

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

In Accordance with Public Law 221

School Improvement Plan
2020-2021



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

Principal Signature, Mary Beth Reffett

Date

Superintendent Signature, Dr. Nikki Woodson

Date

School Board President Signature, Bill Turner

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

Superior Schools in a Supportive Community

[MSDWT Strategic Plan 2020-2025](#)

Comprehensive Needs Assessment

Three-year Trend Data

Safe and Disciplined Learning Environment

Year	Suspensions	Expulsions
2016-2017	16	0
2017-2018	6	0
2018-2019	9	0

Suspensions/Expulsions by Sub-group

Year/Sub-Group	2016-2017	2017-2018	2018-2019
American Indian	0	0	0
Asian	2	0	0
Black	3	5	5
Hispanic	3	0	1
Multi-Racial	3	1	1
White	5	0	2
Female	0	3	2
Male	16	3	7
IEP - Yes	11	2	0
IEP - No	5	4	9

Demographic Data

Enrollment by Ethnicity

Year/Sub-Group	2016-2017	2017-2018	2018-2019
American Indian	0.3%	0.3%	0.14%
Asian	1.5%	1.9%	1.52%
Black	18.9%	19.1%	23.17%
Hispanic	14.7%	13.5%	12.14%
Multi-Racial	5.3%	6.8%	6.07%
White	59.3%	58.4%	56.97%

Free/Reduced/Paid Lunch

Year/Sub-Group	2016-2017	2017-2018	2018-2019
Free Lunch	31.3%	32.8%	34.90%
Reduced Lunch	6.1%	6.1%	5.79%
Paid Lunch	62.7%	61.1%	59.31%

Attendance Data Monitoring and Goal

Allisonville Elementary School will monitor the attendance of our students. We will monitor the overall attendance rate of the entire school population as well as individual student attendance rates and patterns. We will acknowledge students meeting the definition of a “model attendee” or “persistent attendee.” We will utilize school personnel such as social workers and administration to work directly with parents and students when a child’s lack of attendance is impacting his ability to learn or has met the criteria of a habitual absentee. Our goal is to work with families through a three-tiered approach of contact. Tier one being a teacher contact to address any attendance concerned. If needed, tiers two and three would follow with social worker and administration intervention.

	2016-2017	2017-2018	2018-2019
Attendance Rate	97.4%	97.1%	96.67%
Number of Unexcused Absences	1226.5	1307	1696.5

3-Year Trend Data on Student Achievement by Subgroups

Mathematics ISTEP+ Percent Pass									
*IDOE Compass									
	Overall	Black	Asian	Hispanic	White	Multi-Racial	SPED	ELL	F/R
2018-2019	66%	37%	***	45%	82%	55%	42%	28%	43%
2017-2018	71%	45%	88%	53%	85%	64%	46%	41%	53%
2016-2017	68%	53%	80%	48%	81%	67%	70%	70%	70%

ELA ISTEP+ Percent Pass									
*IDOE Compass									
	Overall	Black	Asian	Hispanic	White	Multi-Racial	SPED	ELL	F/R
2018-2019	59%	34%	***	36%	73%	65%	36%	23%	37%
2017-2018	75%	48%	88%	59%	88%	77%	44%	43%	58%
2016-2017	77%	64%	80%	65%	84%	67%	76%	76%	76%

Comprehensive Needs Assessment Summary

Area of Review	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	Due to redistricting, our population is changing, making our school more diverse. Our staff continues to represent the student population.	Ensuring that we are able to provide our families with the necessary support for all students to be successful	Continue to be invitational to all families and provide needed support to families at Allisonville
Attendance	Overall strong attendance rate.	Targeting students with consistent tardies and absences	Contact families in a variety of ways to address chronic attendance issues
Student Achievement	Our ELL population continues to make great growth.	Continue to focus on proficiency and growth in literacy for all grades.	Provide targeted literacy PD in alignment with the new textbook adoption materials for teachers to support all learners.
School Culture and Climate	Teachers create intentional relationships with students to help	Continue to work on reaching all learners by	Utilize strategies to meet the needs of all

	achieve optimal academic and social success. Work with being Culturally Responsive has given teachers tools to strengthen these relationships and academic lessons in the classroom to meet the needs of all learners. Schoolwide and classroom level expectations have been developed and are taught and revisited regularly.	using strategies to restore relationships and support academic growth in the classroom.	learners across all school settings, encompassing all staff members and locations.
Staff Quality/Professional Development	Diverse staff that is relationship-driven, caring, and positive with students, families, and colleagues. Intentional Professional Development is delivered by coaches and teachers to the staff on an ongoing basis. Team collaboration and reflection occur on a regular basis within grade levels and by the PLC Leadership Team.	Staff development for all teachers on district math and literacy curriculum. PD for all teachers on the Enhanced PYP focusing on student agency, monitoring and documenting success criteria, and student goal setting.	Staff development on newly adopted literacy curriculum.
Curriculum, Instruction, Assessment	Staff collaboration in planning transdisciplinary curriculum and conceptual learning.	Continue to work with teachers on math workshop framework to enhance Investigations Curriculum. Support teachers as they implement the literacy adoption.	Implement the structure of Readers Workshop with fidelity.
Family and Community Involvement	High parent and community involvement, increased ENL family involvement	Ensuring communication to all families through multiple means	Continue to increase family and community involvement.
Technology	Majority of teachers utilize computers and ipads in their classroom to facilitate learning on a regular basis.	Continue to strengthen classroom use of district supported programs such as Lexia, Dreambox, and Canvas.	Continue staff development on use of technology as we implement a 1:1 status in Grades 2-5 classrooms.

Priority Goal Summary and Decision Making Process

The following is a summary of the goals encompassed in this plan for the 2020-21 school year. The details of each goal are available in the next section.

Priority #	Goal Statement
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1	<p><u>Priority 1 Equitable Achievement</u> - 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 1A: Improve academic growth for all subgroups and reduce the achievement gap for students of color in literacy</i></p> <p><i>Literacy: Improve academic proficiency for all subgroups, Asian - 1%, Black - 2%, Hispanic - 2%, White - 1%, Multi-Racial 1%, SPED - 2%, ELL - 2%, F/R - 2%</i></p> <p><i>Goal 1B: 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 - 1%, Black - 2%, Hispanic - 2%, White - 1%, Multi-Racial 1%, SPED - 2%, ELL - 2%, F/R - 2%</i></p> <p><i>Goal 1C: 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>
2	<p><u>Priority 2 - Hiring & Retention of a High Quality & Diverse Staff</u> – Advance a District culture that values and affirms diversity</p> <p><i>Goal 2A: Pursue and implement strategies to hire faculty who better represent the community that we serve.</i></p>
3	<p><u>Priority 3 - Partnerships</u> - Strengthen our partnership with students, families and community stakeholders to achieve our mission of academic success for all students.</p> <p><i>Goal 3 A: AV will analyze family engagement feedback to determine areas of improvement by increasing the total level of parent and family participation in school programming as measured by the parent survey.</i></p>

Cultural Competency

In order to improve the cultural competency of its teachers, administrators, staff, parents, and students, Allisonville Elementary School will focus on the following three areas: discipline, cultural responsiveness, and response to instruction and intervention. Culturally appropriate instructional and behavioral strategies will be identified and monthly professional development will be provided to staff accordingly.

Decision Making Process

The decision making process at Allisonville is based on a shared leadership model. Committees throughout the building have opportunities to provide input and feedback on aspects concerning the school. Administration is a part of the conversation and takes all ideas into consideration upon making final decisions. Allisonville’s committees include the School Improvement Committee, Positive Behavior Support (PBS) Team, Tier 2 Behavior Team, International Baccalaureate (IB) Core Team, Response to Instruction and Intervention (RtII) Team, SERT Team, Social Committee and Professional Learning Communities (PLC).

The administration meets monthly with all teams to gather information concerning the school and examine school-wide data. PLC leaders (a representative from each grade level, special areas, and school interventionists) form the school’s Leadership Team. The Leadership Team meets regularly to set goals and discuss what will occur during grade-level PLC meetings. The PLC leaders then meet with their teams for grade-level PLC data driven monthly team planning. The teams discuss progress students are making in academics and behavior. Grade level teams work with special education teachers, specials teachers and interventionists discussing areas of strength and need as well as 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 core and small group, and additional conferring opportunities. This year, the leadership team noted that students are growing, in small group Literacy instruction and focused station work. We want to keep our focus on continuing to grow readers through developing reading comprehension and vocabulary. Mathematical focus will continue to be on problem solving and math fact fluency while continuing to use our Investigations series.

Equitable Achievement Goal 1A

By 2024-2025, AV will improve academic proficiency for all subgroups, Asian - 1%, Black - 2%, Hispanic - 2%, White - 1%, Multi-Racial 1%, SPED - 2%, ELL - 2% as measured by NWEA Reading Proficiency.

Allisonville	Asian	Black	Hispanic	White	Multi-Racial	SPED	ELL
Baseline (2018-19)	70%	54%	63%	87%	81%	56%	50%
2020-21	71%	56%	65%	88%	82%	58%	52%
2021-22	72%	58%	67%	89%	83%	60%	54%
2022-23	73%	60%	69%	90%	84%	62%	56%
2023-24	74%	62%	71%	91%	85%	64%	58%
2024-25	75%	64%	73%	92%	86%	66%	60%

Strategies

Goal 1: School Action Plan for the 2020-2021 School Year (Title Component 2, 4, and 9)

Strategy: Students will apply word knowledge and inferring skills to reading and writing

<p>Strategy Goal: 100% of teachers will analyze literacy assessments to determine and guide phonics and word instruction while incorporating culturally responsive teaching strategies.</p>		<p>Evidence Sample running records MSV analysis Word inventory assessments NWEA</p>
Action Steps	Required Resources/PD	Timeline
<p>Teachers will utilize culturally responsive, SIOP, inquiry teaching strategies and word study principles and assessments within the literacy curriculum.</p>	<p><i>Units of Study in Phonics, grades K-2</i></p> <p><i>Fountas and Pinnell Phonics, Spelling and Word Study System, grades 3-5</i></p> <p>PD using supplemental phonics resources at staff, planning and individual meetings</p> <p><i>PYP-Language Scope and Sequence Document</i></p>	<p>August 2020 - May 2021</p>
<p>Teachers will continue to effectively analyze miscues and reading behaviors and use that data to purposefully plan for Shared Reading, Interactive Writing, reading and phonics minilessons, small group and individual instruction.</p>	<p>Miscue Analysis utilizing MSV</p> <p>Guide for Observing and Noting Oral Reading Behaviors</p> <p>PD on <i>PYP: From Principles into Practice</i> - Assessment/Monitoring and Documenting section</p> <p>Units of Study in Reading and Phonics</p> <p><u>The Next Step Forward</u> by Jan Richardson</p>	<p>August 2020 October 2020 December 2020 March 2021</p>
<p>Teachers will incorporate effective prompting in small groups and individualized instruction to address specific needs based on data analysis and observations. Teachers will identify, monitor and document success criteria to accelerate growth.</p>	<p>PD to study and determine success criteria</p> <p>PLC to share monitoring and ways to document criteria looking at reading behaviors evolving across levels</p>	<p>September 2020-May 2021</p>

	<p>Guide for Observing and Noting Oral Reading Behaviors</p> <p>Benchmark test scores</p> <p>Observation forms</p> <p>PD on <i>PYP: From Principles into Practice</i> - Assessment/Monitoring and Documenting section</p>	
Coach will facilitate Learning Walks, Lab Classrooms and supporting PD experiences to deepen understanding of how to best apply word assessment analysis to classroom instruction.	<p>Learning Walk Prompting Guide</p> <p>Lab Classroom Study Guide</p>	October 2020 - May 2021
<p>Strategy Goal: 100% of teachers will analyze literacy assessments to determine and guide comprehension instruction, specifically in the area of ‘beyond the text’ and inferring, while incorporating culturally responsive teaching strategies.</p>		<p>Evidence</p> <p>Running Record- Comprehension rubric analysis</p> <p>Pre/Post Units of Study Benchmark Assessments</p> <p>NWEA</p>
Action Steps	Required Resources/PD	Timeline
Teachers will utilize culturally responsive, SIOP, and inquiry teaching strategies within the literacy curriculum when focusing on making inferences and academic vocabulary to improve comprehension.	<p><i>Units of Study for Teaching Reading, grades K-5</i></p> <p><i>PYP: From Principles into Practice</i> - Inquiry section</p>	August 2020 - May 2021
Teachers will analyze comprehension responses focusing on ‘beyond the text’ assessment sections to purposefully plan for instruction and differentiation during reading workshop, Interactive Read Aloud, Shared Reading, small group and individual instruction to accelerate student growth.	<p>PD on inferring, academic vocabulary, academic notebooks, analyzing and using rubrics on running records and comprehension written and oral responses</p> <p><u>Fountas and Pinnell</u> <u>Literacy Continuum: A Tool for Assessment, Planning and Teaching</u></p>	August 2020 - May 2021

<p>Teachers will 'Thin Slice' pre and post comprehension assessments and analyze Learning Progressions to determine instructional teaching points. Students will utilize individual results to set personal reading goals</p>	<p>PD and collaboration on utilizing 'Thin Slicing' analysis technique during PLC meetings</p> <p>Units of Study Learning Progressions to plan for instruction and student reflection on growth and goal-making</p> <p><i>PYP from Principles into Practice - Agency section</i></p>	<p>August 2020 October 2020 December 2020 March 2021</p>
<p>Teachers will participate in Learning Walks and Lab Classrooms to observe Interactive Read Alouds and whole/small group application of purposefully planned inferring instruction</p>	<p>Learning Walk Prompting Guide</p> <p>Lab Classroom Study Guide</p>	<p>October 2020 - May 2021</p>

Evidence-Based Interventions for Focus Area - E/LA

Describe the evidence-based intervention(s) that the school has identified to address the key findings and root causes for this focus area that are not sufficiently addressed by strategies from the core components:

Lexia

Lexia® Core5® Reading supports educators in providing differentiated literacy instruction for students of all abilities in grades pre-K–5. Lexia’s research-proven program provides explicit, systematic, personalized learning in the six areas of reading instruction, targeting skill gaps as they emerge, and providing teachers with the data and student-specific resources they need for individual or small-group instruction.

<https://www.lexialearning.com/resources/research/validity-IN-iread-3-Core5>

<https://www.lexialearning.com/resources/research/lexia-core5-reading-and-wisconsin-forward-ela>

<https://www.lexialearning.com/resources/research/lexia-core5-reading-progress-report-half-year-results-risk-students-grades-k-5>

Professional Learning Communities

An ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve. Professional learning communities operate under the assumption that the key to improved learning for students is continuous job-embedded learning for educators.

<https://link.springer.com/article/10.1007/s10833-006-0001-8>

<https://eric.ed.gov/?id=ED410659>

<https://eric.ed.gov/?id=ED410659>

Leveled Literacy Intervention

The *Fountas & Pinnell Leveled Literacy Intervention* is a powerful, short-term intervention, that provides daily, intensive, small-group instruction, which supplements classroom literacy teaching. *LLI* turns struggling readers into successful readers with engaging leveled books and fast-paced, systematically designed lessons.

<https://www.fountasandpinnell.com/resourcelibrary/resource?id=122>

<https://www.fountasandpinnell.com/resourcelibrary/resource?id=123>

<https://www.fountasandpinnell.com/resourcelibrary/resource?id=131>

Equitable Achievement Goal 1B

By 2024-2025, AV will improve academic proficiency for all subgroups, Asian - 1%, Black - 2%, Hispanic - 2%, White - 1%, Multi-Racial 1%, SPED - 2%, ELL - 2% as measured by NWEA Math Proficiency.

Allisonville	Asian	Black	Hispanic	White	Multi-Racial	SPED	ELL
Baseline (2018-19)	90%	52%	60%	87%	77%	58%	50%
2020-21	91%	54%	62%	88%	78%	60%	52%
2021-22	92%	56%	64%	89%	79%	62%	54%
2022-23	93%	58%	66%	90%	80%	64%	56%
2023-24	94%	60%	68%	91%	81%	66%	58%
2024-25	95%	62%	70%	92%	82%	68%	60%

Strategies

Goal #2: School Action Plan for the 2020-2021 School Year (Title Component 2, 4, and 9)

Key Strategy: Increasing Student Number Sense through Discourse and Problem Solving		
Key Strategy Goal: 100% of classroom teachers will implement and facilitate math talk moves and culturally responsive teaching strategies into the daily math block to improve and enhance student discourse and increase Number Sense proficiency.		Evidence: - Winter and Spring NWEA scores - Investigations Assessments - Classroom observation tool - Talk Moves 'Look For' Tool - Learning Walks
Action Steps	Required Resources/PD	Timeline
District Math Coaches will create and present a District Talk Moves Prompting Guide to teachers for use during Number Sense/Routine portion of Math Workshop Model	Investigations <u>Math Workshop</u> by Jennifer Lempp <u>Number Talks</u> by Sherry Parrish	August 2020 - December 2020
School Math Coach and PYP Coordinator will compile and present PD on culturally	Investigations	October 2020

<p>responsive teaching strategies to use in the classroom to promote student discourse.</p>	<p><u>Math Workshop</u> by Jennifer Lempp</p> <p><u>Number Talks</u> by Sherry Parrish</p> <p><i>PYP: From Principles into Practice - Approaches to Learning</i> section</p>	
<p>Classroom Teachers, and building Math Coach will create and utilize a student discourse observational tool specific to grade levels and individual classrooms to assess student discourse. Teachers will analyze observational data to address underperforming quintiles using NWEA and BOY/EOY assessment.</p>	<p><u>Math Workshop</u> by Jennifer Lempp</p> <p><u>Number Talks</u> by Sherry Parrish</p> <p><u>Making Thinking Visible</u></p> <p><i>PYP: From Principles into Practice - Assessment/Monitoring and Documenting</i> section</p> <p>BOY/EOY Pearson Assessment</p>	<p>August 2020 - May 2021</p>
<p>Teachers will participate in schoolwide Learning Walks to observe and celebrate student and teacher use of Discourse throughout the Math Block</p>	<p>District Created "Student Discourse Look-For"</p> <p>Learning Walk Prompting Guide</p>	<p>January-March 2021</p>
<p>Key Strategy Goal: 100% of classroom teachers will implement and facilitate the district problem solving model along with culturally responsive teaching strategies into the daily math block to improve and enhance student problem solving and increase Number Sense proficiency.</p>		<p>Evidence</p> <ul style="list-style-type: none"> - Winter and Spring NWEA scores - Investigations Assessments - Classroom observation tool - Learning Walks
<p>Action Steps</p>	<p>Required Resources/PD</p>	<p>Timeline</p>
<p>School Math Coach will present District Problem Solving Model to all grade level teachers</p>	<p><u>Math Workshop</u> by Jennifer Lemp.</p> <p>District Problem Solving Model</p> <p><i>PYP: From Principles into</i></p>	<p>September 2020</p>

	<i>Practice - Inquiry section</i> Investigations	
School Math Coach and PYP Coordinator will compile and present PD on culturally responsive teaching strategies to use in the classroom to promote student student problem solving.	District Problem Solving Model Investigations <u>Math Workshop</u> by Jennifer Lempp <u>Number Talks</u> by Sherry Parrish <i>PYP: From Principles into Practice - Inquiry section</i>	October 2020
Classroom Teachers, and building Math Coach will continually analyze sample problem solving data to address underperforming quintiles NWEA and BOY/EOY assessment.	District Problem Solving Model BOY/EOY Pearson Assessment	November 2020 - May 2021
Classroom Teachers will participate in schoolwide Learning Walks to observe and celebrate student and teacher use of problem solving strategies throughout the Math Block	District Problem Solving Model Learning Walk Prompting Guide	January-March 2021

Evidence-Based Interventions for Focus Area - Math

Describe the evidence-based intervention(s) that the school has identified to address the key findings and root causes for this focus area that are not sufficiently addressed by strategies from the core components:

Dreambox
 DreamBox continuously assesses students to present them with targeted lessons. Adaptive Learning™ technology tracks each student interaction and evaluates the strategies used to solve problems.
<https://files.eric.ed.gov/fulltext/ED544506.pdf>
<http://www.dreambox.com/research>

Professional Learning Communities

An ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve. Professional learning communities operate under the assumption that the key to improved learning for students is continuous job-embedded learning for educators.

<https://link.springer.com/article/10.1007/s10833-006-0001-8>

<https://eric.ed.gov/?id=ED410659>

<https://eric.ed.gov/?id=ED410659>

Equitable Achievement Goal 1C

By 2024-25, AV will decrease behavior disruptive to the learning as measured by office referrals in the areas of continuous class disruption, disrespect, and refusal to comply.

Allisonville	Asian	Black	Hispanic	White	Multi-Racial	SPED	ELL
Baseline (2018-19)	0	51	2	26	4	21	1
2020-21	0	45	2	23	4	19	1
2021-22	0	43	2	22	3	18	1
2022-23	0	40	2	20	3	17	1
2023-24	0	38	1	19	3	16	1
2024-25	0	36	1	18	3	15	1

Strategies

Goal #3: Action Plan for the 2020-2021 School Year (Title Component 2, 4, and 9)

Strategy: Strengthen our Tier 1 Universal Implementation, Tier 2 Intervention Supports System and Tier 3 Intensive Intervention Supports.

Strategy Goal: We will reduce negative behaviors by having all teachers implement strong classroom management plans and monitor them consistently, in addition to ensuring school wide expectation lesson plans are written to teach behaviors and that booster lessons will be embedded throughout the year. We will promptly identify students in need of Tier 2 and Tier 3 interventions through the referral process and data review, and implement these interventions effectively while using a systematic approach.

Evidence
 Walkthrough Data
 ODRs
 Classroom Referrals
 Monthly discipline data
 Intervention monitoring data

Action Steps	Required Resources/PD	Timeline
Teachers will create and receive feedback on classroom management plans that take into account the culture of their students and classrooms, neuroscience, Second Step curriculum, cultural responsiveness strategies, and student agency. Teachers will reflect and monitor the implementation of these plans regularly during Tier 2 behavior planning meetings and at other times as needed.	CR Training Instructional Coaches Social Worker SEL Coach <i>PYP: From Principles into Practice</i> - Agency section	July 2020 - Initial feedback September 2020-April 2021 - Monitoring and updates as needed May 2021 - Overall school-wide data review; EOY review and revisions to classroom management plans
Universal Tier 1 Proactive Discipline Team will meet monthly to look over school wide data and procedures and set monthly goal and take action steps	Monthly Discipline Data Code of Conduct School Wide Behavior Expectation Matrix ORID Method for data review	Monthly meetings throughout the 2020-21 school year
Proactive Discipline, Universal Team, and Resiliency Team will meet to better align our building goals of supporting teachers with core implementation of culturally responsive practices, universal expectations, and tier intervention implementation.	Code of Conduct Monthly staff meetings to review data/strategies Monthly behavior RTI Meetings Second Step lessons CR Training	August 2020-May 2021 - ongoing throughout the school year
Construct a Tier 3 intervention model that provides more time for intensive behavior supports for those not responding to Tier 2 support.	Second Steps Lesson Social Worker T2/T3 Committee Meetings Mindfulness Instruction	August 2020-May 2021 - ongoing throughout the school year

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

By 2024-25 school year, AV will pursue and implement strategies to hire faculty who better represent the community that we serve.

Baseline and benchmark data may be established following a review and revision of Human Resources data collection in the recruitment and hiring process for our school.

Baseline Data: to be determined year 1

Benchmarks:
2020-21:

2021-22:
 2022-23:
 2023-24:
 2024-25:

Strategies

- Implement suggested action steps from the work of the District Diversity Advisory Council
- Collaborate with Human Resources to apply the gender-bias analysis software to job descriptions prior to posting
- Appropriate staff will participate in recruitment opportunities posed by Human Resources
- Implement and train interviewers on behavioral interviewing process from Human Resources where appropriate
- Review and analyze applicant, interview process and hire data for diversity

Partnership Goal 3A

By the 2024-25 school year, North Central 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.

Baseline Data (2019): 6% of WT families completed a parent survey. (AV%)

Benchmarks:

- 2020-21: Increase percentage of participation with EOY survey by 5%
- 2021-22: Increase percentage of participation with EOY survey by 5%
- 2022-23: Increase percentage of participation with EOY survey by 5%
- 2023-24: Increase percentage of participation with EOY survey by 5%
- 2024-25: Increase percentage of participation with EOY survey by 5%

Strategies

Goal #4: School Action Plan for the 2020-2021 School Year (Title Component 2, 4, and 9)

Strategy: Increase communication with parents and families	
Strategy Goal: The school and classroom teachers will contact 100% of parents/families each quarter of the school year.	Evidence Communication notes from School-wide Parent Communication Google Document

Action Steps	Required Resources/PD	Timeline
All teachers will contact parent/guardians via phone call, email, video conference or in person at least once a quarter. Teachers will document on School-wide Parent Communication Google Document	School-wide Parent Communication Google Document	Quarterly
Teachers will have at least 90% participation in Fall parent teacher conferences, either in person, phone, or utilizing platforms for a video conference		Completed by Mid November
School communication will be sent home on a regular basis, including from the office, classroom teachers, and other staff utilizing School Messenger through Skyward, Class Dojo, email, memos, phone calls, and class newsletters.	PD on Class Dojo if needed Class Newsletter templates	Weekly

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 outcomes. 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 \(Title I Component 3\)](#)

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)

2018-2019 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 Clearwater 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 Clearwater begins with Kindergarten registration in January including parent and student tours of the building. Parents are given information regarding curriculum, transportation, procedures, and school events. Clearwater 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 Clearwater from Hilltop Early Childhood Center are observed in their preschool setting by Kindergarten teachers from Clearwater.

All Kindergarten families, along with new Clearwater 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 2020-2021

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 – Definition

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 – Definition

The Goal Action Plan section of the School Improvement plan asks principals to select research based Action Steps and Instructional Strategies, that, 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.

Strategy Goal: This section sets the level of deployment, fidelity, or level of classroom use for each goal.

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 detail 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.

School Scorecard



Albionville Elementary School

Indicator	District Targets				2016-2017			2017-2018			2018-2019			Redistrict 2019-2020			School Targets 2019-2020						
	Reduce	At	Exceed		Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Met	Winter	Met	Spring	Met	
Attendance Rate	0-96.5	97-97.5	98-100		97.4			97.2			96.7			97.5									97.5
Student Enrollment					759			702			721			699									699
Discipline																							10
Number of Students Suspended	≥ 50	21-50	0-20		12			6															6
Number of Students Expelled	≥ 6	1-5	0		0			0															0
Accountability																							A
Report Card	D - F	B - C	A		B			B B			C MC												A
IEARN-3																							
IEARN-3 Final	0-79.9	80-84.9	85-100		88.8			89.7			88.8												94.0
IEAD-3 Spring	0-79.9	80-84.9	85-100			88.3			86.3	90.7													90.8
IEAD-3 Final (SPED)	0-79.9	80-84.9	85-100		81			86.3			84.0												86.9
IEAD-3 Final (SL)	0-79.9	80-84.9	85-100		83.2			89.3			87.5												79.3
IEARN																							
IEARN Math Pass Rate (Overall)	0-79.9	80-84.9	85-100		68.4			71.4			65.9												68.8
IEARN ELA Pass Rate (Overall)	0-79.9	80-84.9	85-100		78.1			75.6			59.3												71.2
IEARN Science Pass Rate (Overall)	0-79.9	80-84.9	85-100		74.3			72.2			58.9												68.7
IEARN Social Studies Pass Rate (Overall)	0-79.9	80-84.9	85-100		74.4			71.5			58.5												67.2
IEARN 3 Math Pass Rate	0-79.9	80-84.9	85-100		92.0			86.5			80.7												72.2
IEARN 4 Math Pass Rate	0-79.9	80-84.9	85-100		80.5			79.0			65.8												66.7
IEARN 5 Math Pass Rate	0-79.9	80-84.9	85-100		79.0			71.5			62.6												70.7
IEARN Math Pass Rate (SPED)	0-79.9	80-84.9	85-100		52.1			50.2			42.0												50.3
IEARN Math Pass Rate (SL)	0-79.9	80-84.9	85-100		86.8			86.9			80.9												80.2
IEARN 3 ELA Pass Rate	0-79.9	80-84.9	85-100		88.0			72.7			58.9												79.3
IEARN 4 ELA Pass Rate	0-79.9	80-84.9	85-100		76.7			79.1			61.6												74.7
IEARN 5 ELA Pass Rate	0-79.9	80-84.9	85-100		73.7			70.3			50.2												70.0
IEARN ELA Pass Rate (SPED)	0-79.9	80-84.9	85-100		56.5			50.7			35.8												40.7
IEARN ELA Pass Rate (SL)	0-79.9	80-84.9	85-100		83.3			83.2			73.1												85.2
IEARN 4 Science Pass Rate	0-79.9	80-84.9	85-100		74.3			72.2			58.0												70.0
IEARN Science Pass Rate (SPED)	0-79.9	80-84.9	85-100		63.0			50.0			36.7												53.0
IEARN Science Pass Rate (SL)	0-79.9	80-84.9	85-100		80.0			80.0			78.5												80.5
IEARN 5 Social Studies Pass Rate	0-79.9	80-84.9	85-100		74.4			71.5			58.5												60.5
IEARN Social Studies Pass Rate (SPED)	0-79.9	80-84.9	85-100		56.5			60.7			32.1												53.8
IEARN Social Studies Pass Rate (SL)	0-79.9	80-84.9	85-100																				63.0
NWEA (Proficiency At Grade Level)																							
NWEA Math (K-5)	0-99.9	80-74.9	75-100		71.3	79.1	74.9	70.8	67.9	76.1	67.3	64.4	73.2	69.8	61.1								72
NWEA Reading (K-5)	0-99.9	80-74.9	75-100		69.0	72.7	77.0	72.0	73.4	79.3	72.9	70.8	74.6	68.1	66.9								73
NWEA Grade 4 Math	0-99.9	80-74.9	75-100											56.1	62.7								76
NWEA Grade 1 Math	0-99.9	80-74.9	75-100		71.0	71.2	80.0	74.6	89.4	80.9	65.0	67.0	77.2	67.0	71.6								82
NWEA Grade 2 Math	0-99.9	80-74.9	75-100		76.2	81.8	82.1	78.8	73.1	86.3	75.7	68.1	83.2	77.5	65.8								86
NWEA Grade 3 Math	0-99.9	80-74.9	75-100		69.6	77.8	76.7	59.0	61.0	66.0	58.7	59.0	63.5	61.1	63.4								71
NWEA Grade 4 Math	0-99.9	80-74.9	75-100		65.1	60.5	64.5	22.0	67.1	70.7	64.5	55.6	68.7	63.3	46.9								70
NWEA Grade 5 Math	0-99.9	80-74.9	75-100		74.7	79.9	71.3	65.1	70.0	70.8	72.4	71.6	78.6	66.5	58.6								74
NWEA Math (SPED)	0-99.9	80-74.9	75-100		53.1	50.5	58.6	47.9	58.5	59.7	52.1	44.3	55.4	54.0	46.5								58
NWEA Math (SL)	0-99.9	80-74.9	75-100		71.7	77.6	81.4	85.3	84.6	89.0	81.1	82.5	88.9	76.5	77.3								84
NWEA Grade 4 Reading	0-99.9	80-74.9	75-100											59.2	63.7								81
NWEA Grade 1 Reading	0-99.9	80-74.9	75-100		66.1	66.4	80.0	71.4	75.6	79.7	69.1	63.6	77.2	70.0	68.4								81
NWEA Grade 2 Reading	0-99.9	80-74.9	75-100		74.1	79.7	83.6	84.1	80.0	87.8	84.6	79.3	85.4	80.2	76.1								86
NWEA Grade 3 Reading	0-99.9	80-74.9	75-100		60.4	74.1	77.6	64.2	69.2	80.0	72.3	70.7	73.0	68.1	76.6								76
NWEA Grade 4 Reading	0-99.9	80-74.9	75-100		69.7	70.6	74.3	74.5	79.0	76.4	74.3	73.0	71.5	70.0	64.2								75
NWEA Grade 5 Reading	0-99.9	80-74.9	75-100		74.7	72.0	73.0	65.7	67.1	72.3	65.4	67.7	67.3	55.9	53.0								82
NWEA Reading (SPED)	0-99.9	80-74.9	75-100		49.0	51.9	67.7	57.9	59.4	66.0	53.2	59.6	55.6	48.5	35.0								73
NWEA Reading (SL)	0-99.9	80-74.9	75-100		73.9	76.5	78.1	88.0	83.9	94.0	84.6	80.3	85.4	80.0	83.3								89
NWEA (Overall At Grade Level)																							
NWEA Math (K-5)	0-89.9	50-54.9	55-100		64.8	73.7		54.2	71.5		58.7	73.8		62.1									75
NWEA Reading (K-5)	0-89.9	50-54.9	55-100		66.6	69.4		63.8	64.9		66.1	67.4		62.3									60
NWEA Grade 4 Math	0-89.9	50-54.9	55-100											71.0									71
NWEA Grade 1 Math	0-89.9	50-54.9	55-100		56.7	75.2		58.3	80.1		63.4	86.1		65.4									84
NWEA Grade 2 Math	0-89.9	50-54.9	55-100		77.3	82.6		67.2	79.0		66.7	72.7		69.0									78
NWEA Grade 3 Math	0-89.9	50-54.9	55-100		71.3	63.2		53.8	67.4		59.1	70.8		66.1									77
NWEA Grade 4 Math	0-89.9	50-54.9	55-100		52.0	56.1		46.2	67.7		50.0	77.4		46.7									60
NWEA Grade 5 Math	0-89.9	50-54.9	55-100		68.8	71.8		50.0	60.5		55.0	56.5		57.9									69
NWEA Math (SPED)	0-89.9	50-54.9	55-100		68.3	68.2		42.3	66.3		52.9	67.0		46.3									69
NWEA Math (SL)	0-89.9	50-54.9	55-100		64.6	66.7		41.8	59.4		55.4	66.7		59.0									66
NWEA Grade 4 Reading	0-89.9	50-54.9	55-100											61.1									76
NWEA Grade 1 Reading																							