School Improvement Plan
Noble Crossing Elementary School
2017-2018

Engage, Inspire, Empower!
Noble Crossing Elementary
School Improvement Plan
2017 – 2018

Table of Contents

Section 1: School Profile 3-4
Section 2: Summary of Data 4-13
Section 3: Conclusions about Educational Programming and Learning Environment 13-17
Section 4: School Improvement 18
Section 5: Action Plan 19-22
Section I: School Profile

Vision and Mission
Our Vision
We are
- engaged in intellectual pursuits
- inspired to challenge the present
- empowered to adapt, innovate, and succeed today and tomorrow

Our Mission
Noblesville Schools creates a learner-centered culture that seamlessly fosters future-ready skills through authentic, interdisciplinary experiences supported by strong relationships among students, staff, parents, and the community.

Brief Description of the School
Noble Crossing Elementary School, one of seven elementary schools in Noblesville Schools, serves approximately 740 students in pre-kindergarten through fifth grade. The school faculty is comprised of one principal, one assistant principal, 45 certified staff members, and approximately forty full and part-time classified staff members. The student population is 83% white, 7% Hispanic, 2% Asian/Pacific Islander, 4% African-American, and 3% multiracial. Approximately 18% of students receive free or reduced lunch and textbook assistance. Approximately 10% receive special education services, and approximately 5% are English learners. Additionally, approximately 20% of our students are formally identified for advanced curriculum instruction. Other special services provided for our students include speech, language, physical therapy, and occupational therapy.

Description and Location of the Curriculum
The curriculum at Noble Crossing is based on the Indiana Academic Standards. District-wide units of study have been developed for reading and writing to support a common curriculum. In addition to instruction, students are immersed in a well-rounded school experience through a media services program and through daily participation in special area programs (art, music, computer technology, and physical education).

Textbooks and related instructional resources are adopted in a district-wide process to support consistent standards-based instruction. Instructional program reviews are completed as a key component of the adoption process. Primary instructional resources for elementary students include Everyday Mathematics, Units of Study in Reading by Lucy Calkins and Project Staff, and Units of Study in Writing by Lucy Calkins and Project Staff.

The curriculum for Noble Crossing Elementary can be found online at the district website (www.noblesvilleschools.org), and teachers have access to curriculum materials on the District Intranet. Physical copies are housed at Noble Crossing and at the Educational Services Center.
Assessments Used in Addition to ISTEP+

Grades K-5

- NWEA (Northwest Evaluation Association) - An adaptive assessment is administered to all students three times per year to assess reading, language arts, and mathematics. A scaled score will be calculated based on performance.
- Fountas & Pinnell Comprehensive Running Record Benchmark (2 times per year) - A comprehensive running record is administered to provide a guided reading level and error analysis data for students.
- Math Fact Fluency (3 times per year) - A fluency assessment is administered to all students three times per year to assess automaticity of math facts.
- IREAD-3 (3rd Grade Only) - An assessment developed to measure foundational reading standards through grade three.

Section II: Summary of Data

Language Arts ISTEP+ and IREAD-3 Data

![Bar chart showing Noble Crossing Elementary Spring ISTEP+ ELA Percent Passing and Pass+ for 2015, 2016, and 2017 with data points for 3rd Grade Pass and Pass+, 4th Grade Pass and Pass+, 5th Grade Pass and Pass+, and IND Total Pass]
Math ISTEP+ Data

Noble Crossing Elementary
Spring ISTEP+ Math Percent Passing and Pass+

% of Students

Year

Noble Crossing Elementary
Spring ISTEP+ Special Education Math Percent Total Passing

% of Students

Year

***Value not computed for fewer than 10 students.
Language Arts NWEA Data

Noble Crossing Elementary
NWEA Reading Achievement Status (Fall 2016 – Spring 2017)

NWEA Reading - Percent of Students Meeting Projected Growth (Fall to Spring)

Noble Crossing - SIP - 9
NWEA Math - Percent of Students Meeting Projected Growth (Fall to Spring)

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>% Students Projected Growth Met - 1516</th>
<th>% Students Projected Growth Met - 1617</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>65</td>
<td>81</td>
</tr>
<tr>
<td>1</td>
<td>71</td>
<td>62</td>
</tr>
<tr>
<td>2</td>
<td>62</td>
<td>59</td>
</tr>
<tr>
<td>3</td>
<td>59</td>
<td>64</td>
</tr>
<tr>
<td>4</td>
<td>64</td>
<td>52</td>
</tr>
<tr>
<td>5</td>
<td>62</td>
<td>42</td>
</tr>
</tbody>
</table>

NWEA Math Observed Growth vs. Projected Growth - 2015-16

NWEA Math Observed Growth vs. Projected Growth - 2016-17

Noble Crossing - SIP - 11
Conclusions about Student Achievement and Objectives for a Three-Year Period:

**English/Language Arts Data Statements**

**Strengths:**
- Noteworthy increases in percent of students in grades K, 2, 3, 4, and 5 who met or exceeded their NWEA projected growth targets in 2016-17 compared to 2015-16.
- Increase in percent of students passing ISTEP+ in grade 4.
- 70% of kindergarten students met or exceeded projected NWEA growth.
- Over 60% of 4th grade students met or exceeded projected NWEA growth.

**Challenges:**
- Declining pass rates on IREAD-3 over the last two school years.
- Declining pass rates on ISTEP+ cohort data from grades 3 through 5.
- Declining percent of F/R subgroup cohort passing ISTEP+ from grades 3 through 5.
- Percent of students who met or exceeded projected NWEA growth in 1st grade in each of the last two years.

**Objectives:**
- By 2017-2018 ISTEP+ → 80.2%
- By 2018-2019 ILEARN → 82.2%
- By 2019-2020 ILEARN → 84.2%
**Mathematics Data Statements**

**Strengths:**
- Noteworthy increases in percent of students in grades K, 2, 3, 4, and 5 who met or exceeded their NWEA projected growth targets in 2016-17 compared to 2015-16.
- Over 80% of kindergarten students met or exceeded projected NWEA growth.
- Over 60% of 1st, 3rd, and 5th grade students met or exceeded projected NWEA growth.

**Challenges:**
- NWEA goal area of Measurement/Data demonstrated the lowest achievement for grades K, 1, and 2.
- NWEA goal area of Computation demonstrated the lowest achievement for grade 3.
- NWEA goal area of Geometry demonstrated the lowest achievement for grades 4 and 5.

**Objectives:**
- By 2017-2018 ISTEP+ $\rightarrow 82.8\%$
- By 2018-2019 ILEARN $\rightarrow 84.8\%$
- By 2019-2020 ILEARN $\rightarrow 86.8\%$

**Attendance Data Statements**

**Strengths:**
- Grades 2-5 attendance rates were above the school average and had fewer students with chronic absenteeism.

**Challenges:**
- A noticeable decrease in attendance rates over the past two school years.
- Attendance rates in kindergarten and 1st grade are lower than the school average and significantly lower than other grade levels.

**Objectives:**
- Improve systems for monitoring overall attendance rates and collect this data by grade level every quarter.
- Identify students with chronic absenteeism and develop a plan for improvement with these families.
- Quarterly recognize grade level attendance rates above 97%.

**Section III: Conclusions about Current Educational Programming and Learning Environment**

**Educational Programming to Support Achievement of the Indiana Academic Standards**

The curriculum at Noble Crossing is based on the 2014 Indiana Academic Standards for English/Language Arts and Mathematics. District-wide committees of teachers have been working since the spring of 2015 to develop and revise language arts units of study that will support a common curriculum aligned with the College and Career Ready standards. Grade level collaboration teams at Noble Crossing will utilize Understanding by Design principles to develop learning plans that emphasize student transfer of key skills and understandings emphasized in
each unit.

In addition, Noble Crossing will continue to emphasize STEM education through the use of the Engineering is Elementary Curriculum Units in first through fifth grades and integration of Project Lead the Way units in kindergarten and 5th grade. The engineering design process, content of the engineering curriculum units, and assessment of student understanding will be integrated into the instructional planning process in each grade level. This will provide students with opportunities to solve problems related to math and science, use technologies that allow them to see how these fields are relevant to their lives, and support mastery of these content areas.

Analysis of Student Achievement Based on ISTEP+ and other Assessments

Problem Statement #1:
- Growth in student performance on NWEA reading assessments in 2016-17 is not reflected in IREAD-3 and ISTEP+ language arts data, which reflects declining student performance.

Inquiry Questions:
- Do students have intentional support and ample independent reading time to develop a love of reading?
- Are students able to transfer skills from classroom instruction into their independent reading?
- How might we collaborate to analyze student learning data and provide strategic supports to students?

Hypotheses
- If teachers develop a culture that supports a love of reading and if students have ample reading time, then students will live a richly literate life and will transfer skills from classroom instruction.
- If teachers intentionally plan for transfer of student learning, then students will be able to effectively demonstrate their learning in authentic contexts across the curriculum.

Action Steps
- Staff will model a richly literate life to create a deep reading culture throughout the school.
- Staff will strategically utilize responsive teaching moves within a workshop approach to reading and writing.
- Teachers will strategically implement the language arts units of study to support a workshop model that is responsive to student needs and vertically aligned to ensure high levels of cognitive challenge and a focus on transfer of learning.
- Teachers will strategically align reading and writing instruction to be mutually reinforcing through the district units of study.
- Staff will update MTSS protocols in each grade level to support collaborative planning in order to provide strategic supports to students that align with classroom instruction.
Problem Statement #2:
- NWEA math assessments in 2016-2017 did not show concerns in one particular goal area across all grade levels. Grades K, 1, and 2 demonstrated a need in the areas of Measurement and Data Analysis while grades 3, 4, and 5 demonstrated a need in the area of Geometry.

Inquiry Questions:
- How might we increase the level of discourse and cognitive challenge through mathematical talk structures to improve student achievement across all math goal areas?
- How might we help students develop arguments using the language of math to express mathematical ideas precisely?
- How might we facilitate opportunities for students to collaborate with peers through accountable talk in math?

Hypotheses:
- If teachers provide students with consistent opportunities to collaborate and use the language of math, then students will be prepared to analyze and evaluate mathematical thinking as well as revise their own thinking.
- If teachers provide opportunities for students to engage in mathematical talk structures to support their learning, then students will be able to communicate their thinking and strategies clearly.

Action Steps:
- Teachers will model and facilitate opportunities for students to collaborate with peers through accountable talk.
- Teachers will model and facilitate opportunities for students to develop arguments using the language of math to express mathematical ideas precisely.

Parental Participation in the School
In order for the children to be successful, every parent or guardian is encouraged to be active participants in the school. Many opportunities are provided for parents to share their skills and knowledge to support student learning. Parents are involved with volunteering in the classroom, participating in PTO activities and events, and attending study trips. Over the past three years, funds raised through the Noble Crossing PTO have been used to purchase over $15,000 worth of books to assist teachers in expanding their classroom libraries, materials kits to assist in STEM education through the engineering design process, and outdoor collaborative spaces for students. The Noble Crossing PTO will continue to align its support with school improvement initiatives to enhance student achievement at Noble Crossing.

In order to maximize parent participation, it will be important for Noble Crossing staff to identify underserved populations, such as English learners, and increase efforts to engage these parents in the school community in meaningful ways. One step toward this objective would be to identify parents who can represent underserved populations and invite them participate on the
PTO to guide decision-making that represents all parent stakeholders. By working with parents from underserved populations, the Noble Crossing staff can identify and address barriers to increased parent participation.

**Safe and Disciplined Learning Environment**

The Noble Crossing staff believes that all students can experience personal growth through a school culture that teaches, reinforces, and supports the social-emotional development of students. To this end, six character traits, Tiger Traits (listed on page 17), have been identified to be explicitly taught through through the *Second Step* curriculum and reinforced through our MTSS Tier 1 behavioral supports. This *Second Step* curriculum promotes school success and school connectedness as well as a safe and respectful school climate. This is accomplished by explicitly teaching students the skills that strengthen their ability to learn, have empathy, manage emotions and solve problems. The *Second Step Program* prevents problem behavior, peer rejection, low academic achievement and impulsivity by developing students’ self-regulation skills, social-emotional competencies and school connectedness. Student leadership is crucial to these efforts and is provided by our CHAMPS, a peer-led conflict mediation program. Service to the community and those in need is emphasized through service projects such and through student-driven passion projects.

Efforts during the 2017-2018 school year will emphasize greater consistency across classrooms in teaching the Second Step curriculum and strategically connecting Second Step instruction to the language of Tiger Traits. A period of time for social-emotional learning will be established to support consistent implementation of the Second Step curriculum. Tier 1 MTSS behavioral supports will also be aligned with Tiger Traits to ensure that staff are looking for behaviors aligned with these character traits and providing targeted feedback to students.

**Noble Crossing Tiger Traits**

- We lead by example.
- We discover, grow, and share our genius.
- We show empathy for others.
- We have a growth mindset.
- We build community.
- We take ownership of our feelings and actions.

**Coordination of Technology Initiatives and Ongoing Professional Development**

All planning efforts related to the integration of technology will be focused on fulfilling the mission statement of Noblesville Schools, “Noblesville Schools creates a learner-centered culture that seamlessly fosters future-ready skills through authentic, interdisciplinary experiences supported by strong relationships among students, staff, parents, and the community.” Noble Crossing will continue to use technology as a tool to transform instruction through new opportunities for students to create, collaborate, think critically, and communicate. During the 2017-2018 school year, all fourth and fifth grade students will have 1:1 access to iPads. Students in grades K-3 will have 2:1 access to iPads as a means to support higher order learning experiences for all students. Students will be actively engaged in their own self-directed learning.
by using tools such as Apple TV, Google Apps, Canvas, Seesaw, Skype, and other appropriate technology tools. The integration of technology at Noble Crossing will provide additional means for authentic student learning focused around the core curriculum and student interests.

Daily collaboration, planning, and co-teaching with the media specialist, instructional coach, technology lead teacher, and District Technology Integration Coach will ensure that all students and staff are aware of the technology and resources that are available to them at Noble Crossing and how to utilize resources to deepen students’ learning. The teachers will receive ongoing professional development and support on the integration of devices and technology. As with all professional development efforts, connections to the Teacher Evaluation Rubric will be made to ensure consistency among school improvement planning, professional development, and teacher evaluation competencies.

Professional Development

Teachers participate in ongoing professional learning activities by taking advantage of opportunities to learn new skills, instructional strategies, and knowledge. These professional learning opportunities are aligned with key areas of growth within our school improvement plan. During the 2016-2017 school year, teachers and staff had the opportunity to pursue topics of interest related to both professional and school improvement goals. This personalized approach to professional learning allowed for continued alignment between school improvement goals and the individual needs of teachers as learners in order to impact student learning. Personalized professional learning will continue for the 2017-2018 school year. In addition, work will begin for teachers and staff to further develop understandings of reading and writing workshop through lab site classrooms. Lab site classrooms will provide teachers and staff with opportunities to bring professional learning into classrooms by observing and learning instructional strategies alongside colleagues while maintaining a student-centered focus.

The foundation of all efforts to improve student instructional strategies and student learning is the growth and development of grade level professional learning communities (PLCs). PLCs meet regularly to review and update data, curriculum, assessment, and instruction. Instructional planning within the Understanding by Design framework has been a substantial focus of PLC meetings over the last three years.

School staff members have reviewed performance data of students in subgroups including gender, special education, socioeconomic status, ethnicity, and English learners. Awareness of the achievement patterns of cultural subgroups, as well as the appropriate instructional materials and strategies to address weaknesses exhibited by members of these groups, will be point of emphasis in professional development. To support all of these professional development goals, staff have access to support through a full-time instructional coach; a full-time library media specialist; an EL Collaborative Teacher, and lead teachers in math, high ability, technology, and inquiry. A cultural responsiveness team has also been created to support cultural competency, research instructional strategies to support English Learners, and capitalize on opportunities to include parents with diverse backgrounds in school events and happenings.
Section IV: School Improvement

Areas of needed improvement

Language Arts
- Declining pass rates on IREAD-3 over the last two school years.
- Declining pass rates on ISTEP+ cohort data from grades 3 through 5.
- Declining percent of F/R subgroup cohort passing ISTEP+ from grades 3 through 5.
- Percent of students who met or exceeded projected NWEA growth in 1st grade in each of the last two years.

Math
- NWEA goal area of Measurement/Data demonstrated the lowest achievement for grades K, 1, and 2.
- NWEA goal area of Computation demonstrated the lowest achievement for grade 3.
- NWEA goal area of Geometry demonstrated the lowest achievement for grades 4 and 5.

Attendance
- A noticeable decrease in attendance rates over the past two school years.
- Attendance rates in kindergarten and 1st grade are lower than the school average and significantly lower than other grade levels.

Statutes and Rules to be Waived
There are no statutes or rules to be waived at this time.

Timeline for Implementation, Review and Revision
The school improvement plan will be implemented at the beginning of the 2017-2018 school year, review will be ongoing and revision will occur by June 30, 2018.
# Noble Crossing
## School Improvement Action Plan
### Reading

<table>
<thead>
<tr>
<th>Goal</th>
<th>Students will deepen engagement with texts through extensive time for reading.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Benchmarks (3 years)</strong></td>
<td>At least 65% of Noble Crossing students will meet projected growth targets from fall to spring on 2017-18 NWEA reading assessments.</td>
</tr>
<tr>
<td></td>
<td>- ISTEP+ ELA 2016-2017 $\rightarrow$ 78.2%</td>
</tr>
<tr>
<td></td>
<td>- By 2017-2018 ISTEP+ $\rightarrow$ 80.2%</td>
</tr>
<tr>
<td></td>
<td>- By 2018-2019 ILEARN $\rightarrow$ 82.2%</td>
</tr>
<tr>
<td></td>
<td>- By 2019-2020 ILEARN $\rightarrow$ 84.2%</td>
</tr>
<tr>
<td><strong>Supporting Data</strong></td>
<td><strong>Areas of Greatest Progress</strong></td>
</tr>
<tr>
<td></td>
<td>% of projected growth met (K,2,3,4,5)</td>
</tr>
<tr>
<td><strong>Targeted Subgroups</strong></td>
<td>EL, Special Education, Free/Reduced Lunch, Gender</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Instructional Strategies <em>(Teachers will...)</em></th>
<th>Learning Outcomes <em>(Students will...)</em></th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff will model a richly literate life to create a deep reading culture within the classroom.</td>
<td>Students will independently transfer their skills and understandings into authentic reading experiences.</td>
</tr>
<tr>
<td>Staff will strategically utilize responsive teaching moves within a workshop approach to reading and writing.</td>
<td>Students will apply and practice strategies in independent work and will be accountable for progressing toward individual goals.</td>
</tr>
<tr>
<td>Teachers will strategically implement the language arts units of study to support a workshop model that is responsive to student needs and vertically aligned to ensure high levels of cognitive challenge and a focus on transfer of learning.</td>
<td>Students will monitor their own progress and set goals related to academic skills, effort, and collaborative practices.</td>
</tr>
<tr>
<td>Teachers will strategically align reading and writing instruction to be mutually reinforcing through the district units of study.</td>
<td></td>
</tr>
<tr>
<td>Staff will update MTSS protocols in each grade level to support collaborative planning in order to provide strategic supports to students that align with classroom instruction.</td>
<td></td>
</tr>
</tbody>
</table>

| | Serravallo, Jennifer: *The Literacy Teacher's Playbook* (2013) |
| | Noblesville Schools Units of Study for Reading and Writing (2015) |
### Professional Development

<table>
<thead>
<tr>
<th>Action</th>
<th>Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Support analysis of F&amp;P reading benchmarks for within, beyond, and about comprehension skills</td>
<td>• Immediately following benchmark assessments (2x per year)</td>
</tr>
<tr>
<td>• Ongoing collaboration and individual coaching cycles with the Instructional Coach to implement the Noblesville Units of Study</td>
<td>• August 2017-ongoing</td>
</tr>
<tr>
<td>• Professional development for teachers on responsive instruction within reading and writing workshop</td>
<td>• September 2017-May 2018</td>
</tr>
<tr>
<td>• Establish cohorts of teachers engaged in professional inquiry and practice through student-centered lab site classrooms</td>
<td>• September 2017-May 2018</td>
</tr>
</tbody>
</table>

### Professional Development to Improve Cultural Competency of School Stakeholders

<table>
<thead>
<tr>
<th>Action</th>
<th>Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Analyzing classroom libraries to assess diversity of texts available that represent different cultures, ethnicities and using diverse, high quality, and meaningful texts for reading instruction</td>
<td>• August 2017 - May 2018</td>
</tr>
<tr>
<td>• Support teachers in the understanding of their own cultural identity and views about differences to inform and expand teaching practices.</td>
<td>• August 2017 - May 2018</td>
</tr>
<tr>
<td>• Facilitate understanding of the dynamics of cultural differences</td>
<td>• August 2017 - May 2018</td>
</tr>
</tbody>
</table>

### Monitoring System

<table>
<thead>
<tr>
<th>Action</th>
<th>Review and Revision</th>
</tr>
</thead>
<tbody>
<tr>
<td>• <strong>About the text</strong> comprehension questions in F &amp; P benchmarking</td>
<td>• 2x per year (MOY, EOY)</td>
</tr>
<tr>
<td>• Reading Pathways Learning Progressions (Narrative and Informational) (3-5)</td>
<td>• Informally during unit; formally at conclusion of unit</td>
</tr>
<tr>
<td>• Student achievement on unit performance tasks</td>
<td>• Informally during unit; formally at conclusion of unit</td>
</tr>
<tr>
<td>• NWEA percent of students meeting or exceeding projected growth</td>
<td>• 3x per year</td>
</tr>
</tbody>
</table>

Assessments: Standardized and/or locally developed measures of progress toward the goal
ISTEP+ (3-5), NWEA (K-5), Fountas & Pinnell Benchmarking (K-5), IREAD 3, Units of Study Reading Learning Progressions

rev 5/17
Noble Crossing  
School Improvement Action Plan  
Math

<table>
<thead>
<tr>
<th>Goal</th>
<th>Students will use the language of mathematics to communicate their mathematical thinking clearly and coherently to others.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Benchmarks (3 years)</td>
<td>At least 65% of Noble Crossing students will meet projected growth targets from fall to spring on 2017-18 NWEA math assessments.</td>
</tr>
</tbody>
</table>
| | • ISTEP+ MA 2016-2017 → 80.8%  
• By 2017-2018 ISTEP+ → 82.8%  
• By 2018-2019 ILEARN → 84.8%  
• By 2019-2020 ILEARN → 86.8% |
| Supporting Data | **Areas of Greatest Progress** | **Areas of Greatest Challenge** |
| | NWEA Number Sense (K-2) | NWEA Measurement and Data Analysis (K-2)  
NWEA Geometry (1st, 3rd) | NWEA Geometry (4th-5th) |
| Targeted Subgroups | EL, Special Education, Free/Reduced Lunch, Gender |

<table>
<thead>
<tr>
<th>Instructional Strategies (Teachers will...)</th>
<th>Learning Outcomes (Students will...)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers will model and facilitate opportunities for students to collaborate with peers through accountable talk.</td>
<td>Students will understand and apply the collaboration skills necessary for successful accountable talk.</td>
</tr>
</tbody>
</table>
| Teachers will model and facilitate opportunities for students to develop arguments using the language of math to express mathematical ideas precisely. | Students will engage in mathematical talk structures to support learning and thinking.  
Students will analyze and evaluate the mathematical thinking and strategies of others.  
Students will revise their thinking and build upon the responses of others. |

**Research Supporting Instructional Strategies**  
Process Standards for Mathematics (2014)  
Wiggins, McTighe; The Understanding by Design Guide to Creating High-Quality Units (2011)  
Noblesville Schools EDM/Process Standards Alignment Document (2016)

**Professional Development**

<table>
<thead>
<tr>
<th>Action</th>
<th>Timeline</th>
</tr>
</thead>
</table>
| Ongoing professional development with math lead teacher and instructional coach about mathematical discourse through accountable talk structures.  
Professional development for teachers to increase cognitive demand of students within their math instruction.  
Professional development for teachers on assessing student understanding during collaborative conversations. | August 2017-May 2018  
August 2017-May 2018  
August 2017-May 2019 |
### Professional Development to Improve Cultural Competency of School Stakeholders

<table>
<thead>
<tr>
<th>Action</th>
<th>Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ongoing professional development on developing all students’ identities as mathematicians by seeing and learning about mathematics through diverse examples and meaningful contexts.</td>
<td>August 2017-May 2018</td>
</tr>
<tr>
<td>Professional development on openness to students’ divergent thinking and problem-solving and how cultural experiences can impact students’ understandings of problems.</td>
<td>August 2017-May 2019</td>
</tr>
</tbody>
</table>

### Monitoring System

<table>
<thead>
<tr>
<th>Action</th>
<th>Review and Revision</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit Assessments</td>
<td>At conclusion of each instructional unit</td>
</tr>
<tr>
<td>Unit Open Response questions</td>
<td>Within each instructional unit</td>
</tr>
<tr>
<td>NWEA math assessment</td>
<td>3x per year</td>
</tr>
<tr>
<td>Accountable talk self assessment</td>
<td>Used during mathematical conversations</td>
</tr>
</tbody>
</table>

Assessments: Standardized and/or locally developed measures of progress toward the goal ISTEP+ (3-5) and NWEA (K-5).

rev 5/17

---

Noble Crossing - SIP - 22