



Noblesville Schools
K-12 English Language Arts Program Review
Report to the Board of School Trustees
2024-25

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2024-2025 English Language Arts Program Review Committee Members

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Name and Role	Building
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**English Language Arts Program Review Overview 2024-25
(One Year Process)**

May 2024	Form K-12 committee (teachers, administrators, parents, school board members)
August 2024	<i>Develop Initial Shared Beliefs and Prepare for Collaboration</i> -Review purpose, goals, and actions of a program review -Draft shared beliefs about literacy as a K-12 committee: "What do we, as a committee, believe about sound literacy instruction?" -Read a variety of texts for discussion and shared learning
September 2024	<i>Create Data Instruments, Observe K-12 Literacy Instruction</i> -Create surveys for staff, students, and families -Create focus group questions for elementary students -Create common classroom learning walk note-taking forms for K-5 and 6-12 -Conduct K-12 Learning Walks across all buildings and reflect as a committee
October 2024	<i>Continue Data Collection and Shared Learning</i> -Conduct elementary student focus groups (in lieu of surveys) -Revisit and revise shared beliefs about English Language Arts -Review initial classroom learning walk notes and feedback -Read additional texts and excerpts to read, discuss, and study to support vertical articulation and grade level outcomes -Take part in shared professional learning with Megan Thompson (CELL) -Engage in ongoing collaboration with outside consultant to support planning and process
November 2024	<i>Synthesize Data to Support Program Review</i> -Review and provide feedback and analysis as a committee on data artifacts gathered during program review (classroom learning walks, all surveys, focus groups, student performance) -Provide feedback and revision on current shared beliefs about literacy instruction -Formalize findings and recommendations with outside consultant and committee members
December 2024	<i>Present Program Review Recommendations</i> -Draft, edit, finalize committee report -Prepare presentation and present to Board of School Trustees
January 2025- spring 2025	<i>Begin to Take Action on Recommendations</i> -Explore possible core curriculum materials for adoption and/or curriculum revisions with stakeholder feedback and analysis -Present potential core curriculum material options to school board 2025

English Language Arts Program Review Comprehensive Snapshot of Learning

A program review is a study of current instruction around a specific content area. The program review provides an opportunity to gather and analyze evidence of student learning that is centered on research and sound practices of instruction. The K-12 English language arts program review is a one-year process with the first semester culminating with recommendations for action and the second semester exploring potential revisions and evaluation of existing curriculum or the potential adoption of new curriculum materials.

The program review is formed on the foundation of a professional learning community. A PLC is an ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve. Ensuring that all students in the district learn at high levels, supports the larger purpose of the program review. This is done through a collaborative and collective effort and driven through actions formed on the evidence of student learning.

The last program review of K-12 English language arts in Noblesville Schools occurred in 2019. The following report outlines a systematic review that is aligned with the vision and mission of the district and provides pathways for action based on the committee's findings and recommendations.

PLC Foundation Principle #1: A Collaborative Culture

Shared Literacy Belief Statements

The program review committee, composed of various stakeholders, first sought to establish a strong foundation around what they currently believed about sound literacy instruction K-12. The committee reflected on current practices needed for success for all learners both within and beyond schooling in Noblesville Schools. This process highlighted the various beliefs uncovered by each member, yet through ongoing revisions throughout the program review, provided pathways for reflection of practice and constant evolvement of thinking as new learning, reading, and research were acquired. These belief statements evolved throughout the course of the semester (see Appendix A).

Shared Literacy Experiences and Knowledge Building

Committee members reflected on previous literacy experiences (both success and challenges) and what those experiences might tell us about effective literacy instruction for both students and teachers. This provided open discussion around high-quality teaching and learning, teachers and staff who promoted a positive learning environment, and the transfer of literacy practices into real-world experiences. These conversations allowed committee members to consider what they would want all Noblesville Schools students to say about their literacy experiences upon graduation from high school. Outside consultant Megan Thompson, Director of Literacy (CELL, UIndy) provided professional learning (see Appendix B) on the Science of Reading, including a definition of the Simple View of Reading, Scarborough's Reading Rope, and

the need for systematic early instruction alongside rich and authentic literacy experiences.

PLC Foundation Principle #2: A Focus on Learning

Reading and Discussion of the Research

It was important to begin the work with common language and goals. Readings were excerpts and articles grounded in evidence-based practices and research. Learning experiences provided within committee meetings were set with the intention to continue to grow the committee's common goals and beliefs, glean transferable practices, and to grow understanding of challenges as well as possibilities specific to K-12 English language arts program improvement.

PLC Foundation Principle #3: A Results Orientation

Data Review

Program reviews are a time to examine and analyze various data sets across the district in order to identify strengths and areas of opportunity. Our data collection process and analysis included the following:

Classroom Learning Walks

Over 90 classrooms representative of K-12 across all ten buildings in Noblesville Schools were visited across two days as a part of the program review. The committee formed six smaller teams, with each team having the opportunity to visit two elementary schools, one middle school, and the high school. Teams were asked to complete learning walk forms for each classroom visited, with approximately 545 forms submitted K-12. A collective committee debrief was held at the conclusion of each day. Findings will be discussed later in the report.

Stakeholder Feedback

Students, staff, and parents/guardians were surveyed as a part of this program review to gain a wide snapshot of stakeholder experiences with English language arts programming in Noblesville Schools K-12. Students in grades 6-12, K-12 staff, and K-12 parents/guardians were asked to complete an online survey (available in both English and Spanish). In lieu of a survey, a representative sample of K-5 elementary students were interviewed in focus groups. All surveys were anonymous and optional. In all, approximately 3,592 grade 6-12 students, 130 staff members, and 223 parents/guardians responded to survey opportunities (see Appendices C-E).

Summative State Assessments: IREAD-3, ILEARN, SAT

The committee reviewed summative performance data from the past three years for three main assessments. IREAD is a foundational reading skills assessment given to all third grade students in Indiana, created in accordance with state and federal law. (In 2024-2025 school year, all second and third grade students will take this assessment). ILEARN is Indiana's summative accountability assessment for students in grades 3-8.

The SAT's Evidence Based Reading and Writing (EBRW) is Indiana's summative accountability measure for grade 11 students.

Strengths:

- Overall proficiency rates of Noblesville students continue to increase and stay well above state averages.
- Proficiency by demographic and special population also indicates proficiency levels well above the state averages with one exception: our ML students perform at or just above state averages.

Areas of Opportunity

- While all of Noblesville's subgroups performed above state averages, there is still an opportunity gap between our ML students, special education students and proficiency levels across all assessments.

Synthesis of Stakeholder Feedback

K-5 Student Focus Group Summary

A representative sample of elementary students K-5 engaged in focus groups to gather student feedback and reflections on the teaching and learning of literacy. Students were asked either individually or in small groups of 3-5 students to provide verbal feedback on various questions. These questions were shared with families for advance preview and were provided a student opt-out option if deemed. Student focus groups occurred in grades K-5 and were located at all of our seven elementary schools (three Title I buildings and four non-Title I buildings).

Strengths:

- Students have a high level of enjoyment for learning about literacy topics.
- Students have a high level of comfort discussing literacy topics (reading and writing) with both their teacher and classmates.
- Teachers and staff create literacy learning experiences that connect to real-world contexts and foster a school-wide culture of a love for literacy across all disciplines. These experiences occur not only in the classroom and the school's library media center but also throughout various aspects of the school day, including related arts.
- The majority of students K-5 were able to vocalize and name how strong literacy skills are important now and how these skills will impact them now as well as into adulthood and various career pathways.

Areas of Opportunity:

- Continued opportunities to connect literacy learning to various career fields and pathways, including real-world experiences.
- Ongoing opportunities for diverse instructional methods, engagement with

authentic audiences, and a balance of student choice in both text selection and writing genres.

6-12 Student Survey Summary

Over 3,000 students in grades 6-12 completed a survey via a Google form during their regular ELA course. These questions were shared with families for advance preview and were provided a student opt-out option if deemed.

Strengths:

- Secondary students find choice reading, collaboration with peers, and feedback on their writing to all be helpful and enjoyable.
- Students love choice in their writing topics and reading material, but also identified class novels as enjoyable and important to learning.
- Overwhelmingly, secondary students feel that their literacy skills are improved by their classroom experiences and that they know where to go if they need additional help.
- Students specified clear guidance on expectations, direct feedback, and visual examples as most helpful to their learning.

Areas of Opportunity:

- Many students would like more time for collaboration and small group discussion
- Students discussed in different ways that engagement can be a challenge, especially when working independently throughout an entire period, or when completing a task for an extended period of time
- Students also indicated that more interaction with peers, such as group work, partners, and other means of collaboration, are all helpful ways of learning that they would like to see increase in the ELA classroom

K-12 Teacher, Staff, and Administrator Survey Summary

Survey opportunities were provided across the district for K-12 staff. In all, 130 total survey responses were received from staff, with 85 responses from K-5 staff and 40 responses from 6-12 staff. Staff included a variety of respondents including general education, special education, instructional coaches, library media specialists, administrators, multilingual learner collaborative teachers, department chairs, learning specialists, and ELA lab classroom teachers. Findings were broken down into K-12, K-5, and 6-12 strengths and areas of opportunity.

K-12 Strengths:

- Staff expressed that they enjoy teaching and supporting the teaching of reading and writing (96.9% within the agree-to-strongly agree range).
- Staff shared that they have a clear understanding of how the specific concepts and skills in their grade level standards connect to the grades above and below (83.1% within the agree-to-strongly agree range).

- Staff shared they receive adequate support and professional learning experiences to effectively teach reading, writing, and related skills (53.1% within the agree-to-strongly agree range).

K-12 Areas of Opportunity:

- Staff shared that they do not have the physical materials, tools, and resources needed to effectively teach reading and writing (53.1% within the disagree-to-strongly disagree range). Further, some teachers expressed a desire for a vertical bibliography of novels and other longer texts. This helps ensure programmatic consistency and experiences across schools within texts.
- Staff expressed an interest in having continued professional learning and additional tools to support all students including multilingual learners, special education, high ability, and striving learners who may experience difficulty in reading and writing.
- Staff would like to continue to see opportunities for strong vertical alignment across grades K-12.

K-5 Strengths:

- Staff enjoy teaching reading, writing, and related skills (95.3% within the agree-to-strongly agree range).
- Staff indicated that they have a strong understanding of grade level standards and content (83.5% within the agree-to-strongly agree range).
- Staff indicated overall having the needed support and professional learning needed to effectively teach reading, writing, and related skills (51.8% within the agree-to-strongly agree range).

K-5 Areas of Opportunity:

- Staff indicated that there is a need for increased access to resources and materials to effectively teach reading, writing, and related skills that support a research-based, comprehensive curriculum that is aligned to state standards, core principles of literacy instruction, alignment with the science of reading, and differentiation for a range of learners including multilingual learners, striving learners, high ability, and special education (62.3% within the disagree-to-strongly disagree range).
- Staff expressed a desire for additional resources, support, and professional learning for implementing research-based interventions that address reading and writing gaps in relation to targeted instruction for striving learners (or those significantly below grade level) within the MTSS (Multi-Tiered System of Supports) process.
- Staff are eager to continue to engage in vertically aligned professional learning aligned with the science of reading (including key literacy principles of phonemic

awareness, phonics, vocabulary, fluency, and comprehension), writing instruction, and other related literacy skills.

6-12 Strengths:

- Staff enjoy teaching reading and writing, and feel they have a strong grasp on their grade level content.
- Staff expressed a desire to continue collaborating with colleagues from other schools and to continue to grow as a vertical team.

6-12 Areas of Opportunity:

- Staff expressed a need for increased support and training in working with ML students, special education students, and struggling readers.
- Staff expressed a need for updated resources for high ability curriculum, including novels and other curriculum materials for Bridges courses at the middle school level in particular.
- Some staff requested that ELA professional learning always provide opportunities for special education teachers, lab teachers, and ML teachers to attend.
- Staff expressed a need for more intervention curriculum and supplementary materials.

K-12 Parent and Guardian Survey Summary

A Google Form survey was provided to families in both English and Spanish. In all, 223 survey responses were received, with 369 students in grades K-12 represented. Responses showed a mix of all grade levels K-12, with a slight emphasis on parents and guardians of elementary-aged students. Findings were broken down into areas of strengths and areas of opportunity overall for grades K-12.

Strengths:

The majority of parents/guardians feel that Noblesville Schools provides....

- An effective learning environment for literacy (78% within the agree-to-strongly agree range).
- Opportunities for pursuing upper-level and/or specialized academic ELA courses (75.6% within the agree-to-strongly agree range).
- Preparation with the reading and writing skills necessary for successful K-12 education and beyond (69.1% within the agree-to-strongly agree range).
- Awareness of literacy learning taking place across the school year (66% within the agree-to-strongly agree range).
- Support for their child/children who may experience challenges within reading and/or other areas of literacy education (66.8% within the agree-to-strongly agree range).

range).

Areas of Opportunity:

Parents/Guardians would like to see Noblesville Schools continue and/or improve...

- Clear, transparent, and consistent communication about curriculum choices, assessment methods, and student progress within literacy instruction.
- Effectiveness of MTSS (Multi-Tiered System of Supports) that includes support for early intervention and the needs of individual students.
- Professional learning and curricular materials and resources needed for teachers and staff to adequately support learners with literacy instructional practices that can be differentiated to support a wide range of student needs.
- Focus on a balance of skill development alongside and continued fostering of a love for reading and writing with students in real-world contexts and applications, including a balance of usage with technology and physical materials.

Overall, parents desire a well-rounded English language arts program K-12 that utilizes evidence-based practices, supports individual needs, fosters a love for literacy (reading, writing, and related skills), and prepares students for success in the future.

Synthesis of Learning Walks

Program reviews typically include short classroom visits, called “classroom learning walks”. Teams composed of staff, board members, parents and outside consultant(s) completed learning walks across two days in all ten schools and over 90 classrooms K-12. Teams were asked to complete a learning walk form for each classroom visited. These forms were grounded in pillars of literacy instruction and evidence of student and teacher actions connected to literacy practices. At the conclusion of the learning walks, each team synthesized findings into areas of trends, questions, and implications for student and teacher learning in the future. Findings were broken down into grades K-12, K-5, and 6-8.

K-12 Learning Walk Summary

Approximately 545 classroom learning walk forms were submitted by program review committee members in grades K-12.

Strengths:

- Texts were presented in multiple formats across all grade levels, such as digital (iPad) and print, enhancing accessibility. Classrooms featured structured, whole-group instruction, with clear strategies and graphic organizers/anchor charts.
- A consistent focus on the gradual release model was evident, with instruction transitioning from teacher-led to student-led activities. Collaboration, including partner work and group activities, was prominent in engaging students across all levels.

- Student engagement was strong in all classrooms, with clear expectations and supports for responding to texts, including scaffolding for writing and using text evidence. Writing strategies and checks for understanding were integrated to ensure student progress.

Areas of Opportunity:

- Stronger vertical alignment in language and instructional expectations to support a consistent learning progression for students across all schools and grade levels.
- Continued support and resources for all students, including striving learners, multilingual learners, and special education that includes a balance of student choice and modalities.
- Increased opportunities for cross-grade level and cross-building collaborations and professional learning opportunities that focus on high leverage literacy instructional practices.

K-5 Learning Walk Summary

Approximately 310 classroom learning walk forms were submitted by program review committee members in grades K-5.

Strengths:

- Instruction was primarily guided by teachers, with explicit modeling of skills. The use of a gradual release model supported this, as teachers transitioned students from guided instruction to independent learning.
- Students were engaged in opportunities for discourse, collaboration, feedback, and meaningful, multisensory literacy learning experiences. This included a variety of texts, writing materials, visual aids/manipulatives, and technology.
- Engaging and supportive teachers and staff were evident through positive and supportive learning environments, clear expectations for learning, enthusiasm, and assessment/feedback opportunities.
- Instruction addressed all pillars of literacy instruction with teachers directing instruction, facilitating discussion, providing feedback, monitoring student progress, and working with students individually or in small groups.

Areas of Opportunity:

- Increased alignment of curriculum materials with grade-level standards and balance of core curriculum and supplemental materials, including equity of access to literacy materials in order to support all learners.
- Continued opportunities for differentiation of instruction based on diverse students' needs including habits and use of intervention support, MTSS Framework, and the targeting of instructional practices.

- Continued consistent, high-quality professional learning to support teachers and staff in current literacy research and high-leverage practices consistent with high impact on literacy learning for all students.

6-12 Learning Walk Summary

Approximately 235 classroom learning walk forms were submitted by program review committee members in grades 6-12.

Strengths:

- A variety of authentic texts and tasks were present in rooms across all three buildings
- Many opportunities for students to receive feedback and to discuss their work and writing with others
- Teachers clearly work and plan together across the grade level
- Intentional scaffolding and related supports were observed. This was evidenced in text selection, text complexity, instructor support, and tasks.
- Students had ample opportunity to write for different purposes: writing about reading, annotating their reading, and working on longer pieces of writing aligned to units

Areas of Opportunity:

- Increasing engagement and student expectations
- Increasing supports for students struggling with reading in a way that helps the skills to transfer
- Curriculum alignment (units, skills, and texts) from grade to grade and between schools

Recommendations for Action K-12

As a result of the English language arts program review committee's systematic process, the following recommendations stem from a strong foundation of literacy programming and provide continued areas of action. Below is a list of the K-12 recommendations. Specific actions corresponding to recommendations will be created and used to update the school board throughout our program review.

Recommendation 1: Provide ongoing professional learning for teachers that includes evidence-based practices for working with all learners. This includes high-yield core classroom instructional practices and specifically notes the support and training requested for multilingual learner students, high ability students, special education, and struggling readers K-12.

Recommendation 2: Review, adopt, and implement updated core curricular materials for elementary and secondary core literacy classes, aligned to Indiana Standards and grounded in research-based practices, including the science of reading. This includes elementary in grades K-5 considering materials from the IDOE ELA High-Quality Curricular Materials Advisory List. This allows for equity of education across grades and schools and also allows a student's literacy experiences, text exposure, and language to develop on a common progression.

Recommendation 3: Within an aligned and approved curriculum, implement and support the use of high-yield instructional strategies in the K-3, 90 minute reading block/tier 1 instruction aligned with reading research.

Recommendation 4: Provide job-embedded time for vertical alignment collaboration across the grades and critically for transition grades (for example, grades 2-3, 5-6, 8-9). This vertical alignment and collaboration allows teachers to ensure aligned, standards-based expectations for learning, assessment practices, and complexity of tasks.

Recommendation 5: Review potential structures, resources, supplemental supports, progress monitoring tools, and evidence-based practices for supporting struggling readers and writers through a Multi-Tiered System of Supports.

Recommendation 6: Increase communication and celebration of successes across the district of the students, families, and professionals who support K-12 literacy instruction at Noblesville Schools.

Next Steps for English Language Arts Programming in Noblesville Schools

Part one of the English language arts program review in Noblesville Schools concludes with final recommendations for action. Part two of this one-year review entails making potential curricular revisions to the existing curriculum and/or the selection of curriculum materials to support program review recommendations. This second phase of the program review process will take place during the second semester of the 2024-25 school year. A deeper analysis of the current curriculum and supplemental materials will be conducted with opportunities for feedback and evaluation from various stakeholders.

Bibliography of Reviewed Research

- Beck, I., McKeown, M., et al (2013). *Bringing words to life: Robust vocabulary instruction*. The Guilford Press.
- Beers, K. (2023). *When kids can't read—what teachers can do, second edition: A guide for teachers 4-12*. Heinemann.
- Duke, N. K. (2020, November 1). When young readers get stuck. ASCD.
<https://ascd.org/el/articles/when-young-readers-get-stuck>
- Vaughn, S., Gersten, R., Dimino, J., Taylor, M. J., et al. (2022). Providing reading interventions for students in grades 4–9 (WWC 2022007). Washington, DC: National Center for Education Evaluation and Regional Assistance (NCEE), Institute of Education Sciences, U.S. Department of Education. Retrieved from <https://whatworks.ed.gov/>

APPENDIX A: Literacy Belief Statements

Revised December 2024

1. **We believe in fostering a love for reading, writing, speaking, and listening, where students are inspired to explore literacy with curiosity and purpose that extends beyond the classroom.** By exploring literacy in all its forms and its role in society, students gain tools for self-expression, lifelong learning, and meaningful participation in the world. We also recognize the importance of family involvement in supporting and celebrating literacy, creating connections that extend the joy of reading, writing, and learning beyond the classroom.
2. **We believe in providing rich, diverse, and meaningful text experiences that both reflect students' identities and broaden their perspectives.** Literacy instruction must offer choice and access to texts that serve as both "mirrors" of students' own experiences and "windows" into unfamiliar viewpoints, ensuring that every student engages with literature that is relevant, challenging, and often outside their own frame of reference and time period. Additionally, students should have some choice, voice, and agency in their reading and writing experiences, contributing to their confidence and autonomy.
3. **We believe in evidence-based instructional practices that empower students to confidently read, write, and overall communicate effectively, equipping them to succeed in life beyond school.** This includes teaching of critical literacy skills that are appropriate, and aligned to grade level standards and responsive, differentiated instruction that meets students where they are while believing they can achieve at high levels and targeting the necessary skills for advancement. This includes opportunities for authentic feedback, practice, and growth.
4. **We believe in nurturing students' critical thinking and communication skills so they can become active, analytical readers and writers who thoughtfully contribute to society.** Literacy instruction should cultivate students' ability to engage in civil discourse, formulate credible and evidence-based opinions, and confidently express their ideas in both verbal and written forms.
5. **We believe every student deserves equitable access to high-quality instruction and literacy resources.** This includes a guaranteed and viable curriculum based on grade-level standards, best practices, and common core curricular materials. Teachers should have a balance of choice in some of the texts, activities, and approaches at the school and classroom level, along with clear and common goals and grade level expectations for learning. These common shared experiences in texts across schools then build on each other as texts, themes, and ideas become more complex.

6. **We believe that effective K-12 literacy instruction should follow a sequence of standards-based, evidence-based instruction, building from early foundational skills in primary grades so that students can effectively attend to texts of increasing complexity in the later grade.** In learning foundations of reading, students need a balance of language comprehension and word recognition along with rich literacy experiences in interacting with authentic texts that allow them to activate background knowledge, grow vocabulary, and grow fluent in written and spoken language while being provided daily opportunities to enjoy the craft of reading and writing. These experiences continue to build so that students are fluent decoders of language, navigating complex texts with stamina and confidence, expressing their thinking freely and maintaining a strong identity as a reader throughout their lives.

APPENDIX B: ELA Professional Learning

October 2024

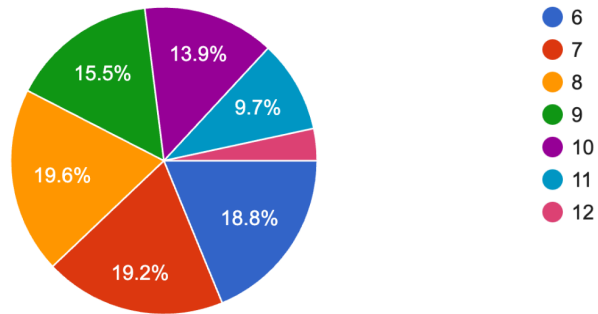
[ELA K-12 Program Review: Reading Science and Student Outcomes](#) by Megan Thompson, Ed.S, *Director of Literacy*, Center of Excellence in Leadership of Learning (CELL) at the University of Indianapolis

APPENDIX C: Student Survey Responses, Grades 6-12

What grade are you in?

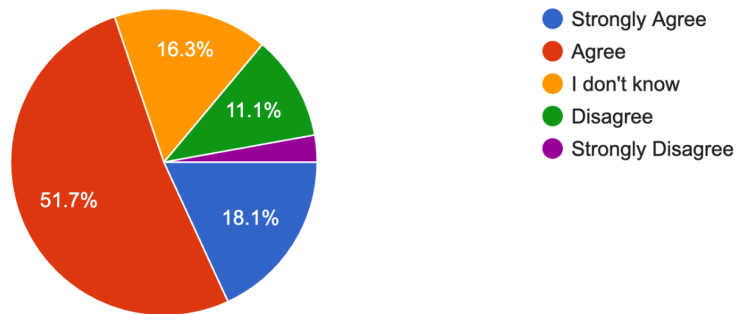
What grade are you in?

3,530 responses



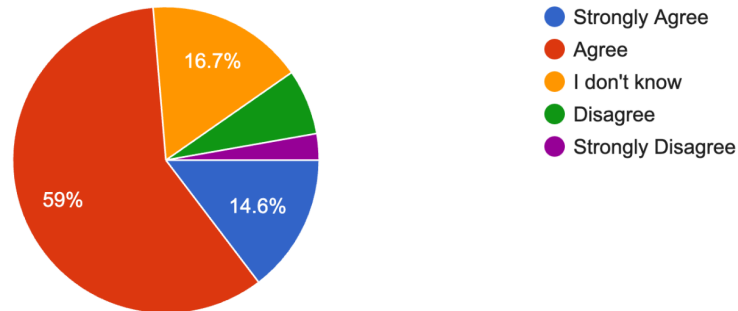
I read about a variety of interesting topics, different types of people, and different ideas in my English classes.

3,525 responses



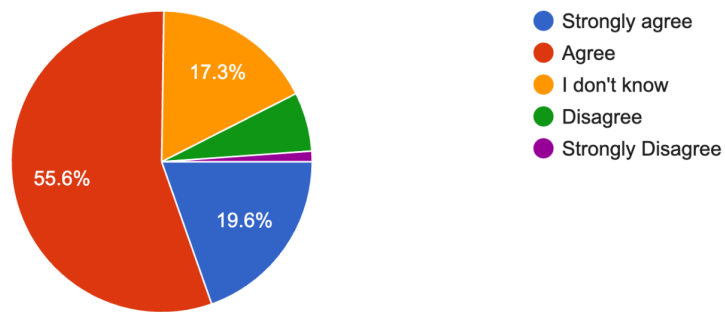
I can use what I learn in English class in other subjects and real-life situations.

3,523 responses



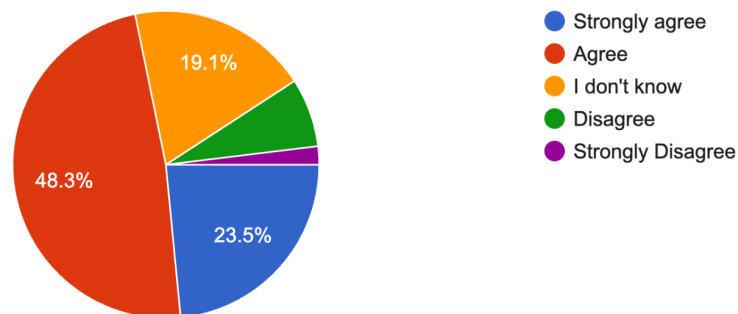
Overall I feel that I receive helpful feedback on my assignments and essays.

3,525 responses



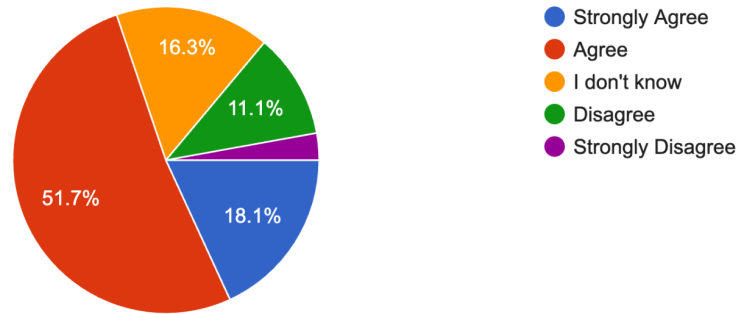
My writing skills are improving because of my English classes.

3,525 responses



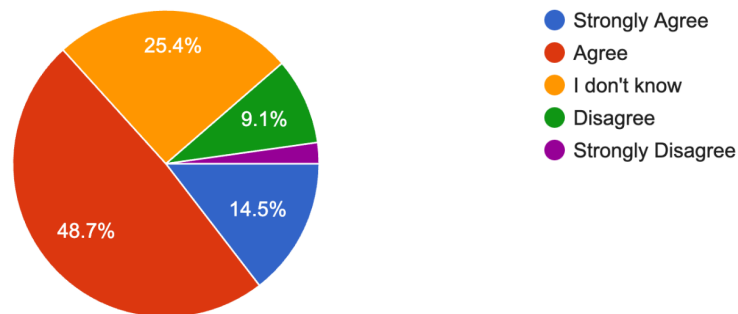
I read about a variety of interesting topics, different types of people, and different ideas in my English classes.

3,525 responses



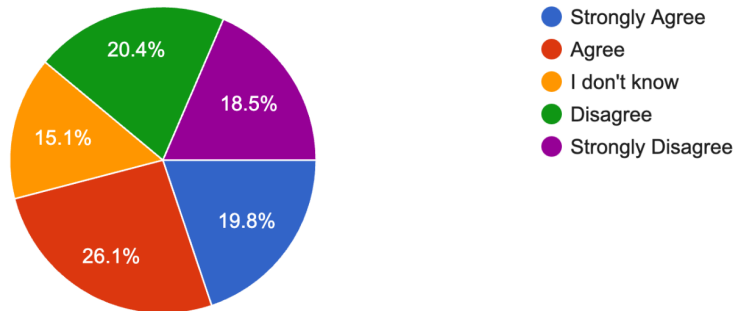
I feel that I have improved in my ability to discuss literature and other texts in English class.

3,521 responses



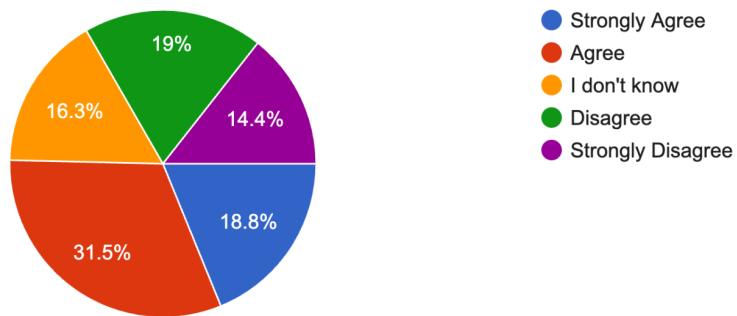
I like to read.

3,524 responses



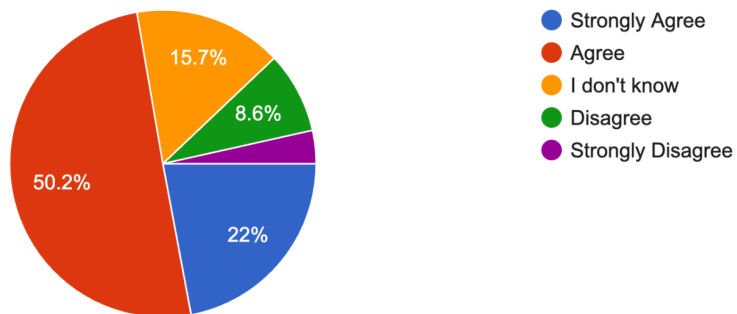
I like to write.

3,528 responses



If I am struggling in my reading or writing, I know how to get the help I need.

3,525 responses



What would you like to do more of in English class?

6-8 Student Responses

Reading: Read in different genres and have discussions about the books they have read. Several students said they like to vote on books for book clubs.

Writing: Students enjoy writing different kinds of stories, including fiction, narratives, and memoirs. They would also like to increase the amount of time writing creatively and to have more choice in the topics they write about. It's important to note that many students mentioned writing "stories" in particular, not short free responses. One student also clarified, "I mean *stories*, not essays or freewriting." The request for creative work and writing was a significant theme, but students also shared that they struggle to come up with ideas on their own at times.

Group work: Students enjoy working in groups on projects and activities. They find that this helps them to learn from each other and to better understand the material. In particular, students mentioned that group work and discussion help them to better understand the deeper meaning of texts.

Feedback: Students value specific feedback on their work from their teacher and classmates. They find that this helps them to improve their writing skills.

9-12 Student Responses

Reading and Writing: Students responded that they would like more choice in reading materials, more choice in genre, more time to read independently chosen texts, creative writing opportunities, and a balance between reading and writing assignments.

Collaboration and Discussion: Students want more opportunities to work with peers, share ideas, and participate in group activities and discussions.

Engagement and Choice: Students want to be more engaged in their learning and have more choice in the topics they read and write about.

Variety: Students mentioned a variety of learning activities and assignments. Many students mentioned incorporating media like movies and music, and having more creative projects and ways to practice discussion.

Real-world Application: Students want to see how the skills they learn in English class are relevant to their lives outside of school. This includes reading and writing about contemporary topics and using writing skills for practical purposes.

What is most helpful to you? (*These trends were common enough to combine 6-12*)

Visual Instruction: Students often mentioned the effectiveness of visual aids like slides, diagrams, or written examples. Students mentioned examples of written essays that are from the class or examples from past classes. One student said that he enjoys it when the teacher

anonymously shows strong examples of student writing, especially when he is the one selected. About 8% of students mentioned the phrase “visual example” in their response. Comments like “visual evidence for what the teacher is looking for,”; “Any kind of examples and structures to follow slightly and something to work off,” are representative comments.

Teacher-led Instruction: Clear explanations, demonstrations, and guidance from the teacher were frequently cited as beneficial.

Small Group Work: Collaborative learning in small groups was seen as a valuable way to engage with the material and get feedback from peers.

Teacher Demonstrations and Examples: Seeing the teacher model a task or concept, or providing specific examples, was highly valued. The comment “Being able to walk through the assignment to have a better understanding of what to achieve, and also sometimes having more time for different assignments” is representative.

Feedback and Support: Many students (almost 30% in this open-ended response) appreciated receiving feedback on their work and having opportunities to ask questions.

What is most challenging about English classes?

6-8 Student Responses

Writing was one of the most common themes mentioned, **and** coming up with ideas for writing.

Sitting, staying engaged: Many students mentioned that it can be challenging to sit for a long period of time and to stay focused.

Reading and staying focused on the reading. Many students said that they would like to read on their own more often and then discuss in small groups.

9-12 Student Responses

The most significant trend was annotations. Many students discussed how the volume of annotation can be difficult. Some students said it is a struggle to annotate on every page and it can take away from their reading of the book.

Reading: Students mentioned a variety of challenges related to reading, including staying focused, keeping up with the workload, and understanding the material.

Writing: Students also reported a number of difficulties with writing, such as coming up with ideas, developing a thesis statement, and meeting the requirements of assignments.

Formatives and Summatives: Some students reported feeling anxious about these assessments and they often felt that they did not have enough time to complete them.

Clarity of Expectations: Students reported that it is most helpful to know what the expectations are for reading, annotating, or writing when they are very clearly explained and reviewed with students. Many students mentioned that going over a rubric together as a class is extremely helpful so that they know what teachers are looking for and how they are showing their learning.

If there is anything else you want us to know about your experiences in English/Language Arts as a student at Noblesville Schools, please share it here.

Environment and Teachers: Students appreciate teachers and often describe them as helpful, engaging, and understanding. Students had many positive things to say about teachers. They appreciate it when teachers are willing to help and to provide clarity.

Reading: Many students shared their feelings about annotation. Students shared that annotation can be too repetitive at times. Some students mentioned they would like other ways to study the text.

Writing: Again here, students talked about wanting to write different things. Students mentioned that some writing tasks are repetitive from year to year (narrative writing, for example)

Outliers (less responses but still significant):

-Less popcorn reading (two students mentioned this)

-More analysis of why a text was written and discussing what might happen “after the story”

-One ML student commented, “Las instrucciones que son dejadas en canvas estudiantes, porque mi lectura en ingles es mejor que mi escuchar, por lo cual esas instrucciones me ayudan mucho a comprender el motivo, y la forma de las tareas que debo hacer.” (Translation: *“The instructions are left on canvas for students, because my reading in English is better than my listening, so those instructions help me a lot to understand the reason and the form of the tasks that I must do.”*)

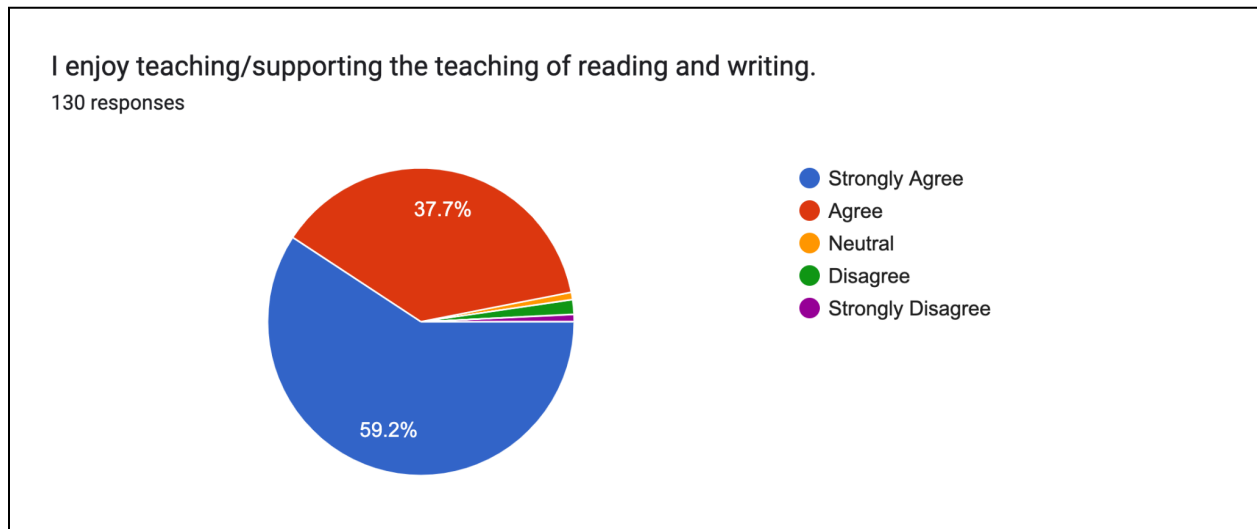
APPENDIX D: K-12 Staff Survey Responses

K-12 STAFF ELA SURVEY DATA OVERVIEW

We received 130 survey responses total from staff K-12. The survey was open 9/23-10/11.

- **K-5 = 85 staff represented**
 - 38 Grades K-2 Classroom Teachers
 - 27 Grades 3-5 Classroom Teachers
 - 5 Elementary Special Education Teachers
 - 5 Elementary ML Teachers
 - 2 Elementary Instructional Coaches
 - 6 Elementary Learning Specialists
 - 1 SLP
 - 1 K-5 Administrator
- **6-12 = 45 staff represented**
 - 20 Middle School (Grades 6-8) ELA Teachers
 - 1 Middle School (Grades 6-8) ELA Lab Teacher
 - 5 Middle School (Grades 6-8) Special Education Teachers
 - 1 Middle School (Grades 6-8) ML Teacher
 - 2 Middle School (Grades 6-8) Instructional Coaches
 - 1 Middle School (Grades 6-8) Library Media Specialist
 - 1 Middle School (grades 6-8) Classified Staff
 - 6 High School (Grades 9-12) ELA Teachers
 - 1 High School ELA Teacher/Instructional Coach
 - 4 High School (Grades 9-12) Special Education Teachers
 - 1 High School (Grades 9-12) Instructional Coaches
 - 1 High School (Grades 9-12) Library Media Specialist
 - 1 High School (grades 9-12) Classified Staff

K-12 DATA STATEMENTS



K-12

- 96.9% of K-12 staff strongly agree or agree that they enjoy teaching/supporting the teaching of reading and writing.

- 0.8% of K-12 staff were neutral
- 2.3% of K-12 staff strongly disagree or disagree that they enjoy teaching/supporting the teaching of reading and writing.

K-5

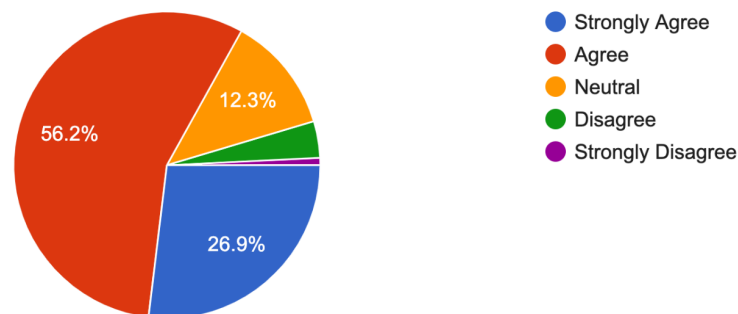
- 95.3% of K-5 staff strongly agree or agree that they enjoy teaching/supporting the teaching of reading and writing.
- 1.2% of K-5 staff were neutral
- 3.5% of K-5 staff strongly disagree or disagree that they enjoy teaching/supporting the teaching of reading and writing.

6-12

- 100% of 6-12 staff strongly agree or agree that they enjoy teaching/supporting the teaching of reading and writing.

I have a clear understanding of how the specific concepts and skills in my grade level standards connect to the grades above and below.

130 responses



K-12

- 83.1% of K-12 staff strongly agree or agree that they have a clear understanding of how the specific concepts and skills in their grade level standards connect to the grades above and below.
- 12.3% of K-12 staff were neutral.
- 4.6% of K-12 staff strongly disagree or disagree that they have a clear understanding of how the specific concepts and skills in their grade level standards connect to the grades above and below.

K-5

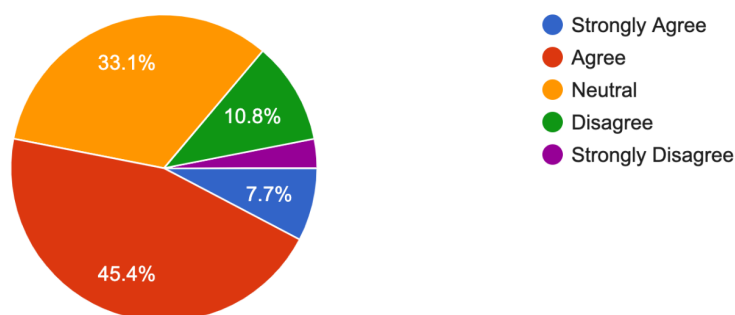
- 83.5% of K-5 staff strongly agree or agree that they have a clear understanding of how the specific concepts and skills in their grade level standards connect to the grades above and below.
- 13% of K-5 staff were neutral
- 3.5% of K-5 staff strongly disagree or disagree that they have a clear understanding of how the specific concepts and skills in their grade level standards connect to the grades above and below.

6-12

- 89% of 6-12 staff strongly agree or agree that they have a clear understanding of how the specific concepts and skills in their grade level standards connect to the grades above and below.
- 6% of K-12 staff were neutral.
- 5% of 6-12 staff strongly disagree or disagree that they have a clear understanding of how the specific concepts and skills in their grade level standards connect to the grades above and below.

Overall, how satisfied are you that you have the professional learning and support needed to effectively teach reading, writing, and related skills?

130 responses



K-12

- 53.1% of K-12 staff strongly agree or agree that they have the professional learning and support needed to effectively teach reading, writing, and related skills.
- 33.1% of K-12 staff were neutral
- 13.9% of K-12 staff strongly disagree or disagree that they have the professional learning and support needed to effectively teach reading, writing, and related skills.

K-5

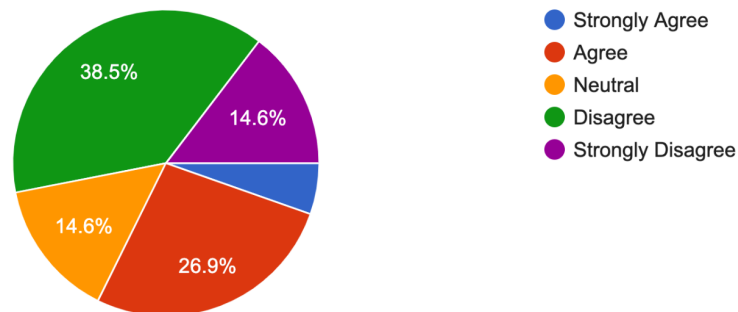
- 51.8% of K-5 staff strongly agree or agree that they have the professional learning and support needed to effectively teach reading, writing, and related skills.
- 34.1% of K-5 staff were neutral
- 14.1% of K-5 staff strongly disagree or disagree that they have the professional learning and support needed to effectively teach reading, writing, and related skills.

6-12

- 55% of 6-12 staff strongly agree or agree that they have the professional learning and support needed to effectively teach reading, writing, and related skills.
- 31.1% of K-12 staff were neutral
- 13.3% of K-12 staff strongly disagree or disagree that they have the professional learning and support needed to effectively teach reading, writing, and related skills.

I have the physical materials, tools, and resources needed to effectively teach reading and writing.

130 responses



K-12

- 32.3% of K-12 staff strongly agree or agree that they have the physical materials, tools, and resources needed to effectively teach reading and writing.
- 14.6% of K-12 staff were neutral
- 53.1% of K-12 staff strongly disagree or disagree that they have the physical materials, tools, and resources needed to effectively teach reading and writing.

K-5

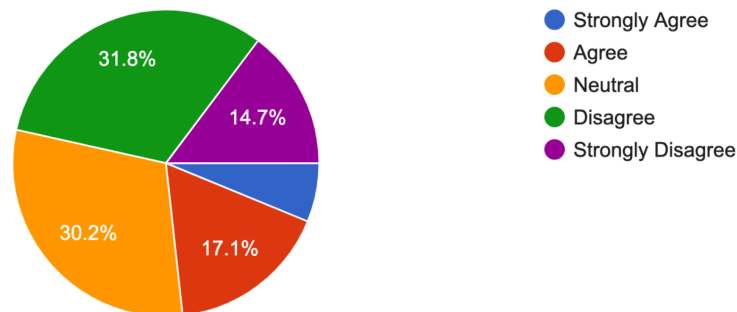
- 22.4% of K-5 staff strongly agree or agree that they have the physical materials, tools, and resources needed to effectively teach reading and writing.
- 15.3% of K-5 staff were neutral
- 62.3% of K-5 staff strongly disagree or disagree that they have the physical materials, tools, and resources needed to effectively teach reading and writing.

6-12

- 51% of 6-12 staff strongly agree or agree that they have the physical materials, tools, and resources needed to effectively teach reading and writing.
- 13% of 6-12 staff were neutral
- 35% of 6-12 staff strongly disagree or disagree that they have the physical materials, tools, and resources needed to effectively teach reading and writing.

I have the training and tools needed to provide responsive instruction to my ML students.

129 responses



K-12

- 23.3% of K-12 staff strongly agree or agree that they have the training and tools needed to provide responsive instruction to ML students.
- 30.2% of K-12 staff were neutral.
- 46.5% of K-12 staff strongly disagree or disagree that they have the training and tools needed to provide responsive instruction to ML students.

K-5

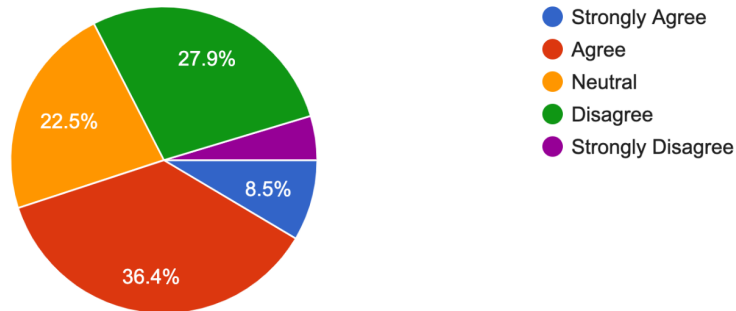
- 24.7% of K-5 staff strongly agree or agree that they have the training and tools needed to provide responsive instruction to ML students.
- 31.8% of K-5 staff were neutral
- 43.5% K-5 staff strongly disagree or disagree that they have the training and tools needed to provide responsive instruction to ML students.

6-12

- 20% of 6-12 staff strongly agree or agree that they have the training and tools needed to provide responsive instruction to ML students.
- 26% of 6-12 staff were neutral
- 51% 6-12 staff strongly disagree or disagree that they have the training and tools needed to provide responsive instruction to ML students.

I have the training and tools needed to provide responsive instruction to my special education students.

129 responses



K-12

- 44.9% of K-12 staff strongly agree or agree that they have the training and tools needed to provide responsive instruction to special education students.
- 22.5% of K-12 staff were neutral
- 13.2% of K-12 staff strongly disagree or disagree that they have the training and tools needed to provide responsive instruction to special education students.

K-5 (*out of 84 responses)

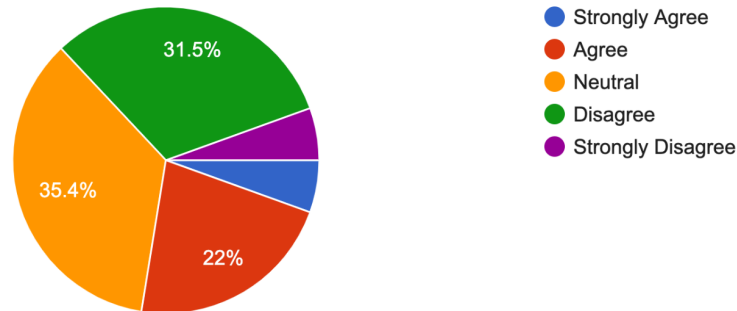
- 40.5% of K-5 staff strongly agree or agree that they have the training and tools needed to provide responsive instruction to special education students.
- 19% of K-5 staff were neutral
- 40.5% of K-5 staff strongly disagree or disagree that they have the training and tools needed to provide responsive instruction to special education students.

6-12

- 53% of 6-12 staff strongly agree or agree that they have the training and tools needed to provide responsive instruction to special education students.
- 28% of 6-12 staff were neutral
- 17% of 6-12 staff strongly disagree or disagree that they have the training and tools needed to provide responsive instruction to special education students.

I have the training and tools needed to provide responsive instruction to my students in high ability, accelerated, or honors-level curriculum or classes.

127 responses



K-12

- 27.5% of K-12 staff strongly agree or agree that they have the training and tools needed to provide responsive instruction to students in high ability, accelerated, or honors-level curriculum.
- 35.4% of K-12 staff were neutral
- 37% of K-12 staff strongly disagree or disagree that they have the training and tools needed to provide responsive instruction to students in high ability, accelerated, or honors-level curriculum.

K-5 (*out of 84 responses)

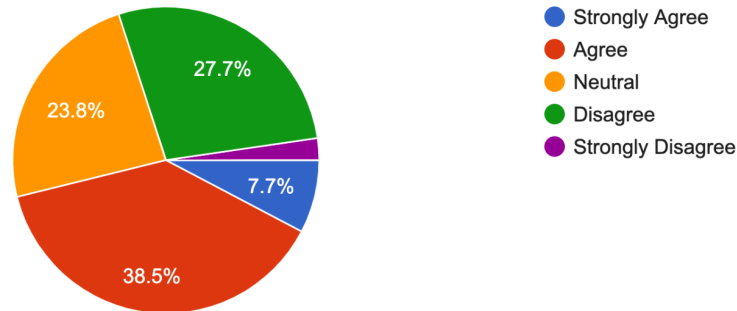
- 17.8% of K-5 staff strongly agree or agree that they have the training and tools needed to provide responsive instruction to students in high ability, accelerated, or honors-level curriculum.
- 41.7% of K-5 staff were neutral
- 40.5% K-5 staff strongly disagree or disagree that they have the training and tools needed to provide responsive instruction to students in high ability, accelerated, or honors-level curriculum.

6-12

- 53% 6-12 staff strongly agree or agree that they have the training and tools needed to provide responsive instruction to students in high ability, accelerated, or honors-level curriculum.
- 28% of 6-12 staff were neutral
- 19% of 6-12 staff strongly disagree or disagree that they have the training and tools needed to provide responsive instruction to students in high ability, accelerated, or honors-level curriculum.

I have the training and tools needed to provide responsive instruction to my students who experience challenges in their reading and writing.

130 responses



K-12

- 46.2% of K-12 staff strongly agree or agree that they have the training and tools needed to provide responsive instruction to students who experience challenges in their reading and writing.
- 23.8% of K-12 staff were neutral
- 30% of K-12 staff strongly disagree or disagree that they have the training and tools needed to provide responsive instruction to students who experience challenges in their reading and writing.

K-5

- 44.7% of K-5 staff strongly agree or agree that they have the training and tools needed to provide responsive instruction to students who experience challenges in their reading and writing.
- 23.5% of K-5 staff were neutral
- 31.8% of K-5 staff strongly disagree or disagree that they have the training and tools needed to provide responsive instruction to students who experience challenges in their reading and writing.

6-12

- 48% of 6-12 staff strongly agree or agree that they have the training and tools needed to provide responsive instruction to students who experience challenges in their reading and writing.
- 26% of 6-12 staff were neutral
- 26% of 6-12 staff strongly disagree or disagree that they have the training and tools needed to provide responsive instruction to students who experience challenges in their reading and writing.

K-5 STAFF ELA SURVEY QUALITATIVE DATA

As we think about areas of interest, need, and support within reading and writing education, the areas I feel I would like more professional support and resources in order to meet the needs of my students are _____ (please list top three).

Based on the responses provided, the top three areas where teachers feel they would like more professional support and resources to meet the needs of their students are:

1. ****Comprehensive and Effective Curriculum****: Teachers want a reading and writing curriculum that includes clear guidance, structure, and alignment with the science of reading. This curriculum should have a well-defined scope and sequence, as well as resources that eliminate the need for constant supplementation. There is also a desire for a curriculum that differentiates instruction for a wide range of learners, including struggling students, high-ability students, and multilingual learners (ML).
2. ****Intervention Strategies for Struggling Readers and Writers****: Many teachers expressed a need for additional resources and support for implementing research-based interventions that address reading and writing gaps. This includes training on how to provide targeted instruction for students who are significantly below grade level and guidance on closing learning gaps through effective, consistent interventions.
3. ****Phonics and Writing Instruction****: There is a significant interest in professional development and resources for explicit phonics instruction, writing instruction, and strategies for improving foundational literacy skills. Teachers want guidance on how to effectively teach phonics, sentence formation, and grammar, as well as access to materials like decodable texts to support early literacy development.

In thinking about the future of English/language arts, are there innovative practices or other ideas from the field that you are inspired to try in your classroom?

Based on the responses, the top three innovative practices or ideas teachers are inspired to try in their classrooms for the future of English/language arts are:

1. **Science of Reading (SOR)-Based Instruction**: Many teachers are eager to implement more strategies aligned with the science of reading. This includes explicit phonics instruction, vocabulary and morphology work, and systematic approaches like UFLI and Orton-Gillingham. Teachers also want to integrate SOR practices into both reading and writing blocks and explore how this research-backed approach can be applied across various literacy activities.
2. **Cross-Curricular Integration**: There is interest in integrating content from social studies and science into literacy instruction. Teachers want to create more cohesive, thematic units where reading, writing, and content areas are combined. This could include humanities blocks or project-based learning approaches, allowing students to make real-world connections through integrated, hands-on experiences.

3. Multisensory and Collaborative Learning: Teachers are inspired by the idea of using multisensory tools and methods to enhance phonics instruction, such as grapheme tiles, decodable readers, and interactive word-building activities. Additionally, there is a desire to foster more collaboration among students in reading and writing activities, which may include innovative practices like shared inquiry, readers' theater, and collaborative writing projects.

Is there anything you wish Noblesville Schools would do more of within its literacy programming? If so, please share your thoughts here.

Based on the responses, the most frequent suggestions for improvements to Noblesville Schools' literacy programming include:

1. More Training and Professional Development on the Science of Reading: Many teachers expressed a desire for additional professional development, specifically focused on the science of reading (SOR). This includes training on phonics, phonemic awareness, interventions, and practical, actionable strategies that can be applied directly in the classroom. There is also a request for clearer, district-wide expectations for literacy instruction aligned with SOR.

2. Adoption of a Research-Based, Comprehensive Curriculum: Several teachers voiced a need for a more structured, research-backed curriculum that incorporates all aspects of literacy, including reading, writing, grammar, spelling, and phonics. They called for a move away from programs like TCRWP and toward a curriculum that offers consistency, a clear scope and sequence, and better support for students' foundational reading and writing skills.

3. Increased Access to Resources and Materials: Teachers mentioned a need for more decodable books, phonics resources, and complex texts, particularly in the early grades (K-2). They also highlighted the importance of materials that support differentiated instruction, spelling, grammar, and vocabulary. Teachers want to see a stronger connection between literacy programs and the district's state standards and assessments, with more unified and cohesive resources across schools.

6-12 Staff Qualitative Responses

As we think about areas of interest, need, and support within reading and writing education, the areas I feel I would like more professional support and resources in order to meet the needs of my students are _____ (please list top three).

*****Quotes from responses were selected because they represented a larger number of similar responses or offered elaboration on some of the trends.*****

1. Curriculum and Resources: A comprehensive, well-rounded, aligned curriculum that covers all areas of ELA (reading, writing, vocabulary, grammar) for general education and support classes, including resources for assessments, evidence based intervention, and differentiation. Many comments also mention the need to provide resources and attention to high ability programming/Bridges/honors curriculum); resources for struggling readers and

Multilingual Learners (ML) learner; materials for Multi-Tiered Systems of Support (MTSS) interventions.

"Referring to the question regarding struggling readers and writers: I feel like I am a strong writing instructor for students who experience challenges in their writing. I do NOT feel like I have the training/knowledge needed to support struggling readers, particularly those who are reading at a 2nd grade level or lower. I do not feel like I have quick access to grade level materials for reading. I would like a clearer division of novels, short stories, and poetry by grade level. I cannot tell you how many times I curate my own materials only to discover the students already "did that story!" in 5th or 6th grade."

"We need assessments that are more aligned and authentic, including ways of assessing readers in lab."

"Noblesville is great about offering a wide range of tools through Clever, Patterns of Power, Sora novel studies, and more, but the lack of cohesion makes it difficult to maximize their effectiveness. I would love to see us adopt a comprehensive curriculum that brings all these resources together with thematic units that integrate vocabulary, grammar, fiction, nonfiction, and writing. This would provide a more structured and unified approach to literacy instruction, making it easier to meet the needs of all learners."

2. Professional Development: Training on evidence-based reading instruction strategies, specifically for teachers who lack formal training in reading instruction; professional development focusing on topics like reading comprehension strategies, supporting diverse learners.

"While I have tools for all of the above [Likert Scale questions], I feel that more training would be helpful in how to utilize those tools more effectively. I sometimes feel like we are mostly making things up as we go in some of these areas rather than truly applying best practices due to a lack of more specific training in these areas."

"I would like to better understand best practice for helping ML students within my role as an ELA teacher."

3. Support for Specific Student Populations: Support for Multilingual Learners, including resources, required reading translations, and strategies for integrating them in English courses; clearer goals and differentiated instruction for advanced students within the Bridges curriculum. Within this were also responses that show different perspectives of the role of differentiation. Some comments acknowledged the need for more professional learning and responsive instruction. Other comments asked for district-created materials.

"We need clearer goals and differentiated learning targets for our 'Bridges' advanced students to ensure the course provides appropriate challenges and extends beyond the standard curriculum. Right now, there is no distinction between 'Bridges' and the regular class, and we need to define specific expectations and instructional strategies that cater to the advanced skill sets of these students."

"Any differentiation has to be created by teachers and is not something that is readily available. This can take a lot of time finding appropriate materials and I think this is part of the reason there is not a lot of differentiation used in the gen ed classroom."

"I honestly want more of a systematic approach for how to identify what struggling readers need but also what the goals should be for all students and my Bridges course."

In thinking about the future of English/language arts, are there innovative practices or other ideas from the field that you are inspired to try in your classroom?

Desired Innovations:

- **Technology:: AI for Personalized Learning:** Providing feedback, creating targeted lessons, adapting texts. Many teachers also noted concerns about technology and the increasing access to digital materials; as technology may not always improve understanding.
- **Increased Collaboration:** Mentioned here was a database of innovative practices and sharing successful approaches within the district; better understanding and utilizing a co-teaching or parallel teaching model to utilize space and divide responsibilities in a way that best meets the needs of students.
- **Grammar and Vocabulary Curriculum:** Having an approach that helps all students was mentioned by some teachers across the 6-12 spectrum.

Is there anything you wish Noblesville Schools would do more of within its literacy programming? If so, please share your thoughts here.

Based on the most frequent trends of staff comments, here are the key areas where Noblesville Schools could improve its literacy programming:

- **More challenging texts with goals that are aligned 6-12:** exposing students to challenging texts with scaffolded support without doing the work for them.

"We need more text complexity and more reading. When we look at the amount that students are reading on their own I sometimes worry that we are moving too slowly through texts and doing too many activities."

- **Content area literacy:** some teachers advocated for more robust and systematic literacy instruction training for content area teachers so that literacy skills are better incorporated across the board.

"Struggling Reader Support, activities & materials, Reading & Writing Materials that align with state standards, general education willing to support students not working at grade level and require differentiated instruction"

"It would be really helpful to provide PD for content area teachers in how to interpret a text for meaning."

- **Grammar and vocabulary instruction:** Many teachers again advocated for specific training on teaching grammar and vocabulary effectively.
- **An emphasis on writing skills that continue to raise expectations and student transfer of skills.**

"I wish that Noblesville Schools would integrate more creative writing opportunities for students. I find that students are fairly adept at more formulaic writing, but struggle to have unique ideas or write in their own voice. I sometimes worry that our focus on formula may limit students' thinking and writing and narrow their ideas into these more easily digestible forms. I would love to explore more ways of helping students expand their thinking and writing."

Not a trend in responses, but necessary to note:

- Two teachers mentioned exploring the relationship between neuroscience and reading, particularly as it affects executive functioning, stamina, and goals for reading. The desire for professional learning in this area was expressed.
- One teacher pointed out that special education teachers and teachers of ELA lab courses are not, as a standard practice, included in professional learning opportunities. Sometimes the addition is last minute and causes complications with finding subs. Additionally, there has not been adequate training for teachers regarding their students and courses (for example, lab, intensive lab, providing other interventions, co-teaching)
- Two teachers also discussed the possibility of incorporating different sections of reading and writing.

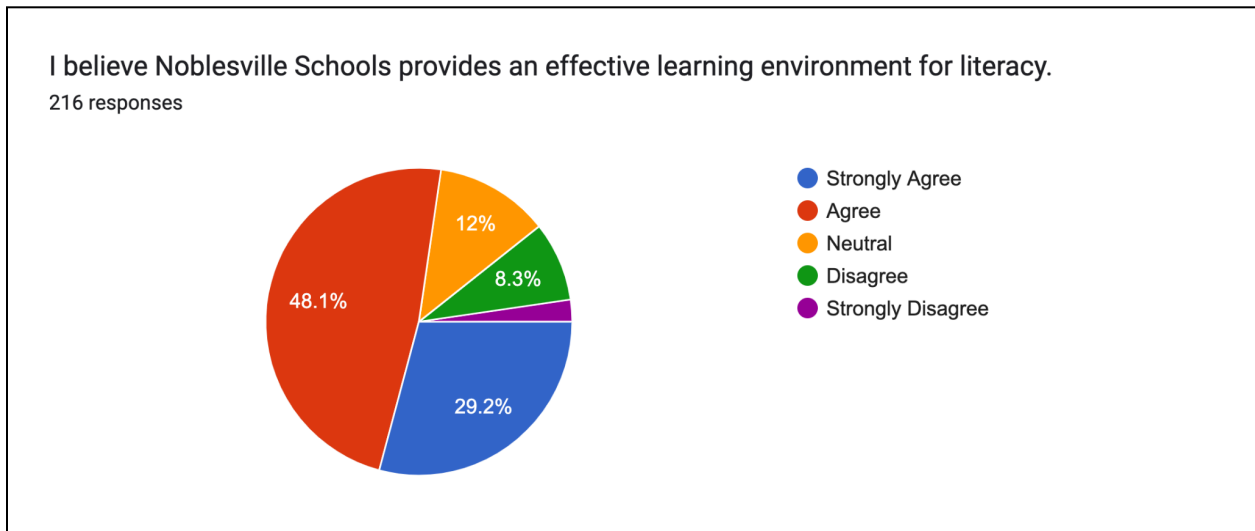
APPENDIX E: K-12 Family Survey Responses

K-12 FAMILY ELA SURVEY DATA OVERVIEW

We received 223 survey responses total from families, including 7 responses from ML families. The survey was open 9/23-10/4.

- **K-5 = 208 students represented**
- **6-12 = 161 students represented**
- **Total= 369 students represented across 223 families**

K-12 DATA STATEMENTS

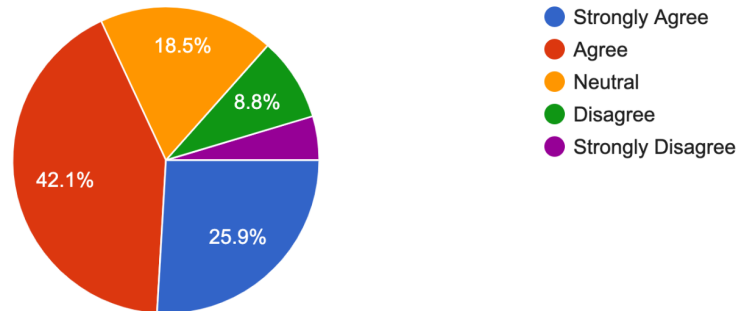


****above image from English version (216) responses - data statements form 223 responses total***

- 78.0% of families strongly agree or agree that Noblesville Schools provides an effective learning environment for literacy.
- 11.7% of families were neutral.
- 10.3% of families disagree or strongly disagree that Noblesville Schools provides an effective learning environment for literacy.

I feel Noblesville Schools is preparing my child with the reading and writing skills necessary for successful K-12 education and beyond.

216 responses

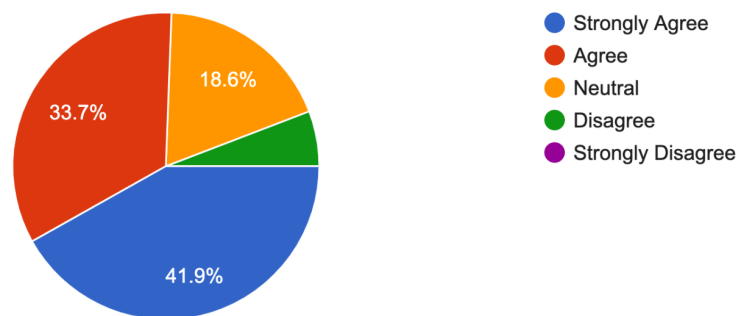


***above image from English version (216) responses - data statements form 223 responses total**

- 69.1% of families strongly agree or agree that Noblesville Schools is preparing their child/children with the reading and writing skills necessary for successful K-12 education and beyond.
- 17.9% of families were neutral.
- 13% of families disagree or strongly disagree that Noblesville Schools is preparing their child/children with the reading and writing skills necessary for successful K-12 education and beyond.

For parents of high school students: I feel my child has the opportunity to take upper-level and/or specialized academic ELA courses (AP, dual credit) if my child is interested in doing so.

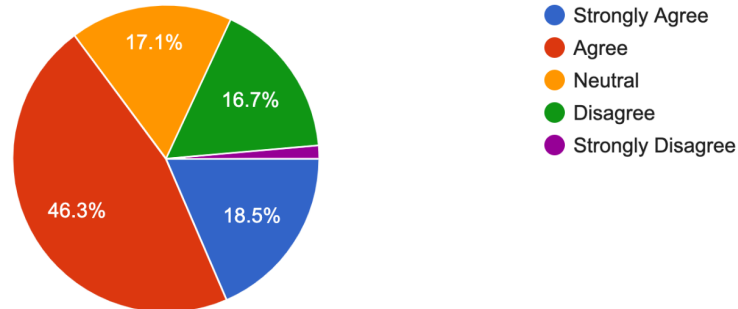
86 responses



- 75.6 % of families with high school children strongly agree or agree that their child/children have the opportunity to take upper-level and/or specialized ELA courses (AP, dual credit) if they are interested in doing so.
- 18.6% of families were neutral.
- 5.8% of families with high school children disagreed that their child/children have the opportunity to take upper-level and/or specialized ELA courses.

I feel that I know what literacy learning my child is focusing on during the school year.

216 responses

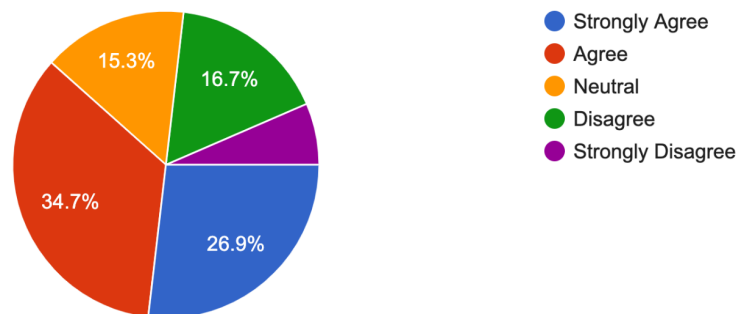


***above image from English version (216) responses - data statements form 223 responses total**

- 66% of families strongly agree or agree that they know what literacy learning their child/children is focusing on during the school year.
- 16.6% of families were neutral
- 17.4% of families strongly disagree or disagree that they know what literacy learning their child/children is focusing on during the school year.

My child enjoys reading outside of school.

216 responses

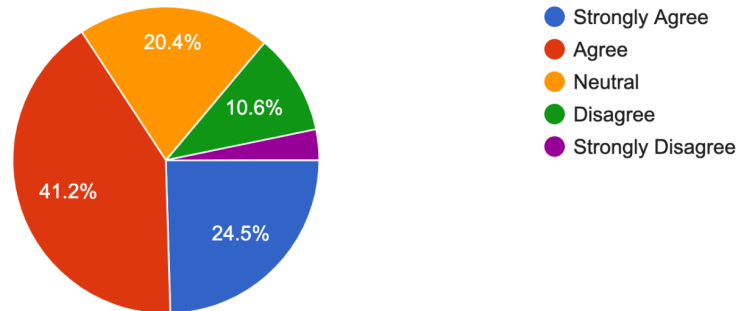


***above image from English version (216) responses - data statements form 223 responses total**

- 62.3% of families strongly agree or agree that their child/children enjoy reading outside of school.
- 14.8% of families were neutral
- 22.9% of families strongly disagree or disagree that their child/children enjoy reading outside of school.

I feel that my child has support from their school if they are experiencing challenges with their reading or other areas of literacy education.

216 responses



****above image from English version (216) responses - data statements form 223 responses total***

- 66.8% of families strongly agree or agree that their child/children have support from their school if they are experiencing challenges with their reading or other areas of literacy education.
- 19.7% of families were neutral.
- 13.5% of families strongly disagree or disagree that their child/children have support from their school if they are experiencing challenges with their reading or other areas of literacy education.

Is there anything you wish Noblesville Schools would do more of within its ELA programming? If so, please share your thoughts here.

Areas of Growth for Noblesville Schools' ELA Program:

Based on the feedback from parents, here are some key areas where Noblesville Schools' ELA program could improve:

Curriculum and Instruction:

- **Science of Reading:** Many parents feel the current curriculum doesn't adequately address the Science of Reading, particularly in foundational skills like phonemic awareness, phonics, and explicit decoding instruction.
- **Differentiation:** The program should cater to a wider range of student needs, offering more support for struggling readers and challenging advanced students appropriately.
- **Balance between Skills and Enjoyment:** There's a concern that the focus on skills development overshadows fostering a love for reading and writing.
- **Transparency and Consistency:** Parents would like clearer communication about curriculum choices, assessment methods, and placement in advanced programs. Consistency across schools and grade levels is also desired.

- **Focus on Grammar, Spelling, and Handwriting:** Many parents feel these essential skills are not emphasized enough, particularly in the younger grades.
- **Cursive Writing:** Some parents advocate for the return of cursive writing instruction.
- **Integration of Technology:** While technology can be beneficial, parents are concerned about overreliance on iPads and a lack of practice with physical books and pen-and-paper writing.

Assessment and Support:

- **Early Intervention:** There's a need for better identification and support for students struggling with reading difficulties.
- **Effective MTSS:** Parents question the effectiveness of the current Multi-Tiered System of Supports (MTSS) intervention plan.
- **Feedback and Communication:** Parents would like more detailed feedback on their children's progress and clearer communication regarding available support options.

Teacher Training and Resources:

- **Science of Reading Training:** Ensuring all teachers have proper training in the Science of Reading principles and methods.
- **Curriculum Alignment:** Providing teachers with resources and support to effectively implement the chosen curriculum.

Additional Points:

- **Focus on Writing Applications:** High school writing assignments should be more practical and relevant to real-world scenarios.
- **Classic Literature:** While including contemporary works, the curriculum should ensure exposure to classic literature.
- **Media Literacy:** Equipping students with skills to critically analyze information in the digital age.

Overall, parents desire a well-rounded ELA program that utilizes evidence-based practices, caters to individual needs, fosters a love for language, and prepares students for success in the future.