



Stony Creek Elementary School Continuous School Improvement Plan 2022-23

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 the 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 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, includes students as active participants in their learning, and provides all students the access and opportunity to meet and exceed their potential.*

Thoughtfully Designed Curriculum: *The 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 backward 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 promote 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 backward 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:** 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.

Stony Creek staff supports effective instructional practices through PLC meetings and the MTSS process. Students needing additional enrichment or intervention are discussed within grade-level teams, before bringing them to the building level MTSS team. Staff is empowered to make suggestions and changes to help students prior to coming to the MTSS team for both academic and/or social-emotional learning needs. Each building in the district has lead teachers for math, high ability, inquiry, and technology integration to provide differentiated professional development to staff members that support our pacing guides and units of study. District behavior specialists at the elementary level advise multiple schools, while each building has a full-time behavior teacher, social worker, and counselor on staff to assist with decision-making on a daily basis as needed.

Teachers have been trained to administer Fountas and Pinnell benchmark reading assessments. These along with conferring notes, other formative assessments, and NWEA data are used to help guide students toward setting individual reading goals. We provide and create a grade-level specific action plan to meet the needs of struggling students, and those that need enrichment in academic-specific areas. Our reading program utilizes a three-tiered model. Staff members document each student's response to core instruction and instructional interventions. In this process, teachers identify students and request assistance for those who are not responding to core literacy instruction. The three tiers are instruction for the whole group, small group - intervention for those who did not master core instruction, and more intensive individualized instruction for any student in which tiers one and two were not successful.

Teachers discuss student goal progress with individual students to help them be part of decision-making, and to receive feedback on instructional practices. Staff members have data discussions as part of their PLC time throughout the year to monitor the effectiveness of interventions for each student, small group, and their entire class. This practice helps ensure that students and teachers are monitoring growth and making decisions together. For students in tiers 2 and 3 in our MTSS process, Stony Creek utilizes a variety of reading interventions that are research-based: LLI, Orton-Gillingham, guided reading, and strategies from LETRS training and *The Reading Strategies Book* to strengthen and enhance the core reading program. These interventions are used for tier two and tier three students. We utilize explicit direct instruction and additional practice for students who have not been successful in the core reading program. It is a guideline of the Stony Creek MTSS team that when a student has been taught at tier two or three and remains unsuccessful, a referral to the team should be made. The MTSS team may suggest additional interventions and a review six to eight weeks later, or the group may invite parents to consider if a formal evaluation may be needed.

The MTSS team uses the process of analysis and creative problem solving to identify skill deficits and provide research-based targeted interventions. Members of the team examine the child's background information submitted by the teacher, including data and the action plan of previous interventions. As the team meets, everyone is encouraged to take ownership of the child's success, and multiple staff members support interventions that are identified by the team.

Parents/guardians are a part of the team, receiving the action plan and communication with the teacher

throughout the process. This allows an ongoing partnership to support the student from multiple angles. The school has also included support personnel in the MTSS process, including learning specialists, counselors, therapists, behavior specialists, and medical professionals.

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 which clearly defines district guidelines and expectations. Noblesville Schools utilizes a positive behavior support system based on a 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 on how to respond to student actions, creates additional ways to acknowledge appropriate behavior, and vertically aligns Tiers I and II behavior instruction. Expectations for students are clearly modeled, taught, and posted. Reteaching and modeling desired behavior assists students in making positive choices. Second Step is used as a primary resource for directly teaching students appropriate problem-solving and emotional 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, the staff has 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 but 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's 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 a 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 behavioral 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)

- Curriculum Planning Teams have aligned Indiana Academic Standards to district curriculum maps and created performance assessments to measure student understanding.
- Teachers utilize a comprehensive literacy framework that fosters a deep appreciation and understanding of reading, writing, and word study that encourages learners to think critically and continually act upon new knowledge.
- Comprehensive math instruction develops a conceptual understanding of mathematical content. Students examine mathematical patterns, balance equations, and solve word problems.
- Teachers provide responsive instruction to support the practice, remediation, or enrichment of skills and strategies across all subject areas based on individual student needs.
- A multi-tiered system of support (MTSS) is implemented district-wide and is used to monitor student academic and behavioral needs. Grade level and a building-based team provide collaborative instructional strategy ideas to staff. Data is monitored to intensify supplemental supports and strategies used, if students are not making growth, the building-based team helps decide whether 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 is provided for staff and high-ability lead teachers are on staff to provide guidance from district-level initiatives.

Strategies to Increase Parental Involvement (SWP Component #6)

Multiple modes of participation in school-wide events are offered to parents and guardians to meet their needs. Virtual, in-person, and phone call conferences are offered at the end of the first quarter of school for academic progress to be shared. PTO meetings are offered both in person and virtually. Families are once again being allowed to come in for volunteer opportunities, lunch, and helping with PTO events. A family reading and math night will take place in February 2023 to promote learning at home by sending materials and resources home after participation. See the chart below for a more comprehensive list.

Parents/guardians are informed of student progress on academic standards quarterly with progress reports emailed to them. NWEA test results are also sent home electronically, as well as required state assessment results for grades 3-5.

The school improvement plan is shared annually with all families in an electronic newsletter. It is presented to parents/guardians at a PTO meeting as well. The plan is also on the Stony Creek website for all community members to review.

Parental/Guardian Participation Opportunities:

Parent/Student Participation	Timeline
Meet the Teacher Night	July
Back to School Bash (district-wide)	July
Parent / Guardian Orientation Nights	First 2 weeks of August
Parent / Guardian-Teacher Conferences	End of first 9 weeks
Mustang Mail Newsletter (electronic)	Bi-monthly

School Web Page or Staff Online Tools	As needed
Volunteering	Classroom, Media Center, Field Trips, PTO sponsored Events
Stony Creek Saturday Spectacular <i>Student writing is on display for families to read together. This day also includes a family pancake breakfast, a book fair, and an art show.</i>	April
Stony Creek PTO (Mustang Family Circle) <i>This group donates funds to help with instructional materials, seasonal assistance, playground equipment, and transportation for all field trips. Book fairs generate a free book for every Stony Creek student, as well as provide new materials for the Library Media Center and classroom libraries.</i>	Events: <ul style="list-style-type: none"> ● <i>Meet the teacher night</i> ● <i>Family Picnic</i> ● <i>Open-Facility events</i> ● <i>Classroom parties</i> ● <i>Coordination of carnival and book fairs</i> ● <i>Restaurant spirit nights</i> ● <i>Enrichment programs</i> ● <i>Mustang Stampede (Donation fundraiser with students doing wellness activities to celebrate)</i>

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 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 preparation, 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 become a priority as students near graduation.

Coordination and Integration of Funds (SWP Component #10)

Noblesville Schools district leadership works collaboratively to ensure all funding is aligned to stated goals and meets 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 Stony Creek Elementary has chosen to coordinate the program efforts, we will not consolidate program funds at this time. Therefore, Stony Creek 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
- Implemented “Teacher in Preparation” program where recent graduates serve as daily subs in various buildings to train these teachers in the “Noblesville Way” until a teacher opening occurs
- Implemented “Grow our Own” program where we are keeping in contact with Noblesville School graduates who completed our cadet teaching program and are going on to college in the area of Education
- Nurture a positive school atmosphere
- Supportive Parent Teacher Organization
- Encourage volunteers to work with students on academic skills (ReadUp program and skill work)
- Provide information about professional learning communities, high quality professional development, and school leadership opportunities.
- Attend university recruitment days
- Provide new educator learning and growth programming
- Hold monthly meetings for new educators

Strategies to Support Teacher Retention

- Surveys to ask for input on areas that impact the building environment. Collaboration with grade level teams, the guiding coalition, and Forum leadership to ensure teacher voices are heard
- Laptops, and document cameras in every classroom supporting the district technology goals
- Funding for classroom supplies, enrichment, and enhancing student learning
- High-quality professional development opportunities with choice when appropriate to drive individual teacher learning
- Instructional coach to 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.
- PLC celebrations and personal celebrations at staff meetings.
- Social committee’s organization of staff celebrations, gatherings, and special events.

Employ Effective Teachers (SWP Component #3)

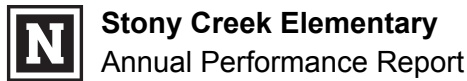
Teacher's Name:	Assignment:	Verification of HQ status:	Location of documentation on HQ status:
Jenna Faust	Grade K	<ul style="list-style-type: none"> • Bachelor's degree • Elementary teaching license 	Central office – HR files
Lindsey Geiselhart	Grade K	<ul style="list-style-type: none"> • Bachelor's degree • Elementary teaching license 	Central office – HR files
Leah Johnson	Grade K	<ul style="list-style-type: none"> • Bachelor's degree • Elementary teaching license 	Central office-HR files
Kay Schrage	Grade K	<ul style="list-style-type: none"> • Bachelor's degree • Elementary teaching license 	Central office – HR files
Sarah Alwine	Grade 1	<ul style="list-style-type: none"> • Bachelor's degree • Elementary teaching license 	Central Office- HR files
Paige Simonetto	Grade 1	<ul style="list-style-type: none"> • Bachelor's degree • Elementary teaching license 	Central Office- HR files
Katelin Hoffman	Grade 2	<ul style="list-style-type: none"> • Bachelor's degree • Elementary teaching license 	Central Office- HR files
Julie Voigt	Grade 1	<ul style="list-style-type: none"> • Master's degree • Elementary teaching license 	Central Office- HR files
Wendy Wright	Grade 1	<ul style="list-style-type: none"> • Bachelor's degree • Elementary teaching license 	Central Office- HR files
Alexis Ball	Grade 2	<ul style="list-style-type: none"> • Bachelor's degree • Elementary teaching license 	Central Office- HR files
Doni Fisk	Grade 2	<ul style="list-style-type: none"> • Bachelor's degree • Elementary teaching license 	Central Office- HR files
Bethany Frey	Grade 2	<ul style="list-style-type: none"> • Master's degree • Elementary teaching license 	Central Office- HR files

Caroline Pease	Grade 3	<ul style="list-style-type: none"> • Master's degree • Elementary teaching license 	Central Office- HR files
Joe Resar	Grade 3	<ul style="list-style-type: none"> • Bachelor's degree • Elementary teaching license 	Central Office- HR files
Natalie Huber	Grade 5	<ul style="list-style-type: none"> • Bachelor's degree • Elementary teaching license 	Central Office- HR files
Stephanie Eads	Grade 2	<ul style="list-style-type: none"> • Bachelor's degree • Elementary teaching license 	Central Office- HR files
Molly Broviak	Grade 4	<ul style="list-style-type: none"> • Bachelor's degree • Elementary teaching license 	Central Office- HR files
Kristin Lepley	Grade 5	<ul style="list-style-type: none"> • Bachelor's degree • Elementary teaching license 	Central Office- HR files
Gretchen Cherry-Spears	Grade 4	<ul style="list-style-type: none"> • Bachelor's degree • Elementary teaching license 	Central Office- HR files
Brooke Goodmon	Grade 3	<ul style="list-style-type: none"> • Master's degree • Elementary teaching license 	Central Office- HR files
Annie Phillips	Grade 3	<ul style="list-style-type: none"> • Bachelor's degree • Elementary teaching license 	Central Office- HR files
Kellie Godios	Grade 5	<ul style="list-style-type: none"> • Master's degree • Elementary teaching license 	Central Office- HR files
Jenny Howerton	Grade 4	<ul style="list-style-type: none"> • Master's degree • Elementary teaching license 	Central Office- HR files
Lauren Detrick	Grade 4	<ul style="list-style-type: none"> • Bachelor's degree • Elementary teaching license 	Central Office- HR files
Tricia Schreck	Grade 5	<ul style="list-style-type: none"> • Bachelor's degree • Elementary teaching license 	Central Office- HR files
Deb Hunley	PT	<ul style="list-style-type: none"> • Master's degree 	Central Office- HR files

Megan Ortman	Speech Pathologist	<ul style="list-style-type: none"> • Master's degree • Speech-Language Pathology 	Central Office- HR files
Jennifer Baldwin	Special Education	<ul style="list-style-type: none"> • Bachelor's degree • Elementary teaching license 	Central Office- HR files
Gretchen Hall	Special Education	<ul style="list-style-type: none"> • Bachelor's degree • Elementary teaching license 	Central Office- HR files
Devin Langbeen	Special Education	<ul style="list-style-type: none"> • Bachelor's degree • Elementary teaching license 	Central Office- HR files
Erin Macklin	Special Education	<ul style="list-style-type: none"> • Master's degree • Speech-Language Pathology 	Central Office- HR files
Stacie Eller	Learning Specialist	<ul style="list-style-type: none"> • Master's degree • Elementary teaching license 	Central Office- HR files
Audrey Shepard	Learning Specialist	<ul style="list-style-type: none"> • Bachelor's degree • Elementary teaching license 	Central Office- HR files
Kelli White	PE	<ul style="list-style-type: none"> • Master's degree • Elementary teaching license 	Central Office- HR files
Danielle Bearden	Art	<ul style="list-style-type: none"> • Bachelor's degree • Elementary teaching license 	Central Office- HR files
Jordan Murray	Music	<ul style="list-style-type: none"> • Master's degree • Elementary teaching license 	Central Office- HR files
Sherrie McGovern	Media Specialist	<ul style="list-style-type: none"> • Master's degree • Elementary teaching license 	Central Office- HR files
Holly Gillam	Instructional Coach	<ul style="list-style-type: none"> • Master's degree • Elementary teaching license 	Central Office- HR files
Alexis Linn	Counselor	<ul style="list-style-type: none"> • Master's degree • Elementary teaching license 	Central Office- HR files
Rachel Willams	Counselor	<ul style="list-style-type: none"> • Master's degree • REPA School Services 	Central Office- HR files
Elizabeth Burton	Social Worker	<ul style="list-style-type: none"> • Master's degree 	Central Office- HR files

Paraprofessional's Name:	Assignment:	Indicator HQ status:	Location of documentation of HQ status:
Tricia Shoemaker	Technology	<ul style="list-style-type: none"> • Bachelor's degree 	Central Office- HR files
Robin Willis	Instructional Assistant	<ul style="list-style-type: none"> • Bachelor's degree 	Central Office- HR files
Melissa Dailey	Instructional Assistant	<ul style="list-style-type: none"> • Bachelor's degree 	Central Office- HR files
Vicki Ruddell	Instructional Assistant	<ul style="list-style-type: none"> • Passed Praxis Para test required by DOE in 2005 	Central Office- HR files
Becky Mahan	Instructional Assistant	<ul style="list-style-type: none"> • Master's degree • Elementary teaching license 	Central Office- HR files
Amanda Hoffman	STEAM	<ul style="list-style-type: none"> • Transcripts showing at least two years of college or more 	Central Office- HR files
Samantha Coons	Instructional Assistant	<ul style="list-style-type: none"> • Associate's degree 	Central Office - HR files
Gracie Chaudion	Instructional Assistant	<ul style="list-style-type: none"> • Associate's degree 	Central Office- HR files

Section III: Summary of Data



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	59.5	62.6	47.9	48.4	53.8	40.5	54.2	55.2	41.2
Paid Meals	68.9	69.1	61.9	56.5	60.2	54.0	62.7	61.8	53.2
Free/Reduced Price Meals	23.0	42.0	33.5	20.9	33.1	25.9	24.6	34.4	27.0
General Education	68.9	69.7	53.8	56.4	60.5	45.6	62.0	61.7	46.9
Special Education	10.4	21.6	15.7	9.6	18.1	12.9	21.4	22.2	13.4
Non-English Language Learner	62.0	64.3	49.9	51.5	56.2	42.9	57.1	57.6	43.8
English Language Learner	0.0	14.9	16.3	0.0	9.8	11.7	5.9	14.9	13.9
Asian	***	71.2	63.8	***	65.5	56.7	***	60.3	56.7
Black	38.5	38.2	24.7	***	28.3	17.4	35.7	34.5	19.1
Hispanic	31.6	44.1	35.5	19.2	33.4	27.3	32.0	37.1	28.1
Multiracial	***	44.5	43.3	***	44.4	36.4	***	41.4	36.8
White	62.4	65.8	54.2	51.8	57.3	47.1	58.1	59.0	48.0
IREAD3 Overall Proficient	School	District	State	School	District	State	School	District	State
Overall	97.1	93.6	87.3	92.7	89.8	81.2	94.7	91.0	81.6

*District and State results are grades 3-8 combined ***Less than 10 students in the group. Results have been suppressed to protect student privacy

Local Assessments	2019-2020		2020-2021		2021-2022	
NWEA MAP Growth Reading Achievement (% At or Above Avg)	Fall	Winter	Fall	Winter	Fall	Winter
Achievement (% At or Above Avg)	83.0	81.3	79.1	75.7	78.2	74.5
% of Students Who Met or Exceeded Their Projected RIT (Fa-Wi)*		56.3		50.4		51.6
% of Students Who Met or Exceeded Their Projected RIT (Wi-Wi)*		53.3		53.9		56.4

Achievement: Based on the percentage of students in the average, high average, and high achievement percentile quintiles (41st percentile and above). Growth: It is typical for 50-60% of students to meet or exceed their projected RIT.

Student Math Achievement Results

State Assessments	2018-2019			2020-2021			2021-2022		
ILEARN Math Overall Proficient	School	District	State	School	District	State	School	District	State
Overall	71.6	64.8	47.8	60.9	50.1	36.9	64.0	53.7	39.4
Paid Lunch	80.7	72.0	61.7	68.5	56.8	50.9	73.2	60.9	51.9
Free/Reduced Lunch	36.1	42.0	33.4	38.8	28.7	22.0	32.3	31.0	24.6
General Education	79.7	71.0	53.1	66.7	55.8	41.3	72.1	59.8	44.3
Special Education	29.2	29.0	18.6	38.5	20.2	14.1	30.4	23.3	15.7
Non-English Language Learner	74.2	66.4	49.3	65.2	51.9	38.9	67.5	55.9	41.6
English Language Learner	8.3	19.9	23.2	5.9	17.3	14.2	5.9	17.4	17.1

Asian	***	70.3	67.9	***	65.5	56.5	***	64.9	58.2
Black	53.8	33.3	22.5	***	16.6	11.6	35.7	29.1	14.4
Hispanic	52.6	45.2	34.4	23.1	27.8	22.0	28.0	31.7	24.8
Multiracial	***	47.1	41.7	***	36.5	30.5	***	34.6	33.3
White	74.0	68.6	54.6	65.9	54.3	44.4	69.9	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)	83.1	81.9	76.4	77.7	78.8	82.6
% of Students Who Met or Exceeded Their Projected RIT (Fa-Wi)*		56.0		63.5		61.0
% of Students Who Met or Exceeded Their Projected RIT (Wi-Wi)*		51.5		50.8		67.5

Achievement: Based on the 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	96.4	96.1	
Model Attendee <i>Students who are either persistent or improved attendees</i>	69.8		
Persistent Attendees <i>Students who were in attendance for at least 96% of the school year</i>	67.5		
Improved Attendees <i>Students whose attendance rate improved by at least 3 percentage points from the preceding school year</i>	8.2		

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	69	Near 90th				
Sense of Belonging	76	Near 90th				
Teacher-Student Relationships	84	Near 90th				
Emotion Regulation	49	Near 70th				
Self-Management	77	Near 80th				
Social Awareness	76	Near 90th				

Demographic Data

	2019-2020		2020-2021		2021-2022	
	School	District	School	District	School	District
Percent Free/Reduced Lunch	22.6	23.2	23.0	22.2	21.5	20.9
Percent Special Education	15.7	15.4	14.4	15.7		

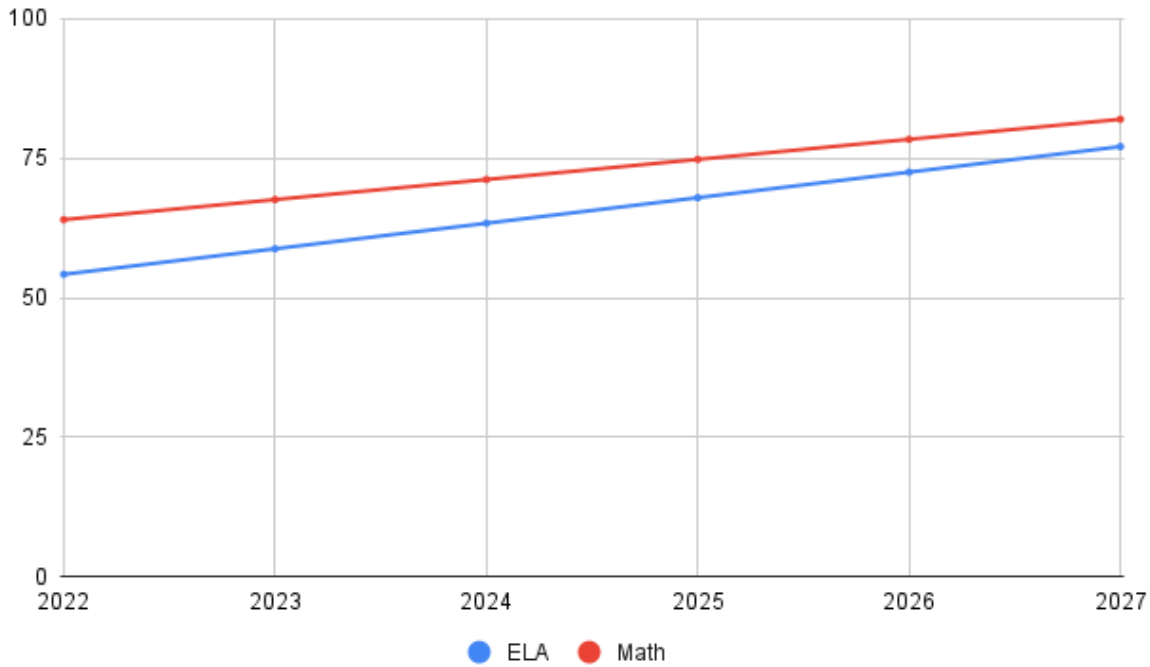
Percent English Language Learner	4.1	3.6	4.5	4.1		
Percent Asian	1.9	2.5	2.2	2.6	1.0	2.6
Percent Black	5.0	4.1	4.1	4.2	5.2	4.6
Percent Hispanic	6.5	7.0	7.8	7.5	7.5	8.2
Percent Multiracial	2.4	2.9	3.3	3.4	3.9	3.5
Percent White	84.0	83.2	82.2	81.9	82.0	80.7

**District results are grades K-12 combined*

Other Pertinent School Data

ILEARN	English/Language Arts Proficiency						Math Proficiency					
	Baseline (%)	Year	Goal (%)	Year	Growth Per Year	Total Growth	Baseline (%)	Year	Goal (%)	Year	Growth Per Year	Total Growth
All Students	54.2	2022	77.1	2027	4.6	22.9	64.0	2022	82.0	2027	3.6	18.0
Free/Reduced Price Meal	24.6	2022	62.3	2027	7.5	37.7	32.3	2022	66.2	2027	6.8	33.9
Special Education	21.4	2022	60.7	2027	7.9	39.3	30.4	2022	65.2	2027	7.0	34.8
English Language Learner	5.9	2022	53.0	2027	9.4	47.1	5.9	2022	53.0	2027	9.4	47.1
Asian	***	2022	#VALUE!	2027	#VALUE!	#VALUE!	***	2022	#VALUE!	2027	#VALUE!	#VALUE!
Black	35.7	2022	67.9	2027	6.4	32.2	35.7	2022	67.9	2027	6.4	32.2
Hispanic	32	2022	66.0	2027	6.8	34.0	28	2022	64.0	2027	7.2	36.0
Multiracial	***	2022	#VALUE!	2027	#VALUE!	#VALUE!	***	2022	#VALUE!	2027	#VALUE!	#VALUE!
White	58.1	2022	79.1	2027	4.2	21.0	69.9	2022	85.0	2027	3.0	15.1

****Suppressed due to small population*



District	2022	2023	2024	2025	2026	2027
ELA	54.2	58.8	63.4	67.9	72.5	77.1
Math	64.0	67.6	71.2	74.8	78.4	82.0

Narrative of student learning data.

The overall performance data in ELA for Stony Creek indicates areas of opportunity. Current data reveals that 54.2% of students are proficient in ELA. 76.9% of students are meeting proficiency in writing. Data also indicates that 41.5% of students are meeting proficiency in the area of writing conventions. In an effort to close the writing achievement gap, the goal of reaching 88.5% proficiency by May 2027. The incremental goal per year is 2.3%. In an effort to close the writing achievement gap in the area of writing conventions, the goal of reaching 70.8% proficiency by May 2027. The incremental goal per year is 5.9%.

The overall performance data in Math for Stony Creek indicates an opportunity for growth as well. Current data reveals that 64% of students are proficient in math. 86.1% of students are meeting proficiency in the number sense achievement category. In an effort to close the achievement gap in the area of number sense, the goal of reaching 92.3%. The incremental goal per year is 1.5%.

Section IV: Continuous and Strategic School Improvement Action Plan



Noblesville Schools Continuous School Improvement Action Plan

Schoolwide Improvement SMART Goals

The percentage of 3-5 grade students demonstrating proficiency in English Language Arts will increase from 54.2% to 58.8% by the end of May 2023 as measured by the ILEARN assessment to reach our goal of 77.1% proficiency by 2027.

The percentage of 3-5 grade students demonstrating proficiency in Math will increase from 64% to 69% by the end of May 2023 as measured by the ILEARN assessment to reach our goal of 82% proficiency by 2027.

The percentage of K-5 students in attendance over the course of the year will increase from 96.1% to 97.5% as measured by our district office and reported to the IDOE by the end of May 2027.

ILEARN Schoolwide Improvement SMART Goals:

- *The overall average percent in the achievement category of writing on ILEARN in grades 3-5 will increase from 76.9% to 79.2% by the end of May 2023 as measured by the ILEARN assessment to reach our goal of 88.5% by May 2027.*
- *The overall average percent in the achievement category of writing conventions on ILEARN in grades 3-5 will increase from 41.5% to 47.4% by the end of May 2023 as measured by the ILEARN assessment to reach our goal of 70.8% by May 2027.*
- *The overall average percent in the achievement category of math number sense on ILEARN in grades 3-5 will increase from 84.6% to 86.1% by the end of May 2023 as measured by the ILEARN assessment to reach our goal of 92.3% by May 2027.*

Attendance Schoolwide Improvement SMART Goal:

- *The overall average attendance rate for students in grades K-5 as recorded in our office will increase the percentage of Improved Model Attendees from 8.2% to 9.2% by the end of May 2023 as measured by the IDOE attendance reporting to increase overall attendance rates from 96.1% to our goal of 97.5% by 2027.*

Strategies and Action Steps	Who is Responsible	Target Date or Timeline	Evidence of Effectiveness
<p>Guiding Coalition members will lead grade-level peers to improve student writing outcomes. All colleagues will support students to apply the writing process to generate compositions.</p>	<p>All teachers, administrators, and staff.</p>	<p>Ongoing-2022-2023 school year</p>	<p>Students will produce written pieces that are elaborate and well-developed.</p> <p>Students will produce written pieces that include conventions (eg. spelling, capitalization, usage, and punctuation).</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, building administrators, teachers</p>	<p>Ongoing-2022-2023 school year</p>	<p>Students will articulate their goals for learning and will demonstrate what 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>The triangulation of assessment to plan or adjust instruction as well as determine student mastery of unit content and skills.</p>	<p>All teachers, administrators, and staff.</p>	<p>Ongoing - 2022-23 school year</p>	<p>Data analysis from both formative and summative assessments. This will include but is not limited to NWEA, grade-level rubrics, and unit pre and post-assessments.</p> <p>NWEA growth for ELA Winter to Winter will increase from 56.4% meeting or exceeding expected growth to 61.4% for students K-5.</p> <p>NWEA growth for Math Winter to Winter will increase from 67.5% meeting or exceeding expected growth to 72.5% for students K-5.</p>

<p>Ongoing professional development in literacy and math practices with outside consultants Celena Larkey (K-5 writing essential standards) and Ryan Flessner (K-5 number sense best practices) and LETRS (literacy) volume II trainings for literacy leaders.</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 enhanced instructional strategies that yield desired student results, and behaviors.</p>
<p>Attendance team members will monitor daily attendance and watch for trends in absenteeism. Panorama data will be considered. Parent/guardian communication, meetings, home visits, and possible ACES prosecutor forms will be completed as needed.</p>	<p>Classroom teachers, nurse, attendance secretary, counselors, social worker, and administrators.</p>	<p>Ongoing -2022-23 school year</p>	<p>PowerSchool documentation, notes on parent/guardian meetings, ACES referrals, IDOE attendance report</p>

<p>Methods to Improve Cultural Competency <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>Family involvement will be promoted to include all, and barriers like cost and transportation will be considered for both school and PTO events.</p> <p>Diverse materials are intentionally collected and shared with staff for classroom use.</p> <p>Community Circle to encourage relationship building.</p>	<p>Courageous Conversations case study conversations based on student data that address various student needs and barriers.</p> <p>Collaborative Conversations Ongoing collaboration with staff within PLC school community to identify student needs and appropriate support (academic, language, social/emotional).</p>

Collaborative Conversations Collaboration with staff within the PLC school community to identify student needs and appropriate support (academic, language, social/emotional).

Lessons will be presented by the mental health staff (counselors and the social worker) in response to the data from the Panorama Survey.

Panorama Survey data will be disaggregated by the mental health team immediately upon receiving fall results. Staff will be consulted to help monitor students in need and support will be added.

Restorative Practices will continue to be featured in PD to staff throughout the year to support Panorama needs of emotional regulation and other support areas.

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