

# North Elementary School



## School Improvement Plan 2016-2017

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Noblesville, IN 46060  
317.773.0482

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

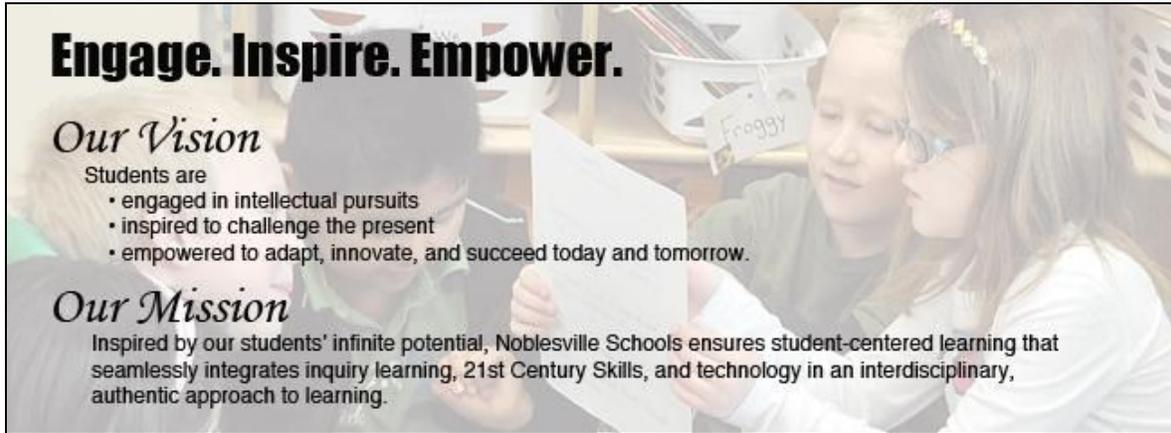
Robert Lugo, Principal  
Calie VanDermark, Assistant Principal  
Amanda Brophy, Instructional Coach  
Jamie Harris, Media Specialist  
Emily Griggs, 1st Grade Teacher  
Ginger Jimenez, 2nd Grade Teacher

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# Section 1: Mission, Vision, and Beliefs

## Noblesville Schools



**Engage. Inspire. Empower.**

*Our Vision*  
Students are

- engaged in intellectual pursuits
- inspired to challenge the present
- empowered to adapt, innovate, and succeed today and tomorrow.

*Our Mission*  
Inspired by our students' infinite potential, Noblesville Schools ensures student-centered learning that seamlessly integrates inquiry learning, 21st Century Skills, and technology in an interdisciplinary, authentic approach to learning.

## Narrative Description of School, Community, and Educational Programs

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

North Elementary Enrollment:

2012-13	2013-14	2014-15	2015-2016	2016-2017
526	504	510	536	535

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

Year	Paid Lunch	Reduced Lunch	Free Lunch
2012-13	72%	5%	23%
2013-14	72%	5%	23%
2014-15	66%	7%	27%
2015-16	63%	5%	32%
2016-17	65%	5%	30%

Approximately 87% of students at North are White, 7% are Hispanic with the remaining 6% composed of Multiracial, Black, and Asian.

North teachers follow a balanced literacy framework that includes Reading Workshop, Writing Workshop, and Word Study. North teachers also implement Math Workshop using the Everyday

Math program and implement Project Lead The Way (PLTW), which integrates inquiry based learning, using a STEM model.

Any North student who struggles with academics or behavior is promptly placed in a three-tiered Response to Intervention program. If the student responds to Tier 2/3 strategies, then the general education plan continues as scheduled. If a student continues to not respond to interventions, he/she will be referred to be evaluated for special education services. North provides services for students with emotional disabilities, mild mental disabilities, learning disabilities, other health impairment, communication disorders, and occupational and physical therapy. Approximately 19% of students are served by an Individual Education Plan.

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

High ability students receive rigorous and advanced instruction in language arts and/or mathematics. Students qualify for high ability programming through a district-wide process that includes several measures of achievement and assessments for high ability potential. Instruction in kindergarten and first grade is provided through differentiation within the classroom. Beginning in second grade, students may be placed in a high ability classroom for advanced math. The high ability program in grades three through five is known as FOCUS (Flexible Opportunities to Challenge US). In third through fifth grade, approximately 20% of North students qualified for the ELA and/or Math FOCUS program for the 2015-16 school year.

## **Description and Location of Curriculum**

The curriculum at North Elementary is based on the 2014 Indiana College and Career Readiness standards found at <http://www.doe.in.gov/standards>. Curricula and instruction are continually reviewed and revised according to student performance data, developments in educational research, and available resources including instructional materials and technology tools. Current curriculum development focuses on implementing changes in state standards, adjusting to new state achievement tests, and developing transfer goals and performance tasks. Noblesville Schools developed Reading and Writing Units of Study during the 2014-15 school year. These units are available for review upon request. North personnel created Units of Study that have been implemented during the 2015-16 school year that incorporate Indiana Science and Social Studies Standards and 21<sup>st</sup> Century Skills using the Understanding by Design framework in addition to PLTW curriculum.

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

**Fountas and Pinnell Benchmarking System** is a standardized assessment individually administered to students three times a year in grades K-5. Fluency, accuracy, and comprehension scores are used to measure instructional reading levels to inform small-group reading instruction.

**Running Records** are informal assessment tools with anecdotal notes utilized daily to guide next steps in reading instruction K-5.

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

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

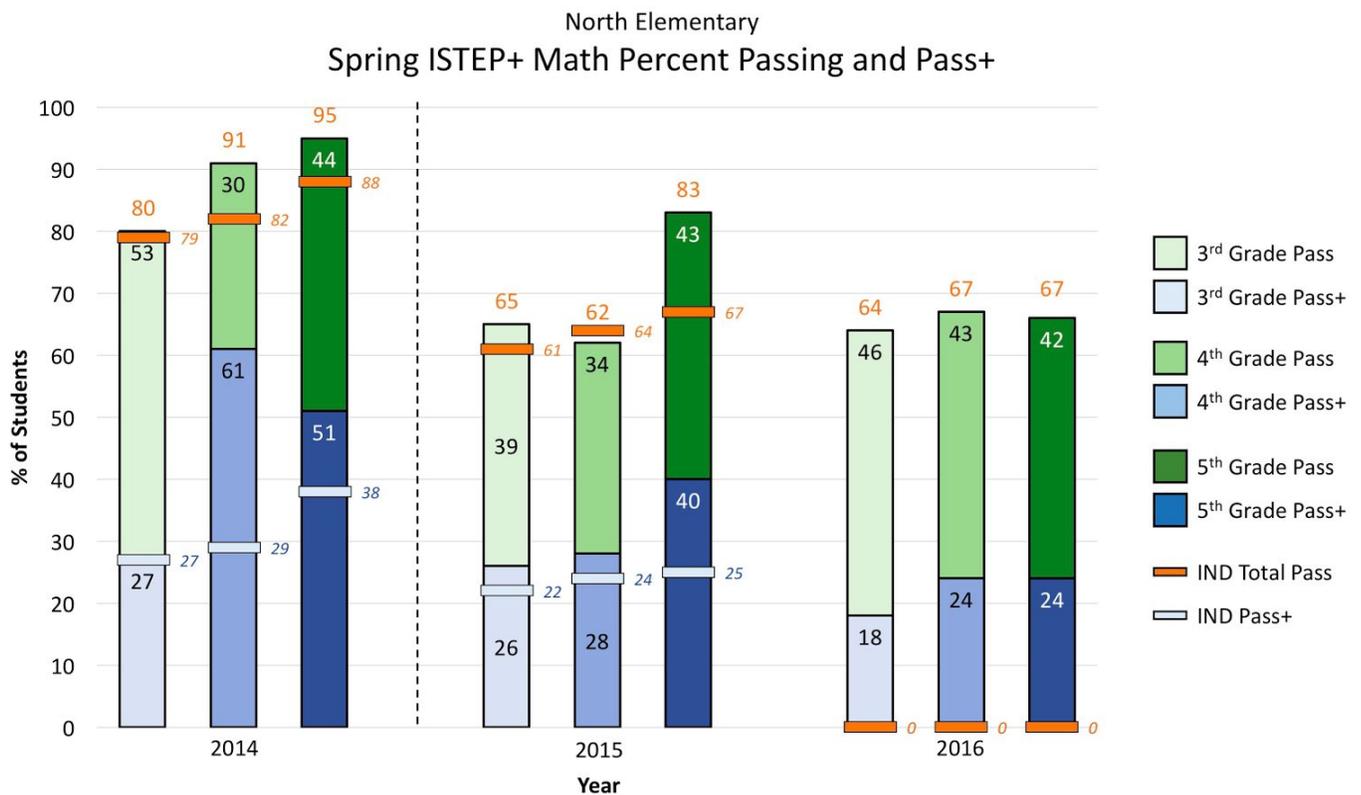
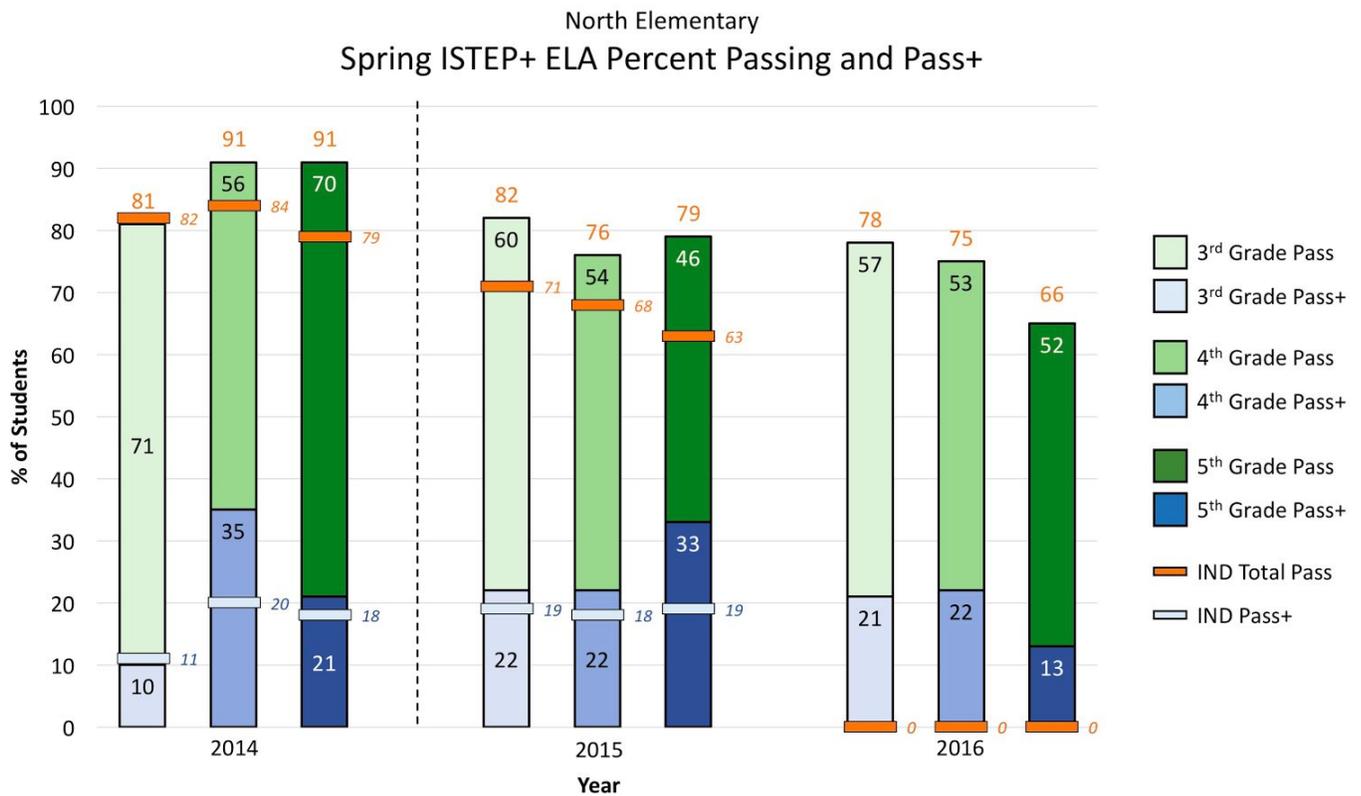
**Formative Assessments** are used in each classroom to drive core instruction.

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

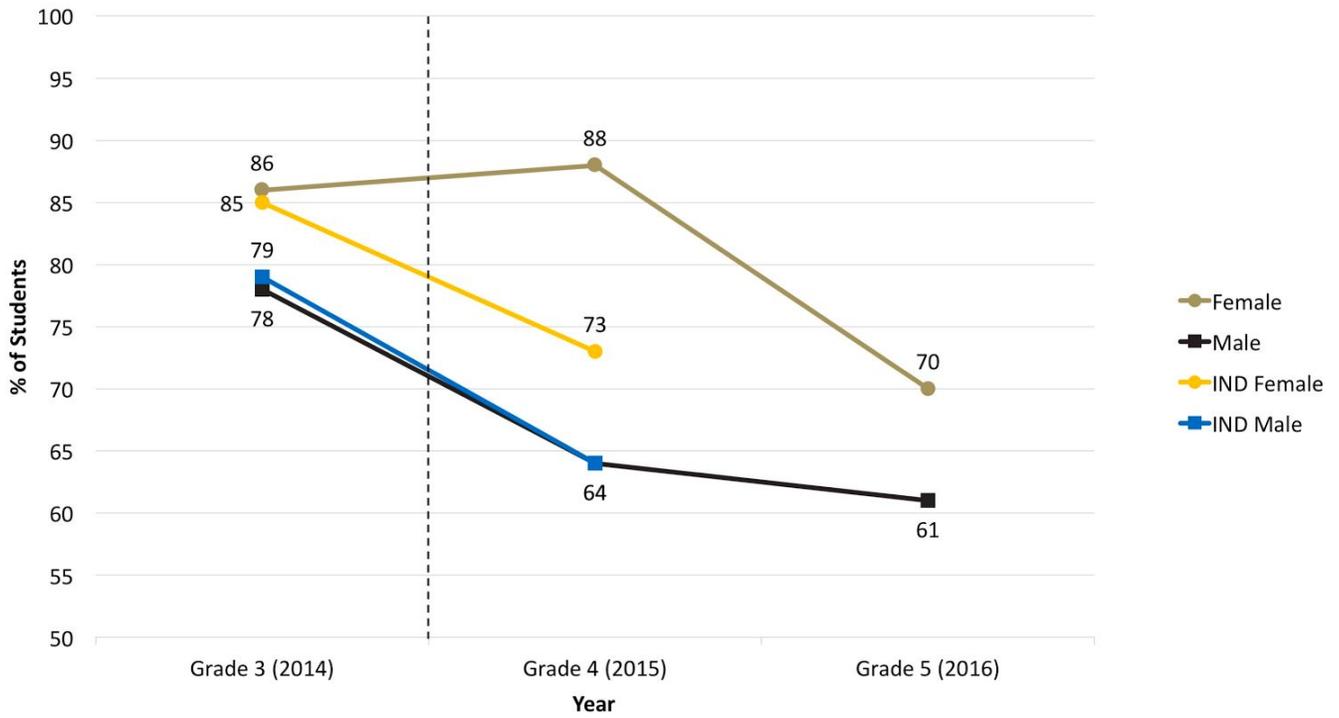
**District Math Fact Fluency** assessments are provided quarterly to measure basic skills.

## Section 2: Summary of Data

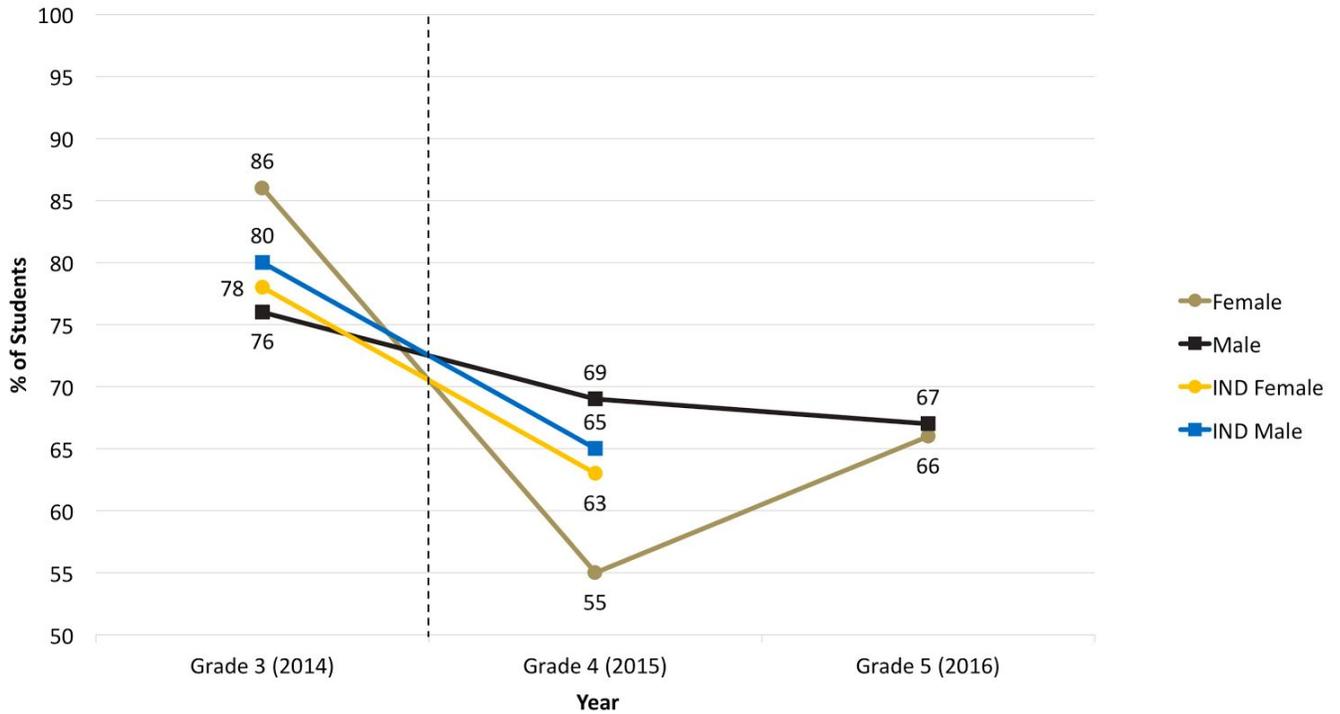
### Data, including graphics, from the Annual Performance Report



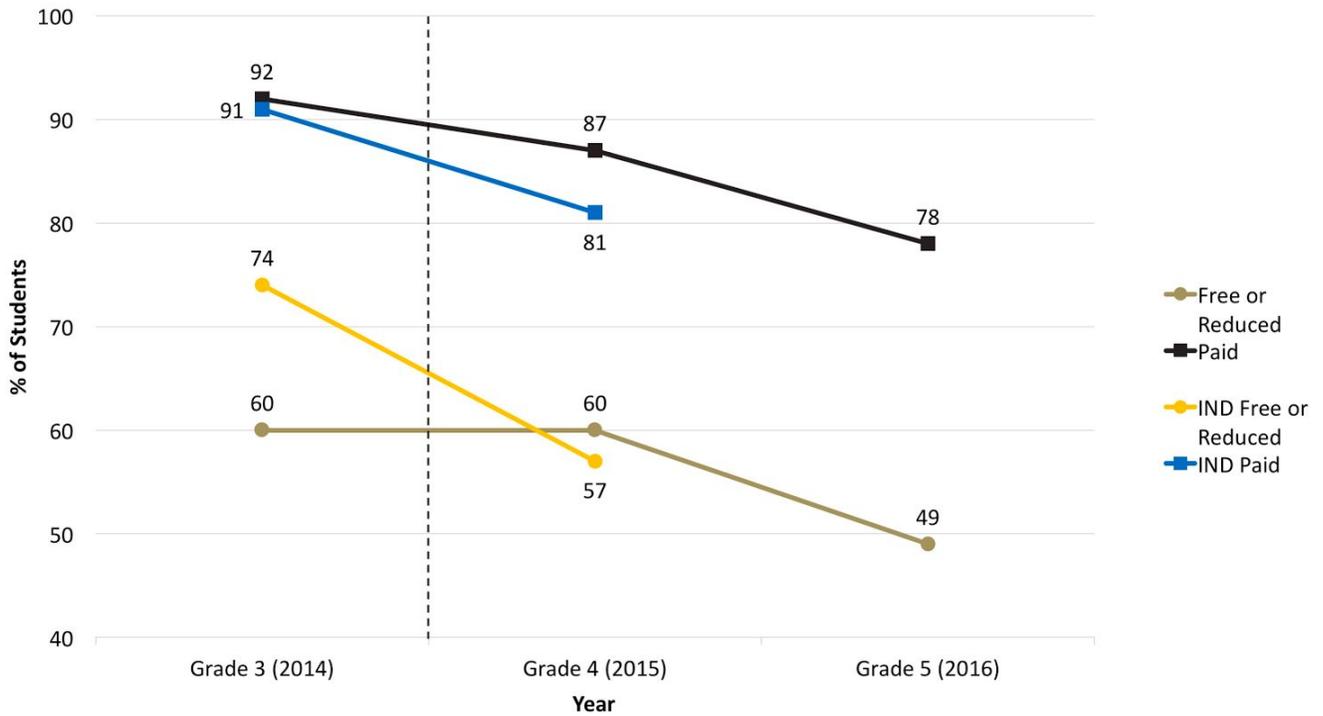
North Elementary  
5<sup>th</sup> Grade Cohort Spring ISTEP+ ELA Percent Total Passing (by Gender)



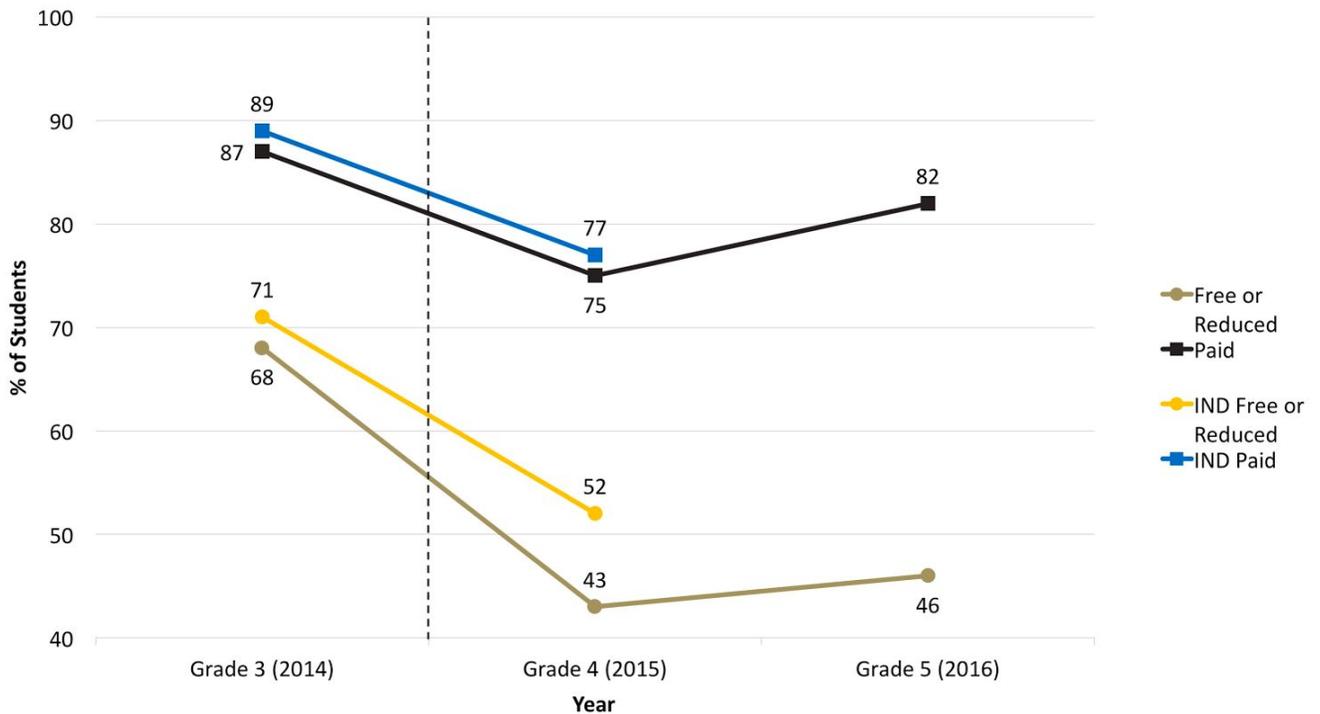
North Elementary  
5<sup>th</sup> Grade Cohort Spring ISTEP+ Math Percent Total Passing (by Gender)



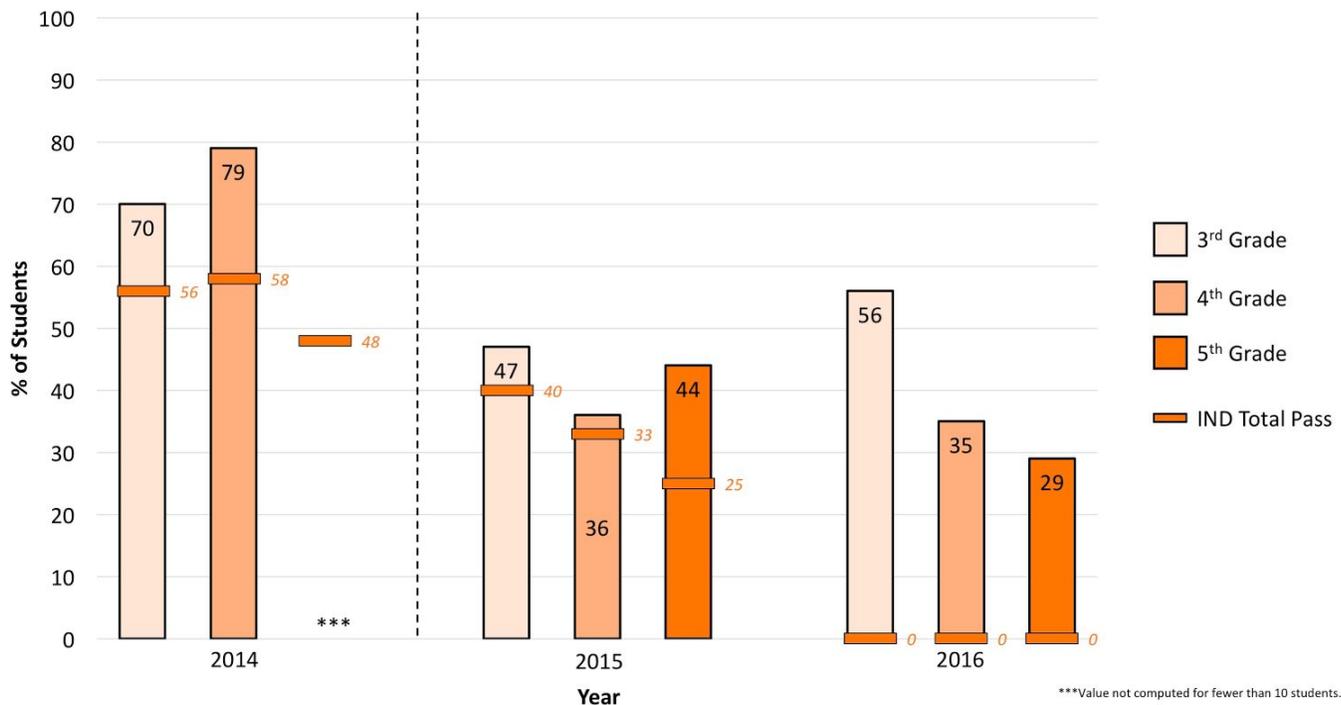
North Elementary  
5<sup>th</sup> Grade Cohort Spring ISTEP+ ELA Percent Total Passing (by SES)



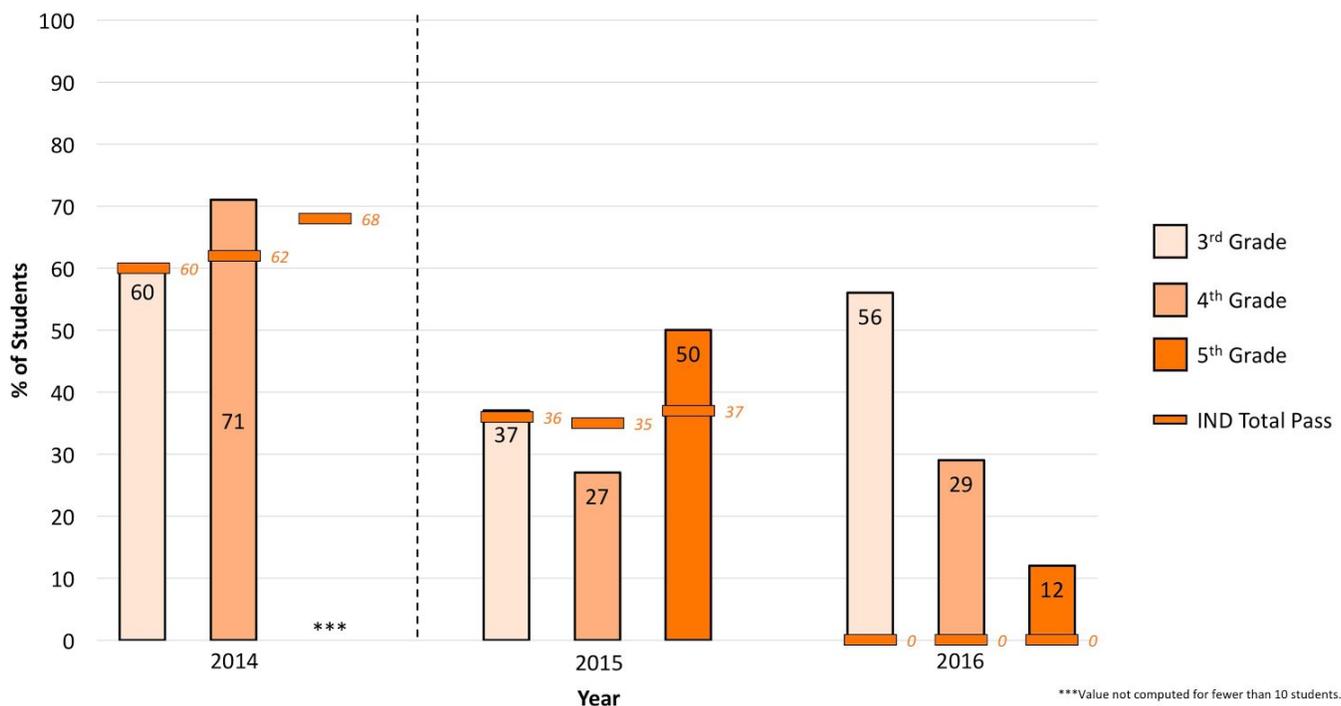
North Elementary  
5<sup>th</sup> Grade Cohort Spring ISTEP+ Math Percent Total Passing (by SES)



### North Elementary Spring ISTEP+ Special Education ELA Percent Total Passing



### North Elementary Spring ISTEP+ Special Education Math Percent Total Passing



## CONCLUSION

### **Supporting Indiana State Standards:**

- District-wide curriculum mapping has aligned curricula to the Indiana Career and College Readiness Standards.
- Through the district-wide balanced literacy framework, reading instruction is differentiated based on individual student need.
  - Utilizing mentor text to demonstrate teaching points
  - Development of the instructional strategies within interactive read-alouds
- A comprehensive math program evaluation was conducted in 2011-2012 and resulted in the adoption of Everyday Mathematics for grades K-5.
- Practice, remediation, and enrichment strategies support math instruction based on individual student need.

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

#### English/Language Arts Data Statements

##### Strengths:

- *All Grades Special education students - exceed the state average in 2016 E/LA ISTEP+*
- *Grade 3 - 78% of students passed 2016 E/LA ISTEP*
- *Grade 4 – 75% of students passed 2016 E/LA ISTEP*
- *Grade 5 - male students exceed the state average in 2016 E/LA ISTEP+ by 23%*
- *Grade 5 - female students exceed the state average in 2016 E/LA ISTEP+ by 9%*
- *Grade 3 – 92% of students passed IREAD-3*

##### Challenges:

- *Grade 5 – Special Education passing scores decreased from 2015 to 2016 on E/LA ISTEP+ (44% to 29%)*
- *Grade 3-5 - Paid lunch students outperformed free/reduced lunch students*
- *Grade 5 - students scores decreased from 2015 to 2016 in E/LA ISTEP+ (79% to 66%)*
- *5th Grade cohort of SES decreased from 60% to 49% in E/LA ISTEP*
- *5th Grade Special Ed. decreased from 44% to 29% in E/LA ISTEP*

#### Mathematics Data Statements

##### Strengths:

- *All Grades - Pass plus exceeds the state average on Math ISTEP+.*
- *Grades 3 and 5 - students exceed the state average on Math ISTEP+.*
- *Grades 3 and 5 Special Education - students performed above the state average on Math ISTEP+.*
- *Grade 5 - paid and free or reduced students exceed the state average on Math ISTEP+ (12% each)*
- *Grade 5 - male students exceed the state average on Math ISTEP+ (by 20%)*
- *Grade 5- females increased 11% in Math ISTEP*

##### Challenges:

- *Grade 5 Special Education students - decreased from 50% to 12% in Math ISTEP+*

- Grade 5 special Education cohort students decreased from 27% in 4th grade to 12% in 5th Grade.
- *Grade 4 - students performed below the state average on Math ISTEP+*
- *Grade 5 - students' passing scores decreased from 2015 to 2016 in Math ISTEP+ (83% to 67%)*
- *Grade 5 - students' pass plus scores decreased from 2015 to 2016 in Math ISTEP+ (40% to 24%)*

### IREAD-3

For the 2015-16 school year, 92.3% of third graders passed the Spring IREAD-3 assessment. 7.7% of students (8 students) did not pass. In June 2016, students who had not passed the first time were given instruction and an opportunity to take it again, 4 of the 8 students passed, 1 did not attend and the other 3 were good cause exemptions. Our overall percentage passing was 96.2% for the 2015-16 school year.

## Data related to Performance Indicators other than in Annual Performance Report

**Students At or Above End of the Year Benchmark Reading Levels**

	2013-14	2014-15	2015-16
<b>Kindergarten</b>	81%	94%	94.2%
<b>1st Grade</b>	75%	89%	77%
<b>2nd Grade</b>	79%	93%	89%
<b>3rd Grade</b>	90%	88%	86%
<b>4th Grade</b>	90%	94%	88%
<b>5th Grade</b>	95%	94%	88%

### Noted Trends:

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

## Attendance Rate

Attendance is a priority at North Elementary. Each morning students recite a pledge on doing the right thing for character education. One part of this pledge is *“Every day matters and everybody counts”*. This line focuses on the importance of attending school each and every day. Students are

recognized quarterly and annually for excellent attendance. If a student begins a pattern of tardiness or absences, the school follows the ACES (Attending Class Equals Success) Attendance Program adopted by Noblesville Schools.

Attendance Rates:

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

## Other Information About Educational Programming and Learning Environment

North Elementary School is committed to 21st Century Learning for our students. North staff believe that students drive their own learning. At North, implementation inquiry across curricular areas continues, which is inspiring students to inquire and further investigate their own wonderings, promoting student driven learning. North Elementary used the Understanding by Design framework to develop units of study for all grade levels. Units are available for review upon request.

## Section 3: Current Programming and Environmental Conclusions

### Analysis of Student Achievement

#### Math

Overall student achievement on math ISTEP+ shows a lack of an increase of students passing in the 2015-16 fourth and fifth grade cohort groups. A breakdown of ISTEP+ data presents problem solving and mathematical process as areas of concern. A review of formative data for grades affirms the concern. According to previous ISTEP+ results, students are starting the year below the state average in problem solving skills and mathematical process. This creates a challenge for current grade level teachers to remediate before progressing to state required standards. Below is a chart that shows percentages of students that fall below the state average for problem solving.

#### **Problem Statement:**

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

#### **Inquiry Questions:**

How can we teach students to synthesize using multiple strategies when problem solving?

How can we promote higher level problem solving discussions?

How do we provide gradual release opportunities and measure transfer of independent thinking while problem solving?

How do we get students in the habit of evaluating their thinking and responses?

### **Hypothesis:**

IF teachers intentionally model using multiple strategies simultaneously while problem solving, THEN students will transfer these skills to their own problem solving scenarios.

IF teachers facilitate a class discussion evaluating the problem solving process and outcome, THEN students will be able to understand new ways to collaborate and solve a problem in multiple ways, while explaining their thinking process to others.

IF we provide opportunities within whole group, small group, partner work, and independent work for students to practice problem solving skills and strategies, THEN students will be able to transfer this thinking with increasing complexity throughout the year.

IF we allow students to ask questions, think critically and inquire about mathematics, THEN students will develop and choose appropriate strategies for problems encountered.

### **Language Arts**

Overall student achievement on language arts ISTEP+ shows a decrease of students passing in the 2015-16 fourth and fifth grade cohort groups. Analysis of ISTEP+ indicated a slightly below state average in third grade performance on the Language Arts portion of the ISTEP+ while fourth and fifth grade were above the state. Upon deeper analysis of ISTEP+ subtests and reading levels the area of nonfiction and fiction text structures and text features became evident as an area of needed growth, as well as application of text structures in fiction text. After reviewing NWEA results, third, fourth, and fifth grade students fell in the below average range in these categories. Application of using text structures and text features independently remains a struggle.

### **Problem Statement:**

On ISTEP+ and NWEA, students struggled with nonfiction and fiction text features and structures. Students were unable to build understanding of text using knowledge of text features, structures, and author's perspective. Students struggled using the text to apply these skills in their own independent work.

### **Inquiry Questions:**

How can we teach students to apply their knowledge of text features, structures, and perspectives when reading and responding to text?

How can we teach students to evaluate text?

How do we provide gradual release opportunities and measure transfer of independent thinking while reading?

### **Hypothesis:**

IF teachers explicitly teach students to answer questions using evidence from the text and provide them with guided practice to explain why it supports their thinking, THEN they will be able to transfer this thinking beyond the text.

IF teachers explicitly teach students how to analyze text features and structures, THEN students will have a deeper understanding while independently evaluating their own text.

IF teachers use mentor texts as a model to demonstrate a variety text features, structures, and purposes, THEN students will transfer this into their own reading.

IF teachers provide opportunities within whole group, small group, partner work, and independent work for students to explore and be immersed with text features, structures, and perspectives, THEN students will be able to transfer this thinking with increasing complexity throughout the year.

## **Parental Participation in the School**

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

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

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

North is in its eighth year of implementing PBIS (Positive Behavioral Interventions Supports) for behavior. Teachers collect and report data on the behaviors in their classrooms and create action plans for students that are struggling with behavior. The Culture and Climate committee meets to track and monitor school-wide data. Support is provided with positive strategies and interventions that teachers can implement in the classroom. MTSS is also utilized to facilitate growth for a struggling student. The school counselor worked with classroom teachers in the 2015-2016 school year on implementing the Second Step curriculum focusing on skills for social and academic success.

## **Technology as a Learning Tool**

Staff at North Elementary have received professional development on integrating technology to enhance the quality of instruction for the 21st century learner. Document cameras, mounted projectors, iPads, and laptops expand the opportunities for technology integration in the classroom. Every classroom has a minimum of two desktops, two laptops, and four iPads. All of our fifth grade classrooms and one additional pilot classroom were 1:1 with iPads for the 2015-16 school year utilizing CANVAS as the platform. Noblesville Schools added the position of elementary Lead Technology Teacher for the 2015-16 school year. North elementary will continue to utilize this resource to expand the use of technology to embed 21st century skills into inquiry based instruction. See school improvement templates for specific technology strategies.

## **Professional Development Program**

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

critical thinking) of a 21<sup>st</sup> century learning model in mind. Professional development will continue to be rooted in the district's mission of Engage, Inspire, and Empower.

## **Section 4: Areas Needing Immediate Improvement**

According to ISTEP+ data, IREAD-3 data, benchmark records, and locally developed assessments, students at North Elementary scored lower on informational text than other areas of literacy. Based on ISTEP+ data, benchmark records, and locally developed assessments students at North Elementary scored lower on math computation than other areas of mathematics. Scores have increased for students receiving special education services and students receiving free/reduced lunch; however, there continues to be a gap.

## **Section 5: Statutes and Rules to be Waived**

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

## **Section 6: Timeline**

The school improvement plan will be implemented at the beginning of the 2016-2017 school year, review will be ongoing, and revision will occur by June 30, 2017.

## Noblesville Schools School Improvement Action Plan

<b>Goal</b>	Students will improve reading comprehension.	
<b>Benchmarks</b>	North Elementary School will achieve 10% higher scores in ELA on the ISTEP+ exam than in 2015-16.	
<b>Supporting Data</b>	<b>Areas of Greatest Progress</b>	<b>Areas of Greatest Challenge</b>
	<ul style="list-style-type: none"> <li>• All Grades - exceed the state average in 2015 E/LA ISTEP+</li> <li>• All Grades Special education students - exceed the state average in 2015 E/LA ISTEP+</li> <li>• Grade 3 - 82% of students passed 2015 E/LA ISTEP</li> <li>• Grade 4 – students’ pass plus scores increased from 2014 to 2015 on E/LA ISTEP+ (10%-22%)</li> <li>• Grade 5 - male students exceed the state average in 2015 E/LA ISTEP+ by 23%</li> <li>• Grade 5 - female students exceed the state average in 2015 E/LA ISTEP+ by 9%</li> </ul>	<ul style="list-style-type: none"> <li>• Grade 5 – Special Education passing scores decreased from 2014 to 2015 on E/LA ISTEP+ (79% to 44%)</li> <li>• Grade 5 - Paid lunch students outperformed free/reduced lunch students</li> <li>• Grade 5 - students scores decreased from 2014 to 2015 in E/LA ISTEP+ (91% to 79%)</li> <li>• Grade 4 - students scores decreased from 2014 to 2015 in E/LA ISTEP+ (81% to 76%)</li> </ul>
<b>Targeted Subgroups</b>	Free/Reduced lunch (SES), High Ability	

Instructional Strategies (Teachers will...)	Learning Outcomes (Students will...)
<ul style="list-style-type: none"> <li>• Create small groups by utilizing current data targeting literacy skills.</li> <li>• Plan instruction using Noblesville Schools Units of Study, in conjunction with LC Units of study to provide literacy instruction.</li> <li>• Provide explicit instruction about respond to the text through written and oral platforms.</li> <li>• Utilize data to inform instructional practices</li> <li>• Use whole group, small group, and conferencing to model and facilitate seven strategies of comprehension.</li> </ul>	<p>Students will increase thinking and understanding text by:</p> <ul style="list-style-type: none"> <li>• Inferring</li> <li>• Visualizing</li> <li>• Making connections</li> <li>• Determining importance</li> <li>• Synthesizing</li> <li>• Analyzing</li> <li>• Questioning</li> </ul>

<b>Research Supporting Instructional Strategies</b>	<ul style="list-style-type: none"> <li>• <u>The Continuum of Literacy Learning</u> by Fountas and Pinnell</li> <li>• <u>Comprehending and Fluency</u> by Fountas and Pinnell</li> <li>• <u>Guiding Readers and Writers</u> by Fountas and Pinnell</li> <li>• <u>The Reading Strategies Book</u> by Serravallo</li> <li>• <u>I Am Reading</u> by Collins and Glover</li> </ul>
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Professional Development	
Action	Timeline
<ul style="list-style-type: none"> <li>• Professional Learning Communities (PLCs)</li> <li>• Personalized Coaching Cycles by Instructional Coach</li> <li>• Differentiated literacy-based PD's</li> <li>• Architecture and framework of workshop</li> <li>• Professional Development on tiered instruction</li> <li>• Professional development on Interactive Read Alouds to supplement UOS</li> <li>• Close reading PD</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing throughout 2016-17 school year</li> <li>• August</li> <li>• Ongoing throughout 2016-17 school year</li> <li>• August-October</li> <li>• October-December</li> <li>• January through 2016-17 school year</li> <li>• August through 2016-17 school year</li> </ul>

**Monitoring System**

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

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

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

## Noblesville Schools School Improvement Action Plan

<b>Goal</b>	All students will improved math reasoning.	
<b>Benchmarks</b>	Students at North Elementary School will score 10% higher on the Math ISTEP+ plus exam than in 2015-16.	
<b>Supporting Data</b>	<b>Areas of Greatest Progress</b>	<b>Areas of Greatest Challenge</b>
	<ul style="list-style-type: none"> <li>• All Grades - Pass plus exceeds the state average on Math ISTEP+.</li> <li>• Grade 5 - 40 % of students scored pass plus on Math ISTEP+.</li> <li>• Grades 3 and 5 - students exceed the state average on Math ISTEP+.</li> <li>• Grades 3 and 5 Special Education - students performed above the state average on Math ISTEP+.</li> <li>• Grade 5 - paid and free or reduced students exceed the state average on Math ISTEP+ (12% each)</li> <li>• Grade 5 - male students exceed the state average on Math ISTEP+ (by 20%)</li> </ul>	<ul style="list-style-type: none"> <li>• Grade 4 Special Education students - performed below the state average on Math ISTEP+.</li> <li>• Grade 4 - students performed below the state average on Math ISTEP+</li> <li>• Grade 4 - students passing scores decreased from 2014 to 2015 in Math ISTEP+ (80% to 62%)</li> <li>• Grade 5 - students passing scores decreased from 2014 to 2015 in Math ISTEP+ (91% to 83%)</li> <li>• Grade 5 - students pass plus scores decreased from 2014 to 2015 in Math ISTEP+ (61% to 40%)</li> </ul>
<b>Targeted Subgroups</b>	Free/Reduced lunch(SES), Special Education, High Ability, Gender	

Instructional Strategies (Teachers will...)	Learning Outcomes (Students will...)
<ul style="list-style-type: none"> <li>• Teachers will utilize the math workshop model in conjunction with Everyday Math to provide responsive and differentiated instruction</li> <li>• Teachers will design lessons that include inquiry and problem solving strategies that are integrated throughout the day.</li> <li>• Teachers will collect, analyze, and respond to formative and summative data</li> <li>• Teachers will demonstrate how math can be applied in the real world and have students apply this knowledge.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will actively participate in math workshop to reinforce problem solving strategies and enhance understanding</li> <li>• Students will have a conceptual and procedural understanding</li> <li>• Students will set goals based upon data using a growth mindset</li> <li>• Students will understand and apply real world problem solving strategies and transfer to their work</li> </ul>

<b>Research Supporting Instructional Strategies</b>	<ul style="list-style-type: none"> <li>• University of Chicago (Everyday Math)</li> <li>• Process Standards (2014)</li> <li>• Everd, L. <i>Addition, Subtraction, and Algebraic Reasonings</i>, Houghton Mifflin.</li> <li>• Chambers, D. editor, <i>Putting Research into Practice in the Elementary Grades</i>. NCTM</li> <li>• Carpenter, Thomas. <i>Children's Mathematics Cognitively Guided Instruction</i>, Heinemann.</li> <li>• Empson, Susan B., <i>Extending Children's Mathematics Fractions and Decimals</i>, Heinemann.</li> </ul>
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Professional Development	
Action	Timeline
<ul style="list-style-type: none"> <li>• Professional Learning Communities (PLC)</li> <li>• Book Study by Math Leaders</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing throughout 2016-17 school year</li> </ul>

<ul style="list-style-type: none"> <li>• Differentiated Coaching Cycles with Instructional Coach</li> <li>• ICCS correlation to EDM</li> <li>• Differentiated Math Workshop PD's</li> </ul>	
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<b>Monitoring System</b>	
Action	Review and Revision
Teacher implementation: <ul style="list-style-type: none"> <li>• PLC notes including data collection, analysis, and response</li> <li>• Lesson plans</li> <li>• Conferencing notes</li> </ul> Leadership implementation: <ul style="list-style-type: none"> <li>• Participation at PLC's</li> <li>• Participation at Grade-Level Meetings</li> <li>• Classroom Observations</li> <li>• Facilitation of Data Meetings</li> <li>• Purposeful Professional Development Planning</li> </ul>	<ul style="list-style-type: none"> <li>• School Improvement Goals will be discussed and reflected on in monthly administration meeting</li> <li>• Responsive and reflective revisions throughout 2016-17 school year</li> </ul>

<b>Assessments: Standardized and/or locally developed measures of progress toward the goal</b> <ul style="list-style-type: none"> <li>• District Benchmark Assessments</li> <li>• ISTEP+</li> <li>• NWEA</li> <li>• Chapter/Unit tests from Everyday Math</li> <li>• Notebooking</li> <li>• Math Fact Fluency Assessments</li> </ul>
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<b>Professional Development to Improve Cultural Competency of Teachers, Administrators, Staff, Parents, Students</b>	
Action	Timeline
<ul style="list-style-type: none"> <li>• Growth Mindset PD</li> <li>• Differentiated Intervention PD's</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing throughout 2016-17 school year</li> </ul>