



Stony Creek Elementary

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, Inspire Science, Social Studies Units of Study, 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).
- **NWEA MAP Adaptive Oral Reading Fluency**-A universal screener that measures a variety of reading skills. The test uses "Sentence Reading Fluency" to see if students are still working on their foundational skills or ready to read aloud.

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, aptitudinally, 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:

Multiple modes of participation in school-wide events are offered to parents and guardians to meet their needs. In-person, virtual or phone call conferences are offered near the end of the first quarter of school for academic progress to be shared by the teacher to the parents / guardians. PTO meetings are offered both in person and virtually. There are many opportunities for families to participate in volunteer experiences throughout the year. The PTO purchased books for the entire school community to participate in One School, One Book for the 2024-2025 school year. A single book will be read to all students, and taken home by all students to be read in all homes over the course of the school year to promote literacy and the importance of reading together.

Parents/guardians are informed of student progress on academic standards quarterly with progress reports emailed to them. NWEA test results are sent home electronically, as well as required state assessment results for grades 3-5.

The school improvement plan is shared annually with all families in an electronic newsletter. It is presented at a PTO meeting, and also on the Stony Creek website for all community members to review.

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, exploration, 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

**Stony Creek 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	54.2	55.2	41.2	56.2	56.7	40.7	53.6	59.2	41.0
Paid Meals	62.7	61.8	53.2	63.6	63.5	53.5	61.1	66.5	52.6
Free/Reduced Price Meals	24.6	34.4	27.0	33.3	36.5	27.2	31.2	39.8	28.0
General Education	62.0	61.7	46.9	63.0	63.1	46.2	59.3	65.8	46.6
Special Education	21.4	22.2	13.4	28.6	24.5	13.1	26.4	27.2	13.7
Non-English Language Learner	57.1	57.6	43.8	57.1	59.5	43.2	55.6	62.5	43.7
English Language Learner	5.9	14.9	13.9	30.0	11.2	13.0	0.0	16.2	13.8
Asian	***	60.3	56.7	***	63.3	54.9	***	63.9	55.6
Black	35.7	34.5	19.1	35.3	35.3	19.7	63.2	45.3	20.9
Hispanic	32.0	37.1	28.1	32.0	33.7	27.1	20.7	35.1	27.0
Multiracial	***	41.4	36.8	50.0	49.3	37.1	42.9	50.0	37.9
White	58.1	59.0	48.0	60.3	61.2	47.5	57.3	63.8	47.9
IREAD3 Overall Proficient	School	District	State	School	District	State	School	District	State
Overall	94.7	91.0	81.6	92.4	89.6	81.9	89.9	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	Fall	Winter	Fall	Winter	Fall	Winter
Achievement (% At or Above Avg)	78.2	74.5	76.7	75.2	77.9	75.4
% of Students Who Met or Exceeded Their Projected RIT (Fa-Wi)*		51.6		52.6		52

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	64.0	53.7	39.4	63.6	56.2	40.9	56.9	54.3	40.7
Paid Lunch	73.2	60.9	51.9	73.4	63.3	54.1	65.1	61.6	52.8
Free/Reduced Lunch	32.3	31.0	24.6	33.3	34.9	26.7	32.5	35.0	27.2
General Education	72.1	59.8	44.3	73.6	61.9	45.6	63.6	60.0	45.6

Special Education	30.4	23.3	15.7	23.2	26.9	16.8	24.5	26.8	16.9
Non-English Language Learner	67.5	55.9	41.6	65.6	58.4	42.9	59.0	57.1	43.0
English Language Learner	5.9	17.4	17.1	10.0	19.5	17.9	0.0	17.6	17.6
Asian	***	64.9	58.2	***	66.0	58.3	***	57.4	57.3
Black	35.7	29.1	14.4	41.2	29.7	16.2	63.2	32.4	17.0
Hispanic	28.0	31.7	24.8	28.0	31.8	25.9	24.1	29.9	25.5
Multiracial	***	34.6	33.3	40.0	42.7	35.0	50.0	42.1	35.0
White	69.9	58.3	47.1	70.3	61.3	48.7	60.6	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

Local Assessments	2021-2022		2022-2023		2023-2024	
NWEA MAP Growth Math	Fall	Winter	Fall	Winter	Fall	Winter
Achievement (% At or Above Avg)	78.8	82.6	76.5	79.2	74.6	82.8
% of Students Who Met or Exceeded Their Projected RIT (Fa-Wi)*		61.0		62.8		69

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	93.4	95.0	95.8
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>	44.5	60.4	

Demographic Data

	2021-2022		2022-2023		2023-2024	
	School	District	School	District	School	District
Percent Free/Reduced Lunch	21.5	20.9	24.4	24.3	26.5	24.3
Percent Special Education	16.7	16.5	17.8	17.4		
Percent English Language Learner	5.4	4.8	3.6	5.5		
Percent Asian	1.0	2.6	0.5	2.8	1.0	2.8
Percent Black	5.2	4.6	4.3	4.8	6.0	4.8
Percent Hispanic	7.5	8.2	5.9	8.7	7.4	8.7
Percent Multiracial	3.9	3.5	4.5	3.9	5.3	3.9
Percent White	82.0	80.7	84.5	79.5	79.8	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	***	***	

***Suppressed due to small population

High School Graduation Rate

	2021-2022	2022-2023	2023-2024
Overall	97.6	98.3	
Non-Waiver	83.9	87.4	

Paid Meals	98.4	98.5	
Free/Reduced Price Meals	95.2	97.9	
General Education	99.4	99.5	
Special Education	86.4	91.8	
Non-English Language Learner	97.8	98.3	
English Language Learner	93.8	100.0	
Asian	100.0	100.0	
Black	96.0	96.3	
Hispanic	98.3	96.8	
Multiracial	92.0	95.0	
White	97.8	98.5	

Narrative of Student Learning Data:

The overall performance data in ELA for Stony Creek indicates areas of opportunity. Current data indicates that 53.6% of students are proficient in ELA. Specific percentage results from the state reporting categories in English Language Arts detail:

- 81.3% of students are “at or above benchmark” in the area of Key Ideas and Textual Support/Vocabulary
- 83% of students are “at or above benchmark” in the area of Structural Elements and Organization/Connection of Ideas/Media Literacy
- 73.1% of students are “at or above the benchmark” in the area of Writing.

Stony Creek has a goal of reaching 77.1% proficiency in ELA by May 2027. The incremental goal per year is 7.8%.

The overall performance data in Mathematics for Stony Creek indicates areas of opportunity. Current data indicates that 56.9% of students are proficient. Specific percentage results from the state reporting categories in Mathematics detail:

- 83.6% of students are “at or above benchmark” in the area of Algebraic Thinking & Data Analysis
- 74.8% of students are “at or above benchmark” in the area of Computation
- 81.6% of students are “at or above the benchmark” in the areas of Geometry & Measurement, Data Analysis, & Statistics
- 80.3% of students are “at or above the benchmark” in the area of Number Sense

Stony Creek has a goal of reaching 82% proficiency in mathematics by May 2027. The incremental goal per year is 8.4%.

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

A deeper analysis of Standards in Essential Need of Support (SENS) included in English Language Arts across third, fourth, and fifth grade indicates Stony Creek will prioritize targeted instruction in the table below to reach the goal of 61.4 % proficiency in the of Spring 2025.

Key Ideas and Textual Support/Vocabulary	
Essential Standards	Performance Data
3.RL.2.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the plot.	6.5
4.RL.2.3 Describe a character, setting, or event in a story or play, drawing on specific details in the text, and how that impacts the plot.	6.5
5.RL.2.3 Describe two or more characters, settings, or events in a story or play, drawing on specific details in the text, and how they impact the plot.	6

Key Ideas and Textual Support/Vocabulary	
Essential Standards	Performance Data
3.RN.2.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers	6.5
4.RN.2.1 Refer to details and examples in a text when explaining what a text says explicitly and when drawing inferences from the text.	6.5
5.RN.2.1 Quote accurately from a text when explaining what a text says explicitly and when drawing inferences from the text.	6.5

Key Ideas and Textual Support/Vocabulary	
Essential Standards	Performance Data
3.RV.2.1 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.	6.5
4.RV.2.1 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.	6.5
5.RV.2.1 Quote accurately from a text when explaining what a text says explicitly and when drawing inferences from the text.	5.5

Writing: Conventions of Standard English	
Essential Standards	Performance Data
3.W.6.1a Nouns/Pronouns: Writing sentences using abstract nouns (e.g., hope, thought).	6
3.W.6.1b Verbs: Writing sentences that use regular and irregular verbs and simple verb tenses to convey various times, sequences, states, and conditions.	6
4.W.6.2a Capitalization: Capitalizing names of magazines, newspapers, works of art, musical compositions, organizations, and the first word in quotations, when appropriate.	6
4.W.6.2b Punctuation: correctly using apostrophes to form possessives and contractions, correctly using quotation marks and commas to mark direct speech, using a comma before a coordinating conjunction in a compound sentence.	6
5.W.6.1e Usage: Writing correctly simple, compound, and complex declarative, interrogative, imperative, and exclamatory sentences, using correlative conjunctions (e.g., either/or, neither/nor).	6.5

A deeper analysis of Standards in Essential Need of Support (SENS) included in Mathematics across third, fourth, and fifth grade indicates Stony Creek will prioritize targeted instruction in the table below to reach the goal of 65.3 % proficiency in the Spring of 2025.

Mathematics: Computation	
Essential Standards	Performance Data
3.C.1 Add and subtract whole numbers fluently within 1000.	6.5
4.C.1 Add and subtract multi-digit whole numbers fluently using a standard algorithmic approach.	6
5.C.1 Multiply multi-digit whole numbers fluently using a standard algorithmic approach.	6.5
4.C.4 Multiply fluently within 100.	6.5

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.

Stony Creek has a goal of reaching 77.1% proficiency in ELA by May 2027. The incremental goal per year is 7.8%.

Stony Creek has a goal of reaching 82% proficiency in mathematics by May 2027. The incremental goal per year is 8.4%.

The percentage of K-5 students in attendance over the course of the year will increase from 93.4% to 97.5% as measured by our district office and reported to the IDOE by the end of May 2027.

ILEARN Schoolwide Improvement SMART Goals:

- *The Standard Level Performance Data for Key Ideas and Textual Support/Vocabulary will decrease from a 6.5 to a 6.0 or less.*
- *The Standard Level Performance Data for Writing: Conventions of Standard English will decrease from a 6.0 to a 5.5 or less.*
- *The Standard Level Performance Data for Math: Computation will decrease from a 6.5 to a 6.0 or less.*

Attendance Schoolwide Improvement SMART Goal:

- *The overall average attendance rate for students in grades K-5 as recorded in our office will increase the percentage of Improved Model Attendees from 44.5% to 47.5% by the end of May 2024 as measured by the IDOE attendance reporting to increase overall attendance rates from 93.4% to our goal of 97.5% by 2027.*

Schoolwide Improvement Action Plan <i>Strategies, programs, and/or services to address student learning needs; methods to improve cultural competency.</i>				
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?
<p>Guiding Coalition members will lead grade-level collaborative team to improve student literacy proficiency.</p>	<p>All staff will support students in developing proficiency in essential standards demonstrated in the writing process..</p> <p>All staff will support students in growth in the following performance areas: key ideas and textual support/vocabulary, structural elements and organization/connection of ideas/media literacy, and reading foundations.</p> <p>Essential standards work in ELA: unpacking standards into learning targets, developing an aligned learning progression, and creation of exemplar common formative assessments..</p>	<p>Guiding coalition, grade level and resource teachers, instructional coach, learning specialist, multilingual teacher, administrators, and support staff</p>	<p>Ongoing-2023-2026</p>	<p>Students will produce written pieces that are elaborate and well-developed and include conventions (eg. spelling, capitalization, usage, and punctuation).</p> <p>Collaborative teams will develop aligned common formative assessments to measure student learning outcomes of essential ELA standards.</p> <p>Results of the common formative assessments, progress for collaborative team SMART goals, ILEARN scores.</p>
<p>The triangulation of assessment to plan or adjust instruction as well as determine student mastery of unit content and skills.</p>	<p>All colleagues will engage in data analysis using protocols to identify standards in need of support as well as enrichment.</p>	<p>All teachers, administrators, and support staff.</p>	<p>Ongoing - 2023-2026</p>	<p>Data analysis from both formative and summative assessments. This will include but is not limited to NWEA, grade-level SMART goals, and unit pre and</p>

				<p>post-assessments.</p> <p>NWEA growth for ELA Winter to Winter will increase from 56.4% meeting or exceeding expected growth to 61.4% for students K-5.</p> <p>NWEA growth for Math Winter to Winter will increase from 67.5% meeting or exceeding expected growth to 72.5% for students K-5.</p>
Science of Reading professional learning at building and district level.	Ongoing professional development in literacy from IDOE asynchronous course Keys to Literacy on district based PD days.	Learning specialists, literacy lead teachers, instructional coach, certified teachers from IDOE.	Ongoing - 2023-2026	Observation of enhanced instructional strategies that yield desired student results, and behaviors.
Multilingual professional learning at building and district level.	Pre and post assessment of staff knowledge to differentiate strong teaching strategies for all learners.	ML collaborative team, SC ML teacher, instructional coach, learning specialist, teachers with EL certification, classroom teachers.	Ongoing - 2024-2026	<p>Observation of enhanced instructional strategies that yield desired student results, and behaviors.</p> <p>NWEA and ILEARN growth for ML students in the area of ELA from 2024-2025.</p>
Attendance team members will monitor daily attendance and watch for trends in absenteeism.	Parent/guardian communication, meetings, home visits, and ACES prosecutor forms will be completed as needed.	Classroom teachers, nurse, attendance secretary, counselors, administrators and family members.	Ongoing - 2023-2026	PowerSchool documentation, medical notes, parent/guardian meeting documentation, ACES referrals, IDOE attendance report.

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