White River Elementary

2017-2018

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**Section I: School Profile**

**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.

**Description of White River Elementary:**
White River Elementary opened in 1999. It currently has an enrollment of 728 students in early childhood through 5th grade. The socioeconomic status of the school ranges from low-income families who live in subsidized housing to high-income families. White River currently has 66.1% percent of students paying for lunch, while 33.9% receive lunch and textbook assistance. The ethnicity is predominately Caucasian students accounting for 78.3 percent of the school population. The remainder of the population consists of 9.5 percent Hispanic students, 1.7 percent Asian students, 7.5 percent African American students, 0.3 percent American Indian, and 2.6 percent multiracial students. White River Elementary also offers special services for specific needs. These include Early Childhood, Title I, At Your School childcare, and FOCUS to meet the needs of the high ability students. Resource services are also provided for students with Emotional Disabilities, Mild Mental Disabilities, Learning Disabilities, Communication Disorders, and Occupational and Physical Therapy needs. Additionally, special area instruction in Art, Music, Physical Education, and Technology is delivered to students in grades K-5.

**Description and Location of Curriculum:**
Noblesville Schools curriculum is based on the Indiana Academic Standards. Locally developed additions to the curriculum serve to expand and enrich these common standards. The core curriculum is viewed as a fluid and flexible document that should respond to the learning needs of students and is impacted by the discovery of new information and technologies. Therefore, the Noblesville Schools’ curriculum is constantly undergoing periodic and systematic analysis and revision. Noblesville Schools’ locally developed curriculum maps along with the Indiana Academic Standards by content area are located at [www.noblesvilleschools.org](http://www.noblesvilleschools.org). Indiana Academic Standards may be found at [www.doe.in.gov/standards](http://www.doe.in.gov/standards).

**Description of Assessment Instruments in Addition to ISTEP+:**
- **IREAD3** is a state-aligned, summative assessment used to measure foundational reading standards through grade three. This assessment is administered to 3rd grade students annually in the spring.
- **Fountas and Pinnell Benchmarking System** is a standardized assessment individually administered to students two times a year in grades K-5. Fluency, accuracy, and comprehension scores are used to measure instructional reading levels to inform next steps with small group reading instruction.
- **NWEA** is a research based, computerized assessment that measures students’ academic progress in fall, winter, and spring. These assessments will allow teachers to set goals for students and measure progress towards those goals.
- **Running Records** are informal assessment tools with anecdotal notes utilized to guide next steps in reading instruction.
- **Math Fact Mastery Assessments** are timed progress monitoring tools used to assess student computation fluency.
Section II: Summary of Data

ISTEP+ English/Language Arts Results

White River Elementary
Spring ISTEP+ ELA Percent Passing and Pass+

Year | 3rd Grade Pass | 3rd Grade Pass+ | 4th Grade Pass | 4th Grade Pass+ | 5th Grade Pass | 5th Grade Pass+ | IND Total Pass |
--- | --- | --- | --- | --- | --- | --- | --- |
2015 | 69 | 71 | 68 | 65 | 63 | 63 | 63 |
2016 | 72 | 70 | 68 | 60 | 63 | 63 | 63 |
2017 | 72 | 72 | 68 | 60 | 63 | 63 | 63 |

% of Students

0 | 10 | 20 | 30 | 40 | 50 | 60 | 70 | 80 | 90 | 100
**Noted Strengths:**
Overall scores of 3rd and 5th grade students tested in 2017 increased from the 3rd and 5th grade students tested in 2016. Percentages of 4th grade special education students passing in 2015 increased when they tested as 5th graders in 2016. These strengths will allow us to look at specific programming and strategic supports used in these grade levels to focus improvement efforts in other areas.

**Notes Areas of Concern:**
Overall scores of 4th graders tested in 2017 decreased compared to their scores as 3rd graders in 2016. In addition, overall scores of 5th graders tested in 2017 decreased compared to their scores as 4th graders in 2016. There were decreases in the percentages of passing within the paid lunch subgroup and the special education subgroup of students who tested in 2016 as 3rd graders and in 2017 as 4th graders. Given the areas of strength above, identifying specific programming and strategic supports that were strengths in some areas will guide how we support these areas of concern to achieve growth.
**Noted Strengths:**  
Overall scores of 5th graders tested in 2017 increased compared to their scores as 4th graders in 2016. In addition, 4th and 5th grade scores compared from 2016 to 2017 increased. Overall percentage of 4th grade students tested in 2016 increased when tested as 5th graders in 2017. The special education subgroup tested in 4th grade in 2016 increased pass percentage when tested in 5th grade in 2017. These strengths will also allow us to look at specific programming and strategic supports used in these grade levels to focus improvement efforts in other areas.

**Notes Areas of Concern:**  
Overall scores of 4th graders tested in 2017 decreased compared to their scores as 3rd graders in 2016. In addition, 3rd grade scores compared from 2016 to 2017 decreased. Overall percentage of 3rd grade students passing in 2016 decreased when those students tested as 4th graders in 2017. There were also decreases in the percentages of passing within the free and reduced subgroup of students who tested in 2016 as 4th graders and in 2017 as 5th graders. Given the areas of strength above, identifying specific programming and strategic supports that were strengths in some areas will guide how we support these areas of concern to achieve growth.
Noted Trends & Conclusions:
Pass percentage in 2016-2017 increased by .5% using Spring IREAD 3 results and by 2% when taking into account Summer retest scores compared to 2015-2016 scores. Twelve of the thirteen students (92%) who did not pass IREAD 3 in the 16-17 school year had good cause exemptions based on Special Education or English Language Learner status. Developing supplemental supports based on formative assessments is a core focus of improvement efforts and development of teacher capacity. In addition, White River has a focus for maximizing time through collaboration of general education and special education teachers.
Noted Trends & Conclusions:
Comparing Spring to Spring NWEA measures for the same group of students indicates a decrease in students categorized as Low Achieving moving from K to 1, 1 to 2, 2 to 3, and 4 to 5. This indicates a need to analyze growth for the group of students moving from 3rd to 4th grade from 2016-2017. In addition, there was an increase in high achievement from 2016-2017 Spring results in students moving from grades K to 1, 1 to 2, and 2 to 3.

Developing individualized growth goals with each student in grades K-5 is a significant focus in our efforts to promote growth mindset and building individual capacity throughout the building. Core instruction time is supplemented with Multi-Tiered System of Supports plans for students, and focus on achievement of individual goals is a priority.

Student Reading Level Data

The graphs below show results of End of Year (EOY) benchmark reading assessments given at MOY and EOY. These results are based on students' instructional reading levels.
Noted Trends & Conclusions:
Analysis of reading level data show that only students in 5th grade met the goal of 85% or more of students achieving benchmark level reading. This indicates that a focus on core instruction must remain. In the upcoming year, teachers will continue to collaboratively plan unit objectives for language arts instruction but will focus their weekly/daily lesson planning on strategies to scaffold the learners in their classrooms to meet grade level objectives. All teachers will be focused on gradually releasing responsibility for reading and thinking to students, such that they can engage in independent reading with high levels of thinking.

Additionally, close monitoring of MTSS will be a focus for individualizing instruction to support growth. MTSS data meetings will focus on closing the achievement gap early. Grade level and classroom level data will be reviewed, and a problem solving method will be applied to brainstorm intensified instruction for those students with three or more points below the aimline. Our goal is to have 90% or more of students in all grade levels achieve benchmark reading levels by the end of the school year.

Attendance Data

Research shows a high attendance rate improves student achievement. The 15-16 school year saw an increase of .37% attendance rate from the 14-15 school year. The 16-17 school year was the fourth year Noblesville Schools followed a balanced calendar in which the summer break was shortened, and fall, winter, and spring breaks were each two weeks in length. The school continues to strive to boost the attendance rate. Grade level percentages are shared with teachers weekly, and the grade level with top attendance is celebrated each month. In addition, the district A.C.E.S Elementary Attendance Program (Attending Class Equals Success) will be utilized to make decisions and support students who struggle with truancy. This program includes providing support from counseling staff, documentation and tracking processes, and connecting families with outside support agencies to help get students to school regularly.
Objectives for Student Achievement
In order to increase Reading Comprehension and Math Reasoning Skills, as indicated by ISTEP + Assessment results, Reading Benchmarks, and NWEA Growth Measures, White River will focus on building teacher capacity and being responsive to students’ individualized needs. Projected growth and achievement goals utilizing ISTEP + Assessment measures are below.

<table>
<thead>
<tr>
<th></th>
<th>3rd Grade</th>
<th>4th Grade</th>
<th>5th Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>E/LA</td>
<td>2017= 72.1 pass</td>
<td>2017= 61.9 pass</td>
<td>2017=65.4 pass</td>
</tr>
<tr>
<td></td>
<td>2018 goal =82.1 pass</td>
<td>2018 goal=71.9 pass</td>
<td>2018 goal=75.4 pass</td>
</tr>
<tr>
<td></td>
<td>2019 goal=92.1 pass</td>
<td>2019 goal=81.9 pass</td>
<td>2019 goal=85.4 pass</td>
</tr>
<tr>
<td></td>
<td>2020 goal=91.9 pass</td>
<td>2020 goal=91.9 pass</td>
<td>2020 goal=95.4 pass</td>
</tr>
<tr>
<td>Math</td>
<td>2017= 59.7 pass</td>
<td>2017= 55.0 pass</td>
<td>2017=69.1 pass</td>
</tr>
<tr>
<td></td>
<td>2018 goal =70.0 pass</td>
<td>2018 goal=70.0 pass</td>
<td>2018 goal=79.1 pass</td>
</tr>
<tr>
<td></td>
<td>2019 goal=80.0 pass</td>
<td>2019 goal=80.0 pass</td>
<td>2019 goal=89.1 pass</td>
</tr>
<tr>
<td></td>
<td>2020 goal=90.0 pass</td>
<td>2020 goal=90.0 pass</td>
<td>2020 goal=99.1 pass</td>
</tr>
</tbody>
</table>

Section III: Conclusions about Current Educational Programming and Learning Environment

Supporting Indiana Academic Standards:
District curriculum maps are based on the Indiana Academic Standards.

The district promotes a workshop model approach to instruction that is student-centered and focused on inquiry. Instruction is differentiated based on individual student needs. The creation of Reading and Writing Units of Study and implementation of the workshop model engages students in authentic reading and writing practice and transfer throughout the day. In addition to the Teachers College Reading and Writing Units of Study, the adopted Journeys series is a resource to supplement instruction in the balanced literacy framework.

Teachers in grades K-5 initially implemented the Everyday Mathematics instructional series during the 2012-13 school year. Practice, remediation, and enrichment strategies support math instruction based on individual student need. In addition, implementation of instruction that supports computation and problem-solving is an area of focus for improvement. Pilot classrooms are beginning exploration of Math Workshop approach in the 2017-2018 school year as a way to address those areas. District timed Math Fact Mastery assessments will continue to be used as a means of progress monitoring fact fluency.

For the past two school years, K-5 teacher representatives have participated on a Curriculum Planning Team (CPT) to align reading and writing instruction through the development of Units of Study. The units have been created to engage students in authentic reading and writing instruction and align with the Indiana Academic Standards. The Curriculum Planning Team solicited feedback from a Literacy Study Team, which consisted of additional representatives from each grade level to develop and implement reading Units of Study. Stage 1 of these Units was implemented during the 2015-2016 school year and Stage 3 was implemented in the 2016-17 school year. In addition, revision work continues on these units. The piloting of Stage 2 performance assessments to further
define the long term outcomes of reading and writing for our students will occur in the 2017-18 school year.

Analysis of Student Achievement Based on ISTEP+ and Other Assessments:

Based on formative and summative assessment data, reading comprehension and math reasoning will continue to be school improvement goals for our school. In order to close the achievement gap for our subpopulations, improvement efforts will focus on engaging students in personalized goal setting, employing research-based engagement strategies, and providing students opportunities to apply learning in unique and authentic situations. We will continue to closely monitor individual student data, especially in our socio-economic and special education subgroups, in order to be as intentional as possible with core and supplemental instruction.

In the 2017-18 school year, we will focus on closely monitoring the outcomes of our MTSS efforts through reading level, NWEA data, and other progress monitoring data. It is important that we close the achievement gap as early as possible. We will monitor our effectiveness and adjust our teaching practices to achieve such outcomes early in students’ school years.

Problem Statement #1
Students with higher SES are more proficient than students with lower SES in all areas of ISTEP+ testing.

Problem Statement #2
General education students consistently outperform special education students.

Inquiry Questions:
- How can we meet the learning styles of all students in each subject area?
- Which instructional strategies most effectively engage and best support the learning of our sub-group populations?
- How might we use goal setting to further involve students in the learning process?

Hypotheses Statements:
- If we facilitate frequent collaboration among students that requires higher-level thinking, then student engagement will increase; thus, meeting the learning needs of all students.
- If we set clear learning goals and check for students’ understanding throughout lessons, then students will be more involved in the learning process and be able to maintain learning over time.
- If we implement a balanced literacy framework and Everyday Mathematics with fidelity, then we will be able to meet the learning needs of all students.

White River staff has been making strides in addressing the identified issues through the strategies determined as most likely to improve classroom instruction. After studying both purposeful learning objectives and a gradual release of responsibility model, implementation of these strategies in daily instruction is most important.

Additional trends have also surfaced during the past two years, which have prompted the following additional Problem Statement:
Problem Statement #3
The low percentage of students passing the English Language Arts portion of ISTEP+ resulted in a C letter grade. In the past, White River has had a high number of students making low growth, as determined by the IDOE school grading model.

Problem Statement #4:
In the previous years, White River did not meet all proficiency goals for Caucasian and Free and Reduced populations in English/Language Arts as required under the No Child Left Behind Act.

Inquiry Questions
- How can we insure each and every student is challenged during language arts instruction each day?
- How can we support high levels of independent applications of reading and writing?
- How can we develop readers both in and out of school?

Hypothesis Statement:
- If we organize our reading and writing curriculum around purposeful application and plan lessons that meet a variety of multi-level needs, we will insure higher levels of learning for all.
- If we plan backwards from authentic outcomes, our instruction will be more relevant and engaging for all learners, thus increasing their participation as readers and writers.

In order to create a plan that both addresses our greatest areas of weakness and allows us to build upon success toward future outcomes, teachers participated in creating a vision of White River Elementary 3 years from now. This plan encompasses potential solutions for the problem statements listed above. Themes within this vision include:
- Students invested in their own learning
- Students able to reflect upon their own learning and direct their future learning
- Students able to independently apply skills and knowledge
- Students able to transfer their learning to new and unique situations
- Students demonstrating lifelong habits and attitudes for learning

These themes were organized into categories that became our desired learning outcomes. From there, teachers planned to determine what high impact instructional strategies would best support these learning outcomes.

Parental Involvement in the School

Parents are a vital part of White River Elementary School’s collaborative team. White River Elementary welcomes and encourages parents to become an active part of the learning environment. Volunteer opportunities are numerous at White River Elementary, which may include working with small groups of students and/or individuals in the classroom, working in the media center, chaperoning field trips, and serving on school and district-level committees. Parents are welcome to eat lunch with their child, participate in parent/teacher conferences and information nights, and attend celebration assemblies. The White River Elementary Parent Teacher Organization (PTO) also offers endless opportunities for involvement for all parents: fundraisers, activity night, the ice cream social, staff appreciation events, book fairs, clerical assistance from home or at school, and enrichment opportunities among others. The PTO and parent volunteers offer support and seek new opportunities for students, teachers, families, and community members throughout the year.
Safe and Disciplined Learning Environment

White River Elementary School provides a safe and disciplined learning environment to all students. Families are provided with the Noblesville Schools Elementary Family Handbook that clearly defines district policies and expectations. White River is analyzing and revising their Positive Behavior Intervention and Supports system implementing the use of a PBIS plan for behavior expectations.

This plan encourages and rewards appropriate choices on a daily, weekly, monthly, and quarterly basis. Expectations for students are clearly modeled, taught, and posted. Reteaching and modeling of desired behavior assists students in making positive choices. Second Step is used as a primary resource for directly teaching students appropriate problem solving and emotions management skills for school. For especially difficult unproductive behaviors, collaborative teams complete an Assessment of Lagging Skills and Unsolved Problems to determine lagging skills to work with students on developing. Additionally, staff have included the students in proactive problem solving efforts through the use of Collaborative Conversations and goal setting. All of these resources are used as tools for our Multi Tiered Systems of Support Team.

White River Elementary has created a school crisis team, whose task is to create, publicize, and regularly review plans of action for various crises that align with corporation and state mandates. Crisis drills are also conducted regularly to practice school-wide procedures. Cameras also provide additional security coverage.

In the 2013-2014 school year, Noblesville Schools committed to training staff in a proactive crisis response - ALICE. Alert, Lockdown, Inform, Counter, Evacuate (ALICE) is based on research compiled from crises across the nation. It allows for informed decision-making to occur during a crisis situation, thus increasing the survival rates. Refresher trainings and trainings for new staff members are regularly provided.

Technology as a Learning Tool

Based upon the Noblesville Schools Technology Plan’s mission and philosophy statements, the integration of media and technology into the curriculum plays an important role in supporting student achievement in all content areas. Noblesville Schools looks to national media and technology standards in providing educational opportunities for staff so that they successfully assist students with developing and refining media literacy and technology skills in their daily lives.

At White River Elementary, the Library Media Specialist, Instructional Coach, and all teachers in Early Childhood through 5th grade plan collaboratively to assure that students are taught inquiry, research, digital citizenship, and media literacy needed to be successful as they complete their education and become lifelong learners. Emphasis is on the American Association of School Libraries Standards for the 21st Century Learner, as well as the International Society for Technology in Education Standards for Learning.

A building Technology Lead Teacher and the district Technology Integration Coach support teachers in implementing technology tools in daily instruction to enhance learning for students. Media Technology Aides are provided for each school to support the use and care of all media and technological services available.

A 1:1 learning environment with iPads was piloted in all elementary schools in the 2014-2015 school year. One teacher per building was selected to receive a class set of iPads. Prior to implementation, these teachers participated in a two-day training to become familiar with a 1:1 classroom, ask
questions, and begin to develop curriculum. These teachers then met throughout the school year to learn more, collaborate, and reflect on their experiences.

In the 2015-2016 school year, all 5th grade classrooms were 1:1. The pilot teacher served as a mentor to help all classrooms in 5th grade use best practice when teaching in a 1:1 environment. Professional development was provided to engage teachers in improving instruction and engagement through the use of iPads. Additionally in 2015-2016 a 3rd grade classroom was selected to pilot a 1:1 classroom outside of 5th grade, and this teacher participated in the district-level trainings as well.

In the 2017-2018 school year, all 4th and 5th grade classrooms are 1:1. In addition, each classroom K-3 will be technology enhanced by increasing the ratio of available iPads that can be utilized. Building- and district-level professional development is provided to help all teachers feel more comfortable with and better utilize technology as a curriculum, instruction, and engagement tool.

Professional Development

White River Elementary School’s staff has organized internal professional development opportunities. In addition to district provided early release time, staff members are involved in continuous professional development through shared study of professional literature, grade level collaboration days, common planning times, staff learning meetings, Lead Teacher meetings, student achievement data analysis, and school improvement plans. Teachers are also encouraged to seek and share independent professional development opportunities to further personal practice.

Future professional development will be on authentic student engagement and real world application of learning. A staff survey administered in May 2016, determined that initial focus for staff-wide professional development will be on purposefully employing research-based engagement strategies that increase motivation and effort. Teachers participated in a book study of Engaging Students with Poverty in Mind, by Eric Jensen in the spring of 2016. Implementation of and reflection on strategies from the book will be the foundation, along with establishing practices that allow us to implement engagement for students and sustain continuous implementation of engagement strategies in our classrooms.

Staff prioritized professional development of the remaining four instructional strategies within our Action Plan as follows:

1. Teachers will skillfully use prompting, cueing, and questioning when coaching and conferring with students to scaffold students to independence.
2. Teachers will facilitate student goal setting and self-reflection based on established progressions of learning.
3. Teachers will establish K-5 progressions of learning and assessments aligned to those progressions.
4. Teachers will design units resulting in student’s transfer of learning including all four types of learning goals: transfer, meaning, knowledge and skill.

Staff show a strong interest in cross-grade level collaboration, observing in one another’s classrooms, ongoing study within collaborative groups and team coaching cycles as potential formats for developing our practice of these high impact strategies. Book studies, analysis of video models, and coaching cycles are additional formats that may be used as we develop our craft to support student’s investment and engagement in their learning for the development of future-ready skills.
Alongside professional development in these instructional strategies, every employee in the school district has undergone diversity training to improve their cultural competency. In addition, school staff members have reviewed performance data of students in subgroups including gender, special education, low socioeconomic status, ethnicity, and English learners. Awareness of the achievement patterns of cultural subgroups, as well as the appropriate instructional materials and strategies to address weaknesses exhibited by members of these groups, will continue as a point of emphasis in future professional development involving data analysis, research, and pedagogy.

Section IV: School Improvement

Specific Areas Where Improvement is Needed Immediately

All staff participated in an inquiry process with our data. First, all White River Elementary Staff participated in the review and analysis of student achievement data. Next, problem statements were identified and prioritized. Staff members then reflected upon these problem statements in order to develop inquiry questions to provide direction for school improvement. Finally, staff collaborated in cross-grade level teams to develop hypotheses to best address the greatest areas of need. Though increments of improvement have been demonstrated in these areas, data shows that our school continues to struggle with supporting disadvantaged sub populations to high levels of achievement. The areas for improvement based on above problem statements are below:

Area for Improvement #1
Students with higher SES are more proficient than students with lower SES in all areas of ISTEP+ testing.

Area for Improvement #2
General education students consistently outperform special education students.

Area for Improvement #3
White River has had a high number of students making low growth and low achievement, as determined by the IDOE school grading model, that negatively impacts our school letter grade.

Area for Improvement #4:
In the previous years, White River did not meet all proficiency goals for Caucasian and Free and Reduced populations in English/Language Arts as required under the No Child Left Behind Act.

STATUTES AND RULES TO BE WAIVED

There are no statutes and/or rules to be waived.

Timeline for Implementation, Review and Revision

The school improvement plan was implemented at the beginning of the 2016-2017 school year and implementation will continue through the 2017-2018 school year with ongoing review. Revision will occur by June 30, 2018.
# Section V: Action Plan

## Noblesville Schools School Improvement Action Plan

<table>
<thead>
<tr>
<th><strong>Goal</strong></th>
<th>All students will improve reading comprehension.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Benchmarks</strong></td>
<td>By June 30, 2018, student pass percentages on the E/LA portion of the ISTEP+ assessment in each grade level will increase by 10% with a long term goal of raising achievement to a 90% pass rate by 2020.</td>
</tr>
<tr>
<td><strong>Supporting Data</strong></td>
<td>Fountas-Pinnell Benchmarking: Less than 80% of students in 5/6 grades at grade level Northwest Education Assessment (NWEA): Low growth, Low Achievement IREAD3 scores: less than 90% of third graders passing for past three years IDOE grading model: C letter grade</td>
</tr>
<tr>
<td><strong>Targeted Subgroups</strong></td>
<td>Free and reduced lunch; special education students</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Instructional Strategies</strong> <em>(Teachers will...)</em></th>
<th><strong>Learning Outcomes</strong> <em>(Students will...)</em></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers will facilitate student goal setting and self-reflection based on established progressions of learning.</td>
<td>Students will invest in and reflect on their own learning to deepen understanding and direct future learning.</td>
</tr>
<tr>
<td>Teachers will establish K-5 progressions of learning and assessments aligned to those progressions.</td>
<td>Students will invest in and reflect on their own learning to deepen understanding and direct future learning.</td>
</tr>
<tr>
<td>Teachers will skillfully use prompting, cueing, and questioning when coaching and conferring with students to scaffold students to independence.</td>
<td>Students will independently apply and then be able to transfer their learning in flexible ways to new and unfamiliar situations.</td>
</tr>
<tr>
<td>Teachers will design units resulting in students’ transfer of learning, including all four types of learning goals: transfer, meaning, knowledge, and skill.</td>
<td>Students will independently apply and then be able to transfer their learning in flexible ways to new and unfamiliar situations.</td>
</tr>
</tbody>
</table>
| Teachers will purposefully employ research-based engagement strategies that increase motivation and effort to foster student achievement. | Students will develop characteristics, habits, and attitudes that include:  
  - Persistence and perseverance  
  - Self-direction and intrinsic motivation  
  - Respect, understanding  
  - Empathy toward others  
  - Enthusiasm and passion |

### Research Supporting Instructional Strategies

**Best Practice: Bringing Standards of Life in America’s Classrooms, 4th Edition** by Steven Zemelman, Harvey Daniels, and Arthur Hyde  
*Lucy Calkins Units of Study for Reading*  
*Lucy Calkins Units of Study for Writing*  
*The Understanding by Design Guide to Creating High-Quality Units*, Wiggins and McTighe  
*NWEA Destination PD*  
*Questioning for Classroom Discussion*, by Jackie Acre Walks and Beth Dankert Sattes  
*Notice and Note: Strategies for Close Reading*, by Kylene Beers and Robert E. Probst  
*Engaging Students with Poverty in Mind*, Eric Jensen  
*Teaching with Poverty in Mind*, Eric Jensen  
*Conferring With Readers: Supporting Each Student’s Growth & Independence*, Jennifer Serravallo & Gravity Goldberg  
*Supporting English Learners in the Reading Workshop*, Lindsey Moses  
*The Reading Strategies Book*, Jennifer Serravallo  
*The Writing Strategies Book*, Jennifer Serravallo
### Professional Development

<table>
<thead>
<tr>
<th>Action</th>
<th>Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Revisit and plan for sustained implementation of engagement strategies</td>
<td>August 2017 - ongoing</td>
</tr>
<tr>
<td>Continue practice and self-reflection on conferring within reading, writing, and math workshop</td>
<td>August 2017 - ongoing</td>
</tr>
<tr>
<td>Conduct teacher inquiry on student goal setting to establish effective practices of doing so to engage students through the MTSS process</td>
<td>August 2017 - May 2018</td>
</tr>
<tr>
<td>Cross grade level meetings to discuss vertical alignment; begin to establish progressions of learning for similar units throughout the year</td>
<td>August 2017 - May 2019</td>
</tr>
<tr>
<td>Continue study and application of UbD Unit Planning with focus on learning goals: transfer, meaning, knowledge, and skill</td>
<td>January 2017 - May 2019</td>
</tr>
<tr>
<td>Collaborative Learning Group Action Research focused on areas of need (ie Questioning, Math Fact Mastery, Grouping Strategies, and Mastery of Objectives)</td>
<td>January 2017-ongoing</td>
</tr>
</tbody>
</table>

### Professional Development to Improve Cultural Competency of Teachers, Administrators, Staff, Parents, Students

<table>
<thead>
<tr>
<th>Action</th>
<th>Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diversity training for all staff members</td>
<td>2017 - ongoing</td>
</tr>
<tr>
<td>Reviewing performance data for subgroups</td>
<td>2017 - ongoing</td>
</tr>
</tbody>
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### Monitoring System

<table>
<thead>
<tr>
<th>Action</th>
<th>Review and Revision</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assess student reading levels</td>
<td>Beginning, middle, and end of year</td>
</tr>
<tr>
<td>Coaching cycle with instructional coach</td>
<td>Each semester</td>
</tr>
<tr>
<td>MTSS data meetings</td>
<td>Every six weeks</td>
</tr>
<tr>
<td>Review NWEA data</td>
<td>After giving the assessment</td>
</tr>
<tr>
<td>Review ISTEP data</td>
<td>Fall</td>
</tr>
<tr>
<td>Review IREAD data</td>
<td>May</td>
</tr>
<tr>
<td>Observations and evaluations</td>
<td>Each semester</td>
</tr>
</tbody>
</table>
### Assessments: Standardized and/or locally developed measures of progress toward the goal

- ISTEP+ (3-5)
- IREAD (3)
- Fountas and Pinnell Leveling System
- Running records
- Intervention data
- NWEA

---

#### Noblesville Schools

#### School Improvement Action Plan

<table>
<thead>
<tr>
<th>Goal</th>
<th>All students will demonstrate improved math reasoning skills when solving problems.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Benchmarks</td>
<td>By June 30, 2018, student pass percentages on the Math portion of the ISTEP+ assessment in each grade level will increase by 10% with a long term goal of raising achievement to a 90% pass rate by 2020.</td>
</tr>
<tr>
<td>Supporting Data</td>
<td>Low individual student growth in math reasoning skills</td>
</tr>
<tr>
<td>Targeted Subgroups</td>
<td>Free and reduced lunch; special education students</td>
</tr>
</tbody>
</table>

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#### Instructional Strategies (*Teachers will…*) | Learning Outcomes (*Students will…*)

- **Teachers will facilitate student goal setting and self-reflection based on established progressions of learning**
  - Students will invest in and reflect on their own learning to deepen understanding and direct future learning

- **Teachers will establish K-5 progressions of learning and assessments aligned to those progressions**
  - Students will invest in and reflect on their own learning to deepen understanding and direct future learning

- **Teachers will skillfully use prompting, cueing, and questioning when coaching and conferring with students to scaffold students to independence**
  - Students will independently apply and then be able to transfer their learning in flexible ways to new and unfamiliar situations

- **Teachers will design units resulting in students’ transfer of learning, including all four types of learning goals: transfer, meaning, knowledge, and skill.**
  - Students will independently apply and then be able to transfer their learning in flexible ways to new and unfamiliar situations

- **Teachers will purposefully employ research-based engagement strategies that increase motivation and effort to foster student achievement**
  - Students will develop characteristics, habits, and attitudes that include:
    - Persistence and perseverance
    - Self-direction and intrinsic motivation
    - Respect, understanding
    - Empathy toward others
    - Enthusiasm and passion

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#### Research Supporting Instructional Strategies

- The Understanding by Design Guide to Creating High-Quality Units, Wiggins and McTighe
- NWEA Destination PD
- From Reading to Math: How Best Practices in Literacy can Make you a Better Math Teacher, Maggie Siene
- Questioning for Classroom Discussion, by Jackie Acre Walks and Beth Dankert Sattes
- Engaging Students with Poverty in Mind, Eric Jensen
- Teaching with Poverty in Mind, Eric Jensen
<table>
<thead>
<tr>
<th>Professional Development</th>
<th>Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Revisit and plan for sustained implementation of engagement strategies</td>
<td>August 2017 - ongoing</td>
</tr>
<tr>
<td>Continued practice and self-reflection on conferring within reading, writing, and math workshop</td>
<td>August 2017 - ongoing</td>
</tr>
<tr>
<td>Conduct inquiry on student goal setting to establish effective practices of doing so to engage students</td>
<td>August 2017 - May 2018</td>
</tr>
<tr>
<td>Cross grade level meetings to discuss vertical alignment; begin to establish progressions of learning for similar units throughout the year</td>
<td>August 2017 - May 2019</td>
</tr>
<tr>
<td>Continued study and application of UbD Unit Planning with focus on learning goals: transfer, meaning, knowledge, and skill</td>
<td>January 2017 - May 2019</td>
</tr>
<tr>
<td>Collaborative Learning Group Action Research focused on areas of need (ie Questioning, Math Fact Mastery, Grouping Strategies, and Mastery of Objectives)</td>
<td>January 2017-ongoing</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Professional Development to Improve Cultural Competency of Teachers, Administrators, Staff, Parents, Students</th>
<th>Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diversity training for all staff members</td>
<td>2017- ongoing</td>
</tr>
<tr>
<td>Reviewing performance data for subgroups</td>
<td>2017 - ongoing</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Monitoring System</th>
<th>Review and Revision</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coaching cycles with instructional coach</td>
<td>Each semester</td>
</tr>
<tr>
<td>MTSS data meetings</td>
<td>Beginning of the Year, Middle of the Year, End of the Year</td>
</tr>
<tr>
<td>Review NWEA data</td>
<td>After giving the assessment</td>
</tr>
<tr>
<td>Review ISTEP data</td>
<td>Summer/fall</td>
</tr>
<tr>
<td>Observations and Evaluations</td>
<td>Each semester</td>
</tr>
<tr>
<td>Math Lead Teacher trainings/workshops</td>
<td>2014-2015 school year</td>
</tr>
<tr>
<td>Quick checks</td>
<td>Weekly</td>
</tr>
<tr>
<td>Review Math Fact Fluency</td>
<td>Quarterly</td>
</tr>
</tbody>
</table>

**Assessments:** Standardized and/or locally developed measures of progress toward the goal
ISTEP+ (3-5)
NWEA
Intervention data
Math fact fluency