Hazel Dell Elementary School

Continuous School Improvement Plan

School Year 2023-2024

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.*

<u>Thoughtfully Designed Curriculum</u>: *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.*

<u>Purposeful Assessment and Reflection</u>: *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 <u>curriculum section of the Noblesville Schools' website</u> 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. <u>This step-by-step guide</u>, 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).

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.

Parental Participation:

The staff at Hazel Dell Elementary School views parental participation as a vital component in the education of all students. Involving parents in the school environment strengthens educational programs and increases student success. Hazel Dell received the distinction of being a Family Friendly school four consecutive years 2019-2020, 2020-2021, 2021-2022, and 2022-2023. Social media, electronic newsletters, and school web pages conveniently keep families up to date with school activities and assignments. Parent communication will be a focus area for our school community. The use of social media will continue in 2023-2024 to foster the sharing of classroom activities, learning moments, and school successes.

Parents are active in many different roles throughout the building and district. Many parents serve on committees such as enrichment, textbook adoption, and redistricting. Others become involved in the PTO and assist with special events such as Reading Night, Book Fairs, and fundraisers. Daily curriculum is supported by many caring and committed parent volunteers that work with children one on one or in small groups using teacher created activities.

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 <u>employability skills</u>, career preparing and planning. Elementary students begin their journey through self-concept and career awareness activities and lessons. In middle school, students continue to explore the world of work and further identify their interests, abilities, specific career clusters and postsecondary plans. As students enter high school, career exploration continues and preparing and planning becomes a priority as students near graduation.

List of Statutes and Rules to be Suspended from Operation:

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

Section III: Summary of Data

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	**52.8**	**53.8**	**40.5**	**65.6**	**55.2**	**41.2**	**61.8**	**56.7**	**40.7**
Paid Meals	58.2	60.2	54.0	69.1	61.8	53.2	65.0	63.5	53.5
Free/Reduced Price Meals	24.6	33.1	25.9	44.2	34.4	27.0	44.2	36.5	27.2
General Education	57.8	60.5	45.6	71.2	61.7	46.9	68.3	63.1	46.2
Special Education	14.6	18.1	12.9	29.5	22.2	13.4	25.5	24.5	13.1
Non-English Language Learner	55.2	56.2	42.9	67.6	57.6	43.8	64.2	59.5	43.2
English Language Learner	23.1	9.8	11.7	35.3	14.9	13.9	21.1	11.2	13.0
Asian	***	65.5	56.7	***	60.3	56.7	***	63.3	54.9
Black	***	28.3	17.4	***	34.5	19.1	***	35.3	19.7
Hispanic	35.3	33.4	27.3	44.4	37.1	28.1	41.9	33.7	27.1
Multiracial	***	44.4	36.4	***	41.4	36.8	***	49.3	37.1
White	55.4	57.3	47.1	67.1	59.0	48.0	63.4	61.2	47.5
IREAD3 Overall Proficient	School	District	State	School	District	State	School	District	State
Overall	**96.6**	**89.8**	**81.2**	**95.0**	**91.0**	**81.6**	**92.2**	**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)	84.1	84.5	83.5	88.6	87.1	88.6
% of Students Who Met or Exceeded Their Projected RIT *(Fa-Wi)**		58.6		68.4		61.0
% of Students Who Met or Exceeded Their Projected RIT *(Wi-Wi)**		51.3		67.5		60.3

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	2020-2021			2021-2022			2022-2023		
ILEARN Math Overall Proficient	School	District	State	School	District	State	School	District	State
Overall	**70.9**	**50.1**	**36.9**	**78.2**	**53.7**	**39.4**	**69.6**	**56.2**	**40.9**
Paid Lunch	76.4	56.8	50.9	82.0	60.9	51.9	72.4	63.3	54.1
Free/Reduced Lunch	42.1	28.7	22.0	55.8	31.0	24.6	53.8	34.9	26.7
General Education	75.7	55.8	41.3	82.9	59.8	44.3	74.3	61.9	45.6
Special Education	34.1	20.2	14.1	50.0	23.3	15.7	43.1	26.9	16.8
Non-English Language Learner	72.3	51.9	38.9	80.2	55.9	41.6	71.8	58.4	42.9
English Language Learner	53.8	17.3	14.2	52.9	17.4	17.1	31.6	19.5	17.9
Asian	***	65.5	56.5	***	64.9	58.2	***	66.0	58.3
Black	***	16.6	11.6	***	29.1	14.4	***	29.7	16.2
Hispanic	44.1	27.8	22.0	48.1	31.7	24.8	41.9	31.8	25.9
Multiracial	***	36.5	30.5	***	34.6	33.3	***	42.7	35.0
White	74.8	54.3	44.4	80.3	58.3	47.1	72.5	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	
NWEA MAP Growth Math	Fall	Winter	Fall	Winter	Fall	Winter

Achievement (% At or Above Avg)	81.6	85.8	85.8	89.3	83.5	88.7
% of Students Who Met or Exceeded Their Projected RIT *(Fa-Wi)**		68.6		72.3		69.3
% of Students Who Met or Exceeded Their Projected RIT *(Wi-Wi)**		48.6		73.8		62.9

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	**97.1**	**94.7**	**95.97**
Model Attendee *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*	n/a	49.0	75.0

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		(discontinued Fall 23)	
	School % Favorable	National Benchmark	School % Favorable	National Benchmark	School % Favorable	National Benchmark
Engagement	57	Near 70th	64	Near 80th		
Sense of Belonging	62	Near 70th	68	Near 80th		
Teacher-Student Relationships	69	Near 60th	76	Near 80th		
Emotion Regulation	48	Near 60th	49	Near 70th		
Self-Management	79	Near 90th	78	Near 80th		
Social Awareness	73	Near 80th	75	Near 90th		

Demographic Data

	2020-2021		2021-2022		2022-2023	
	School	District	School	District	School	District
Percent Free/Reduced Lunch	15.6	22.2	10.7	20.9	16.2	24.3
Percent Special Education	11.5	15.7	13.6	16.5	15.5	17.4
Percent English Language Learner	6.7	4.1	5.0	4.8	5.9	5.5
Percent Asian	1.6	2.6	2.3	2.6	2.2	2.8
Percent Black	2.1	4.2	1.0	4.6	1.4	4.8
Percent Hispanic	8.0	7.5	7.6	8.2	8.3	8.7
Percent Multiracial	1.5	3.4	2.1	3.5	2.6	3.9
Percent White	86.5	81.9	86.5	80.7	85.3	79.5

District results are grades K-12 combined

Language Proficiency for English Learners

English language proficiency measures whether students learning the English language are on target to develop or attain English language proficiency within six years. Student Growth Percentiles (SGPs) are used to determine whether students are making adequate growth annually to meet these targets. SGPs describe a student's learning as compared to other students sharing the same performance history as the student, or the student's 'academic peers.' English language proficiency is measured based on performance and growth on the WIDA ACCESS 2.0 assessment. Only students identified as English learners who spend most of the school year enrolled at the school are included when reporting the proficiency and growth.

	2020-2021	2021-2022	2022-2023
Met Goal or Achievement Proficiency Rate	n/a	61.3	(data not available)

***Suppressed due to small population

High School Graduation Rate

	2020-2021	2021-2022	2022-2023
Overall	**98.3**	**97.6**	(data not available)
Non-Waiver	81.0	83.9	
Paid Meals	99.1	98.4	
Free/Reduced Price Meals	96.7	95.2	
General Education	99.0	99.4	
Special Education	92.4	86.4	
Non-English Language Learner	98.4	97.8	
English Language Learner	91.7	93.8	
Asian	100.0	100.0	
Black	95.0	96.0	
Hispanic	95.0	98.3	
Multiracial	100.0	92.0	
White	98.5	97.8	

Narrative of Student Learning Data:

The ongoing dedication remains towards enhancing achievement and elevating the annual progress rate of individual students. Educators will center their efforts on delivering top-tier core instruction to foster advanced comprehension, collaboration, creativity, and critical thinking abilities in language arts, writing, and mathematics. Furthermore, teachers will persist in implementing strategies and methods that cater to the holistic needs of every student, ensuring a well-rounded approach. By nurturing the complete development of each student, Hazel Dell aims to equip students with the skills necessary for the future.

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

Language Arts will remain a pivotal focal point across all grades, with a special emphasis on the writing component. Upon analyzing iLearn data, our focus will be within the writing domain, specifically standards: Conventions of Standard English (3.W.6.1), Demonstrations of capitalization, punctuation, and spelling (3.W.6.2, 4.W.6.2), with an additional target of responding to reading through our writing with a focus on key ideas and textual support (3.RN.2.1 and 5.RN.2.1). The point of convergence in Mathematics will be Computation Fluency (4.C.4, 5.C.1, 5.C.2). We also determined a common thread of

need in Geometry (3.G.2, 4.G.1, 5.G.1). Through the collaborative process of Professional Learning Communities (PLC), educators will pinpoint and reevaluate essential standards, establishing checkpoints to gauge comprehension and secure elevated levels of learning. Each PLC will develop a SMART goal that will align to our school SMART goal, allowing us to continue to monitor our progress in achieving our overarching goal.

Hazel Dell firmly believes that early intervention is a vital tool in bridging gaps. The institution of the Multi-Tiered System of Supports (MTSS) has been instrumental in identifying students who have not yet reached proficiency levels and require additional assistance. This structured approach will continually undergo refinement and enhancement. Ongoing assessment and scrutiny of growth data will remain the focal point for staff members in both language arts and mathematics.

Beyond the implementation of effective teaching techniques for core subjects, the Hazel Dell community will collectively channel its professional learning efforts into fortifying Professional Learning Communities and cultivating robust relationships. Staff will persist in their pursuit of learning and adopting strategies to bolster excellence in these domains.

Section IV: Continuous and Strategic School Improvement Action Plan

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

Noblesville Schools Continuous School Improvement Action Plan

Schoolwide Improvement SMART Goals

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

Our Current Reality:

ELA
- In 2023, 61.8% of our students in grades 3-5 demonstrated proficiency on the ELA ILEARN assessment.

MATH
- In 2023, 69.6% of our students in grades 3-5 demonstrated proficiency on the MATH ILEARN assessment.

ATTENDANCE
- Model Attendee rate for school year 2022-2023:   75%   Number of students identified with chronic absenteeism: 1.6%

Our SMART Goal:

ELA
- The percentage of 3-5 grade students demonstrating proficiency in English Language Arts will increase from 61.8 to 67.1% by the end of May 2024 as measured by the ILEARN assessment to reach our goal of 82.8% proficiency by 2027.

MATH
- The percentage of 3-5 grade students demonstrating proficiency in MATH will increase from 69.6% to 74.5% by the end of May 2024 as measured by the ILEARN assessment to reach our goal of 89.1% proficiency by 2027.

ATTENDANCE
- Increase model attendee rate to 78%. Decrease the number of students identified as chronic absenteeism to .5%.

Schoolwide Improvement Action Plan				
Strategies, programs, and/or services to address student learning needs; methods to improve cultural competency.				
What strategies, programs, and/or services have you identified to address the needed improvement?	What action steps will you take to implement these strategies, programs, and/or services?	Who will do this work?	When will this work be completed?	What evidence will be used to measure the effectiveness of these strategies, programs, and/or services?
ELA:				
- Implement a comprehensive literacy program with a focus on writing. - Conventions of Standard English (3.W.6.1) - Demonstrations of capitalization, punctuation, and spelling (3.W.6.2, 4.W.6.2) - Utilize the workshop model, the science of reading and a focus on skills for the future.	- Essential standards work in ELA - Team coaching with instructional coach in ELA - Professional Learning Plan-Comprehensive Literacy and The Sciences of Reading Learning Series	- Certified Staff - Classified Staff - District Learning Department - Hazel Dell staff will continue to take an all hands on deck approach to learning and supporting. Instructional	- Strength in implementation of all strategies is ongoing. Staff call to action begins 7/27/23. - Weekly check-ins with PLC and monthly check-ins Guiding Coalition - for both support and to ensure implementation.	- Observational data will show evidence of increased proficiency in Domains 2 and 3 as noted in the teacher observation tool (SFS). - PLC meeting notes will reflect the creation of CFAs and response to student data.

○ Focus on key ideas and textual support (3.RN.2.1 and 5.RN.2.1)		Coach, Media Specialist, Learning Specialist, ML Collaborative Teacher, ML instructor, and the Special Education team will work in conjunction with general education teachers and support staff to learn and grow together.		
● Responsively teach and integrate skills needed for future success such as critical thinking, creativity, communication, collaboration, and beyond.	● Add strategies to teachers' toolbox for increasing student opportunities for critical thinking, creativity, communication, and collaboration ● Critical thinking, creativity, communication, and collaboration integrated into various subjects and activities			
● Collect and analyze data regularly to maximize instruction and respond to student growth needs.	● PLC meeting notes will reflect SMART goals for each grade level team ● CFA data sheets will be reviewed during PLC meetings			

• Facilitate an environment that focuses on the diverse whole child – academic, social and emotional needs.	• Second Steps: focus on self-awareness, self-regulation, empathy, and relationship skills.			
MATH:				
• Continue to implement the math workshop model with a focus on: ○ Computation Fluency (as defined in state standards 4C4, 5C1, 5C2) ○ Geometry (identify/describe/draw shapes as defined in state standards 3G2, 4G1, 5G1)	• Implementation of the new math program, Reveal Mathematics. • Instructional coaching in Math. • Continued implementation of interactive math games (Flessner PD 2022-2023).	• Certified Staff • Classified Staff • District Learning Department • Hazel Dell staff will continue to take an all hands on deck approach to learning and supporting. Instructional Coach, Media Specialist,	• Strength in implementation of all strategies is ongoing. Staff call to action begins 7/27/23. • Weekly check-ins with PLC and monthly check-ins Guiding Coalition - for both support and to ensure implementation.	• Observational data will show evidence of increased proficiency in Domains 2 and 3 as noted in the teacher observation tool (SFS). • PLC meeting notes will reflect the creation of CFAs and response to student data.
• Continue to develop critical thinking, creativity, communication, and collaboration.	• Add strategies to teachers' toolbox for increasing student opportunities for critical thinking, creativity, communication, and collaboration.			

	● Critical thinking, creativity, communication, and collaboration integrated into various subjects and activities.	Learning Specialist, ML Collaborative Teacher, ML instructor, and the Special Education team will work in conjunction with general education teachers and support staff to learn and grow together.		
● Collect and analyze math data - aligned with current needs - regularly to maximize instruction and respond to student growth needs.	● PLC meeting notes will reflect SMART goals for each grade level team. ● CFA data sheets will be reviewed during PLC meetings.			
● Create an environment that focuses on the diverse whole child as well as their academic, social and emotional needs.	● Second Steps: focus on self-awareness, self-regulation, empathy, and relationship skills.			

All professional development programs and activities included in this plan comply with local school board policy.