



Indiana School Improvement Plan

West Noble Primary School

West Noble School Corporation

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Introduction

The comprehensive Indiana School Improvement Plan aligns the improvement requirements for schools under Title I, PL221, and the Student Achievement Plan (SAP) for focus and priority schools.

Executive Summary

Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

West Noble Primary is going into its fourth year as a building. In 2012, the West Noble School Corporation realigned the two elementary schools. Ligonier Elementary was renamed West Noble Primary and became the location for the K-1 students. Our school has 420 students and currently houses kindergarten, first grade, Early Intervention, and Functional Skills. We have 50% Hispanic and 50% Caucasian student ratio and our SES is 73%. West Noble Primary's staff is 68 strong and always ready for a challenge. We have embraced the challenges presented by such a diverse population and want nothing but the best for the Little Chargers.

We have shown this dedication to the best through our embrace of guided reading, tiering, GrapeSeed, collaboration, peer observations, common assessments, and data driven instruction.

We also believe in fitness. We have a Fitness Club, supported by donations and grants from our community, where students and staff can walk or run a mile a day during recess to earn 50-100-150 mile awards. We also have teams that compete in local running events.

Kindness is also something we stress. Our counselor, Ms. Juday, heads up the Secret Agents of Kindness in first grade. Each class does an act of kindness during the year and we have a Kindness Parade at the end of the year to combine our kindness successes.)

We also have a Futbol League coached by staff members. The league is supported by a local grant. Over 100 first graders play in the league.

West Noble Primary is located in Ligonier. Ligonier is a small town of people that has a diverse population of Hispanic and Caucasian ethnicities represented.

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

The vision of West Noble Primary School is to provide a safe and inviting environment which allows our students to meet high expectations with a lifelong love of learning.

Office/Administration

- Communicates effectively
- Friendly/welcoming
- Open door policy
- Positive attitude
- Helpful to staff, students, parents
- Visible
- Lead by example

Teachers/Staff

- Collaborative
- Student centered
- Role model
- Positive
- Loyal
- Professional
- Team work
- Open to change

Students

- Respectful to self, others, and the school
- Positive self-esteem
- Focused on the best effort
- Hard working
- Fun loving
- Good attendance/timely
- Positive attitude
- Kind to one another

Curriculum/Instruction

- Engaging
- Differentiated for multiple learning styles
- Purposeful
- Alignment within and across grade levels

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- Use of various instructional strategies, materials
- Clear learning goals/targets
- Aligned with state standards

Assessments

- Data driven instruction
- Assesses learning targets
- Short/frequent, qualitative vs quantitative
- Multiple forms (formal, informal, authentic)
- Valid
- Matched to standards
- Meaningful

Discipline

- Clear, consistent expectations/consequences
- Fair but firm
- Administrative support
- Respectful
- Clarity
- Timely
- Policy well defined

Parent/Community Involvement

- Open communication in multiple forms
- PTO
- Building a school and parent partnership to support students
- Positive opportunities & activities for parent involvement
- More involvement at home
- Creating an open, welcoming environment
- Collaboration builds school pride
- Newsletter home

West Noble Primary always looks to our Vision and Belief Statements before making changes or beginning something new. Our Vision and Beliefs hang in our Collab. Room (Out of sight-Out of mind).

When selecting programs or activities we consult our Collab Room Wall and see if it fit. Examples are:

- 1) Girls and Guys nights out. We saw a need for some students to have the opportunity to spend time outside of the classroom with a significant adult. Two grants were written and a program was born because of our beliefs!!
- 2) Double Dosing tier 3-- If after one on one help at the tier 3 level mastery has not been reached the classroom teacher will DD the student until mastery is reached.
- 3)

Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

West Noble Primary is always looking for a way to achieve our Vision Statement (The vision of WNP is to provide a safe and inviting environment which allows our students to meet high expectations with a lifelong love of learning). The ways we feel this is achieved is by way of the following:

- 1) We have a tiering system where all students receive instruction on their level. Common assessments are used to determine what students have mastered standards and which ones need to be placed in smaller groups and the standards gone over again.
- 2) We have established a weekly collaboration session for our staff that enables staff to learn from each other and to plan their teaching in a way that fits into a framework, but doesn't lack originality:)
- 3) Our STAT process is our RTI model that allows us to think collectively as a team and together come up with inventive ways to help teachers better reach their students.
- 4) Our guided reading program is outstanding and total buy in has been achieved. At anytime during our 90 minute reading block, you can visit a classroom and see an outstanding guided reading lesson.
- 5) WNP believes in balance. We have a very active fitness vibe!! We have a fitness club. As a student or staff member you can run or walk 50-100-150 miles during the year and receive awards for each club. We also have a soccer club, coached by staff members, that is played during the spring.
- 6) WNP believes that all students should leave WNP knowing about Lifeskills and Kindness. We have programs (Lifeskill Leaders and Secret Agents of Kindness) that promote the teaching of lifeskills and also that kindness is the way to go!!
- 7) Wonder Rabbit also visits the Primary every week. He brings us a new vocabulary word. The word is displayed throughout the school and talked about on the morning announcements. On Friday, awards are passed out to the best illustrations and sentences written about Wonder Rabbit's word.
- 8) WNP has used Peer Obs to help our teachers and administrator learn more from each other. Our goal is to do 3-5 peer obs a year.
- 9) WNP moved from a letter grade report card to a Standards based report card. This change has allowed us to create a flow from classroom instruction-common assessments-standards-report card.

Ways we will improve in the next three years will be:

- 1) Continue cross grade level peer obs
- 2) Continue to incorporate guided math into every classroom
- 3) Begin the process of reevaluating the flow of modules-common assessments-tiering-pivot-standards based report card.

Additional Information

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

Our community always has our backs. They support us by ways of donations, grants, volunteers, We appreciate them very much!!

Community Involvement:

Little Charger Night - Basketball

Vinee's Pizza - Process Writing Pizza Visit

Rotary Club - Members come in to walk with the children for the Fitness Club

We host:

Chamber of Commerce Meeting

Town Council Meeting

Kimmell-Cromwell Library Meeting

NCBL - Host Games Sunday

We reach out:

Veteran's Day Program

Lifeskill Leaders Program

Kindness Program

Other involvements with our community:

Santa Paws -

- o WNP comes together with the community to raise funds for the Humane Shelter of Noble County

- o Staff game - WNP vs WNE, WNMS vs WNHS

Secret Santa Basketball Tourney

No Shave November - our staff raised funds

- 2013

- o \$700 for Noble House

- 2014

- o \$600 for Caring Closet

- 2015

- o \$200 for Kindness Program

Parent/Teacher Conference - 100% attendance 4 years in a row!

Improvement Plan Stakeholder Involvement

Introduction

The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into the sections below.

Improvement Planning Process

Improvement Planning Process

Describe the process used to engage a variety of stakeholders in the development of the institution's improvement plan. Include information on how stakeholders were selected and informed of their roles, and how meetings were scheduled to accommodate them.

The principal selected a diverse sampling of the staff at West Noble Primary. Represented on the team were instructional coach, EL team leader, assistant, RTI coordinator, classroom teachers, special ED teacher, community member, central office member, and principal.

An email was sent out with a definition of task to be accomplished. Stakeholders were given the current plan to update and review a month before our February 1st, 2016, School Improvement Plan update meeting.

The meeting was scheduled in a way to accommodate everyone's needs. Subs were called for staff members and community member was called in advance. Lunch was provided so work could continue throughout the day.

Describe the representations from stakeholder groups that participated in the development of the improvement plan and their responsibilities in this process.

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Explain how the final improvement plan was communicated to all stakeholders, and the method and frequency in which stakeholders receive information on its progress.

West Noble Primary will have an all staff meeting where the captains of each standard represented in the improvement plan will explain, with the help of their team, how conclusions were reached for each indicator.

West Noble Primary will then post our plan on the school's website for all stakeholders to have the ability to view. If internet is unavailable, we will send home a letter stating where the plan can be found or a hard copy can be provided.

West Noble Primary will host a yearly review meeting with the school's INSIP committee to review and update the plan. From there, the plan will be updated on the school's website and a hard copy will be provided for those who request it.

Self Assessment

Introduction

AdvancED's Self Assessment (SA) diagnostic is based on the AdvancED Standards of Quality, which serves as the foundation of the accreditation and continuous improvement process. The SA is a valuable tool for collaboratively engaging staff members and stakeholders in purposeful, honest dialogue and reflection to assess the institution's adherence to the Standards, and guide its continuous improvement efforts. The SA includes the institution's self-ratings of and the evidence cited for each of the indicators, comments that explain the indicator's ratings and an overall narrative for each Standard. The results of the SA are reviewed by the External Review Team as one essential component of the preparation process for the institution's External Review.

Standard 1: Purpose and Direction

The school maintains and communicates a purpose and direction that commit to high expectations for learning as well as shared values and beliefs about teaching and learning.

Overall Rating: 4.0

Indicator	Statement or Question	Response	Evidence	Rating
1.1	The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.	The process for review, revision, and communication of the school's purpose is clearly documented, and a record of the use and results of the process is maintained. The process is formalized and implemented with fidelity on a regular schedule. The process includes participation by representatives selected at random from all stakeholder groups. The purpose statement clearly focuses on student success.	<ul style="list-style-type: none"> •Survey results •Examples of communications to stakeholders about the school's purpose (i.e. website, newsletters, annual report, student handbook) •Communication plan to stakeholders regarding the school's purpose •Minutes from meetings related to development of the school's purpose •Documentation or description of the process for creating the school's purpose including the role of stakeholders •Purpose statements - past and present •The evidence shows ways we communicate the school's vision statement to others and meetings where we discuss the vision statement. 	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
1.2	The school's leadership and staff commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills.	Commitment to shared values and beliefs about teaching and learning is clearly evident in documentation and decision making. This commitment is always reflected in communication among leaders and staff. Challenging educational programs and equitable learning experiences are implemented in a measurable way so that all students achieve learning, thinking, and life skills necessary for success. Evidence indicates a strong commitment to instructional practices that include active student engagement, a focus on depth of understanding, and the application of knowledge and skills. School leadership and staff hold one another accountable to high expectations for professional practice.	<ul style="list-style-type: none"> •Agendas and/or minutes that reference a commitment to the components of the school's statement of purpose •Survey results •The school's statement of purpose •In the evidence there are examples of ways we support achievement of learning, thinking, and life skills for all students. 	Level 4

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Indicator	Statement or Question	Response	Evidence	Rating
1.3	The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning.	School leaders require the use of a documented, systematic continuous improvement process for improving student learning and the conditions that support learning. All stakeholder groups work collaboratively and consistently in authentic and meaningful ways that build and sustain ownership of the school's purpose and direction. School personnel systematically maintain, use, and communicate a profile with current and comprehensive data on student and school performance. The profile contains thorough analyses of a broad range of data used to identify goals for the improvement of achievement and instruction that are aligned with the school's purpose. All improvement goals have measurable performance targets. The process includes action planning that identifies measurable objectives, strategies, activities, resources, and timelines for achieving all improvement goals. School personnel hold one another accountable for and evaluate the overall quality of the implementation of all interventions and strategies. The process is reviewed and evaluated regularly. Documentation that the process is implemented with fidelity and yields improved student achievement and instruction is available and communicated to stakeholders.	<ul style="list-style-type: none"> •Survey results •The school data profile •Agenda, minutes from continuous improvement planning meetings •Communication plan and artifacts that show two-way communication to staff and stakeholders •The school continuous improvement plan •In the evidence we provided artifacts that demonstrate how we support student learning. 	Level 4

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

West Noble Primary is actively involved in fulfilling our mission/vision statement. The Vision of West Noble Primary School is to provide a safe and inviting environment which allows our student to meet high expectations with a lifelong love of learning. We do this through various avenues (classroom instruction - guided reading, guided math; tier 2 & 3; Grapeseed; high ability; STAT; peer observations; parent nights; title 1; LLI; communications sheets, etc.). Through these avenues we are able to focus on each student learning and meeting high expectations. Also, through the Lifeskill Leader program and Secret Agents of Kindness program we are able to help our students learn values that will help them through their school career and working with others throughout their lives.

Standard 2: Governance and Leadership

The school operates under governance and leadership that promote and support student performance and school effectiveness.

Overall Rating: 3.67

Indicator	Statement or Question	Response	Evidence	Rating
2.1	The governing body establishes policies and supports practices that ensure effective administration of the school.	Policies and practices clearly and directly support the school's purpose and direction and the effective operation of the school. Policies and practices require and have mechanisms in place for monitoring effective instruction and assessment that produce equitable and challenging learning experiences for all students. There are policies and practices requiring and giving direction for professional growth of all staff. Policies and practices provide clear requirements, direction for, and oversight of fiscal management.	<ul style="list-style-type: none"> •Student handbooks •Governing body policies, procedures, and practices •Staff handbooks •Communications to stakeholder about policy revisions •The evidence gathered consists of numerous examples of policies and procedures that support the schools direction. Please see the google drive for specific policies and examples. 	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
2.2	The governing body operates responsibly and functions effectively.	The governing body ensures that its decisions and actions are in accordance with defined roles and responsibilities, are ethical, and free of conflict of interest. Governing body members participate in professional development regarding the roles and responsibilities of the governing body and its individual members. The governing body complies with all policies, procedures, laws, and regulations.	<ul style="list-style-type: none"> •Proof of legal counsel •Historical compliance data •Governing body policies on roles and responsibilities, conflict of interest •Governing code of ethics •The evidence provided demonstrates that the governing body operates responsibly and effectively. Please see the google drive for specific policies and examples. 	Level 2

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Indicator	Statement or Question	Response	Evidence	Rating
2.3	The governing body ensures that the school leadership has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively.	The governing body consistently protects, supports, and respects the autonomy of school leadership to accomplish goals for achievement and instruction and to manage day-to-day operations of the school. The governing body maintains a clear distinction between its roles and responsibilities and those of school leadership.	<ul style="list-style-type: none"> •Roles and responsibilities of school leadership •School improvement plan developed by the school •Stakeholder input and feedback •Maintenance of consistent academic oversight, planning, and resource allocation •Communications regarding board actions •Survey results regarding functions of the governing body •Agendas and minutes of meetings •The evidence gathered clearly shows that the school leadership has the authority to set goals for achievement and instruction and to manage day-to-day operations effectively. Please see the google drive for specific policies and examples. 	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
2.4	Leadership and staff foster a culture consistent with the school's purpose and direction.	Leaders and staff deliberately and consistently align their decisions and actions toward continuous improvement to achieve the school's purpose. They encourage, support, and expect all students to be held to high standards in all courses of study. All stakeholders are collectively accountable for student learning. School leaders actively and consistently support and encourage innovation, collaboration, shared leadership, and rigorous professional growth. The culture is characterized by collaboration and a sense of community among all stakeholders.	<ul style="list-style-type: none"> •Examples of collaboration and shared leadership •Survey results •Examples of decisions aligned with the school's statement of purpose •Examples of decisions in support of the school's continuous improvement plan •The "Little Charger" community experienced at WNP is a welcoming and safe environment. The leadership and all staff have united together to ensure that our diverse student population have the support, models, and experiences they need in order to meet high expectations and love learning. Please see the google drive for specific examples. 	Level 4

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Indicator	Statement or Question	Response	Evidence	Rating
2.5	Leadership engages stakeholders effectively in support of the school's purpose and direction.	Leaders consistently communicate effectively with appropriate and varied representatives from stakeholder groups, provide opportunities for stakeholders to shape decisions, solicit feedback and respond to stakeholders, work collaboratively on school improvement efforts, and provide and support meaningful leadership roles for stakeholders. School leaders' proactive and persistent efforts result in measurable, active stakeholder participation; positive engagement in the school; a strong sense of community; and ownership.	<ul style="list-style-type: none"> •Minutes from meetings with stakeholders •Survey responses •Involvement of stakeholders in a school improvement plan •The WNP leadership involves the community in support of the school's purpose and direction. 	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
2.6	Leadership and staff supervision and evaluation processes result in improved professional practice and student success.	The primary focus of the criteria and processes of supervision and evaluation is improving professional practice and ensuring student success. Supervision and evaluation processes are consistently and regularly implemented. The results of the supervision and evaluation processes are analyzed carefully and used to monitor and effectively adjust professional practice and ensure student learning.	<ul style="list-style-type: none"> •Examples of professional development offerings and plans tied specifically to the results from supervision and evaluation •Governing body policy on supervision and evaluation •Supervision and evaluation documents with criteria for improving professional practice and student success noted •Job specific criteria •Representative supervision and evaluation reports •WNP RISE evaluation process, horizontal and vertical peer observations, professional book studies, and professional learning community groups result in continuous professional development and student success. Please see the google drive for specific policies and examples. 	Level 4

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

West Noble School Corporation has clearly established practices and policies that support the school's purpose and direction resulting in instructional and learning experiences for all students. Many of these policies have been downloaded on the Google drive but all school board policies, procedures, and minutes are readily available for all stakeholders through a link on the school website and handbooks. There are policies and practices in place for professional growth. Please see examples of professional growth through book studies, conferences, and procedures for year 1 and 2 teachers included on Google drive.

The West Noble School Corporation as a governing body has policies in place to ensure that its decisions and actions are in accordance with defined roles and responsibilities, a formally adopted code of ethics, and are free of conflict of interest. Although, we have not had any

incidents that show a need for governing body members to participate in a systematic, formal professional development process regarding the roles and responsibilities of the body and its members we have made the Superintendent aware that WNSC does not have a professional development process or curriculum on conflict resolution, decision-making, supervision and evaluation and fiscal responsibility.

Unfortunately, we at WNP have very little control over this and we are told that WNSC relies heavily on its legal counsel for these matters.

The governing body protects, supports, and respects the autonomy of school leadership to manage day-to-day operations of the school.

There are policies in place from the governing body; data from stakeholder surveys, bi-weekly head teacher meetings, weekly grade level collaborations and school improvement plans that help direct the course of operations.

Leadership and staff foster a culture consistent with the school's purpose and direction. WNP is a community that mentors leadership. All leadership from administration, coaches, head teachers and staff members know the informal job description at WNP is "whatever needs done today" is the job description. At WNP we are ALL a TEAM and we all step up to the plate. Our Little Charger students are mentored to be peer leaders through weekly Subway scholars, quarterly Life Skill Leaders, Student Wellness Huddle Team, and First Grade Student Secret Agents of Kindness. Students see parents and community members such as the Parent Teacher Organization, Chamber of Commerce, Noble County Community Foundation, High School Mentors, Ligonier Police Department, and Ligonier Firefighters, who care about what happens at their school and support them. The community feels welcome, is positively engaged and involved with WNP and school events such as the walking club, school fall and spring picnics, secret agents of kindness parade, 50 mile club, walk to school event, community workers and safety, races, Veteran's Day Program and various PTO sponsored events. West Noble Primary is proud to say that we have had 100% attendance at fall Parent Teacher Conferences 4 years in a row! The culture of WNP is characterized by collaboration and a sense of community among all stakeholders.

WNP uses the RISE evaluation process where each teacher is given 3-5 written evaluations over the course of a school year to monitor professional practices. Multiple times a year our teachers are both observed by peers and observes the peers in their own grade level. WNP is striving to promote vertical alignment by also doing peer observations across grade levels. We have had the honor of hosting multiple school visitors who have come to observe our professional practices. The school fosters a professional learning community. Staff members explore best practices because leadership continuously promotes professional book studies and learning communities that explore best practices for instruction and technology including: SAMAR Model, Guided Math, Amplify, A Place for Wonder, and the SENG Model for High Ability Parents and Teachers: A Parents Guided to High Ability Children. All staff members understand that at WNP everyone is involved in the learning process. Cafeteria employees and office staff wear shirts with sight words or ask students questions to promote learning. Our interventionist and even certified staff who teach specials such as music and art have schedules where every 15 minutes of their day is filled with student learning. Student learning is analyzed and the resulting data is used to maintain that students are successful and meet high expectations. Our daily RTI, Response To Intervention system, as well as grade level and classroom SLOs, Student Learning Objectives, ensure student learning is the ultimate goal.

In summary West Noble Primary feels that the following items are proof positive that Standard 2: Governance and Leadership is being carried out well at West Noble Primary:

1. School board policies and procedures documents available to all stakeholders via a link on the school website
2. School board minutes available to all stakeholders via a link on the school website
3. Staff handbooks via print and online links on the school website
4. Student handbooks via print and online link on the school website
5. Code of ethics policy
6. Conflict of interest policy and board minutes documenting compliance history of conflict of interest procedures being followed
7. Proof of Legal counsel
8. Surveys
9. School improvement plan
10. Job descriptions
11. Community involvement documents
12. Bi-weekly Head teacher meetings

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13. Weekly Grade level collaborations
14. Vision and Beliefs for all stakeholders: Administration, Teachers, Staff, Students, Parents, Community, including Curriculum, instruction, and assessment
15. Rise Evaluations
16. SLO's
17. Local Assessments for tiering and standards, MClass Assessments, Pivot Assessments
18. Peer Observations both in grade level and across grade levels
19. Professional Development book studies: Amplify, A Place for Wonder, Guide to High Ability
20. Professional Learning Communities: Marzano, Guided Math, SAMAR Technology Group, BTAP
21. RTI, STAT, TIER 1,2, and 3
22. Programs and Services such as: Title 1, Little Leaps, LLI, Interventionist, Special Teachers extra intervention schedules, high ability

Standard 3: Teaching and Assessing for Learning

The school's curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning.

Overall Rating: 3.42

Indicator	Statement or Question	Response	Evidence	Rating
3.1	The school's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level.	Curriculum and learning experiences in each course/class provide all students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills that align with the school's purpose. Evidence clearly indicates curriculum and learning experiences prepare students for success at the next level. Like courses/classes have the same high learning expectations. Learning activities are individualized for each student in a way that supports achievement of expectations.	<ul style="list-style-type: none"> •Survey results •Lesson plans •Learning expectations for different courses •Posted learning objectives •Representative samples of student work across courses •Course schedules •Course descriptions •Descriptions of instructional techniques •The evidence shows that teachers at West Noble Primary provide multiple opportunities for students to engage in learning that will help them to be successful at the next level. Please see the School Improvement Plan for additional information on descriptions of instructional techniques. 	Level 4

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Indicator	Statement or Question	Response	Evidence	Rating
3.2	Curriculum, instruction, and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.	Using data from student assessments and an examination of professional practice, school personnel monitor and adjust curriculum, instruction, and assessment to ensure vertical and horizontal alignment and alignment with the school's goals for achievement and instruction and statement of purpose. There is a process in place to ensure alignment each time curriculum, instruction, and/or assessments are reviewed or revised. The continuous improvement process ensures that vertical and horizontal alignment as well as alignment with the school's purpose are maintained and enhanced in curriculum, instruction, and assessment.	<ul style="list-style-type: none"> •Curriculum guides •Common assessments •Standards-based report cards •Products – scope and sequence, curriculum maps •Lesson plans aligned to the curriculum •The evidence shows that the staff at West Noble Primary aligns the building curriculum with Indiana State Standards and uses common assessments as well as a standards-based report card to ensure the success of all students. Please see building principal for a list of common assessments that are located on the West Noble public drive. 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.3	Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.	Teachers are consistent and deliberate in planning and using instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills. Teachers personalize instructional strategies and interventions to address individual learning needs of each student. Teachers consistently use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines, and use technologies as instructional resources and learning tools.	<ul style="list-style-type: none"> •Teacher evaluation criteria •Agenda items addressing these strategies •Authentic assessments •Examples of teacher use of technology as an instructional resource •Examples of student use of technology as a learning tool •Student work demonstrating the application of knowledge •Findings from supervisor walk-thrus and observations •The evidence demonstrates that teachers and support staff provide various instructional strategies in the classroom that lead to student success in the classroom. Please see building principal for findings from supervisor walk-thrus and observations. 	Level 4

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Indicator	Statement or Question	Response	Evidence	Rating
3.4	School leaders monitor and support the improvement of instructional practices of teachers to ensure student success.	School leaders formally and consistently monitor instructional practices through supervision and evaluation procedures beyond classroom observation to ensure that they 1) are aligned with the school's values and beliefs about teaching and learning, 2) are teaching the approved curriculum, 3) are directly engaged with all students in the oversight of their learning, and 4) use content-specific standards of professional practice.	<ul style="list-style-type: none"> •Curriculum maps •Supervision and evaluation procedures •Peer or mentoring opportunities and interactions •Administrative classroom observation protocols and logs •The evidence shows that school leaders lead and guide continued teacher development through peer observations and evaluations. Please see building principal for classroom observation protocols and logs. 	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
3.5	Teachers participate in collaborative learning communities to improve instruction and student learning.	All members of the school staff participate in collaborative learning communities that meet both informally and formally on a regular schedule. Frequent collaboration occurs across grade levels and content areas. Staff members implement a formal process that promotes productive discussion about student learning. Learning from, using, and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams, and peer coaching are a part of the daily routine of school staff members. School personnel can clearly link collaboration to improvement results in instructional practice and student performance.	<ul style="list-style-type: none"> •Examples of cross curricular projects, interdisciplinary instruction, and classroom action research project •Common language, protocols and reporting tools •Agendas and minutes of collaborative learning committees •Calendar/schedule of learning community meetings •Peer coaching guidelines and procedures •The evidence demonstrates that teachers and support staff at West Noble Primary collaborate to ensure the success of each student in the classroom. 	Level 4

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West Noble Primary School

Indicator	Statement or Question	Response	Evidence	Rating
3.6	Teachers implement the school's instructional process in support of student learning.	All teachers systematically use an instructional process that clearly informs students of learning expectations and standards of performance. Exemplars are provided to guide and inform students. The process requires the use of multiple measures, including formative assessments, to inform the ongoing modification of instruction and provide data for possible curriculum revision. The process provides students with specific and immediate feedback about their learning.	<ul style="list-style-type: none"> •Examples of learning expectations and standards of performance •Examples of assessments that prompted modification in instruction •Samples of exemplars used to guide and inform student learning •The evidence demonstrates that West Noble Primary uses various examples, learning targets, and continued modification of instruction to ensure student success in the classroom. 	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
3.7	Mentoring, coaching, and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning.	School personnel are engaged in mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning. These programs set expectations for all school personnel and include measures of performance.	<ul style="list-style-type: none"> •Records of meetings and walk thrus/feedback sessions •Professional learning calendar with activities for instructional support of new staff •Descriptions and schedules of mentoring, coaching, and induction programs with references to school beliefs and values about teaching and learning •The evidence shows that our mentoring and coaching programs reflect our school's values and beliefs about learning. Please see the administrator for records of walk throughs. 	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
3.8	The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.	Programs that engage families in meaningful ways in their children's education are designed and implemented. School personnel regularly inform families of their children's learning progress.	<ul style="list-style-type: none"> •Volunteer program with variety of options for participation •List of varied activities and communications modes with families, e.g., info portal, online, newsletters, parent centers, academic nights, open house, early release days •Parental/family/caregiver involvement plan including activities, timeframes, and evaluation process •The evidence shows that West Noble Primary engages families in their child's education in meaningful and multiple ways. Please see the literacy coordinator for the Kindergarten Tutoring evaluation process. 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.9	The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience.	School personnel participate in a structure that gives them long-term interaction with individual students, allowing them to build strong relationships over time with the student and related adults. All students participate in the structure. The structure allows the school employee to gain significant insight into and serve as an advocate for the student's needs regarding learning skills, thinking skills, and life skills.	<ul style="list-style-type: none"> •List of students matched to adult advocate •Curriculum and activities of formal adult advocate structure •Master schedule with time for formal adult advocate structure •Description of formal adult advocate structures •The evidence shows that West Noble Primary has built various programs that allow their students to interact with multiple adult advocates. 	Level 4

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Indicator	Statement or Question	Response	Evidence	Rating
3.10	Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses.	Teachers use common grading and reporting policies, processes, and procedures based on clearly defined criteria that represent each student's attainment of content knowledge and skills. These policies, processes, and procedures are implemented consistently across grade levels and courses. Stakeholders are aware of the policies, processes, and procedures. The policies, processes, and procedures are regularly evaluated.	<ul style="list-style-type: none"> •Evaluation process for grading and reporting practices •Sample report cards for each grade level and for all courses •Sample communications to stakeholders about grading and reporting •Policies, processes, and procedures on grading and reporting •The evidence shows that common assessments and procedures are implemented across grade levels. 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.11	All staff members participate in a continuous program of professional learning.	Most staff members participate in a program of professional learning that is aligned with the school's purpose and direction. Professional development is based on the needs of the school. The program builds capacity among staff members who participate. The program is regularly evaluated for effectiveness.	<ul style="list-style-type: none"> •Evaluation tools for professional learning •Brief explanation of alignment between professional learning and identified needs •Crosswalk between professional learning and school purpose and direction •Evidence show that staff members participate in professional learning based on the needs of our school. A brief explanation of alignment between professional learning and identified needs is given in the narrative. 	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
3.12	The school provides and coordinates learning support services to meet the unique learning needs of students.	School personnel use data to identify unique learning needs of all students at all levels of proficiency as well as other learning needs (such as second languages). School personnel stay current on research related to unique characteristics of learning (such as learning styles, multiple intelligences, personality type indicators) and provide or coordinate related learning support services to all students.	<ul style="list-style-type: none"> •List of learning support services and student population served by such services •Training and professional learning related to research on unique characteristics of learning •Data used to identify unique learning needs of students •Evidence shows that the specific learning needs of our special populations are met by use of data and professional development. 	Level 3

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

West Noble Primary provides numerous learning opportunities to ensure equitable and challenging learning experiences that lead to student success. In the classroom, teachers start by developing lesson plans aligned with the curriculum and Indiana State Standards. Teachers also use multiple assessments at each grade level to provide for student learning and ensure that the students are becoming successful at the expectations set at West Noble Primary. These assessments help guide teachers instruction and provide important information about our students' progress towards standards. Based on professional practice, students are guided through group tiering, exit slips, common local assessments, end of unit assessments, and PIVOT testing. In addition, each student is assessed for their guided reading level three times a year. Students at West Noble Primary are aware of the high learning expectations in the classroom through learning targets that are posted in the classroom.

In order to provide learning experiences that ensure learning targets are met, both teachers and support staff use multiple instructional strategies which help provide student differentiation at all levels in the classroom. Along with providing multiple instructional strategies, West Noble primary does an excellent job of incorporating technology into the curriculum and instruction. Our staff uses interactive white boards to engage students in learning and to enhance their educational experience. Teachers are able to offer authentic assessments and differentiation with the use of iPads in the classroom. Teachers and staff also use iPads and educational apps as an intervention for students who need extra support mastering a skill.

At West Noble Primary, our school leaders monitor and support the improvements of instructional practices of teachers in a variety of ways. One of the most important ways that we have improved in our instructional strategies is through the development of Peer Observations. Through this practice, teachers have the opportunity to see and experience various instructional strategies that are taking place in other classrooms. These experiences, whether it be in the same grade level or across a different grade level, enhances the quality of teaching at West Noble Primary.

Through peer observations, we have found additional opportunities to collaborate with our teammates and fellow teachers. Each week, grade level teachers meet a minimum of one time to collaborate on classroom instruction and student needs. Teachers meet an additional time every three weeks to collaborate on data that is collected in the classroom. During these data log meetings, teachers discuss and place students in groups for the following tier cycle based on the data that has been received. These collaborative meetings are essential in the continued growth at West Noble Primary.

It is evident that through these collaborative meetings, teachers at West Noble Primary are challenged to continue this model of instructional process in the classroom. Teachers use data such as: exit slips and common assessments to modify and drive the instruction in the classroom. The teachers set the example by modeling and displaying outstanding work in the classroom. The use of anchor charts, writing rubrics and learning targets help students know the expectations that are expected to be met at West Noble Primary.

West Noble Primary engages its staff in mentoring and coaching programs that are consistent with the school's values and professional beliefs about teaching, learning and the conditions that support learning. West Noble Primary believes in providing innovative instruction that meets the needs of all students in a safe learning environment. One way in which this is obtained is by providing all new teachers with a mentor. The mentor program provides our beginning teachers with an effective transition into the teaching profession. While receiving training with their mentor, teachers are observed regularly as they implement effective instructional strategies. They are also given specific feedback that include positive remarks as well as challenge tasks that are later followed up by the administrator. This mentor programs helps to prepare and support our new teachers in their first two years of teaching. The program is consistent with the school's values and beliefs as it leads new teachers in how to reflect on learning targets, manage their classrooms in order to maximize student learning, and how to use their grade level curriculum maps and modules to guide their instruction. This program includes measures of performance by the mentor and administrator conducting observations, walk throughs and round table tasks. The round table task is the final evaluation tool that is used to assess the learning of the teacher. The administrator, mentor, curriculum director and superintendent are all involved in the round table

process. Teachers of West Noble Primary are also provided support in implementing best practices in their classroom by means of our Instructional Coach. Our Instructional Coach is available to all staff members. Support is given in implementing such practices as guided reading, guided math or any other instructional strategy or best practice that is believed to provide a better learning environment for our students. This program includes measures of performance by means of evaluations through our RISE model. Paraprofessionals of West Noble Primary are also given training so that they are able to enhance the programs and support systems that are already put in place by the teachers. Paraprofessionals receive a one day training to help their understanding and knowledge of guided reading and tucker signing. This program includes measures of performance by means of teacher and administrator evaluations.

West Noble Primary implements programs that engage families in their child's education in meaningful ways. West Noble Primary starts the school year with a Back to School Picnic in which students and families are invited to meet their teacher. This is an opportunity for the families of the student and the teacher to communicate about classroom information and grade level expectations for the upcoming school year. Fun activities and food are also provided to ensure a fun and safe climate for the students and families. Throughout the year, families are invited to West Noble Primary for opportunities to learn about how they can better support their child's education. Teacher led Parent Involvement Nights provide parents with information and take home materials that they can use to help their child master grade level standards. Students that may be struggling in their first year of kindergarten are also eligible to participate in our Parent Involvement Tutoring. The kindergarten teachers meet with the student and a family member to practice targeted skills and concepts. During the tutoring sessions, the kindergarten teacher also spends time modeling to parents how to work with their child while giving them extra support in these skills and concepts at home. At the end of the school year, students and families are again invited to our school for a Spring Picnic. This again provides families with the opportunity to communicate with their child's teacher in a fun and engaging setting. The families of West Noble Primary have multiple ways of staying informed of their child's learning progress. Weekly newsletters are one form of communication that teachers may use to keep families informed of what their child is learning and of upcoming important dates and events. Technology is also used at West Noble Primary as means to communicate with families. Examples include classroom websites, communication apps such as Remind and Classroom Messenger, platform tools such as SeeSaw and the school website. Families are also able to obtain information of their child's learning progress by accessing their grades through the INOW Portal. Student learning progress is also communicated with families if their child is receiving Tier 3 interventions. A letter is sent home informing families of which standard their child is receiving interventions for, and activities that can be completed at home to help support their child's learning. Throughout the year, West Noble Primary has other programs that welcome families into their building, providing more opportunities for family and teacher communication. Families of students that make the 100 Mile Club are welcome to walk with their child around our fitness track during their recess. Students and families are also invited to the school for our year around fitness races that are held at West Noble Primary.

West Noble Primary school personnel participate in a structure that gives them long-term interaction with individual students, allowing them to build strong relationships over time with the students and related adults. Our Tier 2 program allow for our students to build relationships with other West Noble Primary teachers and staff. After each three week cycle, students are placed with different teachers and support staff depending on their mastery of a standard. In the three weeks spent with the student, teachers are able to gain insight and serve as an advocate for the student's needs regarding their learning. Tier 2 is a program that all West Noble Primary students participate in. Our LLI program is a reading intervention in which first grade students receive long-term interaction from another West Noble Primary teacher. This is another program that enables the teacher to gain insight to student needs. West Noble Primary also provide programs that enable advocates to influence a student's life skills. The guidance counselor structures her schedule so that she is able to teach lessons to each of our kindergarten and first grade classrooms. The lessons engage our students in how to become LifeSkill Leaders and successful citizens of their community. Our Subway Scholar Program allows students to build a positive relationship with our resource officer as he takes them to eat lunch at Subway. Select students are also able to engage in life lessons as they participate in West Noble Primary's Guys Night Out and Girls Spa Day.

The teachers of West Noble Primary consistently use common grading and reporting policies, processes and procedures based on clearly defined criteria that represent each student's attainment of content knowledge and skills. Each grade level has selected critical standards that are assessed for both the Tier 2 program and grade cards. Common assessments are used to assess these critical standards. The common assessments are obtainable through the public drive and are implemented consistently across the grade level. Through

collaborations, grade levels select dates to assess and progress monitor the critical standards. Our benchmark system, Pivot Inspect, is also used to assess our critical standards at the beginning, middle and end of the year. Reports are used to drive classroom instruction as well as inform families of their child's learning progress. Stakeholders are aware of the policies, process and procedures used in our common grading criteria. In the beginning of the year families are provided with grade level critical standards by trimester. This allows families to know what skills and concepts they can help their child with at home. Families are able to check their child's learning progress by means of the INOW Portal, and progress reports and grade cards are sent home as well. The policies, process and procedures are regularly evaluated by the grade level teachers. Collaborations and RTI meetings are used to evaluate and adjust common assessments and critical standards.

Most staff members participate in a program of professional learning that is aligned with the school's purpose and direction. All West Noble Primary teachers participate in peer observations. Each teacher is observed three times a year by their colleagues and administrator. The peer observations allow teachers to learn and collaborate with their colleagues. This program builds capacity among staff members who participate. Peer observations are systematically evaluated for effectiveness in improving instructions, student learning and the conditions that support learning as the administrator generates a formal evaluation by use of the RISE model. After each peer observations, a debriefing session allows for dialogue between colleagues to occur. Teachers are able to share their observations, questions, and what they plan to take from the observation and apply in their own classroom. After all peer observations have been completed, teachers later share their observation notes and new ideas in their grade level collaboration. All certified staff of West Noble Primary also received professional development from Dr. Carl Myers in vision training. Some other professional development that has been completed by some, but not all certified staff include book studies, All Write Summer Institute, technology training, and guided math training. West Noble Primary recognizes that their paraprofessionals do not participate in the professional development. To improve our participation of all staff members, West Noble Primary plans to create a continuous program of professional learning for our paraprofessionals. This program will build on our paraprofessionals' knowledge of the instructional strategies and best practices that are used in the classrooms.

School personnel of West Noble Primary systematically and continuously use data to identify unique learning needs of all students at all levels of proficiency as well as other learning needs (such as second languages). Data from the WIDA assessment is used to set individual goals for our English Language Learners. The data is also used to determine which students are eligible to participate in GrapeSEED. GrapeSEED is a research based oral language acquisition program that effectively closes the achievement gap in language. To meet the learning needs of our high ability students, data from the Cogat is used to cluster our first grade students. Program services for high ability students at West Noble Primary will require students to demonstrate mastery of the grade level standards, will engage students in higher level thinking skills, and provide curriculum that focuses beyond the state standards while addressing the specific learning needs of high ability learners. Unique learning needs of students are also systematically and continuously identified by means of completing our intervention process known as STAT. Classroom teachers are able to address behavior and academic needs of students by collecting data from Tier 2 and Tier 3, classroom observations, and other common assessments. By completing the STAT process, teachers are able to receive other ideas and interventions to use with students in order to meet their specific learning needs. If the given interventions are not improving the student needs, further steps by the STAT team are taken. West Noble Primary's special education also provides services to those students that have IEPs. Collaborations are also held between the special education teacher and the classroom teachers so that communication can be used to better service student needs. West Noble Primary school personnel stay current on research related to unique characteristics of learning and provide or coordinate related learning support services to all students. Our Minds in Motion room is one example that our staff uses research to better meet the needs of our student body. Minds in Motion is a research-validated program designed to stimulate a child's visual processing, auditory processing, as well as their motor skills. The outcome is a better integrated and balanced child who will perform better in school. All of West Noble Primary staff have also participated in professional development in Marzano Research. By implementing Marzano's instructional strategies, we are able to meet the diverse learning styles of our classroom.

Standard 4: Resources and Support Systems

The school has resources and provides services that support its purpose and direction to ensure success for all students.

Overall Rating: 4.0

Indicator	Statement or Question	Response	Evidence	Rating
4.1	Qualified professional and support staff are sufficient in number to fulfill their roles and responsibilities necessary to support the school's purpose, direction, and the educational program.	Clearly defined policies, processes, and procedures ensure that school leaders have access to, hire, place, and retain qualified professional and support staff. School leaders use a formal, systematic process to determine the number of personnel necessary to fill all the roles and responsibilities necessary to support the school purpose, educational programs, and continuous improvement. Sustained fiscal resources are available to fund all positions necessary to achieve the purpose and direction of the school.	<ul style="list-style-type: none"> •School budgets for the last three years •Policies, processes, procedures and other documentation related to the hiring, placement and retention of professional and support staff •Documentation of highly qualified staff •In the evidence there are job descriptions for our staff members, as well as board policy regarding employment. 	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
4.2	Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the school.	Instructional time, material resources, and fiscal resources are focused solely on supporting the purpose and direction of the school. Instructional time is fiercely protected in policy and practice. School leaders exhaust every option to secure material and fiscal resources to meet the needs of all students. School leaders measurably demonstrate that instructional time, material resources, and fiscal resources are allocated so that all students have equitable opportunities to attain challenging learning expectations. Efforts toward the continuous improvement of instruction and operations concentrate on achieving the school's purpose and direction.	<ul style="list-style-type: none"> •Examples of efforts of school leaders to secure necessary material and fiscal resources •School schedule •School calendar •In the evidence there are examples of ways WNP supports the continuous improvement of instruction through professional development and grants. We have also included interventions and data which allow our students to meet high expectations, as well as a listing of some of the resources that we have for student interventions and enrichment. 	Level 4

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Indicator	Statement or Question	Response	Evidence	Rating
4.3	The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.	School leaders have adopted or collaboratively created clear definitions and expectations for maintaining safety, cleanliness, and a healthy environment and they have shared these definitions and expectations with all stakeholders. All school personnel and students are accountable for maintaining these expectations. Valid measures are in place that allow for continuous tracking of these conditions. Improvement plans are developed and implemented by appropriate personnel to continuously improve these conditions. The results of improvement efforts are systematically evaluated regularly.	<ul style="list-style-type: none"> •Documentation of compliance with local and state inspections requirements •Documentation of emergency procedures such as fire drills, evacuation and other emergency procedures. •Maintenance schedules •In the evidence there are examples of ways that WNP has created clear definitions and expectations to provide a safe, clean and healthy environment for students and staff. 	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
4.4	Students and school personnel use a range of media and information resources to support the school's educational programs.	All students and school personnel have access to an exceptional collection of media and information resources necessary to achieve the educational programs of the school. Qualified personnel in sufficient numbers are available to assist students and school personnel in learning about the tools and locations for finding and retrieving information.	<ul style="list-style-type: none"> •Budget related to media and information resource acquisition •Data on media and information resources available to students and staff •Schedule of staff availability to assist students and school personnel related to finding and retrieving information •In the evidence there are examples and numbers of our collection of media and information resources. 	Level 4

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Indicator	Statement or Question	Response	Evidence	Rating
4.5	The technology infrastructure supports the school's teaching, learning, and operational needs.	The technology infrastructure is modern, fully functional, and meets the teaching, learning, and operational needs of all stakeholders. School personnel develop and administer needs assessments and use the resulting data to develop and implement a technology plan to continuously improve technology services and infrastructure.	<ul style="list-style-type: none"> •Technology plan and budget to improve technology services and infrastructure •Survey results •Policies relative to technology use •In the evidence there are examples of ways that both the West Noble School Corporation and West Noble Primary have addressed our technology needs. The WNSC Technology Plan addresses upgrades that were performed at WNP in 2015, as well as future goals. 	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
4.6	The school provides support services to meet the physical, social, and emotional needs of the student population being served.	School personnel implement a clearly defined process to determine the physical, social, and emotional needs of each student in the school. School personnel provide or coordinate programs to meet the needs of all students. Valid and reliable measures of program effectiveness are in place, and school personnel use the data from these measures to regularly evaluate all programs. Improvement plans related to these programs are designed and implemented to more effectively meet the needs of all students.	<ul style="list-style-type: none"> •Student assessment system for identifying student needs •Agreements with school community agencies for student-family support •Survey results •Schedule of family services, e.g., parent classes, survival skills •Social classes and services, e.g., bullying, character education •List of support services available to students •In the evidence there are examples of ways we support the physical, social, and emotional needs of each student. 	Level 4

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Indicator	Statement or Question	Response	Evidence	Rating
4.7	The school provides services that support the counseling, assessment, referral, educational, and career planning needs of all students.	School personnel implement a clearly defined, systematic process to determine the counseling, assessment, referral, educational, and career planning needs of all students. School personnel provide or coordinate programs necessary to meet the needs of all students. Valid and reliable measures of program effectiveness are in place, and school personnel use the data from these measures to regularly evaluate all programs. Improvement plans related to these programs are designed and implemented to more effectively meet the needs of all students.	<ul style="list-style-type: none">•List of services available related to counseling, assessment, referral, educational, and career planning•Description of referral process•In the evidence there are examples of ways in which the staff at WNP is continually enhancing and improving our programs to meet the needs of our students..	Level 4

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

The administration at West Noble Primary has worked hard to recruit high quality teachers and support staff that is willing to take on the roles and responsibilities necessary to support the school's purpose, direction, and the educational programs. These staff members have proven themselves to be lifelong learners through the professional development that they are willing to take. These staff members are also willing to help out in any way that they can. This includes spending time with students or helping out at school functions. Because of these things, WNP's staff remains fairly stable from year to year.

West Noble Primary puts a priority on Instructional time. The staff is very privileged in the fact that they have everything that is required to teach their students, as well as many things that they want. WNP teachers do a great job of utilizing any resources that are provided to them to help their students to reach their full level of potential. At WNP, Teachers all have projectors in their classrooms, and they are often used in a variety of ways that directly engage students and add impact to each lesson. When we began to explore the use of iPads in the classrooms, our administration began to send us to Professional development to explore this option. The teachers at West Noble Primary began to find ways to use the iPads to differentiate their instruction. Our administration worked to find ways to procure more of the devices, while making sure that we were using these devices with best practices in mind. Our administration also encouraged us to write grants to receive more iPads.

West Noble Primary maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff. The students and staff at West Noble Primary are aware of the rules and expectations that allow this environment to exist. It is a common thing to hear reminders during morning announcements to pick up after yourself and others, do the right things and to remember The Little Charger Way. Students are reminded by all staff members to "do the right thing" and to be a "Lifeskill Leader".

One of the strengths at West Noble Primary is our access to a wide range of media and information resources to support the school's educational programs. Housed in our Media Center there are a total of 13,055 items. This includes: Picture books, Easy books, Chapter books, CD's, Professional items, Read-alongs, DVD's, Non-fiction books, Big Books, Paperbacks, and Biographies We have 5,452 Fiction and Non Fiction titles for our teachers and paraprofessionals to use for small group reading instruction. We also house 395 Reading Games and Activities along with 142 Math Games and Activities. Teachers along with paraprofessionals use these materials during Reading and Math center time and our tier 2 and tier 3 times. Each year we order more books and games to continue to build our resources. Every book and game has a barcode to be checked out electronically. We do inventory at the end of the year to make sure all materials are returned to the book room. West Noble Primary also has a computer lab with 28 computers, 64 net books and two 1st grade classes and a kindergarten class that are piloting 1:1 with iPads this year. Our students have access to Starfall, Pebble Go and many other websites through the Little Chargers website at wnpslc.weebly.com.

In the summer of 2015, there were upgrades made to our technology infrastructure at West Noble Primary. It has allowed us to support the

1:1 iPad classes, as well as the other technology that we are using in the building. These upgrades have allowed students to have more access to the internet when needed.

One of the greatest strengths of West Noble primary is the services that our school provides to meet the physical, social, and emotional needs of our students. WNSC has a wellness committee that works to ensure that we are meeting the physical needs of our students. This committee does many things, including supporting the Play 360 initiative and our walking program. We also have a counseling program that teaches our kids the basic life skills that they need every day. Our 1st graders are Secret Agents of Kindness, and take that job very seriously. They are excited to go out into the community and begin to make a difference. We have a staff that is willing to support our neediest students during Guys Night Out and Girls Day activities as well.

The school provides services that support the counseling, assessment, referral, educational, and career planning needs of all students. Our 1st grade students have been involved in the Noble County Promise program for the last two years. This program is a great launching pad for talks about college and career with our students, and 529 plans with parents. Our students begin a booklet in kindergarten that they receive in 4th grade in which they write every year about what they want to be when they grow up. West Noble Primary has a STAT team that helps teachers develop interventions for students in need. Last year, the STAT team took the opportunity to make the STAT process more teacher friendly. This has resulted in less confusion about the process. This year a STAT criteria checklist was made for K and 1 to ensure that students were no longer slipping between the cracks. This year we have implemented a Special Education Collaboration. This ensures that our Interventionist and staff working with IEP students are all on the same page. It also allows for schedules to change as needed. Another aspect of WNP interventions is our RTI process. We are continually reviewing this system and implementing changes when they are deemed necessary.

Standard 5: Using Results for Continuous Improvement

The school implements a comprehensive assessment system that generates a range of data about student learning and school effectiveness and uses the results to guide continuous improvement.

Overall Rating: 3.8

Indicator	Statement or Question	Response	Evidence	Rating
5.1	The school establishes and maintains a clearly defined and comprehensive student assessment system.	School personnel maintain and consistently use a comprehensive assessment system that produces data from multiple assessment measures, including locally developed and standardized assessments about student learning and school performance. The system ensures consistent measurement across all classrooms and courses. All assessments are proven reliable and bias free. The system is regularly and systematically evaluated for reliability and effectiveness in improving instruction, student learning, and the conditions that support learning.	<ul style="list-style-type: none"> •Documentation or description of evaluation tools/protocols •Survey results •Brief description of student assessment system including range of data produced from standardized and local assessments on student learning and school performance •Evidence that assessments are reliable and bias free •The evidence shows our school establishes and maintains a clearly defined and comprehensive student assessment system through our collection of formative and summative assessments. 	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
5.2	Professional and support staff continuously collect, analyze, and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation, and organizational conditions.	Systematic processes and procedures for collecting, analyzing, and applying learning from all data sources are documented and used consistently by professional and support staff. Data sources include comparison and trend data that provide a comprehensive and complete picture of student learning, instruction, the effectiveness of programs, and the conditions that support learning. All school personnel use data to design, implement, and evaluate continuous improvement plans to improve student learning, instruction, the effectiveness of programs, and organizational conditions.	<ul style="list-style-type: none"> •Survey results •Written protocols and procedures for data collection and analysis •Examples of use of data to design, implement, and evaluate continuous improvement plans and apply learning •List of data sources related to student learning, instruction, program effectiveness, and conditions that support learning •The evidence shows our school continuously collects, analyzes, and applies learning through analyzing our assessments during learning/data log, head teacher, grade level collaboration, and STAT meetings. 	Level 4

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Indicator	Statement or Question	Response	Evidence	Rating
5.3	Professional and support staff are trained in the evaluation, interpretation, and use of data.	All professional and support staff members are assessed and trained in a rigorous professional development program related to the evaluation, interpretation, and use of data.	<ul style="list-style-type: none"> •Professional learning schedule specific to the use of data •Documentation of attendance and training related to data use •Survey results •Training materials specific to the evaluation, interpretation, and use of data •The evidence shows that all staff members are informed and aware of the evaluation, interpretation, and use of data. 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
5.4	The school engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.	Policies and procedures clearly define and describe a process for analyzing data that determine verifiable improvement in student learning including readiness for and success at the next level. Results indicate significant improvement, and school personnel systematically and consistently use these results to design, implement, and evaluate the results of continuous improvement action plans related to student learning, including readiness for and success at the next level.	<ul style="list-style-type: none"> •Student surveys •Agendas, minutes of meetings related to analysis of data •Description of process for analyzing data to determine verifiable improvement in student learning •Examples of use of results to evaluate continuous improvement action plans •Evidence of student readiness for the next level •Evidence of student growth •Evidence of student success at the next level •The evidence shows teachers use formative and summative assessments to show student's readiness and success for the next level. 	Level 4

Indiana School Improvement Plan

West Noble Primary School

Indicator	Statement or Question	Response	Evidence	Rating
5.5	Leadership monitors and communicates comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals to stakeholders.	Leaders monitor comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals. Leaders regularly communicate results using multiple delivery methods and in appropriate degrees of sophistication for all stakeholder groups.	<ul style="list-style-type: none"> •Minutes of board meetings regarding achievement of student learning goals •Communication plan regarding student learning, conditions that support learning, and achievement of school improvement goals to stakeholders •Survey results •Sample communications to stakeholders regarding student learning, conditions that support learning, and achievement of school improvement goals •School quality control procedures for monitoring information about student learning, conditions that support learning, and the achievement of school improvement goals •Executive summaries of student learning reports to stakeholder groups •The evidence shows school leaders are willing to communicate student learning and achievement goals to stakeholders in a variety of venues. 	Level 4

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

West Noble Primary has worked hard to implement its comprehensive assessment system. Our local assessments, together with mClass results in the past and now Pivot, generate a range of data about student learning and school effectiveness. We use the results to guide not only general classroom instruction but to group students in smaller-group "tiers" so that we can better meet their individual needs. Because all teachers are using common assessments they have developed together over time, students are measured in consistent ways. Assessments related to student learning are, so far as we have been able to ascertain, reliable and bias free. If it becomes apparent that an assessment is somehow failing to demonstrate student learning in the way that it was intended to do, teachers discuss the disparity at regular collaboration meetings and find ways to improve the assessment. Thus, our assessments are fluid rather than static, continuously being revisited as the need arises.

To begin a tier cycle, students are given a common local assessment over a particular standard that teachers have agreed is critical to student success. At the end of three weeks of focused classroom instruction students are post-tested to determine if they have mastered the standard. Teachers then meet to review the results. The data is analyzed to determine which children need further instruction on a given standard for tier 2. If no further instruction is needed, students are placed in what we call a "green" group and offered enrichment activities to deepen their knowledge of a topic. If a student has not demonstrated adequate mastery, they are placed in either a "yellow" or "red" group depending upon their level of need. Further instruction is provided during tier 2. Instructional activities are planned to better meet the needs of these students. After another 3 week cycle, these students are post tested once again to determine whether or not the skill is mastered. If

the skill is still not mastered at the end of the tier 2 cycle, the student will receive further instruction one-on-one for tier 3. Tier 3 is offered for another 3 week period, and then students are assessed again to determine mastery. If there is still a demonstrated need, extra help is offered in our school computer lab and through the regular classroom teacher.

In the past, mClass results also provided information regarding instructional effectiveness. Students were tested three times a year in the areas of language arts and math. The scores from the beginning and middle of the year were compared to scores at the end of the year to measure student growth and help teachers evaluate instructional effectiveness. Our administrator met with grade level teachers to review the results of each testing cycle and help us determine what our next steps should be. We are currently implementing Pivot testing in the hopes that it will better mirror the critical standards that are the focus of our instruction.

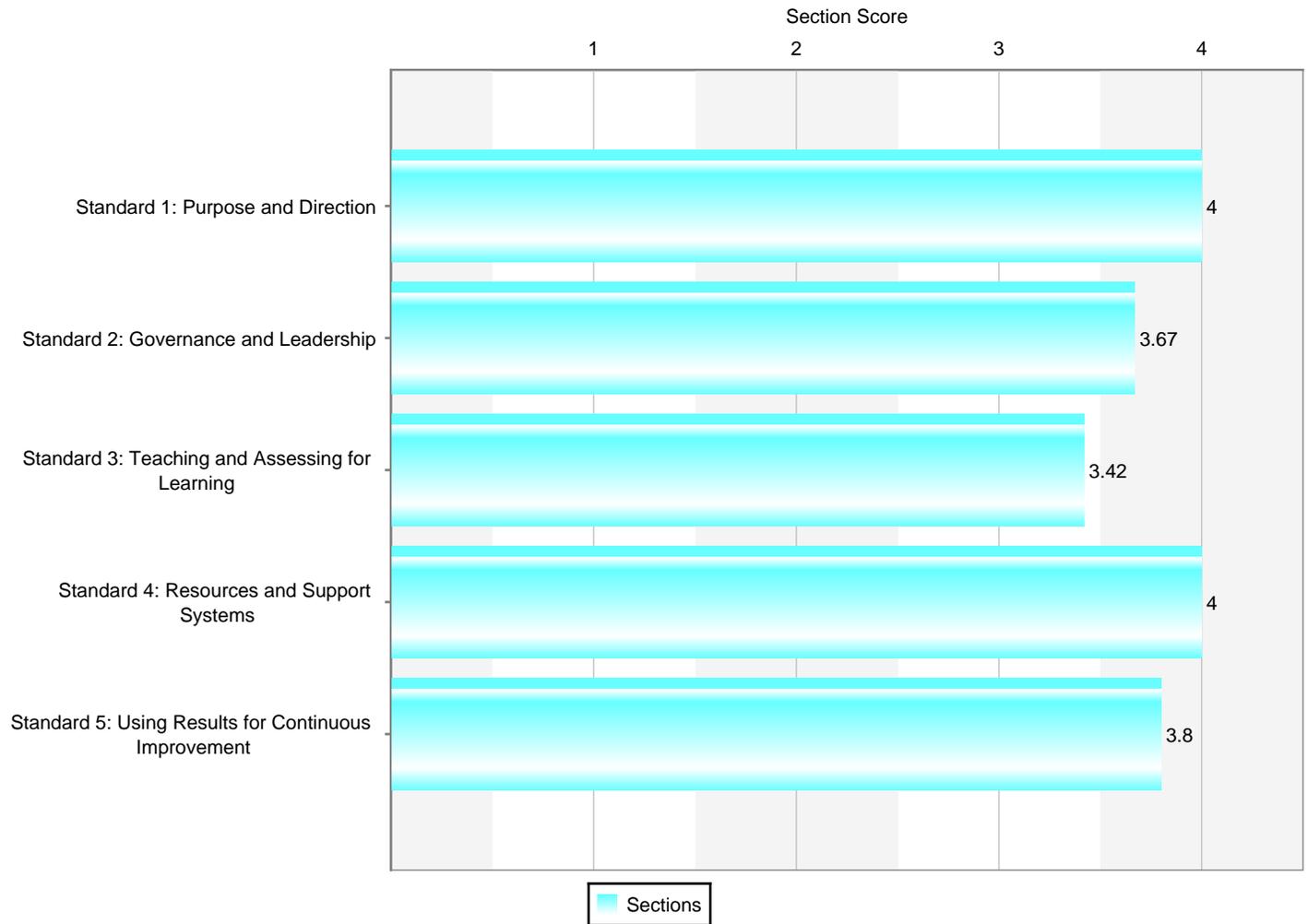
The evaluation, interpretation and use of data from our local assessments and standardized testing is an area in which we continue to grow. Teachers who have been involved with our tiering process from the beginning of its implementation are well versed in the use of data that is collected. Support staff, because of the limited time they have available for collaborating, sometimes feel "out of the loop." Each year, we seek to involve more and more staff members in direct classroom instruction. Students benefit greatly from their involvement. They have the opportunity to learn in smaller groups where their needs can be better met. However, because these staff members cannot be present each time data is reviewed and tiering cycles are planned, they often do not get a sense of the big picture. We are working at finding ways to better communicate test results with them, and to provide reasoning for the instruction that they are delivering. Our tier 3 support staff are given results at the end of the tier 3 cycle to see student growth. We are currently developing a plan to have a staff meeting at the end of each cycle to evaluate, interpret and use the data to analyze student achievement.

Our school engages in multiple continuous processes to determine verifiable improvement in student learning, including readiness and success at the next level. Data collected through formative and summative assessments are analyzed to design and implement instruction to determine student success and readiness for the next level. In addition to test results, teachers participate in regular peer observations. These observations serve as a way to share ideas and gain insight into instructional practice. This year, we have branched into doing cross grade-level observations so that we can get a better sense of student preparedness for the next level.

Our school leadership employs multiple means to monitor and communicate information about student learning, conditions that support student learning and the achievement of school improvement goals to stakeholders. Attendance at school board meetings, articles in the local newspaper, our school website and Facebook page, our school newsletter, report cards, parent teacher conferences, parent involvement tutoring, parent nights, tier 3 parent letters, as well as multiple other venues communicate the goals and achievements of West Noble Primary. Our principal shares WNP's data and student learning achievements through presentations to community groups, such as the Rotary Club, Lions' Club, School Board Meetings, Chamber of Commerce and Noble County Foundations.

Report Summary

Scores By Section



Student Performance Diagnostic

Introduction

The Student Performance Diagnostic provides an institution with a process to report summative student assessments. This diagnostic is significant to the accreditation and continuous improvement process as it serves as a resource for schools to view content area assessment results required by the state, district, or other entities, determine the quality and reliability of the given assessments, and show the alignment of the assessments to the school's curriculum. The performance level computed at the completion of the diagnostic is used by the external review team as a comprehensive report to understand fully the institution's assessment program; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

Student Performance Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Student Performance Data document offline and upload below?	Yes	Please see attached documentation.	Reading A Math A Tiering Skills Summary WNP Data SIP

Evaluative Criteria and Rubrics

Overall Rating: 3.5

	Statement or Question	Response	Rating
1.	Assessment Quality	The array of assessment devices used by the institution to determine students' performances is sufficiently aligned so that valid inferences can be reached regarding students' status with respect to the majority of those curricular aims regarded as high-priority instructional targets. The documentation provided in support of this alignment is relatively persuasive. Most of the assessments used are accompanied by evidence demonstrating that they satisfy accepted technical requirements.	Level 3

	Statement or Question	Response	Rating
2.	Test Administration	All the assessments used by the institution to determine students' performances, whether externally acquired or internally developed, have been administered with complete fidelity to the administrative procedures appropriate for each assessment. In every instance, the students to whom these assessments were administered are accurately representative of the students served by the institution. Appropriate accommodations have been provided for all assessments so that valid inferences can be made about all students' status with respect to all of the institution's targeted curricular outcomes.	Level 4

	Statement or Question	Response	Rating
3.	Quality of Learning	Evidence of student learning promoted by the institution is well analyzed and clearly presented. In comparison to institutions functioning in a similar educational context, students' status, improvement, and/or growth evidence indicates that the level of student learning is substantially greater than what would otherwise be expected.	Level 4

	Statement or Question	Response	Rating
4.	Equity of Learning	Evidence of student learning indicates achievement gaps exist among subpopulations of students, and these achievement gaps have noticeably declined.	Level 3

Areas of Notable Achievement

Which area(s) are above the expected levels of performance?

At West Noble Primary, after reviewing the data, it has been decided that the paid lunch subgroup scored above expected levels. This would be true in both areas of student reading levels and math composite.

Describe the area(s) that show a positive trend in performance.

In the 2014-15 school year, there was significant growth in our incoming kindergartners in both reading and math. We credit this to our Little Leaps program going from two days a week to four days a week. Another trend in kindergartners' performance is the jump in growth from beginning of the year to the middle of the year in math.

The trend in first grade performance shows that first graders are coming in better prepared in both reading and math.

Which area(s) indicate the overall highest performance?

At West Noble Primary, we find our highest performance subgroups are our paid students.

Which subgroup(s) show a trend toward increasing performance?

Our kindergarten females overall reading benchmark level has continued to improve since 2012.

Between which subgroups is the achievement gap closing?

In kindergarten, male/female subgroup has shown the achievement gap in math closing from 12% in 2012-13 to a 1% gap in 2014-15.

In first grade, we had two subgroups closing the achievement gap.

Hispanic/White Reading - 16% gap in 2012-13 to a 1% gap in 2014-15

Male/Female Reading - 27% gap in 2012-13 to no gap in 2014-15

Which of the above reported findings are consistent with findings from other data sources?

Our positive trend performance is due to our students attending Little Leaps and having students coming in better prepared. Our tiering skills summary sheet supports this trend.

Areas in Need of Improvement

Which area(s) are below the expected levels of performance?

At West Noble Primary, after reviewing the data, it has been decided that the SES lunch subgroup scored below expected levels. This would be true in both areas of student reading levels and math composite.

Describe the area(s) that show a negative trend in performance.

In 2012-15, in first grade there was a negative trend performance from the middle of the year to the end of the year in reading level growth. From 2012-13 there was a 3% decline, in 2013-14 there was a 4% decline, and in 2014-15 there was a 10% decline.

Levels changed from 2012-13 to 2013-14 and other levels were added. (Previously, mClass had no A, D, F, H, or J levels)

2012-13

<PC-E, G, I, K+

2013-14

<PC-E, G, I-K, L+

2014-15

<PC-E, F-H, I, J+

Which area(s) indicate the overall lowest performance?

At West Noble Primary, we find our lowest performance subgroups are our SES students.

Which subgroup(s) show a trend toward decreasing performance?

In kindergarten, we have three subgroups in math trending toward decreasing performance.

SES - 2012-13, 55% were on level and in 2014-15 44% on level

Hispanic - 2012-13 56% were on level and in 2014-15 49% on level

Male - 2012-13 68% were on level and in 2014-15 56% on level

In first grade, we had five subgroups trending toward decreasing performance.

SES Math - 2012-13 84% were on level and in 2014-15 74% on level

Hispanic Math - 2012-13 84% were on level and 2014-15 77% on level

Female Math - 2012-13 88% were on level and 2014-15 72% on level

White Reading - 2012-13 80% were on level and 2014-15 68% on level

Female Reading - 2012-13 84% were on level and 2014-15 67% on level

Between which subgroups is the achievement gap becoming greater?

Kindergarten Math

Male - 2012-13 68% were on level and in 2014-15 56% on level

First Grade

Female Math - 2012-13 88% were on level and 2014-15 72% on level

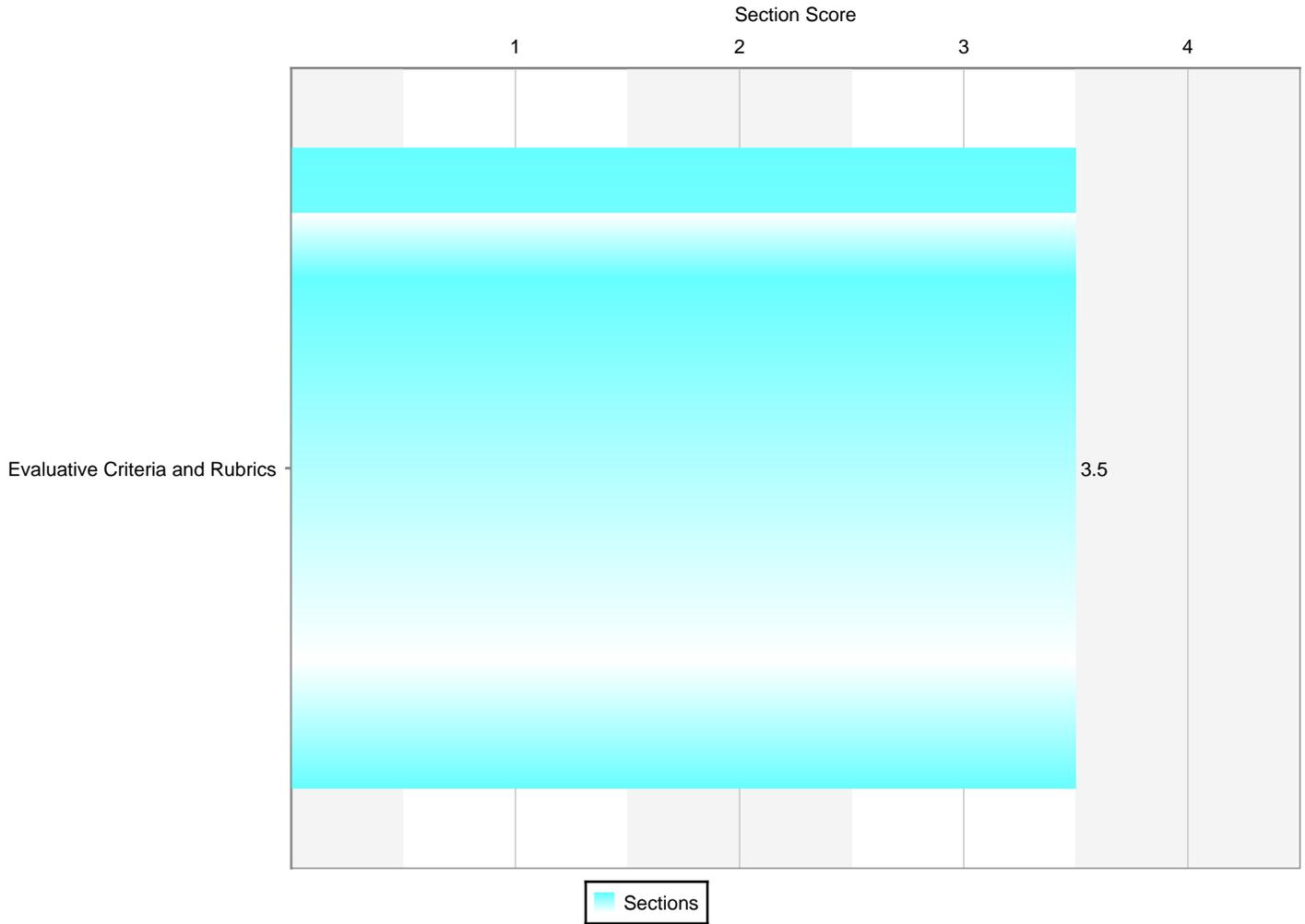
Female Reading - 2012-13 84% were on level and 2014-15 67% on level

Which of the above reported findings are consistent with findings from other data sources?

Our negative trend in performance can be confirmed by referencing our tiering skills summary and looking at trick words in first grade.

Report Summary

Scores By Section



Stakeholder Feedback Diagnostic

Introduction

The Stakeholder Feedback Diagnostic is designed to analyze the institution's survey results in terms of areas of achievement and areas that need improvement. Further, the diagnostic is essential to the accreditation and continuous improvement processes in that it provides the institution with a comprehensive view of the aggregate scores of the surveys administered, and the actual total of respondents for each survey type to derive a single score for this diagnostic. The performance level score computed at the completion of the diagnostic is used to broaden and enhance the external review team's understanding of the stakeholder's perceptions of the institution; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

Stakeholder Feedback Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Stakeholder Feedback Data document offline and upload below?	Yes	See attached documentation	Stakeholder Feedback Data Document WNP

Evaluative Criteria and Rubrics

Overall Rating: 4.0

	Statement or Question	Response	Rating
1.	Questionnaire Administration	All required AdvancED questionnaires were used by the institution to receive stakeholder feedback. The minimum response rate for each population was met (parent questionnaire: equal to or greater than 20%, student questionnaire(s): equal to or greater than 40%, staff questionnaire: equal to or greater than 60%). Questionnaires were administered with complete fidelity to the appropriate administrative procedures. In every instance, the stakeholders to whom these questionnaires were administered fully represented the populations served by the institution. Appropriate accommodations were provided as necessary for all participants.	Level 4

	Statement or Question	Response	Rating
2.	Stakeholder Feedback Results and Analysis	Two or more of the stakeholder questionnaires had average item values of 4.30 or higher (on a 5.0 scale). All questionnaires had an average item value of 3.20 or above (on a 5.0 scale). Results of stakeholder feedback collected by the institution were well analyzed and clearly presented.	Level 4

Areas of Notable Achievement

Which area(s) indicate the overall highest level of satisfaction or approval?

After reviewing all data points, West Noble Primary decided our strengths were continuous improvement process, media and information resources, culture consistent with purpose and direction, safe/clean/healthy environment, and leadership monitors and communicates information.

Which area(s) show a trend toward increasing stakeholder satisfaction or approval?

N/A

Which of the above reported findings are consistent with findings from other stakeholder feedback sources?

West Noble Primary highlighted the highest scores in the 3 categories of parents, staff, and student surveys. From looking at the highlighted areas, we determined those listed above showed a consistency across the survey indicators.

Areas in Need of Improvement

Which area(s) indicate the overall lowest level of satisfaction or approval?

After reviewing all data points, West Noble Primary decided areas of improvement were responsible and effective governing body, leadership autonomy, adult advocates, and professional learning.

Which area(s) show a trend toward decreasing stakeholder satisfaction or approval?

N/A

What are the implications for these stakeholder perceptions?

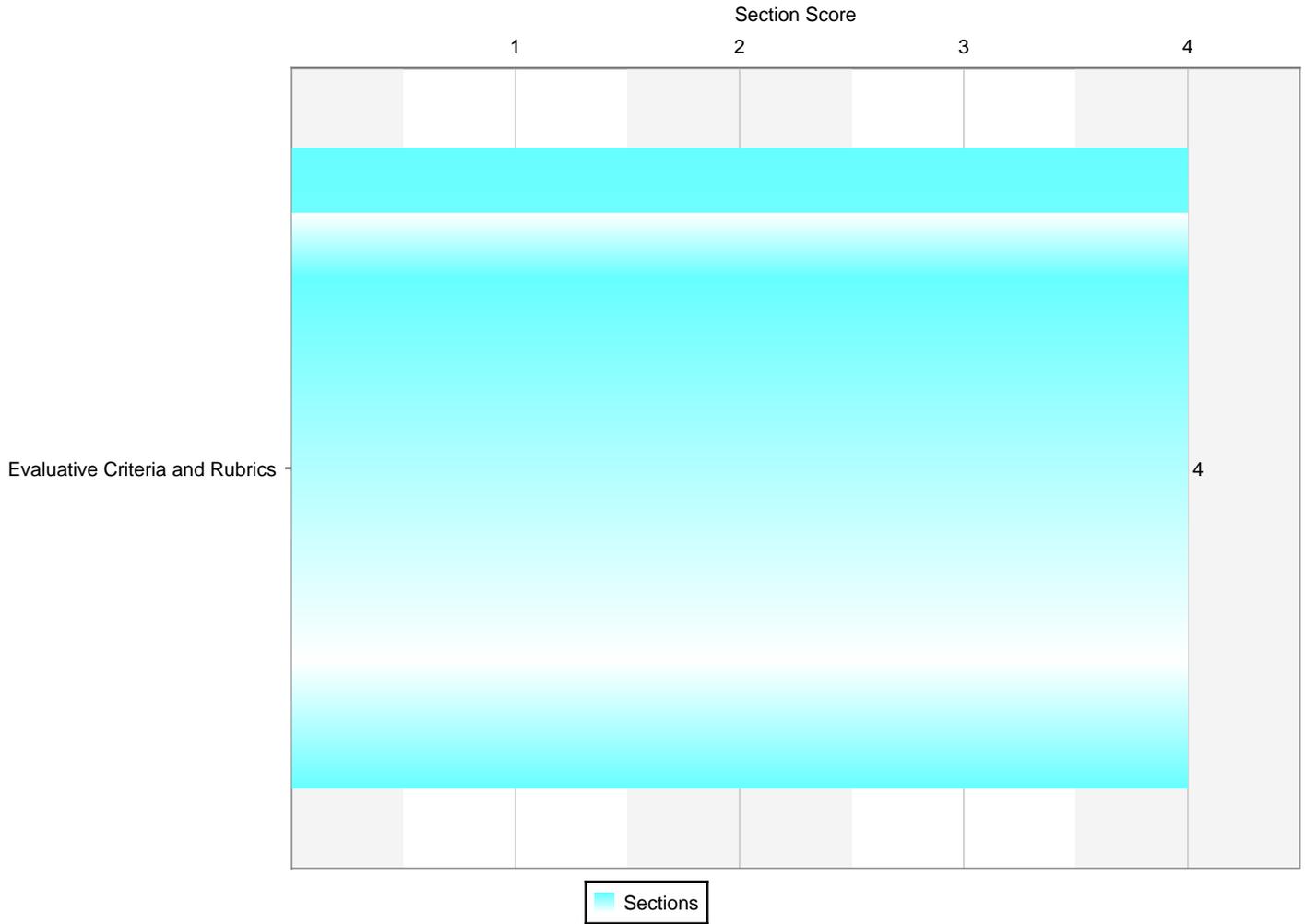
West Noble Primary highlighted the lowest scores across the 3 survey categories parent, staff and students. From these highlighted areas, we discovered the areas that need improvement.

Which of the above reported findings are consistent with findings from other stakeholder feedback sources?

When West Noble Primary compared the 3 categories surveyed parent, staff, and student to the Self-Assessment conducted by West Noble Primary teams, we see a correlation between responsible and effective governing body and professional learning.

Report Summary

Scores By Section



West Noble Primary School 2015-16

Overview

Plan Name

West Noble Primary School 2015-16

Plan Description

School Improvement Plan

Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Common assessments in Math and Reading will be used to analyze student achievement and inform instruction, based on the Indiana State Standards for each grade level.	Objectives: 1 Strategies: 3 Activities: 3	Organizational	\$0
2	Greater than or equal to 80% of students will demonstrate proficiency in Reading Level by 2016.	Objectives: 1 Strategies: 5 Activities: 11	Academic	\$12750
3	Greater than or equal to 80% of students will achieve mastery on Math local assessments by EOY 2016.	Objectives: 1 Strategies: 3 Activities: 5	Academic	\$0

Goal 1: Common assessments in Math and Reading will be used to analyze student achievement and inform instruction, based on the Indiana State Standards for each grade level.

Measurable Objective 1:

increase student growth through the development of common assessments. (formative) by 01/27/2016 as measured by the completion of all Reading and Math Common Assessments based on standards based grade card.

Strategy 1:

Strategy 1 - STRATEGY #1: Use 1 collaboration time each grading period for professional development given by Head Teachers, Instructional Coach, Special Education Teacher or Principal. The principal will lead an All Staff Meeting that discusses end of tier cycle data and how it will be used to drive instruction.

Evidence of success: Local Assessments, Pivot Inspect, Benchmarks, Foundations Unit Tests, Math Expressions Unit Tests, and tiering

Activity - Collaboration/Tier Cycle	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Analyzing data to inform instruction	Professional Learning	08/17/2015	05/27/2016	\$0	No Funding Required	Principal, Instructional Coach, and all certified staff

Strategy 2:

Strategy 2 - STRATEGY #2: Teacher release time to develop/assess common assessments based on Indiana State Standards - The principal will assign subs to committee's classrooms and RTI model will be assessed and revised.

Evidence of success: Local assessments are developed and will be reviewed/aligned and updated annually.

Activity - Essential Components Math Discussion	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Discuss essential questions so that WNP can identify essential components for building understanding in math. I know I can do it when I prioritize the components based from the discussion with other WNP staff members.	Professional Learning	12/01/2015	01/20/2016	\$0	No Funding Required	Instructional Coach and certified staff on math adoption committee

Strategy 3:

Strategy 3 - STRATEGY #3: As assessments are used, all teachers will discuss validity of common assessments on student learning. Head teachers will lead discussion in Learning/Data Log Meetings.

Evidence of success: Common assessment results shared with grade level team-revisions will be made as needed

Indiana School Improvement Plan

West Noble Primary School

Activity - Collaboration/Learning & Data Log	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will compare student results with student performance.	Professional Learning	08/17/2015	05/27/2016	\$0	No Funding Required	Principal, Instructional Coach, and certified staff

Goal 2: Greater than or equal to 80% of students will demonstrate proficiency in Reading Level by 2016.

Measurable Objective 1:

80% of All Students will demonstrate a proficiency in reading level - kindergarten C/D and first grade J/K. in Reading by 05/27/2016 as measured by Reading Benchmark System.

Strategy 1:

Strategy 1 - STRATEGY #1: 90 minutes of reading instruction including the *essential elements of the literacy program (direct modeling through interactive read alouds and think alouds, small group reading instruction)

Research Cited: Fountas and Pinnell

Evidence of success: Fountas and Pinnell Benchmark System

Activity - Peer Observations	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Colleagues observe best practice of small group reading instruction in a vertical alignment model.	Professional Learning	11/02/2015	04/18/2016	\$0	No Funding Required	Principal, Instructional Coach, Certified Staff

Activity - New Teacher/ParaPro Essential Components of Reading	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional Coach provides professional learning of the Essential Components of reading to certified and non-certified staff.	Professional Learning	08/14/2015	05/27/2016	\$0	No Funding Required	Instructional Coach

Activity - Grade Level Collaboration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Best practices/comprehension strategies are shared at grade level collaboration.	Professional Learning	08/14/2015	05/27/2016	\$0	No Funding Required	Grade Level certified staff, Instructional Coach

Activity - Parent Outreach	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Indiana School Improvement Plan

West Noble Primary School

Back to School Night, Title I Parent Involvement Meetings, Kindergarten Parent Involvement Tutoring, Grapeseed, and Prek Parent Meeting - all provide information on ways to help their child become successful in reading.	Parent Involvement	08/13/2015	05/20/2016	\$2750	Title I Part A	Instructional Coach, Title I Staff, Certified Staff
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Strategy 2:

Strategy 2 - STRATEGY #2: Use Benchmark Literacy to develop reading comprehension strategies - Each comprehension strategy is addressed through direct instruction based on our Benchmark Literacy Curriculum.

Evidence of success: Reading Common Assessments and Benchmarks

Activity - Grade Level Collaboration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Head teachers will lead discussion based on Benchmark Literacy Comprehension Strategies	Professional Learning	08/14/2015	05/27/2016	\$0	No Funding Required	Head teachers

Strategy 3:

Strategy 3 - STRATEGY #3: Continue to implement Foundations - Principal walk-through, teacher lesson plans, curriculum modules, and peer observations will be implemented to continue to teach with fidelity.

Evidence of success: Foundations Unit Tests which assess phonemic awareness, phonics, and dictation

Activity - Professional Development on Foundations	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional Development for assistants and new teachers on how to implement and assess skills	Professional Learning	02/24/2016	02/24/2016	\$0	No Funding Required	Instructional Coach and new staff

Strategy 4:

Strategy 4 - STRATEGY #4: Multiple reading interventions for students depending on need. Possibilities-Tiered Instructional Time, Double Dose Foundations, tier 3, Kindergarten Home Tutoring, Leveled Literacy Intervention, Grapeseed, additional support based on local assessment and student need, and extra practice with teacher or paraprofessional

Evidence of success: Intervention Schedule, Assessment Results, Learning/Data log meeting, tier 3 log

Activity - Learning/Data Log Meeting	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Post test data is used to place students in tier 2	Professional Learning	08/17/2015	05/27/2016	\$0	No Funding Required	Certified grade level staff

Activity - Tier 3 Cycle	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Indiana School Improvement Plan

West Noble Primary School

Students are placed in tier 3 schedule based on post test results after tier 2 cycle	Academic Support Program	08/17/2015	05/27/2016	\$0	No Funding Required	Instructional Coach and tier 3 Interventionists
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Activity - Leveled Literacy Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Based on BOY and MOY Benchmark Reading Levels small group reading instruction is given.	Academic Support Program	09/08/2015	05/06/2016	\$0	No Funding Required	Instructional Coach and Title I interventionists

Strategy 5:

Strategy 5 - STRATEGY #5: Developing Vocabulary - Grapeseed Language Acquisition classes

Evidence of success: BOY/MOY/EOY benchmark reading levels

Activity - Interactive Read Alouds	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will develop vocabulary through interactive read alouds.	Direct Instruction	08/14/2015	05/27/2016	\$0	No Funding Required	All staff

Activity - Grapeseed	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Language Acquisition class for Level 1 & 2 EL students given as tier 2 intervention.	Direct Instruction	09/08/2015	05/27/2016	\$10000	Other	Staff trained in Grapeseed

Goal 3: Greater than or equal to 80% of students will achieve mastery on Math local assessments by EOY 2016.

Measurable Objective 1:

80% of All Students will demonstrate a proficiency on Math Common Assessments in Mathematics by 05/27/2016 as measured by Math Common Assessments.

Strategy 1:

Strategy 1 - STRATEGY #1: Building number sense --- using Math Expression. It will be implemented during calendar time, subitizing, and math circles.

Evidence of success: Common assessments, unit math test, student response sheets, and exit slips

Activity - Calendar Time	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Indiana School Improvement Plan

West Noble Primary School

Teacher directed number sense routines (ex: subitizing, ten more/ten less, money)	Direct Instruction	08/14/2015	05/27/2016	\$0	No Funding Required	Certified teachers
Activity - Peer Observations	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in classroom observations where they will write down on a debriefing sheet wonders and I noticed pertaining to number sense.	Professional Learning	02/29/2016	03/04/2016	\$0	No Funding Required	All certified staff
Activity - Exit Slips	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
An exit slip will be given to every child as a form of formative assessment.	Direct Instruction	08/14/2015	05/27/2016	\$0	No Funding Required	Certified staff

Strategy 2:

Strategy 2 - STRATEGY #2:

Academic Vocabulary instruction for number sense tied to the Indiana State Standards - Teachers/Certified staff will use math vocabulary dictated by Math Expressions and curriculum maps.

Evidence of success: Common Assessments, Unit Tests, and Exit Slips

Activity - Grade Level Collaboration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Head teachers will lead discussion on math vocabulary tied to curriculum maps with a focus on common terminology.	Professional Learning	08/14/2015	05/27/2016	\$0	No Funding Required	All certified staff

Strategy 3:

Strategy 3 - STRATEGY #3: Tiered instruction (Tier 2, tier 3, and double dose) - Whole group in tier 1 for 3 weeks, then students will be given a common assessment.

Tier 2 groups will be formed according to need. After another 3 week cycle, tier 3 individual help will be given to those still showing need.

Evidence of success: Common Assessment pre/post test results, progress monitoring

Activity - Learning/Data Log Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Grade level teachers will place students in need groups according to common assessments.	Professional Learning	08/14/2015	05/27/2016	\$0	No Funding Required	Certified staff

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Grade Level Collaboration	Head teachers will lead discussion based on Benchmark Literacy Comprehension Strategies	Professional Learning	08/14/2015	05/27/2016	\$0	Head teachers
Professional Development on Foundations	Professional Development for assistants and new teachers on how to implement and assess skills	Professional Learning	02/24/2016	02/24/2016	\$0	Instructional Coach and new staff
Leveled Literacy Instruction	Based on BOY and MOY Benchmark Reading Levels small group reading instruction is given.	Academic Support Program	09/08/2015	05/06/2016	\$0	Instructional Coach and Title I interventionists
Tier 3 Cycle	Students are placed in tier 3 schedule based on post test results after tier 2 cycle	Academic Support Program	08/17/2015	05/27/2016	\$0	Instructional Coach and tier 3 Interventionists
Peer Observations	Colleagues observe best practice of small group reading instruction in a vertical alignment model.	Professional Learning	11/02/2015	04/18/2016	\$0	Principal, Instructional Coach, Certified Staff
Collaboration/Learning & Data Log	Teachers will compare student results with student performance.	Professional Learning	08/17/2015	05/27/2016	\$0	Principal, Instructional Coach, and certified staff
New Teacher/ParaPro Essential Components of Reading	Instructional Coach provides professional learning of the Essential Components of reading to certified and non-certified staff.	Professional Learning	08/14/2015	05/27/2016	\$0	Instructional Coach
Interactive Read Alouds	Teachers will develop vocabulary through interactive read alouds.	Direct Instruction	08/14/2015	05/27/2016	\$0	All staff
Collaboration/Tier Cycle	Analyzing data to inform instruction	Professional Learning	08/17/2015	05/27/2016	\$0	Principal, Instructional Coach, and all certified staff
Learning/Data Log Meeting	Post test data is used to place students in tier 2	Professional Learning	08/17/2015	05/27/2016	\$0	Certified grade level staff

Indiana School Improvement Plan

West Noble Primary School

Learning/Data Log Meetings	Grade level teachers will place students in need groups according to common assessments.	Professional Learning	08/14/2015	05/27/2016	\$0	Certified staff
Grade Level Collaboration	Head teachers will lead discussion on math vocabulary tied to curriculum maps with a focus on common terminology.	Professional Learning	08/14/2015	05/27/2016	\$0	All certified staff
Exit Slips	An exit slip will be given to every child as a form of formative assessment.	Direct Instruction	08/14/2015	05/27/2016	\$0	Certified staff
Essential Components Math Discussion	Discuss essential questions so that WNP can identify essential components for building understanding in math. I know I can do it when I prioritize the components based from the discussion with other WNP staff members.	Professional Learning	12/01/2015	01/20/2016	\$0	Instructional Coach and certified staff on math adoption committee
Calendar Time	Teacher directed number sense routines (ex: subitizing, ten more/ten less, money)	Direct Instruction	08/14/2015	05/27/2016	\$0	Certified teachers
Grade Level Collaboration	Best practices/comprehension strategies are shared at grade level collaboration.	Professional Learning	08/14/2015	05/27/2016	\$0	Grade Level certified staff, Instructional Coach
Peer Observations	Teachers will participate in classroom observations where they will write down on a debriefing sheet wonders and I noticed pertaining to number sense.	Professional Learning	02/29/2016	03/04/2016	\$0	All certified staff
Total					\$0	

Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Parent Outreach	Back to School Night, Title I Parent Involvement Meetings, Kindergarten Parent Involvement Tutoring, Grapeseed, and Prek Parent Meeting - all provide information on ways to help their child become successful in reading.	Parent Involvement	08/13/2015	05/20/2016	\$2750	Instructional Coach, Title I Staff, Certified Staff
Total					\$2750	

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Grapeseed	Language Acquisition class for Level 1 & 2 EL students given as tier 2 intervention.	Direct Instruction	09/08/2015	05/27/2016	\$10000	Staff trained in Grapeseed
Total					\$10000	

Conclusion

The Indiana School Improvement Plan is designed to be comprehensive and for continuous improvement. Systemic use and consistent reflection are encouraged to update the status of the goals in order to make school improvement continuous and actionable.