



**Continuous School Improvement Plan**  
**Promise Road Elementary**  
**2024-2025**



14975 Promise Rd  
Noblesville, IN 46060  
Phone: 317-770-2080  
Fax: 317-770-2081

**School Improvement Committee Members:**

Tonya Moody, Principal  
William Fama, Assistant Principal  
Nicole Boyle, Instructional Coach  
Kim Schrank, Learning Specialist

## 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). 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.

Collaborative teams come together to analyze multiple sources of data to address needs of the grade level students, classroom, and individual students in literacy and math. NWEA literacy and math data, common formative assessments, and writing rubrics are used to create a snapshot of where our students are demonstrating success, as well as what we need to do to meet the needs of all of our students. PLCs are a continued process that allows all stakeholders to discuss, monitor, and modify instruction throughout the year.

Collaborative teams meet weekly to answer four essential questions: What do we want our students to learn? How will we know that they have learned? How will we respond if they have not learned? How will we respond if they have learned? MTSS plans are developed to address students with skill and concept gaps with conversations based on

need, frequency, and what evidence we will use to show they are making progress or have grasped the understanding of the targeted goal. All stakeholders are invited to participate in that PLC process to discuss students, based on the needs of the students to develop an individual action plan. This could include administrators, Instructional Coach, Learning Specialists (Title I Teachers), ML Collaborative Teachers, Resource Teachers (Academic and/or Behavioral), SLP, Counselors, or District Behavioral Coach.

## **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 (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 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 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 high ability in math, English/language arts, or both.

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

District-wide curriculum mapping and matrix work is directly aligned to the Indiana Academic Standards. Through the district-wide comprehensive literacy framework, reading, writing, and word study instruction is differentiated based on individual student needs through the workshop model, providing personalized instruction to all learners. Development of the instructional strategies within the workshop model will be points of emphasis and professional growth through job embedded development opportunities. A district-provided professional learning plan focusing on the sciences of reading will be conducted throughout the 2023-24 school year and the instructional coach, ML Collaborative Teacher, Learning Specialists, and other lead teachers will provide professional development to all staff in the 2023-24 school year.

A comprehensive bilingual education learning series has been thoughtfully developed with insights from professional learning experiences, including WIDA-based standards, the NS ML Education Content-Based model, IDOE English Language Learner programming requirements and ongoing collaboration with the ML Collaborative teachers, administrators, and classroom teachers. It is designed to offer tailored sessions that facilitate practical application in K-12 classrooms, examples in the classroom, and learning environment implications.

By the end of the 2026 school year, all educators will:

- **WIDA STANDARDS:** Integrate WIDA standards and Can Do descriptors based on the level of English language proficiency of multilingual students into content areas to support English language development, aiming to ensure equitable access to the standards-based curriculum and enhance English language development across classrooms.
- **LANGUAGE OBJECTIVES:** Integrate language objectives into content-area instruction to support English Language development and acquisition. Incorporation



of language objectives into daily teaching, NS teachers will enhance the academic growth and language proficiency of Multilingual students, fostering success across all K-12 content areas.

- **CULTURAL COMPETENCY:** Increase cultural competence to better understand the cultural backgrounds and diverse experiences of Multilingual/English Language Learner students, supporting their sense of belonging and socioemotional well-being within the K-12 learning environment.
- **FAMILY ENGAGEMENT:** Engage with multilingual families in their student's education, fostering strong home-school partnerships to support multilingual students' academic growth and success.

A comprehensive math program evaluation was conducted in 2022-23 and resulted in the adoption of Reveal Mathematics for grades K-5. Practice, remediation, and enrichment strategies support math instruction based on individual student needs. Development of instructional strategies and best practices will be provided through job embedded professional development opportunities.

For students who do not demonstrate proficient or advanced levels of academic achievement, several practices are in place. Classroom teachers are provided with ongoing and embedded professional development that supports educators in gathering formative data and making informed decisions about responsive instruction. Through the PLC process, collaborative teams study student work and data and develop strategic plans to support students who are not demonstrating proficient or advanced levels of achievement. A multi-tiered system of support (MTSS) is implemented district wide and is used to monitor student academic and behavioral needs. Data is monitored and analyzed in order to ensure that appropriate supplemental supports and strategies are used. Promise Road has a Child Study Team, led by the Learning Specialists. This group works to study the whole child and identify specific areas of strength and opportunity. Grade Level MTSS discussions would determine when a child study will occur if data indicates that a child is consistently not making targeted growth. If, after MTSS has been implemented and a child study completed, a student is not making growth, the building

based team helps determine if the next step is to move toward special education testing. Parents are communicated with throughout this progression of support.

High ability testing helps identify students that qualify for differentiated instructional strategies and curriculum. Professional development and collaborative team work time is provided for educators serving high ability students. A high ability lead teacher is on staff to provide guidance regarding district level initiatives.

### **Parental Participation:**

Parents and families are an essential part of our collaborative community. Promise Road Elementary welcomes all families to participate and engage in their child's educational experience. Participation includes, but is not limited to, Meet the Teacher Night, PTO meetings, literacy and math nights, parent-teacher conferences, Pawlooza, musical programs, Thankful and Friendship parties. We welcome parents/guardians to volunteer in classrooms throughout the building, participate in field trips, join their child for lunch, and take part in a variety of academic celebrations throughout the year.

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

Promise Road works to increase parental involvement through several avenues. One way is that teachers are provided with opportunities to check out resources from the Intervention Library. These tools are intended to be sent home with students based on targeted skill needs. Another way Promise Road involves families is by hosting different school wide events that encourage continued learning at home such as literacy and math nights.

Our ML Collaborative Teachers provide opportunities for students and families to share and highlight information about their cultures and traditions. Teachers, along with our Media Specialist, encourage families to read, discuss, and share favorite books at home and at school.

Parent Square is now our universal tool for connecting with families. Due to its features that allow for translation as well classroom newsletter information to be shared, it will

foster continued growth as well as ease in communication back and forth between the school and families.

Promise Road provides individual academic assessment results to parents/guardians throughout the year by sharing reports from a variety of formal and informal academic assessments. Quarterly reports are provided to parents or guardians to share the progress toward mastery on essential academic standards.

Our schoolwide plan is posted and available to families through our school website. The school improvement team is available to discuss and reflect on this plan with families. The plan is also reflected in the events and activities created for our school families.

### **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.

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

Noblesville Schools district leadership work collaboratively to ensure all funding is aligned to stated goals and meet 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 Promise Road Elementary has chosen to coordinate the program efforts, we will not consolidate program funds at this time. Therefore, Promise Road 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 day’s 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)

Name	Assignment	Qualifications	Housing
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Dayla Parra	Early Childhood	Bachelor's in Elementary Education Licensed K-6	Central Office- HR Files
Audrey Schmatz	Kindergarten	Bachelor's in Elementary Education Licensed K-6	Central Office- HR Files
Karen Feder	Kindergarten	Bachelor's Degree in Elementary Education Licensed K-6, Non-departmental 7-8	Central Office- HR Files
Erin Eads	Kindergarten	Bachelor's in Elementary Education Licensed K-6	Central Office- HR Files
Madison Davidson	Kindergarten	Bachelor's in Elementary Education Elementary Licensed K-6 Passed the Praxis II	Central Office- HR Files
Lisa Barthuly	Kindergarten	Bachelor's Degree in Elementary Education Licensed Grades K-6	Central Office- HR Files
Elizabeth Cowen	Kindergarten	Bachelor's in Elementary Education Elementary Licensed K-6	Central Office- HR Files

Brittany Bowers	1st Grade	Master's in Elementary Education Elementary Licensed K-6 Passed the Pearson Core tests	Central Office- HR Files
Victoria Hamilton	1st Grade	Bachelor's in Elementary Education Elementary Licensed K-6	Central Office- HR Files
Brittany Todd	1st Grade	Bachelor's in Elementary Education Licensed K-6 Passed the Praxis II	Central Office- HR Files
Megan Beerbower	1st Grade	Bachelor's Degree in Elementary Education and Special Education Licensed K-6 Passed the Pearson Core tests	Central Office- HR Files
Amanda Harris	1st Grade	Master's Degree Licensed K-6 elementary	Central Office- HR Files
Shelby Johnson	1st Grade	Bachelor's in Elementary Education Licensed K-6 Passed the Pearson Core tests	Central Office- HR Files
Nick Stultz	2nd Grade	Bachelor's in	Central Office- HR

		Elementary Education Licensed K-6 Master's in Curriculum and Instruction with Multilingual Addition	Files
Emily Zigler	2nd Grade	Bachelor's in Elementary Education Elementary and Special Education (mild and moderate) K-6 Passed the Praxis I	Central Office- HR Files
Camille Duplantier	2nd Grade	Bachelor's in Elementary Generalist Licensed K-6 with Reading Addition	Central Office- HR Files
Abigail Switzer	2nd Grade	Licensed in Early Childhood Education and Exceptional Needs	Central Office- HR Files
Megan Dorsett	2nd Grade	Bachelor's in Elementary Education Licensed K-6	Central Office- HR Files
Cassidy Palfi	2nd Grade	Bachelor's in Elementary Generalist Licensed 1-6 with Reading Renewal Addition	Central Office- HR Files
Ginny Bushyeager	3rd Grade	Bachelor's in	Central Office- HR



		Elementary Education and Special Education Masters Degree in Reading Licensed K-6	Files
LaShawn Howard	3rd Grade	Bachelor's Degree in Elementary Education Licensed K-6 Passed the Praxis II	Central Office- HR Files
Brianne Gartenman	3rd Grade	BA in Elementary Education K-6 Passed the Praxis II	Central Office- HR Files
Alejandra Martinez	3rd Grade	Bachelor's Degree in Elementary Education K-6	Central Office- HR Files
Kayla Hancock	3rd Grade	Bachelor's in Elementary Generalist Licensed K-6 Mild Interventions License	Central Office- HR Files
Jancie Armstrong	3rd Grade	Bachelor's in Elementary Generalist Licensed K-6 Mild Interventions License	Central Office- HR Files
Cole Luker	4th Grade	Bachelor's in Elementary Generalist Licensed K-6	Central Office- HR Files

Kathryn Pharis	4th Grade	Bachelor's in Elementary Generalist Licensed K-6 Reading Addition	Central Office- HR Files
Kellie Cissell	4th Grade	Bachelor's in Elementary Generalist Licensed K-6	Central Office- HR Files
Claire Barber	4th Grade	Bachelor's in Elementary Generalist Licensed K-6	Central Office- HR Files
Kim Fisher	4th Grade	Bachelor's in Elementary licensed 1-6 Masters in Math Education	Central Office- HR Files
Lauren Creek	5th Grade	Bachelor's in Elementary Education Licensed 1-6 Passed the Pearson Core tests	Central Office- HR Files
Mary Delay	5th Grade	Bachelor's Degree in Elementary Education (Grades K-6) Middle Grades Mathematics License Addition (Grades 6-9)  Passed the Pearson	Central Office- HR Files

		Core tests	
Jill Scudder	5th Grade	Bachelor's Degree in Elementary Education Licensed K-6	Central Office- HR Files
Lauren Myers	5th Grade	Bachelor's Degree in Elementary Education K-6 Passed the Praxis II	Central Office- HR Files
Rebecca Hendrickson	5th Grade	Bachelor's Degree in Elementary Education K-6	Central Office- HR Files
Dan Tennessen	Wellness	Bachelor's Degree in Physical Education and Health K-12	Central Office- HR Files
Megan Orcutt	Art	Bachelor's Degree in Visual Arts K-12	Central Office- HR Files
Emily Drabyn	Music	Master's Degree in Music Education K-12 Music License - choral, instrumental and general Passed the Praxis II	Central Office- HR Files
Kari Gans	Media Specialist	Bachelor's in Elementary Education License K-8	Central Office- HR Files
Payton Moore	Counselor	Bachelor's in Elementary Education License K-6 Bachelor's in School	Central Office- HR Files

		Counseling	
Katie Luce	Social Worker	Master's Degree in Social Work P-12	Central Office- HR Files
Sarah Jones	Learning Specialist	Dual Bachelor's in Elementary Education and Special Education License K-6	Central Office- HR Files
Kim Schrank	Learning Specialist	Bachelor's Degree in Elementary Education K-6 Passed the Praxis II	Central Office- HR Files
Nicole Boyle	Instructional Coach	Master's Degree in Curriculum and Instruction Bachelor's Degree in Elementary 1-6 + 7/8 non departmental Passed the Praxis II	Central Office- HR Files
Rachael Owens	Resource	Masters Degree Elementary license K-6 plus K-12 Special Education Passed the Praxis II	Central Office- HR Files
Kelly Durr	Resource	Bachelor's Degree k-6 Elementary Generalist and K-6 mild interventions license Passed the Praxis II	Central Office- HR Files
Tiffany Ng	Resource	Master's Degree Elementary and SPED K-6 license	Central Office- HR Files

		Passed the Praxis II	
Elizabeth Wilson	Resource	Bachelor's degree in Elementary Education and Mild Intervention	
Brittney Hanson	EL Collaborative Coach	Bachelor's in Elementary Education Elementary license K-6 Teachers of English Learners License Passed the Praxis II	Central Office- HR Files
Wendy Penn	EL Collaborative Coach	Bachelors of Science, Elementary Education Masters of Science in Education, Curriculum and Instruction Teachers of English Learners License	Central Office- HR Files
Danielle Malicoat	EL Collaborative Coach	Bachelor's in Elementary Education Elementary license K-6 Teachers of English Learners License	Central Office - HR Files
Jennifer Teal	SLP	Masters Degree, License: School Services/Communication Disorders Passed the Praxis II	Central Office- HR Files

Briley Wills	SLP	Masters Degree, License: Communication Disorders	Central Office- HR Files
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<b>Paraprofessional's Name</b>	<b>Assignment</b>	<b>Verification of HQ Status</b>	<b>Location of documentation of HQ status</b>
Kala Hughes	STEAM Teacher		Central Office- HR Files
Sydney Bowen	Technology Teacher	Bachelor's degree in recreational therapy	Central Office- HR Files
Ka'Shona Blackmon	Preschool		Central Office- HR Files
Melinda Emmert	Preschool IA		Central Office- HR Files
Kim Rono	Preschool IA		Central Office- HR Files
Kristina Johnson	Resource IA	Bachelor's Degree in Kinesiology in Education K-12	Central Office- HR Files
Amy Shinkle	Resource IA		Central Office- HR Files
Morgan Morgan	Resource IA	Transcripts showing at least 2 years of college or more	Central Office- HR Files
Nicole Van Dyke	Resource IA		Central Office- HR Files
Sarita Diaz	Resource IA		Central Office- HR Files

Briana Gutierrez	Resource IA		Central Office- HR Files
Sarah Bryant	Resource IA		Central Office- HR Files
Kizzy Barboza Flores	Resource IA		Central Office- HR Files
Jenell Baker	Flex IA		Central Office- HR Files
Marlen Ashamalla	Flex IA		Central Office- HR Files
Erica Lundberg	Flex IA	Bachelor's in Elementary Education Licensed K-8 Passed the Praxis II	Central Office- HR Files
Sam Hill	ML IA	Bachelor's in Elementary Education	Central Office- HR Files
Mandi Tollentino	MTA	Bachelor's in Elementary Education Passed the Praxis	Central Office- HR Files

### Section III: Summary of Data

#### Annual Performance Report:



**Promise Road 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
<b>Overall</b>	<b>51.7</b>	<b>55.2</b>	<b>41.2</b>	<b>45.5</b>	<b>56.7</b>	<b>40.7</b>	<b>47.3</b>	<b>59.2</b>	<b>41.0</b>
Paid Meals	59.2	61.8	53.2	53.5	63.5	53.5	53.7	66.5	52.6
Free/Reduced Price Meals	35.2	34.4	27.0	26.0	36.5	27.2	33.6	39.8	28.0
General Education	58.2	61.7	46.9	49.5	63.1	46.2	51.9	65.8	46.6

Special Education	19.6	22.2	13.4	20.8	24.5	13.1	19.2	27.2	13.7
Non-English Language Learner	55.5	57.6	43.8	51.0	59.5	43.2	52.0	62.5	43.7
English Language Learner	22.2	14.9	13.9	8.9	11.2	13.0	20.0	16.2	13.8
Asian	61.5	60.3	56.7	60.6	63.3	54.9	50.0	63.9	55.6
Black	40.0	34.5	19.1	62.5	35.3	19.7	44.1	45.3	20.9
Hispanic	33.3	37.1	28.1	10.0	33.7	27.1	33.3	35.1	27.0
Multiracial	***	41.4	36.8	53.8	49.3	37.1	77.8	50.0	37.9
White	56.6	59.0	48.0	50.7	61.2	47.5	48.5	63.8	47.9
<b>IREAD3 Overall Proficient</b>	<b>School</b>	<b>District</b>	<b>State</b>	<b>School</b>	<b>District</b>	<b>State</b>	<b>School</b>	<b>District</b>	<b>State</b>
<b>Overall</b>	<b>86.5</b>	<b>91.0</b>	<b>81.6</b>	<b>84.3</b>	<b>89.6</b>	<b>81.9</b>			

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

<b>Local Assessments</b>	<b>2021-2022</b>		<b>2022-2023</b>		<b>2023-2024</b>	
<b>NWEA MAP Growth Reading</b>	Fall	Winter	Fall	Winter	Fall	Winter
Achievement (% At or Above Avg)	72.1	70.2	70.8	64.8	70.9	68.2
% of Students Who Met or Exceeded Their Projected RIT (Fa-Wi)*		52.6		48.0		54

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

<b>State Assessments</b>	<b>2021-2022</b>			<b>2022-2023</b>			<b>2023-2024</b>		
<b>ILEARN Math Overall Proficient</b>	School	District	State	School	District	State	School	District	State
<b>Overall</b>	<b>58.6</b>	<b>53.7</b>	<b>39.4</b>	<b>56.9</b>	<b>56.2</b>	<b>40.9</b>	<b>58.2</b>	<b>54.3</b>	<b>40.7</b>
Paid Lunch	66.4	60.9	51.9	64.0	63.3	54.1	63.0	61.6	52.8
Free/Reduced Lunch	42.0	31.0	24.6	39.6	34.9	26.7	47.9	35.0	27.2
General Education	65.4	59.8	44.3	60.0	61.9	45.6	62.0	60.0	45.6
Special Education	26.1	23.3	15.7	37.5	26.9	16.8	34.6	26.8	16.9
Non-English Language Learner	61.9	55.9	41.6	61.1	58.4	42.9	62.6	57.1	43.0
English Language Learner	37.0	17.4	17.1	28.9	19.5	17.9	32.7	17.6	17.6
Asian	69.2	64.9	58.2	63.6	66.0	58.3	56.3	57.4	57.3
Black	40.0	29.1	14.4	40.0	29.7	16.2	50.0	32.4	17.0
Hispanic	42.2	31.7	24.8	30.5	31.8	25.9	40.0	29.9	25.5
Multiracial	***	34.6	33.3	61.5	42.7	35.0	66.7	42.1	35.0
White	63.6	58.3	47.1	64.8	61.3	48.7	63.6	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

<b>Local Assessments</b>	<b>2021-2022</b>		<b>2022-2023</b>		<b>2023-2024</b>	
<b>NWEA MAP Growth Math</b>	Fall	Winter	Fall	Winter	Fall	Winter
Achievement (% At or Above Avg)	74.4	72.9	73.6	74.1	71.1	74.5
% of Students Who Met or Exceeded Their Projected RIT (Fa-Wi)*		56.0		58.2		64

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.

### Demographic Data

	<b>2021-2022</b>		<b>2022-2023</b>		<b>2023-2024</b>	
	School	District	School	District	School	District
Percent Free/Reduced Lunch	24.1	20.9	28.6	24.3	30.9	24.3
Percent Special Education	12.2	16.5	14.7	17.4		
Percent English Language Learner	10.3	4.8	11.9	5.5		
Percent Asian	6.4	2.6	7.9	2.8	7.5	2.8
Percent Black	9.6	4.6	9.2	4.8	9.1	4.8
Percent Hispanic	11.4	8.2	12.7	8.7	15.5	8.7



Percent Multiracial	5.1	3.5	6.1	3.9	6.5	3.9
Percent White	67.2	80.7	63.8	79.5	61.1	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	66.7	60.4	

\*\*\*Suppressed due to small population

### Narrative of Student Learning Data:

The student learning data for 2023–2024 shows an increase in ILEARN in the areas of ELA and math. An additional success was an increase in our multilingual students' performance in ELA, moving from an 8.9% to 20% passing rate. Another success was a large increase for our free and reduced students in ELA and math ILEARN between 2022–2023 to 2023–2024 by 8.3% growth in math and 7.6% increase in ELA. Our NWEA Map Growth ELA and math saw an increase of approximately 6% of students achieving or exceeding their projected RIT score.

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

A close study of the Spring 2023 ILEARN District Performance By Standard, specific to Promise Road, showed that standards with essential need of priority in the area of Key Ideas and Textual Support and Vocabulary Building were a need of support for our learners. Students in third grade show a need for more support in asking and answering questions in nonfiction and literature; fourth grade students in reading literature, and fifth grade students in reading nonfiction. Solving real world problems was an essential need of priority and our students were shown to be at/near or below in grades 3–5. Computation is an area with an essential need of support in fifth grade, Algebraic Thinking in fourth grade, and Measurement in third grade. We recognize that the impact of our instruction in Kindergarten through second grade ties directly to the results we see on ILEARN. Through cross grade level standards alignment, primary grades can also support these school wide opportunities for growth. Through the PLC process, we will analyze data grounded in essential standards and create responsive instruction for all

students. Our MTSS process will ensure that we provide remediation and enrichment opportunities for all learners.

#### **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 ILEARN- The percentage of 3-5 grade students demonstrating proficiency in English Language Arts will increase from 47.3% to 56.8% by the end of May 2024 as measured by the ILEARN assessment to reach our goal of 75.9% proficiency by 2027.
- MATH ILEARN- The percentage of 3-5 grade students demonstrating proficiency in Math will increase from 58.2% to 65.2% by the end of May 2024 as measured by the ILEARN assessment to reach our goal of 79.3% proficiency by 2027.
- ATTENDANCE GOAL- The percentage of overall students in attendance for the 2023-2024 school year will increase from 97.2% to 97.6% by the end of May 2025 as measured in PowerSchool.

<b>Schoolwide Improvement Action Plan</b> <i>Strategies, programs, and/or services to address student learning needs; methods to improve cultural competency.</i>				
<b>What strategies, programs, and/or services have you identified to address the needed improvement? (SWP Component #4)</b>	<b>What action steps will you take to implement these strategies, programs, and/or services?</b>	<b>Who will do this work?</b>	<b>When will this work be completed?</b>	<b>What evidence will be used to measure the effectiveness of these strategies, programs, and/or services?</b>
Promise Road Focused Professional development for all educators in creating a strong culture and community	Professional development opportunities centered around the concept of Foundations of Strong Teaching and these main areas: <ul style="list-style-type: none"> <li>• Tier 1 behavior</li> <li>• Intentional work with students</li> <li>• Meeting every students needs in Tier 2 instruction</li> </ul>	All Promise Road Staff	Ongoing: 2024-25 school year	Decrease in office referrals for behavior  Increased staff morale and teacher retention  Reaching all students for mastery of essential standards  Increased accountability for students during independent practice
PLC Process: Essential standards work in ELA and math.	Defining essential standards in math, unpacking standards in	Grade Level Collaborative Teams ML Collaborative	Ongoing: 2024-25 school year	Classroom Walkthroughs -Are students engaged in

<p><i>What do want students to learn?</i></p>	<p>ELA and math into learning targets, and agreeing upon criteria</p>	<p>Teachers Learning Specialists Instructional Coach Building Administrators</p>		<p>learning? -Can they articulate their goals for learning and how they will show they have learned?</p> <p>Review of unit goals and alignment to learning targets</p> <p>Review of assessments used by collaborative teams</p>
<p>PLC Process: Common formative assessments work in ELA and math.</p> <p><i>How do we know if students have learned it?</i></p>	<p>Revisiting and revising common formative assessments that correlate with the essential standards. Creating district-wide standard progressions to ensure CFAs are rigorous and aligned</p>	<p>Grade Level Collaborative Teams ML Collaborative Teachers Learning Specialists Instructional Coach Building Administrators</p>	<p>Ongoing: 2024-25 school year</p> <p>Completion dates tied to suggested completion on Noblesville Schools Units of Study Matrix</p>	<p>Collaborative teams create, use, and analyze common formative assessments</p>
<p>PLC Process: Data analysis</p>	<p>Analyzing and responding to data collected from</p>	<p>Grade Level Collaborative Teams ML Collaborative</p>	<p>Ongoing: 2024-25 school year</p>	<p>Documentation of data by each grade level team for analysis</p>

<p><i>What will we do if students haven't learned it?</i> <i>What will we do if students already know it?</i></p>	<p>administering common formative assessments and summative district assessments</p>	<p>Teachers Learning Specialists Instructional Coach Building Administrators</p>		<p>Documentation of intervention and enrichment</p>
<p>District Focused Professional development for certified educators in literacy and math practices</p> <p><i>What do we want students to learn?</i> <i>How will we know if students learned it?</i> <i>What will we do if students haven't learned it?</i> <i>What will we do if students already know it?</i></p>	<p>Math Collaboration Time built into Late Start Wednesday morning focused on cross grade level alignment and a deep understanding of the Indiana math standards.</p>	<p>Building Administrators Instructional Coach Literacy Lead Teachers Math Lead Teacher Special Education Lead Teacher Learning Specialists Certified Teachers</p>	<p>Ongoing: 2024-25 school year</p>	<p>Observations of collaborative team meetings</p> <p>Observation of instructional practices and evidence of student learning during labsite classroom experiences and additional classroom visits</p> <p>Observation of enhanced instructional strategies and student outcomes through a comprehensive literacy</p>

				and balanced math framework.
<p>Cross grade level collaboration opportunities</p> <p><i>What will we do if students haven't learned it?</i></p> <p><i>What will we do if students already know it?</i></p>	<p>Professional Development Days will provide opportunities for conversations around cross grade level curricular connections</p> <p>Math Collaborative Meetings</p>	<p>Building Admin</p> <p>Grade Level Teams</p> <p>Instructional Coach</p> <p>ML Team</p> <p>Learning Specialists</p> <p>Collaborative Teams</p>	<p>Ongoing: 2024-25 school year</p>	<p>PLC discussions and reflections that support all learners and develops an understanding of a student's progression through the IAS vertical articulation</p> <p>Responsive instruction centered on essential standards across grade levels based on results from common formative assessments and ILEARN</p>
<p>Regularly Scheduled Attendance Meetings</p> <p><i>What will we do if students haven't learned it?</i></p>	<p>Daily reminder sent automatically if student is absent to parent if their student isn't at school for that day</p> <p>Communication from teachers (phone calls, emails, ParentSquare</p>	<p>Social Worker</p> <p>Building Admin</p> <p>Building Secretary</p> <p>ML Instructor</p>	<p>Ongoing through the 2024-25 school year with frequent monitoring</p>	<p>Decrease in tardies and absences</p>

	<p>messages)</p> <p>Phone calls (from other parties ie. admin team, counselor/social worker/EL/SPED/504 Team/any other staff member/etc)</p> <p>Letter from school</p> <p>Parent conferences</p> <p>NYAP referrals</p> <p>Outside referrals as needed</p>			
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*All professional development programs and activities included in this plan comply with [local school board policy](#).*