



# North Elementary School



## School Wide Improvement Plan 2022-2025

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

Robert Lugo, Principal  
Angie Gingerich, Assistant Principal  
Kim Walton, Instructional Coach  
Courtney Chamberlin, Parent  
Staci Scott-Stewart, 3rd Grade Teacher  
Laura Hinshaw, Resource Teacher



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## Continuous School-Wide Improvement Plan

### Section I: School Profile

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 the development of the whole child and the highest levels of academic growth and achievement.

#### **Mission**

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.*

#### **Vision**

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.*

#### **Commitments**

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.*

**Guaranteed and Viable 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 the Indiana Academic Standards and is guided by a backwards design process to create meaningful units of study 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. District-wide units of study grounded in the Indiana Academic Standards have been developed for reading, writing, science, and social studies. Teachers and staff have access to these units through shared district channels of communication. Current core curriculum materials for elementary students include Everyday Mathematics, Units of Study in Reading by Teachers College Reading and Writing Project Staff, Units of Study in 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). 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.

#### **Description and name of the assessments that will be used by the school 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 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).
- **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 reading instruction.
- **Running Records** are informal assessment tools with anecdotal notes utilized to guide next steps in reading instruction K-5.
- **Formative Assessments** are used in each classroom to drive core instruction.
- **Early Literacy Assessments:** Assessment is an ongoing process in the classroom. In order to encompass the NEW Senate Enrolled Act 217 (Dyslexia Bill) Noblesville Schools will be adding additional assessments to meet the requirements of this new law. The initial screener



will be used to identify students as emerging, developing and or demonstrating in foundational reading skills. Assessments are analyzed in their entirety to determine instructional need, lagging skills in reading (including exhibiting characteristics of dyslexia), and if additional assessment is needed (Level I or Level II Screening). Please note that all factors of the whole child MUST be considered when making decisions which includes ensuring that students have had ample experiences with text before determining that a student may need additional supports. All of this will take place as part of the Noblesville Schools MTSS process.

- **Early Literacy Assessments include**

- NWEA Dyslexia screener
- NWEA Skills Checklist #1: Letter Identification (Alphabet Knowledge)
- NWEA Skills Checklist #2: Phonics: Matching Letters to Sound (Sound Symbol Recognition)
- NWEA Skills Checklist #3: Phonological Awareness & Phoneme Identification (2 tests) (Phonological and phonemic awareness)
- NWEA Skills Checklist #4: Consonant Blends and Diagraphs (Decoding Skills)
- Arkansas Rapid Naming Screener (Rapid naming skills)
- Words Their Way: Primary Spelling Inventory (PSI) (Encoding Skills)

### **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. North elementary delivers, monitors and analyzes instruction at our school through data meetings, team meetings and MTSS. As part of our process, grade level teams meet at least once a week with many teams meeting more often to plan for instruction. Teachers have also been trained to use Fountas and Pinnell reading benchmark assessment. Teachers have been trained to utilize these benchmarks to guide individual, small group instruction and supplemental supports.



## **Section II: Description of Current Educational Programming and Learning Environment**

### **Safe and Disciplined Learning Environment**

North Elementary's learning environment is based on the motto "Do the Right Thing, Treat People Right." Students participate in quarterly awards celebrations to highlight personal achievement and positive behaviors in school. Additionally, North Stars are monthly recognition of students who exemplify core lifeskills. Teachers also incorporate leadership skills into instruction to reinforce positive behavior and to lead students to take 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 6th 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 social worker also provides support at tier 1, 2, and 3 levels. The school counselor works with classroom teachers to implement 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 the safety of students and staff.

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

- 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 six 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. 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.

Two full-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 concern in regard 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.



### **Address the Learning Needs of all Students (SWP Component #9)**

Noblesville Schools is committed to the Professional Learning Community (PLC) process. It aligns directly with our commitment to student success in the classroom and beyond. Research shows that “collective teacher efficacy” rather than teachers as individual agents has an enormous impact on student achievement. Our focus as a PLC not only strengthens teams through an accessible and equitable process, it also has the power to move us closer to our vision of success for all students and staff and keeps us aligned to our district collective commitments. PLCs are organized into a series of high-performing collaborative teams which meet on a regular basis to focus on student learning. A team is a group of people working *interdependently* to achieve a *common goal*, for which members are held *mutually accountable*. Collaborative teams are the fundamental building blocks of PLCs 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 ensure student success.

North Elementary uses a tiered approach to academics and behavior called Multi-Tiered System of Supports (Article 7, IDEA) 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. The North Elementary staff utilizes a variety of data sources in order to identify and assist students needing additional instruction and/or support. These data sources include but are not limited to, grades, NWEA and other standardized scores, attendance, and discipline reports. North Elementary believes that children do well when they can. If a student is having difficulty academically 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. North Elementary places an emphasis on early identification through universal screenings, supplemental support, and self-advocacy support for student learning.

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

Through data collected by NWEA, common assessment, benchmarking and student performance, we provide and create grade-level specific plans to meet the needs of those struggling and those that need enrichment in academic-specific areas. Our reading program 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. We look at instruction in three tiers – instruction for the whole group – more intense intervention for those students who did not master the material in the core program– and then more intensive individualized instruction for any student in which tiers one and two were not successful.



Our staff utilizes PLC meetings throughout the year to explain and monitor the validity of the intervention for each student. This practice will ensure that our students and teachers are noticing the growth taking place and will be able to move them into the appropriate groups. For students in tiers 2 and 3 in our MTSS process, North Elementary utilizes a variety of reading intervention programs. These programs are research-based reading interventions proven to help students succeed: LLI, OG, Road the Code, and Rime Magic to strengthen and enhance the core reading program. They address the five essential components of reading. These programs are used as tier two and tier three interventions. We utilize explicit direct instruction as additional practice for students who have not been successful in the core reading program. Included in the program are validated diagnostic and prescriptive tools to determine needs and put students back on track. It is a guideline of the North Elementary instructional team that when a student has been taught at all three-tier levels and remains unsuccessful, a referral to our evaluation team can be made.

This in-house team uses the process of creative problem solving to identify skill deficits and provide research-based targeted interventions. Members of our staff have participated in the creative problem solving for general education interventions. A case-specific MTSS team is selected by examining the child's background information submitted by the teacher. As the team meets, everyone is encouraged to take ownership of the child's success, and multiple staff members support each intervention that is selected by the team.

Parents and family members have the opportunity to be a part of the team. This allows the partnership to stretch into the home as well. The school has also invited outside support persons into the RTI/MTSS setting. These have included therapists, behavior specialists, and information from doctors.

### **Parental Participation**

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.

At North we value our family involvement. Monthly activities are scheduled to encourage parental involvement (PTO sponsored activities, Class newsletters, bi-weekly school newsletter, Veterans day, Grandparent's Day, Parent/teacher conferences, Family projects, Back to School Night, Meet the teacher night, Math Night/Science, Winter Sing along, Writing celebrations ). Parents are invited to attend meetings (parent-teacher conferences, MTSS meetings, Case Conferences) to discuss their child's progress at school. When weaknesses have been identified. These materials are available to all parents.

The district communicates with parents in multiple ways. The school's website and Facebook page keep parents informed about activities at the school. In addition, Parentsquare calls and posts can be used to send information to all parents with phone numbers. The school also publishes a bi-weekly



newsletter. At the beginning of the year, parents are provided with a Home-School Family Compact, which is a written agreement of what the school, parents and students will do to ensure student success.

Our school has a strong PTO. During PTO meetings and family engagement group meetings, parents have opportunities for decision-making related to the education of their children. Our PTO hosts events such as the Cocoa and Chocolate event, Fun Under the Stars, Grandparent's Day and Veterans Day.

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

North has a parent involvement policy as part of its Title I plan. This policy has been developed jointly with, approved by and distributed to parents. North convenes an initial annual meeting for parents to explain Title I, and offers flexible meetings for parents. Such meetings include time to share experiences, brainstorm about creative programs to involve parents and participate in decisions about the education of their children. Parents are involved in planning, reviewing, and improving the program. North also implements a school-parent compact, which outlines how the school, parents, and students will share responsibility for ensuring student achievement.

Teachers and staff use multiple means of communicating with parents:

- Bi-Weekly Newsletter
- Parent Square messages and posts
- Facebook
- Remind App
- SeeSaw
- Twitter
- MTSS Meetings
- North also has an EL teacher that assists teachers and staff in communicating with Spanish-speaking families. This teacher attends Parent/Teacher conferences, makes phone calls, and translates written communication for families that do not speak English.

### **Coordinate Technology Initiatives**

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

### **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 preparation, 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 become a priority as students near graduation.

### **Coordination and Integration of Funds (SWiP 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, Associate Superintendent, and all grant administrators. This collaboration allows our funding to be used effectively. While North Elementary has chosen to coordinate the program efforts, we will not consolidate program funds at this time. Therefore, North 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 (SWIP 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 the early childhood center and the receiving elementary school.

### **Strategies to Attract Effective Teachers (SWIP Component #5)**

Noblesville Schools has developed a plan to attract and retain high-quality teachers in each building.

#### **Strategies to Attract HQ New Teachers**

- Outline district hiring process to potential candidates
- Explain verification process for "properly licensed" teachers through ESSA
- Mentor program at each building to support new educator growth
- Partner with local universities providing teacher preparation programs



- Collaborate with colleagues
- Nurture a positive school atmosphere
- Supportive and highly involved Parent Teacher Organization
- Provide information about the schools' professional learning communities, high quality professional development and school leadership opportunities.
- Attend university recruitment day's IU, Ball State, IUPUI, Purdue, Butler, etc.
- Attend Marion County minority recruitment fair
- Collaborate with local university student-teaching programs
- Provide new educator learning community
- Hold monthly meetings for new educators and mentors

### **Strategies to Support Teacher Retention**

- 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.

### **Professional development initiatives for teachers (SWIP component 4)**

North Elementary offers continuous professional development for staff members. Late Start days, E-Learning days and staff meetings are used for school-wide professional development focused on best practices and instructional strategies for literacy, math, inquiry, neuroscience, writing and culture. North Elementary has lead teachers for math, literacy, 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 the Noblesville Framework for learning model in mind.



### Employ Effective Teachers (SWP Component #3)

Name	Assignment	Qualifications	Housing
Courtney Chamberlin	Media Specialist	<ul style="list-style-type: none"> <li>● Bachelor's degree</li> <li>● Elementary teaching license</li> <li>● Passed Praxis II</li> </ul>	Central office – HR files
Sierra Norman	Grade K	<ul style="list-style-type: none"> <li>● Bachelor's degree</li> <li>● Elementary teaching license</li> <li>● Passed Praxis II</li> </ul>	Central office-HR files
Kim Walton	Coach	<ul style="list-style-type: none"> <li>● Bachelor's degree</li> <li>● Elementary teaching license</li> <li>● Passed Praxis II</li> </ul>	Central office – HR files
Samantha Cooper	Grade K	<ul style="list-style-type: none"> <li>● Bachelor's degree</li> <li>● Elementary teaching license</li> <li>● Passed Praxis II</li> </ul>	Central Office-HR
Alexandra Swanson	Grade 1	<ul style="list-style-type: none"> <li>● Bachelor's degree</li> <li>● Elementary teaching license</li> <li>● Passed Praxis II</li> </ul>	Central Office- HR files
Erin Minnich	Grade 1	<ul style="list-style-type: none"> <li>● Bachelor's degree</li> <li>● Elementary teaching license</li> <li>● Passed Praxis II</li> </ul>	Central Office- HR files
Jamie Owens	Grade K	<ul style="list-style-type: none"> <li>● Bachelor's degree</li> <li>● Elementary teaching license</li> <li>● Passed Praxis II</li> </ul>	Central Office- HR files
Erin Garibay	Grade 2	<ul style="list-style-type: none"> <li>● Bachelor's degree</li> <li>● Elementary teaching license</li> <li>● Passed Praxis II</li> </ul>	Central Office- HR files
Ashley Nix	Grade 3	<ul style="list-style-type: none"> <li>● Bachelor's Degree</li> <li>● Elementary Teaching license</li> <li>● Passed Praxis II</li> </ul>	Central Office- HR files
Stephanie Etchison	Grade 2	<ul style="list-style-type: none"> <li>● Bachelor's degree</li> </ul>	Central Office- HR files



		<ul style="list-style-type: none"> <li>● Elementary teaching license</li> <li>● Passed Praxis II</li> </ul>	
Emily Bray	Grade 1	<ul style="list-style-type: none"> <li>● Bachelor's degree</li> <li>● Elementary teaching license</li> <li>● Passed Praxis II</li> </ul>	Central Office- HR files
Lorin Costello	Grade 2	<ul style="list-style-type: none"> <li>● Bachelor's degree</li> <li>● Elementary teaching license</li> <li>● Passed Praxis II</li> </ul>	Central Office- HR files
Sara Smith	Grade 3	<ul style="list-style-type: none"> <li>● Bachelor's degree</li> <li>● Elementary teaching license</li> <li>● Passed Praxis II</li> </ul>	Central Office- HR files
Staci Scott-Stewart	Grade 4	<ul style="list-style-type: none"> <li>● Bachelor's degree</li> <li>● Elementary teaching license</li> <li>● Passed Praxis II</li> </ul>	Central Office- HR files
Lisa Doerr	Grade 2	<ul style="list-style-type: none"> <li>● Bachelor's degree</li> <li>● Elementary teaching license</li> <li>● Passed Praxis II</li> </ul>	Central Office- HR files
Maribeth Sellers	Grade 3	<ul style="list-style-type: none"> <li>● Bachelor's degree</li> <li>● Elementary teaching license</li> <li>● Passed Praxis II</li> </ul>	Central Office- HR files
Rebekah Helming	Grade 4	<ul style="list-style-type: none"> <li>● Bachelor's degree</li> <li>● Elementary teaching license</li> <li>● Passed Praxis II</li> </ul>	Central Office- HR files
David Kimmel	Grade 5	<ul style="list-style-type: none"> <li>● Bachelor's degree</li> <li>● Elementary teaching license</li> <li>● Passed Praxis II</li> </ul>	Central Office- HR files
Hanna Hinshaw	Grade 4	<ul style="list-style-type: none"> <li>● Bachelor's degree</li> <li>● Elementary teaching license</li> <li>● Passed Praxis II</li> </ul>	Central Office- HR files
Tyler Thompson	FAP	<ul style="list-style-type: none"> <li>● Bachelor's degree</li> <li>● Elementary teaching license</li> <li>● Passed Praxis II</li> </ul>	Central Office- HR files



Casie Bussel	Resource	<ul style="list-style-type: none"> <li>• Bachelor's degree</li> <li>• Elementary teaching license</li> <li>• Passed Praxis II</li> </ul>	Central Office- HR files
Abigail Wilkenson	Life	<ul style="list-style-type: none"> <li>• Bachelor's degree</li> <li>• Elementary teaching license</li> <li>• Passed Praxis II</li> </ul>	Central Office- HR files
Bryce Stephens	Life	<ul style="list-style-type: none"> <li>• Bachelor's degree</li> <li>• Elementary teaching license</li> <li>• Passed Praxis II</li> </ul>	Central Office- HR files
Melissa Bostic	Grade 3	<ul style="list-style-type: none"> <li>• Bachelor's degree</li> <li>• Elementary teaching license</li> <li>• Passed Praxis II</li> </ul>	Central Office- HR files
Elizabeth Clarey	Grade 5	<ul style="list-style-type: none"> <li>• Bachelor's degree</li> <li>• Elementary teaching license</li> <li>• Passed Praxis II</li> </ul>	Central Office- HR files
Allison Goff	Grade 3	<ul style="list-style-type: none"> <li>• Bachelor's degree</li> <li>• Elementary teaching license</li> <li>• Passed Praxis II</li> </ul>	Central Office- HR files
Jami Gersonde	Grade 5	<ul style="list-style-type: none"> <li>• Bachelor's degree</li> <li>• Elementary teaching license</li> <li>• Passed Praxis II</li> </ul>	Central Office- HR files
Heather Dierckman	OT	<ul style="list-style-type: none"> <li>• Bachelor's degree</li> <li>• Elementary teaching license</li> <li>• Passed Praxis II</li> </ul>	Central Office- HR files
Brooke Wade	Resourc	<ul style="list-style-type: none"> <li>• Bachelor's degree</li> <li>• Elementary teaching license</li> <li>• Passed Praxis II</li> </ul>	
Chloe Dell	Resource	<ul style="list-style-type: none"> <li>• Bachelor's degree</li> <li>• Elementary teaching license</li> <li>• Praxis 2</li> </ul>	Central Office- HR files
Laura Hinshaw	Special Education	<ul style="list-style-type: none"> <li>• Bachelor's degree</li> <li>• Elementary teaching license</li> </ul>	Central Office- HR files



		<ul style="list-style-type: none"> <li>● 100 On HOUSE</li> </ul>	
Staci Law	Special Education	<ul style="list-style-type: none"> <li>● Bachelor's degree</li> <li>● Elementary teaching license</li> <li>● Passed Praxis II</li> </ul>	Central Office- HR files
Corie Elkin	Learning Specialist	<ul style="list-style-type: none"> <li>● Bachelor's degree</li> <li>● Elementary teaching license</li> <li>● Passed Praxis II</li> </ul>	Central Office- HR files
Kim Arrowood	PE	<ul style="list-style-type: none"> <li>● Bachelor's degree</li> <li>● Elementary teaching license</li> <li>● Passed Praxis II</li> </ul>	Central Office- HR files
Lisa Fritz	ART	<ul style="list-style-type: none"> <li>● Bachelor's degree</li> <li>● Elementary teaching license</li> <li>● Passed Praxis II</li> </ul>	Central Office- HR files
Janene Krent	Music	<ul style="list-style-type: none"> <li>● Bachelor's degree</li> <li>● Elementary teaching license</li> <li>● Passed Praxis II</li> </ul>	Central Office- HR files
Emily Griggs	Learning Specialist	<ul style="list-style-type: none"> <li>● Bachelor's degree</li> <li>● Elementary teaching license</li> <li>● Passed Praxis II</li> </ul>	Central Office- HR files
Sara Holmes	EL Specialist	<ul style="list-style-type: none"> <li>● Bachelor's degree</li> <li>● Elementary teaching license</li> <li>● Passed Praxis II</li> </ul>	Central Office- HR files
<b>Paraprofessional's Name:</b>	<b>Assignment:</b>	<b>Indicator HQ status:</b>	<b>Location of documentation of HQ status:</b>
Laura Johnson	Instructional Assistant	Transcripts showing at least two years of college or more	HR files
Julie Pittman	Instructional Assistant	Transcripts showing at least two years of college or more	HR files
Becky Simac	Instructional Assistant	Transcripts showing at least two years of college or more	HR files



Julia Warren	Instructional Assistant	Transcripts showing at least two years of college or more	HR files
Rhoda Strausbaugh	Instructional Assistant	Transcripts showing at least two years of college or more	Hr

### Section III: Summary of Data

Data, including graphs, from the annual performance report or other performance indicators:

## North Elementary Annual Performance Report

### Student ELA Achievement Results

State Assessments	2018-2019			2020-2021			2021-2022		
	School	District	State	School	District	State	School	District	State
<b>ILEARN ELA Overall Proficient</b>									
<b>Overall</b>	<b>57.0</b>	<b>62.6</b>	<b>47.9</b>	<b>47.3</b>	<b>53.8</b>	<b>40.5</b>	<b>48.9</b>	<b>55.2</b>	<b>41.2</b>
Paid Meals	65.6	69.1	61.9	52.2	60.2	54.0	61.5	61.8	53.2
Free/Reduced Price Meals	41.2	42.0	33.5	38.8	33.1	25.9	22.4	34.4	27.0
General Education	61.1	69.7	53.8	54.4	60.5	45.6	57.5	61.7	46.9
Special Education	35.9	21.6	15.7	26.3	18.1	12.9	30.2	22.2	13.4
Non-English Language Learner	59.3	64.3	49.9	***	56.2	42.9	***	57.6	43.8
English Language Learner	9.1	14.9	16.3	***	9.8	11.7	***	14.9	13.9
Asian	***	71.2	63.8	***	65.5	56.7	***	60.3	56.7
Black	18.2	38.2	24.7	31.3	28.3	17.4	30.0	34.5	19.1
Hispanic	15.8	44.1	35.5	33.3	33.4	27.3	34.8	37.1	28.1
Multiracial	50.0	44.5	43.3	***	44.4	36.4	30.8	41.4	36.8
White	62.8	65.8	54.2	49.7	57.3	47.1	52.8	59.0	48.0
<b>IREAD3 Overall Proficient</b>									
<b>Overall</b>	<b>88.5</b>	<b>93.6</b>	<b>87.3</b>	<b>81.8</b>	<b>89.8</b>	<b>81.2</b>	<b>92.2</b>		

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	2019-2020		2020-2021		2021-2022	
	Fall	Winter	Fall	Winter	Fall	Winter
<b>NWEA MAP Growth Reading Achievement (% At or Above Avg)</b>	76.3	74.7	73.1	69.8	72.4	73.0
% of Students Who Met or Exceeded Their Projected RIT (Fa-Wi)*		55.7		48.6		50.6
% of Students Who Met or Exceeded Their Projected RIT (Wi-Wi)*		57.6		47.9		54.2

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	2018-2019			2020-2021			2021-2022		
	School	District	State	School	District	State	School	District	State
<b>ILEARN Math Overall Proficient</b>									
<b>Overall</b>	<b>63.6</b>	<b>64.8</b>	<b>47.8</b>	<b>56.8</b>	<b>50.1</b>	<b>36.9</b>	<b>53.9</b>	<b>53.7</b>	<b>39.4</b>



Paid Lunch	73.2	72.0	61.7	64.8	56.8	50.9	68.4	60.9	51.9
Free/Reduced Lunch	45.9	42.0	33.4	42.5	28.7	22.0	23.9	31.0	24.6
General Education	64.0	71.0	53.1	64.3	55.8	41.3	63.5	59.8	44.3
Special Education	61.5	29.0	18.6	35.1	20.2	14.1	33.3	23.3	15.7
Non-English Language Learner	65.4	66.4	49.3	***	51.9	38.9	***	55.9	41.6
English Language Learner	27.3	19.9	23.2	***	17.3	14.2	***	17.4	17.1
Asian	***	70.3	67.9	***	65.5	56.5	***	64.9	58.2
Black	27.3	33.3	22.5	43.8	16.6	11.6	30.0	29.1	14.4
Hispanic	26.3	45.2	34.4	28.6	27.8	22.0	34.8	31.7	24.8
Multiracial	40.0	47.1	41.7	***	36.5	30.5	46.2	34.6	33.3
White	69.8	68.6	54.6	60.2	54.3	44.4	58.1	58.3	47.1

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	2019-2020		2020-2021		2021-2022	
NWEA MAP Growth Math	Fall	Winter	Fall	Winter	Fall	Winter
Achievement (% At or Above Avg)	74.7	76.4	68.9	71.5	74.4	74.6
% of Students Who Met or Exceeded Their Projected RIT (Fa-Wi)*		56.3		54.7		57.2
% of Students Who Met or Exceeded Their Projected RIT (Wi-Wi)*		51.0		32.7		62.5

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

	2019-2020	2020-2021	2021-2022
<b>Overall</b>	<b>96.0</b>	<b>96.4</b>	
Model Attendee <i>Students who are either persistent or improved attendees</i>	64.4		
Persistent Attendees <i>Students who were in attendance for at least 96% of the school year</i>	62.2		
Improved Attendees <i>Students whose attendance rate improved by at least 3 percentage points from the preceding school year</i>	9.4		

### 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		School % Favorable	National Benchmark	School % Favorable	National Benchmark
	School % Favorable	National Benchmark				
Engagement	70	Near 90th				
Sense of Belonging	74	Near 90th				
Teacher-Student Relationships	87	Near 99th				
Emotion Regulation	49	Near 70th				
Self-Management	73	Near 60th				
Social Awareness	73	Near 80th				

### Demographic Data

	2019-2020		2020-2021		2021-2022	
	School	District	School	District	School	District
Percent Free/Reduced Lunch	39.8	23.2	33.2	22.2		
Percent Special Education	22.7	15.4	23.1	15.7		
Percent English Language Learner	4.4	3.6	2.8	4.1		
Percent Asian	1.3	2.5	1.6	2.6		



Percent Black	5.0	4.1	4.6	4.2		
Percent Hispanic	8.5	7.0	7.6	7.5		
Percent Multiracial	3.8	2.9	5.2	3.4		
Percent White	80.2	83.2	79.9	81.9		

\*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.

	2019-2020	2020-2021	2021-2022
Met or Exceeded Annual Growth Target	***		
Achieved English Language Proficiency	***		
Level 1 - Entering	***		
Level 2 - Beginning	***		
Level 3 - Developing	***		
Level 4 - Expanding	***		
Level 5 - Bridging	***		
Level 6 - Reaching	***		

\*\*\*Suppressed due to small population

### 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.

	2019-2020	2020-2021	2021-2022
Met or Exceeded Annual Growth Target	***		
Achieved English Language Proficiency	***		
Level 1 - Entering	***		
Level 2 - Beginning	***		
Level 3 - Developing	***		
Level 4 - Expanding	***		
Level 5 - Bridging	***		
Level 6 - Reaching	***		

\*\*\*Suppressed due to small population

### Comprehensive Needs Assessment

Specific areas identified by the school where improvement is needed immediately, and how the school will address these areas (SWP Component #1).

According to ILEARN 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 algebraic thinking than other areas of mathematics. Scores have increased for students receiving special education services; however, there continues to be a gap.



Narrative of student learning data.

### **English/Language Arts Data Statements**

#### **Strengths:**

- Special education students - exceed the state and district average in 2022 E/LA ILEARN
- North's ELA scores grew by 1%
- North performed above state averages
- Sped out performed State Sped by 8%
- Sped out performed District peers by 17%
- African Americans and Hispanic at North scored 11% higher than state average
- Paid cohort grew 9%
- 92% of 3rd-grade student passed IREAD

#### **Challenges:**

- Free/reduced students in cohort dropped in passing rate
- Demonstrating command of English grammar and usage
- 3.RV.2.4 Use a known word as a clue to the meaning of an unknown word with the same root, and identify when an affix is added to a known root word.
- 4.RL.4.2 Compare and contrast the treatment of similar themes and topics and patterns of events in stories, myths, and traditional literature from different cultures.

### **Mathematics Data Statements**

#### **Strengths:**

- North performed higher than the state and district average
- Sped out performed State Sped by 10%
- PS.3: Construct viable arguments and critique the reasoning of others.

#### **Challenges:**

- Ilearn Math Scores have decreased the last 3 years
- PS.7: Look for and make use of structure
- 5.G.1 Identify, describe, and draw triangles (right, acute, obtuse) and circles using appropriate tools (e.g., ruler or straightedge, compass and technology).
- 4.G.5 Classify triangles and quadrilaterals based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles (right, acute, obtuse).
- 4.G.1 Identify, describe, and draw parallelograms, rhombuses, and trapezoids using appropriate tools (e.g., ruler, straightedge and technology). Below the Proficiency Standard



- 4.AT.3 Interpret a multiplication equation as a comparison (e.g., interpret  $35 = 5 \times 7$  as a statement that 35 is 5 times as many as 7, and 7 times as many as 5). Represent verbal statements of multiplicative comparisons as multiplication equations. Below the Proficiency Standard
- 4.AT.4 Solve real-world problems with whole numbers involving multiplicative comparison (e.g., by using drawings and equations with a symbol for the unknown number to represent the problem), distinguishing multiplicative comparison from additive comparison. [In grade 4, division problems should not include a remainder.]
- 3.G.2 Understand that shapes (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize and draw rhombuses, rectangles, and squares as examples of quadrilaterals. Recognize and draw examples of quadrilaterals that do not belong to any of these subcategories.

### **IREAD-3**

For the 2021-22 school year, 92% of third graders passed the Spring IREAD-3 assessment. In June 2022, students who had not passed the first time were given instruction and an opportunity to take it again, 2 students passed, 1 did not attend, and 4 did not pass those are SE and have good cause exemptions.



**Noblesville Schools Continuous School Improvement Action Plan**  
 Section IV: Continuous and Strategic School Improvement Action Plan

Goal 1			
<p><i>Schoolwide Improvement SMART Goal: Students at North Elementary School scored 48.9% in 2022 students will score 54% on the ELA ILEARN exam in 2023 to meet the 2027 goal of 74.5%</i></p>			
Strategies and Action Steps	Who is Responsible	Target Date or Timeline	Evidence of Effectiveness <i>An evaluation of the impact of such strategies.</i>
<p><i>Strategies, programs, and services to address student learning needs; activities to implement such strategies. All should align to and support the NS foundational documents (Vision, Mission, Commitments, and Framework for Learning)</i></p>			
K-2 staff Orton Gillingham Training	District	August 2022-25	PD forms
Level 2 LETRS Training	District	Ongoing 2022-23	
Essential standards work in ELA: defining essential standards, unpacking standards into learning targets, and agreeing upon criteria for proficiency.	Assistant Supt of Learning; Executive Director of Learning; Elementary and Secondary Curriculum Coordinators	Ongoing-2022-2023 school year	<p>Classroom walkthroughs-are students engaged in learning? Can they articulate their goals for learning and how they will show they have learned?</p> <p>Review of unit goals and alignment to learning targets</p> <p>Review of assessments used by</p>



			collaborative teams
Weekly PLC	Staff, guiding coalition	ongoing	Spreadsheets, Team notes
Ongoing professional development in literacy with outside consultants Celena Larkey (K-5 literacy) and LETRS (literacy) volume II trainings.	Executive Director of Learning, Elementary Curriculum Coordinator, instructional coaches, literacy lead teachers, math lead teachers, sped leads, learning specialists, teachers and staff, building administrators	Ongoing -2022-23 school year	Observations of collaborative team meetings  Observation of instructional practices and evidence of student learning during labsite classroom experiences and additional classroom visits  Observation of enhanced instructional strategies and student outcomes through a comprehensive literacy and balanced math framework.
MTSS Tiered levels of support	Staff, Admin, support staff	Ongoing 2022-2023	Educlimber, folders
Essential standards work in ELA: defining essential standards, unpacking standards into learning targets, and agreeing upon criteria for proficiency at the school and grade level.	Grade level team, Coach, Learning specialists, admin	Ongoing 2022-23	Classroom walkthroughs-are students engaged in learning? Can they articulate their goals for learning and how they will show they have learned?  Review of unit goals and alignment to



			learning targets  Review of assessments used by collaborative teams
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**Schoolwide Improvement SMART Goal: Students at North Elementary School scored 53.9% in 2022 students will score 58.5% on the Math ILEARN exam to meet the 2027 goal of 77.0%**

Strategies and Action Steps	Who is Responsible	Target Date or Timeline	Evidence of Effectiveness <i>An evaluation of the impact of such strategies.</i>
<i>Strategies, programs, and services to address student learning needs; activities to implement such strategies. All should align to and support the NS foundational documents (Vision, Mission, Commitments, and Framework for Learning)</i>			
Grade level Essential Standards-	GL, Coach, Math Lead, Principal, VP	8/10/22	<a href="#">PD Calendar</a>
GL Vertical Alignment	All Grade levels, Math Lead, Coach, Principal, VP	8/24/22	<a href="#">PD Calendar</a> , matrix
Math Instruction and standards PD	Math lead, Coach, principal, VP	ONgoing	<a href="#">PD Calendar</a> , ILearn
MTSS PLC's	Staff, GL teams, ADMIN	Ongoing	MTSS folders, educlimber.
Essential standards work in Math: defining essential standards, unpacking standards into learning targets, and agreeing upon	Assistant Supt of Learning; Executive Director of Learning; Elementary and Secondary Curriculum Coordinators	Ongoing-2022-2023 school year	Classroom walkthroughs-are students engaged in learning? Can they articulate their goals for learning and how



<p>criteria for proficiency</p>			<p>they will show they have learned?</p> <p>Review of unit goals and alignment to learning targets</p> <p>Review of assessments used by collaborative teams</p>
<p>PLC Weekly</p>	<p>GL teams, guiding coalition</p>	<p>Ongoing</p>	<p>Agenda, spreadsheets</p>
<p>Ongoing professional development in Math with outside consultants Ryan Flessner (K-5 mathematics)</p>	<p>Executive Director of Learning, Elementary Curriculum Coordinator, instructional coaches, math lead teachers, sped leads, learning specialists, teachers and staff, building administrators</p>	<p>Ongoing -2022-23 school year</p>	<p>Observations of collaborative team meetings</p> <p>Observation of instructional practices and evidence of student learning during labsite classroom experiences and additional classroom visits</p> <p>Observation of enhanced instructional strategies and student outcomes through a comprehensive literacy and balanced math framework.</p>



**Schoolwide Improvement SMART Goal: North will improve from 64.% to 72% model attendees: Persistent attendees will improve from 62% to 70%; Improved attendees will increase from 9% to 14%. Total attendance with move to 97%**

Strategies and Action Steps	Who is Responsible	Target Date or Timeline	Evidence of Effectiveness <i>An evaluation of the impact of such strategies.</i>
<p><i>Strategies, programs, and services to address student learning needs; activities to implement such strategies. All should align to and support the NS foundational documents (Vision, Mission, Commitments, and Framework for Learning)</i></p>			
<ul style="list-style-type: none"> <li>• ACES</li> </ul>	Social Worker, Assistant Principal, Principal, Teachers, Counselor	5/2023	<p><i>9 weeks updates of attendance data.</i></p> <p><i>Monitoring of Persistent attendees</i></p>
<ul style="list-style-type: none"> <li>• Monthly evaluation of attendance</li> </ul>	Social Worker, Assistant Principal, Principal, Teachers, Counselor	5/2023	<p><i>Monitoring of attendees</i></p> <p><i>Monitoring of total attendance</i></p> <p><i>Monitoring of improved attendees</i></p>
<ul style="list-style-type: none"> <li>• SHINE positive procedures to support family-school partnerships</li> </ul>	Social Worker, Assistant Principal, Principal, Teachers, Counselor	5/2023	
<ul style="list-style-type: none"> <li>• Attendance Contracts</li> </ul>	Social Worker, Assistant Principal, Principal, Teachers, Counselor	5/2023	<p><i>Monthly discussion about improved attendees and truants</i></p>
<ul style="list-style-type: none"> <li>• Home Visits</li> </ul>	Social Worker, Assistant Principal, Principal, Teachers, Counselor	5/2023	



**Methods to Improve Cultural Competency**

*Methods to improve 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.*

Culturally appropriate strategies for increasing educational opportunities and educational performance.	Areas identified as requiring additional professional development to increase cultural competency in the school.
<i>Districtwide methods will be provided and included.</i> <a href="#">District Strategies and Professional Learning</a>	<i>Districtwide PD will be provided and included.</i> <a href="#">District Strategies and Professional Learning</a>

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