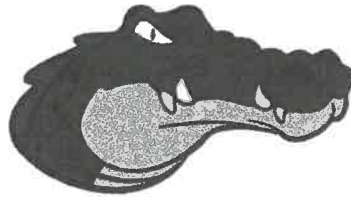




Metropolitan School District of Washington Township
"Superior Schools in a Supportive Community"

In Accordance with Public Law 221

School Improvement Plan
2022-2023



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 Raffett

Principal Signature, Mary Beth Raffett

9/8/22

Date

Dr. Nikki Woodson

Superintendent Signature, Dr. Nikki Woodson

9/14/22

Date

Tracey Horth-Krueger

School Board President Signature, Tracey Horth-Krueger

9.14.2022

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.

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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

Holly Jarrett - 1st Grade Teacher

Susan Gilchrist - 2nd Grade Teacher

Erica Adams - 3rd Grade Teacher

Jasmine Walton - 4th Grade Teacher

Rasheita Woods - 5th Grade Teacher

Rich Stolt - Art 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

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

July 28, January 10, May 20, 2022

Instructional Leadership Team Meeting Dates

Thursdays: July 22, 29, August 5, 12, 19, 26, September 2, 9, 16, 23, 30, October 14, 21, 28, November 4, 11, 18, December 2, 9, 16, January 6, 13, 20, 27, February 3, 10, 17, 24, March 3, 10, 17, 24, April 7, 14, 21, 28, May 5, 12, 19, 26, June 2, 9 2022

Team Leader Meeting Dates

July 29, August 17, September 14, October 2, November 6, December 4, January 6, February 3, March 3, April 7, May 5, 2022

Committee Meeting Dates

July 29, August 26, October 15, November 30, January 21, March 4, April 22, 2022

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 newly formed 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.
- 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 new platform will be 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 2023
Family Literacy Night	Families/Staff	Winter 2022
STEM Family Night	Families/Staff	Spring 2023
Parent-Teacher Conferences	Caregivers 1on1 with teacher	Fall 2022
All School Book Fair	Students/Families/Staff	3X per year
Textbook Adoption	Any Parent	2022-23 on-going
Parent Review of Title 1 Compact and School Improvement Plan	Title 1 Teachers, Administration and Families	2022-2023
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, Gator Pals Crafting, Book Clubs, Choir, Sports-Galore and more
- Love on a Leash program

- Student Ambassador student council for outreach and leadership
- Community Care Club to take action with the Allisonville Community
- 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

Comprehensive Needs Assessment (Title I Components 1 and 8)

Three-year Trend Data

Suspensions/Expulsions

	Suspensions	Expulsions
2019-2020	41	0
2020-2021	0	0
2021-2022	13	0

Suspensions/Expulsions by Sub-Group

	2019-2020	2020-2021	2021-2022
American Indian	0	0	0
Asian	0	0	0
Black	27	0	9
Hispanic	0	0	0
Multi-Racial	3	0	1
White	11	0	3
Female	4	0	3
Male	37	0	10
IEP - Yes	29	0	7
IEP - No	12	0	6

Enrollment by Ethnicity

	2019-2020	2020-2021	2021-2022
American Indian	0.3%	0.1%	0.1%
Asian	1.3%	1.3%	0.9%
Black	29.8%	32.0%	32.4%

Hispanic	10.7%	10.6%	10.3%
Multi-Racial	4.7%	4.4%	3.9%
White	53.2%	51.5%	52.5%

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

	2019-2020	2020-2021	2021-2022
Attendance Rate	97.3%	94.9%	94.8%
Number of Unexcused Absences	1,282.5	4,160.0	2,417.5

ILEARN English/Language Arts Achievement by Subgroup

	Overall	Black	Asian	Hisp	White	Multi	SPED	ELL	F/R
21-22	55%	25%	40%	29%	78%	73%	41%	26%	27%
20-21	46%	15%	50%	22%	71%	47%	37%	16%	20%
19-20									
18-19	59%	34%	***	36%	73%	65%	36%	23%	37%

ILEARN Mathematics Achievement by Subgroup

	Overall	Black	Asian	Hisp	White	Multi	SPED	ELL	F/R
21-22	54%	19%	40%	29%	81%	55%	39%	29%	25%
20-21	46%	9%	50%	23%	73%	47%	27%	13%	15%
19-20									
18-19	66%	37%	***	45%	82%	55%	42%	28%	43%

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 students, families, and also with staff.	We continue to strive to close the achievement gap at Allisonville and provide equitable educational opportunities for all students.	Engage <u>all</u> families in our school. Create a welcoming environment; Provide 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>Our ELL population continues to make growth; WIDA scores were strong this year.</p> <p>IREAD scores were strong this year with a specific focus on “bubble students”.</p> <p>Students in intensive intervention have made good growth.</p> <p>Academic data overall is back to “pre-pandemic” levels.</p>	<p>Meet our school-wide goal for 65% proficiency in math and 70% proficiency in literacy.</p> <p>Learning loss from virtual learning was anywhere from 2-10%, which was a major focus last year. We are back to “pre-pandemic” data levels so now we need to continue to increase proficiency.</p> <p>There is still a significant achievement gap at Allisonville.</p>	<p>Address learning loss due to virtual through targeted intervention in both reading and math.</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.</p>

Comprehensive Needs Assessment Summary (Continued)

	Summary of Strengths: What were the identified strengths?	Summary of Needs: What were the identified needs?	Priorities: What are the priorities for your school?
School Culture and Climate	<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.</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>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, Learning Walks, and coaching cycles.</p>	<p>Data Driven practice through the PLC process. Explicitly looking at data regularly at the student, teacher, and building level.</p> <p>100% fidelity to the workshop model in literacy and math block 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>

Comprehensive Needs Assessment Summary (Continued)

	Summary of Strengths: What were the identified strengths?	Summary of Needs: What were the identified needs?	Priorities: What are the priorities for your school?
<p>School Culture and Climate 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>Strategy group vs. Guided Reading groups in literacy</p> <p>New Math Adoption: Eureka2</p> <p>Intentional Phonics instruction</p>	<p>Math Adoption roll out</p> <p>PLC process for teams with teacher leaders</p> <p>New meeting structure due to the time change for the student day (PM meeting schedule)</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 with new professional development in this area</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>Workshop model with 100% fidelity in literacy and math block</p> <p>Implement new math curriculum, Eureka2</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>

Comprehensive Needs Assessment Summary (Continued)

	Summary of Strengths: What were the identified strengths?	Summary of Needs: What were the identified needs?	Priorities: What are the priorities for your school?
Family and Community Involvement	<p>High parent and community involvement</p> <p>Addition of new events this year</p> <p>All parents are members of 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>
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>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 using new software and programming.</p>

Priority Goal Summary and Decision-Making Process

The following is a summary of the goals encompassed in this plan for the 2022-23 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> <p><i>Goal 2B: Improve retention of all certified staff by decreasing Effective and Highly Effective teacher resignations.</i></p>
Priority #	Goal Statement

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>
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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																
<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		44		2		22		3		18		1		71	
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 2020-2021 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	Timeline	Evidence
Teachers will continually revise and update their Classroom Management Plans (CMP) to align with ELEVATE practices, through Behavior PLC conversations and feedback from admin/coaches, to ensure that culturally relevant strategies and social-emotional learning, and proactive practices are developed and utilized daily.	CR Training Instructional Coaches MTSS Coach Social Worker Behaviorist <i>Second Step</i> Curriculum Admin CMP Panorama ELEVATE Core Target Practices Neuroscience Committee/SEL	Quarterly Behavior PLCs Beginning of year feedback during pre-conference and evaluation meetings On-going staff PD (teachers and assistants) Monthly Committee Meetings	Classroom Management Plans Behavior PLC Meeting Schedule Panorama Student Survey Daily Morning Meeting with SEL practices
Universal Tier 1 Proactive Discipline Team will meet monthly to look at strategies and practices to decrease disruptive behavior to the learning environment and increase self-efficacy and sense-of-belonging. Strategies will be shared with school wide staff through staff meetings, team meetings, and <i>Proactive School Wide Newsletter</i> . Staff will meet in Behavior PLCs on a quarterly basis to analyze school-wide discipline data and Panorama Survey feedback. Teams will utilize ORID to	Monthly GRT8 Discipline Data Code of Conduct School Wide Behavior Expectation Matrix ORID Method for data review MTSS Coach Panorama	Monthly meetings throughout the 2022-23 school year Quarterly Behavior PLCs Monthly School-wide Gator Gathering	Committee Meeting Structure Committee Meeting notes Review of data with ORID School-wide acknowledgement system (Gator Gold) PCL Agenda and notes As measured by office referrals Panorama Student Survey

determine decisional steps that can be used with students in a proactive way to positively impact discipline data.			
<p>Student Success Team (SST) will meet monthly to discuss students needing and receiving behavior support to analyze progress based on data. Team will work to implement T2 and T3 interventions with classroom teachers for student success.</p> <p>SST will study the book <i>Conscience Discipline</i> and use it as a resource when assisting staff with student behavior.</p>	<p>SST</p> <p>MTSS Coach</p> <p>Second Steps Lessons</p> <p>Social Worker</p> <p>Behaviorist</p> <p>Alternative Classroom</p> <p>SRO</p> <p>Cummins</p>	<p>August 2021-May 2022 - weekly meetings</p> <p>Benchmark and progress check meetings vis MTSS</p> <p><i>Conscience Discipline</i></p>	<p>SST Meeting agenda & notes</p> <p>GRT8 Discipline Data</p> <p>Defined roles of behavior supports on SST: SRO, Behaviorist, Alternative Classroom teacher, Alternative Classroom IA, MTSS Coach, Social Worker, Admin</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%		47.5%		54.3%		87.1%		77.8%		57.0%		42.0%	
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%	26.3%
22-23	53.2%		24.0%		29.8%		73.0%		53.9%		39.0%		18.3%	
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 2021-2022 School Year (Title Component 2, 4, and 9)

Strategy: 100% of teachers will implement small group instruction on a daily basis during word study, reading workshop and writing workshop.			
Action Steps	Required Resources/PD	Timeline	Evidence
Teachers will effectively plan and implement Strategy Groups & Guided Reading Groups daily	<p><i>Units of Study in Phonics, grades K-2</i></p> <p><i>Units of Study in Reading and Writing, grades K-5</i></p> <p><i>Fountas and Pinnell Phonics, Spelling and Word Study System, grades 3-5</i></p> <p>PD during staff meetings and in Lab Classrooms</p>	August 2022 - May 2023	<p>Benchmark Meetings 3x/year</p> <p>Data Analysis in PLC, including sub-group data</p> <p>Teacher assessment and observational notes</p> <p>Coaching Cycles</p> <p>PD schedule</p> <p>Lesson Plans</p> <p>Walk-throughs focused on ELEVATE CTPs</p>
Students will develop reading and writing stamina where students enjoy reading and writing independently for a developmentally appropriate span of time during reading workshop.	<p><i>Units of Study in Reading, Writing, and Phonics</i></p> <p>Staff PD to help students develop reading stamina</p> <p>Personal goal setting/conferring with students</p>	August 2022 - May 2023	<p>Benchmark Meetings 3x/year</p> <p>Data Analysis in PLC, including sub-group data</p> <p>Teacher and class assessment and observational notes</p> <p>Student Panorama Survey data (self-efficacy)</p>
Teachers will incorporate effective strategies and prompting in small groups and individualized instruction to address	PD on monitoring and ways to document criteria looking at reading behaviors	September 2022- May 2023	<p>Benchmark Meetings 3x/year</p> <p>Data Analysis in PLC, including sub-group data</p>

<p>specific needs using culturally responsive teaching practices (ie: gamify, storify, oral response, voice & choice)</p>	<p><i>The Reading Strategies Book</i> by Jennifer Serravallo</p> <p><i>Guide for Observing and Noting Oral Reading Behaviors</i> Benchmark test scores</p> <p><i>The Next Step Forward</i> by Jan Richardson</p> <p>WIDA Can-Do Descriptors & Standards Framework</p> <p><i>Culturally Responsive Teaching and the Brain</i> by Zaretta Hammond</p>		<p>Teacher assessment and observational notes</p> <p>Coaching Cycles</p> <p>Walk-throughs focused on ELEVATE CTPs</p> <p>Professional Development for staff through committee work (ie: CR, EL, Inquiry, Resiliency committees)</p>
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<p>Strategy: 100% of teachers will use review data regularly during literacy PLCs.</p>			
Action Steps	Required Resources/PD	Timeline	Evidence
<p>Based on data analysis and observations, teachers will identify, monitor and document success criteria to accelerate growth and differentiate instruction.</p> <p>Teachers will focus on essential subgroup information when analyzing data for phonics, reading, writing, and intervention time</p>	<p>NWEA</p> <p>F & P Benchmarks</p> <p>Word Study Analysis</p> <p>Running Records</p> <p>Pre- and Post- reading and writing unit assessments</p> <p>Formal and informal observations in whole group, small group and conferring</p> <p>Classroom assessments and exit tickets</p> <p>PD to study</p>	<p>August 2022 - May 2023</p>	<p>PD Schedule</p> <p>Data Analysis in PLC, including sub-group data</p> <p>Conferring notes</p> <p>Benchmark data meetings 3x/year</p> <p>T2/T3 Student progress</p> <p>Formative assessments</p>

	ELEVATE Core Practices, PLC Application		
<p>Teachers will analyze comprehension responses to purposefully plan for instruction and differentiation during reading workshop, Interactive Read Aloud, Shared Reading, small group and individual instruction.</p> <p>Students will utilize individual results to set personal reading goals.</p>	<p>Analyzing/use rubrics for running records, written comprehension, & oral responses</p> <p><i>Fountas and Pinnell Literacy Continuum: A Tool for Assessment, Planning and Teaching</i></p> <p>Units of Study Learning Progressions</p> <p>Text complexity bands</p> <p>District Unit Standards Guide</p> <p>ELEVATE Core Practices, PLC Application</p>	August 2022 - May 2023	<p>Teacher assessment and observational notes</p> <p>Data Analysis in PLC, including sub-group data</p> <p>Coaching Cycles</p>
<p>Teachers will analyze word study assessments, miscues and reading behaviors to use that data to purposefully plan for Shared Reading, Interactive Writing, reading and phonics mini-lessons, small group and individual instruction.</p>	<p>Miscue Analysis utilizing <i>MSV Guide for Observing and Noting Oral Reading Behaviors</i></p> <p><i>Units of Study in Phonics K-2</i></p> <p><i>The Next Steps Forward in Word Study and Phonics</i> By Jan Richardson</p> <p><i>Fountas and Pinnell Phonics, Spelling and Word Study System, grades 3-5</i></p> <p>ELEVATE Core Practices, PLC Application</p>	October 2022 - May 2023	<p>Classroom Observations</p> <p>Walk-throughs focused on ELEVATE CTPs</p> <p>PLC data analysis</p> <p>Running Records</p> <p>Conferring notes</p> <p>Coaching Cycles</p>

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%		39.9%		48.2%		88.0%		74.2%		52.6%		37.3%	
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%	29.4%	73.5%	80.8%	47.5%	54.5%	27.5%	38.9%	13.5%	29.0%
22-23	60.6%		20.0%		33.3%		77.0%		50.8%		33.3%		18.7%	
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 2021-2022 School Year (Title Component 2, 4, and 9)

Strategy: Classroom teachers will analyze a variety of assessments to drive instruction to meet individual student needs.			
Action Steps	Required Resources/PD	Timeline	Evidence
Teachers will use math assessments to analyze students' progress and plan for differentiated instruction for all students (Tier 1).	Equip pre/post Module Assessments Lesson and Topic Focused Exit Tickets NWEA Learning Continuum MSDWT Math Fact Assessments Analysis of sub-group data	August 2022-May 2023	Coaching Cycles Benchmark Meeting Data Formative Assessments Lesson Plans Eureka Implementation Checklist Weekly PLC Walk-throughs focused on ELEVATE CTPs
Identify and support students' in need of tiered math intervention and classroom differentiation (Tier 2 & 3)	Bridges Intervention MTSS process Interventionists & Title Coaches	August 2022-May 2023	Benchmark Data Formative Assessment data PLC meetings
Utilize culturally responsive teaching practices during math workshop for high engagement and strong math identity	Formal and informal observations in whole group, small group Classroom assessments and exit tickets WIDA Can-Do Descriptors & Standards Framework <i>Culturally Responsive Teaching and the Brain</i> by Zaretta Hammond	August 2022-May 2023	PLC meetings Exit ticket data Panorama student survey data PD schedule CR Committee Walk-throughs focused on ELEVATE CTPs

Strategy: 100 % of classroom teachers will use the workshop model as a framework during math block with a focus on small group instruction.

Action Steps	Required Resources/PD	Timeline	Evidence
<p>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>	<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>August 2022-May 2023</p>	<p>Implementation of the math workshop pacing guide</p> <p>Coaching Cycles</p> <p>After school “Food for Thought” PD opportunities</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>Teachers will support students’ through productive struggle and math discourse to help improve their math identities.</p>	<p><u>Productive Math Struggle</u> by SanGiovanni</p> <p>MSDWT Discourse Prompting Guide</p> <p>Sentence Stems</p> <p>On-going PD and team planning</p> <p>CR Teaching strategies (ie: Can Do Descriptors, Hammond’s ICCR, Call & Response)</p>	<p>August 2022-May 2023</p>	<p>PLC agenda and notes</p> <p>Benchmark and progress check data</p> <p>Formative Assessments</p> <p>Exit Ticket data</p> <p>Observation Checklist</p> <p>Learning Walks/Lab Classrooms</p> <p>Walk-throughs focused on ELEVATE CTPs</p> <p>Panorama Student Survey data</p> <p>CR Committee PD</p>

Students will participate in hands-on math instruction daily, including student discourse, individual conferencing, and use of manipulatives/math games	CR Teaching strategies Eureka Math Squared On-going PD District Created “Student Discourse Look-For” ELEVATE CTP	August 2022-May 2023	Benchmark and progress check data Formative Assessments Exit Ticket data Walk-throughs focused on ELEVATE CTP Panorama Student Survey feedback
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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%	
2023-24	7.0%	
2024-25	6.0%	
Green = Benchmark Goal Met, Yellow = Progress Toward Benchmark Goal, Red = No Progress Toward Benchmark Goal		

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 22-23 school year in order to ensure staff voices are recognized and all feel valued and supported

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%	
2023-24	26.0%	
2024-25	31.0%	
Green = Benchmark Goal Met, Yellow = Progress Toward Benchmark Goal, Red = No Progress Toward Benchmark Goal		

Goal 3A: School Action Plan for the 2020-2021 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 ENL teacher will reach out directly to non-English speaking families.	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	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

	Smore Newsletter for multiple languages		
Teachers will engage all families in fall parent teacher conferences, either in person, phone, or utilizing 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 ENL teacher or Spanish Family Liaison.	In Person Sign Up (Sign up genius or otherwise) Zoom Social Worker ENL Teacher/Spanish Family Liaison	Completed by Fall Break	Teachers will take attendance and submit to admin Phone Log from Family Liaison & Social Worker
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 once per week on social media.	Parent Square in multiple languages Class Newsletter templates Smore platform Facebook/Twitter	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 ENL Teacher Spanish Family Liaison Panorama Title One Coaches PTO	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 SB 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)

2020-2021 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 2021-2022

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 two 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 toward achieving their goals.

If you are interested in requesting a copy of the school's QAR, please contact the Office of the [Assistant Superintendent](#).

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.