North Elementary School

School Wide Improvement Plan
2023-2026

440 North 10th Street
Noblesville, IN 46060
317.773.0482

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

Robert Lugo, Principal
Angie Gingerich, Assistant Principal
Staci Scott-Stewart, 3rd Grade Teacher
Laura Hinshaw, Resource Teacher
Kim Walton, Instructional Coach
Courtney Chamberlin, Parent

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Committee Members	Name	Position
Chairperson	Robert Lugo	Principal
Member	Angie Gingerich	Assistant Principal
Member	Staci Scott Stewart	Teacher
Member	Laura Hinshaw	Teacher
Member	Courtney Chamberlin	Parent
Member	Kim Walton	Coach

Continuous School Improvement Plan

Section I: School Profile

Vision, Mission, and Commitments:

All Noblesville's schools share a common Mission, Vision, Commitments, and Framework for Learning. These foundation documents collectively define who we are, communicate what we value, guide our work, and drive our decisions as an individual school and district. They are aligned and mutually reinforcing to ensure the development of the whole child and the highest levels of academic growth and achievement.

Our mission describes the everyday experiences we provide to our students, staff, and school community: *Noblesville Schools creates an inclusive, learner-centered culture that develops future-ready skills through relevant experiences supported by strong relationships that celebrate diversity and promote equity among students, staff, parents, and the community.*

Our vision describes a future we desire for our students, staff, and school community. We believe that living our mission daily will help us to accomplish this desired future: *We are engaged in intellectual pursuits, inspired to challenge the present, and empowered to adapt, innovate, and succeed today and tomorrow.*

Our commitments describe the behaviors we believe are necessary to live our mission and accomplish our vision. Noblesville Schools is committed to:
- *Teaching students to think critically, engage in dialogue, listen, consider multiple perspectives, use their voice, and value the humanity of others.*
- *Promoting equity, access, participation, and honoring the rights of all students, staff and families through our policies, procedures, and practices.*
- *Responding to and meeting the unique needs of students, staff and families.*
- *Cultivating trust, valuing dignity, empathy, and respect for students, staff, and families through words and actions.*
- *Engaging in ongoing, relevant, equity-centered professional development to create more equitable opportunities for all.*
- *Recruiting, supporting, retaining, and continually developing a culturally competent staff.*

Framework for Learning:

This Framework for Learning establishes the overall and expected organization of curriculum, instruction, assessment, and learning environments within every school and classroom in the district. All practices, professional development, and allocation of resources will directly support and promote the elements of this framework to facilitate the highest levels of academic growth and achievement.

Learning-Centered and Collaborative Culture: *Professional Learning Communities facilitate a focus*

on learning, a collaborative culture, and results orientation. These collaborative teams provide the structure through which the guaranteed and viable curriculum, meaningful learning experiences, and purposeful assessment and reflection are implemented, monitored, and adjusted to facilitate continuous improvement, student learning, and growth and development of the whole child.

Meaningful Student Learning Experiences: *Meaningful student learning experiences are facilitated through consistent and effective application of clear standards of professional practice and high-quality strategies for teaching, leadership, and professionalism. These standards and strategies are commonly defined through our Professional Growth and Evaluation Program, which establishes expectations for all Noblesville Schools educators, includes students as active participants in their learning, and provides all students the access and opportunity to meet and exceed their potential.*

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

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

Description of the Curriculum:

The curriculum in Noblesville Schools is the path of learning for a yearlong course or grade level content area, designed based on Indiana Academic Standards, by collaborative teacher teams, to achieve student learning of specific academic skills and concepts. The curriculum stems from Indiana Academic Standards and is guided by a backwards design process to create meaningful units of learning for students. Certified teachers at Noblesville Schools examine the Indiana Academic Standards, use a framework to plan units, and then deliver instruction with curriculum materials that support the standards. The curriculum section of the Noblesville Schools' website provides the public information and resources regarding curriculum materials, including instructions for parents to enroll as observers through our Canvas learning management system to access the most up-to-date curriculum content for their child. This step-by-step guide, available in Spanish, is also available to assist parents in this process. Specific details regarding the elementary and secondary curriculum are provided below.

The elementary curriculum includes Reveal Math, Units of Study in Reading and Writing by Teachers College Reading and Writing Project Staff, Units of Study in Phonics (Grades K-2) by Teachers College Reading and Writing Project Staff, Heggerty Phonemic Awareness Curriculum (Grades K-2)

by Literacy Resources, LLC, and Fountas & Pinnell Word Study System (Grades 3-5) by Heinemann. Second Step is used as the elementary curriculum for directly teaching students appropriate problem-solving and emotion management skills for school. In addition, students engage in daily related arts programming (art, music, computer technology, physical education, and STEAM). The curriculum section of the Noblesville Schools' website offers resources and curricular materials for the public to review, and also provides information encouraging parents/guardians to enroll as Parent Observers in the learning management system of Canvas for the most up-to-date information about the curricular content in their child's current course schedule. Several options are included for assistance in enrollment, such as this step-by-step guide, and all information is available in Spanish as well.

Name/Description of Assessments in Addition to ILEARN:

- **WIDA ACCESS** - A state assessment for English language learner students in Kindergarten through grade 12 that measures a student's current level of English proficiency and is also used for accountability purposes.
- **NWEA MAP Growth** - A nationally normed, computer-adaptive assessment for measuring achievement and growth in Kindergarten through grade 8 in math and reading.
- **IREAD-3** - A state assessment that measures foundational reading standards at grade 3 and meets the requirements of state law (House Enrolled Act 1367).
- **NWEA MAP Fluency Dyslexia Screener** - A universal screener that measures foundational reading skills and meets the requirements of Indiana law (SB 217).

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

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

North Elementary delivers, monitors, and analyzes instruction at our school through data meetings, team meetings, and MTSS. As part of our process, grade-level teams meet at least once a week with many teams meeting more often to plan for instruction. Grade-level common assessments have been created. These are instituted every 9 weeks and teachers meet to utilize the STAR time to individualize instruction. Teachers have also been trained to use NWEA reading benchmark assessment as well as Fountas and Pinnell benchmarking. Teachers have been trained to utilize these benchmarks to guide individual, small group instruction, and supplemental supports.

Through data collected by NWEA and scholar performance, we provide and create grade-level-specific plans to meet the needs of those struggling and those who need enrichment in academic-specific areas. Our reading program utilizes a three-tiered model. Staff documents each student's response to core instruction and instructional interventions. In this process, teachers identify and request assistance for students who are not responding to the core literacy curriculum.

We look at instruction in three tiers – instruction for the whole group – more intense intervention for those students who did not master the material in the core program– and then more intensive individualized instruction for any student in which tiers one and two were not successful.

Our staff utilizes PLC meetings throughout the year to explain and monitor the validity of the intervention for each student. This practice will ensure that our students and teachers are noticing the growth taking place and will be able to move them into the appropriate groups. For students in tiers 2 and 3 in our MTSS process, North Elementary utilizes a variety of reading intervention programs. These programs are research-based reading interventions proven to help students succeed: LLI, OG, Road the Code, and Rime Magic to strengthen and enhance the core reading program. They address the five essential components of reading. These programs are used as tier-two and tier-three interventions. We utilize explicit direct instruction as an additional practice for students who have not been successful in the core reading program. Included in the program are validated diagnostic and prescriptive tools to determine needs and put students back on track. It is a guideline of the North Elementary instructional team that when a student has been taught at all three tier levels and remains unsuccessful, a referral to our MTSS team can be made.

This in-house team uses the process of creative problem-solving to identify skill deficits and provide research-based targeted interventions. Members of our staff have participated in creative problem-solving for general education interventions. A case-specific MTSS team is selected by examining the child's background information submitted by the teacher. As the team meets, everyone is encouraged to take ownership of the child's success, and multiple staff members support each intervention that is selected by the team.

Parents and family members have the opportunity to be a part of the team. This allows the partnership to stretch into the home as well. The school has also invited outside support persons into the RTI/MTSS setting. These have included therapists, behavior specialists, and information from doctors.

Section II: Description of Current Educational Programming and Learning Environment

Maintaining a Safe and Disciplined Learning Environment for All Students and Staff:

Noblesville Schools provides a safe and disciplined learning environment for all students and teachers. Each school's handbook is provided annually to parents, available on the district's website, and clearly defines the guidelines and expectations for students and families. Noblesville Schools uses positive behavior supports and restorative practices to promote and maintain a safe and positive learning environment. Schools regularly collect and analyze students' behavior and attendance data as well as surveys regarding the school environment.

Noblesville Schools uses a tiered approach to academics and behavior called a Multi-Tiered System of Supports to ensure all students achieve their highest potential. This structure provides the necessary instruction and support for all students to achieve their academic, social, emotional, and behavioral goals. Noblesville Schools staff utilizes a variety of data in order to identify and assist students needing additional instruction and/or support. These data include but are not limited to, grades, NWEA assessments, attendance, standardized scores, and discipline reports.

If a student is having difficulty academically, socially, or behaviorally, school personnel work to assist the student with skills that will help them improve the skills not yet mastered. As supplemental supports become more intense, results are used to make decisions about the need for further research-based instruction and possible educational evaluation for special education services. Noblesville Schools places an emphasis on early identification through universal screenings, supplemental supports and self-advocacy supports for student learning.

Addressing the Learning Needs of all Students, Including Exceptional Learners (SWP Component #9):

Noblesville Schools operates as a Professional Learning Community (PLC). Staff are organized into high-performing collaborative teams that meet regularly to focus on student learning. We believe that a team is a group of people working *interdependently* to achieve a *common goal,* for which members are held *mutually accountable*. Collaborative teams are fundamental to operating successfully as a PLC and include all teachers and staff in a school community. (DuFour, DuFour, Eaker, & Many, 2006. *Learning By Doing: A Handbook for Professional Learning Communities at Work.* Bloomington, IN: Solution Tree). Collaborative teams work together to continuously improve student learning and success by addressing the four questions of a PLC:
1. What do we want students to learn?
2. How will we know if they've learned it?
3. What will we do if they haven't learned it?
4. What will we do if they already know it?

Noblesville Schools also uses a tiered approach called a Multi-Tiered System of Support (MTSS) to ensure all students achieve their highest potential. This structure provides the necessary instruction and supports needed to allow all students to achieve their academic, social, emotional, and behavioral goals. School staff utilize a variety of data sources to identify and assist students needing additional instruction and/or support. These data sources include, but are not limited to, standardized assessment scores, NWEA scores, locally developed assessment scores, student grades, attendance, social and emotional data, and discipline reports. Noblesville Schools believes that children do well when they can. If a student is having difficulty academically, socially, emotionally, or behaviorally, school personnel work to assist the student with skills that will help them improve the skills not yet mastered. As supplemental supports become more intense, results are used to make decisions about the need for further evidence-based instruction and possible educational evaluation for special education services. Noblesville Schools places an emphasis on early identification through universal screenings, supplemental support, and self-advocacy support for student learning. Noblesville Schools provides high-ability program services for students who have been identified as performing at high levels academically, attitudinally, and/or through exceptional gifts, talents, motivations, or interests. Therefore, Noblesville Schools acts to identify and challenge students through enriched and accelerated curricula. Students may be identified as having high ability in math, English/language arts, or both.

Implementation of Schoolwide Reform Strategies (SWP Component #2):

North teachers follow a comprehensive literacy framework that includes Reading Workshop, Word Study, and Writing Workshop. North teachers also implement Math Workshop using the REVEAL Math program which includes formative and summative assessment. North implements Project Lead The Way (PLTW) which empowers students to develop and apply in-demand, transportable skills by exploring real-world challenges. Through the LAUNCH curriculum students learn computer science, engineering, and biomedical science, students not only learn technical skills, but also learn to solve problems, think critically and creatively, communicate, and collaborate. North also provides teachers with the training, resources, and support they need to engage students in real-world learning.

Any North student who struggles with academics or behavior is promptly placed in a three-tiered MTSS program. If the student responds to Tier 2 or Tier 3 strategies, then the general education plan continues as scheduled.   If a student continues to not respond to interventions, he/she will be referred to be evaluated for special education services. North provides services for students with emotional disabilities, mild mental disabilities, learning disabilities, other health impairments, communication disorders, and occupational and physical disabilities. Approximately 23% of students are served by an Individual Education Plan.

North also serves many students in grades K-5 through Title I services, a federally funded program. Title I services can include guided reading, Leveled Literacy Intervention, Road to the Code, Road to Reading, SRA, Orton Gillingham, and other skill-specific interventions based on individual student needs. Supplemental supports are supported through Title one and the MTSS process focusing on the neediest students.

High-ability students receive rigorous and advanced instruction in language arts and/or mathematics. Students qualify for high-ability programming through a district-wide process that includes several measures of achievement and assessments for high-ability potential. Instruction in kindergarten and first grade is provided through differentiation within the classroom. Beginning in second grade, students may be placed in a high-ability cohort for advanced math. The high-ability program in grades K through five is known as FOCUS (Flexible Opportunities to Challenge US). In K through fifth grade, approximately 10% of North students qualified for the ELA and/or Math FOCUS program for the 2022-23 school year.

Parental Participation: Strategies to Increase Parental Involvement (SWP Component #6):

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

At North we value our family involvement. Monthly activities are scheduled to encourage parental involvement (PTO-sponsored activities, Literacy Night, Class newsletters, bi-weekly school newsletter, Veterans Day, Grandparent's Day, Parent/teacher conferences, Family projects, Back to School Night, Meet the Teacher Night, Math Night/Science, Winter Sing along, Game and Grandparents Night, Savor Noblesville, and Writing celebrations). Parents are invited to attend meetings (parent-teacher conferences, MTSS meetings, Case Conferences) to discuss their child's

progress at school. When weaknesses have been identified. These materials are available to all parents.

The district communicates with parents in multiple ways. The school's website, Twitter, and Facebook page keep parents informed about activities at the school. In addition, parentsquare calls can be used to send information to all parents with phone numbers and/or emails. The school also publishes a bi-weekly newsletter. At the beginning of the year, parents are provided with a Home-School Family Compact, which is a written agreement of what the school, parents, and students will do to ensure student success.

Our school has a strong PTO. During PTO meetings and family engagement group meetings, parents have opportunities for decision-making related to the education of their children. Our PTO hosts events such as Grandparents and Games event, Literacy Night, Veteran's Day, and Movie Nights.

Coordinate Technology Initiatives:

All Noblesville schools coordinate technology initiatives under the guidance of the District Technology Plan. This plan is developed in collaboration with stakeholders from across the school community. Representatives from each school should work in conjunction with district leadership to ensure that the plan reflects the individual needs of each school.

Building level professional learning should include formal and informal opportunities for educators to build confidence and competence to design learning experiences that promote creativity and active learning through the integration of digital curricular resources and tools.

Career Awareness and Career Development Education Curriculum:

Noblesville Schools recognizes that each student, regardless of background, has unique abilities, skills, interests, and goals, which will lead to future career pathways. Preparing all students for future career pathways begins in elementary school and spans through high school graduation. Noblesville Schools' career awareness and career development education curriculum is comprehensive in scope, developmental in nature, and is focused on preparing our students for the ever-changing needs of today's workforce. The learning progression focuses on self-concept and awareness, career awareness and exploration, acquiring employability skills, career preparation, and planning. Elementary students begin their journey through self-concept and career awareness activities and lessons. In middle school, students continue to explore the world of work and further identify their interests, abilities, specific career clusters, and postsecondary plans. As students enter high school, career exploration continues, and preparing and planning becomes a priority as students near graduation.

North Elementary also participates in JA BizTown which combines in-class learning with a day-long visit to a simulated town. This learning experience allows North Elementary students to operate banks, manage restaurants, write checks, and vote for mayor. Students are able to connect the dots between what they learn in school and the real world.

Every student K-5 participates in STEAM class. This class includes PLTW which empowers students to develop and apply in-demand, transportable skills by exploring real-world challenges. Through the LAUNCH curriculum students learn computer science, engineering, and biomedical science, students not only learn technical skills, but also learn to solve problems, think critically and creatively, communicate, and collaborate.

These activities include:

- Discuss the roles they play as citizens, workers, and consumers in their community and relate those roles to the free enterprise system.
- Discuss the importance of citizen rights and responsibilities in a community.
- Demonstrate a basic understanding of the free enterprise system.
- Build money management skills through a practical knowledge of economic concepts and banking practices.
- Develop an understanding of basic business practices and responsibilities.
- Display the soft skills necessary for successful participation in the world of work.

List of Statutes and Rules to be Suspended from Operation:

There are no statutes and/or rules to be suspended from operation.

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

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

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

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

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

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

Strategies to attract HQ new teachers include the following:

- Maintain competitive salaries and benefits
- Advertise open positions through a variety of platforms
- Implementat New Education Induction Program
- Partner with local universities providing teacher preparation programs
- Implement "Grow our Own" program where we are keeping in contact with Noblesville School graduates who completed our cadet teaching program and are going on to college in the area of Education
- Nurture a positive school atmosphere where employees want to work
- Utilize supportive and highly involved Parent Teacher Organizations to assist with recognition of all staff members
- Provide information about the schools' professional learning communities, high-quality professional development and school leadership opportunities.
- Attend university recruitment days at local universities
- Collaborate with university student-teaching programs

Strategies to Support Teacher Retention

- New Educator Induction and Mentoring Program
- Book Study Groups
- Laptops, and document cameras into every classroom supporting the district technology goals
- High-quality professional development opportunities with choice when appropriate to drive individual teacher learning
- Instructional coaches support teachers individual instructional goals
- Teacher appreciation days provided by administration and parent groups
- Development of a school-wide vision and motto to unify staff, students, parents, and other members of the school community.
- Data meetings with administration to celebrate academic success.
- Social committee's organization of staff celebrations, gatherings, and special events.

Employ Effective Teachers (SWP Component #3)

Teacher's Name:	Assignment:	Verification of HQ status:	Location of documentation on HQ status:
Courtney Chamberlin	Media Specialist	• Bachelor's degree • Elementary teaching license • Passed Praxis II	Central office – HR files
Sierra Norman	Grade K	• Bachelor's degree • Elementary teaching license • Passed Praxis II	Central office-HR files
Kim Walton	Coach	• Bachelor's degree • Elementary teaching license • Passed Praxis II	Central office – HR files
Samantha Cooper	Grade K	• Bachelor's degree • Elementary teaching license • Passed Praxis II	Central Office-HR
Alexandra Swanson	Grade 1	• Bachelor's degree • Elementary teaching license • Passed Praxis II	Central Office- HR files
Erin Minnich	Grade 1	• Bachelor's degree • Elementary teaching license • Passed Praxis	Central Office- HR files
Erin Garibay	Grade K	• Bachelor's degree • Elementary teaching license • Passed Praxis II	Central Office- HR files
Stephanie Etchison	Grade 2	• Bachelor's degree • Elementary teaching license • Passed Praxis II	Central Office- HR files
Emily Dage	Grade 1	• Bachelor's degree • Elementary teaching license • Passed Praxis II	Central Office- HR files
Lorin Costello	Grade 2	• Bachelor's degree • Elementary teaching license • Passed Praxis II	Central Office- HR files
Brooke Wade	Resource	• Bachelor's degree • Elementary teaching license • Passed Praxis II	Central Office- HR files
Staci Scott-Stewart	Grade 3	• Bachelor's degree • Elementary teaching license • Passed Praxis II	Central Office- HR files

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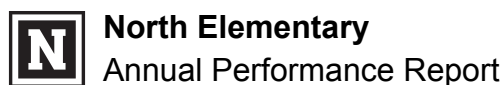|			
Lisa Doerr	Grade 2	• Bachelor's degree • Elementary teaching license • Passed Praxis II	Central Office- HR files
Maribeth Sellers	Grade 3	• Bachelor's degree • Elementary teaching license • Passed Praxis II	Central Office- HR files
Rebekah Helming	Grade 4	• Bachelor's degree • Elementary teaching license • Passed Praxis II	Central Office- HR files
David Kimmel	Grade 5	• Bachelor's degree • Elementary teaching license • Passed Praxis II	Central Office- HR files
Hanna Wartenberg	Grade 4	• Bachelor's degree • Elementary teaching license • Passed Praxis II	Central Office- HR files
Tyler Thompson	FAP	• Bachelor's degree • Elementary teaching license • Passed Praxis II	Central Office- HR files
Casie Bussel	Resource	• Bachelor's degree • Elementary teaching license • Passed Praxis II	Central Office- HR files
Abigail Christainsen	Life	• Bachelor's degree • Elementary teaching license • Passed Praxis II	Central Office- HR files
Bryce Stephens	Life	• Bachelor's degree • Elementary teaching license • Passed Praxis II	Central Office- HR files
Melissa Bostic	Grade 3	• Bachelor's degree • Elementary teaching license • Passed Praxis II	Central Office- HR files
Elizabeth Clarey	Grade 5	• Bachelor's degree • Elementary teaching license • Passed Praxis II	Central Office- HR files

Allison Goff	Grade 4	- Bachelor's degree - Elementary teaching license - Passed Praxis II	Central Office- HR files
Jami Gersonde	Grade 5	- Bachelor's degree - Elementary teaching license - Passed Praxis II	Central Office- HR files
Heather Dierckman	OT	- Bachelor's degree - Elementary teaching license - Passed Praxis II	Central Office- HR files
Chloe Dell	Resource	- Bachelor's degree - Elementary teaching license - Praxis 2	Central Office- HR files
Laura Hinshaw	Special Education	- Bachelor's degree - Elementary teaching license 100 Points on Houuse	Central Office- HR files
Staci Law	Special Education	- Bachelor's degree - Elementary teaching license - Passed Praxis II	Central Office- HR files
Corie Elkin	Learning Specialist	- Bachelor's degree - Elementary teaching license - Passed Praxis II	Central Office- HR files
Kim Arrowood	PE	- Bachelor's degree - Elementary teaching license - Passed Praxis II	Central Office- HR files
Lisa Fritz	ART	- Bachelor's degree - Elementary teaching license - Passed Praxis II	Central Office- HR files
Janene Krent	Music	- Bachelor's degree - Elementary teaching license - Passed Praxis II	Central Office- HR files
Brenna Michels	EL Specialist	- Bachelor's degree - Elementary teaching license - Passed Praxis II	Central Office- HR files
Emily Griggs	Learning Specialist	- Bachelor's degree - Elementary teaching license - Passed Praxis II	Central Office- HR files

Paraprofessional's Name:	Assignment:	Indicator HQ status:	Location of documentation of HQ status:
Laura Johnson	Instructional Assistant	Transcripts showing at least two years of college or more	HR files
Julie Pittman	Instructional Assistant	Transcripts showing at least two years of college or more	HR files
Becky Simac	Instructional Assistant	Transcripts showing at least two years of college or more	HR files
Julie Formato	Instructional Assistant	Transcripts showing at least two years of college or more	HR files
Kristie Fay	Instructional Assistant	Transcripts showing at least two years of college or more	Hr
Ellen Berger	Instructional Assistant	Transcripts showing at least two years of college or more	Hr
Emily Templeton	Instructional Assistant	Transcripts showing at least two years of college or more	HR files
Gabriella Popa	Instructional Assistant	Transcripts showing at least two years of college or more	HR files
Lucy Hienzman	Instructional Assistant	Transcripts showing at least two years of college or more	HR files
Jerrica Johnson	Instructional Assistant	Transcripts showing at least two years of college or more	HR files
Tori Lindamood	Instructional Assistant	Transcripts showing at least two years of college or more	HR files
Ronda Strausbaugh	Instructional Assistant	Transcripts showing at least two years of college or more	HR files

Carmen Newcomb	Instructional Assistant	Transcripts showing at least two years of college or more	HR files
	Instructional Assistant	Transcripts showing at least two years of college or more	HR files
Wendy Hill	Instructional Assistant	Transcripts showing at least two years of college or more	HR files
Marisa Newcomb	Instructional Assistant	Transcripts showing at least two years of college or more	HR files
Ariadne Price	Instructional Assistant	Transcripts showing at least two years of college or more	HR files
Sheryl Russell	Instructional Assistant	Transcripts showing at least two years of college or more	HR files
Marissa Lindorf	Instructional Assistant	Transcripts showing at least two years of college or more	HR files
Anita Krach	Instructional Assistant	Transcripts showing at least two years of college or more	HR files

Section III: Summary of Data

Annual Performance Report:

N **North Elementary**
Annual Performance Report

Student ELA Achievement Results (all Students including not enrolled 162 days)

State Assessments	2020-2021			2021-2022			2022-2023		
ILEARN ELA Overall Proficient	School	District	State	School	District	State	School	District	State
Overall	**47.3**	**53.8**	**40.5**	**48.9**	**55.2**	**41.2**	**52.0**	**56.7**	**40.7**
Paid Meals	52.2	60.2	54.0	61.5	61.8	53.2	66.4	63.5	53.5
Free/Reduced Price Meals	38.8	33.1	25.9	22.4	34.4	27.0	24.7	36.5	27.2
General Education	54.4	60.5	45.6	57.5	61.7	46.9	63.3	63.1	46.2
Special Education	26.3	18.1	12.9	30.2	22.2	13.4	30.3	24.5	13.1
Non-English Language Learner	***	56.2	42.9	***	57.6	43.8	***	59.5	43.2
English Language Learner	***	9.8	11.7	***	14.9	13.9	***	11.2	13.0
Asian	***	65.5	56.7	***	60.3	56.7	***	63.3	54.9
Black	31.3	28.3	17.4	30.0	34.5	19.1	***	35.3	19.7
Hispanic	33.3	33.4	27.3	34.8	37.1	28.1	29.4	33.7	27.1
Multiracial	***	44.4	36.4	30.8	41.4	36.8	10.0	49.3	37.1
White	49.7	57.3	47.1	52.8	59.0	48.0	56.7	61.2	47.5
IREAD3 Overall Proficient	School	District	State	School	District	State	School	District	State
Overall	**81.8**	**89.8**	**81.2**	**92.0**	**91.0**	**81.6**			

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

Student Math Achievement Results(all Students including not enrolled 162 days)

State Assessments	2020-2021			2021-2022			2022-2023		
ILEARN Math Overall Proficient	School	District	State	School	District	State	School	District	State
Overall	**56.8**	**50.1**	**36.9**	**53.9**	**53.7**	**39.4**	**59.6**	**56.2**	**40.9**
Paid Lunch	64.8	56.8	50.9	68.4	60.9	51.9	72.6	63.3	54.1
Free/Reduced Lunch	42.5	28.7	22.0	23.9	31.0	24.6	35.1	34.9	26.7
General Education	64.3	55.8	41.3	63.5	59.8	44.3	69.4	61.9	45.6
Special Education	35.1	20.2	14.1	33.3	23.3	15.7	40.8	26.9	16.8
Non-English Language Learner	***	51.9	38.9	***	55.9	41.6	***	58.4	42.9
English Language Learner	***	17.3	14.2	***	17.4	17.1	***	19.5	17.9
Asian	***	65.5	56.5	***	64.9	58.2	***	66.0	58.3
Black	43.8	16.6	11.6	30.0	29.1	14.4	***	29.7	16.2
Hispanic	28.6	27.8	22.0	34.8	31.7	24.8	23.5	31.8	25.9
Multiracial	***	36.5	30.5	46.2	34.6	33.3	20.0	42.7	35.0
White	60.2	54.3	44.4	58.1	58.3	47.1	66.7	61.3	48.7

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

Attendance

	2020-2021	2021-2022	2022-2023
Overall	**96.4**	**94.0**	
Model Attendee *Students who are either persistent (in attendance for at least 96% of the school year) or improved (attendance rate improved by at least 3% from the preceding school year) attendees*		45.4	

***Suppressed due to small population

Other School Data:

Local Assessments	2020-2021		2021-2022		2022-2023	
NWEA MAP Growth Reading	**Fall**	**Winter**	**Fall**	**Winter**	**Fall**	**Winter**
Achievement (% At or Above Avg)	73.1	69.8	72.4	73.0	72.8	73.7
% of Students Who Met or Exceeded Their Projected RIT *(Fa-Wi)**		48.6		50.6		53.9
% of Students Who Met or Exceeded Their Projected RIT *(Wi-Wi)**		47.9		54.2		62.9

Achievement: Based on percentage of students in the average, high average, and high achievement percentile quintiles (41st percentile and above).
Growth: It is typical for 50-60% of students to meet or exceed their projected RIT.

Local Assessments	2020-2021		2021-2022		2022-2023	
NWEA MAP Growth Math	**Fall**	**Winter**	**Fall**	**Winter**	**Fall**	**Winter**
Achievement (% At or Above Avg)	68.9	71.5	74.4	74.6	70.4	73.2
% of Students Who Met or Exceeded Their Projected RIT *(Fa-Wi)**		54.7		57.2		55.3
% of Students Who Met or Exceeded Their Projected RIT *(Wi-Wi)**		32.7		62.5		52.2

Achievement: Based on percentage of students in the average, high average, and high achievement percentile quintiles (41st percentile and above).
Growth: It is typical for 50-60% of students to meet or exceed their projected RIT.

Panorama Student Survey Data

Panorama is a student survey that measures student's interpretations of support and school environment. The National Benchmark summarizes the percentile at which the school compares to schools across the nation through Panorama's national dataset.

	Spring 2022		Spring 2023			
	School % Favorable	National Benchmark	School % Favorable	National Benchmark	School % Favorable	National Benchmark
Engagement	70	Near 90th	72	Near 90th		
Sense of Belonging	74	Near 90th	73	Near 90th		
Teacher-Student Relationships	87	Near 99th	86	Near 99th		
Emotion Regulation	49	Near 70th	47	Near 60th		
Self-Management	73	Near 60th	71	Near 50th		
Social Awareness	73	Near 80th	67	Near 60th		

Demographic Data

	2020-2021		2021-2022		2022-2023	
	School	District	School	District	School	District
Percent Free/Reduced Lunch	33.2	22.2	26.3	20.9	40	24.3
Percent Special Education	23.1	15.7	27.9	16.5	31.9	17.4
Percent English Language Learner	2.8	4.1	2.7	4.8	4.2	5.5
Percent Asian	1.6	2.6	1.6	2.6	1.9	2.8
Percent Black	4.6	4.2	2.7	4.6	3.5	4.8
Percent Hispanic	7.6	7.5	6.6	8.2	6.6	8.7
Percent Multiracial	5.2	3.4	6.6	3.5	6.8	3.9
Percent White	79.9	81.9	81.7	80.7	80.5	79.5

District results are grades K-12 combined

English language proficiency measures whether students learning the English language are on target to develop or attain English language proficiency within six years. Student Growth Percentiles (SGPs) are used to determine whether students are making adequate growth annually to meet these targets. SGPs describe a student's learning as compared to other students sharing the same performance history as the student, or the student's 'academic peers.' English language proficiency is measured based on performance and growth on the WIDA ACCESS 2.0 assessment. Only students identified as English learners who spend most of the school year enrolled at the school are included when reporting the proficiency and growth.

	2020-2021	2021-2022	2022-2023
Met Goal or Achievement Proficiency Rate	***	***	***

Narrative of Student Learning Data:

Specific Areas Identified by the School Where Improvement is Needed Immediately, and How the School Will Address These Areas (SWP Component #1):

According to ILEARN data, IREAD-3 data, benchmark records, and locally developed assessments, students at North Elementary scored lower on Key Ideas and Textual Support/Vocabulary than other areas of literacy and on Computation than other areas of mathematics.

North will need to improve in the following areas in each grade:

ELA
Third Grade

Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the plot.	3.RL.2.3	6.5	3-12	At/Near	View
Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	3.RN.2.1	6.5	3-6	At/Near	View

Apply context clues (e.g., word, phrase, and sentence clues) and text features (e.g., maps, illustrations, charts) to determine the meanings of unknown words.	3.RV.2.1	6.5	3-6	At/Near	View

Fourth Grade

Paraphrase or retell the main events in a story, myth, legend, or novel; identify the theme and provide evidence for the interpretation.	4.RL.2.2	7.5	3-12	Below	View
Describe a character, setting, or event in a story or play, drawing on specific details in the text, and how that impacts the plot.	4.RL.2.3	6.5	3-9	At/Near	View
Refer to details and examples in a text when explaining what a text says explicitly and when drawing inferences from the text.	4.RN.2.1	6.5	3-9	At/Near	View

Apply context clues (e.g., word, phrase, sentence, and paragraph clues) and text features (e.g., charts, headings/subheadings, font/format) to determine the meanings of unknown words.	4.RV.2.1	6.5	3-12	At/Near	View

Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.	4.RL.3.2	7	3-9	Below	View

Determine the meanings of general academic and content-specific words and phrases in a nonfiction text relevant to a fourth-grade topic or subject area.	4.RV.3.2	6.5	3-12	At/Near	View

Capitalization: Capitalizing names of magazines, newspapers, works of art, musical compositions, organizations, and the first word in quotations, when appropriate.	4.W.6.2a **7**	3-9	Below	View

Fifth Grade

Determine a theme of a story, play, or poem from details in the text, including how characters respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.	5.RL.2.2 **6.5**	3-9	At/Near	View

Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	5.RN.2.2 **6.5**	3-9	At/Near	View

Quote accurately from a text when explaining what a text says explicitly and when drawing inferences from the text.	5.RN.2.1 **6.5**	3-12	At/Near	View

Select and apply context clues (e.g., word, phrase, sentence, and paragraph clues) and text features to determine the meanings of unknown words.	5.RV.2.1 **7.5**	3-9	Below	View

Describe how a narrator's or speaker's point of view influences how events are portrayed.	5.RL.3.2 **6.5**	0-6	Below	View
Compare and contrast stories in the same genre on their approaches to similar themes and topics.	5.RL.4.2 **6.5**	3-9	At/Near	View

Explain how an author uses reasons and evidence to support claims in a text, identifying which reasons and evidence support which claims.	5.RN.4.1 **6.5**	3-12	At/Near	View

To address needs in key ideas, textual support, and vocabulary, North will do the following:

Differentiated Instruction: Teachers will employ differentiated instruction techniques to meet the diverse learning needs of students. This includes using various instructional methods, materials, and resources to support students' understanding of key ideas. Teachers will provide additional textual support through relevant reading materials, articles, and texts.

Explicit Teaching of Vocabulary: North will prioritize vocabulary instruction by explicitly teaching and reinforcing key vocabulary across all content areas. This will include using vocabulary games and interactive activities to enhance students' vocabulary development. Work with the ENL collaboration teacher will be ongoing to support growth through WIDA standards.

Close Reading and Text Analysis: North will incorporate reading strategies where students are encouraged to analyze texts deeply. This involves teaching students to identify key ideas, supporting details, and textual evidence to develop a deeper understanding of the content.

Collaboration and Discussion: North will facilitate collaborative activities and discussions where students can engage in conversations centered around key ideas. Community circles and SHINE procedures will be utilized to support students.

Scaffolded Learning: North will implement scaffolding techniques to support students in comprehending complex texts and ideas.

Ongoing Assessment and Feedback: North will regularly assess students' understanding of key ideas and provide timely feedback through common formative assessments and the PLC process.

Professional Development: Biweekly professional development will focus on ELA strategies and best practices

Math

Third Grade

Solve real-world problems involving addition and subtraction of whole numbers within 1000 (e.g., by using drawings and equations with a symbol for the unknown number to represent the problem).	3.AT.1	6.5	2-7	At/Near	
Represent the concept of division of whole numbers with the following models: partitioning, sharing, and an inverse of multiplication. Understand the properties of 0 and 1 in division.	3.C.3	6.5	2-7	At/Near	View
Choose and use appropriate units and tools to estimate and measure length, weight, and temperature. Estimate and measure length to a quarter-inch, weight in pounds, and temperature in degrees Celsius and Fahrenheit.	3.M.2	6.5	2-4	At/Near	View
Find the area of a rectangle with whole-number side lengths by modeling with unit squares, and show that the area is the same as would be found by multiplying the side lengths. Identify and draw rectangles with the same perimeter and different areas or with the same area and different perimeters.	3.M.5	6.5	2-4	At/Near	View

Fourth Grade

Express whole numbers as fractions and recognize fractions that are equivalent to whole numbers. Name and write mixed numbers using objects or pictures. Name and write mixed numbers as improper fractions using objects or pictures.	4.NS.3	6.5	2-7	At/Near	View
Solve real-world problems with whole numbers involving multiplicative comparison (e.g., by using drawings and equations with a symbol for the unknown number to represent the problem), distinguishing multiplicative comparison from additive comparison. [In grade 4, division problems should not include a remainder.]	4.AT.4	6.5	2-7	At/Near	View
Add and subtract mixed numbers with common denominators (e.g. by replacing each mixed number with an equivalent fraction and/or by using properties of operations and the relationship between addition and subtraction).	4.C.6	6.5	2-7	At/Near	
Express whole numbers as fractions and recognize fractions that are equivalent to whole numbers. Name and write mixed numbers using objects or pictures. Name and write mixed numbers as improper fractions using objects or pictures.	4.NS.3	6.5	2-7	At/Near	

Fifth Grade

Add and subtract fractions with unlike denominators, including mixed numbers.	5.C.4	6.5	2-6	At/Near	View

Use a number line to compare and order fractions, mixed numbers, and decimals to thousandths. Write the results using >, =, and < symbols.	5.NS.1	7.5	2-4	Below	View

Understand, interpret, and model percents as part of a hundred (e.g. by using pictures, diagrams, and other visual models).	5.NS.6	7	2-6	Below	View

To address our needs in mathematics and specifically in computation, North will implement various strategies and initiatives.

Curriculum Enhancement:

We will be introducing a new curriculum this year in Mathematics.
Continue a dedicated robotics club to provide in-depth learning opportunities based on the PLTW curriculum.

Professional Development:

North will provide ongoing professional development for teachers through academic coaching to enhance their computational knowledge and teaching skills. Work with the ENL collaboration teacher will be ongoing to support growth through WIDA standards.

Offer individualized coaching rotations and grade-level team coaching rotations

Facilitate collaboration and sharing of best practices among teachers through PLC's

Enrichment Programs and Competitions:

Participate in robotics competitions to foster student interest and engagement in computational activities.

Encourage participation in external programs, and competitions, to provide students with additional opportunities for skill development.

Partnerships with Parents and Community:

Involve parents and guardians in their child's computational learning journey through parent-take-home resources.

Collaborate with community organizations or local businesses to provide internship opportunities and mentorships.

Scores have increased for students receiving special education services and students receiving free/reduced lunch; however, there continues to be a gap in achievement.

Section IV: Continuous and Strategic School Improvement Action Plan

The following action plan has been created based upon careful analysis of the data provided in the previous section and strategically addresses the specific areas identified by the school where improvement is needed immediately.

Noblesville Schools Continuous School Improvement Action Plan

Schoolwide Improvement SMART Goals
Objectives for continuous improvement in, at a minimum, the areas of attendance rate, ILEARN proficiency rates, and graduation rates for the school to achieve over a three-year period and how the school expects to meet these objectives.
• **Students at North Elementary School scored 59.6% in 2023 students will score 64% on the Math ILEARN exam in 2024 to meet the 2027 goal of 77%**

Schoolwide Improvement Action Plan				
Strategies, programs, and/or services to address student learning needs; methods to improve cultural competency.				
What strategies, programs, and/or services have you identified to address the needed improvement? (SWP Component #4)	**What action steps will you take to implement these strategies, programs, and/or services?**	**Who will do this work?**	**When will this work be completed?**	**What evidence will be used to measure the effectiveness of these strategies, programs, and/or services?**
Grade level Essential Standards-	PD on creating essential standards	GL, Coach, Math Lead, Principal, VP	2023-2026	Copies of school essential standards, PLC notes
Weekly Grade level PLC	Ongoing pd of Guiding coalition	Guiding Coalition, grade level teams	2023-2026	PLC notes
Focused Professional Goals for certified staff	1-1 meetings with staff	Teachers, principal, VP	2023-2026	Personnel files
Common Formative assessments	Centralized area for CFA's	GL teams	2023-2026	Copies of CFA's
Monthly MTSS PLC's	Direct monitoring	AP, Learning specialists, Teachers	Ongoing	Notes, action plans

Ongoing professional development in Math with outside consultants Ryan Flessner (K-5 mathematics)	Calendar of PD	Executive Director of Learning, Elementary Curriculum Coordinator, instructional coaches, math lead teachers, sped leads, learning specialists, teachers and staff, building administrators	2023-2026	PD plan
REVEAL math Curriculum	Summer PD, Grade level PD, Use math instructional practices aligned to Indiana Academic Standards and Process Standards for Mathematics that include relevant, realistic, and real-world experiences for all students	Teachers	2023	PD plan
District Essential standards work in Math: defining essential standards, unpacking standards into learning targets, and agreeing upon criteria for proficiency	PD on essential standards work	Assistant Supt of Learning; Executive Director of Learning; Elementary and Secondary Curriculum Coordinators	2023-2026	Copies of district essential standards. Classroom Walkthroughs, and classroom observations
Implement specific math WIDA instructional strategies and the WIDA instructional framework.	PD for teachers on instituting WIDA standards into the classroom	EL collab teacher	2023	PD Plan

All professional development programs and activities included in this plan comply with local school board policy.

Noblesville Schools Continuous School Improvement Action Plan

Schoolwide Improvement SMART Goals
Objectives for continuous improvement in, at a minimum, the areas of attendance rate, ILEARN proficiency rates, and graduation rates for the school to achieve over a three year period and how the school expects to meet these objectives.

- **Students at North Elementary School scored 52% in 2023 students will score 57.6% on the ELA ILEARN exam in 2024 to meet the 2027 goal of 74.5%**

Schoolwide Improvement Action Plan
Strategies, programs, and/or services to address student learning needs; methods to improve cultural competency.

What strategies, programs, and/or services have you identified to address the needed improvement? (SWP Component #4)	What action steps will you take to implement these strategies, programs, and/or services?	Who will do this work?	When will this work be completed?	What evidence will be used to measure the effectiveness of these strategies, programs, and/or services?
K-2 Orton Gillingham	HBM revamped PD	HBM	2023-2026	List of those trained
Grade level Essential Standards-	PD on creating essential standards	GL, Coach, Math Lead, Principal, VP	2023-2026	Copies of school essential standards, PLC notes
Bi-Weekly Grade level PLC	Ongoing pd of Guiding coalition	Guiding Coalition, grade level teams	2023-2026	PLC notes
Focused Professional Goals for certified staff	1-1 meetings with staff	Teachers, principal, VP	2023-2026	Personnel files
District Essential standards work in ELA: defining essential standards, unpacking standards into learning targets, and agreeing	PD on essential standards	Assistant Supt of Learning; Executive Director of Learning; Elementary and Secondary Curriculum Coordinators	2023-2026	Review of unit goals and alignment to learning targets Review of assessments used by collaborative teams

upon criteria for proficiency.				
Implement a comprehensive literacy framework utilizing knowledge of how the brain learns to read (Sciences of Reading) (K-5)	PLP plan	Literacy Leads, Coach, teachers, admin	2023-2026	90 minute block schedule
New K-2 Units of Study for reading and writing	Summer PD, GL PD, all school PD	Admin, coach	2023-2026	PD calendar
Common Formative assessments	Centralized area for CFA's	GL teams	2023-2026	Copies of CFA's
Monthly MTSS PLC's	Scheduled times	AP, Learning specialists, Teachers	2023-2026	Notes, action plans
90 Minute reading block	PD on utilizing the 90-minute block and comprehensive literacy	Coach, LETRS team, Admin, ESC	2023-2026	PD plan
Ongoing professional development in Reading and writing with outside consultant Celena Larkey (K-5 Reading and writing)	District PD opportunities	Executive Director of Learning, Elementary Curriculum Coordinator, instructional coaches, math lead teachers, sped leads, learning specialists, teachers and staff, building administrators	2023-2026	C
Implement specific ELA WIDA instructional strategies and the WIDA instructional framework.	PD for teachers on instituting WIDA standards into the classroom	EL collab teacher	2023	PD Plan

Noblesville Schools Continuous School Improvement Action Plan

Schoolwide Improvement SMART Goals
Objectives for continuous improvement in, at a minimum, the areas of attendance rate, ILEARN proficiency rates, and graduation rates for the school to achieve over a three year period and how the school expects to meet these objectives.
• **North will improve from 64% to 72% model attendees: Persistent attendees will improve from 62% to 70%; Improved attendees will increase from 9% to 14%. Total attendance to increase to 97%**

Schoolwide Improvement Action Plan				
Strategies, programs, and/or services to address student learning needs; methods to improve cultural competency.				
What strategies, programs, and/or services have you identified to address the needed improvement? (SWP Component #4)	**What action steps will you take to implement these strategies, programs, and/or services?**	**Who will do this work?**	**When will this work be completed?**	**What evidence will be used to measure the effectiveness of these strategies, programs, and/or services?**
Monthly Attendance meetings	Calendared meeting times	SW, Attendance secretary, AP	Ongoing	Attendance reports
ACES	Education for families whose students have attendance issues	SW, Attendance secretary, AP	Ongoing	Monthly meetings and notes
Home Visits	Calendared meeting times	SOR, AP, SW and counselor	Ongoing	Notes on visits and attendance records
Attendance contracts, Attendance letters	Contracts with students, families	AP, SW, Counselor	As needed by students	Attendance reports, copies of contracts and letters

SHINE positive procedures to support family-school partnerships	Classroom lessons on SHINE, School Wide lessons on SHINE, Teacher education on SHINE	AP, Teachers, Principal	Each Semester	Language used by teachers, Language used by students and Families

Methods to Improve Cultural Competency *Methods to improve the cultural competency of teachers, administrators, staff, parents, and students, including the identification of all racial, ethnic, language-minority, cultural, exceptional learning, and socioeconomic groups represented in the school's population; culturally appropriate strategies for increasing educational opportunities and educational performance for represented groups that are incorporated in the school's plan; and areas identified as requiring additional professional development to increase cultural competency in the school.*	
Culturally appropriate strategies for increasing educational opportunities and educational performance.	Areas identified as requiring additional professional development to increase cultural competency in the school.
Increase cultural awareness of all students, teachers, administrators, and staff of North Elementary	● North staff will continue to remove barriers for student groups, particularly students of diverse backgrounds, to ensure they have access to the most rigorous instruction and after-school activities available. ● Build relationships through research-based instructional practices such as mentoring, and peer-to-peer programs to create an environment of trust between students and staff as well as between students and their peers. ● Participate in and utilize professional development strategies to support the needs of all students both academically, emotionally, and socially. This includes but is not limited to new evidenced-based practices and Restorative Practices, etc. ● Monthly educational events pertaining to cultural information
Increase community engagement and parental involvement	● Encourage community and parent participation in the PTO. ● Acknowledge and celebrate various cultural and commemorative dates and other important cultural milestones. ● Share information about school and community resources to assist new families.

	- Encourage participation in district-sponsored events/meetings that are designed to remove barriers to learning. - Engage in honest conversation with staff, parents and community members about concerns and issues that impact our diverse population.