



Metropolitan School District of Washington Township
"Superior Schools in a Supportive Community"

In Accordance with Public Law 221
School Improvement Plan
2023-2024



ALLISONVILLE
ELEMENTARY SCHOOL

School Name: Allisonville Elementary
School Address: 4900 East 79th Street
School Phone Number: 317-845-9441
School DOE Number: 5403
School Corporation Number: 5370

Mary Beth Refett

Principal Signature, Mary Beth Refett

9/13/23

Date

Dr. Nikki Woodson

Superintendent Signature, Dr. Nikki Woodson

9-13-23

Date

Deirdre George Davis

School Board President Signature, Deirdre George Davis

9-13-23

Date

The mission of Washington Township Schools is to develop life-long learners and globally-minded citizens by fostering the academic, creative, and social skills needed to achieve excellence in a multicultural environment.

Purpose and Direction

Purpose

The purpose of the School Improvement Plan is to evaluate the effectiveness of our initiatives, develop goals based on data analysis, establish priority for improvement, identify strategies and create an action plan for deployment.

MSDWT Mission Statement

The mission of Washington Township Schools is to develop lifelong learners and globally-minded citizens by fostering the academic, creative, and social skills needed to achieve excellence in a multicultural environment.

MSDWT Vision Statement

Equitable, Affirming, Responsive

[MSDWT Strategic Plan 2020-2027 Link](#)

School Improvement Team and Participation (Title I Components 6a, 6b, and 6c)

School Improvement and Schoolwide Planning Team

Kristen Poindexter - Kindergarten Teacher

Amia Adams - 1st Grade Teacher

Susan Gilchrist - 2nd Grade Teacher

Mitch Mosbey - 3rd Grade Teacher

Jasmine Walton - 4th Grade Teacher

Rasheita Woods - 5th Grade Teacher

Kathleen Krupa - Music Teacher

April Oldham - Special Education Teacher

Kathleen Ferguson - Literacy Coach

Nechelle Jones - Math Coach

Elizabeth Stewart - MTSS Coach

Pamela Weiger - Media Specialist

Sarah Hunt - ENL Teacher

Emily Hodson - High Ability Teacher

Kelly Bobb - Assistant Principal

Mary Beth Reffett - Principal

Emily Shahbaz - Instructional Assistant, Parent

Kay Memmer - Instructional Assistant, Parent

Jennifer Franklin - PTO Diversity Committee Chair

All Staff SIP Planning Meeting Dates

August 1 2023, January 8 2023, May 20, 2024

Instructional Leadership Team Meeting Dates

Thursdays mornings weekly at 9:00am

Team Leader, PLC Leader, Committee Chair Meeting Dates

Monday afternoons monthly at 2:30pm (weekly rotation)

Description of Parent Involvement and Participation to Support Goals

Allisonville Elementary recognizes the importance of building a strong school community through numerous parental involvement opportunities. When schools and families work together they help to build a strong foundation where children succeed. In an effort to maintain a strong relationship, the Allisonville staff work closely with the Parent Teacher Organization (PTO) and Dad's Club to plan activities to involve families such as the Fall Bonfire, Family Literacy Night, Family STEM Night, Spring Carnival, Talent Show, Book Fairs, and more. Many parents attend and participate and all parents are invited to each event. The school's ENL teacher personally invites ELL families in their native language to encourage their participation and the PTO's Diversity Committee is working on different ways to engage underrepresented families.

A weekly school newsletter named, the *Gator Gazette*, is sent home every Friday and the Allisonville PTO Press Newsletter is sent home monthly. The newsletter is used to communicate with each family the happenings of Allisonville and can be translated into multiple languages. The school's Scholastic Book Fairs are wildly popular and offer an opportunity for families to purchase books 3 times per year. During Book Fairs, students are encouraged to bring in spare change, which is used to provide "book bucks" that allow for all students to purchase books.

Strategies to Increase Parent Participation

- *Gator Gazette* – this weekly newsletter is sent home electronically on Friday afternoons. It can be translated into multiple languages so that all families can access the information. The Gazette starts with a weekly Principal Newsletter that updates families on weekly happenings and then shares any flyers, updates, pictures, and curricular happenings for the week. Teachers send their own classroom newsletter out once per week as well.
- PTO Diversity Committee - a committee was added last year to help increase participation of minority populations in PTO and school events. Specific outreach events continue to be added.
- Academic Information Nights/Family STEM and Literacy Nights – The school shares with parents and students the importance of reading at school and home as well as participating in engaging mathematical, science, and technology activities. Families are exposed to a variety of reading genres and materials and are engaged in math and literacy activities throughout the night. Strategies are given to parents to help their children be successful. Parents and students work together to solve math and literacy problems and learn about strategies that can continue at home. These are often in conjunction with our Book Fairs, where students are given vouchers to buy books at the book fair so that all students have access.
- ENL Family Liaison - one of the instructional assistants at Allisonville will work 1.5 hours per day in the office to help translate and do outreach for our Spanish speaking families in addition to our full time EL teacher and full time EL teaching assistant.
- Panorama Survey - this platform is used to survey and gain feedback from families on areas of strength and then how to improve communication and engagement in the future. The data is analyzed by the administration as well as our school's new MTSS coach.
- Parent-Teacher conferences - our goal is for 100% of families to have contact with the classroom teacher either in-person, via Zoom video conference, or via phone during these fall conferences. Giving all 3 options helps to increase participation.
- Parent Square is used as the platform for communication between teachers and parents as well as the school in general. Notifications come via email and text for easy access to parents. Parent

Square is translated in a multitude of languages to eliminate any barriers with an English-only communication tool.

- Social Worker - we have a full-time social worker on staff that spends time making at-home visits, talking with parents to coordinate community resources, and helping families in need navigate best options for stability.

Stakeholder Input Opportunities to Support Goals

Stakeholder Input Name & Description	Who Participates	Timeline
Panorama Survey	Families	Spring 2024
Family Literacy Night	Families/Staff	Spring 2024
STEM Family Night	Families/Staff	Winter 2023
Parent-Teacher Conferences	Caregivers 1on1 with teacher	Fall 2023
All School Book Fair	Students/Families/Staff	3X per year
IREAD Parent Night	3rd Grade Families	Winter 2023
Parent Review of Title 1 Compact and School Improvement Plan	Title 1 Teachers, Administration and Families	2023-2024
Schoolwide and Classroom Newsletters	Families/Staff	Weekly

Description of Stakeholder Partnerships and Programs to Support Goals

- Family Literacy Night: Involves families in literacy activities and encourages families to support the at home reading program
- Family STEM Night: Involves families in a variety of math, science, and technology activities for exploration, learning, and fun
- AYS: Before and after school program which provides fun, engaging activities as well as homework help and learning extension; ATS tutoring program for select group of students to increase academic achievement
- After School Clubs: Cinemanics, Artistically Talented, Robotics, Running Club, STEM, Chess, Mathletes, Reading-Mania, Crafting, Book Clubs, Choir, Sports-Galore and more
- Love on a Leash program
- Student Ambassador student council for outreach and leadership
- Brightlane Partnership to support students in need (formerly School on Wheels)
- Faith Based partnership with St. Luke's United Methodist, Shalom, Light of the World, and Diversity Church for Back to School items, holiday gift cards, on-going canned food and toiletries giving
- PTO supports families in need through Gator Giving Fund
- Addition of Kindergarten Jamboree this spring for incoming families

Comprehensive Needs Assessment (Title I Components 1 and 8)

Three-year Trend Data

Suspensions/Expulsions

	Suspensions	Expulsions
2020-2021	0	0
2021-2022	13	0
2022-2023	17	0

Suspensions/Expulsions by Sub-Group

	2020-2021	2021-2022	2022-2023
American Indian	0	0	0
Asian	0	0	0
Black	0	9	13
Hispanic	0	0	2
Multi-Racial	0	1	1
White	0	3	1
Female	0	3	3
Male	0	10	14
IEP - Yes	0	7	7
IEP - No	0	6	10

Enrollment by Ethnicity

	2020-2021	2021-2022	2022-2023
American Indian	0.1%	0.1%	0.2%
Asian	1.3%	0.9%	1.4%
Black	32.0%	32.4%	34.2%
Hispanic	10.6%	10.3%	9.8%
Multi-Racial	4.4%	3.9%	5.1%

White	51.5%	52.5%	49.2%
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Enrollment by Free/Reduced/Paid Lunch

	2019-2020	2020-2021	2021-2022
Free/Reduced Lunch	40.5%	36.4%	27.8%
Paid Lunch	59.5%	63.6%	72.2%

Attendance

	2020-2021	2021-2022	2022-2023
Attendance Rate	94.9%	94.8%	95.02%
Number of Unexcused Absences	4,160.0	2,417.5	2548.0

ILEARN English/Language Arts Achievement by Subgroup

	Overall	Black	Asian	Hisp	White	Multi	SPED	ELL	F/R
22-23	48%	13%	50%	25%	72%	45%	26%	13%	17%
21-22	55%	25%	40%	29%	78%	73%	41%	26%	27%
20-21	46%	15%	50%	22%	71%	47%	37%	16%	20%

ILEARN Mathematics Achievement by Subgroup

	Overall	Black	Asian	Hisp	White	Multi	SPED	ELL	F/R
22-23	51%	12%	50%	29%	78%	45%	31%	23%	21%
21-22	54%	19%	40%	29%	81%	55%	39%	29%	25%
20-21	46%	9%	50%	23%	73%	47%	27%	13%	15%

Comprehensive Needs Assessment Summary

	Summary of Strengths: What were the identified strengths?	Summary of Needs: What were the identified needs?	Priorities: What are the priorities for your school?
Demographics	We are proud of our rich and diverse population at Allisonville with	We continue to strive to close the achievement gap at Allisonville and provide	Engage <u>all</u> families in our school. Create a welcoming environment; Provide

	students, families, and also with staff.	equitable educational opportunities for all students.	specific support to families in need.
Attendance	Overall strong attendance rate.	Targeting students with consistent tardies and absences, especially due to the aftermath of the Pandemic.	Contact families in a variety of ways to address chronic attendance issues, including home visits with our social worker and attendance plan.
Student Achievement	<p>All ELL's except newcomers passed IREAD.</p> <p>IREAD scores grew significantly from spring to summer due to intensive intervention.</p> <p>Students in intensive intervention have made good growth.</p> <p>Strong math proficiency across all grade levels.</p>	<p>Meet our school-wide goal for 65% proficiency in math and 70% proficiency in literacy.</p> <p>There is still a significant achievement gap at Allisonville.</p>	<p>Data analysis to address specific needs and for targeted instruction.</p> <p>Continue to expand the cluster grouping model for HA and differentiation.</p> <p>Build on the success we have had this year to close the achievement gap through strong small group instruction and data driven practice with sub-group data.</p> <p>Improve literacy data to achieve on or above grade level proficiency.</p> <p>Continue success with math instruction and assessment.</p>
School Culture and Climate	Teachers create intentional relationships with students to help achieve optimal academic and social success.	Continue to work on reaching all learners by using strategies to restore relationships and support academic growth in the classroom.	Data Driven practice through the PLC process. Explicitly looking at data regularly at the student, teacher, and building level.

	<p>Implemented SST (Student Support Team) for Tier 2 and 3 intervention</p> <p>Schoolwide and classroom level expectations have been developed and are taught and revisited regularly.</p> <p>Gator Golds as school-wide acknowledgement system; Gator Gathering as school-wide community meetings monthly; Gator Packs as “house system” for community building cross grade level.</p>	<p>Close the achievement gap at Allisonville.</p> <p>Continue to help teachers expand their culturally responsive teaching practices through on-going PD, data-driven conversations in PLC’s, Learning Walks, and coaching cycles.</p>	<p>Use standards-based instruction daily in literacy and math blocks with strong small group instruction based on data.</p> <p>Utilize strategies to meet the needs of all learners across all school settings, encompassing all staff members and locations.</p> <p>Continue to work of the SST (Student Support Team) for Tier 2 and 3 intervention, including PD with the book <i>Conscience Discipline</i></p>
<p>Staff Quality/Professional Development</p>	<p>Diverse staff that is relationship-driven, caring, and positive with students, families, and colleagues.</p> <p>Intentional Professional Development is delivered by coaches and teachers to the staff on an ongoing basis.</p> <p>Team collaboration and reflection occur on a regular basis within grade levels and by the PLC Leadership Team.</p>	<p>Staff development for all teachers on district math and literacy curriculum, CR practices and resiliency work.</p> <p>Workshop model in literacy and math with intentional small group instruction daily.</p> <p>Formative assessment review to drive instruction</p> <p>Intentional Phonics instruction</p>	<p>PLC process for teams with teacher leaders</p> <p>Heggerity instruction daily</p> <p>Mystery Science roll out</p> <p>Standards based instruction daily with intentional sub-group focus</p>

<p>Curriculum, Instruction, Assessment</p>	<p>Staff collaboration in planning transdisciplinary curriculum and conceptual learning.</p> <p>Pre and Post Test to drive instruction; data discussions at all levels, including student, teacher, gravel level, and whole school.</p> <p>Use of assessment data to drive small group instruction</p> <p>System for data analysis through MTSS with benchmark and progress check meetings.</p>	<p>PLC process that is teacher led with coach support</p> <p>PD in areas of need as highlighted through staff feedback and student data</p> <p>System for analysis of pre and post assessments</p>	<p>Use of PLC process for data driven instruction to differentiate for individual student need</p> <p>System for analysis of pre and post assessments</p> <p>Standards based instruction daily with intentional sub-group focus</p> <p>Sonday intervention for EL, SPED, and Tier 3 students</p>
<p>Family and Community Involvement</p>	<p>High parent and community involvement</p> <p>All parents are members of the PTO</p> <p>Diversity Committee on the PTO</p>	<p>Ensuring communication to all families through multiple means</p> <p>Continue to engage families of color at a high level to make them feel welcome</p>	<p>Continue to increase family and community involvement.</p> <p>100% participation in parent-teacher conferences</p> <p>Address specific feedback from the Panorama survey</p>
<p>Technology</p>	<p>All teachers have comprehensive Canvas pages that they use regularly with students.</p> <p>Students meet Lexia minutes and Dreambox lessons weekly.</p> <p>Strong technology program that is engaging and</p>	<p>Ensure teachers check Lexia and Dreambox usage weekly to help drive instruction and provide incentives for students.</p> <p>Data driven practice using our different technology platforms</p>	<p>Use of full-time technology teacher to help support in classrooms with typing and tech skills.</p> <p>PLC data analysis</p> <p>Using ESGI needed in grades K-2</p>

	integrated with classroom curriculum		
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Priority Goal Summary and Decision Making Process

The following is a summary of the goals encompassed in this plan for the 2023-24 school year. The details of each goal are available in the next section.

Priority #	Goal Statement
1	<p>Priority 1 - Equitable Achievement - Provide an equitable educational environment that inspires and empowers all students to increase their academic success as well as their social and emotional learning.</p> <p><i>Goal 1B: Decrease behavior disruptive to the learning as measured by office referrals in the areas of continuous class disruption, disrespect, and refusal to comply.</i></p> <p><i>Discipline: Students will reduce disruptive behaviors to the learning environment as measured by office referrals for continued classroom disruption, disrespect, and refusal to comply by 30%.</i></p> <p><i>Goal 1C - Reading: Improve academic growth for all subgroups and reduce the achievement gap for students of color in literacy</i> <i>Reading: Improve academic proficiency for all subgroups, Asian - 1%, Black - 2%, Hispanic - 2%, White - 1%, Multi-Racial - 1%, SPED - 2%, ELL - 2%</i></p> <p><i>Goal 1C - Math: Improve academic growth for all subgroups and reduce the achievement gap for students of color in math</i> <i>Math: Improve academic proficiency for all subgroups, Asian - 1%, Black - 2%, Hispanic - 2%, White - 1%, Multi-Racial 1%, SPED - 2%, ELL - 2%</i></p> <p><i>Goal 1D-ELA: Improve the academic achievement for all subgroups as measured by ILEARN ELA proficiency</i></p> <p><i>ELA: Improve academic proficiency for all subgroups, Asian - 1%, Black - 2%, Hispanic - 2%, White - 1%, Multi-Racial 1%, SPED - 2%, ELL - 2%</i></p> <p><i>Goal 1D-Math: Improve the academic achievement for all subgroups as measured by ILEARN math proficiency</i></p> <p><i>Math: Improve academic proficiency for all subgroups, Asian - 1%, Black - 2%, Hispanic - 2%, White - 1%, Multi-Racial - 1%, SPED - 2%, ELL - 2%</i></p>
2	<p>Priority 2 - Hiring & Retention of a High Quality & Diverse Staff - Advance a District culture that values and affirms diversity</p>

	<i>Goal 2B: Improve retention of all certified staff by decreasing Effective and Highly Effective teacher resignations.</i>
3	<p>Priority 3 - Partnerships - Strengthen our partnership with students, families and community stakeholders to achieve our mission of academic success for all students.</p> <p><i>Goal 3A: AV will analyze family engagement feedback to determine areas of improvement by increasing the total level of parent and family participation in school programming as measured by the parent survey.</i></p>

Cultural Competency

Allisonville Elementary School will focus on proactive discipline, cultural responsiveness, and response to instruction and intervention in efforts to meet the needs of students through the MTSS model. Culturally responsive educators intentionally focus on methods to improve learning partnerships with students. To foster strong partnerships, educators must be aware of harbored biases that manifest into classroom environments and examine conditions for learning. The resiliency team focuses heavily on the systems (e.g. curricular, interventions, discipline, mental health supports, etc.) that impact the conditions for learning. Through collective work, the resiliency team, including administrators, will identify inequities within systems that are designed to support students and work with staff to develop a better understanding of educational equity. Culturally responsive practices cannot happen in absence of equity and understanding the complex needs of students. Within professional learning communities, team and staff meetings, educators will reflect on their practices with an equity lens and analyze data to inform action plans for students. An equity lens questions why particular groups are marginalized and disparities exist in data, focusing more on internal structures of school. Behavior is a form of communication and responsive educators proactively work to identify the conditions that lend to positive behavioral responses. The District Equity Leadership Team (DELT) will support the work of the resiliency team and focus on systematic professional learning opportunities to strengthen responsive practices throughout Washington Township.

Decision Making Process

The decision making process at Allisonville is based on a shared leadership model with coaches, team leaders, and committee chairs. Team Leaders meet monthly with admin and coaches to plan for PLC time. PLC's are held weekly with each grade-level team and are focused on current student data. Committees meet monthly and then information and strategies are shared out with grade level teams. The resiliency team meets regularly to plan for equity and resiliency PD for on-going professional development. The MTSS model is used for tiers of support in both academics and behavior under the direction of administration and the school's MTSS coach. Benchmark data meetings are held 3 times per year and Progress Check Meetings are held quarterly with individual teachers to determine levels of support and areas of need. The Student Support Team (SST) was created last year to provide wrap-around services for specific students. This team meets weekly to review data and discuss individual plans for students in collaboration with families. Coaches meet individually with teachers during coaching cycles for goal setting and intentional practice. The Instructional Leadership team, including coaches and administration, meets weekly to plan for PD, data analysis, visioning, and PLC time. Grade level teams work with special education teachers, specials teachers and Title One interventionists discussing areas of strength, areas of need and to share strategies to help students based on assessments. The discussion includes strategies to be used during core instruction, small group

instruction, differentiation in the whole and small group, and additional conferring opportunities. Administration reviews the Panorama Surveys annually to help set the vision for the upcoming school-year and address any concerns or areas of need.

School Improvement Priorities (Title I Components 2, 4, and 9)

Equitable Achievement Goal 1B

Equitable Achievement Goal 1B																
By 2026-2027, decrease behavior disruptive to the learning environment as measured by office referrals in the areas of continuous class disruption, disrespect, and refusal to comply.																
School Data	Asian		Black		Hispanic		White		Multi-Racial		SPED		ELL		All	
	Goal	Result	Goal	Result	Goal	Result	Goal	Result	Goal	Result	Goal	Result	Goal	Result	Goal	Result
18-19 (BL)	0		51		2		26		4		21		1		83	
20-21	0	0	48	4	2	0	25	2	4	1	20	0	1	0	79	7
21-22	0	0	46	27	2	3	23	20	4	4	19	16	1	4	75	51
22-23	0	0	44	49	2	0	22	4	3	3	18	6	1	6	71	62
23-24	0		42		2		21		3		17		1		68	
24-25	0		39		2		20		3		16		1		64	
25-26	0		37		1		19		3		15		1		61	
26-27	0		36		1		18		3		15		1		58	

Green = Benchmark Goal Met, **Yellow** = Progress Toward Benchmark Goal, **Red** = No Progress Toward Benchmark Goal

NOTE: SY 20-21 results not evaluated for progress due to COVID-19 unusual impacts

Goal 1B: Action Plan for the 2023-2024 School Year (Title Component 2, 4, and 9)

Strategy: Fully implement MTSS through a strong Tier 1 Universal System, Tier 2 Supplemental Supports and Tier 3 Individualized Intensive Intervention.			
Action Steps	Required Resources/PD	Timeline	Evidence
Classroom Implementation of Tier 1 Behavior Responses	Expectation Launch Student Success Team (SST) <i>Second Step</i> Curriculum Panorama ELEVATE Core Target Practices Calming Corner PD and Resources	On-going staff PD (teachers and assistants) Benchmark data meetings Monthly School-wide Gator Gathering	Panorama Student Survey Daily Morning Meeting with SEL practices Office/Classroom Discipline Referrals Individual Teacher management systems (incentives & consequences) Calming Corner location and procedures in each classroom School-wide acknowledgement system (Gator Gold) Parent Communication (school-wide & classroom)
Implementation of T2 and T3 strategies	Monthly GRT8 Discipline Data Code of Conduct School Wide Behavior Expectation Matrix Student Success Team (SST) Zones of Regulation	SST meets weekly T2 Progress Check Meeting Schedule T3 Meeting Schedule with parent attendance	Office/Classroom Discipline Referrals DPR for T2 T3 meeting notes FBA as needed for T3 Student schedule for individual needs

	Gator Academy		
Student Success Team (SST) will meet bi-weekly to discuss students needing and receiving behavior support to analyze progress based on data.	Zones of Regulation Conscious Discipline Student Success Team (SST)	Bi-weekly meetings Benchmark and progress check meetings via MTSS	SST Meeting agenda & notes Defined schedules for behavior support team: Behaviorist, Alternative Classroom teacher, Alternative Classroom IA, MTSS Coach, Social Worker, Admin Office/Classroom Discipline Referrals

Equitable Achievement Goals 1C-NWEA Reading and 1D-ILEARN ELA

Equitable Achievement Goal 1C - Reading														
<i>By 2026-2027, improve academic proficiency for all subgroups as measured by NWEA Reading proficiency.</i>														
School Data	Asian		Black		Hispanic		White		Multi-Racial		SPED		ELL	
	Goal	Result	Goal	Result	Goal	Result	Goal	Result	Goal	Result	Goal	Result	Goal	Result
18-19 (BL)	70.0%		54.5%		62.8%		87.3%		81.4%		56.5%		50.0%	
20-21 (RBL)	50.0%		40.0%		46.0%		85.0%		74.0%		55.0%		36.0%	
21-22	50.5%	50.0%	41.0%	48.8%	47.0%	44.0%	85.5%	88.2%	74.5%	74.1%	55.5%	57.1%	36.5%	37.8%
22-23	58.0%	40.0%	47.5%	37.0%	54.3%	40.3%	87.1%	86.7%	77.8%	71.1%	57.0%	46.2%	42.0%	25.8%
23-24	62.0%		51.3%		58.4%		88.2%		79.7%		58.0%		45.0%	
24-25	66.0%		55.0%		62.5%		89.2%		81.6%		59.0%		48.0%	
25-26	70.0%		58.8%		66.7%		90.3%		83.5%		60.0%		51.0%	
26-27	74.0%		62.5%		70.8%		91.3%		85.4%		61.0%		54.0%	

Green = Benchmark Goal Met, **Yellow** = Progress Toward Benchmark Goal, **Red** = No Progress Toward Benchmark Goal

NOTE: SY 20-21 results not evaluated for progress due to COVID-19 unusual impacts

Equitable Achievement Goal 1D - ELA

By 2026-2027, improve academic proficiency for all subgroups as measured by ILEARN ELA proficiency.

School Data	Asian		Black		Hispanic		White		Multi-Racial		SPED		ELL	
	Goal	Result	Goal	Result	Goal	Result	Goal	Result	Goal	Result	Goal	Result	Goal	Result
18-19 (BL)	55.6%		34.0%		37.3%		72.9%		63.6%		36.0%		19.0%	
20-21 (RBL)	50.0%		15.0%		22.0%		71.0%		47.0%		37.0%		16.0%	
21-22	50.5%	40.0%	16.0%	25.2%	23.0%	29.4%	71.5%	78.5%	47.5%	72.7%	37.5%	40.7%	16.5%	36.3%
22-23	53.2%	50.0%	24.0%	12.7%	29.8%	25.0%	73.0%	71.7%	53.9%	45.5%	39.0%	24.5%	18.3%	14.3%
23-24	54.8%		28.5%		33.7%		74.0%		57.3%		40.0%		19.5%	
24-25	56.4%		33.0%		37.5%		74.9%		60.7%		41.0%		20.7%	
25-26	58.0%		37.5%		41.4%		75.9%		64.2%		42.0%		21.8%	
26-27	59.6%		42.0%		45.3%		76.9%		67.6%		43.0%		23.0%	

Green = Benchmark Goal Met, Yellow = Progress Toward Benchmark Goal, Red = No Progress Toward Benchmark Goal

NOTE: SY 20-21 results not evaluated for progress due to COVID-19 unusual impacts

Goals 1C-NWEA Reading and 1D-ILEARN ELA: School Action Plan for the 2023-2024 School Year (Title Component 2, 4, and 9)

Strategy: Utilizing standards based instruction to inform lesson planning for small group and whole group time.			
Action Steps	Required Resources/PD	Timeline	Evidence
Focus on specific standards during the PLC process.	DOE Standards MSDWT PLC Process Elevate Core Target Practices PLC meeting calendar	August 2023 - May 2024	PLC Documentation Standards-based class assessments and observational notes Coaching Cycles PD schedule Lesson Plans Walk-throughs focused on ELEVATE CTPs
Intentional small group instruction daily.	DOE Standards Effective small group instructional practices Teacher differentiated lesson plans	August 2023 - May 2024	Benchmark Meetings 3x/year Data Analysis in PLC, including sub-group data Class assessments and observational notes Coaching cycles, teacher check-ins and walk-throughs
Reading foundational skills will be taught daily.	DOE Standards Heggerty Phonemic Awareness Lessons District resources and routines for	August 2023 - May 2024	Standards-based assessments Data Analysis in PLC Teacher assessment and observational notes Coaching Cycles

	<p>teaching 6 Syllable Types</p> <p>Purposes of Effective Sound Walls and Appropriate Uses of Classroom/Personal Word Walls</p>		<p>Walk-throughs focused on ELEVATE CTPs</p> <p>Scope and Sequence</p>
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Strategy: Analyze assessments to drive instruction with an emphasis on sub-group data.

Action Steps	Required Resources/PD	Timeline	Evidence
Data driven practice during phonics, reading, writing, and intervention time.	<p>Pre- and Post-reading and writing unit assessments</p> <p>Formal and informal observations in whole group, small group</p> <p>Classroom assessments and exit tickets</p> <p>ELEVATE Core Practices</p> <p>PLC Discussion</p>	August 2023 - May 2024	<p>PLC meeting notes</p> <p>Data Analysis in PLC, including sub-group data</p> <p>Teacher assessment and observational notes</p> <p>Benchmark data meetings 3x/year</p> <p>T2/T3 Student progress</p> <p>Formative assessments</p>
Teachers will use data to plan small and whole group instruction; ensuring that daily small group instruction addresses sub-group data analysis.	<p>Using data to determine small group instruction</p> <p>Analyzing/use reading records, writing records, comprehension,</p>	August 2023 - May 2024	<p>Teacher assessment and observational notes</p> <p>Data Analysis in PLC, including sub-group data</p> <p>Coaching Cycles</p>

	<p>& oral responses to improve instructional</p> <p>ELEVATE Core Practices</p> <p>PLC Discussion</p>		<p>Lesson plans for small group and whole group time</p>
<p>Reading Foundation assessments are analyzed to determine individual and small group needs for additional instruction</p>	<p>Heggerty Phonemic Awareness Assessments</p> <p>District Dyslexia Screener</p> <p>Reading foundational standards assessments</p> <p>DOE Standards and Learning Lab resources</p> <p>ELEVATE Core Practices, PLC Application</p>	<p>August 2023 - May 2024</p>	<p>Data Analysis in PLC, including sub-group data</p> <p>Classroom Observations</p> <p>Walk-throughs focused on ELEVATE CTPs</p> <p>Coaching Cycles, teacher check-ins and planning meetings</p> <p>Fluency, Vocabulary, Phonics assessment data</p> <p>Tiered intervention as necessary</p>

Equitable Achievement Goals 1C-NWEA Math and 1D-ILEARN Math

Equitable Achievement Goal 1C - Math														
By 2026-2027, improve academic proficiency for all subgroups as measured by NWEA Math proficiency.														
School Data	Asian		Black		Hispanic		White		Multi-Racial		SPED		ELL	
	Goal	Result	Goal	Result	Goal	Result	Goal	Result	Goal	Result	Goal	Result	Goal	Result
18-19 (BL)	90.0%		51.8%		60.5%		87.1%		76.7%		57.9%		50.0%	
20-21 (RBL)	50.0%		30.0%		38.0%		86.0%		71.0%		48.0%		29.0%	
21-22	50.5%	37.5%	31.0%	44.1%	39.0%	43.9%	86.5%	92.5%	71.5%	85.2%	48.5%	54.3%	29.5%	36.5%
22-23	64.7%	55.6%	39.9%	55.6%	48.2%	55.2%	88.0%	90.7%	74.2%	74.2%	52.6%	52.2%	37.3%	46.2%
23-24	72.0%		44.9%		53.3%		89.0%		75.9%		55.0%		41.5%	
24-25	79.3%		49.9%		58.3%		90.0%		77.5%		57.3%		45.7%	
25-26	86.7%		54.8%		63.4%		91.0%		79.1%		59.6%		49.8%	
26-27	94.0%		59.8%		68.5%		92.0%		80.7%		61.9%		54.0%	
Green = Benchmark Goal Met, Yellow = Progress Toward Benchmark Goal, Red = No Progress Toward Benchmark Goal														
NOTE: SY 20-21 results not evaluated for progress due to COVID-19 unusual impacts														

Equitable Achievement Goal 1D - Math

By 2026-2027, improve academic proficiency for all subgroups as measured by ILEARN Math proficiency.

School Data	Asian		Black		Hispanic		White		Multi-Racial		SPED		ELL	
	Goal	Result	Goal	Result	Goal	Result	Goal	Result	Goal	Result	Goal	Result	Goal	Result
18-19 (BL)	77.8%		34.0%		45.8%		81.0%		54.5%		41.9%		26.2%	
20-21 (RBL)	50.0%		9.0%		23.0%		73.0%		47.0%		27.0%		13.0%	
21-22	50.5%	40.0%	10.0%	18.7%	24.0%	39.4%	73.5%	80.8%	47.5%	51.5%	27.5%	38.9%	13.5%	28.9%
22-23	60.6%	50.0%	20.0%	11.8%	33.3%	28.6%	77.0%	78.0%	50.8%	45.5%	33.3%	32.7%	18.7%	25.0%
23-24	65.9%		25.5%		38.4%		79.0%		52.8%		36.5%		21.6%	
24-25	71.2%		31.0%		43.5%		81.0%		54.7%		39.6%		24.5%	
25-26	76.5%		36.5%		48.7%		83.0%		56.6%		42.8%		27.3%	
26-27	81.8%		42.0%		53.8%		85.0%		58.5%		45.9%		30.2%	

Green = Benchmark Goal Met, **Yellow** = Progress Toward Benchmark Goal, **Red** = No Progress Toward Benchmark Goal

NOTE: SY 20-21 results not evaluated for progress due to COVID-19 unusual impacts

Goals 1C-NWEA Math and ILEARN Math: School Action Plan for the 2023-2024 School Year (Title Component 2, 4, and 9)

Strategy: Utilizing Eureka with integrity in all classrooms with a strong focus on small group instruction			
Action Steps	Required Resources/PD	Timeline	Evidence
School Math Coach will complete on-going PD related to the workshop framework model & small group instruction, including Problem Solving and Performance Tasks to write about mathematical thinking.	<p><u>Math Workshop</u> by Jennifer Lemp</p> <p>District Problem Solving Model</p> <p>Eureka Math Squared</p> <p>District Performance Task Guide</p> <p>Dreambox</p>	August 2023-May 2024	<p>Implementation of the math workshop pacing guide</p> <p>Coaching Cycles</p> <p>Lesson Plans</p> <p>Classroom observations and walk-throughs focused on ELEVATE CTPs</p> <p>PD Schedule</p> <p>PLC data discussions</p> <p>Learning Walks</p>
Teachers will support students through productive struggle and math discourse to help promote a positive math identity.	<p><u>Productive Math Struggle</u> by SanGiovanni</p> <p>MSDWT Discourse Prompting Guide</p> <p>On-going PD and team planning</p> <p>CR Teaching Strategies (ie: Can Do Descriptors, Hammond’s ICCR, Call & Response, etc.)</p> <p>Math Academic Vocabulary</p> <p>Math Language Routines</p>	August 2023- May 2024	<p>PLC agenda and notes</p> <p>Benchmark and progress check data</p> <p>Eureka Assessments (exit tickets, performance tasks, module assessments)</p> <p>Observation Checklist</p> <p>Learning Walks/Lab Classrooms</p> <p>Walk-throughs focused on ELEVATE CTPs</p>

Students will participate in engaging math instruction daily, including student discourse, individual conferencing, and use of manipulatives/math games	Engaging Teaching Strategies (bounce cards, total physical response, etc.) Eureka Math Squared On-going PD MSDWT Discourse Prompting Guide ELEVATE CTP	August 2023- May 2024	Benchmark and progress check data Formative Assessments Exit Ticket data Walk-throughs focused on ELEVATE CTP Panorama Student Survey feedback Classroom Observations Small Group Schedule

Strategy: Analyze a variety of assessments to drive instruction with an emphasis on sub-group data.

Action Steps	Required Resources/PD	Timeline	Evidence
Data driven practice to reflect subgroup data and a variety of data points.	Eureka Math Squared Equip pre/post (optional, not required) Benchmark Assessments Module Assessments Lesson and Topic Focused Exit Tickets MSDWT Math Fact Assessments Analysis of sub-group data	August 2023-May 2024	Coaching Cycles Benchmark Data Meetings Formative Assessments Eureka Implementation Checklist PLC meetings Walk-throughs focused on ELEVATE CTPs 70 minute math block

<p>Review data regularly at PLCs to plan for differentiated instruction for all students and track student progress.</p>	<p>Eureka Math Squared</p> <p>Equip pre/post (optional, not required)</p> <p>Benchmark Assessments</p> <p>Module Assessments</p> <p>Lesson and Topic Focused Exit Tickets</p> <p>MSDWT Math Fact Assessments</p> <p>Analysis of sub-group data</p> <p>Dreambox lessons</p>	<p>August 2023-May 2024</p>	<p>Coaching Cycles</p> <p>Benchmark Data Meetings</p> <p>Formative Assessments</p> <p>Eureka Implementation Checklist</p> <p>Bi-weekly PLCs</p> <p>Walk-throughs focused on ELEVATE CTPs</p> <p>70 minute math block</p>
<p>Identify and support students' in need of tiered math intervention and classroom differentiation (Tier 2 & 3)</p>	<p>Bridges Intervention</p> <p>MTSS process</p> <p>Interventionists & Title Coaches</p> <p>Equip Supporting Lessons</p> <p>Dreambox</p>	<p>August 2023-May 2024</p>	<p>Benchmark Data</p> <p>Formative Assessment data</p> <p>PLC meetings</p> <p>Tier meetings</p> <p>Progress monitoring data using Bridges</p>

Hiring & Retention of a High Quality & Diverse Staff Goal 2B

Hiring and Retention of a High Quality and Diverse Staff Goal 2B		
<i>By 2024-2025, improve retention of all certified staff by decreasing Effective and Highly Effective teacher resignations.</i>		
	Goal	Result
2015-2020 (BL)	10.8%	
2020-21	10.0%	4.5%
2021-22	9.0%	4.5%
2022-23	8.0%	10.6%
2023-24	7.0%	
2024-25	6.0%	
<i>Green = Benchmark Goal Met, Yellow = Progress Toward Benchmark Goal, Red = No Progress Toward Benchmark Goal</i>		

Strategies

- MSDWT will provide implicit bias training for staff (included in the onboarding process) in order to foster an inclusive and collegial work environment for all staff.
- The HR department will establish an advisory employees and community members who provide insight into strategy development and adjustment.
- Enhanced exit interview procedure and conducting stay interviews for a select number of staff annually.
- Data for specifically targeted subgroups of staff will be analyzed to make sure that specific groups are not leaving the district disproportionately or for unique reasons.
- School administration will utilize Staff Panorama feedback in planning for the school year in order to ensure staff voices are recognized and all feel valued and supported.
- Continue to boost morale with a strong culture and climate at Allisonville but following the “Gator Way” in all that we do.

Partnership Goal 3A

Partnerships Goal 3A		
<i>By 2024-2025, analyze family engagement feedback to determine areas of improvement by increasing the total level of parent and family participation in school programming as measured by the parent survey.</i>		
	Goal	Result
2018-19 (BL)	6.0%	

2020-21	11.0%	23.0%
2021-22	16.0%	31.0%
2022-23	21.0%	28.4%
2023-24	26.0%	
2024-25	31.0%	
<p>Green = Benchmark Goal Met, Yellow = Progress Toward Benchmark Goal, Red = No Progress Toward Benchmark Goal</p>		

Goal 3A: School Action Plan for the 2023-2024 School Year (Title Component 2, 4, and 9)

Strategy: Increase communication with parents and families			
Action Steps	Required Resources/PD	Timeline	Evidence
All teachers will contact parents/guardians via phone call, email, video conference or in person at least once a quarter. Social Worker will follow up with families who are hard to contact. Spanish family-liaison and ML teacher will reach out directly to non-English speaking families. Hold new-student orientation monthly for students who enroll throughout the year.	Back to School Night Meet The Teacher (Q1) Parent-Teacher Conferences (Q2) Family Literacy/Math Night (Q2 & Q3) Open House (Q4) Talking Points translation app Parent Square in multiple languages Smore Newsletter for multiple languages	Quarterly	Teachers will take attendance at each event and submit to admin Communication will be sent via parent square in multiple languages, classroom newsletter, school newsletter, phone call, and social media
Teachers will engage all families in fall parent teacher conferences, either in person, phone, or utilizing	In Person Sign Up (Sign up genius or otherwise)	Completed by Fall Break	Teachers will take attendance and submit to admin

platforms for a video conference. Social worker will follow up with families who are hard to contact. Non-English speaking families will be personally invited by ML teacher or Spanish Family Liaison.	Zoom Social Worker ML Teacher/Spanish Family Liaison		Phone Log from Family Liaison & Social Worker Language translation for ML Families
School communication will be sent home on a regular basis, including from the office, classroom teachers, and other staff utilizing Parent Square, email, memos, phone calls, newsletters. Highlight school happenings at least twice per week on social media. Add an Instagram page this year.	Parent Square in multiple languages Class Newsletter templates Smore platform Facebook/Twitter /Instagram	Weekly	<i>Gator Gazette</i> in Smore (able to be translated to multiple languages) Classroom Newsletter or weekly electronic update Social Media Updates
Engage all families in the Allisonville community through school-wide events, as well as focus group opportunities. Gather feedback from families via Panorama survey to increase the percentage of Family Efficacy per survey data. Help under-represented families feel welcomed at Allisonville.	Social Worker ML Teacher Spanish Family Liaison Panorama Title One Coaches PTO PTO Diversity Committee	On-Going PTO events School Sponsored events	PTO Diversity Committee Teachers providing on-going communication with families in multiple languages Continue Spanish Family Liaison office support Survey Data from Panorama

Appendices

Using Results for Continuous Improvement

Description of Ongoing Data Review Process

Washington Township (WT) is committed to a process for continuous improvement that is well-defined and clearly articulated with measurable results. The district acknowledges that our current best approach to improve and sustain student learning and achievement is through a systems approach that is inclusive of all entities and levels of our system. The district level, the school level, the division or

department level, and the classroom, teacher, and student level must all align their collaborative efforts along with the parents and community in order to achieve high success over time.

The Quality Assurance (QA) System has been established to create an on-going culture of quality that permeates the district as well as creates an institutional memory of the best practices adopted by our School Improvement Teams, Professional Learning Community (PLC) Teams or district improvement program teams. In alignment with the district quality assurance process, WT will implement a process to regularly review progress on program action plans, instruction improvement deployment, and formative assessment results.

School Improvement Plan Timeline

QA of SIP	Q1	Q2	Q3	Q4
SIP Deployment			X	
SIP Development by School Improvement Committee	X	X	X	X
SIP Progress Monitored by Quality Assurance Team	X		X	X
SIP Submitted for Superintendent and Cabinet Review including Title One Compliance			X	
Feedback Submitted to School	X		X	X
Professional Development Approved by WT Education Association				X
SIP Submitted to Superintendent, Cabinet, and School Board				X
School Board Approves SIP	September School Board Meeting			
SIP Submitted to State	October 1			

Description of Curriculum

MSDWT evaluates curriculum every six years in conjunction with the textbook adoption process. The goal of the program evaluation, curriculum/standards revision and textbook adoption cycle is to provide an educational program that enables all students to learn and achieve to the highest possible level. Additionally, MSDWT has developed curriculum/standards guides in special areas, elective areas and academic core areas of English/Language Arts, Math, Science, and Social Studies. The curriculum guides incorporate the most recent State Standards, district technology proficiencies and district media proficiencies and are reviewed annually.

Title 1 Schoolwide Components

Highly Qualified Teachers and Paraprofessionals (Title 1 Component 3)

2023-2024 Highly Qualified Teachers: All verification and supporting documents are filed at the Community and Education Center in the human resources files.

Highly Qualified Paraprofessionals (Title 1 Component 3): 2020-2021 Highly Qualified

Paraprofessionals: All verification and supporting documents are filed at the Community and Education Center in the human resources files.

Strategies to Retain Highly Qualified Teachers (Title 1 Component 5)

In an effort to recruit and retain highly qualified teachers and administrators, the district uses a multifaceted approach. We dedicate a lot of time to the interview process. We take part in at least four university recruitment fairs as well as a job fair focused solely on minority teacher and administrative candidates. During these recruitment fairs, the district is represented by at least four administrators who spend the entire fair interviewing potential candidates.

The district also hosts its own recruitment fair in the spring of each year in order to showcase the district and attract top candidates. The local recruitment fair provides candidates with the opportunity to interview at a particular school of interest and meet and interview the administration from that building.

In addition, our principals provide the director of human resources with the names of student teachers who they believe would make strong teacher candidates, and the director screens each of the candidates to determine if he/she should become part of the pool that principals are required to interview before selecting a candidate.

New teachers attend a variety of professional development opportunities so that a clear expectation is established with new teachers as the district views professional growth as a must. In addition, all teachers, who are new to the profession, receive a coach who works with the individual during the first year of teaching in an attempt to address many of the challenges that new teachers encounter. The coaches are retired master teachers who have the flexibility in their schedules to devote additional time to each individual teacher.

We also believe that outstanding teachers need to be fairly compensated, so we work diligently to provide a salary and fringe benefit package that is among the best in the State so that we can attract and retain the best teacher and administrative applicants available.

Transition

All new students to Allisonville are welcomed with a tour of the building either their first day of school or prior to their first day. Perspective parents from within the district and neighboring districts are encouraged to tour the school at various times throughout the year.

The Kindergarten transition at Allisonville begins with Kindergarten registration in February including parent and student tours of the building. Parents are given information regarding curriculum, transportation, procedures, and school events. Allisonville hosts a Kindergarten meet and greet in the fall to welcome families to the district and provide access to many school and community resources. In addition, Kindergarten teachers meet individually with students and families prior to school starting to share information and answer questions.

Case conferences are held for students moving from preschool to Kindergarten with identified special needs. Students entering Allisonville from Hilltop Early Childhood Center are observed in their preschool setting by Kindergarten teachers from Allisonville.

All Kindergarten families, along with new Allisonville families, are sent information in the summer about school programs and events. We host a Back to School Blast before school starts so all new students can meet the teacher and visit the school.

The majority of our fifth grade students transition to Eastwood Middle School for their middle school years. In the spring, fifth grade students attend a field trip to Eastwood with their classroom teachers. The visit includes a tour of the school, an information session with the counselors, a visit to a performing arts class, and lunch in the middle school cafeteria.

Program Statement

While the school has chosen to coordinate the program efforts, it will not consolidate program funds at this time.

Parent Compact

Allisonville Elementary School - Parent Compact 2023-2024

Families and schools must work together to help students achieve high academic standards. Through a process that included teachers, families, students and community representatives, the following are agreed upon roles and responsibilities that we as partners will carry out to support student success in school and in life.

Staff Pledge

I agree to carry out the following responsibilities to the best of my ability:

- Provide a safe and supportive learning environment.
- Teach classes with an interesting and challenging curriculum that promotes student achievement.
- Motivate my students to learn.
- Set high expectations and help every child be successful in meeting the Indiana academic achievement standards.
- Communicate frequently and meet annually with families about student progress and the School - Parent Compact.
- Provide opportunities for parents to volunteer, participate, and observe in my classroom.
- Participate in professional development opportunities that improve teaching and learning and support the formation of partnerships with families and the community.
- Actively participate in collaborative decision making with parents and school colleagues to make our school accessible and welcoming for families.
- Respect the school, students, staff and families.

Student Pledge

I agree to carry out the following responsibilities to the best of my ability:

- Come to school ready to learn and work hard.
- Bring necessary materials, completed assignments and homework.
- Know and follow school and class rules.
- Communicate regularly with my parents and teachers about school experiences so that they can help me to be successful in school.
- Limit my TV watching, video game playing, and internet usage.
- Study or read every day after school.
- Respect the school, classmates, staff and families.

Family/Parent Pledge

I agree to carry out the following responsibilities to the best of my ability:

- Provide a quiet time and place for homework and monitor TV viewing.
- Read to my child or encourage my child to read every day (20 minutes K-3, and 30 minutes for grades 4-8).
- Ensure that my child attends school every day and gets adequate sleep, regular medical attention and proper nutrition.
- Regularly monitor my child's progress in school.
- Participate, as appropriate, in decisions about my child's education.
- Attend parent-teacher conferences.
- Communicate the importance of education and learning to my child.
- Respect the school, staff, students, and families.

Teacher

Parent

Student

Definitions

Quality Assurance Reviews

The principal will meet with the Teaching and Learning Division in three Quality Assurance Reviews annually to report progress on the School Assessment Measures as well as the Goal Action Plan. The principal will be provided feedback and offered support on progress towards achieving their goals.

School Assessment Measures

The School Assessment Measures represent the various assessments chosen by the district or the school to represent academic achievement and growth. The measures are chosen due to the correlation to state assessment proficiency or the district mission. The School Assessment Measures do not include routine teacher designed classroom assessments.

Goal Action Plan

The Goal Action Plan section of the School Improvement plan asks principals to select research based Action Steps and Instructional Strategies, when deployed with fidelity, will impact student performance. The principal is asked to measure teacher capacity and level of fidelity in district selected Action Steps and Strategies. And, the SIP team may select additional Action Steps.

Action Steps

Instructional Strategies refers to the identified way of delivering instruction and facilitating student learning within a given framework. Action Steps refer to the steps that are necessary to reach the goal. Schools may differ in their needed area of focus within a content area.

Resources/Professional Development Needed

This section outlines the professional development needs for the school. The information should include details such as the grade level and the type of PD (online, face to face, group, individual, by coach or through a workshop).

Target Date

The SIP team is asked to set a goal for completion of the goal – For example: By December of the school year, by the end of the first quarter, etc.

Evidence

The SIP team identifies the instrument that will measure the level of deployment, fidelity or level of classroom use – For example: Classroom Checklists, Walkthrough Checklist data, observation data from teacher evaluation data (aggregated and anonymous), reports reflecting usage of technology resources and student data, PLC notes and reflections, meeting logs, feedback from PD.

[Link to School QAR Document](#)

[Link to IDOE CNA-SIP Template](#)