



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

In Accordance with Public Law 221
School Improvement Plan
2024-2025



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 Reffett

Principal Signature, Mary Beth Reffett

9/11/24

Date

Dr. Nikki Woodson

Superintendent Signature, Dr. Nikki Woodson

9/11/24

Date

Bill Turner

School Board President Signature, Bill Turner

9/11/2024

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.



Metropolitan School District of Washington Township

“Superior Schools in a Supportive Community”

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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
Mark Bailey - 1st Grade Teacher
Susan Gilchrist - 2nd Grade Teacher
Kate Amos - 3rd Grade Teacher
Lauren Paul - 4th Grade Teacher
Andrea Cannon - 5th Grade Teacher
Kathleen Krupa - Music Teacher
Julie Mintun - Special Education Teacher
Emily Hodson - Literacy Coach & High Ability Coach
Nechelle Jones - Math Coach
Elizabeth Stewart - MTSS Coach
Kathleen Ferguson - Media Specialist
Sarah Hunt - ENL Teacher
Dylan Warren - Assistant Principal
Mary Beth Reffett - Principal
Matt Larner - PTO Dad's Club President, Parent
Jennifer Franklin - PTO Diversity Committee Chair, Parent
Emily Berger - Instructional Assistant, PTO past-president

All Staff SIP Planning Meeting Dates

July 30th 2024, January 6 2025, May 21, 2025

Instructional Leadership Team Meeting Dates

Friday mornings bi-weekly at 8:00am

Team Leader, PLC Leader, Committee Chair Meeting Dates

Monday afternoons monthly at 2:40pm (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 with Allisonville PTO Press Newsletter. 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. Teachers send their own classroom newsletters weekly.

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, such as the Black History Month Showcase, and a new Hispanic Heritage Month celebration for the 2024-2025 school year.
- Literacy Night/Family STEAM 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 hour 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 two full time EL teaching assistants.
- 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, creating attendance plans for students, and helping families in need navigate best options for stability.
- Social Media presence on Facebook, Instagram, and via the AV website with multiple weekly posts for updated information about upcoming events as well as highlighting classroom successes and engagement at events.
- IREAD Parent Night to help families learn about how to help their students be successful on this state-wide assessment.

Stakeholder Input Opportunities to Support Goals

Stakeholder Input Name & Description	Who Participates	Timeline
Panorama Survey	Families Students (grades 3-5)	Spring 2025 Fall/Spring
Family Literacy Night	Families/Staff	Spring 2025
STEAM Family Night	Families/Staff	Fall 2024
Parent-Teacher Conferences	Caregivers 1on1 with teacher	Fall 2024
All School Book Fair	Students/Families/Staff	3X per year
IREAD Parent Night	2nd & 3rd Grade Families	Fall 2024
Parent Review of Title 1 Compact and School Improvement Plan	Title 1 Teachers, Administration and Families	Fall and Spring PTO meetings
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 STEAM 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. AYS staff works as IAs during the school day to know AV students and the school expectations.

- After School Clubs: Kindness Club, Chess Club, Readers Theater Club, AV Cheerleading, Gator School Newspaper, Basketball Club, Dungeons & Dragons Club, Robotics, Mathletes, and more
- Love on a Leash program with therapy dogs to visit specific students weekly
- Student Ambassador student council for outreach and leadership
- 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
- Kinder-GATOR Jamboree in spring for incoming families to tour the building and meet kinder teachers
- *For the Culture Night* as our Black History Month evening showcase
- Hispanic Heritage Night as a cultural celebration that has been added this September
- Joseph Maley Foundation to support Disability Awareness Month in March

Comprehensive Needs Assessment (Title I Components 1 and 8)

Three-year Trend Data

Suspensions/Expulsions

	Suspensions	Expulsions
2023-2024	10	0
2022-2023	17	0
2021-2022	11	0

Suspensions/Expulsions by Grade

	2021-2022	2022-2023	2023-2024
K	3	0	0
1	0	2	1
2	1	5	3
3	1	5	6
4	4	3	0
5	2	2	0

Suspensions/Expulsions by Sub-Group

	2021-2022	2022-2023	2023-2024
American Indian	0	0	0
Asian	0	0	0

Black	7	13	10
Hispanic	0	2	0
Multi-Racial	1	1	0
White	3	1	0
Female	2	3	0
Male	9	14	10
IEP - Yes	7	7	2
IEP - No	4	10	8
ELL - Yes	0	2	0
ELL - No	11	15	10

Enrollment by Ethnicity

	2021-2022	2022-2023	2023-2024
American Indian	0.1%	0.2%	0.0%
Asian	0.9%	1.4%	1.1%
Black	32.4%	34.2%	35.2%
Hispanic	10.3%	9.8%	12.1%
Multi-Racial	3.9%	5.1%	4.9%
White	52.5%	49.2%	46.3%

Enrollment by Free/Reduced/Paid Lunch

	2021-2022	2022-2023	2023-2024
Free/Reduced Lunch	36.4%	27.8%	47.0%
Paid Lunch	63.6%	72.2%	53.0%

Attendance

	2021-2022	2022-2023	2023-2024
Attendance Rate	94.8%	95.02%	94.95%
Number of Unexcused	2,417.5	2548.0	2669.0

Absences			
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ILEARN English/Language Arts Achievement by Subgroup

	Overall	Black	Asian	Hisp	White	Multi	SPED	ELL	F/R
23-24	46%	15%	0%	23%	73%	20%	31%	5%	17%
22-23	48%	13%	50%	25%	72%	45%	26%	13%	17%
21-22	55%	25%	40%	29%	78%	73%	41%	26%	27%

ILEARN English/Language Arts by Grade

	2021-2022	2022-2023	2023-2024
3	49%	55%	48%
4	51%	56%	47%
5	43%	55%	43%

ILEARN Mathematics Achievement by Subgroup

	Overall	Black	Asian	Hisp	White	Multi	SPED	ELL	F/R
23-24	53%	24%	0%	18%	80%	40%	37%	13%	24%
22-23	51%	12%	50%	29%	78%	45%	31%	23%	21%
21-22	54%	19%	40%	29%	81%	55%	39%	29%	25%

ILEARN Math by Grade

	2021-2022	2022-2023	2023-2024
3	50%	60%	60%
4	56%	52%	54%
5	48%	50%	45%

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	We continue to strive to close the	Engage <u>all</u> families in our school. Create a

	population at Allisonville with students, families, and also with staff.	achievement gap at Allisonville and provide equitable educational opportunities for all students.	welcoming environment; Provide specific support to families in need.
Attendance	Overall strong attendance rate.	Targeting students with consistent tardies and absences, especially in kindergarten.	Contact families in a variety of ways to address chronic attendance issues, including home visits with our social worker and attendance plans.
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 differentiated push-in support.</p> <p>Improve literacy data to achieve on or above grade level proficiency. Implement new CKLA adoption with integrity to the Science of Reading.</p> <p>Continue success with math instruction and assessment.</p> <p>Added new Culture of Readers Initiative this year</p>

<p>School Culture and Climate</p>	<p>Teachers create intentional relationships with students to help achieve optimal academic and social success.</p> <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, in addition to the Behavior Playbook.</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>Students and teachers adopt the philosophy of “The Gator Way”.</p>	<p>Continue to work on reaching all learners by using strategies to restore relationships and support academic growth in the classroom.</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, and coaching cycles.</p> <p>Adopt practices from Conscious Discipline to help students and staff regulate their brain states for optimal learning.</p> <p>On-going PD with IAs who work with students in different capacities.</p>	<p>Data Driven practice through the PLC process. Explicitly looking at data regularly at the student, teacher, and building level.</p> <p>Use standards-based instruction daily in literacy and math blocks that are highly engaging.</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>Create <i>Behavior Playbook</i> for the Gator Academy to use and model for teachers with a continuum of responses to behavior</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</p>	<p>Staff development for all teachers on district math and literacy curriculum, CR practices.</p> <p>Implement Foundations</p>	<p>PLC process for teams with teacher leaders</p> <p>CKLA roll out for literacy instruction. Focus on Science of Reading.</p> <p>Team Planning weekly</p>

	<p>staff on an ongoing basis.</p> <p>Team collaboration and reflection occur during team planning.</p>	<p>Formative assessment review to drive instruction</p> <p>Intentional Phonics instruction</p> <p>On-going work with implicit bias, DEI, and mirror work.</p>	<p>Standards based instruction daily with intentional sub-group focus</p> <p>Stay the course with Eureka2 for math.</p>
Curriculum, Instruction, Assessment	<p>Use of assessment data to drive differentiated instruction</p> <p>System for data analysis through MTSS with benchmark and progress check meetings.</p> <p>Eureka math curriculum</p>	<p>PLC process that is teacher led with coach support</p> <p>System for analysis of pre and post assessments</p> <p>Team planning time added weekly in addition to PLC time</p> <p>Learn new curriculum and assessments with CKLA</p> <p>IEARN Checkpoints as formative assessments</p>	<p>Use of PLC process and Team Planning for data driven instruction to differentiate for individual student need</p> <p>CKLA roll out</p> <p>Standards based instruction daily with intentional sub-group focus</p> <p>Focus on Science of Reading</p> <p>Develop <i>Culture of Readers</i> Initiative</p>
Family and Community Involvement	<p>High parent and community involvement</p> <p>All parents are members of the PTO</p> <p>Diversity Committee on the PTO</p> <p>Dads Club to support events</p> <p>Gator Giving Fund</p>	<p>Ensuring communication to all families through multiple platforms</p> <p>Continue to engage ML families and families of color at a high level to make them feel welcome</p> <p>Social Worker communicate attendance initiative</p>	<p>Continue to increase family and community involvement.</p> <p>100% participation in parent-teacher conferences</p> <p>Launch Hispanic Heritage Night</p>

	Variety of events held each month for engagement		
Technology	<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 integrated with classroom curriculum</p> <p>Innovative technology teacher with extra-curricular opportunities for students</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>Strike balance with students to avoid excessive screen time</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 in K</p> <p>Robotics Team</p>

Priority Goal Summary and Decision Making Process

The following is a summary of the goals encompassed in this plan for the 2024-25 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></p> <p><i>Reading: Improve academic proficiency for all subgroups, Asian - 66.0%, Black - 55.0%, Hispanic - 62.5%, White - 89.2%, Multi-Racial - 81.6%, SPED - 59.0%, ELL - 48.0%</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></p> <p><i>Math: Improve academic proficiency for all subgroups, Asian - 79.3%, Black - 49.9%, Hispanic - 58.3%, White - 90.0%, Multi-Racial - 77.5%, SPED - 57.3%, ELL - 45.7%</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 - 56.4%, Black - 33.0%, Hispanic - 37.5%, White - 74.9%, Multi-Racial - 60.7%, SPED - 41.0%, ELL - 20.7%</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 - 71.2%, Black - 31.0%, Hispanic - 43.5%, White - 81.0%, Multi-Racial - 54.7%, SPED - 39.6%, ELL - 24.5%</i></p>
2	<p>Priority 2 - Hiring & Retention of a High Quality & Diverse Staff - Advance a District culture that values and affirms diversity</p> <p><i>Goal 2B: Improve retention of all certified staff by decreasing Effective and Highly Effective teacher resignations.</i></p>
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>

Supplemental Goal Summary and Decision Making Process

The following is a summary of the goals encompassed in this plan for the 2024-25 school year. The details of each goal are available in the next section.

Sup #	Goal Statement
1	<p>Supplemental 1 - Attendance - Increase student daily attendance to increase student learning outcomes.</p> <p><i>Goal S1: Increase student attendance rate.</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 SST focuses heavily on the systems (e.g. curricular, interventions, discipline, mental health supports, etc.) that impact the conditions for learning. Through collective work, SST 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 PLCs, team, and staff meetings, educators will reflect on their practices with an equity lens and analyze data to inform action plans for students. Behavior is a form of communication and responsive educators proactively work to identify the conditions that lend to positive behavioral responses. Proactive and brained-based strategies will be taught and used at Allisonville, which can be found in the Behavior Playbook.

Decision Making Process

The decision making process at Allisonville is based on a shared leadership model with coaches, team leaders, PLC leaders, and committee chairs. Team Leaders meet monthly with admin and coaches to plan. Team meetings are held weekly and are coach led. PLC's are held weekly with each grade-level team and are focused on current student data and are teacher led.. Committees meet quarterly and then information and strategies are shared out with grade level teams. 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) provides wrap-around services for specific students. This team meets bi-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 bi-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, 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																
<i>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.</i>																
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	54
22-23	0	0	44	49	2	0	22	4	3	8	18	6	1	6	71	62
23-24	0	0	42	4	2	0	21	0	3	0	17	0	1	0	68	4
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 2024-2025 School Year (Title Component 2, 4, and 9) (List a maximum of three strategies. List a maximum of three action steps for each strategy.)

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	<p>Conscious Discipline</p> <p>Expectation Launch</p> <p>Student Success Team (SST)</p> <p><i>Second Step</i> Curriculum</p> <p>Panorama</p> <p>ELEVATE Core Target Practices</p> <p>Calming Corner PD and Resources</p> <p>Behavior Playbook</p>	<p>On-going staff PD (teachers and assistants)</p> <p>Benchmark data meetings</p> <p>Monthly School-wide Gator Gathering</p>	<p>Panorama Student Survey</p> <p>Daily Morning Meeting with SEL practices</p> <p>Office/Classroom Discipline Referrals</p> <p>Individual Teacher management systems (incentives & consequences)</p> <p>Calming Corner location and procedures in each classroom</p> <p>School-wide acknowledgement system (Gator Gold)</p> <p>Parent Communication (school-wide & classroom)</p> <p>OTUS</p>
Implementation of T2 and T3 strategies	<p>Conscious Discipline</p> <p><i>Everyday Speech</i> lessons</p> <p>Attendance Plans with Social Worker</p> <p>Monthly GRT8 Discipline Data</p>	<p>SST meets bi-weekly</p> <p>T2 Progress Check Meeting Schedule</p> <p>T3 Meeting Schedule with parent attendance</p>	<p>Office/Classroom Discipline Referrals</p> <p>DPR for T2</p> <p>T3 meeting notes</p> <p>FBA as needed for T3</p> <p>Student schedule for individual needs</p> <p>Social Worker attendance</p>

	<p>Code of Conduct</p> <p>School Wide Behavior Expectation Matrix</p> <p>Student Success Team (SST)</p> <p>Zones of Regulation</p> <p>Gator Academy</p> <p>Scheduled Breaks; Sensory room</p> <p>Push-In Support</p>		<p>log</p> <p>OTUS</p> <p>Progress Monitoring Data from <i>Everyday Speech</i></p>
<p>Student Success Team (SST) will meet bi-weekly to discuss students needing and receiving behavior support to analyze progress based on data.</p>	<p>Zones of Regulation</p> <p>Conscious Discipline</p> <p>Student Success Team (SST)</p> <p>Attendance Plans with Social Worker</p> <p>Teacher Request for Assistance</p> <p>Behavior Playbook</p> <p>Everyday Speech</p>	<p>Bi-weekly meetings</p> <p>Benchmark and progress check meetings via MTSS</p> <p>T3 meetings (every 10 weeks)</p>	<p>SST Meeting agenda & notes</p> <p>Defined schedules for behavior support team: Behaviorist, Alternative Classroom teacher, Alternative Classroom IA, MTSS Coach, Social Worker, Admin</p> <p>Office/Classroom Discipline Referrals</p> <p>Social Worker attendance log</p> <p>Daily Progress Report (DPR)</p> <p>Sensory Room Break Schedule</p> <p>OTUS</p>

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%	44.9%	85.5%	88.2%	74.5%	74.1%	55.5%	57.4%	36.5%	37.8%
22-23	58.0%	40.0%	47.5%	47.0%	54.3%	40.3%	87.1%	86.7%	77.8%	71.0%	57.0%	46.2%	42.0%	25.8%
23-24	62.0%	55.6%	51.3%	55.6%	58.4%	35.6%	88.2%	87.0%	79.7%	59.4%	58.0%	48.8%	45.0%	23.8%
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%	26.3%
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%	14.7%	33.7%	23.1%	74.0%	72.7%	57.3%	20.0%	40.0%	31.4%	19.5%	6.3%
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 2024-2025 School Year (Title Component 2, 4, and 9) (List a maximum of three strategies. List a maximum of three action steps for each strategy.)

Strategy: Implement CKLA curriculum with integrity. Utilize standards based instruction while analyzing assessment data with a focus on sub-groups.			
Action Steps	Required Resources/PD	Timeline	Evidence
Teachers will teach reading foundational skills daily following the Science of Reading for phonics, phonemic awareness, and decoding.	DOE Standards Pacing Guide Scope and Sequence Elevate Core Target Practices CKLA Foundations (K-3) Literacy Coach modeling and team planning ILEARN Checkpoints	August 2024 - May 2025 Weekly team planning PLC's	Formative assessments Benchmark data Standards-based class assessments and observational notes Coaching Cycles PD schedule Lesson Plans Walk-throughs focused on ELEVATE CTPs ILEARN Checkpoints Lexia
Teachers will teach reading for 120 min block (grades K-3) and 90 min block (grades 4-5) with a focus on data-driven practice for instructional time.	DOE Standards CR strategies for high engagement for all students Teacher differentiated lesson plans Instructional Assistant Push-In Support CKLA Curriculum	August 2024 - May 2025 Weekly PLC Weekly Team Planning	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 Progress monitoring data CKLA formative and

	Pacing Guides Scope and Sequence mCLASS ILEARN Checkpoints Lexia		summative assessments mCLASS assessments ILEARN Checkpoints
School Literacy Coach will complete on-going PD related to reading, writing, and phonics.	DOE Standards District Pacing Guide for CKLA Heggerty Phonemic Awareness Lessons Foundations (K-3) CKLA Curriculum ILEARN Checkpoints Cross-curricular connections with writing, social studies, science	PLC Weekly meetings Team Planning weekly Co-teaching & modeling regularly Staff Meetings monthly	Standards-based assessments Data Analysis in PLC Teacher assessment and observational notes Coaching Cycles Walk-throughs focused on ELEVATE CTPs Scope and Sequence Formative and Summative Assessments CKLA Assessments mCLASS Assessments ILEARN Checkpoints

Strategy: Establish a <i>Culture of Readers</i> at Allisonville through the #wearereaders initiative at school and at home.			
Action Steps	Required Resources/PD	Timeline	Evidence
Develop a love for reading with common school-wide reading values.	Formal and informal observations in	August Kick Off Weekly Library time	Teacher assessment and observational notes

	<p>whole group, small group</p> <p>ELEVATE Core Practices</p> <p>PLC Discussion</p> <p>SSR Time in the Library</p> <p>Reading Incentives</p> <p>Equitable Opportunities to receive books</p>	<p>Read Across America Month in March 2025</p>	<p>Reading logs</p> <p>Common language and common school-wide practices</p> <p>School-wide reading incentives</p>
<p>Students will have access to diverse and leveled texts. Teachers will conference with students on Lexile levels and individual reading goals.</p>	<p>Using data to determine differentiation</p> <p>ELEVATE Core Practices</p> <p>mClass</p> <p>PLC Discussion</p> <p>Classroom Library</p> <p>Conferencing Forms</p>	<p>Benchmark Meetings 3X per year</p> <p>Progress Check Meetings Quarterly</p> <p>One-on-one reading conferences regularly</p>	<p>Teacher assessment and observational notes</p> <p>Data Analysis in PLC, including sub-group data</p> <p>Coaching Cycles</p> <p>Lesson plans for small group and whole group time</p> <p>Conferencing Forms</p> <p>Lexile Data</p>
<p>Establish a strong Home-School Reading Program</p>	<p>Home-school reading log (Chompy's 100 Book Challenge)</p> <p>Culture of Reading school values</p> <p>Gator Gazette</p> <p>Literacy Night</p>	<p>Back to School kick off</p> <p>Weekly newsletter</p> <p>Parents events throughout the school year</p> <p>Summer Library book check out</p>	<p>DEAR time</p> <p>Reading Log data</p> <p>Parent-teacher conferences</p>

	IREAD Parent Night Literacy Articles via Gator Gazette	Book Fairs 3X per year	
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Equitable Achievement Goals 1C-NWEA Math and 1D-ILEARN Math

Equitable Achievement Goal 1C - Math														
<i>By 2026-2027, improve academic proficiency for all subgroups as measured by NWEA Math 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)	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%	44.9%	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%	55.6%	44.9%	49.6%	53.3%	46.0%	89.0%	91.0%	75.9%	71.0%	55.0%	52.4%	41.5%	34.1%
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%	54.5%	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%	23.5%	38.4%	17.9%	79.0%	80.2%	52.8%	40.0%	36.5%	37.3%	21.6%	15.6%
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 2024-2025 School Year (Title Component 2, 4, and 9) (List a maximum of three strategies. List a maximum of three action steps for each strategy.)

Strategy: Utilize 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> <p>Ryan Flessner PD</p>	<p>PLC Weekly meetings</p> <p>Team Planning weekly</p> <p>Co-teaching & modeling regularly</p>	<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/Lab Classrooms</p>
Teachers will support students through productive struggle and math discourse to help promote a positive math identity.	<p><i>Productive Math Struggle</i> 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>August 2024 - May 2025</p> <p>Weekly PLC</p> <p>Weekly Team Planning</p>	<p>PLC agenda and notes</p> <p>Benchmark and progress check data</p> <p>Eureka Assessments (exit tickets, performance tasks, module/benchmark assessments)</p> <p>Observation Checklist</p> <p>Learning Walks/Lab Classrooms</p> <p>Walk-throughs focused on ELEVATE CTPs</p>

	Math Language Routines		
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 with CR strategies MSDWT Discourse Prompting Guide ELEVATE CTP	August 2024 - May 2025 Weekly PLC Weekly Team Planning	Benchmark and progress check data Formative Assessments Exit Ticket data Walk-throughs focused on ELEVATE CTP Classroom Observations Flexible Grouping Schedule OTUS

Strategy: Teachers will analyze a variety of formative and summative assessments with an emphasis on sub-group data.			
Action Steps	Required Resources/PD	Timeline	Evidence
Data driven practice to reflect on subgroup data and a variety of data points.	Eureka Math Squared ILEARN Checkpoints Benchmark Assessments (K-2) Module Assessments Daily Lesson Exit Tickets Topic Tickets/ Quizzes	Benchmark meetings 3X per year Progress check meetings quarterly Weekly PLC Weekly Team Planning	Coaching Cycles Benchmark Data Meetings Eureka Implementation Checklist PLC meetings Walk-throughs focused on ELEVATE CTPs 70 minute math block

	<p>ILEARN Checkpoints (3-5)</p> <p>MSDWT Math Fact Assessments</p> <p>Analysis of sub-group data</p>		
<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>Benchmark Assessments</p> <p>Module Assessments</p> <p>ILEARN Checkpoints (3-5)</p> <p>Daily Lesson Exit Tickets</p> <p>Topic Tickets/ Quizzes</p> <p>MSDWT Math Fact Assessments</p> <p>Analysis of sub-group data</p> <p>Dreambox lessons that align to curriculum and standards</p>	<p>August 2024-May 2025</p> <p>Weekly PLC meetings</p> <p>Weekly Planning meetings</p>	<p>Coaching Cycles</p> <p>Benchmark Data Meetings</p> <p>Formative Assessments</p> <p>Eureka Implementation Checklist</p> <p>Weekly PLCs notes</p> <p>Walk-throughs focused on ELEVATE CTPs</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>August 2024-May 2025</p> <p>Benchmark meetings 3X per year</p> <p>Progress check</p>	<p>Benchmark Data</p> <p>ILEARN Checkpoints</p> <p>Formative Assessment data</p> <p>PLC meetings</p>

	Equip Supporting Lessons Dreambox	meetings quarterly	Tier meetings Progress monitoring data using Bridges
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Student Attendance Rate Goal 1S

Student Attendance Rate Goal 1S		
<i>By 2024-2025, improve the student attendance rate.</i>		
	Goal	Result
2023-2024 (BL)	95.0%	
2024-25	97.0%	%
Green = Benchmark Goal Met, Yellow = Progress Toward Benchmark Goal, Red = No Progress Toward Benchmark Goal		

Strategies (List a maximum of three strategies.)

- Teachers communicate with parents on the importance of attendance and benefits of students attending school on-time.
- Social worker targeting students below 90% attendance rate and providing check-in plans with students lower than target.
- MTSS Process for full wrap-around services, which could include Student Success Team, social work support, Cummins, Gator Giving, and more.

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%	6.1%

2024-25	6.0%	
<i>Green = Benchmark Goal Met, Yellow = Progress Toward Benchmark Goal, Red = No Progress Toward Benchmark Goal</i>		

Strategies (List a maximum of three Strategies.)

- Continue to create a strong culture and climate at Allisonville by following the “Gator Way”. Promote staff morale through the Staff Wellness Committee, which includes opportunities for staff to provide ideas and feedback.
- Crafting professional development and a meeting structure based on Panorama feedback in order to best meet the needs of all staff members, including adding team planning time.
- Using the MTSS model to provide teacher support and help students with scheduled breaks, push-in support, and emotional regulation strategies.

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%	49.1%
2024-25	31.0%	
<i>Green = Benchmark Goal Met, Yellow = Progress Toward Benchmark Goal, Red = No Progress Toward Benchmark Goal</i>		

Goal 3A: School Action Plan for the 2024-2025 School Year (Title Component 2, 4, and 9) (List a maximum of three strategies. List a maximum of three action steps for each strategy.)

Strategy: Increase communication with parents and families			
Action Steps	Required Resources/PD	Timeline	Evidence

<p>All teachers will contact parents/guardians via phone call, email, video conference or in person at least once a quarter. All parents will participate in Parent-Teacher conferences during second 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.</p>	<p>Back to School Night Meet The Teacher (Q1)</p> <p>Parent-Teacher Conferences (Q2)</p> <p>Family Literacy/Math Night (Q2 & Q3)</p> <p>Black History Showcase (Q3)</p> <p>Hispanic Heritage Celebration (Q1)</p> <p>Writing Celebrations by grade level</p> <p>Talking Points translation app</p> <p>Parent Square in multiple languages</p> <p>Smore Newsletter for multiple languages</p>	<p>Quarterly check-ins (mid-term and report card)</p> <p>September Parent Teacher conferences (100% participation)</p> <p>After school family events (monthly)</p>	<p>Teachers will take attendance at each event and submit to admin</p> <p>Communication will be sent via parent square in multiple languages, classroom newsletter, school newsletter, phone call, and social media</p> <p>Phone Log from Family Liaison & Social Worker</p> <p>Language translation for ML Families</p>
<p>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.</p>	<p>Parent Square in multiple languages</p> <p>Class Newsletter templates</p> <p>Smore platform</p> <p>Facebook/Twitter /Instagram</p>	<p>Weekly</p>	<p><i>Gator Gazette</i> in Smore (able to be translated to multiple languages)</p> <p>Classroom Newsletter or weekly electronic update</p> <p>Social Media Updates</p>
<p>Engage all families in the Allisonville community</p>	<p>Social Worker</p>	<p>Monthly after school events</p>	<p>PTO events calendar & general meetings</p>

through school-wide events and volunteer opportunities, 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.	ML Teacher	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
	Spanish Family Liaison		
	Panorama		
	Title One Coaches		
	PTO		
	PTO Diversity Committee		

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)

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): 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

2024-2025

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 School Professional Development Plans](#)

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