



Continuous School Improvement Plan
White River Elementary
2022-2025



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Jamie Harris, Library Media Specialist/Parent

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 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.

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

Purposeful Assessment and Reflection: *Formal and informal assessments are designed to measure desired learning results established through the guaranteed and viable curriculum. These assessment results are used to provide feedback, facilitate student reflection and goal setting, monitor progress, and inform instructional planning. This purposeful assessment and reflection promotes a collaborative and results-oriented culture focused on student learning and growth.*

Description of the Curriculum

ELEMENTARY

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.

- **IREAD-3** - A state assessment that measures foundational reading standards at grade 3 and meets the requirements of state law (House Enrolled Act 1367).
- **Early Literacy Assessment:** NWEA MAP Fluency Dyslexia Screener is a universal screener used for understanding students' literacy performance, including both strengths and areas of concern. The screener has been approved by the IDOE to cover all six skill areas that are required by Senate Enrolled Act 217.

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

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

Teachers have been trained to use Fountas and Pinnell Benchmark Assessments. The district provided teacher leaders for Math, ELA, PLCs, and technology. Staff members create and revise curriculum calendars, pacing guides, and units of study.

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

Section II: Description of Current Educational Programming and Learning Environment

Safe and Disciplined Learning Environment

Noblesville Schools provides a safe and disciplined learning environment for all students. Families are provided with the Noblesville Schools Elementary Family Handbook that clearly defines district guidelines and expectations. Noblesville Schools utilizes a positive behavior support system based on review of student behavior data, student surveys, teachers, and parents regarding the school environment. The Student Support Team defines student behavior expectations, categorizes behavior into 2 different tiers to provide teachers with additional guidance in how to respond to student actions, creates additional ways to acknowledge appropriate behavior, and vertically aligned Tiers I and II behavior instruction. 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 on which to develop with the student. Additionally, staff have included the students in proactive problem solving efforts through the use of Collaborative Conversations and goal setting. Noblesville Schools has Indiana School Safety Specialists in each of our schools that are trained to lead the development and implementation of school safety practices. Tornado drills, fire drills, and safety drills are all practiced regularly to practice school-wide procedures. Noblesville Schools also collaborates with the Noblesville Police Department to provide resource officers that are available at each school.

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.

Noblesville Schools 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 Noblesville Schools 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. Noblesville Schools 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. Noblesville Schools 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**)

District curriculum maps are based on the Indiana Academic Standards.

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

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

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

Approximately 12% of students are served by an Individual Education Plan. White River also serves many students in reading remediation in grades K-5 through Title I services, a federally funded program. Title I services can include guided reading, Leveled Literacy Intervention, Road to the Code, Road to Reading, SRA, Orton Gillingham, and other skill specific interventions based on individual student needs. Supplemental supports are supported through Title one and the MTSS process. High ability students receive rigorous and advanced instruction in language arts and/or mathematics. Students qualify for high ability programming through a district-wide process that includes several measures of achievement and assessments for high ability potential. Instruction in kindergarten and first grade is provided through differentiation within the classroom. Beginning in second grade, students may be placed in a high ability cohort for advanced math. The high ability program in grades K through five is known as FOCUS (Flexible Opportunities to Challenge US).

In the 2022-23 school year, staff will focus on closely monitoring the outcomes of MTSS efforts through reading level, NWEA data, and other progress monitoring data. It is important that the achievement gap is closed as early as possible. Staff will monitor effectiveness and adjust teaching practices to achieve such outcomes early in students' school years.

Parental Participation

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

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

Strategies to increase parental involvement include:

- Variety of days and times for general PTO meetings
- Including students in general PTO meetings
- Family events (Family Tailgate, Grand Eagle Day, Literacy Events, Fun Run)
- School events during the school day as well as after school
- Frequent communication on social media platforms
- Eagle of the Week parent communication
- School videos shared to support well-being, literacy, and math
- Parent MTSS and IEP participation
- One School, One Book year long initiative to foster a love of reading community
- Going Places Initiative: staff creating events in neighborhoods throughout the 22-23 school year
- After School Tutoring for all students K-5

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 preparing and planning. Elementary students begin their journey through self-concept and career awareness activities and lessons. In middle school, students continue to explore the world of work and further identify their interests, abilities, specific career clusters and postsecondary plans. As students enter high school, career exploration continues and preparing and planning becomes a priority as students near graduation.

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

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

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

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

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

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

Strategies to Attract HQ New Teachers

- 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
- Implemented “Teacher in Preparation” program where recent graduates serve as daily subs in various buildings to train these teachers in the “Noblesville Way” until a teacher opening occurs
- Implemented “Grow our Own” program where we are keeping in contact with Noblesville School graduates who completed our cadet teaching program and are going on to college in the area of Education
- Nurture a positive school atmosphere
- 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.

Employ Effective Teachers (SWP Component #3)

Name	Assignment	Qualifications	Housing
Asheley Harris	Instructional Coach	<ul style="list-style-type: none"> • Master • Math Specialist • Elementary / Intermediate Generalist • Elementary/ Primary Generalist 	Educational Services Center
Bess Dougherty	Music	<ul style="list-style-type: none"> • Master • Instrumental and General Music • Vocal and General Music 	Educational Services Center
Beth Hewitt	Physical Education	<ul style="list-style-type: none"> • Bachelor • Coaching • Health and Safety • Physical Education 	Educational Services Center
Bo Davidson	Third Grade	<ul style="list-style-type: none"> • Bachelor • Elementary Generalist 	Educational Services Center
Bonnie Hadley	Second Grade	<ul style="list-style-type: none"> • Master • General Elementary 	Educational Services Center
Brandy Baldwin	ED Resource	<ul style="list-style-type: none"> • Master • General Elementary • Learning Disabled 	Educational Services Center
Brooke Gettinger	Early Childhood	<ul style="list-style-type: none"> • Master • Elementary Generalist • Mild Intervention 	Educational Services Center
Calie VanDermark	Principal	<ul style="list-style-type: none"> • Master Building Level Administrator 	Educational Services Center

		<ul style="list-style-type: none"> • Elementary Generalist • Reading 	
Danielle Meeks	Resource	<ul style="list-style-type: none"> • Master • Mild Intervention • Elementary / Intermediate Generalist • Elementary/ Primary Generalist 	Educational Services Center
Ginger Jimenez	Assistant Principal	<ul style="list-style-type: none"> • Master Building Level Administrator • Elementary / Intermediate Generalist • Elementary/ Primary Generalist 	Educational Services Center
Gwen Saffa	SLP	<ul style="list-style-type: none"> • Master • Speech, Language and Hearing Clinician 	Educational Services Center
Heidi Selking	Third Grade	<ul style="list-style-type: none"> • Master • Elementary/ Intermediate Generalist • Elementary/ Primary Generalist 	Educational Services Center
Indra Blue	Special Education	<ul style="list-style-type: none"> • Bachelor • Elementary / Intermediate Generalist • Elementary/ Primary Generalist • Mild Intervention 	Educational Services Center
Jamie Harris	Media Center Specialist	<ul style="list-style-type: none"> • Master • General Elementary 	Educational Services Center
Jamie Weiss	Fifth Grade	<ul style="list-style-type: none"> • Master • Elementary/ Intermediate Generalist • Elementary/ Primary Generalist • Reading 	Educational Services Center
Janel McGraw	Second Grade	<ul style="list-style-type: none"> • Bachelor 	Educational Services Center

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

		<ul style="list-style-type: none"> • Teacher of English Learner 	
Kourtney Goodman	Learning Specialist	<ul style="list-style-type: none"> • Bachelor • Elementary / Intermediate Generalist • Elementary/ Primary Generalist • Mild Intervention 	Educational Services Center
Kristin Bachman	Third Grade	<ul style="list-style-type: none"> • Master • General Elementary • Gifted and Talented 	Educational Services Center
Kylie Moyers	Special Education	<ul style="list-style-type: none"> • Bachelor • Elementary Generalist • Mild Intervention 	Educational Services Center
Laura Goodmiller	First Grade	<ul style="list-style-type: none"> • Bachelor • Elementary / Intermediate Generalist • Elementary/ Primary Generalist 	Educational Services Center
Lauren Gebolys	Resource	<ul style="list-style-type: none"> • Bachelor • Elementary Primary • Elementary Intermediate • Reading • Mild Intervention 	Educational Services Center
Megan Harding	EL Collaborative	<ul style="list-style-type: none"> • Bachelor • Early Childhood Education • Elementary Generalist • Mathematics • Teachers of English Learners 	Educational Services Center
Megan Thomas	Social Worker	<ul style="list-style-type: none"> • Master • School Social Worker 	Educational Services Center
Melissa Campbell	Second Grade	<ul style="list-style-type: none"> • Master • Elementary/ Primary Generalist • Elementary / Intermediate Generalist 	Educational Services Center

Michelle LePere	Fifth Grade	<ul style="list-style-type: none"> • Master • General Elementary 	Educational Services Center
Mindy Carter	First Grade	<ul style="list-style-type: none"> • Master • General Elementary 	Educational Services Center
Nancy Henry	Art	<ul style="list-style-type: none"> • Master • Visual Arts 	Educational Services Center
Natalie Case	Early Childhood Teacher	<ul style="list-style-type: none"> • Bachelor • Physically Handicapped • Severe Disabilities 	Educational Services Center
Natalie Tanchon	Kindergarten	<ul style="list-style-type: none"> • Bachelor • Elementary Generalist 	Educational Services Center
Nicole Walters	Fifth Grade	<ul style="list-style-type: none"> • Master • Elementary / Intermediate Generalist • Elementary/ Primary Generalist • Mathematics • Reading Primary/Intermediate 	Educational Services Center
Rene Caldwell	Fourth Grade	<ul style="list-style-type: none"> • Master • English as a New Language • Elementary Generalist 	Educational Services Center
Renee Reks	Fourth Grade	<ul style="list-style-type: none"> • Bachelor • General Elementary • Language Arts • Mathematics • Science • Social Studies 	Educational Services Center
Sabrina Zachary	Kindergarten	<ul style="list-style-type: none"> • Bachelor • Elementary / Intermediate Generalist • Elementary/ Primary Generalist • Language Arts 	Educational Services Center
Sara Smith	Third Grade	<ul style="list-style-type: none"> • Bachelor • Elementary Generalist 	Educational Services Center

Sara Welsh	Second Grade	<ul style="list-style-type: none"> • Bachelor • Elementary / Intermediate Generalist • Elementary/ Primary Generalist • High Ability Education 	Educational Services Center
Stephanie Potter	Kindergarten	<ul style="list-style-type: none"> • Master • Kindergarten • General Elementary 	Educational Services Center
Susan Higginbotham	First Grade	<ul style="list-style-type: none"> • Master • General Elementary 	Educational Services Center
Traci Millikan	Fourth Grade	<ul style="list-style-type: none"> • Master • General Elementary • Computer 	Educational Services Center
Abbi Yiesla	STEAM Para	Transcripts showing at least two years or more of college	Transcripts showing at least two years or more of college
Andrea Wilburn	Instructional Assistant	Transcripts showing at least two years or more of college	Educational Services Center
David LaFollette	Technology Para	Transcripts showing at least two years or more of college	Educational Services Center
Jonie Jessup	Media Technical Assistant	Transcripts showing at least two years or more of college	Educational Services Center
Karen Hampton	Instructional Assistant	Bachelor	Educational Services Center
Kala Hughes	Instructional Assistant		Educational Services Center
Leah Golland	Instructional Assistant	Transcripts showing at least two years or more of college	Educational Services Center
Lisa Gelfo	Instructional Assistant	Bachelor	Educational Services Center
Luz Torres	Instructional Assistant	Transcripts showing at least two years or more of college	Educational Services Center
Nathali Carrasquero	Instructional Assistant	Transcripts showing at least two years or more of college	Educational Services Center
Surrinder Kaur	Instructional Assistant	Transcripts showing at least two years or more of college	Educational Services Center

Tricia Burns	Instructional Assistant	Transcripts showing at least two years or more of college	Educational Services Center
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Section III: Summary of Data

Student ELA Achievement Results

State Assessments	2018-2019			2020-2021			2021-2022		
ILEARN ELA Overall Proficient	School	District	State	School	District	State	School	District	State
Overall	48.5	62.6	47.9	36.6	53.8	40.5	37.8	55.2	41.2
Paid Meals	57.4	69.1	61.9	47.4	60.2	54.0	45.8	61.8	53.2
Free/Reduced Price Meals	30.0	42.0	33.5	16.5	33.1	25.9	26.3	34.4	27.0
General Education	53.6	69.7	53.8	42.0	60.5	45.6	42.1	61.7	46.9
Special Education	15.6	21.6	15.7	8.3	18.1	12.9	18.4	22.2	13.4
Non-English Language Learner	51.0	64.3	49.9	39.9	56.2	42.9	41.2	57.6	43.8
English Language Learner	19.2	14.9	16.3	6.9	9.8	11.7	14.7	14.9	13.9
Asian	***	71.2	63.8	60.0	65.5	56.7	42.9	60.3	56.7
Black	38.1	38.2	24.7	15.8	28.3	17.4	25.0	34.5	19.1
Hispanic	36.8	44.1	35.5	26.7	33.4	27.3	30.6	37.1	28.1
Multiracial	***	44.5	43.3	***	44.4	36.4	***	41.4	36.8
White	51.3	65.8	54.2	38.8	57.3	47.1	41.0	59.0	48.0
IREAD3 Overall Proficient	School	District	State	School	District	State	School	District	State
Overall	90.4	93.6	87.3	88.3	89.8	81.2	86.2	91.0	81.6

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

Local Assessments	2019-2020		2020-2021		2021-2022	
NWEA MAP Growth Reading	Fall	Winter	Fall	Winter	Fall	Winter
Achievement (% At or Above Avg)	73.7	74.0	68.9	68.0	67.1	67.1
% of Students Who Met or Exceeded Their Projected RIT (Fa-Wi)*		58.0		50.5		51.1
% of Students Who Met or Exceeded Their Projected RIT (Wi-Wi)*		48.3		49.9		59.9

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		
ILEARN Math Overall Proficient	School	District	State	School	District	State	School	District	State
Overall	51.8	64.8	47.8	46.0	50.1	36.9	43.6	53.7	39.4
Paid Lunch	61.7	72.0	61.7	56.6	56.8	50.9	54.2	60.9	51.9
Free/Reduced Lunch	30.9	42.0	33.4	26.6	28.7	22.0	27.2	31.0	24.6
General Education	55.9	71.0	53.1	51.1	55.8	41.3	48.3	59.8	44.3
Special Education	24.4	29.0	18.6	19.1	20.2	14.1	20.4	23.3	15.7
Non-English Language Learner	54.8	66.4	49.3	49.0	51.9	38.9	47.9	55.9	41.6
English Language Learner	15.4	19.9	23.2	20.7	17.3	14.2	11.8	17.4	17.1
Asian	***	70.3	67.9	70.0	65.5	56.5	50.0	64.9	58.2
Black	33.3	33.3	22.5	21.1	16.6	11.6	25.0	29.1	14.4
Hispanic	39.5	45.2	34.4	36.7	27.8	22.0	19.4	31.7	24.8
Multiracial	***	47.1	41.7	***	36.5	30.5	***	34.6	33.3
White	55.8	68.6	54.6	48.5	54.3	44.4	51.0	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)	71.2	73.6	67.9	66.4	68.1	66.3

% of Students Who Met or Exceeded Their Projected RIT (Fa-Wi)*	56.8	58.8	53.0
% of Students Who Met or Exceeded Their Projected RIT (Wi-Wi)*	47.2	37.9	59.3

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
Overall	96.2	96.9	
Model Attendee <i>Students who are either persistent or improved attendees</i>	70.9		
Persistent Attendees <i>Students who were in attendance for at least 96% of the school year</i>	66.2		
Improved Attendees <i>Students whose attendance rate improved by at least 3 percentage points from the preceding school year</i>	10.8		

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	62	Near 80th				
Sense of Belonging	68	Near 80th				
Teacher-Student Relationships	84	Near 90th				
Emotion Regulation	48	Near 60th				
Self-Management	73	Near 60th				
Social Awareness	71	Near 70th				

Demographic Data

	2019-2020		2020-2021		2021-2022	
	School	District	School	District	School	District
Percent Free/Reduced Lunch	35.0	23.2	33.0	22.2	34.2	20.9
Percent Special Education	14.9	15.4	14.1	15.7		
Percent English Language Learner	8.1	3.6	7.5	4.1		
Percent Asian	2.5	2.5	2.6	2.6	3.4	2.6
Percent Black	7.8	4.1	6.4	4.2	8.9	4.6
Percent Hispanic	9.7	7.0	8.7	7.5	11.8	8.2
Percent Multiracial	1.5	2.9	1.3	3.4	2.4	3.5
Percent White	77.9	83.2	80.1	81.9	72.9	80.7

*District results are grades K-12 combined

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

Summary of Results - ELA		
Strengths	Immediate Improvement Required	Priorities
RN.3: FEATURES AND STRUCTURES Build understanding of nonfiction text, using knowledge of text features, structures, and	W.1: LEARNING OUTCOME FOR WRITING Write effectively for a variety of tasks, purposes, and audiences	Having a sense of urgency in narrowing the achievement gap amongst specific sub-groups. All staff teach all components of

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

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



Noblesville Schools Continuous School Improvement Action Plan

Schoolwide Improvement SMART Goals <i>Objectives for continuous improvement in, at a minimum, the areas of attendance rate, ILEARN proficiency rates, and graduation rates for the school to achieve over a three year period and how the school expects to meet these objectives.</i>			
The percentage of 3-5 grade students demonstrating proficiency in English Language Arts will increase from 37.8% to 44.1% by the end of May 2023 as measured by the ILEARN assessment to reach our goal of 68.9% proficiency by 2026.			
Strategies and Action Steps <i>(SWP Component #4)</i>	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>			
Grades K-5: Ongoing repeated practice connected to NS essential standards	WRE Staff	Ongoing 22-23 School Year	Pre-test/Post test CFA's Transfer of student learning through observation 90% of third graders will pass IREAD in 22-23
Grades K-5: Connect student data to goals, standards, and formative assessments to form targeted small groups for all students	WRE Staff	Ongoing 22-23 School Year	NWEA Winter 22-23: 55% Students met or exceeded their projected Reading RIT. Movement of students from Tier 2/3 to Tier 1.
Grades K-2: Students will read a variety of instructional level texts during independent reading	WRE Staff	Ongoing 22-23 School Year	NWEA Winter and Spring 22-23: 55% Students met or exceeded their projected Reading RIT % of students will move from low to low

			<p>average/average by Spring NWEA. K=9% 1=32% 2=30%</p> <p>Small group instruction</p> <p>Pre-test/Post test</p> <p>CFA's</p>
<p>Grades 3-5: Students will compose written responses to what they are learning and how they are thinking. They will use evidence from the text to support answers</p>	WRE Staff	Ongoing 22-23 School Year	<p>Rubrics and scales</p> <p>Comparative student samples</p> <p>Small group instruction</p> <p>Pre-test/Post test</p> <p>CFA's</p>
<p>Collaborative team meetings are focused on improving learning and student outcomes</p>	WRE Staff	Ongoing 22-23 School Year	<p>Observations of collaborative team meetings</p> <p>Observation of instructional practices and evidence of student learning</p> <p>NWEA Winter 22-23: 55% Students met or exceeded their projected Reading RIT.</p>
<p>Larkey training. Written responses with evidence</p>	WRE Staff	<p>September 13, 2022 October 26, 2022 December 14, 2022 February 8, 2023</p>	<p>Observations of collaborative team meetings</p>
<p>Larkey training Repeated/daily writing opportunities</p>	WRE Staff		<p>Observation of instructional practices and evidence of student learning</p>
<p>Larkey training. Reading responses</p>	WRE Staff		

Schoolwide Improvement SMART Goals			
<i>Objectives for continuous improvement in, at a minimum, the areas of attendance rate, ILEARN proficiency rates, and graduation rates for the school to achieve over a three year period and how the school expects to meet these objectives.</i>			
The percentage of 3-5 grade students demonstrating proficiency in Math will increase from 43.6% to 49.2% by the end of May 2023 as measured by the ILEARN assessment to reach our goal of 71.8% proficiency by 2026.			
Strategies and Action Steps (SWP Component #4)	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>			
Multiple Opportunities for Repeated Practice			
Grades K-2: Students will flexibly use addition fact strategies as identified in Learning Mathematics in the Primary Grades	WRE Staff	Ongoing 22-23 School Year	% of students will move from low to low average/average by Spring NWEA K=10% 1=17% 2=29%
Students will participate in addition fact interviews to improve addition fluency	WRE Staff	2nd Semester 22-23 School Year	Math fact interview results
Grades 3-5: Students will flexibly use subtraction, multiplication and division fact strategies as identified Learning Mathematics in the Primary Grades	WRE Staff	Ongoing 22-23 School Year	% of students will move from low to low average/average by Winter NWEA 3=10% 4=35% 5=22%
Students will participate in math fact interviews to improve fluency	WRE Staff	2nd Semester 22-23 School Year	Math fact interview results
Flessner training.	WRE Staff	August 24, 2022 October 6, 2022	Observations of collaborative team

Developing student fact fluency		December 8, 2022 February 9, 2023	meetings
Flessner training. Developing mental computation strategies	WRE Staff		Observation of instructional practices and evidence of student learning
Flessner training. Developing fluency with fact computation	WRE Staff		

<p>Schoolwide Improvement SMART Goals</p> <p><i>Objectives for continuous improvement in, at a minimum, the areas of attendance rate, ILEARN proficiency rates, and graduation rates for the school to achieve over a three year period and how the school expects to meet these objectives.</i></p>			
<p>Attendance</p> <p>The percentage of satisfactory attendance will increase from 96.9% to 97.2% by the end of May 2023.</p>			
<p>Strategies and Action Steps</p> <p>(SWP Component #4)</p>	Who is Responsible	Target Date or Timeline	<p>Evidence of Effectiveness</p> <p><i>An evaluation of the impact of such strategies.</i></p>
<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>			
<p>Staff will promote satisfactory attendance by:</p> <p>Providing quality coursework during times of extended absences</p> <p>Involving families</p> <p>Communicating absences and family correspondence to the front office</p>	WRE Teachers, Student Support Team, Front Office, and Administrators	Ongoing 22-23 School Year	<p>Reduction of unexcused absences.</p> <p>73% of students will be model attendees from 70.9% in 2019-2020</p>
<p>Staff will foster a sense of belonging with students:</p> <p>Understanding students' background and interests</p>	WRE Teachers, Student Support Team, Front Office, and Administrators	Ongoing 22-23 School Year	<p>Panorama survey results will increase from 68% to 70% in the area of sense of belonging</p>

<p>Student support through MTSS, SEL, and verbal and nonverbal daily interaction</p> <p>Positive peer relationships through Second Steps and Responsive Classroom</p>			
<p>Utilize the ACES Program to improve tardiness and absenteeism</p>	<p>Front Office and Administrators</p>	<p>Quarterly Meetings</p>	<p>Documentation of attendance communication and outreach</p> <p>Persistent attendees will increase from 66.2% to 70%</p>

<p>Methods to Improve Cultural Competency <i>Methods to improve the cultural competency of teachers, administrators, staff, parents, and students, including the identification of all racial, ethnic, language-minority, cultural, exceptional learning, and socioeconomic groups represented in the school's population; culturally appropriate strategies for increasing educational opportunities and educational performance for represented groups that are incorporated in the school's plan; and areas identified as requiring additional professional development to increase cultural competency in the school.</i></p>	
<p>Culturally appropriate strategies for increasing educational opportunities and educational performance.</p>	<p>Areas identified as requiring additional professional development to increase cultural competency in the school.</p>
<p>Increase cultural awareness of all students, teachers, administrators, and staff of White River Elementary</p>	<ul style="list-style-type: none"> ● WRE staff will continue to remove barriers for student groups, particularly students of diverse backgrounds, to ensure they have access to the most rigorous instruction and after-school activities available. ● Build relationships through research-based instructional practices such as mentoring, and peer to peer programs to create an environment of trust between students and staff as well as between students and their peers. ● Participate in and utilize professional development strategies to support the needs of all students both academically, emotionally, and socially. This includes but is not limited to

	<p>new evidenced-based practices and Restorative Practices, etc.</p>
<p>Increase community engagement and parental involvement</p>	<ul style="list-style-type: none"> ● Encourage community and parent participation in the PTO. ● Acknowledge and celebrate various cultural and commemorative dates and other important cultural milestones. ● Share information about school and community resources to assist new families. ● Encourage participation in district-sponsored events/meetings that are designed to remove barriers to learning. ● Engage in honest conversation with staff, parents and community members about concerns and issues that impact our diverse population.

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