

## 2008 No Child Left Behind–Blue Ribbon Schools Program

U.S. Department of Education

Public  Private

**Cover Sheet**

Type of School  
(Check all that apply)

Elementary  Middle  High  K-12  
 Charter  Title I  Magnet  Choice

Name of Principal Mr. John E. Land

(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Hazel Dell Elementary School

(As it should appear in the official records)

School Mailing Address 3025 Westfield Road

(If address is P.O. Box, also include street address.)

Noblesville

Indiana

46062-1797

City

State

Zip Code+4(9 digits total)

County Hamilton

State School Code Number\* 2538

Telephone (317) 867-0021

Fax (317) 867-4032

Web site/URL www.noblesvilleschools.org

E-mail john\_land@mail.nobl.k12.in.us

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

Date \_\_\_\_\_

Principal's Signature

Name of Superintendent Dr. Lynn E. Lehman

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Noblesville Schools

Tel. (317) 773-3171

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

Date \_\_\_\_\_

(Superintendent's Signature)

Name of School Board

President/Chairperson Mr. Larry Jacobi

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

Date \_\_\_\_\_

(School Board President's/Chairperson's Signature)

*\*Private Schools: If the information requested is not applicable, write N/A in the space.*

Mail by commercial carrier (FedEx, UPS) or courier original signed cover sheet to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, US Department of Education, 400 Maryland Avenue, SW, Room 5E103, Washington DC 20202-8173.

## PART I - ELIGIBILITY CERTIFICATION

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Include this page in the school's application as page 2.

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2007-2008 school year.
3. If the school includes grades 7 or higher, the school must have foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 2002 and has not received the No Child Left Behind—Blue Ribbon Schools award in the past five years.
5. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district wide compliance review.
6. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## PART II - DEMOGRAPHIC DATA

All data are the most recent year available. Throughout the document, round numbers to the nearest whole number to avoid decimals, except for numbers below 1, which should be rounded to the nearest tenth.

### DISTRICT (Question 1-2 not applicable to private schools)

1. Number of schools in the district: \_\_\_\_\_ 7 Elementary schools  
 \_\_\_\_\_ 1 Middle schools  
 \_\_\_\_\_ Junior High Schools  
 \_\_\_\_\_ 1 High schools  
 \_\_\_\_\_ 2 Other  
 \_\_\_\_\_ 11 TOTAL
2. District Per Pupil Expenditure: \_\_\_\_\_ 8500  
 Average State Per Pupil Expenditure: \_\_\_\_\_ 10300

### SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located  
 Urban or large central city  
 Suburban school with characteristics typical of an urban are  
 Suburban  
 Small city or town in a rural are  
 Rural
4. \_\_\_\_\_ 19 Number of years the principal has been in her/his position at this school.  
 \_\_\_\_\_ 0 If fewer than three years, how long was the previous principal at this school?
5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
Pre K	9	2	11	7	0	0	0
K	52	50	102	8	0	0	0
1	73	64	137	9	0	0	0
2	52	45	97	10	0	0	0
3	48	55	103	11	0	0	0
4	41	44	85	12	0	0	0
5	0	0	0	Other	0	0	0
6	0	0	0				
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL</b>							<b>535</b>

6. Racial/ethnic composition of the school:
- |    |                                    |
|----|------------------------------------|
| 0  | % American Indian or Alaska Native |
| 1  | % Asian or Pacific Islander        |
| 2  | % Black or African American        |
| 3  | % Hispanic or Latino               |
| 94 | % White                            |

**100 % TOTAL**

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year 18 %

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

<b>( 1 )</b>	Number of students who transferred to the school after October 1 until the end of the year	51
<b>( 2 )</b>	Number of students who transferred from the school after October 1 until the end of the year	44
<b>( 3 )</b>	Total of all transferred students [sum of rows (1) and (2)]	95
<b>( 4 )</b>	Total number of students in the school as of October 1	535
<b>( 5 )</b>	Total transferred students in row (3) divided by total students in row (4)	0.18
<b>( 6 )</b>	Amount in row (5) multiplied by 100	18

8. Limited English Proficient students in the school: 4 %  
24 Total Number Limited English Proficient

Number of languages represented 9

Specify languages: Hindi, Italian, Mandarin, Russian, Spanish, Tagalog, Thai, Ukrainian, and Vietnamese

9. Students eligible for free/reduced-priced meals 6 %

Total number students who qualify: 32

If this method does not produce an accurate estimate of the percentage of students from low income families, or the school does not participate in the federally supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 10 %  
55 Total Number of Students Serve

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>1</u>	Autism	<u>2</u>	Orthopedic Impairment
<u>0</u>	Deafness	<u>3</u>	Other Health Impairment
<u>0</u>	Deaf-Blindnes	<u>15</u>	Specific Learning Disabilit
<u>1</u>	Emotional Disturbanc	<u>28</u>	Speech or Language Impairment
<u>0</u>	Hearing Impairment	<u>0</u>	Traumatic Brain Injury
<u>5</u>	Mental Retardation	<u>0</u>	Visual Impairment Including Blindness
<u>0</u>	Multiple Disabilities		

11. Indicate number of full time and part time staff members in each of the categories below:

**Number of Staff**

	<u>Full-time</u>	<u>Part-time</u>
Administrator(s)	<u>1</u>	<u>0</u>
Classroom teachers	<u>21</u>	<u>3</u>
Special resource teachers/specialist	<u>6</u>	<u>1</u>
Paraprofessionals	<u>5</u>	<u>3</u>
Support Staff	<u>2</u>	<u>3</u>
Total number	<u>35</u>	<u>10</u>

12. Average school student-classroom teacher ratio, that is, the number of 23 : 1 students in the school divided by the FTE of classroom teachers, e.g., 22:1

13. Show the attendance patterns of teachers and students as a percentage. Please explain a high teacher turnover rate. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy in attendance, dropout or the drop-off rates. Only middle and high schools need to supply dropout rates, and only high schools need to supply drop-off

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Daily student attendance	97 %	96 %	97 %	97 %	97 %
Daily teacher attendance	97 %	98 %	96 %	98 %	97 %
Teacher turnover rate	22 %	6 %	11 %	8 %	5 %
Student drop out rate (middle/high	0 %	0 %	0 %	0 %	0 %
Student drop-off rate (high school	0 %	0 %	0 %	0 %	0 %

Please provide all explanations below

The high teacher turnover rate in 2006-2007 is due to redistricting within our school corporation. A new elementary school was opened and this had a big impact on our enrollment. Our student enrollment declined by 250 students (from 790 to 540) and teachers were transferred to other elementary schools within the district. In 2004-2005, one teacher retired and chose to stay home with newborns.

## PART III - SUMMARY

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Welcome to Hazel Dell where kids are special and good things happen!

Hazel Dell Elementary School is located in Noblesville, Indiana. The colorful maypole in front of our school provides a unique landmark that links our school with its past and the present. The cooperative construction of the maypole by students, parents, and an artist-in-residence provides the focal point for our annual May Day Celebration. The related arts teachers work together to teach customs and traditions as well as strengthening pride in our school's history.

Hazel Dell is one of seven elementary schools in the Noblesville School System. Noblesville is a suburban community approximately twenty miles north of Indianapolis. Noblesville serves as the county seat of Hamilton County, the fastest growing county in Indiana and among the 100 fastest growing counties in the nation. Hazel Dell opened its doors in 1989 with an enrollment of 468 students in Grades K-5. Enrollment has fluctuated between 437 and 780 students. Our current population of 535 students includes PK through Grade 4 and is made up mostly of middle to upper income families. Throughout nineteen years, Hazel Dell has successfully adapted and adjusted to the ever-changing population.

Members of the community are avid supporters of Hazel Dell. Our school welcomes parents and community members to become involved with the education of our students through literacy tutors, volunteers in the classroom and the media center. The Parent-Teacher Organization is very active and raises money to support educational endeavors at the school. They have provided significant financial support for a variety of uses, including a special library consisting of leveled readers along with instructional materials and supplies for classroom teachers. The PTO provides enrichment programs to supplement the curriculum needs within each grade level. Examples of high interest activities include Children's Museum Family Nights, Madcap Puppets, Dan Quayle Museum, and Star Lab Planetarium.

The Hazel Dell faculty consists of highly dedicated teachers who strongly believe in our vision to create life long learners. The instructional team consists of 1 principal, 23 classroom teachers, 3 special area teachers (art, music, and physical education), 2 special needs teachers, 8 instructional assistants, 1 counselor, 1 media specialist, and 1 speech/language pathologist. One hundred percent of Hazel Dell teachers who meet the eligibility requirements set forth by the No Child Left Behind Act are Highly Qualified teachers. In addition, 82% hold advanced degrees. Faculty members have received various awards such as the Golden Apple Award and the Project E Award for teaching excellence. Our school was recognized by the Indiana State Reading Association and awarded the Exemplary Reading Award. We have also been awarded the Blue Ribbon for Exemplary School Media Programs. Our high expectations for learning have yielded much recognition for the school including being named a Four Star School by the Indiana Department of Education for five consecutive years.

Hazel Dell is a C.L.A.S.S. (Connecting Learning Assures Successful Students) school. C.L.A.S.S. is a philosophy of developing students who are lifelong learners, collaborators, and responsible citizens. C.L.A.S.S. emphasizes the use of life-long guidelines and lifeskills. Each month, a specific lifeskill is targeted through lessons provided by the counselor and teachers to build character and promote school pride. This is reinforced every day as students pledge to 'Do the Right Thing' and 'Treat People Right.'

Noblesville Schools stresses 'Every Student, Every Day Challenge and Success!' Through our mission statement, our school community is committed to achieving success and building a caring and safe environment for ALL students. Creating responsible citizens and life-long learners is a priority for the faculty, staff, and parents of Hazel Dell Elementary School. We are proud of our past and look forward to our future.

## PART IV - INDICATORS OF ACADEMIC SUCCESS

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### 1. **Assessment Results:**

Students at Hazel Dell Elementary School participate in a variety of periodic assessments throughout the school year to help measure academic performance. These assessments are used for both formative and summative evaluation of student, school, and district performance.

Students in Grades 3 and 4 take the ISTEP+ test each fall in September. ISTEP+ (Indiana Statewide Testing for Educational Progress-Plus) is administered to all students in Indiana public schools in Grades 3-10. This assessment is a criterion-referenced test that reports student's scores relative to a body of information thought to be important to learn. It is a valuable assessment to help identify student's strengths and weaknesses and measure their mastery of the Indiana essential skills. ISTEP+ is divided into three distinct categories:

**Pass+:** Students meet the passing standard and demonstrate high achievement in the knowledge and skills of the content area.

**Pass:** Students meet the passing standard.

**Did Not Pass:** Students fail to meet the passing standard and in all likelihood will need remedial assistance.

ISTEP+ results show Hazel Dell students have consistently scored at a high level and well above the state average in both English/language arts and mathematics over the past five years. In 2007, the average percent passing ISTEP+ at Hazel Dell in all tested grades for English/language arts and mathematics was 92.3% compared to the state average of 73.3%.

Two federal laws (IDEA and NCLB) require that all students enrolled in a public or an accredited school in Indiana participate in the state assessment system for purposes of statewide accountability. For most students, this means participation in ISTEP+, with or without accommodations. For a small number of students, an alternate assessment is appropriate. ISTAR (Indiana Standards Tool for Alternate Reporting) is a teacher-rating instrument based on evidence of student work samples. The population of students at Hazel Dell currently assessed using ISTAR include all pre-kindergarten students, all special needs students in Grades K-2, and all speech and language students up through Grade 2.

In order to meet the needs of all learners, Hazel Dell staff regularly analyze and disaggregate testing data for subgroups including special education and lower socio-economic students. While these special populations are small, performance levels are often comparable to the general education population at Hazel Dell. Results show students with disabilities and those considered to be economically disadvantaged scoring well above average.

Along with ISTEP+, students at Hazel Dell participate in NWEA and DIBELS. Quarterly assessments in writing and math were developed locally at the district level to evaluate progress. These additional assessments help teachers monitor student progress and allow them to plan instruction that will meet individual and group needs. Hazel Dell students achieve at a high level. Teachers and staff members remain dedicated to continuous improvement and want all students to be successful.

Specific information on Hazel Dell Elementary School's ISTEP+ results can be found on Indiana's Department of Education website. The website's address is [www.doe.state.in.us](http://www.doe.state.in.us).

### 2. **Using Assessment Results:**

Hazel Dell Elementary School implements and utilizes several assessment tools that incorporate both standardized and research based assessments. Hazel Dell uses these assessments to ensure that every child is on target for success. Teachers use the results of assessments to differentiate instruction and better support student learning.

Quarterly assessments are administered in Grades K-4 to all students for math and writing to gather student achievement data. This helps teachers design curriculum and instruction aligned with Indiana Academic Standards.

DIBELS (Dynamic Indicators of Early Literacy Skills) are a set of standardized, individually administered

measures of early literacy development. They are designed to be one-minute fluency measures used to monitor the development of early reading skills. DIBELS assessments are currently being administered to K-1 students at Hazel Dell with plans to expand into Grade 2 next year. Results are used to determine target groups for remediation.

Rigby Theme Tests assess student mastery of vocabulary, comprehension, phonics, word study, grammar, writing, and literacy analysis. In addition, running records track student's oral reading fluency and comprehension. Reading A-Z is an online reading program utilized by classroom teachers. It provides developmentally appropriate teaching and learning solutions.

Plato Learning is a self-paced, (computer based) comprehensive student-centered intervention tool. It provides independent practice in language arts and mathematics to those students who have failed ISTEP+ or are at risk for failing.

NWEA (Northwest Evaluation Association) - Measures of Academic Progress are state-aligned computerized adaptive tests that reflect the instructional level of each student and measure growth over time in reading, math, and language usage.

The GEI (General Education Intervention) team is a group of teachers and support staff at Hazel Dell who meet regularly to develop a plan of action to help students who are experiencing difficulty in the classroom. The focus is to provide the classroom teacher and parent with research based interventions. The data that is derived from our curriculum-based evaluations (CBE) determine the specific interventions that will be implemented for struggling students to reach their learning goals. These interventions are progress monitored to determine if the student is responding to the strategies. The committee meets to review the data, gauge progress and make further recommendations, such as continue/intensify the intervention or discontinue it and replace it with a more appropriate tool. This process is the basis of our Response-to-Intervention (RTI) model. The success of the RTI process lies in its early intervention for all students, with a 'plan' to address their specific learning needs.

### **3. Communicating Assessment Results:**

Frequent and consistent communication of progress and assessment results is provided to students and parents. School to home communication folders are used in every grade level to send home graded student work papers and test papers. Report cards are sent home every nine weeks at all levels with midterm reports for Grades 2-4. Students in Grade 4 who have all A and B grades receive honor roll certificates and are invited with their parents to the Honor Roll Breakfast each nine weeks. Classroom and school newsletters inform parents of past and current curriculum related activities as well as planning for future assignments, tests, and activities. Parent meetings are held for each grade level at the beginning of the year to explain curriculum and expectations of students. Students use a daily organizer to improve communication between school and home.

Members of our PTO are very involved in daily activities and special projects. Parent and community volunteers are welcomed as they assist classroom teachers and communicate the achievements of Hazel Dell to the community.

Conferences between parents and teachers are planned as part of the school calendar twice each year, in the fall and early spring. Teachers and parents also use telephone conferences, e-mail communication, and additional personal conferences throughout the year as needed.

Individual ISTEP+ test results and NWEA test results are sent home to parents with a letter explaining the scores. Our community is informed of the ISTEP+ results of each grade level group tested through the school newsletter, school website, news media, parent groups, and community groups. The Indiana Department of Education has a website available that shows statistics for every public school in the state.

### **4. Sharing Success:**

Our faculty members actively participate in professional development and committee assignments for our school and district. Teachers share and model effective teaching strategies. Hazel Dell's open door policy has enabled other schools to observe literacy instruction and classroom management styles. The Student Services Department meets monthly to share successes and educate others of new best practices. Discussions in math and language arts have led to the adoption of Power Standards that are emphasized in daily lesson planning and year long grade level plans.

Highly qualified teachers serve as mentors to beginning teachers. Opportunities are available for practicum experiences for students preparing to graduate in education. Faculty members from our school have served on committees in other districts being evaluated for school accreditation.

Hazel Dell teachers have presented at both state and national conferences. Many of our teachers are actively involved in professional organizations such as Indiana State Reading Association, Indiana Computer Education, Association of Indiana Media Educators, and Indiana Association for the Education of Young Children.

Hazel Dell students have been successful participants in regional Science Fair, Spelling Bee, and Young Authors. Our students have won first place ratings in state and national Student Media Fairs for the past eight years.

Our corporation website which links to each school, communicates awards, recognitions, and other accomplishments. Other pertinent information, including our school's bi-weekly newsletter, is also available to parents and community members.

## PART V - CURRICULUM AND INSTRUCTION

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### 1. Curriculum:

The No Child Left Behind Act of 2001 and the Indiana State Academic Standards define the educational program at Hazel Dell. This accountability system holds schools responsible for educating Indiana students based on grade level standards and challenges them to continuously improve achievement. The staff works together to build the state standards and literacy skills into the curriculum. This ensures that instruction is research-based, meaningful, and engaging.

A major focus at Hazel Dell is proficiency in language arts. Hazel Dell believes that all students must read and comprehend at or above grade level. To accomplish this, teachers use a balanced literacy approach at all grade levels. Balanced literacy is based upon current research and best practice and reflects four main approaches to teaching reading: word study, comprehension, writing, and guided reading. The focus is on integration of skills and strategies in meaningful context as well as reading for fluency and comprehension. Flexible grouping of students within a classroom allows for instruction at their instructional level, or to address varying student needs and learning styles. The language arts curriculum is supported by our leveled library of books ranging from reading levels A-Z according to Fountas and Pinnell.

The 6 + 1 Writing Traits make the characteristics of good writing clear for students. It also improves professional communication by providing a common language that helps teachers work together toward measurable writing improvement goals from year to year. Hazel Dell teachers received guidance from writing consultant Dr. Susan Page in implementing writing improvement goals for students.

Hazel Dell focuses on proficient mathematical computation, problem solving, reasoning, and connections at all levels. A comprehensive, standards based math curriculum has been designed to advance students from the understanding of basic concepts and skills to the critical thinking skills needed to be successful problem solvers. Math consultant Dr. Bob Trammell has been influential in meeting our goals in the area of mathematics.

Hands-on activities in science encourage the development of inquiry skills, process skills, and science concepts. Students use technology, periodicals, encyclopedias, etc. to provide more in-depth understanding of classroom instruction and to extend student learning. Students model the process of scientific investigation through inquiries, fieldwork, lab work, journals, essays, lab reports, and procedural summaries.

Our social studies curriculum begins with developing the connected body of historical, civic, and social understandings and competencies, and is a comprehensive foundation of integrated skills for thinking, inquiry and participation in a democratic society. The standards based curriculum also includes instructional strategies to help students understand their place in the world and to develop geographic concepts that enable them to make connections between people and places.

All our students participate in art, music, and physical education on a 3-day rotation whereby they have one special class daily. All three areas have developed a yearlong state standards-based curriculum that reflects connective learning to the grade level curriculum. Interweaving these disciplines into our overall curriculum helps to develop reasoning and logical thinking skills within our students. Through the related arts, students create and display many literature-based art activities, take part in musical performances, and enjoy a trip to experience the Indianapolis Symphony Orchestra. In physical education the emphasis is put on personal fitness and individual skill development as opposed to competitive sports.

### 2a. (Elementary Schools) Reading:

Our K-4 reading curriculum is a balanced literacy approach that addresses the varied individual learning styles of our students. The balanced approach combines language and literature-rich activities aimed at enhancing meaning, understanding, and the love of language. Skills are taught in developmental stages. The primary reading curriculum incorporates systematic instruction in phonemic awareness and phonics. A developmental process is utilized to encourage writers as they transition from emerging to conventional spellers. Phonics is used to enrich real-life connections.

For young students to become independent readers, our curriculum continues to rely on the basic skills that

will promote reading comprehension. As children learn to read, they learn the relationship between spoken and written language. An emphasis is placed on reading strategies using a variety of resources. Application of these strategies empowers the student with the skills necessary to experience success in all curriculum areas.

Instruction of our reading curriculum utilizes a wide range of teaching methods that include the use of integrated themes, read alouds, shared reading, guided reading, independent reading, vocabulary cards, word walls, choral/oral reading, stories on tape, listening stations, Big Books, songs, poems, and whole/small group reading instruction and literacy stations. Modeled or shared writing supports the reading development and produces text that students can read independently. Responding to the text activities builds on the understanding developed and engages the students in meaningful literacy activities such as written responses, oral responses, arts and crafts, and reading related literature. Our PTO and school library sponsor a children's author visit every year. We have hosted Steven Kellogg, J. Patrick Lewis, Phyllis Naylor, Jerry Pallotta, and Margie Palatini. Participation in the Young Authors Program and Author's Chair provides an opportunity for the student to read their writing to the class. Technology stations are used in writing, reading, keyboard practice, research, telecommunications, and creative games.

The high ability program at Hazel Dell utilizes the Junior Great Books program. Students use shared inquiry to develop lifelong skills of careful reading, analyzing, developing and defending opinions with evidence, independent thinking, evaluating multiple perspectives, and thoughtful writing. We use Reading Counts to provide an incentive encouraging reading. With our open access library, our students are able to check out library books to help them gain fluency through added practice in books that are of interest to them personally.

### **3. Additional Curriculum Area:**

Our math goals were developed to ensure that all students become mathematically literate. The students experience mathematics in the context of the guidelines outlined in the Indiana State Academic Standards and the NCTM K-12 standards. Grade-Level Power Standards were identified to create a comprehensive curriculum across the district. Students participate actively in cooperative and independent learning settings that provide opportunities to learn important math concepts, mathematical knowledge, and procedures for understanding. Math computation skills are practiced on a consistent basis and are extended into activities that focus on diverse and complex problem-solving situations that arise from relevant, real-life circumstances. At each grade level, various types of opening activities engage the students in some form of problem solving that may be a review, an extension, or a challenge of mathematics skills. Primary grades reinforce math concepts daily focusing on money, calendar skills, grouping, place value, and fractions. Upper grades use activities from sources such as TOPS (Techniques of Problem Solving), ADD (Arithmetic Developed Daily), and the Problem of the Day. Sunshine Math, an optional weekly problem-solving program, is offered to all students to provide a home-school mathematics connection. A district-wide spiral math review and quarterly assessments are used to monitor student learning.

Our students are taught to be able to design problems and generate appropriate solutions. We encourage the use of critical thinking skills, reasoning, communicating, and connecting concepts within and outside of mathematics in solving mathematical problems. Students model, ground, and enrich their understanding of concepts by linking them to multiple forms of representation (e.g., diagrams, graphs, tables, simulations/computer visualizations, manipulative and symbolic expressions). Students make appropriate and ongoing use of technology, including calculators and computers, as tools for learning mathematics. Our mathematics curriculum strives to prepare students to be lifelong learners using methods that convey the relevance of mathematics to the real world through the use of hands-on activities with manipulatives, high-interest problem solving questions, logic puzzles, math riddles, and interactive websites. Students use the manipulatives and technology to explore mathematical ideas, model mathematical situations, analyze data, calculate numerical results, and solve problems.

### **4. Instructional Methods:**

A full spectrum of learning styles is represented among the students at Hazel Dell. The staff strives to recognize the early signs of learning difficulties and quickly responds with appropriate interventions matched to meet each student's unique needs. A wide variety of instructional tools are incorporated into daily methods that include 4-Block, whole group, leveled groups, and literacy stations. Students use the

schools' two computer labs for reinforcement, enrichment, research, and projects. These activities provide alternative forms of assessment upon which to base student performance. The Hazel Dell staff gathers data and monitors student progress to increase the level of interventions and evaluate the effectiveness of instruction to meet the diverse learning needs. Research-based strategies, tools, and differentiated activities are quickly implemented that support our instruction and core curriculum.

Motivating activities such as role playing, mock elections, research projects, and the use of technology helps pique students' interests and provide a springboard for future learning. Print-rich literacy opportunities are evident throughout the school on bulletin boards, hallway banners, and hallway messages.

The instructional methods utilized during regular school hours are carried over into our extracurricular clubs. Picasso Art Club, Math Masters, Readers & Writers, Media Kids, (to name just a few) actively engage students in learning.

## **5. Professional Development:**

Teachers participate in on-going professional development activities throughout their careers by taking advantage of opportunities to learn new skills, new instructional strategies, and new knowledge. These are linked to effective practice such as participating in workshops, attending professional meetings, reading professional journals, and conducting classroom research. Teachers are involved in book studies that support the continuous improvement plan. These studies have included the books: *Strategies That Work*, *The Power of Reading*, *The Boys and Girls Learn Differently Action Guide for Teachers*, *Raising Self-Reliant Children in a Self-Indulgent World*, *Failure Is NOT an Option*, and *When a Child Struggles in School*.

C.L.A.S.S. is a staff development process that is used district-wide to promote the philosophy that learning occurs in a climate, in a community, with a curriculum that reflects time-honored and emerging principles about learning. Teachers receive monthly C.L.A.S.S. E-Tools to support their efforts to implement balanced literacy in the classroom. Hazel Dell has an assigned C.L.A.S.S. coach, a highly skilled educator from outside the school, who works with our teachers on a regular basis.

Teachers have weekly grade level meetings for collaboration and planning. They work and plan with others in their learning communities in the co-development of curricular units and sharing instructional strategies. The staff participates in selecting and/or adopting curriculum, textbooks, and instructional materials/programs.

Noblesville Schools, along with Hazel Dell, is committed to continuous growth and learning for students and teachers. The evaluation format for non-permanent teachers focuses on mastery of the four domains of professional practice as described in the work of Charlotte Danielson and Thomas McGreal. The evaluation program for permanent teachers focuses on professional growth and learning. It requires teachers to accept responsibility for their continued professional growth for the purpose of improving student learning. To guide this growth, teachers identify student knowledge and/or skills that they wish to improve through changes in their own professional practice. Teachers document and communicate the results of their efforts at the conclusion of each school year.

As a school, we share a vision of what we want for students. We all strive for personal mastery but we work as a team to become better. We not only create joy in our teaching, but we also make sure students experience the joy in learning.

# PART VII - ASSESSMENT RESULTS

Subject Reading (ELA) Grade 3 Test ISTEP+

Edition/Publication Year 2002-2006 Publisher CTB/McGraw-Hill

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	September	September	September	September	September
<b>SCHOOL SCORES*</b>					
% "Meeting" plus % "Exceeding" State Standards					
Pass	93	91	98	96	91
% "Exceeding" State Standards					
Pass Plus	19	22	29	28	25
Number of students tested	114	139	113	109	88
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
1. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
Pass	90	67	100	92	59
% "Exceeding" State Standards					
Pass Plus	0	6	36	8	17
Number of students tested	21	18	14	12	12
2. Special Education					
% "Meeting" plus % "Exceeding" State Standard					
Pass	75	63	92	87	65
% "Exceeding" State Standards					
Pass Plus	8	0	8	20	15
Number of students tested	12	19	13	15	20
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	September	September	September	September	September
<b>SCHOOL SCORES*</b>					
% "Meeting" plus % "Exceeding" State Standards					
Pass	94	91	96	96	79
% "Exceeding" State Standards					
Pass Plus	18	31	36	25	26
Number of students tested	114	139	113	109	88
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
1. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
Pass	95	67	93	92	25
% "Exceeding" State Standards					
Pass Plus	5	22	29	8	8
Number of students tested	21	18	14	12	12
2. Special Education					
% "Meeting" plus % "Exceeding" State Standard					
Pass	83	58	85	87	50
% "Exceeding" State Standards					
Pass Plus	8	11	31	13	15
Number of students tested	12	19	13	15	20
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	September	September	September		
<b>SCHOOL SCORES*</b>					
% "Meeting" plus % "Exceeding" State Standards					
Pass	95	96	95		
% "Exceeding" State Standards					
Pass Plus	18	27	16		
Number of students tested	159	120	129		
Percent of total students tested	100	100	100		
Number of students alternatively assessed	0	0	0		
Percent of students alternatively assessed	0	0	0		
<b>SUBGROUP SCORES</b>					
1. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
Pass	87	79	85		
% "Exceeding" State Standards					
Pass Plus	4	7	0		
Number of students tested	23	14	13		
2. Special Education					
% "Meeting" plus % "Exceeding" State Standard					
Pass	79		78		
% "Exceeding" State Standards					
Pass Plus	8		6		
Number of students tested	24		18		
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	September	September	September		
<b>SCHOOL SCORES*</b>					
% "Meeting" plus % "Exceeding" State Standards					
Pass	95	94	97		
% "Exceeding" State Standards					
Pass Plus	30	33	29		
Number of students tested	159	120	129		
Percent of total students tested	100	100	100		
Number of students alternatively assessed	0	0	0		
Percent of students alternatively assessed	0	0	0		
<b>SUBGROUP SCORES</b>					
1. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
Pass	91	79	85		
% "Exceeding" State Standards					
Pass Plus	17	14	8		
Number of students tested	23	14	13		
2. Special Education					
% "Meeting" plus % "Exceeding" State Standard					
Pass	83		83		
% "Exceeding" State Standards					
Pass Plus	13		6		
Number of students tested	24		18		
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					