



Noblesville West Middle School
Continuous School Improvement Plan 2022-23

Section I: School Profile

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 the development of the whole child and the highest levels of academic growth and achievement.

Mission

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.*

Vision

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.*

Commitments

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 the Indiana Academic Standards and is guided by a backwards design process to create meaningful units of study 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. Detailed course descriptions are available on the school's website alongside scheduling guides for secondary students and their families as they collaboratively plan a student's best pathway for learning. 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.

Description and name of the assessments that will be used by the school 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 math and reading.

Section II: Description of Current Educational Programming and Learning Environment

Safe and Disciplined Learning Environment

Noblesville Schools provides a safe and disciplined learning environment for all students. Families are provided with the Noblesville Schools Middle School Family Handbook that clearly defines district guidelines and expectations. Noblesville Schools utilizes a positive behavior support system based on review of student behavior data, student surveys, teachers, and parents regarding the school environment. The Student Support Team defines student behavior expectations, categorizes behavior into 2 different tiers to provide teachers with additional guidance in how to respond to student actions, creates additional ways to acknowledge appropriate behavior, and vertically aligned Tiers I and II behavior instruction. Expectations for students are clearly modeled, taught, and posted. Reteaching and modeling of desired behavior assists students in making positive choices. Noblesville Schools has Indiana School Safety Specialists in each of our schools that are trained to lead the development and implementation of school safety practices. Tornado drills, fire drills, and safety drills are all practiced regularly to practice school-wide procedures. Noblesville Schools also collaborates with the Noblesville Police Department to provide resource officers that are available at each school.

Address the Learning Needs of all Students

Noblesville Schools is committed to the Professional Learning Community (PLC) process. It aligns directly with our commitment to student success in the classroom and beyond. Research shows that “collective teacher efficacy” rather than teachers as individual agents has an enormous impact on student achievement. Our focus as a PLC not only strengthens teams through an accessible and equitable process, it also has the power to move us closer to our vision of success for all students and staff and keeps us aligned to our district collective commitments. PLCs are organized into a series of high-performing collaborative teams which meet on a regular basis to focus on student learning. A team is a group of people working *interdependently* to achieve a *common goal*, for which members are held *mutually accountable*. Collaborative teams are the fundamental building blocks of PLCs 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 ensure student success.

Noblesville Schools uses a tiered approach to academics and behavior called Multi-Tiered System of Supports (Article 7, IDEA) 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. The Noblesville Schools staff utilizes a variety of data sources in order to identify and assist students needing additional instruction and/or support. These data sources include, but are not limited to, grades, NWEA and other standardized scores, attendance, and discipline reports. Noblesville Schools believes that children do well when they can. If a student is having difficulty academically 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 support, and self-advocacy support for student learning.

Parental Participation

Parents actively support Noblesville West Middle School by participating in the Parent/Teacher Organization, on field trips, and athletic and social events. The school organizes several events to facilitate communication between the school and home. "Meet at the Middle," a student and parent orientation program, is traditionally

held prior to the beginning of the school year. This event allows families the opportunity to tour the school and provides information and procedures before the start of school. An online Canvas module was created for students and parents to supplement this informational evening, virtually. Additionally, Meet at the Middle activities were conducted on the first day of school with students. Each grade level hosts a Back-to-School night in August to introduce parents to the teachers and to the year's curriculum.

For the last four years, Noblesville West Middle School received special recognition from the Indiana Department of Education as a *Family Friendly School*. This designation followed an application process and site visit from the Indiana Department of Education. The purpose of the program is to "recognize and honor schools that welcome all families into the school community, communicate effectively, support student success, speak up for every child, empower others, and collaborate with the community."

School-to-home communication most frequently relies on technology, either emails or the school website. Families without internet access can elect to receive paper copies of all communication. Other means of communication include: phone calls, ParentSquare, Canvas and PowerSchool. Settings in both Canvas and PowerSchool can prompt alerts to parents of changes in assignments and grades nearly instantly. Both team and school e-newsletters are emailed weekly to parents to communicate the most important happenings and information at NWMS. The ParentSquare system is used frequently to send more urgent or time sensitive information via email and phone. Students are provided a digital student handbook that is also posted online. Daily student announcements are shown during the day at school and posted online for parents.

Coordinate Technology Initiatives

All Noblesville schools coordinate technology initiatives under the guidance of the district Technology Plan. The district Technology Plan is developed in collaboration with stakeholders from across the school community. Representatives from each school work in conjunction with district leadership to ensure that the plan reflects the individual needs of each school.

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.

Courses for Eligibility to Receive an Academic Honors Diploma

At Noblesville West Middle School, eighth grade students are offered three courses to begin a Core 40 and/or Academic Honors Diploma that would be continued at Noblesville High School. Algebra, Geometry, and Spanish I are offered to eighth grade students to begin this diploma track. All information related to scheduling, diploma pathways, and course descriptions are made available to students and families on the school's website.

Section III: Summary of Data

Student ELA Achievement Results

State Assessments	2018-2019			2020-2021			2021-2022		
ILEARN ELA Overall Proficient	School	District	State	School	District	State	School	District	State
Overall	71.2	62.6	47.9	60.8	53.8	40.5	58.3	55.2	41.2
Paid Meals	75.3	69.1	61.9	65.7	60.2	54.0	63.4	61.8	53.2
Free/Reduced Price Meals	51.7	42.0	33.5	39.7	33.1	25.9	37.4	34.4	27.0
General Education	78.2	69.7	53.8	67.4	60.5	45.6	64.4	61.7	46.9
Special Education	23.3	21.6	15.7	19.1	18.1	12.9	21.3	22.2	13.4
Non-English Language Learner	71.7	64.3	49.9	62.6	56.2	42.9	60.0	57.6	43.8
English Language Learner	9.1	14.9	16.3	8.5	9.8	11.7	20.4	14.9	13.9
Asian	86.7	71.2	63.8	86.7	65.5	56.7	72.7	60.3	56.7
Black	54.3	38.2	24.7	28.9	28.3	17.4	36.2	34.5	19.1
Hispanic	52.9	44.1	35.5	33.7	33.4	27.3	40.9	37.1	28.1
Multiracial	53.6	44.5	43.3	37.1	44.4	36.4	41.5	41.4	36.8
White	73.1	65.8	54.2	64.5	57.3	47.1	61.7	59.0	48.0

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

Local Assessments	2019-2020		2020-2021		2021-2022	
NWEA MAP Growth Reading	Fall	Winter	Fall	Winter	Fall	Winter
Achievement (% At or Above Avg)	85.0	86.0	84.2	83.9	81.7	82.1
% of Students Who Met or Exceeded Their Projected RIT (Fa-Wi)*		55.7		54.3		55.5
% of Students Who Met or Exceeded Their Projected RIT (Wi-Wi)*		54.7		53.2		51.3

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

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

Student Math Achievement Results

State Assessments	2018-2019			2020-2021			2021-2022		
ILEARN Math Overall Proficient	School	District	State	School	District	State	School	District	State
Overall	66.8	64.8	47.8	43.1	50.1	36.9	48.1	53.7	39.4
Paid Lunch	71.5	72.0	61.7	48.1	56.8	50.9	53.4	60.9	51.9
Free/Reduced Lunch	44.9	42.0	33.4	22.2	28.7	22.0	26.1	31.0	24.6
General Education	73.5	71.0	53.1	48.2	55.8	41.3	53.5	59.8	44.3
Special Education	21.5	29.0	18.6	11.7	20.2	14.1	15.8	23.3	15.7
Non-English Language Learner	67.4	66.4	49.3	44.7	51.9	38.9	49.9	55.9	41.6
English Language Learner	0.0	19.9	23.2	0.0	17.3	14.2	6.1	17.4	17.1
Asian	86.7	70.3	67.9	80.0	65.5	56.5	68.2	64.9	58.2
Black	45.7	33.3	22.5	10.5	16.6	11.6	27.6	29.1	14.4
Hispanic	45.7	45.2	34.4	17.3	27.8	22.0	28.0	31.7	24.8
Multiracial	53.6	47.1	41.7	28.6	36.5	30.5	26.8	34.6	33.3
White	68.9	68.6	54.6	46.4	54.3	44.4	52.0	58.3	47.1

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

Local Assessments	2019-2020		2020-2021		2021-2022	
NWEA MAP Growth Math	Fall	Winter	Fall	Winter	Fall	Winter
Achievement (% At or Above Avg)	88.3	87.8	82.1	80.8	77.8	78.5
% of Students Who Met or Exceeded Their Projected RIT (Fa-Wi)*		50.7		50.2		50.8
% of Students Who Met or Exceeded Their Projected RIT (Wi-Wi)*		52.0		28.5		51.4

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

	2019-2020	2020-2021	2021-2022
Overall	97.0	95.6	93.1
Model Attendee <i>Students who are either persistent or improved attendees</i>	79.6		
Persistent Attendees <i>Students who were in attendance for at least 96% of the school year</i>	76.5		
Improved Attendees <i>Students whose attendance rate improved by at least 3 percentage points from the preceding school year</i>	13.1		

Panorama Student Survey Data

Panorama is a student survey that measures student's interpretations of support and school environment. The National Benchmark summarizes the percentile at which the school compares to schools across the nation through Panorama's national dataset.

	Spring 2022					
	School % Favorable	National Benchmark	School % Favorable	National Benchmark	School % Favorable	National Benchmark
Engagement	40	Near 30th				
Sense of Belonging	57	Near 60th				
Teacher-Student Relationships	73	Near 80th				
Emotion Regulation	59	Near 99th				
Self-Management	79	Near 90th				
Social Awareness	69	Near 60th				

Demographic Data

	2019-2020		2020-2021		2021-2022	
	School	District	School	District	School	District
Percent Free/Reduced Lunch	19.8	23.2	20.6	22.2	18.6	20.9
Percent Special Education	15.3	15.4	15.3	15.7		
Percent English Language Learner	2.1	3.6	3.2	4.1		
Percent Asian	1.3	2.5	1.2	2.6	1.7	2.6
Percent Black	3.0	4.1	3.2	4.2	3.6	4.6
Percent Hispanic	5.4	7.0	7.2	7.5	9.0	8.2
Percent Multiracial	2.9	2.9	2.9	3.4	2.8	3.5
Percent White	87.0	83.2	85.0	81.9	82.5	80.7

*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.

	2019-2020	2020-2021	2021-2022
Met or Exceeded Annual Growth Target	***		
Achieved English Language Proficiency	***	2.2	0
Level 1 - Entering	3.6	4.4	5.8
Level 2 - Beginning	10.7	4.4	9.6
Level 3 - Developing	60.7	69.9	53.9
Level 4 - Expanding	25.0	20	30.8
Level 5 - Bridging	0	2.2	0
Level 6 - Reaching			

***Suppressed due to small population

High School Graduation Rate

	2019-2020	2020-2021	2021-2022
Overall	96.9	98.3	
Non-Waiver	-	81.0	
Paid Meals	97.7	99.1	
Free/Reduced Price Meals	93.5	96.7	
General Education	99.2	99.0	
Special Education	80.5	92.4	
Non-English Language Learner	97.3	98.4	
English Language Learner	72.7	91.7	
Asian	100.0	100.0	
Black	89.3	95.0	
Hispanic	89.5	95.0	
Multiracial	100.0	100.0	
White	97.5	98.5	

Specific areas identified by the school where improvement is needed immediately, and how the school will address these areas

Language Arts

- ILEARN pass rates for Special Education, free/reduced lunch, ELL, Black, Hispanic, and Multiracial students in grades 6-8.
- Students meeting or exceeding their expected RIT growth targets to be measured from winter to winter on NWEA.

Math

- ILEARN pass rates for ELL, Multiracial, Black, Hispanic; Special Education, and free/reduced lunch students in grades 6-8.
- Students meeting or exceeding their expected RIT growth targets to be measured from winter to winter on NWEA.
- Grades 6-8 proficiency on ILEARN does not match the percentage of students in grades 6-8 at average and above quintiles on NWEA.

Attendance

- Overall attendance rate.

Section IV: Continuous and Strategic School Improvement Action Plan



Noblesville West Middle School 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 2022, 58.3% of our students in grades 6-8 demonstrated proficiency on the ELA ILEARN assessment.

Our SMART Goal:

The percentage of 6-8 grade students demonstrating proficiency in English Language Arts will increase from 58.3% to 62.5% by the end of May 2023 as measured by the ILEARN assessment to reach our goal of 79.2% percent proficiency by 2027.

Our Current Reality:

In 2022, 48.1% of our students in grades 6-8 demonstrated proficiency on the Math ILEARN assessment.

Our SMART Goal:

The percentage of 6-8 grade students demonstrating proficiency in Math will increase from 48.1% to 53.3% by the end of May 2023 as measured by the ILEARN assessment to reach our goal of 74.1% percent proficiency by 2027.

Our Current Reality:

In 2022, the attendance rate of 6-8 grade students was 93.1%.

Our SMART Goal:

The attendance rate of 6-8 grade students will increase from 93.1% to 94.38% by the end of May 2023 as measured by the yearly attendance rate to reach our goal of 96.55% attendance rate by 2027.

Strategies and Action Steps	Who is Responsible	Target Date or Timeline	Evidence of Effectiveness <i>An evaluation of the impact of such strategies.</i>
<i>Strategies, programs, and services to address student learning needs; activities to implement such strategies. All should align to and support the NS foundational documents (Vision, Mission, Commitments, and Framework for Learning)</i>			<i>What results will tell your teams the strategy or action is successful?</i>

<p>Essential standards work in ELA and math: defining essential standards, unpacking standards into learning targets, and agreeing upon criteria for proficiency.</p>		<p>Assistant Supt of Learning; Executive Director of Learning; Secondary Curriculum Coordinators; math and language arts department chairs; PLC facilitators; classroom teachers</p>	<p>Ongoing-2022-2023 school year</p>	<p>Classroom walkthroughs-are students engaged in learning? Can they articulate their goals for learning and how they will show they have learned?</p> <p>Review of unit goals and alignment to learning targets</p> <p>Review of assessments used by collaborative teams</p>
<p>Ongoing professional development in ELA and math best practices, working with outside consultants including Mike Steele (6-12).</p>		<p>Assistant Superintendent of Learning, Secondary Curriculum Coordinator, Secondary ELA and Math Department Chairs, building administrators</p>	<p>Ongoing-2022-2023 school year</p>	<p>Observations of collaborative team meetings</p> <p>Observation of updated instructional practices during formative classroom walkthroughs</p>
<p>Development of 6-12 Math Leadership Team</p>		<p>Secondary Curriculum Coordinator, Secondary Math Department Chairs, building administrators</p>	<p>Ongoing-2022-2023 school year</p>	
<p>Implementation of guaranteed and viable curriculum, grounded in essential standards, that is responsive to</p>		<p>Secondary Curriculum Coordinator, Math and LA Department Chairs, Math and LA PLC Facilitators, building</p>	<p>Ongoing-2022-2023 school year</p>	<p>Observations of collaborative team meetings</p> <p>Observation of updated instructional</p>

<p>student needs, culturally inclusive, and vertically aligned to ensure high levels of cognitive challenge and a focus on transfer of learning.</p>		<p>Instructional Coach, classroom teachers, building administrators</p>		<p>practices during formative classroom walkthroughs</p>
<p>Analyze evidence of student progress utilizing cognitively complex common formative assessments and common summative assessments through PLC practices.</p>		<p>Content area Department Chairs, PLC Facilitators, building Instructional Coach, classroom teachers, building administrators</p>	<p>Ongoing-2022-2023 school year</p>	<p>Review of assessments and assessment data used by collaborative teams</p>
<p>Update MTSS protocols in each grade level to support collaborative planning in order to provide strategic support to students that align with classroom instruction.</p>		<p>Grade level multi-disciplinary teams, Math and LA Lab teachers (when applicable), building Instructional Coach, building administrators</p>	<p>Ongoing-2022-2023 school year</p>	<p>Review of assessments and assessment data used by collaborative teams to identify students</p> <p>Review and revision of MTSS plans based on information gathered from progress monitoring data</p>
<p>Analyze evidence of student attendance to support students who are experiencing difficulty attending school on a regular basis. Analyze student Panorama</p>		<p>NWMS Student Services Secretary, building administrators, school counselors, social worker, interdisciplinary team teachers, classroom teachers</p>	<p>Ongoing-2022-2023 school year</p>	<p>Review of attendance data, Panorama, Power of 5 data. Follow the tiered steps outlined by the Noblesville School Attendance Committee and utilization of the</p>

and Power of 5 data to evaluate their connectedness to school and trusted adults.				Project ACES attendance program.
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<p>Methods to Improve Cultural Competency</p> <p><i>Methods to improve the cultural competency of teachers, administrators, staff, parents, and students, including the identification of all racial, ethnic, language-minority, cultural, exceptional learning, and socioeconomic groups represented in the school's population; culturally appropriate strategies for increasing educational opportunities and educational performance for represented groups that are incorporated in the school's plan; and areas identified as requiring additional professional development to increase cultural competency in the school.</i></p>	
Culturally appropriate strategies for increasing educational opportunities and educational performance.	Areas identified as requiring additional professional development to increase cultural competency in the school.
Establishing an equitable and inclusive school culture.	<p>Cultural Competence Continuum - NWMS DEI committee will complete an updated Cultural Competence Continuum from <i>Cultural Competency NOW</i> to gauge our staff's current level of cultural competence and use this updated information to guide building goals and learning.</p> <p>Courageous Conversations study based on conversations related to socioeconomics, religion, gender, equity, etc. Using <i>Case Studies on Diversity and Social Justice Education</i> as our guiding resource.</p>
Increasing a sense of belonging for students and staff.	DEI & SEL Integration Guidance - Courageous Conversation case studies will be used monthly at staff meetings that focus on topics related to equity, inclusion, SEL, and mental health.
Students' learning differences and needs are viewed through an inclusive lens.	<p>Collaborative Conversations Collaboration with staff within PLC school community to identify student needs and appropriate supports (academic, language, SEL, or mental health)</p> <p>Beyond Racial Equity - Staff will be given the opportunity to participate in this district event to unpack racial differences within educational spaces</p>

	and further build understanding of the impact of racial equity in schools.

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