



## Noble Crossing Elementary School Continuous School Improvement Plan

### 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 (PLC) 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 is 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 policies 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

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 books to assist teachers in expanding their classroom libraries, provide resources to support striving learners, and purchase materials to support achievement of our school's goals. 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 to participate on the PTO executive committee 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.

## 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

## Student ELA Achievement Results

State Assessments	2018-2019			2020-2021			2021-2022		
ILEARN ELA Overall Proficient	School	District	State	School	District	State	School	District	State
<b>Overall</b>	<b>62.3</b>	<b>62.6</b>	<b>47.9</b>	<b>56.4</b>	<b>53.8</b>	<b>40.5</b>	<b>56.5</b>	<b>55.2</b>	<b>41.2</b>
Paid Meals	69.4	69.1	61.9	62.7	60.2	54.0	60.2	61.8	53.2
Free/Reduced Price Meals	32.0	42.0	33.5	31.4	33.1	25.9	39.1	34.4	27.0
General Education	68.5	69.7	53.8	63.1	60.5	45.6	63.9	61.7	46.9
Special Education	21.2	21.6	15.7	26.6	18.1	12.9	20.6	22.2	13.4
Non-English Language Learner	67.2	64.3	49.9	59.4	56.2	42.9	59.3	57.6	43.8
English Language Learner	6.3	14.9	16.3	17.4	9.8	11.7	5.3	14.9	13.9
Asian	80.0	71.2	63.8	57.1	65.5	56.7	46.7	60.3	56.7
Black	30.4	38.2	24.7	52.6	28.3	17.4	50.0	34.5	19.1
Hispanic	35.7	44.1	35.5	33.3	33.4	27.3	26.7	37.1	28.1
Multiracial	38.5	44.5	43.3	***	44.4	36.4	50.0	41.4	36.8
White	69.0	65.8	54.2	58.9	57.3	47.1	60.6	59.0	48.0
IREAD3 Overall Proficient	School	District	State	School	District	State	School	District	State
<b>Overall</b>	<b>95.2</b>	<b>93.6</b>	<b>87.3</b>	<b>92.4</b>	<b>89.8</b>	<b>81.2</b>	<b>92.6</b>	<b>91.0</b>	<b>81.6</b>

\*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)	86.6	87.0	78.9	78.7	78.7	76.9
% of Students Who Met or Exceeded Their Projected RIT (Fa-Wi)*		62.0		53.5		53.6
% of Students Who Met or Exceeded Their Projected RIT (Wi-Wi)*		58.1		47.9		58.6

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	2018-2019			2020-2021			2021-2022		
ILEARN Math Overall Proficient	School	District	State	School	District	State	School	District	State
<b>Overall</b>	<b>73.2</b>	<b>64.8</b>	<b>47.8</b>	<b>61.0</b>	<b>50.1</b>	<b>36.9</b>	<b>62.3</b>	<b>53.7</b>	<b>39.4</b>
Paid Lunch	81.6	72.0	61.7	67.5	56.8	50.9	67.6	60.9	51.9
Free/Reduced Lunch	37.3	42.0	33.4	31.4	28.7	22.0	39.1	31.0	24.6
General Education	77.6	71.0	53.1	66.2	55.8	41.3	70.3	59.8	44.3
Special Education	44.2	29.0	18.6	34.4	20.2	14.1	25.4	23.3	15.7
Non-English Language Learner	78.0	66.4	49.3	63.9	51.9	38.9	64.7	55.9	41.6
English Language Learner	18.8	19.9	23.2	13.0	17.3	14.2	26.3	17.4	17.1
Asian	80.0	70.3	67.9	64.3	65.5	56.5	66.7	64.9	58.2
Black	56.5	33.3	22.5	26.3	16.6	11.6	37.5	29.1	14.4
Hispanic	45.2	45.2	34.4	36.1	27.8	22.0	40.0	31.7	24.8
Multiracial	53.8	47.1	41.7	***	36.5	30.5	50.0	34.6	33.3
White	79.1	68.6	54.6	66.3	54.3	44.4	66.7	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	
	Fall	Winter	Fall	Winter	Fall	Winter
<b>NWEA MAP Growth Math</b>						
Achievement (% At or Above Avg)	83.8	87.5	79.7	78.0	79.9	79.2
% of Students Who Met or Exceeded Their Projected RIT (Fa-Wi)*		63.8		58.9		59.6
% of Students Who Met or Exceeded Their Projected RIT (Wi-Wi)*		60.4		37.1		65.6

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.

## Attendance

	2019-2020	2020-2021	2021-2022
<b>Overall</b>	<b>96.9</b>	<b>97.4</b>	<b>93.7</b>
Model Attendee <i>Students who are either persistent or improved attendees</i>	73.8		44.3
Persistent Attendees <i>Students who were in attendance for at least 96% of the school year</i>	72.7		
Improved Attendees <i>Students whose attendance rate improved by at least 3 percentage points from the preceding school year</i>	6.1		

## Panorama Student Survey Data

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

	Spring 2022					
	School % Favorable	National Benchmark	School % Favorable	National Benchmark	School % Favorable	National Benchmark
Engagement	71	Near 90th				
Sense of Belonging	75	Near 90th				
Teacher-Student Relationships	78	Near 90th				
Emotion Regulation	54	Near 90th				
Self-Management	78	Near 80th				
Social Awareness	75	Near 90th				

## Demographic Data

	2019-2020		2020-2021		2021-2022	
	School	District	School	District	School	District
Percent Free/Reduced Lunch	17.5	23.2	17.7	22.2	14.0	20.9
Percent Special Education	12.7	15.4	16.5	15.7		
Percent English Language Learner	6.1	3.6	6.3	4.1		
Percent Asian	3.0	2.5	3.0	2.6	3.1	2.6
Percent Black	4.0	4.1	4.3	4.2	4.4	4.6
Percent Hispanic	8.1	7.0	7.9	7.5	7.0	8.2
Percent Multiracial	2.6	2.9	4.0	3.4	4.3	3.5
Percent White	82.0	83.2	80.6	81.9	80.8	80.7

\*District results are grades K-12 combined

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

Our planning begins with the belief that the purpose of our school is for all students to learn at high levels and that growth in student learning in both math ELA is both possible and essential. While targeting growth in both math and ELA, we believe that improvement in student learning is particularly essential in ELA. Math performance currently exceeds language arts performance at Noble Crossing. Student performance in both content areas has been stagnant in recent years as demonstrated on NWEA, IREAD-3, and ILEARN assessments. In order to increase achievement levels on each of these measures of student learning,

stakeholder meetings and PLC guiding coalition meetings will be held to monitor student growth and achievement on formative and summative assessments. These meetings will also monitor the implementation of SIP strategies and action steps as detailed below. A systematic process will be used to provide students with supplemental support in reading and mathematics, based on student learning data and needs.

**Narrative of student learning data.**

Our school achieved a similar level of proficiency on the ELA ILEARN Assessment over the 2020-2021 and 2021-2022 school years. This is evidenced by 56.4% of students demonstrating proficiency on the 2020-2021 ILEARN Assessment and 56.5% of students demonstrating proficiency on the 2021-2022 ILEARN assessment.

Our school demonstrated an increase in students achieving at or above proficiency on the Math ILEARN Assessment between the 2020-2021 and 2021-2022 school years. This is evidenced by 61% of students demonstrating proficiency on the 2020-2021 ILEARN Assessment to 62.3% of students demonstrating proficiency on the 2021-2022 ILEARN Assessment.

## Section IV: Continuous & Strategic School Action Plan:

### Schoolwide Improvement SMART Goals

**ELA Current Reality:**

In 2022, 56.5% percent of our students in grades 3-5 demonstrated proficiency on the ELA ILEARN assessment.

**ELA SMART Goal:**

The percentage of 3-5 grade students demonstrating proficiency in English Language Arts will increase from 56.5% to 60.9% by the end of May 2023 as measured by the ILEARN assessment to reach our goal of 78.2 percent proficiency by 2026.

**Math Current Reality:**

In 2022, 62.3% percent of our students in grades 3-5 demonstrated proficiency on the Math ILEARN assessment.

**Math SMART Goal:**

The percentage of 3-5 grade students demonstrating proficiency in Math will increase from 62.3% to 66.1% by the end of May 2023 as measured by the ILEARN assessment to reach our goal of 80.5 percent proficiency by 2026.

**Attendance Current Reality:** During the 2021-2022 school year, 44.3% of Noble Crossing students were designated as model attendees. Noble Crossing’s overall attendance rate was 93.7% during the 2021-2022 school year.

**Attendance SMART Goal:** Noble Crossing will increase the number of students designated as model attendees from 44.3% to 60% during the 2022-2023 school year. Noble Crossing’s overall attendance rate will increase from 93.7% to 97% during the 2022-2023 school year.

Strategies and Action Steps	Who is Responsible	Target Date or Timeline	Evidence of Effectiveness
Collaborative teams will utilize our district’s primary instructional resources to implement a guaranteed & viable curriculum in ELA & math.	Teachers, instructional coaches, lead teachers, Guiding Coalition, learning specialists, building administrators	<p>Aug. 2022 - Provide professional learning focused on the purpose and potential impact of implementing a guaranteed and viable curriculum.</p> <p>Ongoing:</p> <ul style="list-style-type: none"> <li>•Provide professional development connected to our district’s core curricular resources.</li> <li>•Develop and review teaching point calendars for each unit in reading</li> </ul>	<ul style="list-style-type: none"> <li>•Grade Level/stakeholder meetings and guiding coalition meetings will be held to monitor student growth and the work of collaborative teams. These meetings will also monitor the implementation of SIP strategies and action steps.</li> <li>•Participation in collaborative team meetings.</li> </ul>

		and math to ensure implementation of a guaranteed & viable curriculum in ELA & math	<ul style="list-style-type: none"> <li>•Notes from collaborative team meetings</li> </ul>
Teaching point calendars will be developed in ELA & math based on established essential standards with time built in for teams to collectively respond to evidence of student learning within core instruction.	Teachers, instructional coaches, lead teachers, Guiding Coalition, learning specialists, building administrators	<p>August 2022- Each collaborative team will develop a yearlong calendar for reading and math based on our district's Units of Study and/or guaranteed &amp; viable curriculum</p> <p>Ongoing:</p> <ul style="list-style-type: none"> <li>•Collaborative team meetings and planning sessions will be used to review and update teaching point calendars based on student learning needs and agreed upon priorities within the curriculum.</li> <li>•Collaborative teams will ground their collective response to student learning in core curricular resources.</li> </ul>	<ul style="list-style-type: none"> <li>•Grade Level/stakeholder meetings and guiding coalition meetings will be held to monitor student growth and the work of collaborative teams. These meetings will also monitor the implementation of SIP strategies and action steps.</li> <li>•Participation in collaborative team meetings.</li> <li>•Notes from collaborative team meetings</li> </ul>
Shared reading experiences of grade level text will be implemented within core instruction across grade levels based on Noblesville Schools' Comprehensive Literacy Framework.	Teachers, instructional coaches, lead teachers, Guiding Coalition, learning specialists, building administrators	<p>End of Quarter 1- Develop a weekly structure for shared reading experiences</p> <p>Quarter 2-Quarter 3- Incorporate grade level shared reading experiences into weekly instruction connected to Noblesville Schools' Comprehensive Literacy Framework</p> <p>End of Quarter 4- Daily, grade level shared reading experience (10-15 minutes)</p>	<ul style="list-style-type: none"> <li>•Grade Level/stakeholder meetings and guiding coalition meetings will be held to monitor student growth and the work of collaborative teams. These meetings will also monitor the implementation of SIP strategies and action steps.</li> <li>•Participation in collaborative team meetings.</li> <li>•Notes from collaborative team meetings</li> </ul>
Regular review of attendance data and collaboration with all stakeholders- teachers, students, and parents- to support increased	Teachers, instructional coaches, lead teachers, Guiding Coalition, learning specialists, counselors, social worker, building	Weekly student services meetings will be used to review attendance data and develop support plans for individual students	<ul style="list-style-type: none"> <li>•Semester 1 Attendance Data</li> <li>•Semester 2 Attendance Data</li> </ul>

attendance for students with frequent absenteeism as defined by Noblesville Schools ACES Program.	administrators		
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<p><b>Methods to Improve Cultural Competency</b>  <i>Methods to improve the cultural competency of teachers, administrators, staff, parents, and students, including the identification of all racial, ethnic, language-minority, cultural, exceptional learning, and socioeconomic groups represented in the school's population; culturally appropriate strategies for increasing educational opportunities and educational performance for represented groups that are incorporated in the school's plan; and areas identified as requiring additional professional development to increase cultural competency in the school.</i></p>	
<p>Culturally appropriate strategies for increasing educational opportunities and educational performance.</p>	<p>Areas identified as requiring additional professional development to increase cultural competency in the school.</p>
<p>Reinforce and strengthen implementation of community circles and Second Step curriculum to ensure that all students are seen, heard, and valued in our school community. Panorama data will be used to evaluate progress.</p>	<p>Teacher-led (instructional coach, counselor, social worker, classroom teacher) professional development to support integration of Second Step curriculum throughout the school day. Intentional celebration and sharing of success and progress will be a key aspect of planning.</p>
<p>Data will be analyzed to identify areas of inequitable outcomes in regards to student subgroups. Strategic support aligned grade level standards &amp; expectations will be provided in order to ensure more equitable outcomes.</p>	<p>Stakeholder meetings and guiding coalition meetings will be held to monitor subgroup student growth and achievement on formative &amp; summative assessments. These meetings will also monitor the implementation of SIP strategies and action steps.</p>

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