



Continuous School Improvement Plan Hazel Dell Elementary 2022-2023

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 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. District-wide units of study grounded in the Indiana Academic Standards have been developed for reading, writing, science, and social studies. Teachers and staff have access to these units through shared district channels of communication. Current core curriculum materials for elementary students include Everyday Mathematics, Units of Study in Reading by Teachers College Reading and Writing Project Staff, Units of Study in 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). 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.

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.
- **IREAD-3** - A state assessment that measures foundational reading standards at grade 3 and meets the requirements of state law (House Enrolled Act 1367).
- **EARLY LITERACY ASSESSMENT: NWEA MAP FLUENCY DYSLEXIA SCREENER:** A universal screener used for understanding students' literacy performance, including both strengths and areas of concern. The screener has been approved by the IDOE to cover all six skill areas that are required by Senate Enrolled Act 217.

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 Elementary 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. Second Step is used as a primary resource for directly teaching students appropriate problem solving and emotions management skills for school. For especially difficult unproductive behaviors, collaborative teams complete an Assessment of Lagging Skills and Unsolved Problems to determine lagging skills on which to develop with the student. Additionally, staff have included the students in proactive problem solving efforts through the use of Collaborative Conversations and goal setting. 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

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 three consecutive years 2019-2020, 2020-2021 and 2021-2022. 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 2022-2023 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, curricular program review, and rebalancing. 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. 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.

Section III: Summary of Data

Annual Performance Report



Hazel Dell Elementary Annual Performance Report

Student ELA Achievement Results

State Assessments	2018-2019			2020-2021			2021-2022		
	School	District	State	School	District	State	School	District	State
ILEARN ELA Overall Proficient									
Overall	50.9	62.6	47.9	52.8	53.8	40.5	65.6	55.2	41.2
Paid Meals	55.1	69.1	61.9	58.2	60.2	54.0	69.1	61.8	53.2
Free/Reduced Price Meals	33.3	42.0	33.5	24.6	33.1	25.9	44.2	34.4	27.0

General Education	58.2	69.7	53.8	57.8	60.5	45.6	71.2	61.7	46.9
Special Education	15.5	21.6	15.7	14.6	18.1	12.9	29.5	22.2	13.4
Non-English Language Learner	52.2	64.3	49.9	55.2	56.2	42.9	67.6	57.6	43.8
English Language Learner	25.0	14.9	16.3	23.1	9.8	11.7	35.3	14.9	13.9
Asian	***	71.2	63.8	***	65.5	56.7	***	60.3	56.7
Black	***	38.2	24.7	***	28.3	17.4	***	34.5	19.1
Hispanic	27.3	44.1	35.5	35.3	33.4	27.3	44.4	37.1	28.1
Multiracial	***	44.5	43.3	***	44.4	36.4	***	41.4	36.8
White	54.1	65.8	54.2	55.4	57.3	47.1	67.1	59.0	48.0
IREAD3 Overall Proficient	School	District	State	School	District	State	School	District	State
Overall	93.1	93.6	87.3	96.6	89.8	81.2	95.0	91.0	81.6

*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)	87.1	89.7	84.1	84.5	83.5	88.6
% of Students Who Met or Exceeded Their Projected RIT (Fa-Wi)*		63.2		58.6		68.4
% of Students Who Met or Exceeded Their Projected RIT (Wi-Wi)*		63.1		51.3		67.5

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	68.0	64.8	47.8	70.9	50.1	36.9	78.2	53.7	39.4
Paid Lunch	72.8	72.0	61.7	76.4	56.8	50.9	82.0	60.9	51.9
Free/Reduced Lunch	48.5	42.0	33.4	42.1	28.7	22.0	55.8	31.0	24.6
General Education	74.6	71.0	53.1	75.7	55.8	41.3	82.9	59.8	44.3
Special Education	36.2	29.0	18.6	34.1	20.2	14.1	50.0	23.3	15.7
Non-English Language Learner	69.6	66.4	49.3	72.3	51.9	38.9	80.2	55.9	41.6
English Language Learner	37.5	19.9	23.2	53.8	17.3	14.2	52.9	17.4	17.1
Asian	***	70.3	67.9	***	65.5	56.5	***	64.9	58.2
Black	***	33.3	22.5	***	16.6	11.6	***	29.1	14.4
Hispanic	39.4	45.2	34.4	44.1	27.8	22.0	48.1	31.7	24.8
Multiracial	***	47.1	41.7	***	36.5	30.5	***	34.6	33.3
White	71.9	68.6	54.6	74.8	54.3	44.4	80.3	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)	86.4	88.1	81.6	85.8	85.8	89.3
% of Students Who Met or Exceeded Their Projected RIT (Fa-Wi)*		64.7		68.6		72.3
% of Students Who Met or Exceeded Their Projected RIT (Wi-Wi)*		56.8		48.6		73.8

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	96.8	97.1	
Model Attendee <i>Students who are either persistent or improved attendees</i>	75.0		49.0
Persistent Attendees <i>Students who were in attendance for at least 96% of the school year</i>	73.4		
Improved Attendees <i>Students whose attendance rate improved by at least 3 percentage points from the preceding school year</i>	10.0		

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		School % Favorable	National Benchmark	School % Favorable	National Benchmark
	School % Favorable	National Benchmark				
Engagement	57	Near 70th				
Sense of Belonging	62	Near 70th				
Teacher-Student Relationships	69	Near 60th				
Emotion Regulation	48	Near 60th				
Self-Management	79	Near 90th				
Social Awareness	73	Near 80th				

Demographic Data

	2019-2020		2020-2021		2021-2022	
	School	District	School	District	School	District
Percent Free/Reduced Lunch	13.3	23.2	15.6	22.2	10.7	20.9
Percent Special Education	12.6	15.4	11.5	15.7		
Percent English Language Learner	5.3	3.6	6.7	4.1		
Percent Asian	1.3	2.5	1.6	2.6	2.3	2.6
Percent Black	1.4	4.1	2.1	4.2	1.0	4.6
Percent Hispanic	7.9	7.0	8.0	7.5	7.6	8.2
Percent Multiracial	0.7	2.9	1.5	3.4	2.1	3.5
Percent White	88.6	83.2	86.5	81.9	86.5	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	***		
Level 1 - Entering	9.3		
Level 2 - Beginning	18.6		
Level 3 - Developing	32.6		
Level 4 - Expanding	34.9		
Level 5 - Bridging	4.7		
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	

As evidenced above, the achievement and growth of Hazel Dell students has been positive and consistent. Efforts will continue to focus on increasing achievement and improving students' individual growth rate from year to year. Teachers will focus on high quality core instruction to promote high level comprehension, sound reasoning, and critical thinking skills for language arts, writing, and math. Teachers will continue to implement strategies and practices that address the needs of the diverse whole child. By addressing the whole child, Hazel Dell students will be primed and ready to take on the rigorous skills needed in the future.

The need to bridge the gap between identified groups and the general education population is a concern that will continue to be addressed. Literacy will continue to be a focus in all grades with an emphasis placed on the five key elements of scientific reading instruction; comprehension, fluency, vocabulary, phonics and phonemic awareness. Through the PLC process teachers will identify/re-evaluate essential standards and create checks for understanding to ensure learning is happening at high levels. Hazel Dell believes early intervention is a critical factor to diminish the gap. The implementation of the MTSS process has facilitated the identification of those students who are not yet at proficient levels and need more assistance. This systematic process will continue to be refined and enhanced. Ongoing analysis of growth data will be the focus for staff in the areas of both language arts and math.

In addition to effective teaching strategies for core content, the Hazel Dell community will focus professional learning on Professional Learning Communities and building strong relationships. Staff will continue to learn and seek methods to strengthen our practice in these areas.

Section IV: Continuous and Strategic School Improvement Action Plan



Noblesville Schools Continuous School Improvement Action Plan

Schoolwide Improvement SMART Goals:

Our Current Reality:

ELA

- In 2022, 65.5% of our students in grades 3-5 demonstrated proficiency on the ELA ILEARN assessment.

MATH

- In 2022, 78.2% of our students in grades 3-5 demonstrated proficiency on the MATH ILEARN assessment.

Attendance:

- In 2022, our model attendance rate was 49%

Our SMART Goal:

ELA

- The percentage of 3-5 grade students demonstrating proficiency in English Language Arts will increase from 65.6% to 69% by the end of May 2023 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 78.2% to 80.4% by the end of May 2023 as measured by the ILEARN assessment to reach our goal of 89.1% proficiency by 2027.

Attendance

- For school year 2023, the percentage of students demonstrating model attendance will increase from 49% to 55%.

ELA:			
<p style="text-align: center;">Strategies and Action Steps</p> <ul style="list-style-type: none"> • Implement a comprehensive literacy program utilizing the workshop model, the science of reading and a focus on skills for the future <p style="text-align: center;">>Essential</p>	<p style="text-align: center;">Who is Responsible</p> <ul style="list-style-type: none"> • Certified Staff • Classified Staff • District Learning Department • Hazel Dell staff will 	<p style="text-align: center;">Target Date or Timeline</p> <ul style="list-style-type: none"> • Strength in implementation of all strategies is ongoing. Staff call to action begins 7/28/22. • Weekly check ins with PLC and 	<p style="text-align: center;">Evidence of Effectiveness</p> <ul style="list-style-type: none"> • Observational data will show evidence of increased proficiency in Domain 2 and 3 as noted in the teacher observation tool (SFS). • NWEA growth for ELA Winter to Winter

<p>standards work in ELA >PD writing instruction with Celena Larkey</p> <ul style="list-style-type: none"> • Responsively teach and integrate skills needed for future success such as critical thinking, creativity, communication, collaboration and beyond • Collect and analyze data regularly to maximize instruction and respond to student growth needs • Facilitate an environment that focuses on the diverse whole child – academic, social and emotional needs 	<p>continue to take an all hands on deck approach to learning and supporting. Instructional Coach, Media Specialist, Learning Specialist, EL Collaborative Teacher, EL instructor and the Special Education team will work in conjunction with general education teachers and support staff to learn and grow together.</p>	<p>leadership team - for both support and to ensure implementation.</p>	<p>will increase from 67% meeting or exceeding expected growth to 72%</p> <ul style="list-style-type: none"> • PLC meeting notes will reflect the creation of CFAs and response to student data • Attendance data to show increased sense of belonging and desire to be at school.
<p>Math:</p>			
<p>Strategies and Action Steps</p> <ul style="list-style-type: none"> • Consistently present problem-solving opportunities of various complexities to encourage higher level thinking and reasoning skills. • Continue to implement the math workshop model with a focus on developing critical thinking, creativity, communication and collaboration. 	<p>Who is Responsible</p> <ul style="list-style-type: none"> • 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, 	<p>Target Date or Timeline</p> <ul style="list-style-type: none"> • Strength in implementation of all strategies is ongoing. Staff call to action begins 7/28/22 • Weekly check ins with PLC and leadership team - for both support and to ensure implementation. 	<p>Evidence of Effectiveness</p> <ul style="list-style-type: none"> • Observational data will show evidence of increased proficiency in Domain 2 and 3 as noted in the teacher observation tool (SFS). • NWEA growth for Math Winter to Winter will increase from 73.8% or exceeding expected growth to 78.8%. • PLC meeting notes

<ul style="list-style-type: none"> • Collect and analyze problem solving and fact fluency data regularly to maximize instruction and respond to student growth needs. • Create an environment that focuses on the diverse whole child – academic, social and emotional needs. 	<p>Learning Specialist, EL Collaborative Teacher, EL instructor and the Special Education team will work in conjunction with general education teachers and support staff to learn and grow together.</p>		<p>will reflect the creation of CFAs and response to students data</p> <ul style="list-style-type: none"> • Improved attendance data to show increased sense of belonging and desire to be at school.
<p>Attendance:</p>			
<p>Strategies and Action Steps</p> <ul style="list-style-type: none"> • Create an environment that focuses on the diverse whole child – academic, social and emotional needs. 	<p>Who is Responsible</p> <ul style="list-style-type: none"> • Hazel Dell staff will continue to take an all hands on deck approach to learning and supporting student needs. Certified and classified staff will work in conjunction with general education teachers to support students and encourage good attendance 	<p>Target Date or Timeline</p> <ul style="list-style-type: none"> • Ongoing bi-weekly reporting 	<p>Evidence of Effectiveness</p> <ul style="list-style-type: none"> • Bi-weekly attendance reports to be generated and analyzed

Methods to Improve Cultural Competency

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.

Culturally appropriate strategies for increasing

Areas identified as requiring additional

educational opportunities and educational performance.	professional development to increase cultural competency in the school.
<ul style="list-style-type: none"> ● Continued courageous conversations - use of scenarios to facilitate confidence and experience. ● Ongoing review of classroom materials to ensure “window and mirrors” are present. 	Continued focus on facilitating an equitable and inclusive school culture.
<ul style="list-style-type: none"> ● Daily Community Circles to encourage team and class building. ● Regular staff team building opportunities 	Increasing a sense of belonging for students and staff.
<ul style="list-style-type: none"> ● Collaborative conversations with staff within our PLC to identify student needs and appropriate supports (academic, language, SEL, or mental health) ● <u>Be You</u> - all school book read to embrace the beauty of being oneself. 	Students’ learning differences and needs are viewed through an inclusive lens.
<ul style="list-style-type: none"> ● Second Steps Lessons in the classroom ● Anti Bully lessons from mental health staff ● Kindness week to reinforce our culture of respect 	Students are provided with what they need to succeed (academics, SEL, and mental health)

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