



# Hinkle Creek Elementary

2024-2025

## 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). 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.
- **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 as 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.

As educators, it is evident that our school community is experiencing a notable increase of English language learner students. This demographic shift emphasizes the critical importance of addressing the diverse needs of our student body, encompassing English

language development, adaptation to the U.S. educational system, and attending to their socio-emotional well-being. To support our diverse learners, a series of professional development sessions 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. The sessions are designed to offer tailored sessions that facilitate practical application in K-12 classrooms, examples in the classroom, and learning environment implications and will take place throughout the school year.

### **Parental Participation:**

Parents are a vital part of Hinkle Creek's collaborative team and we are looking forward to starting the 2024-2025 school year with many opportunities available to parents due to the decrease in health and safety restrictions (due to the pandemic). Hinkle Creek welcomes and encourages parents to become an active part of the learning environment. Volunteer opportunities are numerous and may include working in classrooms with small groups of students and/or individuals, in the media center, or on field trips, and serving on school and district-level committees. Parents are welcome and encouraged to participate in parent/teacher conferences and information nights, and attend celebration assemblies. The Hinkle Creek Parent Teacher Organization (PTO) also offers endless opportunities for involvement for all parents: fundraisers, movie nights, ice cream socials, field trips, staff appreciation events, book fairs, clerical assistance from home or at school, and enrichment opportunities, among many others.

### **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**

**2023–2024 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>59.1</b>	<b>55.2</b>	<b>41.2</b>	<b>53.0</b>	<b>56.7</b>	<b>40.7</b>	<b>59.6</b>	<b>59.2</b>	<b>41.0</b>
Paid Meals	61.9	61.8	53.2	58.0	63.5	53.5	66.8	66.5	52.6
Free/Reduced Price Meals	47.9	34.4	27.0	30.5	36.5	27.2	35.9	39.8	28.0
General Education	67.9	61.7	46.9	60.0	63.1	46.2	67.7	65.8	46.6
Special Education	22.0	22.2	13.4	20.3	24.5	13.1	27.8	27.2	13.7
Non-English Language Learner	61.1	57.6	43.8	55.5	59.5	43.2	61.1	62.5	43.7
English Language Learner	8.3	14.9	13.9	0.0	11.2	13.0	28.6	16.2	13.8
Asian	***	60.3	56.7	***	63.3	54.9	***	63.9	55.6
Black	28.6	34.5	19.1	0.0	35.3	19.7	***	45.3	20.9



Hispanic	38.5	37.1	28.1	32.1	33.7	27.1	52.8	35.1	27.0
Multiracial	66.7	41.4	36.8	69.2	49.3	37.1	57.1	50.0	37.9
White	61.9	59.0	48.0	56.0	61.2	47.5	61.2	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>89.4</b>	<b>91.0</b>	<b>81.6</b>	<b>89.6</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)	77.6	77.7	76.3	73.9	75.3	77.2
% of Students Who Met or Exceeded Their Projected RIT (Fa-Wi)*		56.9		49.9		56

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>61.7</b>	<b>53.7</b>	<b>39.4</b>	<b>59.5</b>	<b>56.2</b>	<b>40.9</b>	<b>64.6</b>	<b>54.3</b>	<b>40.7</b>
Paid Lunch	64.9	60.9	51.9	62.9	63.3	54.1	70.9	61.6	52.8
Free/Reduced Lunch	49.3	31.0	24.6	43.9	34.9	26.7	43.7	35.0	27.2
General Education	69.8	59.8	44.3	66.2	61.9	45.6	72.8	60.0	45.6
Special Education	29.3	23.3	15.7	27.8	26.9	16.8	32.2	26.8	16.9
Non-English Language Learner	63.1	55.9	41.6	61.1	58.4	42.9	66.6	57.1	43.0
English Language Learner	41.7	17.4	17.1	25.0	19.5	17.9	23.8	17.6	17.6
Asian	***	64.9	58.2	***	66.0	58.3	***	57.4	57.3
Black	28.6	29.1	14.4	25.0	29.7	16.2	***	32.4	17.0
Hispanic	50.0	31.7	24.8	39.3	31.8	25.9	44.4	29.9	25.5
Multiracial	50.0	34.6	33.3	61.5	42.7	35.0	64.3	42.1	35.0
White	64.5	58.3	47.1	62.4	61.3	48.7	68.6	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)	77.2	79.4	74.1	76.5	73.1	86.9
% of Students Who Met or Exceeded Their Projected RIT (Fa-Wi)*		64.3		60.1		68

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

	<b>2021-2022</b>	<b>2022-2023</b>	<b>2023-2024</b>
<b>Overall</b>	<b>93.5</b>	<b>95.1</b>	<b>95.9</b>
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>	43.4	65.6	69.6

### Demographic Data

	<b>2021-2022</b>		<b>2022-2023</b>		<b>2023-2024</b>	
	School	District	School	District	School	District
Percent Free/Reduced Lunch	13.6	20.9	17.5	24.3	20.3	24.3
Percent Special Education	19.4	16.5	20.8	17.4		
Percent English Language Learner	2.6	4.8	3.3	5.5		
Percent Asian	1.2	2.6	1.0	2.8	0.9	2.8

Percent Black	2.7	4.6	2.2	4.8	2.5	4.8
Percent Hispanic	4.7	8.2	5.2	8.7	7.2	8.7
Percent Multiracial	3.7	3.5	4.2	3.9	4.6	3.9
Percent White	87.6	80.7	87.3	79.5	84.4	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	***	9.5	

\*\*\*Suppressed due to small population

### High School Graduation Rate

	2021-2022	2022-2023	2023-2024
<b>Overall</b>	<b>97.6</b>	<b>98.3</b>	
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	

### Other School Data:

The 2022-2023 NWEA winter scores showed that in each 5th grade classroom, an average of 36% (30%) of students were below expectations for Computation. In 4th grade, the average number of students beneath expectations for Computation was 33% (28%). In 3rd grade, the average number of students beneath expectations for Computation was 38 (28%).

NOTE: We observed significant growth in 2023-2024 winter scores that showed in each classroom, an average of 30% of students were below expectations for Computation. In 4th grade, the average number of students beneath expectations for Computation was 28%. In 3rd grade, the average number of students beneath expectations for Computation was 28%.

Even though we observed significant growth in Comprehension winter scores from 2023 to 2024, our scores are still low and areas of concern and growth for our school.

### **Narrative of Student Learning Data:**

Our ELA data shows that our students are at/near expectations for the majority of standards under the umbrella of Key Ideas and Textual Support/Vocabulary as well as Structural Elements and Organization/Connection of Ideas/Media Literacy. Under the umbrella of Writing, our students fell below expectations for sentence usage, punctuation, and spelling. Our student data showed growth in the areas of narrative composition and research writing.

Our Math data shows that our students are at/near expectations for the majority of standards under the umbrella of Algebraic Thinking, Geometry and Measurement, Data Analysis, and Statistics, and Number Sense. Under the umbrella of Computation and Process Standards 5 (use appropriate tools strategically) and 7 (look for and make use of structure), our students fell below expectations. Our student data showed growth in the areas of geometry identification, money, and problem solving.

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

After analyzing our ELA student data, we noted the need to prioritize revision and editing skills throughout our structured writing workshop. We noticed the following skills that showed up in multiple grade levels as areas for growth: sentence structure, spelling, punctuation, using context clues to determine the meanings of unknown words, and analyzing words for meaning.

After analyzing our Math student data, we noted the need to prioritize using mathematical tools strategically, as well as looking for and making use of structure. We noticed the following skills that presented themselves as areas for growth: weight and measurement (mass of objects, perimeters of polygons), analyzing whole numbers 1-100 for factors and multiples, computation, mastery of fractions and decimals, and understanding, interpreting, and modeling percents as part of a hundred (specifically circle graphs).

Professional development meetings at the beginning of the school year will be focused on these areas, including but not limited to mentor sentence routines and fact fluency interviews. These strategies will be emphasized throughout the school year's PLC work.

#### **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.*

Our current reality:

In 2024, 59.6 percent of our students in grades 3-5 demonstrated proficiency on the ELA ILEARN assessment.

SMART Goal:

The percentage of 3-5 grade students demonstrating proficiency in English Language Arts will increase from 59.6 to 66.3 percent by the end of May 2025 as measured by the ILEARN assessment to reach our goal of 79.6 percent proficiency by 2027.

### Schoolwide Improvement Action Plan

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

What strategies, programs, and/or services have you identified to address the needed improvement?	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?
Essential standards work in ELA:  Align Units of Study with essential standards	<ul style="list-style-type: none"> <li>● Teaching Point Calendars</li> <li>● Grade Level PLC</li> <li>● CFA's</li> <li>● Analysis of CFA's</li> <li>● Volume of writing</li> </ul>	All K-5 Teachers, Lead Teachers, Learning Specialist, Instructional Coach, ML Collaborative Teacher, Principal/Assist. Principal	By 2026 essential standards and common assessments will align with instruction and curriculum  2024/2025 School Year	Review of unit goals and alignment to learning targets  Review of assessments used by collaborative

<p>Continuing to focus on the volume of writing but with emphasis on the lenses of editing and revising for grammar and conventions.</p> <p>Applying context clues</p> <p>Using the text to ask and answer questions.</p> <p>Build common formative assessments that include the identified critical standards from 2023-2024 ILEARN results.</p>	<p>with intentional teaching of editing and revising</p> <ul style="list-style-type: none"> <li>• Note the critical and essential standards for CFA's on Teaching Point Calendars</li> <li>• Inferring and determining the meaning of what an unknown word or phrase is in a text.</li> <li>• Use of read alouds and common content (Scholastic publications) to explain and answer questions explicitly to the text</li> </ul>			<p>teams</p> <p>Weekly PLC conversations, learning, and student artifact analysis</p> <p>On demand writing prompts that focus on the writing process and increased student volume</p> <p>Data from student artifacts</p>
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All professional development programs and activities included in this plan comply with [local school board policy](#).



## Noblesville Schools Continuous School Improvement Action Plan

### Schoolwide Improvement SMART Goals

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

Our current reality:

In 2024, 64.6 percent of our students in grades 3-5 demonstrated proficiency on the Math ILEARN assessment.

SMART Goal

The percentage of 3-5 grade students demonstrating proficiency in Math will increase from 64.6% to 70.2% by the end of May 2025 as measured by the ILEARN assessment to reach our goal of 80.9 percent proficiency by 2027.

**Schoolwide Improvement Action Plan**

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

<b>What strategies, programs, and/or services have you identified to address the needed improvement?</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>
<p>Align math units with essential standards - identifying essential standards and aligning to core curricular materials</p> <p>Build and revise common formative assessments that include the identified critical standards from 2023-2024 ILEARN results.</p> <p>Provide on-going fact fluency assessment and practice to students that have been identified as not</p>	<ul style="list-style-type: none"> <li>● Teaching Point Calendars</li> <li>● Grade Level PLC</li> <li>● Analysis of CFA's</li> <li>● Fact fluency maintenance for students performing at or below twenty-first percentile according to Math NWEA.</li> <li>● Use of number talks and math discussion</li> </ul>	<p>All K-5 Teachers, Lead Teachers, Learning Specialist, Instructional Coach, ML Collaborative Teacher, Principal/Assist. Principal</p>	<p>2024-2025 School Year</p> <p>By 2026 essential standards and common assessments will align with instruction and curriculum</p>	<p>Weekly PLC conversations, learning, and student artifact analysis</p> <p>Performance on common formative assessments</p>

<p>meeting grade level expectations</p> <p>Math Talk and Strategies for solving problems in more than one way</p> <p>Applying computation to solve different levels of problems (basic, real world, complex)</p>				
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### Noblesville Schools Continuous School Improvement Action Plan

<p><b>Schoolwide Improvement SMART Goals</b></p> <p><i>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.</i></p>
<p>Model Attendees (Students who are either persistent or improved attendees) had a 69.6% attendance rate. For the 2024-2025 school year, the Model Attendee subgroup rate will increase to 75.6%.</p> <p>Persistent Attendees (Students who are in attendance for at least 96% of the school year) had a 67% attendance rate.</p> <p>For the 2024-2025 school year, the Persistent Attendee subgroup rate will increase to 73%.</p> <p>Improved Attendees (Students whose attendance rate improved by at least 3 percentage points from the preceding year) had a 9.3 attendance rate.</p> <p>For the 2024-2025 school year, the Improved Attendees subgroup rate will increase to 15.3%.</p>

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

<b>What strategies, programs, and/or services have you identified to address the needed improvement?</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>
<p>Promoting good health routines and hygiene.</p> <p>Weekly school reports to monitor attendance and identify at-risk students.</p> <p>At-risk student tracking form and individual support.</p> <p>Tracking communication with families of at-risk students.</p> <p>Attendance contracts to formalize parent/school partnership to increase attendance.</p>	<p>Administrators, Registrar, and Student Services Staff will closely monitor student attendance.</p> <p>Communication will be initiated by counselors and administrators to help support all students and parents.</p>	<p>All staff</p> <p>Registrar, teachers, Administrators, social worker, counselors</p>	<p>2024-2025 School Year</p>	<p>Overall attendance rates via PowerSchool.</p> <p>Monitoring daily attendance via PowerSchool for improvement.</p>