective revisions throughout 2016-17 school year

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

- ISTEP+
- NWEA
- F&P Benchmark Assessments
- IREAD-3
- Formative Assessments

Noblesville Schools School Improvement Action Plan

Goal	All students will improve math reasoning.	
Benchmarks	Students at North Elementary School will score 8% higher on the Math ISTEP+ plus exam than in 2016-17.	
Supporting Data	Areas of Greatest Progress	Areas of Greatest Challenge
	<ul style="list-style-type: none"> ● <i>All Grades - Pass plus exceeds the state average on Math ISTEP+.</i> ● <i>Grades 3, 4 and 5 - students exceed the state average on Math ISTEP+.</i> ● <i>Grades 3 and 5 Special Education - students performed above the state average on Math ISTEP+.</i> ● <i>Grade 5 - male students exceed the state average on Math ISTEP+ (by 20%)</i> ● <i>Grade 5 - students passing scores increased from 2016 to 2017 in Math ISTEP+ (66% to 76%)</i> ● <i>Male and Female student achieve within 3% of one another in all grades</i> ● <i>Grade 5 - paid and free or reduced students exceed the state average on Math ISTEP+</i> ● <i>Grade 5 - male students exceed the state average on Math ISTEP+</i> ● <i>Grade 5 - students scores increased from 2016 to 2017 in E/LA ISTEP+ (66% to 76%)</i> ● <i>Grade 5 Special Education students - decreased from 12% to 33% in Math ISTEP+</i> 	<ul style="list-style-type: none"> ● <i>Grade 5 Special Education students - performed below the state average on Math ISTEP+.</i> ● <i>Grade 5 - students pass plus scores decreased from 2016 to 2017 in Math ISTEP+ (40% to 31%)</i> ● <i>4th grade SES performed lower 26% lower than Non SES</i> ● <i>5th grade SES performed lower 27% lower than Non SES</i>
Targeted Subgroups	Free/Reduced lunch(SES), Special Education, High Ability, Gender	

Instructional Strategies (Teachers will...)	Learning Outcomes (Students will...)
<ul style="list-style-type: none"> ● Teachers will utilize the math workshop model in conjunction with Everyday Math to provide responsive and differentiated instruction. ● Teachers will design lessons that integrate inquiry and problem solving strategies that are integrated throughout the day. ● Teachers will teach strategic thinking for computation. ● Teachers will collect, analyze, and respond to formative and summative data. ● Teachers will demonstrate how math can be applied in the real world and have students apply this knowledge. ● Teachers will increase the rigor of Everyday Math by connecting to Indiana State Standards and outlined Check+ Standards to be addressed. ● 30 minute dedicated Supplemental support time 	<ul style="list-style-type: none"> ● Students will actively participate in math workshop to reinforce problem solving strategies and enhance understanding ● Students will have a conceptual and procedural understanding ● Students will set goals based upon data using a growth mindset ● Students will understand and apply real world problem solving strategies and transfer to their work

Research Supporting Instructional Strategies	<ul style="list-style-type: none"> • University of Chicago (Everyday Math) • Process Standards (2014) • Everd, L. <i>Addition, Subtraction, and Algebraic Reasonings</i>, Houghton Mifflin. • Chambers, D. editor, <i>Putting Research into Practice in the Elementary Grades</i>. NCTM • Carpenter, Thomas. <i>Children's Mathematics Cognitively Guided Instruction</i>, Heinemann. • Empson, Susan B., <i>Extending Children's Mathematics Fractions and Decimals</i>, Heinemann. • Mastering the basic math Facts-Susan O'Connel
---	---

Professional Development	
Action	Timeline
<ul style="list-style-type: none"> • Pd on Math workshop by skilled practitioner. • Professional Learning Communities (PLC) • Book Study by Math Leaders • Differentiated Coaching Cycles with Instructional Coach • ICS correlation to EDM • Differentiated Math Workshop PD's • Common math assessments • Talk Series related to math • Math Writing strategies 	<ul style="list-style-type: none"> • ERD • Ongoing throughout 2017-18 school year • 2017-2020 • Ongoing • • 2016-17 • 2017-2018 • 2016-2019 • Year 2017-18 • Spring 2018

Monitoring System	
Action	Review and Revision
<p>Teacher implementation:</p> <ul style="list-style-type: none"> • Notes including data collection, analysis, response, and/or conferring • Lesson plans • Construct grade-level, standards based, common assessments <p>Leadership implementation:</p> <ul style="list-style-type: none"> • Participation at Grade-Level Meetings • Classroom Observations • Facilitation of Data Meetings • Purposeful Professional Development Planning 	<ul style="list-style-type: none"> • School Improvement Goals will be discussed and reflected on in monthly administration meeting • Responsive and reflective revisions throughout 2016-19 school year

<p>Assessments: Standardized and/or locally developed measures of progress toward the goal</p> <ul style="list-style-type: none"> • ISTEP+ • NWEA • Chapter/Unit tests from Everyday Math • Notebooking • District Math Fact Fluency Assessments
--

Professional Development to Improve Cultural Competency of Teachers, Administrators, Staff, Parents, Students	
Action	Timeline
<ul style="list-style-type: none"> • WIDA integration standards <ul style="list-style-type: none"> ○ PD for integration of WIDA standards • Working with students in poverty <ul style="list-style-type: none"> ○ PD on understanding challenges ○ PD on growth mindset 	<ul style="list-style-type: none"> • Ongoing throughout 2016-19 school year

Noblesville Schools School Improvement Action Plan

Goal	50% of students will be model attendees	
Benchmarks	Persistent attendees will increase from 27% to 40%	
Supporting Data	Areas of Greatest Progress	Areas of Greatest Challenge
	•	• Overall attendance is 96.4
Targeted Subgroups	Free/Reduced lunch(SES), Special Education, High Ability, Gender	

Instructional Strategies (<i>Teachers will...</i>)	Learning Outcomes (<i>Students will...</i>)
<ul style="list-style-type: none"> • Take attendance daily • ACES 	<ul style="list-style-type: none"> • Will attend school on a regular basis

Research Supporting Strategies	•
---------------------------------------	---

Intervention plans	
Action	Timeline
<ul style="list-style-type: none"> • Monthly evaluation of attendance • Letters to those who have 3, 5, and 10 days of missing days • ACES 	<ul style="list-style-type: none"> • Ongoing throughout 2017-19 school year

Monitoring System	
Action	Review and Revision
Teacher implementation: <ul style="list-style-type: none"> • Notify office of student missing multiple days Leadership implementation: <ul style="list-style-type: none"> • Attendance improvement plans 	<ul style="list-style-type: none"> • School Improvement Goals will be discussed and reflected on in monthly administration meeting • Responsive and reflective revisions throughout 2017-18 school year

Assessments: Standardized and/or locally developed measures of progress toward the goal <ul style="list-style-type: none"> • Percentage of students attending
