



Stony Creek Elementary

Continuous School Improvement Plan

Section I: School Profile

Vision, Mission, and Commitments:

All Noblesville's schools share a common Mission, Vision, Commitments, and Framework for Learning. These foundation documents collectively define who we are, communicate what we value, guide our work, and drive our decisions as an individual school and district. They are aligned and mutually reinforcing to ensure development of the whole child and the highest levels of academic growth and achievement.

Our mission describes the everyday experiences we provide to our students, staff, and school community: *Noblesville Schools creates an inclusive, learner-centered culture that develops future-ready skills through relevant experiences supported by strong relationships that celebrate diversity and promote equity among students, staff, parents, and the community.*

Our vision describes a future we desire for our students, staff, and school community. We believe that living our mission daily will help us to accomplish this desired future: *We are engaged in intellectual pursuits, inspired to challenge the present, and empowered to adapt, innovate, and succeed today and tomorrow.*

Our commitments describe the behaviors we believe are necessary to live our mission and accomplish our vision. Noblesville Schools is committed to:

- *Teaching students to think critically, engage in dialogue, listen, consider multiple perspectives, use their voice, and value the humanity of others.*
- *Promoting equity, access, participation, and honoring the rights of all students, staff and families through our policies, procedures, and practices.*
- *Responding to and meeting the unique needs of students, staff and families.*
- *Cultivating trust, valuing dignity, empathy, and respect for students, staff, and families through words and actions.*
- *Engaging in ongoing, relevant, equity-centered professional development to create more equitable opportunities for all.*
- *Recruiting, supporting, retaining, and continually developing a culturally competent staff.*

Framework for Learning:

This Framework for Learning establishes the overall and expected organization of curriculum, instruction, assessment, and learning environments within every school and classroom in the district. All practices, professional development, and allocation of resources will directly support and promote the elements of this framework to facilitate the highest levels of academic growth and achievement.

Learning Centered and Collaborative Culture: *Professional Learning Communities facilitate a focus on learning, a collaborative culture, and results orientation. These collaborative teams provide the structure through which the guaranteed and viable curriculum, meaningful learning experiences, and purposeful assessment and reflection are implemented, monitored, and adjusted to facilitate continuous improvement, student learning, and growth and development of the whole child.*

Meaningful Student Learning Experiences: *Meaningful student learning experiences are facilitated through consistent and effective application of clear standards of professional practice and high quality strategies for teaching, leadership, and professionalism. These standards and strategies are commonly defined through our Professional Growth and Evaluation Program, which establishes expectations for all Noblesville Schools educators, include students as active participants in their learning, and provide all students the access and opportunity to meet and exceed their potential.*

Thoughtfully Designed Curriculum: *Guaranteed curriculum in Noblesville Schools is the path of learning for a yearlong course or grade level content area, designed based on Indiana Academic Standards, by collaborative teacher teams, to achieve student learning of specific academic skills and concepts. The curriculum stems from Indiana Academic Standards and is guided by a backwards design process to create meaningful units of learning for students. Each school ensures that the necessary time is available and protected so all students have the opportunity to learn the guaranteed curriculum.*

Purposeful Assessment and Reflection: *Formal and informal assessments are designed to measure desired learning results established through the guaranteed and viable curriculum. These assessment results are used to provide feedback, facilitate student reflection and goal setting, monitor progress, and inform instructional planning. This purposeful assessment and reflection promotes a collaborative and results-oriented culture focused on student learning and growth.*

Description of the Curriculum:

Curriculum in Noblesville Schools is the path of learning for a yearlong course or grade level content area, designed based on Indiana Academic Standards, by collaborative teacher teams, to achieve student learning of specific academic skills and concepts. The curriculum stems from Indiana Academic Standards and is guided by a backwards design process to create meaningful units of learning for students. Certified teachers at Noblesville Schools examine the Indiana Academic Standards, use a framework to plan units, and then deliver instruction with curriculum materials that support the standards. The curriculum section of the Noblesville Schools' website provides the public information and resources regarding curriculum materials, including instructions for parents to enroll

as observers through our Canvas learning management system to access the most up-to-date curriculum content for their child. [This step-by-step guide](#), available in Spanish, is also available to assist parents in this process. Specific details regarding the elementary and secondary curriculum are provided below.

The elementary curriculum includes Reveal Math, Units of Study in Reading and Writing by Teachers College Reading and Writing Project Staff, Units of Study in Phonics (Grades K-2) by Teachers College Reading and Writing Project Staff, Heggerty Phonemic Awareness Curriculum (Grades K-2) by Literacy Resources, LLC, and Fountas & Pinnell Word Study System (Grades 3-5) by Heinemann. Second Step is used as the elementary curriculum for directly teaching students appropriate problem solving and emotion management skills for school. In addition, students engage in daily related arts programming (art, music, computer technology, physical education, and STEAM). The [curriculum section of the Noblesville Schools' website](#) offers resources and curricular materials for the public to review, and also provides information encouraging parents/guardians to enroll as Parent Observers in the learning management system of Canvas for the most up-to-date information about the curricular content in their child's current course schedule. Several options are included for assistance in enrollment, such as [this step-by-step guide](#), and all information is available in Spanish as well.

Name/Description of Assessments in Addition to ILEARN:

- **WIDA ACCESS** - A state assessment for English language learner students in Kindergarten through grade 12 that measures a student's current level of English proficiency and is also used for accountability purposes.
- **NWEA MAP Growth** - A nationally-normed, computer-adaptive assessment for measuring achievement and growth in Kindergarten through grade 8 in math and reading.
- **IREAD-3** - A state assessment that measures foundational reading standards at grade 3 and meets the requirements of state law (House Enrolled Act 1367).
- **NWEA MAP Fluency Dyslexia Screener** - A universal screener that measures foundational reading skills and meets the requirements of Indiana law (SB 217).

Involving Teachers in Student Achievement Decision Making (SWP Component #8):

Teachers are provided time each week in collaborative teams to review data (common formative assessments as well as local and state assessments) to make decisions in instruction. Teachers are included in decision-making on a regular basis through the PLC process as well as included in reviewing data to inform school-wide goals and decisions.

Stony Creek staff supports effective instructional practices through PLC meetings and the MTSS process. Students needing additional enrichment or intervention are discussed within grade-level teams, before bringing them to the building level MTSS team. Staff is empowered to make suggestions and changes to help students prior to coming to the MTSS team for both academic and/or social-emotional learning needs. Each building in the district has lead teachers for math, high ability, inquiry, and technology integration to provide differentiated professional development to staff members that support our pacing guides and units of study. District behavior specialists at the elementary level advise multiple schools, while each building has a full-time behavior teacher, social

worker, and counselor on staff to assist with decision-making on a daily basis as needed.

These along with conferring notes, other formative assessments, and NWEA data are used to help guide students toward setting individual reading goals. We provide and create a grade-level specific action plan to meet the needs of struggling students, and those that need enrichment in academic-specific areas. Our reading program utilizes a three-tiered model. Staff members document each student's response to core instruction and instructional interventions. In this process, teachers identify students and request assistance for those who are not responding to core literacy instruction. The three tiers are instruction for the whole group, small group - intervention for those who did not master core instruction, and more intensive individualized instruction for any student in which tiers one and two were not successful.

Teachers discuss student goal progress with individual students to help them be part of decision-making, and to receive feedback on instructional practices. Staff members have data discussions as part of their PLC time throughout the year to monitor the effectiveness of interventions for each student, small group, and their entire class. This practice helps ensure that students and teachers are monitoring growth and making decisions together. For students in tiers 2 and 3 in our MTSS process, Stony Creek utilizes a

variety of reading interventions that are research-based: LLI, Orton-Gillingham, guided reading, and strategies from LETRS training and *The Reading Strategies Book* to strengthen and enhance the core reading program. These interventions are used for tier two and tier three students. We utilize explicit direct instruction and additional practice for students who have not been successful in the core reading program. It is a guideline of the Stony Creek MTSS team that when a student has been taught at tier two or three and remains unsuccessful, a referral to the team should be made. The MTSS team may suggest additional interventions and a review six to eight weeks later, or the group may invite parents to consider if a formal evaluation may be needed.

The MTSS team uses the process of analysis and creative problem solving to identify skill deficits and provide research-based targeted interventions. Members of the team examine the child's background information submitted by the teacher, including data and the action plan of previous interventions. As the team meets, everyone is encouraged to take ownership of the child's success, and multiple staff members support interventions that are identified by the team.

Parents/guardians are a part of the team, receiving the action plan and communication with the teacher throughout the process. This allows an ongoing partnership to support the student from multiple angles. The school has also included support personnel in the MTSS process, including learning specialists, counselors, therapists, behavior specialists, and medical professionals.

Section II: Description of Current Educational Programming and Learning Environment

Maintaining a Safe and Disciplined Learning Environment for All Students and Staff:

Noblesville Schools provides a safe and disciplined learning environment for all students and teachers. Each school's handbook is provided annually to parents, available on the district's website, and clearly defines the guidelines and expectations for students and families. Noblesville Schools uses positive behavior supports and restorative practices to promote and maintain a safe and positive

learning environment. Schools regularly collect and analyze students' behavior and attendance data as well as surveys regarding the school environment.

Noblesville Schools uses a tiered approach to academics and behavior called Multi-Tiered System of Supports to ensure all students achieve their highest potential. This structure provides the necessary instruction and support for all students to achieve their academic, social, emotional and behavior goals. Noblesville Schools staff utilizes a variety of data in order to identify and assist students needing additional instruction and/or supports. These data include, but are not limited to, grades, NWEA assessments, attendance, standardized scores, Panorama, and discipline reports.

If a student is having difficulty academically, socially, or behaviorally, school personnel work to assist the student with skills that will help them improve the skills not yet mastered. As supplemental supports become more intense, results are used to make decisions about the need for further research-based instruction and possible educational evaluation for special education services. Noblesville Schools places an emphasis on early identification through universal screenings, supplemental supports and self-advocacy supports for student learning.

Addressing the Learning Needs of all Students, Including Exceptional Learners

Noblesville Schools operates as a Professional Learning Community (PLC). Staff are organized into high performing collaborative teams that meet regularly to focus on student learning. We believe that a team is a group of people working *interdependently* to achieve a *common goal*, for which members are held *mutually accountable*. Collaborative teams are fundamental to operating successfully as a PLC and include all teachers and staff in a school community. (DuFour, DuFour, Eaker, & Many, 2006. *Learning By Doing: A Handbook for Professional Learning Communities at Work*. Bloomington, IN: Solution Tree). Collaborative teams work together to continuously improve student learning and success by addressing the four questions of a PLC:

1. What do we want students to learn?
2. How will we know if they've learned it?
3. What will we do if they haven't learned it?
4. What will we do if they already know it?

Noblesville Schools also uses a tiered approach called Multi-Tiered System of Supports (MTSS) to ensure all students achieve their highest potential. This structure provides the necessary instruction and supports needed to allow all students to achieve their academic, social, emotional and behavior goals. School staff utilize a variety of data sources to identify and assist students needing additional instruction and/or support. These data sources include, but are not limited to, standardized assessment scores, NWEA scores, locally-developed assessment scores, student grades, attendance, social and emotional data, and discipline reports. Noblesville Schools believes that children do well when they can. If a student is having difficulty academically, socially, emotionally, or behaviorally, school personnel work to assist the student with skills that will help them improve the skills not yet mastered. As supplemental supports become more intense, results are used to make decisions about the need for further evidence-based instruction and possible educational evaluation for special education services. Noblesville Schools places an emphasis on early identification through universal screenings, supplemental support, and self-advocacy support for student learning. Noblesville Schools provides high ability program services for students who have been identified at performing at high levels academically, aptitudinally, and/or through exceptional gifts, talents,

motivations, or interests. Therefore, Noblesville Schools acts to identify and challenge students through enriched and accelerated curricula. Students may be identified as high ability in math, English/language arts, or both.

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

- Curriculum Planning Teams have aligned Indiana Academic Standards to district curriculum maps and created performance assessments to measure student understanding.
- Teachers utilize a comprehensive literacy framework that fosters a deep appreciation and understanding of reading, writing, and word study that encourages learners to think critically and continually act upon new knowledge.
- Comprehensive math instruction develops a conceptual understanding of mathematical content. Students examine mathematical patterns, balance equations, and solve word problems.
- Teachers provide responsive instruction to support the practice, remediation, or enrichment of skills and strategies across all subject areas based on individual student needs.
- A multi-tiered system of support (MTSS) is implemented district-wide and is used to monitor student academic and behavioral needs. Grade level and a building-based team provide collaborative instructional strategy ideas to staff. Data is monitored to intensify supplemental supports and strategies used, if students are not making growth, the building-based team helps decide whether to move toward special education testing. Parents are communicated with throughout this progression of support.
- High ability testing helps identify students that qualify for differentiated instructional strategies and curriculum. Professional development is provided for staff and high-ability lead teachers are on staff to provide guidance from district-level initiatives.

Parental Participation:

Multiple modes of participation in school-wide events are offered to parents and guardians to meet their needs. In-person, virtual or phone call conferences are offered near the end of the first quarter of school for academic progress to be shared by the teacher to the parents / guardians. PTO meetings are offered both in person and virtually. There are many opportunities for families to participate in volunteer experiences throughout the year. A family literacy night will take place in 2023-2024 to promote reading together at home. See the chart in the next section for a more comprehensive list.

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

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

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

In our school, we recognize the critical role of parental and family involvement in supporting student success and fostering a thriving school community. To increase parental involvement, we employ various strategies that encourage active participation and engagement:

Parent/Student Participation	Timeline
Meet the Teacher Night	July
Back to School Bash (district-wide)	July
Parent / Guardian Orientation Nights	First 2 weeks of August
Parent / Guardian-Teacher Conferences	End of first 9 weeks
Mustang Mail Newsletter (electronic)	Bi-monthly
School Web Page or Staff Online Tools	As needed
Volunteering	Classroom, Media Center, Field Day & Trips, PTO sponsored Events
<p>Stony Creek Saturday Spectacular <i>Student writing is on display for families to read together. This day also includes a family pancake breakfast, a book fair, and an art show.</i></p>	April
<p>Stony Creek PTO (Mustang Family Circle) <i>This group donates funds to help with instructional materials, seasonal assistance, playground equipment, and transportation for all field trips. Book fairs generate a free book for every Stony Creek student, as well as provide new materials for the Library Media Center and classroom libraries.</i></p>	<p>Events:</p> <ul style="list-style-type: none"> ● <i>Meet the teacher night</i> ● <i>Family Picnic</i> ● <i>Open-Facility events</i> ● <i>Classroom parties</i> ● <i>Coordination of carnival and book fairs</i> ● <i>Restaurant spirit nights</i> ● <i>Enrichment programs</i> ● <i>Mustang Stampede (Donation fundraiser with students doing wellness activities to celebrate)</i> ● <i>Scholastic Book Fairs (fall & spring)</i>

Individual academic results are shared with families throughout the academic year. Progress reports are issued quarterly. These reports highlight each student's academic performance, including progress toward mastery of academic standards, attendance, and behavior. These reports are sent home or made available through a secure online platform.

In addition to parent-teacher conferences, teachers and other school personnel, offer individual meetings with parents to discuss in-depth assessment results and any specific areas of concern or improvement for the student.

Regarding involving parents in the planning, review, and improvement of the schoolwide plan regular surveys are conducted. These surveys gather feedback from parents on various aspects of the school's performance, including curriculum, extracurricular activities, and communication methods. The results of these surveys inform the schoolwide plan and improvement efforts. Parents are also invited to serve on school improvement committees where they can actively contribute ideas.

Coordinate Technology Initiatives:

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

Building level professional learning should include formal and informal opportunities for educators to build confidence and competence to design learning experiences that promote creativity and active learning through the integration of digital curricular resources and tools.

Career Awareness and Career Development Education Curriculum:

Noblesville Schools recognizes that each student, regardless of background, has unique abilities, skills, interests and goals, which will lead to future career pathways. Preparing all students for future career pathways begins in elementary school and spans through high school graduation. Noblesville Schools' career awareness and career development education curriculum is comprehensive in scope, developmental in nature and is focused on preparing our students for the ever-changing needs of today's workforce. The learning progression focuses on self-concept and awareness, career awareness and exploration, acquiring employability skills, career preparing and planning. Elementary students begin their journey through self-concept and career awareness activities and lessons. In middle school, students continue to explore the world of work and further identify their interests, abilities, specific career clusters and postsecondary plans. As students enter high school, career exploration continues and preparing and planning becomes a priority as students near graduation.

List of Statutes and Rules to be Suspended from Operation:

There are no statutes and/or rules to be suspended from operation.

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

Noblesville Schools district leadership work collaboratively to ensure all funding is aligned to stated goals and meet the needs of our students. The district leadership team includes the Superintendent, CFO, Assistant Superintendent, and all grant administrators. This collaboration allows our funding to be used effectively. While Stony Creek Elementary has chosen to coordinate the program efforts, we will not consolidate program funds at this time. Therefore, Stony Creek Elementary will ensure that all Title I, Part A funds are used to address specific educational needs of children as well as identify goals as outlined in the schoolwide plan. Additionally, all children are allowed to participate in activities funded by Title I, Part A funds aligned with the schoolwide plan.

Plans for Assisting Pre-School Children Transitioning to School (SWP Component #7):

Noblesville Schools has a rich tradition of supporting early learning experiences as well as transitions from early childhood programs to elementary school settings. Each year on-site registration opportunities are offered to families with children in Head Start, Early Childhood and Little Millers. Child-find efforts to identify students in need of developmental preschool services are extensive. Special care is given to the transition of students from developmental preschool to elementary school including planning meetings with families and representatives from early childhood and the receiving elementary school.

Strategies to Attract Effective Teachers (SWP Component #5):

Noblesville Schools has developed a plan to attract and retain high-quality teachers in each building. Strategies to attract HQ new teachers include the following:

- Maintain competitive salaries and benefits
- Advertise open positions through a variety of platforms
- Implement New Education Induction Program
- Partner with local universities providing teacher preparation programs
- Implement “Grow our Own” program where we are keeping in contact with Noblesville School graduates who completed our cadet teaching program and are going on to college in the area of Education
- Nurture a positive school atmosphere where employees want to work
- Utilize supportive and highly involved Parent Teacher Organizations to assist with recognition of all staff members
- Provide information about the schools’ professional learning communities, high quality professional development and school leadership opportunities.
- Attend university recruitment day’s at local universities
- Collaborate with university student-teaching programs

Strategies to Support Teacher Retention

- New Educator Induction and Mentoring Program
- Book Study Groups
- Laptops, and document cameras into every classroom supporting the district technology goals
- High quality professional development opportunities with choice when appropriate to drive individual teacher learning
- Instructional coaches support teachers individual instructional goals
- Teacher appreciation days provided by administration and parent groups
- Development of a school wide vision and motto to unify staff, students, parents, and other members of the school community.
- Data meetings with administration to celebrate academic success.
- Social committee's organization of staff celebrations, gatherings, and special events.

Employ Effective Teachers (SWP Component #3)

Teacher's Name:	Assignment:	Qualifications:	Housing:
Jenna Faust	Grade K	<ul style="list-style-type: none"> ● Bachelor's degree ● Elementary teaching license 	Central office – HR files
Lindsey Geiselhart	Grade K	<ul style="list-style-type: none"> ● Bachelor's degree ● Elementary teaching license 	Central office – HR files
Leah Johnson	Grade K	<ul style="list-style-type: none"> ● Bachelor's degree ● Elementary teaching license 	Central office-HR files
Kay Schrage	Grade K	<ul style="list-style-type: none"> ● Bachelor's degree ● Elementary teaching license 	Central office – HR files
Sarah Alwine	Grade 1	<ul style="list-style-type: none"> ● Bachelor's degree ● Elementary teaching license 	Central Office- HR files
Paige Simonetto	Grade 1	<ul style="list-style-type: none"> ● Bachelor's degree ● Elementary teaching license 	Central Office- HR files
Julie Voigt	Grade 1	<ul style="list-style-type: none"> ● Master's degree 	Central Office- HR files

		<ul style="list-style-type: none"> Elementary teaching license 	
Wendy Wright	Grade 1	<ul style="list-style-type: none"> Bachelor's degree Elementary teaching license 	Central Office- HR files
Alexis Ball	Grade 2	<ul style="list-style-type: none"> Master's degree Elementary teaching license 	Central Office- HR files
Doni Fisk	Grade 2	<ul style="list-style-type: none"> Bachelor's degree Elementary teaching license 	Central Office- HR files
Bethany Frey	Grade 2	<ul style="list-style-type: none"> Master's degree Elementary teaching license 	Central Office- HR files
Katelin Hoffman	Grade 2	<ul style="list-style-type: none"> Bachelor's degree Elementary teaching license 	Central Office- HR files
Brooke Goodmon	Grade 3	<ul style="list-style-type: none"> Master's degree Elementary teaching license 	Central Office- HR files
Caroline Pease	Grade 3	<ul style="list-style-type: none"> Master's degree Elementary teaching license 	Central Office- HR files
Anne Poulson	Grade 3	<ul style="list-style-type: none"> Bachelor's degree Elementary teaching license 	Central Office- HR files
Joe Resar	Grade 3	<ul style="list-style-type: none"> Bachelor's degree Elementary teaching license 	Central Office- HR files
Molly Broviak	Grade 4	<ul style="list-style-type: none"> Bachelor's degree Elementary teaching license 	Central Office- HR files
Lauren Detrick	Grade 4	<ul style="list-style-type: none"> Bachelor's degree 	Central Office- HR files

		<ul style="list-style-type: none"> Elementary teaching license 	
Stephanie Eads	Grade 4	<ul style="list-style-type: none"> Bachelor's degree Elementary teaching license 	Central Office- HR files
Jenny Howerton	Grade 4	<ul style="list-style-type: none"> Master's degree Elementary teaching license 	Central Office- HR files
Kellie Godios	Grade 5	<ul style="list-style-type: none"> Master's degree Elementary teaching license 	Central Office- HR files
Kristin Lepley	Grade 5	<ul style="list-style-type: none"> Bachelor's degree Elementary teaching license 	Central Office- HR files
Tricia Schreck	Grade 5	<ul style="list-style-type: none"> Bachelor's degree Elementary teaching license 	Central Office- HR files
Gretchen Cherry-Spears	Grade 5	<ul style="list-style-type: none"> Bachelor's degree Elementary teaching license 	Central Office- HR files
Deb Hunley	PT	<ul style="list-style-type: none"> Master's degree 	Central Office- HR files
Megan Ortman	Speech Pathologist	<ul style="list-style-type: none"> Master's degree Speech-Language Pathology 	Central Office- HR files
Jennifer Baldwin	Special Education	<ul style="list-style-type: none"> Bachelor's degree Elementary teaching license 	Central Office- HR files
Gretchen Hall	Special Education	<ul style="list-style-type: none"> Bachelor's degree Elementary teaching license 	Central Office- HR files
Devin Langbeen	Special Education	<ul style="list-style-type: none"> Bachelor's degree Elementary teaching license 	Central Office- HR files

Erin Macklin	Special Education	<ul style="list-style-type: none"> • Master's degree • Speech-Language Pathology 	Central Office- HR files
Stacie Eller	Learning Specialist	<ul style="list-style-type: none"> • Master's degree • Elementary teaching license 	Central Office- HR files
Audrey Shepard	Learning Specialist	<ul style="list-style-type: none"> • Bachelor's degree • Elementary teaching license 	Central Office- HR files
Kelli White	PE	<ul style="list-style-type: none"> • Master's degree • Elementary teaching license 	Central Office- HR files
Danielle Bearden	Art	<ul style="list-style-type: none"> • Bachelor's degree • Elementary teaching license 	Central Office- HR files
Jordan Murray	Music	<ul style="list-style-type: none"> • Master's degree • Elementary teaching license 	Central Office- HR files
Sherrie McGovern	Media Specialist	<ul style="list-style-type: none"> • Master's degree • Elementary teaching license 	Central Office- HR files
Holly Gillam	Instructional Coach	<ul style="list-style-type: none"> • Master's degree • Elementary teaching license 	Central Office- HR files
Alexis Linn	Counselor	<ul style="list-style-type: none"> • Master's degree • Elementary teaching license 	Central Office- HR files
Rachel Williams	Counselor	<ul style="list-style-type: none"> • Master's degree • REPA School Services 	Central Office- HR files
Elizabeth Burton	Social Worker	<ul style="list-style-type: none"> • Master's degree 	Central Office- HR files

Paraprofessional's Name:	Assignment:	Indicator HQ status:	Location of documentation of HQ status:
Tricia Shoemaker	Technology	<ul style="list-style-type: none"> • Bachelor's degree 	Central Office- HR files
Robin Willis	Instructional Assistant	<ul style="list-style-type: none"> • Bachelor's degree 	Central Office- HR files
Melissa Dailey	Instructional Assistant	<ul style="list-style-type: none"> • Bachelor's degree 	Central Office- HR files
Vicki Ruddell	Instructional Assistant	<ul style="list-style-type: none"> • Passed Praxis Para test required by DOE in 2005 	Central Office- HR files
Becky Mahan	Instructional Assistant	<ul style="list-style-type: none"> • Master's degree • Elementary teaching license 	Central Office- HR files
Amanda Hoffman	STEAM	<ul style="list-style-type: none"> • Transcripts showing at least two years of college or more 	Central Office- HR files
Patricia Hubbard	Instructional Assistant	<ul style="list-style-type: none"> • Associate's degree 	Central Office- HR files
Kathy Burnside	Instructional Assistant	<ul style="list-style-type: none"> • Bachelor's degree 	Central Office- HR files
Dylan Brodeur	Instructional Assistant	<ul style="list-style-type: none"> • Master's degree • Education license 	Central Office- HR files
Jaime Shamo	Instructional Assistant	<ul style="list-style-type: none"> • Transcripts showing at least two years of college or more 	Central Office- HR files
Shellie Letourneau	Media Tech Assistant	<ul style="list-style-type: none"> • Bachelor's degree 	Central Office- HR files

Section III: Summary of Data

Stony Creek Elementary Annual Performance Report

Student ELA Achievement Results

State Assessments	2020-2021			2021-2022			2022-2023		
ILEARN ELA Overall Proficient	School	District	State	School	District	State	School	District	State
Overall	48.4	53.8	40.5	54.2	55.2	41.2	56.2	56.7	40.7
Paid Meals	56.5	60.2	54.0	62.7	61.8	53.2	63.6	63.5	53.5
Free/Reduced Price Meals	20.9	33.1	25.9	24.6	34.4	27.0	33.3	36.5	27.2
General Education	56.4	60.5	45.6	62.0	61.7	46.9	63.0	63.1	46.2
Special Education	9.6	18.1	12.9	21.4	22.2	13.4	28.6	24.5	13.1
Non-English Language Learner	51.5	56.2	42.9	57.1	57.6	43.8	57.1	59.5	43.2
English Language Learner	0.0	9.8	11.7	5.9	14.9	13.9	30.0	11.2	13.0
Asian	***	65.5	56.7	***	60.3	56.7	***	63.3	54.9
Black	***	28.3	17.4	35.7	34.5	19.1	35.3	35.3	19.7
Hispanic	19.2	33.4	27.3	32.0	37.1	28.1	32.0	33.7	27.1
Multiracial	***	44.4	36.4	***	41.4	36.8	50.0	49.3	37.1
White	51.8	57.3	47.1	58.1	59.0	48.0	60.3	61.2	47.5
IREAD3 Overall Proficient	School	District	State	School	District	State	School	District	State
Overall	92.7	89.8	81.2	94.7	91.0	81.6	92.4	89.6	81.9

*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	2020-2021		2021-2022		2022-2023	
NWEA MAP Growth Reading	Fall	Winter	Fall	Winter	Fall	Winter
Achievement (% At or Above Avg)	79.1	75.7	78.2	74.5	76.7	75.2
% of Students Who Met or Exceeded Their Projected RIT (Fa-Wi)*		50.4		51.6		52.6
% of Students Who Met or Exceeded Their Projected RIT (Wi-Wi)*		53.9		56.4		57.6

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	2020-2021			2021-2022			2022-2023		
ILEARN Math Overall Proficient	School	District	State	School	District	State	School	District	State
Overall	60.9	50.1	36.9	64.0	53.7	39.4	63.6	56.2	40.9
Paid Lunch	68.5	56.8	50.9	73.2	60.9	51.9	73.4	63.3	54.1
Free/Reduced Lunch	38.8	28.7	22.0	32.3	31.0	24.6	33.3	34.9	26.7
General Education	66.7	55.8	41.3	72.1	59.8	44.3	73.6	61.9	45.6
Special Education	38.5	20.2	14.1	30.4	23.3	15.7	23.2	26.9	16.8
Non-English Language Learner	65.2	51.9	38.9	67.5	55.9	41.6	65.6	58.4	42.9
English Language Learner	5.9	17.3	14.2	5.9	17.4	17.1	10.0	19.5	17.9
Asian	***	65.5	56.5	***	64.9	58.2	***	66.0	58.3
Black	***	16.6	11.6	35.7	29.1	14.4	41.2	29.7	16.2
Hispanic	23.1	27.8	22.0	28.0	31.7	24.8	28.0	31.8	25.9
Multiracial	***	36.5	30.5	***	34.6	33.3	40.0	42.7	35.0
White	65.9	54.3	44.4	69.9	58.3	47.1	70.3	61.3	48.7

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

Local Assessments	2020-2021	2021-2022	2022-2023
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NWEA MAP Growth Math	Fall	Winter	Fall	Winter	Fall	Winter
Achievement (% At or Above Avg)	76.4	77.7	78.8	82.6	76.5	79.2
% of Students Who Met or Exceeded Their Projected RIT (Fa-Wi)*		63.5		61.0		62.8
% of Students Who Met or Exceeded Their Projected RIT (Wi-Wi)*		50.8		67.5		56.9

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

	2020-2021	2021-2022	2022-2023
Overall	96.1	93.4	93.4
Model Attendee <i>Students who are either persistent (in attendance for at least 96% of the school year) or improved (attendance rate improved by at least 3% from the preceding school year) attendees</i>		44.5	44.5

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		Spring 2023		Spring 2024 TBD	
	School % Favorable	National Benchmark	School % Favorable	National Benchmark	School % Favorable	National Benchmark
Engagement	69	Near 90th	67	Near 80th		
Sense of Belonging	76	Near 90th	74	Near 90th		
Teacher-Student Relationships	84	Near 90th	84	Near 90th		
Emotion Regulation	49	Near 70th	52	Near 80th		
Self-Management	77	Near 80th	79	Near 90th		
Social Awareness	76	Near 90th	76	Near 90th		

Demographic Data

	2020-2021		2021-2022		2022-2023	
	School	District	School	District	School	District
Percent Free/Reduced Lunch	23.0	22.2	21.5	20.9	24.4	24.3
Percent Special Education	14.4	15.7	16.7	16.5	17.8	17.4
Percent English Language Learner	4.5	4.1	5.4	4.8	3.6	5.5
Percent Asian	2.2	2.6	1.0	2.6	0.5	2.8
Percent Black	4.1	4.2	5.2	4.6	4.3	4.8
Percent Hispanic	7.8	7.5	7.5	8.2	5.9	8.7
Percent Multiracial	3.3	3.4	3.9	3.5	4.5	3.9
Percent White	82.2	81.9	82.0	80.7	84.5	79.5

*District results are grades K-12 combined

Narrative of Student Learning Data:

The overall performance data in ELA for Stony Creek indicates areas of opportunity. Current data indicates that 56.2% of students are proficient in ELA. Specific percentage results from the state reporting categories in English Language Arts detail:

- 83.4% of students are “at or above benchmark” in the area of Key Ideas and Textual Support/Vocabulary
- 84.5% of students are “at or above benchmark” in the area of Structural Elements and Organization/Connection of Ideas/Media Literacy
- 78.1% of students are “at or above the benchmark” in the area of Writing.

Stony Creek has a goal of reaching 77.1% proficiency in ELA by May 2027. The incremental goal per year is 5.2%.

The overall performance data in Mathematics for Stony Creek indicates areas of opportunity. Current data indicates that 63.6% of students are proficient. Specific percentage results from the state reporting categories in Mathematics detail:

- 84.8% of students are “at or above benchmark” in the area of Algebraic Thinking & Data Analysis
- 83.7% of students are “at or above benchmark” in the area of Computation
- 87.6% of students are “at or above the benchmark” in the areas of Geometry & Measurement, Data Analysis, & Statistics
- 85.2% of students are “at or above the benchmark” in the area of Number Sense

Stony Creek has a goal of reaching 82% proficiency in mathematics by May 2027. The incremental goal per year is 4.6%.

Stony Creek will prioritize targeted instruction in the table below to reach the goal of 81.2% proficiency in the Spring of 2024.

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

A deeper analysis of Standards in Essential Need of Support (SENS) included in English Language Arts across third, fourth, and fifth grade indicates Stony Creek will prioritize targeted instruction in the table below to reach the goal of 61.4 % proficiency in the of Spring 2024.

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

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

Key Ideas and Textual Support/Vocabulary	
Essential Standard	Performance Data
3.RV.2.1 Apply context clues (e.g., word, phrase, and sentence clues) and text features (e.g., maps, illustrations, charts) to determine the meanings of unknown words.	6.5
4.RV.2.1 Apply context clues (e.g., word, phrase, sentence, and paragraph clues) and text features (e.g., charts, headings/subheadings, font/format) to determine the meanings of unknown words.	6.5
5.RV.2.1 Quote accurately from a text when explaining what a text says explicitly and when drawing inferences from the text.	6.5

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

A deeper analysis of Standards in Essential Need of Support (SENS) included in Mathematics across third, fourth, and fifth grade indicates Stony Creek will prioritize targeted instruction in the table below to reach the goal of 68.2 % proficiency in the Spring of 2024.

Mathematics: Computation	
Essential Standard	Performance Data
3.C.1 Add and subtract whole numbers fluently within 1000.	5.5
4.C.1 Add and subtract multi-digit whole numbers fluently using a standard algorithmic approach.	6
5.C.1 Multiply multi-digit whole numbers fluently using a standard algorithmic approach.	5.5
4.C.4 Multiply fluently within 100.	6.5

Section IV: Continuous and Strategic School Improvement Action Plan

The following action plan has been created based upon careful analysis of the data provided in the previous section and strategically addresses the specific areas identified by the school where improvement is needed immediately.



Noblesville Schools Continuous School Improvement Action Plan

Schoolwide Improvement SMART Goals

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

Stony Creek has a goal of reaching 77.1% proficiency in ELA by May 2027. The incremental goal per year is 5.2%.

Stony Creek has a goal of reaching 82% proficiency in mathematics by May 2027. The incremental goal per year is 4.6%.

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

ILEARN Schoolwide Improvement SMART Goals:

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

Attendance Schoolwide Improvement SMART Goal:

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

Schoolwide Improvement Action Plan <i>Strategies, programs, and/or services to address student learning needs; methods to improve cultural competency.</i>				
What strategies, programs, and/or services have you identified to address the needed improvement? (SWP Component #4)	What action steps will you take to implement these strategies, programs, and/or services?	Who will do this work?	When will this work be completed?	What evidence will be used to measure the effectiveness of these strategies, programs, and/or services?
<p>Guiding Coalition members will lead grade-level peers to improve student literacy outcomes.</p>	<p>All colleagues will support students to apply the writing process to generate compositions.</p> <p>All colleagues will support students in growth in the following performance areas: key ideas and textual support/vocabulary, structural elements and organization/connection of ideas/media literacy, and reading foundations.</p> <p>Essential standards work in ELA: defining essential standards, unpacking standards into learning targets, and agreeing upon criteria for proficiency.</p>	<p>All teachers, administrators, and support staff</p>	<p>Ongoing-2023-2024 school year</p>	<p>Students will produce written pieces that are elaborate and well-developed.</p> <p>Students will produce written pieces that include conventions (eg. spelling, capitalization, usage, and punctuation).</p> <p>Colleagues will draft and revise common formative assessments to measure student learning outcomes of essential academic standards.</p> <p>Grade-level common formative assessments.</p>
<p>The triangulation of assessment to plan or adjust instruction as well as determine student mastery of unit content and skills.</p>	<p>All colleagues will engage in data analysis using protocols to identify standards in need of support as well as enrichment.</p>	<p>All teachers, administrators, and support staff.</p>	<p>Ongoing - 2023-24 school year</p>	<p>Data analysis from both formative and summative assessments. This will include but is not limited to NWEA, grade-level rubrics, and unit pre and post-assessments.</p>

				<p>NWEA growth for ELA Winter to Winter will increase from 56.4% meeting or exceeding expected growth to 61.4% for students K-5.</p> <p>NWEA growth for Math Winter to Winter will increase from 67.5% meeting or exceeding expected growth to 72.5% for students K-5.</p>
District professional learning plan attending to the sciences of reading.	Ongoing professional development in literacy from the SC LETRS team.	Learning specialists, literacy lead teachers, and instructional coach	Ongoing - 2023-24 school year	Observation of enhanced instructional strategies that yield desired student results, and behaviors.
District professional learning with Reveal consultant.	Support of Reveal curriculum implementation.	Assistant Director of Elementary Learning, Reveal consultant, math lead teacher, and instructional coach.	Ongoing 2023-24 school year	<p>Observation of enhanced instructional strategies that yield desired student results, and behaviors.</p> <p>NWEA growth for Math Winter to Winter will increase from 67.5% meeting or exceeding expected growth to 72.5% for students K-5.</p>
Attendance team members will monitor daily attendance and watch for trends in absenteeism.	Parent/guardian communication, meetings, home visits, and ACES prosecutor forms will be completed as needed.	Classroom teachers, nurse, attendance secretary, counselors, social worker, and administrators.	Ongoing 2023-24 school year	PowerSchool documentation, medical notes, parent/guardian meeting documentation, ACES referrals, IDOE attendance report

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