



**NOBLE CROSSING
ELEMENTARY SCHOOL**

ENGAGE | INSPIRE | EMPOWER

Noble Crossing Elementary School 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 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, include students as active participants in their learning, and provide all students the access and opportunity to meet and exceed their potential.*

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

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

Description of the Curriculum:

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).

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.
- **Indiana SAT** – A college entrance exam used by colleges and universities to make admissions decisions. The SAT measures a high school student’s readiness for college based on their performance in math, evidence-based reading, and writing. The SAT is now used as a high school accountability assessment administered in grade 11.
- **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).

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 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 behavior goals. Noblesville Schools staff utilizes a variety of data in order to identify and assist students needing additional instruction and/or supports. 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

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 Multi-Tiered System of Supports (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 behavior 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 at 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 high ability in math, English/language arts, or both.

Parental Participation:

In order for the children to be successful, every parent or guardian is encouraged to be active participants in the school. Many opportunities are provided for parents to share their skills and knowledge to support student learning. Parents are involved with volunteering in the classroom, participating in PTO activities and events, and attending study trips. Over the past three years, funds raised through the Noble Crossing PTO have been used to purchase books to assist teachers in expanding their classroom book collections, provide resources to support striving learners, create interactive outdoor learning spaces, and purchase materials to support achievement of our school's goals. The Noble Crossing PTO will continue to align its support with school improvement initiatives to enhance student achievement at Noble Crossing.

In order to maximize parent participation, it will be important for Noble Crossing staff to identify underserved populations, such as multilingual learners, and increase efforts to engage these parents in the school community in meaningful ways. By working with parents from underserved populations, the Noble Crossing staff can identify and address barriers to increased parent participation.

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

List of Statutes and Rules to be Suspended from Operation:

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

Section III: Summary of Data

Annual Performance Report:



Noble Crossing Elementary Annual Performance Report

Student ELA Achievement Results

State Assessments	2021-2022			2022-2023			2023-2024		
ILEARN ELA Overall Proficient	School	District	State	School	District	State	School	District	State
Overall	56.5	55.2	41.2	58.5	56.7	40.7	57.9	59.2	41.0
Paid Meals	60.2	61.8	53.2	61.1	63.5	53.5	61.0	66.5	52.6
Free/Reduced Price Meals	39.1	34.4	27.0	46.5	36.5	27.2	44.3	39.8	28.0
General Education	63.9	61.7	46.9	61.8	63.1	46.2	62.8	65.8	46.6
Special Education	20.6	22.2	13.4	35.3	24.5	13.1	25.5	27.2	13.7
Non-English Language Learner	59.3	57.6	43.8	59.4	59.5	43.2	59.5	62.5	43.7
English Language Learner	5.3	14.9	13.9	42.9	11.2	13.0	32.0	16.2	13.8
Asian	46.7	60.3	56.7	71.4	63.3	54.9	76.9	63.9	55.6
Black	50.0	34.5	19.1	40.9	35.3	19.7	48.0	45.3	20.9
Hispanic	26.7	37.1	28.1	47.8	33.7	27.1	40.6	35.1	27.0
Multiracial	50.0	41.4	36.8	50.0	49.3	37.1	41.2	50.0	37.9
White	60.6	59.0	48.0	60.2	61.2	47.5	60.3	63.8	47.9
IREAD3 Overall Proficient	School	District	State	School	District	State	School	District	State
Overall	92.6	91.0	81.6	94.6	89.6	81.9	93.3	88.9	82.5

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

Local Assessments	2021-2022		2022-2023		2023-2024	
NWEA MAP Growth Reading Achievement (% At or Above Avg)	Fall	Winter	Fall	Winter	Fall	Winter
Achievement (% At or Above Avg)	78.7	76.9	79.2	77.3	78.0	78.4
% of Students Who Met or Exceeded Their Projected RIT (Fa-Wi)*		53.6		52.1		53

Achievement: Based on percentage of students in the average, high average, and high achievement percentile quintiles (41st percentile and above).

Growth: It is typical for 50-60% of students to meet or exceed their projected RIT.

Student Math Achievement Results

State Assessments	2021-2022			2022-2023			2023-2024		
ILEARN Math Overall Proficient	School	District	State	School	District	State	School	District	State
Overall	62.3	53.7	39.4	66.6	56.2	40.9	62.6	54.3	40.7
Paid Lunch	67.6	60.9	51.9	69.9	63.3	54.1	66.3	61.6	52.8
Free/Reduced Lunch	39.1	31.0	24.6	50.7	34.9	26.7	46.8	35.0	27.2
General Education	70.3	59.8	44.3	70.8	61.9	45.6	67.4	60.0	45.6
Special Education	25.4	23.3	15.7	37.3	26.9	16.8	30.9	26.8	16.9
Non-English Language Learner	64.7	55.9	41.6	67.6	58.4	42.9	64.3	57.1	43.0
English Language Learner	26.3	17.4	17.1	47.6	19.5	17.9	36.0	17.6	17.6
Asian	66.7	64.9	58.2	78.6	66.0	58.3	69.2	57.4	57.3
Black	37.5	29.1	14.4	31.8	29.7	16.2	44.0	32.4	17.0
Hispanic	40.0	31.7	24.8	52.2	31.8	25.9	46.9	29.9	25.5
Multiracial	50.0	34.6	33.3	57.1	42.7	35.0	52.9	42.1	35.0

White	66.7	58.3	47.1	69.7	61.3	48.7	65.7	59.7	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

Local Assessments	2021-2022		2022-2023		2023-2024	
	Fall	Winter	Fall	Winter	Fall	Winter
NWEA MAP Growth Math						
Achievement (% At or Above Avg)	79.9	79.2	76.5	81.0	77.8	82.3
% of Students Who Met or Exceeded Their Projected RIT (Fa-Wi)*		59.6		71.2		66

Achievement: Based on percentage of students in the average, high average, and high achievement percentile quintiles (41st percentile and above).

Growth: It is typical for 50-60% of students to meet or exceed their projected RIT.

Attendance

	2021-2022	2022-2023	2023-2024
Overall	93.1	95.2	95.6
Model Attendee <i>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</i>	44.3	64.8	60.9

Demographic Data

	2021-2022		2022-2023		2023-2024	
	School	District	School	District	School	District
Percent Free/Reduced Lunch	14.0	20.9	15.3	24.3	17.0	24.3
Percent Special Education	18.7	16.5	15.3	17.4		
Percent English Language Learner	5.8	4.8	5.5	5.5		
Percent Asian	3.1	2.6	4.1	2.8	4.4	2.8
Percent Black	4.4	4.6	4.7	4.8	5.2	4.8
Percent Hispanic	7.0	8.2	4.6	8.7	6.3	8.7
Percent Multiracial	4.3	3.5	5.3	3.9	5.8	3.9
Percent White	80.8	80.7	81.1	79.5	78.0	79.5

*District results are grades K-12 combined

Language Proficiency for English Learners

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.

	2021-2022	2022-2023	2023-2024
Met Goal or Achievement Proficiency Rate	46.2	48.1	

***Suppressed due to small population

ILEARN School Data:

NCE	ILEARN English/Language Arts Proficiency					
	2022	2023	2024	2025	2026	2027
Long-Term Goal	56.5	60.9	65.2	69.6	73.9	78.3
Actual	56.5	58.5	57.9			
Adjusted Annual Goal	56.5	60.9	63.5	64.7	71.5	78.3
	Long-Term Goal Rate	Actual Rate	Adjusted Annual Goal Rate	Spring 2025 Goal		
	4.4	0.7	6.8	64.7		

ILEARN Math Proficiency						
	2022	2023	2024	2025	2026	2027
Long-Term Goal	62.3	66.1	69.8	73.6	77.4	81.2
Actual	62.3	66.6	62.6			
Adjusted Annual Goal	62.3	66.1	70.3	68.8	75.0	81.2
	Long-Term Goal Rate	Actual Rate	Adjusted Annual Goal Rate	Spring 2025 Goal		
	3.8	0.15	6.2	68.8		

Narrative of Student Learning Data:

Student achievement goals in language arts and math were established for the 2023-2024 school year. These goals were aligned to student achievement targets for the end of the 2026-2027 school year. School improvement action steps and grade level SMART goals were then established to align with and support progress toward these school achievement targets.

When evaluating the growth of grade level cohorts, the 2023-2024 4th grade and 5th grade cohorts maintained or increased the percent of students at or above proficiency on the ELA ILEARN Assessment. The 2023-2024 3rd grade cohort will need additional focus and support moving forward based on the percent of students who met or exceeded proficiency on the ELA ILEARN Assessment. Through our work as a professional learning community, we will seek to leverage the impact of grade levels seeing significant growth to achieve more consistent growth across grade levels and higher levels of learning for all students.

Our 2023–2024 Math ILEARN results were inconsistent across grade levels. At the beginning of the 2023–2024 school year, we implemented a new math curriculum which brought a new structure and focus to our math instruction. As we move forward into the year ahead, we will further study our core curricular resource for math to ensure we utilize resources and tools within the curriculum that match the rigor and expectations of the Indiana Academic Standards for Mathematics.

Based on a review of this data and feedback from stakeholders, school improvement strategies and action steps have been updated and are reflected in the action plan below.

Specific Areas Identified by the School Where Improvement is Needed Immediately, and How the School Will Address These Areas:

Through analysis of grade level data and grade level SMART goals, additional support and increased growth is needed in 1st, 2nd, and 3rd grade in language arts and math. The action plan that follows has been developed to support this growth. Implementation will be supported by professional learning and data analysis to ensure the success of this plan.

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.

ELA Current Reality:

In 2024, 57.9% percent of our students in grades 3-5 demonstrated proficiency on the ELA ILEARN assessment.

ELA SMART Goal:

The percentage of 3-5 grade students demonstrating proficiency in English Language Arts will increase from 57.9% to 64.7% by the end of May 2025 as measured by the ILEARN assessment to reach our goal of 78.3 percent proficiency by 2027.

Math Current Reality:

In 2024, 62.6% percent of our students in grades 3-5 demonstrated proficiency on the Math ILEARN assessment.

Math SMART Goal:

The percentage of 3-5 grade students demonstrating proficiency in Math will increase from 62.6% to 68.8% by the end of May 2025 as measured by the ILEARN assessment to reach our goal of 81.2 percent proficiency by 2027.

Attendance Current Reality:

During the 2023-2024 school year, 60.9% of Noble Crossing students were designated as model attendees. Noble Crossing's overall attendance rate was 95.6% during the 2023-2024 school year.

Attendance SMART Goal:

Noble Crossing will increase the number of students designated as model attendees from 60.9% to 61.3% during the 2024-2025 school year. Noble Crossing's overall attendance rate will increase from 95.6% to 96% during the 2024-2025 school year.

Schoolwide Improvement Action Plan

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

<p>What strategies, programs, and/or services have you identified to address the needed improvement?</p>	<p>What action steps will you take to implement these strategies, programs, and/or services?</p>	<p>Who will do this work?</p>	<p>When will this work be completed?</p>	<p>What evidence will be used to measure the effectiveness of these strategies, programs, and/or services?</p>
<p>Collaborative teams will utilize a teaching point calendar aligned to our district's core curriculum materials that reflects Common Formative Assessments and opportunities to collectively respond to data within core instruction.</p>	<p>Teams will collaboratively plan instruction and responsive teaching practices based on CFA data.</p> <p>Teams will utilize data protocols that allow them to intentionally and systematically take collective action based on the data.</p>	<p>Teachers, instructional coaches, Guiding Coalition, learning specialist, building administrators</p>	<p>Professional development and collaboration will take place during Collaborative Team PLC meetings, professional development days, grade level curriculum & instruction meetings, and student support (MTSS) meetings throughout the year.</p> <p>The leadership team, known as our Guiding Coalition, will study data protocols to utilize within</p> <p>Guiding Coalition members will work with our collaborative district team to unpack essential standards, create learning progressions, and develop CFAs.</p>	<p>Common formative assessment data will be used to monitor student progress toward essential standards.</p> <p>Progress towards 24-25 School Improvement Goal</p> <p>Progress towards Grade Level Smart Goals</p>
<p>Collaborative teams will utilize best practices from the</p>	<p>Collaborative teams will explore new research in order</p>	<p>Teachers, instructional coaches, Guiding Coalition,</p>	<p>Professional development and collaboration will take</p>	<p>Common formative assessment data will be used</p>

<p>Science of Reading in order to develop an understanding of Meaningful Independent Reading practices that deepen a reader's comprehension, motivation, and engagement.</p>	<p>to plan for more meaningful, purposeful independent reading practice to support, challenge, and engage students.</p> <p>Phonemic awareness will be taught with letters in order to form a connection between the sounds and written print during whole group instruction or individual/small group intervention.</p>	<p>learning specialists, building administrators, instructional assistants</p>	<p>place during Collaborative Team PLC meetings, professional development days, grade level curriculum & instruction meetings, and student support (MTSS) meetings throughout the year.</p> <p>Teachers will have opportunities to participate in classroom observations, coaching cycles, and lab site experiences.</p> <p>Staff will engage in a Comprehensive ML Education Learning Plan that will support teachers in creating a language rich classroom that benefits all students.</p>	<p>to monitor student progress toward essential standards.</p> <p>Progress towards 24-25 School Improvement Goal</p> <p>Progress towards Grade Level Smart Goals</p>
<p>Collaborative teams will utilize best practices from the Science of Reading in order to provide shared reading experiences of grade level text to build fluency, background knowledge, vocabulary, and word recognition skills to ultimately build readers who can comprehend a variety of text.</p>	<p>Staff will learn about ways to select appropriate texts for shared reading experiences that effectively build fluency, background knowledge, vocabulary, and word recognition skills.</p>	<p>Teachers, instructional coaches, Guiding Coalition, learning specialists, building administrators, instructional assistants</p>	<p>Professional development and collaboration will take place during Collaborative Team PLC meetings, professional development days, grade level curriculum & instruction meetings, and student support (MTSS) meetings throughout the year.</p> <p>Teachers will have opportunities to participate in classroom observations, coaching cycles, and lab site</p>	<p>Common formative assessment data will be used to monitor student progress toward essential standards.</p> <p>Progress towards 24-25 School Improvement Goal</p> <p>Progress towards Grade Level Smart Goals</p>

			experiences.	
<p>Collaborative teams will utilize best practices from the Science of Reading in order to develop a common response to data to support and enrich student learning.</p>	<p>Staff will use the PLC process and effective data protocols to identify students who need enrichment or remediation during the TIPS instructional block.</p> <p>In identifying instructional resources for a collective response, staff will ground their work in the core curricular materials and resources that align with core instruction.</p> <p>Teams will utilize shared reading experience with students in order to increase background knowledge and practice intertwined skills.</p>	<p>Teachers, instructional coaches, Guiding Coalition, learning specialists, building administrators, instructional assistants</p>	<p>Professional development and collaboration will take place during Collaborative Team PLC meetings, professional development days, grade level curriculum & instruction meetings, and student support (MTSS) meetings throughout the year.</p>	<p>Common formative assessment data will be used to monitor student progress toward essential standards.</p> <p>Progress towards 24-25 School Improvement Goal</p> <p>Progress towards Grade Level Smart Goals</p>
<p>In order to ensure all students develop a school culture that promotes pride in our learning, kindness, respect, responsibility, and safety, we will...</p> <p>-Develop strong Tier 1</p>	<p>Professional development will be focused on Tier 1 Academic and Social Behavior Practices</p> <p>All staff will study of Tier 1 prevention core components: climate, culture, curriculum,</p>	<p>All staff</p>	<p>Professional development and collaboration will take place during Collaborative Team PLC meetings, professional development days, grade level culture and climate behavior meetings, and student support (MTSS)</p>	<p>Collaborative teams, the building culture and climate behavior leadership team, the student services team and building administrators will identify data sources, including discipline data,</p>

<p>Academic and Social Behavior Practices including common procedures and responsive Tier 1 school and classroom supports</p> <p>-Utilize a teaching point calendar that reflects our 2nd Step curriculum in order to teach skills for learning, emotion management, conflict resolution, and empathy.</p> <p>-Embed community circles into our daily practice to support relationship-building within the classroom.</p>	<p>and communication</p>		<p>meetings throughout the year.</p> <p>The principals and student services team will meet with collaborative teams and/or individual teachers to provide support in developing whole group or small group instruction aligned to student needs and the 2nd Step curriculum.</p>	<p>staff survey results, and MTSS data to inform planning and next steps.</p>
---	--------------------------	--	--	---

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