

PROMISE ROAD ELEMENTARY SCHOOL



*Engage Inspire Empower
2022-23*

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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

ELEMENTARY

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.

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

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

Collaborative teams come together to analyze multiple sources of data to address needs of the grade level students, classroom, and individual students in literacy and math. Fountas & Pinnell Benchmarking, NWEA Literacy and Math data, common formative assessments, and writing rubrics are used to create a snapshot of where our students are demonstrating success, as well as what we need to do to meet the needs of all of our students. PLCs are a continued process that allows all stakeholders to discuss, monitor, and modify instruction throughout the year.

Collaborative teams meet weekly to answer four essential questions: What do we want our students to learn? How will we know that they have learned? How will we respond if they have not learned? How will we respond if they have learned? MTSS plans are developed to address students with skill and concept gaps with conversations based on need, frequency, and what evidence we will use to show they are making progress or have grasped the understanding of the targeted goal. All stakeholders are invited to participate in that PLC process to discuss students, based on the needs of the students to develop an individual action plan. This could include administrators, Instructional Coach, Learning Specialists (Title I Teachers), EL Collaborative Teacher, Resource Teachers (Academic and/or Behavioral), SLP, Counselor, or District Behavioral Coach.

Section II: Description of Current Educational Programming and Learning Environment

Safe and Disciplined Learning Environment

Promise Road Elementary is committed to providing a safe and disciplined learning environment for all students. All families are provided with the Noblesville Schools Elementary Family Handbook that outlines all district policies and expectations. Specific plans for crisis situations are consistently practiced by all students and staff at Promise Road.

General procedures are in place on a day to day basis to ensure the safety of our Promise Road community:

1. All exterior doors are locked during the school day.
2. All building visitors are required to show identification at the front office and wear a visitor's badge.
3. All staff members are required to wear a Noblesville identification badge.
4. Criminal history background checks are conducted on all new staff members and volunteers.
5. Security cameras monitor the building.

Noblesville Schools has adopted a proactive plan for responding to threatening situations. All staff members have been trained. ALICE (Alert, Lockdown, Inform, Counter, Evacuate) is based on research from across the nation. It ensures informed decision making will occur during a crisis situation.

Promise Road staff believes that students deserve a learner centered culture that supports positive leadership. We promote eight specific habits.

Habit 1: Be Proactive

Habit 2: Begin with the End in Mind

Habit 3: Put First Things First

Habit 4: Think Win-Win

Habit 5: Think First to Understand, Then Be Understood

Habit 6: Synergize

Habit 7: Sharpen the Saw

Habit 8: Find Your Voice

Additionally, our school counselor engages every teacher and every student in Second Steps curriculum to promote a safe and supportive environment for all members of our school. We will continue to build our social-emotional competencies through our work in restorative practices, understanding neuroscience and trauma, as well as specifying intentional time for community building through morning meetings.

Address the Learning Needs of all Students (SWP Component #9)

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.

Implementation of Schoolwide Reform Strategies (SWP Component #2)

District-wide curriculum mapping and matrix work is directly aligned to the Indiana Academic Standards. Through the district-wide comprehensive literacy framework, reading, writing, and word study instruction is differentiated based on individual student needs through the workshop model, providing personalized instruction to all learners. Development of the instructional strategies within the workshop model will be points of emphasis and professional growth through job embedded development opportunities. A district-provided professional learning plan focusing on the sciences of reading will be conducted throughout the 2022-23 school year and a literacy consultant will provide professional development to all staff in the 2022-23 school year.

A comprehensive math program evaluation was conducted in 2011-2012 and resulted in the adoption of Everyday Mathematics for grades K-5. Practice, remediation, and enrichment strategies support math instruction based on individual student needs. Development of instructional strategies and best practices will be provided through job embedded professional development opportunities. A mathematics consultant will provide professional development to all staff in the 2022-23 school year.

For students who do not demonstrate proficient or advanced levels of academic achievement, several practices are in place. Classroom teachers are provided with ongoing and embedded professional development that supports educators in gathering formative data and making informed decisions about responsive instruction. Through the PLC process, collaborative teams study student work and data and develop strategic plans to support students who are not demonstrating proficient or advanced levels of achievement. A multi-tiered system of support (MTSS) is implemented district wide and is used to monitor student academic and behavioral needs. Data is monitored and analyzed in order to ensure that appropriate supplemental supports and strategies are used. Promise Road has a Child Study Team, led by the Learning Specialists. This group works to study the whole child and identify specific areas of strength and opportunity. Grade Level MTSS discussions would determine when a child study will occur if data indicates that a child is consistently not making targeted growth. If, after MTSS has been implemented and a child study completed, a student is not making growth, the building based team helps determine if the next step is to move toward special education testing. Parents are communicated with throughout this progression of support.

High ability testing helps identify students that qualify for differentiated instructional strategies and curriculum. Professional development and collaborative team work time is provided for educators serving high ability students. A high ability lead teacher is on staff to provide guidance from district level initiatives.

Parental Participation

Parents and families are an essential part of our collaborative community. Promise Road Elementary welcomes families to engage in their child's educational experience. Participation includes, but is not limited to, attending ice cream social, family literacy night, student-led conferences, Pawlooza, and winter and end of the year programs. We welcome parents/guardians to volunteer in classrooms and throughout the building, participate in grade level field trips, join their children for lunch, and take part in a variety of academic celebrations throughout the year.

The Promise Road PTO (Parent Teacher Organization) works diligently to provide ample opportunities for families to be involved at school. They offer fundraisers, activity nights, staff appreciation events, and books fairs. The PTO and other parent volunteers offer a support system to teachers and students and create multiple experiences for home and school collaborations for students, teachers, families, and our community throughout the year.

Strategies to Increase Parental Involvement (SWP Component #6)

Promise Road works to increase parental involvement through several avenues. One way is that teachers are provided with opportunities to check out resources from the Intervention Library. These tools are intended to be sent home with students based on targeted skill needs. Another way Promise Road involves families is by hosting different school wide events that encourage continued learning at home such as literacy and math nights.

Our EL Collaborative Teachers provide opportunities for students and families to share and highlight information about their cultures and traditions. Teachers, along with our Media Specialist, encourage families to read, discuss, and share favorite books at home and at school.

Parent Square is now our universal tool for connecting with families. Due to its features that allow for translation as well classroom newsletter information to be shared, it will foster continued growth as well as ease in communication back and forth between the school and families.

Promise Road provides individual academic assessment results to parents/guardians throughout the year by sharing reports from a variety of formal and informal academic assessments. Quarterly reports are provided to parents or guardians to share the progress toward mastery on essential academic standards.

Our schoolwide plan is posted and available to families through our school website. The school improvement team is available to discuss and reflect on this plan with families. The plan is also reflected in the events and activities created for our school families.

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.

Coordination and Integration of Funds (SWP Component #10)

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

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

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

Strategies to Attract Effective Teachers (SWP Component #5)

Noblesville Schools has developed a plan to attract and retain high-quality teachers in each building.

Strategies to Attract HQ New Teachers

- Outline district hiring process to potential candidates
- Explain verification process for “properly licensed” teachers through ESSA
- Mentor program at each building to support new educator growth
- Partner with local universities providing teacher preparation programs
- Collaborate with colleagues
- Nurture a positive school atmosphere
- Supportive and highly involved Parent Teacher Organization
- Provide information about the schools’ professional learning communities, high quality professional development and school leadership opportunities.
- Attend university recruitment day’s IU, Ball State, IUPUI, Purdue, Butler, etc.
- Attend Marion County minority recruitment fair
- Collaborate with local university student-teaching programs
- Provide new educator learning community
- Hold monthly meetings for new educators and mentors

Strategies to Support Teacher Retention

- Book Study Groups
- Laptops, and document cameras into every classroom supporting the district technology goals
- High quality professional development opportunities with choice when appropriate to drive individual teacher learning
- Instructional coaches support teachers individual instructional goals
- Teacher appreciation days provided by administration and parent groups
- Development of a school wide vision and motto to unify staff, students, parents, and other members of the school community.

- Data meetings with administration to celebrate academic success.
- Social committee's organization of staff celebrations, gatherings, and special events.

Employ Effective Teachers (SWP Component #3)

Name	Assignment	Qualifications	Housing
Audrey Schmatz	Kindergarten	Bachelor's in Elementary Education Licensed K-6	Central Office- HR Files
Nick Stultz	Kindergarten	Bachelor's in Elementary Education Licensed K-6	Central Office- HR Files
Hallie Holman	Kindergarten	Bachelor's in Elementary Education Licensed K-6	Central Office- HR Files
Madison Davidson	Kindergarten	Bachelor's in Elementary Education Elementary Licensed K-6 Passed the Praxis II	Central Office- HR Files
Lisa Barthuly	Kindergarten	Bachelor's Degree in Elementary Education Licensed Grades K-6	Central Office- HR Files
Elizabeth Cowen	Kindergarten	Bachelor's in Elementary Education Elementary Licensed K-6	Central Office- HR Files
Brittany Bowers	1st Grade	Bachelor's in Elementary Education Elementary Licensed K-6 Passed the Pearson Core tests	Central Office- HR Files
Victoria Hamilton	1st Grade	Bachelor's in Elementary Education Elementary Licensed K-6	Central Office- HR Files
Brittany Todd	1st Grade	Bachelor's in Elementary Education Licensed K-6 Passed the Praxis II	Central Office- HR Files
Megan Beerbower	1st Grade	Bachelor's Degree in Elementary Education and Special Education Licensed K-6 Passed the Pearson Core tests	Central Office- HR Files
Alexandra Keaton	1st Grade	Bachelor's in Elementary	Central Office- HR Files

		Education Licensed K-6 Passed the Praxis II	
Shelby Johnson	1st Grade	Bachelor's in Elementary Education Licensed K-6 Passed the Pearson Core tests	Central Office- HR Files
Erica Lundberg	2nd Grade	Bachelor's in Elementary Education Licensed K-8 Passed the Praxis II	Central Office- HR Files
Emily Zigler	2nd Grade	Bachelor's in Elementary Education Elementary and Special Education (mild and moderate) K-6 Passed the Praxis I	Central Office- HR Files
Camille Duplantier	2nd Grade	Bachelor's in Elementary Generalist Licensed K-6 with Reading Addition	Central Office- HR Files
Abigail Switzer	2nd Grade	Licensed in Early Childhood Education and Exceptional Needs	Central Office- HR Files
Susanne Hanks	2nd Grade	Bachelor's in Elementary Education Licensed 1-6 Passed the Praxis II	Central Office- HR Files
Karen Feder	2nd Grade		
Ginny Bushyeager	3rd Grade	Bachelor's in Elementary Education and Special Education Masters Degree in Reading Licensed K-6	Central Office- HR Files
Cassidy Palfi	3rd Grade	Bachelor's in Elementary Generalist Licensed 1-6 with Reading Renewal Addition	Central Office- HR Files
Brianne Gartenman	3rd Grade	BA in Elementary Education K-6 Passed the Praxis II	Central Office- HR Files
Deitra Beyrer	3rd Grade	Master's Degree Licensed K-6 elementary	Central Office- HR Files
Natalie Thiel	3rd Grade	Bachelor's in Elementary Education K-6 and Special Education Licensed K-12	Central Office- HR Files

Kendra Tessman	4th Grade	Bachelor's in Elementary Generalist Licensed K-6	Central Office- HR Files
Alyssa Harris	4th Grade		Central Office- HR Files
LaShawn Howard	4th Grade	Bachelor's Degree in Elementary Education Licensed K-6 Passed the Praxis II	Central Office- HR Files
Alejandra Martinez	4th Grade	Bachelor's Degree in Elementary Education K-6	Central Office- HR Files
Kalie Hunter	4th Grade	Master's Degree Licensed K-6 elementary Passed the Pearson Core tests	Central Office- HR Files
Lauren Creek	5th Grade	Bachelor's in Elementary Education Licensed 1-6 Passed the Pearson Core tests	Central Office- HR Files
Mary Najjar	5th Grade	Bachelor's Degree in Elementary Education (Grades K-6) Middle Grades Mathematics License Addition (Grades 6-9) Passed the Pearson Core tests	Central Office- HR Files
Jill Scudder	5th Grade	Bachelor's Degree in Elementary Education Licensed K-6	Central Office- HR Files
Lauren Myers	5th Grade	Bachelor's Degree in Elementary Education K-6 Passed the Praxis II	Central Office- HR Files
Rebecca Hendrickson	5th Grade	Bachelor's Degree in Elementary Education K-6	Central Office- HR Files
Lora Masterson	Wellness	Bachelor's Degree in Physical Education Masters of Arts Degree	Central Office- HR Files
Darlene Patterson	Art	Master's Degree in K-12 Art	Central Office- HR Files
Emily Drabyn	Music	Master's Degree in Music Education	Central Office- HR Files

		K-12 Music License - choral, instrumental and general Passed the Praxis II	
Kari Gans	Media Specialist	Bachelor's in Elementary Education License K-8	Central Office- HR Files
Amy Shera	Counselor	Master's Degree in Elementary Counseling	Central Office- HR Files
Katie Luce	Social Worker	Master's Degree in Social Work P-12	Central Office- HR Files
Emily Hoppel	Learning Specialist	Master's Degree K-8 Passed the Praxis II	Central Office- HR Files
Kim Schrank	Learning Specialist	Bachelor's Degree in Elementary Education K-6 Passed the Praxis II	Central Office- HR Files
Nicole Boyle	Instructional Coach	Master's Degree in Curriculum and Instruction Bachelor's Degree in Elementary 1-6 + 7/8 non departmental Passed the Praxis II	Central Office- HR Files
Rachael Owens	Resource	Masters Degree. Elementary license K-6 plus K-12 Special Education Passed the Praxis II	Central Office- HR Files
Kelly Durr	Resource	Bachelor's Degree k-6 Elementary Generalist and K-6 mild interventions license Passed the Praxis II	Central Office- HR Files
Tiffany Ng	Resource	Master's Degree Elementary and SPED K-6 license Passed the Praxis II	Central Office- HR Files
Elizabeth Wilson	Resource	Bachelor's degree in Elementary Education and Mild Intervention	
Brittney Hanson	EL Instructionalist	Bachelor's in Elementary Education Elementary license K-6 Passed the Praxis II	Central Office- HR Files

Wendy Penn	EL Collaborative Coach	Bachelors of Science, Elementary Education Masters of Science in Education, Curriculum and Instruction	Central Office- HR Files
Jennifer Teal	SLP	Master's Degree, License: School Services/Communication Disorders Passed the Praxis II	Central Office- HR Files
Briley Wills	SLP		

Paraprofessional's Name	Assignment	Verification of HQ Status	Location of documentation of HQ status
Kate Skeens	STEAM Teacher	Bachelor's in Elementary Education Elementary License	Central Office- HR Files
Payton Moore	Grade Level IA	Bachelor's in Elementary Education Elementary Licensed K-6 Passed the Casa Exam	Central Office- HR Files
Michele Purvis	Resource IA	Bachelor's in Physical Education	Central Office- HR Files
Rachel Rathbun	Resource IA	Master's in Elementary Education Licensed in Elementary Education	
Kristina Johnson	Resource IA	Bachelor's Degree in Kinesiology in Education K-12	Central Office- HR Files
Jessica Fair	Resource IA	Bachelor's Degree in Sociology	Central Office- HR Files
Morgan Morgan	Resource IA	Transcripts showing at least 2 years of college or more	Central Office- HR Files
Sydney Bowen	Technology Teacher	Bachelor's degree in recreational therapy	Central Office- HR Files
Janell Baker	Grade Level IA		
Marlen Ashamalla	Grade Level IA		
Patricia Hubbard	Grade Level IA		

Jomairy Diaz	Grade Level IA	Transcripts showing at least 2 years of college or more	Central Office- HR Files
Jane Meyer	Resource IA	Transcripts showing at least 2 years of college or more	Central Office- HR Files
April Wells	Resource IA	Bachelor's Degree + 1 year post graduate	Central Office- HR Files
Sam Hill	EL IA	Bachelor's in Elementary Education	Central Office- HR Files
Mandi Tollentino	MTA	Bachelor's in Elementary Education Passed the Praxis	Central Office- HR Files

Section III: Summary of Data

Annual Performance Report:



Promise Road Elementary 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
Overall	58.3	62.6	47.9	48.5	53.8	40.5	51.7	55.2	41.2
Paid Meals	64.6	69.1	61.9	56.2	60.2	54.0	59.2	61.8	53.2
Free/Reduced Price Meals	43.2	42.0	33.5	31.6	33.1	25.9	35.2	34.4	27.0
General Education	63.9	69.7	53.8	53.0	60.5	45.6	58.2	61.7	46.9
Special Education	22.2	21.6	15.7	20.0	18.1	12.9	19.6	22.2	13.4
Non-English Language Learner	59.5	64.3	49.9	53.3	56.2	42.9	55.5	57.6	43.8
English Language Learner	40.9	14.9	16.3	6.7	9.8	11.7	22.2	14.9	13.9
Asian	57.1	71.2	63.8	54.2	65.5	56.7	61.5	60.3	56.7
Black	25.8	38.2	24.7	21.2	28.3	17.4	40.0	34.5	19.1
Hispanic	61.1	44.1	35.5	28.2	33.4	27.3	33.3	37.1	28.1
Multiracial	***	44.5	43.3	25.0	44.4	36.4	***	41.4	36.8
White	62.6	65.8	54.2	56.8	57.3	47.1	56.6	59.0	48.0
IREAD3 Overall Proficient	School	District	State	School	District	State	School	District	State
Overall	95.6	93.6	87.3	85.5	89.8	81.2	86.5	91	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)	80.5	80.9	77.5	75.2	72.1	70.2
% of Students Who Met or Exceeded Their Projected RIT (Fa-Wi)*		58.0		53.1		52.6
% of Students Who Met or Exceeded Their Projected RIT (Wi-Wi)*		56.0		55.1		56.4

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
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ILEARN Math Overall Proficient	School	District	State	School	District	State	School	District	State
Overall	68.2	64.8	47.8	56.7	50.1	36.9	58.6	53.7	39.4
Paid Lunch	75.9	72.0	61.7	65.0	56.8	50.9	66.4	60.9	51.9
Free/Reduced Lunch	49.5	42.0	33.4	37.9	28.7	22.0	42.0	31.0	24.6
General Education	73.6	71.0	53.1	62.6	55.8	41.3	65.4	59.8	44.3
Special Education	33.3	29.0	18.6	17.5	20.2	14.1	26.1	23.3	15.7
Non-English Language Learner	70.4	66.4	49.3	59.5	51.9	38.9	61.9	55.9	41.6
English Language Learner	36.4	19.9	23.2	33.3	17.3	14.2	37.0	17.4	17.1
Asian	76.2	70.3	67.9	79.2	65.5	56.5	69.2	64.9	58.2
Black	19.4	33.3	22.5	24.2	16.6	11.6	40.0	29.1	14.4
Hispanic	63.9	45.2	34.4	35.9	27.8	22.0	42.2	31.7	24.8
Multiracial	***	47.1	41.7	16.7	36.5	30.5	***	34.6	33.3
White	75.7	68.6	54.6	64.9	54.3	44.4	63.6	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)	78.4	81.6	78.5	75.8	74.4	72.9
% of Students Who Met or Exceeded Their Projected RIT (Fa-Wi)*		64.4		57.9		56.0
% of Students Who Met or Exceeded Their Projected RIT (Wi-Wi)*		59.1		42.9		62.3

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.

Attendance

	2019-2020	2020-2021	2021-2022
Overall	96.3	96.7	97.2
Model Attendee <i>Students who are either persistent or improved attendees</i>	68.2		
Persistent Attendees <i>Students who were in attendance for at least 96% of the school year</i>	66.9		
Improved Attendees <i>Students whose attendance rate improved by at least 3 percentage points from the preceding school year</i>	8.7		

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	70	Near 90th				
Sense of Belonging	66	Near 80th				
Teacher-Student Relationships	88	Near 99th				
Emotion Regulation	53	Near 90th				
Self-Management	79	Near 90th				
Social Awareness	75	Near 90th				

Demographic Data

	2019-2020		2020-2021		2021-2022	
	School	District	School	District	School	District
Percent Free/Reduced Lunch	27.3	23.2	24.8	22.2	24.1	20.9
Percent Special Education	13.6	15.4	13.4	15.7		
Percent English Language Learner	8.3	3.6	8.9	4.1		
Percent Asian	6.4	2.5	7.2	2.6	6.4	2.6
Percent Black	7.4	4.1	8.3	4.2	9.6	4.6
Percent Hispanic	10.9	7.0	9.5	7.5	11.4	8.2

Percent Multiracial	3.8	2.9	5.4	3.4	5.1	3.5
Percent White	70.9	83.2	69.6	81.9	67.2	80.7

*District results are grades K-12 combined

***Suppressed due to small population

Summary of Data

Specific areas identified by the school where improvement is needed immediately, and how the school will address these areas (SWP Component #1).

The standard breakdown across grade levels identifies the writing process as well as writing conventions as specific areas of improvement for grade levels K-5.

The standard breakdown across grade levels identifies the process standards in mathematics as an area of opportunity for growth and will allow grade level educators to target a variety of standards: algebraic thinking, computation, data and statistics, geometry, measurement, and number sense.

Narrative of student learning data.

A close study of the Spring 2022 ILEARN District Performance By Standard, specific to Promise Road, showed that the highest level of need for our learners fell in the areas of writing process and conventions, as well as math process standards. With the math process standards identified as a focus, grade level educators will be able to target a variety of standards: algebraic thinking, computation, data and statistics, geometry, measurement, and number sense. Our third to fifth grade students show that they are below grade level proficiency in the following standards. We recognize that the impact of our instruction in Kindergarten through second grade ties directly to the results we see on ILEARN. Through cross grade level standards alignment, primary grades can also support these school wide opportunities for growth.

Third Grade ELA Standards:

3.W.3.3 Write narrative compositions in a variety of forms that: establish an introduction (e.g., situation, narrator, characters): include specific descriptive details and clear event sequences, include dialogue, connect ideas and events using introduction and transition words, provide an ending.

3.W.3.2 Write informative compositions on a variety of topics that: state the topic, develop a main idea for the introductory paragraph, and group related information together, develop the topic with facts and details, connect ideas within categories of information using words and phrases, use text features (e.g., pictures, graphics) when useful to aid comprehension, provide a concluding statement or section.

3.W.4 Apply the writing process to: generate a draft by developing, selecting and organizing ideas relevant to topic, purpose, and genre; revise to improve writing, using appropriate reference materials (e.g., quality of ideas, organization, sentence fluency, word choice); and edit writing for format and conventions (e.g., spelling, capitalization, usage, punctuation), use technology to interact and collaborate with others to publish legible documents.

3.W.6.1b Verbs: Writing sentences that use regular and irregular verbs and simple verb tenses to convey various times, sequences, states, and conditions.

3.W.6.2a Capitalization: Capitalizing appropriate words in titles, historical periods, company names, product names, and special events.

3.W.6.2c Spelling : using conventional spelling for high-frequency and other studied words and for adding affixes to base words, using spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts, homophones/ homographs) when writing.

Third Grade Math Standards:

PS.4: Model with mathematics.

3.NS.2 Compare two whole numbers up to 10,000 using $>$, $=$, and $<$ symbols.

3.M.1 Estimate and measure the mass of objects in grams (g) and kilograms (kg) and the volume of objects in quarts (qt), gallons (gal), and liters (l). Add, subtract, multiply, or divide to solve one-step real-world problems involving masses or volumes that are given in the same units (e.g., by using drawings, such as a beaker with a measurement scale, to represent the problem).

3.G.2 Understand that shapes (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize and draw rhombuses, rectangles, and squares as examples of quadrilaterals. Recognize and draw examples of quadrilaterals that do not belong to any of these subcategories.

3.C.6 Demonstrate fluency with multiplication facts and corresponding division facts of 0 to 10.

3.AT.1 Solve real-world problems involving addition and subtraction of whole numbers within 1000 (e.g., by using drawings and equations with a symbol for the unknown number to represent the problem).

Fourth Grade ELA Standards:

4.W.3.1 Write persuasive compositions in a variety of forms that: in an introductory statement, clearly state an opinion to a particular audience, support the opinion with facts and details from various sources, including texts, use an organizational structure to group related ideas that support the purpose, connect opinion and reasons using words and phrases, provide a concluding statement or section related to the position presented.

4.W.4 Apply the writing process to: generate a draft by developing, selecting and organizing ideas relevant to topic, purpose, and genre; revise to improve writing, using appropriate reference materials (e.g., quality of ideas, organization, sentence fluency, word choice); edit writing for format and conventions (e.g., spelling, capitalization, usage, punctuation), use technology to interact and collaborate with others to publish legible documents.

4.W.6.1a Nouns/Pronouns: Writing sentences that include relative pronouns (e.g., who, which) and reflexive pronouns (e.g., myself, ourselves) and explaining their functions in the sentence.

4.W.6.1b Verbs: writing sentences that use the progressive verb tenses, recognizing and correcting inappropriate shifts in verb tense, using modal auxiliaries (e.g., can, may, must).

4.W.6.1d Prepositions: Writing sentences that include prepositions, explaining their functions in the sentence

4.W.6.2a Capitalization: Capitalizing names of magazines, newspapers, works of art, musical compositions, organizations, and the first word in quotations, when appropriate.

4.W.6.2b Punctuation: correctly using apostrophes to form possessives and contractions, correctly using quotation marks and commas to mark direct speech, using a comma before a coordinating conjunction in a compound sentence.

4.W.6.2c Spelling: Using spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts, homophones/homographs) in writing single and multi-syllable words.

Fourth Grade Math Standards:

4.AT.3 Interpret a multiplication equation as a comparison (e.g., interpret $35 = 5 \times 7$ as a statement that 35 is 5 times as many as 7, and 7 times as many as 5). Represent verbal statements of multiplicative comparisons as multiplication equations.

4.C.1 Add and subtract multi-digit whole numbers fluently using a standard algorithmic approach.

4.C.4 Multiply fluently within 100.

4.G.1 Identify, describe, and draw parallelograms, rhombuses, and trapezoids using appropriate tools (e.g., ruler, straightedge and technology).

4.G.3 Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint.

4.M.1 Measure length to the nearest quarter-inch, eighth-inch, and millimeter.

4.M.2 Know relative sizes of measurement units within one system of units, including km, m, cm; kg, g; lb, oz; l, ml; hr, min, sec. Express measurements in a larger unit in terms of a smaller unit within a single system of measurement. Record measurement equivalents in a two-column table.

4.NS.8 Find all factor pairs for a whole number in the range 1–100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1–100 is a multiple of a given one-digit number.

PS.5: Use appropriate tools strategically.

PS.7: Look for and make use of structure.

Fifth Grade ELA Standards:

5.W.3.3 Write narrative compositions in a variety of forms that: develop the exposition (e.g., describe the setting, establish the situation, introduce the narrator and/or characters), develop an event sequence (e.g., conflict, climax, resolution) that unfolds naturally, connecting ideas and events using transitions, use narrative techniques, such as dialogue, description, and pacing to develop experiences and events or show the responses of characters to situations, use precise and expressive vocabulary and figurative language for effect, provide an ending that follows from the narrated experiences or events.

Fifth Grade Math Standards:

PS.6: Attend to precision.

PS.7: Look for and make use of structure.

PS.2: Reason abstractly and quantitatively.

5.M.1 Convert among different-sized standard measurement units within a given measurement system, and use these conversions in solving multi-step real-world problems.

5.G.1 Identify, describe, and draw triangles (right, acute, obtuse) and circles using appropriate tools (e.g., ruler or straightedge, compass and technology). Understand the relationship between radius and diameter.

5.DS.1 Formulate questions that can be addressed with data and make predictions about the data. Use observations, surveys, and experiments to collect, represent, and interpret the data using tables (including frequency tables), line plots, bar graphs, and line graphs. Recognize the differences in representing categorical and numerical data.

5.AT.6 Graph points with whole number coordinates on a coordinate plane. Explain how the coordinates relate the point as the distance from the origin on each axis, with the convention that the names of the two axes and the coordinates correspond (e.g., x-axis and x-coordinate, y-axis and y-coordinate).

Section IV: Continuous and Strategic School Improvement Action Plan



Noblesville Schools Continuous School Improvement Action Plan

Schoolwide Improvement SMART Goals			
<p><i>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.</i></p>			
<ul style="list-style-type: none"> • ELA ILEARN- The percentage of 3-5 grade students demonstrating proficiency in English Language Arts will increase from 51.7% to 56.5% by the end of May 2023 as measured by the ILEARN assessment to reach our goal of 75.9% proficiency by 2027. • MATH ILEARN- The percentage of 3-5 grade students demonstrating proficiency in Math will increase from 58.6% to 62.7% by the end of May 2023 as measured by the ILEARN assessment to reach our goal of 79.3% proficiency by 2027. • ATTENDANCE GOAL- The percentage of overall students in attendance for the 2022-2023 school year will increase from 97.2% to 97.6% by the end of May 2023 as measured in PowerSchool. 			
Strategies and Action Steps (SWP Component #4)	Who is Responsible	Target Date or Timeline	Evidence of Effectiveness <i>An evaluation of the impact of such strategies.</i>
<p><i>Strategies, programs, and services to address student learning needs; activities to implement such strategies. All should align to and support the NS foundational documents (Vision, Mission, Commitments, and Framework for Learning)</i></p>			<p><i>What results will tell your teams the strategy or action is successful?</i></p>
<p>Essential standards work in ELA and math: defining essential standards, unpacking standards into learning targets, and agreeing upon criteria for proficiency.</p>	<p>Assistant Supt of Learning; Executive Director of Learning; Elementary and Secondary Curriculum Coordinators</p>	<p>Ongoing-2022-2023 school year</p>	<p>Classroom walkthroughs-are students engaged in learning? Can they articulate their goals for learning and how they will show they have learned?</p> <p>Review of unit goals and alignment to learning targets</p> <p>Review of assessments used by collaborative teams</p>
<p>Creating common formative assessments that correlate with the essential standards.</p>	<p>Grade Level Collaborative Teams, EL Collaborative Teacher, Learning Specialists, Instructional Coach</p>	<p>Ongoing-2022-2023 school year</p> <p>Completion dates tied to suggested completion on Noblesville Schools Units</p>	<p>Collaborative teams create, use, and analyze common formative assessments</p>

		of Study Matrix	
<p>Ongoing professional development in literacy and math practices with outside consultants Celena Larkey (K-5 literacy) and Ryan Flessner (K-5 mathematics) and LETRS (literacy) volume II trainings.</p> <p><i>-focus on process standards K-5 (math)</i> <i>-focus on number work in K-2 (math)</i></p> <p><i>-writing process (K-5)</i> <i>-focus on shared and interactive writing (K-2)</i> <i>-focus on revision (3-5)</i></p>	<p>Executive Director of Learning, Elementary Curriculum Coordinator, instructional coaches, literacy lead teachers, math lead teachers, sped leads, learning specialists, teachers and staff, building administrators</p>	<p>Ongoing 2022-23 school year</p>	<p>Observations of collaborative team meetings</p> <p>Observation of instructional practices and evidence of student learning during labsite classroom experiences and additional classroom visits</p> <p>Observation of enhanced instructional strategies and student outcomes through a comprehensive literacy and balanced math framework.</p>
<p>Full Implementation of Word Study Curriculum through TCRWP UoS in Phonics and Fountas and Pinnell Word Study System</p>	<p>Building Admin Grade Level Teams Instructional Coach</p>	<p>Ongoing 2022-23 school year</p> <p>Completion dates tied to suggested completion on Noblesville Schools Units of Study Matrix</p>	<p>Observation of instructional practices and evidence of student learning during labsite classroom experiences and additional classroom visits</p> <p>Phonics Units progress through the PLC process</p>
<p>Opportunities for cross grade level collaboration</p>	<p>Building Admin Grade Level Teams Instructional Coach EL Team Learning Specialists</p>	<p>Ongoing 2022-2023 school year</p> <p>Every 3 weeks for teams K-1, 2-3, 4-5</p> <p>eLearning Days</p>	<p>MTSS student discussions, PLC discussions and reflections, and responsive instruction based on evidence of standard based needs observed in classrooms</p>
<p>Grade Level SMART Goals will be connected specifically to school wide academic needs</p>	<p>Building Admin Grade Level Teams Instructional Coach EL Team Learning Specialists</p>	<p>Ongoing 2022-2023 school year</p> <p>Progress Checks</p> <ol style="list-style-type: none"> 1) December 21 2) March 29 3) May 24 	<p>PLC discussion and reflection, documentation of progress toward goal</p>

<p>Attendance Meetings</p> <ul style="list-style-type: none"> -Daily reminder sent automatically if student is absent to parent if their student isn't at school for that day -Communication from teachers (phone calls, emails, parent squares) -Phone calls (from other parties ie. admin team, counselor/social worker/EL/SPED/504 Team/any other staff member/etc) -Letter from school -Parent conferences -NYAP referrals -Outside referrals as needed 	<p>Social Worker Building Admin</p>	<p>Ongoing 2022-2023 school year</p>	<p>Decrease in tardies and absences</p>
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<p>Methods to Improve Cultural Competency</p> <p><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>Establishing an equitable and inclusive school culture.</p>	<p>Community Circles: school-wide expectation that classrooms start their day with a morning community circle</p> <ul style="list-style-type: none"> • Staff Development of Community Circle Practices- Morning meeting structures are incorporated into staff meetings, new teacher community of practice, and other relevant gatherings. • Book Study Options Available The Morning Meeting Book 80 Ideas for Morning Meeting (K-2) 80 Ideas for Morning Meeting (3-5) <p>Family Communication: Staff uses Parent Square to communicate easily and quickly with families, through weekly newsletters/updates, and with translated communications</p>
<p>Increasing a sense of belonging for students and staff.</p>	<p>Schoolwide Theme- administrators are working to embed school-wide theme of "family" to establish a stronger school culture</p> <ul style="list-style-type: none"> • Family Input Survey: administrators will send optional survey out to families asking their hopes for their child this year & how we can support their child feel even more welcome & supported <p>Panorama Survey: school counselor and social worker will work through analyzing school Panorama survey results to be responsive to student and staff needs and concerns</p>
<p>Students' learning differences and needs are viewed through an inclusive lens.</p>	<p>Collaborative Conversations - Collaboration with staff within PLC school community to identify student</p>

	<p>needs and appropriate supports (academic, language, SEL, or mental health)</p> <p>Promise Road English Learners Professional Development Series- The EL team works extensively with all staff to share best practices, guide instructional decision making, and identify and ensure that students' needs and supports are in place.</p> <p>Culturally Relevant Texts: Texts are highlighted in the Media Center and classrooms</p>
<p>Students are provided with what they need to succeed (academics, SEL, and mental health)</p>	<p>Learning Specialists- provide guidance with appropriate strategies and instructional practices to meet the needs of learners who are receiving services through the MTSS process.</p> <ul style="list-style-type: none"> ● Cross Grade Level MTSS Student Concerns Meetings: Learning Specialists are working with collaborative groups of teachers to discuss students needs and create intentional plans to meet those needs. ● Child Study Team: Opportunities for educators to come together to work as professionals to understand the child more thoroughly and through observation, get to know their strengths, find areas of opportunity, and make decisions about the best next steps together. <p>Panorama Survey: school counselor and social worker will analyze school Panorama survey results to identify individual student needs related to SEL & mental health and will provide individualized supports based on the identified needs</p>

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