



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


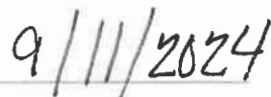
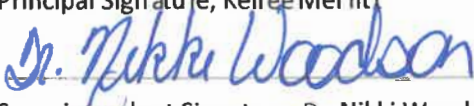
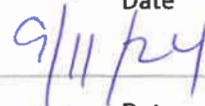
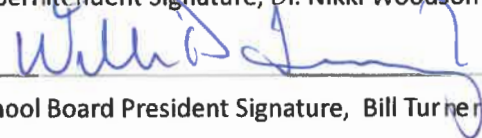
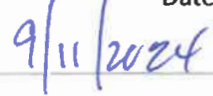
*In Accordance with Public Law 221*

**School Improvement Plan**  
**2024-2025**



**SPRING MILL**  
ELEMENTARY SCHOOL

School Name: Spring Mill Elementary  
School Address: 8520 Spring Mill Road  
School Phone Number: 317-259-5462  
School DOE Number: 5430  
School Corporation Number: 5370

|   |   |
|---|---|
|  |  |
| Principal Signature, Kellie Merritt   | 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**

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**

*Kellee Merritt – Principal*

*Lou Ann Keeling – Assistant Principal*

*Jill Hatcher – MTSS Coordinator*

*Robin Lawrence- Math Coach*

*Jasmine Singfield-Literacy Coach*

*Cindy Moore – Kindergarten Teacher*

*Katie Keegan - 1<sup>st</sup> Grade Teacher*

*Missy McAllister – 2<sup>nd</sup> Grade Teacher*

*Brianna Amspaugh - 3rd Grade Teacher*

*Laurie Turner – 4<sup>th</sup> Grade Teacher*

*Andrea Arms – 5<sup>th</sup> Grade Teacher*

*Sam Stone – Special Education Resource Teacher*

*Jordyn Locke- Music Teacher*

*Nicki Singley – Parent*

*Monica Schultz – Parent*

### **Team Leaders / SIP Team Meeting Dates: 3rd Tuesday of each month**

Tuesday, August 20, 2024

Tuesday, September 17, 2024

Tuesday, October 15, 2024

Tuesday, November 19, 2024

Tuesday, December 17, 2024

Tuesday, January 21, 2025

Tuesday, February 18, 2025

Tuesday, March 18, 2025

Tuesday, April 15, 2025

Tuesday, May 20, 2025

### **Description of Parent Involvement and Participation to Support Goals**

Spring Mill 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 Spring Mill staff works closely with the Parent Teacher Organization (PTO) to plan activities to involve families such as the Bulldog Blast, Bulldog Huddle, Bulldog-Toberfest, Special Person Day, Field Day, Spring Fling, 3rd-5th Awards and Recognition Programs, EOY convocation, Fifth Grade EOY Program, Bulldog Wow Outs, classroom parties, community engagement experiences, and fundraisers. The goal is for all families to feel welcome and invited to all events.

We communicate with families via the monthly Bulldog Bulletin newsletter, social media outlets such as Facebook and Twitter, as well as Parent Square. The newsletter is used to communicate with each family the happenings at Spring Mill. Every newsletter features a message from administration, updates from the PTO, upcoming events, parent tips, curriculum updates, along with pictures of various staff members and students as they are teaching and learning throughout the building.

There are also various Family Nights in which the Literacy and Math Instructional Coaches, along with other certified staff, lead informational meetings or educational activities such as the Bulldog Huddle, Family Math and Literacy Night, IREAD3 Parent Information Night, and 3rd-5th Awards and Recognition Programs. Spring Mill families will continue to engage in conversations regarding home to school partnerships to strengthen instructional connections beyond the school day. The PTO is a vital school partner that supports the decision making process to help prioritize the needs of the school to make the most significant impact for all learners.

### **Strategies to Increase Parent Participation**

- Bulldog Bulletin Monthly Newsletter – A section is devoted to sharing educational tips and strategies such as building reading comprehension and vocabulary as well as math number sense, computation, and problem solving. Pictures are included each month of schoolwide activities and grade level or classroom specific events.
- Small Group Interactions with the Administration - All parents are invited to open forum discussions before and after events throughout the year, such as an awards program, to talk with Administration about recent data, celebrations, initiatives, upcoming events, and a question and answer session.
- School Wide Attendance Initiative - Attendance is monitored routinely by the school social worker and an attendance initiative will be implemented during the 24-25 school year. Attendance information will be shared with students and staff on a regular basis.
- General PTO Meetings - PTO Meetings are held throughout the year with all families invited to receive information on a multitude of topics that relate to daily school activities.
- Multilingual Support - EL families are invited to the Multilingual Learners Night to develop a sense of community, have access to free resources, collaborate with community partners, and learn strategies to help their children achieve academic success. Throughout the year, there is accessibility to multi-language support to limit language barriers for multilingual families.
- IREAD3/ILEARN Family Night – At the IREAD3/ILEARN Family Night, parents gain knowledge of the challenges students face when beginning standardized testing, depth of rigor of the assessment, and how parents can prepare and support students to achieve success.

- Family Math and Literacy Night - For the Family Math and Literacy Night, parents and students work collaboratively to deepen their understanding of the learning opportunities their students are presented with daily and how they can support them at home.

**Stakeholder Input Opportunities to Support Goals**

| Stakeholder Input Name & Description  | Who Participates   | Timeline   |
|---|--|--|
| Curricular information and ideas for supporting children during the year are shared with parents during the Kindergarten Jump Start, Bulldog Huddle, and monthly school newsletter.                   | All parents of K-5 students  | 2024-2025 School Year<br><br>Kindergarten Jump Start:<br>July 26, 2024<br>Bulldog Huddle:<br>August 22, 2024 |
| Classroom newsletters, Parent Square messages, and additional communication with information on classroom and curricular goals, as well as ideas to support their children with learning.             | All parents of K-5 students will receive these from teachers on a weekly/bi-weekly/monthly basis | 2024-2025 School Year  |
| Routine messages/updates sent to parents from school leaders via ParentSquare.  | All families, staff members, and community members will have access to this information          | 2024-2025 School Year<br>As needed   |
| Social Media posts to give updates to parents, share event information, and celebrations.   | All families, staff members, and community members will have access to this information          | 2024-2025 School Year  |
| Annual meeting to review Title I Parent Compact and Title I School Plans  | Parents of all students and Instructional Coaches  | August 22, 2024 – Bulldog Huddle   |
| Monthly meetings with the PTO Executive Board and larger gatherings at PTO General Meetings with parents.   | PTO Executive Board and all parents  | 2024-2025 School Year  |
| Family Math and Literacy Night, as well as Multilingual Learners Night, to share games, strategies, and resources that parents can learn and take home to assist their children with academic skills. | All parents  | 2024-2025 School Year  |

|  |                           |   |
|--|---------------------------|---|
| IREAD3/ILEARN Family Night with a Principal Chat open to all families in 3rd - 5th Grade | Parents Grades 3-5        | February 2025                               |
| School Convocations  | All families/stakeholders | During the 1st, 2nd and 3rd quarters        |
| Quarterly Awards Program for 3rd - 5th Grade   | All families/stakeholders | At the end of the 1st, 2nd and 3rd quarters |

### **Description of Stakeholder Partnerships and Programs to Support Goals**

- Kindergarten Jump Start for incoming students and families
- Bulldog Blast at the beginning of the school year
- Bulldog Huddle
- Special Persons' Day
- Bulldog-tober Fest
- Winter Convocation
- Family Math and Literacy Night
- Multilingual Learners Night
- IREAD3/ILEARN Family Night
- Biztown - Junior Achievement Center - 4th Grade students only
- Field Day
- Spring Fling
- PTO Trivia Night
- Kindergarten Classroom Celebration / Family Picnic at the end of the school year
- 5th Grade End of Year Celebration and Awards
- Title 1 Parent Compact
- Student subscriptions to specific online reading (Lexia) and math websites (DreamBox) utilized throughout the year in the classroom and at home
- School and classroom newsletters
- A supportive Parent Teacher Organization
- PTO Dine to Donate Nights
- MISO Energy partnership
- Washington Township Schools Advancement Center
- At Your School (AYS) before and after school child care
- New student orientation (Bulldog Buddies/Bulldog Ambassadors)
- Book Buddies – older and younger students' classes pair up to promote reading with students as mentors
- Therapy Dogs (e.g., Love on a Leash) routinely visit the school
- Websites and online programs are shared with parents
- Special guests/presenters invited to the school
- Operation School Bell
- Girls Inc
- Cummins Behavioral Health
- Opportunities for parents to volunteer to support school events and field trips

**Comprehensive Needs Assessment (Title I Components 1 and 8)**

**Three-year Trend Data**

**Suspensions/Expulsions**

|                  | <b>Suspensions</b> | <b>Expulsions</b> |
|------------------|--------------------|-------------------|
| <b>2023-2024</b> | 67                 | 0                 |
| <b>2022-2023</b> | 90                 | 0                 |
| <b>2021-2022</b> | 90                 | 0                 |

**Suspensions/Expulsions by Grade**

|          | <b>2021-2022</b> | <b>2022-2023</b> | <b>2023-2024</b> |
|----------|------------------|------------------|------------------|
| <b>K</b> | 12               | 19               | 3                |
| <b>1</b> | 8                | 30               | 12               |
| <b>2</b> | 18               | 10               | 15               |
| <b>3</b> | 8                | 13               | 4                |
| <b>4</b> | 23               | 7                | 16               |
| <b>5</b> | 21               | 11               | 17               |

**Suspensions/Expulsions by Sub-Group**

|                        | <b>2021-2022</b> | <b>2022-2023</b> | <b>2023-2024</b> |
|------------------------|------------------|------------------|------------------|
| <b>American Indian</b> | 0                | 0                | 0                |
| <b>Asian</b>           | 0                | 0                | 0                |
| <b>Black</b>           | 77               | 68               | 58               |
| <b>Hispanic</b>        | 3                | 11               | 4                |
| <b>Multiracial</b>     | 4                | 6                | 4                |
| <b>White</b>           | 6                | 5                | 1                |
| <b>Female</b>          | 24               | 27               | 17               |
| <b>Male</b>            | 66               | 63               | 50               |
| <b>IEP - YES</b>       | 27               | 15               | 27               |

|          |    |    |    |
|----------|----|----|----|
| IEP - NO | 63 | 75 | 40 |
|----------|----|----|----|

**Enrollment by Ethnicity**

|                 | 2021-2022 | 2022-2023 | 2023-2024 |
|-----------------|-----------|-----------|-----------|
| American Indian | 0.0%      | 0.0%      | 0.2%      |
| Asian           | 0.6%      | 1.5%      | 2.0%      |
| Black           | 56.7%     | 54.5%     | 54.9%     |
| Hispanic        | 19.0%     | 20.0%     | 21.9%     |
| Multiracial     | 6.8%      | 7.5%      | 7.1%      |
| White           | 16.8%     | 16.6%     | 13.8%     |

**Enrollment by Free/Reduced/Paid Lunch**

|            | 2021-2022 | 2022-2023 | 2023-2024 |
|------------|-----------|-----------|-----------|
| Free Lunch | 56.1%     | 76.0%     | 76.5%     |
| Paid Lunch | 43.9%     | 24.0%     | 23.5%     |

**Attendance**

|                              | 2021-2022 | 2022-2023 | 2023-2024 |
|------------------------------|-----------|-----------|-----------|
| Attendance Rate              | 93.5%     | 94.4%     | 94.3%     |
| Number of Unexcused Absences | 3,437.0   | 2816.5    | 3081.5    |

**ILEARN English/Language Arts Achievement by Subgroup**

|       | Overall | Black | Asian | Hisp | White | Multi | SPED | ELL | F/R |
|-------|---------|-------|-------|------|-------|-------|------|-----|-----|
| 23-24 | 41%     | 34%   | 33%   | 32%  | 71%   | 60%   | 18%  | 20% | 32% |
| 22-23 | 29%     | 22%   | 50%   | 16%  | 68%   | 20%   | 6%   | 12% | 21% |
| 21-22 | 25%     | 18%   | N/A   | 6%   | 62%   | 63%   | 10%  | 9%  | 17% |

**ILEARN English/Language Arts by Grade**

|   | 2021-2022 | 2022-2023 | 2023-2024 |
|---|-----------|-----------|-----------|
| 3 | 25%       | 13%       | 49%       |



|   |     |     |     |
|---|-----|-----|-----|
| 4 | 21% | 34% | 31% |
| 5 | 40% | 27% | 40% |

#### ILEARN Mathematics Achievement by Subgroup

|       | Overall | Black | Asian | Hisp | White | Multi | SPED | ELL | F/R |
|-------|---------|-------|-------|------|-------|-------|------|-----|-----|
| 23-24 | 39%     | 34%   | 33%   | 23%  | 74%   | 60%   | 18%  | 21% | 30% |
| 22-23 | 29%     | 22%   | 50%   | 16%  | 66%   | 20%   | 6%   | 10% | 21% |
| 21-22 | 27%     | 19%   | N/A   | 15%  | 67%   | 25%   | 10%  | 9%  | 20% |

#### ILEARN Math by Grade

|   | 2021-2022 | 2022-2023 | 2023-2024 |
|---|-----------|-----------|-----------|
| 3 | 31%       | 27%       | 58%       |
| 4 | 23%       | 29%       | 34%       |
| 5 | 31%       | 24%       | 25%       |

#### Comprehensive Needs Assessment Summary

|                     | <b>Summary of Strengths:</b><br>What were the identified strengths?                           | <b>Summary of Needs:</b><br>What were the identified needs?  | <b>Priorities:</b><br>What are the priorities for your school?   |
|---------------------|---|--|--|
| <b>Demographics</b> | The diversity of our school – international, multi-lingual, ethnic and socio-economic groups. | Ensure that our teaching practices are equitable in order to maintain high achievement for all sub-groups.   | Having a sense of urgency in narrowing the achievement gap amongst specific sub-groups.  |
| <b>Attendance</b>   | Attendance rate is 94.4%. Spring Mill students enjoy coming to school and are eager to learn. | Attendance is directly correlated to student performance and achievement, therefore they need to be here to learn. We must identify what is the root cause of why students are not attending and offer attendance incentives and celebrations throughout the year to | Monitor and track attendance regularly in order to maintain a school attendance rate consistent with the IDOE definition of “model or persistent attendance”. After collecting data, determine the root cause of chronic absenteeism. Implement a new attendance incentive |

|                                   |  |   |  |
|-----------------------------------|--|---|--|
|                                   |  | show the importance and improve student performance.  | program during the 24-25 school year in combination with our Bulldog Bones Behavior Program.   |
| <b>Student Achievement</b>        | <p>Students are eager to learn and are knowledgeable about their own assessment data, using it to set personal goals to achieve grade level proficiency. Teachers utilize visual images to help students understand their personal data goals and as celebrations of achievement.</p> <p>Multi-language learners are showing growth in language acquisition.</p> | <p>All students should be knowledgeable about their own data and able to use the data to set goals.</p> <p>Multi-lingual and special education students should show growth on local and state assessments.</p> <p>Rigor and high expectations for all students and teachers.</p>      | <p>Rigor and high expectations for all students and teachers.</p> <p>Schoolwide and classroom incentives for reading reading goals and math fact fluency goals. Students set goals for NWEA and other assessments and students with the highest growth and proficiency in the grade level will be recognized on our digital signage.</p> <p>Frequent data analysis and goal setting by students and teachers. In turn, teachers use this data to drive instruction. Student data is reviewed routinely in PLCs as well as in individual and grade level data meetings.</p> |
| <b>School Culture and Climate</b> | <p>Our school is in a rebuilding phase: Internally with our teaching staff and student population. Externally with our standing within the district for student achievement and positive image on social media. We also recently went through a complete renovation project to our physical environment.</p>   | <p>Continue creating a sense of shared ownership and community by beginning the school year with a universal theme and spirit wear for all staff and students.</p> <p>Continue fostering a growth-mindset with our students and staff.</p> <p>Continue creating a culture of high</p> | <p>Continue to maintain a welcoming and positive atmosphere for staff, students and visitors.</p> <p>Continue to train staff in using Culturally Responsive classroom strategies, review trauma-informed practices, and effective teaching practices.</p>  |

|   |  |   |   |
|---|--|---|---|
|   | <p>Expectation talks occur with students with regard to behavior and academic success. We consistently celebrate the good that happens daily with student behavior through the newly implemented PBIS Bulldog Bone Behavior Program. Classrooms are continuing to utilize the Tier One Positive Paws system to set and celebrate classroom goals. Teachers are nominated by their peers to be the Spring Mill Standout of the Month and displayed in the front office. Teachers and students can be nominated for the Woot Woot Wagon.</p> | <p>expectations and accountability for all staff and students.</p> <p>Create a culture where teachers see themselves as learners through Lab Classroom experiences and Peer Learning Walks opportunities.</p> <p>Creating a culture where instructional coaching and coaching cycles are a way to set goals for continuous improvement.</p>   | <p>Continue to create a culture where there is shared ownership and opportunities for leaders to build capacity within grade level teams.</p> <p>Providing opportunities for teachers to participate in committees for which they have an interest and an improved sharing of information among staff.</p>  |
| <p><b>Staff Quality/<br/>Professional<br/>Development</b></p> | <p>When vacancies occur, recruiting and hiring staff that have a shared vision for the school.</p> <p>Maintained consistent PLC schedule.</p> <p>Teachers attended multiple lab classroom experiences with our instructional coaches as well as Peer Learning Walks for an instructional focus of their choice.</p> <p>High Ability teachers attended math professional development with Dr. Ryan Flessner. ENL teachers attended the WIDA conference. Our MTSS Coach provided professional development</p>                                | <p>Provide teachers with direct and frequent feedback on instruction.</p> <p>Teachers need to come prepared and participate in PLCs.</p> <p>Provide PD for teachers on differentiated small group and whole class instruction, math strategies for students to be successful on standardized assessments, and intervention strategies for T2/T3 students.</p> <p>Continue to support teachers in learning and implementing district adopted curriculum.</p> | <p>Instruction is planned based on standards. Continue to break down standards in PLCs to ensure instruction is focused on priority standards. Throughout the year, ensure students are exposed to instructional materials comparable to the rigor of IREAD3 and ILEARN to ensure student success.</p> <p>Continue to implement coaching cycles, lab classroom experiences, and Peer Learning Walks in order to develop best teaching practices amongst staff.</p> <p>Administrators, coaches, and teachers will attend</p> |

|  |  |  |  |
|--|--|--|--|
|  | throughout the year to all staff members on tiers and interventions.   |  | district PLC training and ensure weekly PLCs are following the district initiative. Continue weekly planning with instructional coaches.   |
| <b>Curriculum, Instruction, Assessment</b> | <p>There is a sound district adopted curriculum for both literacy and math based around the IDOE standards. We are in the third implementation year for Math using Eureka<sup>2</sup>. We are in the first year of implementation for CKLA for Reading (K-5) and Phonics (K-2). Instructional coaches, in both literacy and math, that have expertise in their areas of focus help support teachers during PLCs, planning, and through co-teaching and modeling.</p> <p>Teachers are provided with district, local, and state assessments.</p> | <p>Intermediate teachers need to utilize approved resources to support word study and phonics routinely in their classrooms based upon student need.</p> <p>Teachers consistently analyze assessment data in order to track student growth and use the data to drive their instruction. Students will have data and goal setting discussions with their teachers throughout the year.</p> <p>Teachers will have a commitment to utilizing district curriculum to meet the needs of their students.</p> | <p>All staff teach all components of the district adopted curriculum.</p> <p>Intermediate teachers need to utilize approved resources to support word study and phonics routinely in their classrooms based upon student need for both whole group and small group instruction.</p> <p>Administrators and coaches will visit classrooms and give feedback often and consistently.</p> <p>Teachers have a shared sense of ownership for teaching the district adopted curriculum and hold other team members accountable.</p> |
| <b>Family and Community Involvement</b>    | <p>Spring Mill has an active PTO which supports the needs of students and staff.</p> <p>Routine communication occurs via newsletters, ParentSquare updates, etc.</p> <p>Community partnerships supported both teachers and students.</p>   | <p>After-school clubs and activities that provide various opportunities for students beyond the school day.</p> <p>More teachers take advantage of opportunities that community partners offer to improve achievement.</p>   | <p>Gain interest from more families to get involved with the PTO executive board and general PTO meetings.</p> <p>Creating shared ownership as we view parents and families as partners to help them understand their level of accountability in their</p>   |

|                               |   |  |   |
|-------------------------------|---|--|---|
|                               | <p>A partnership was formed with MISO Energy to support students through STEM learning experiences at their facility. MISO supports staff members throughout the year with intentional acts of appreciation.</p> <p>Families can attend academic and social events such as Bulldog Blast, Bulldog Huddle, Kindergarten Jamboree, Family Math and Literacy Night, Parent/Teacher Conferences, Winter and End of Year Convocation, as well as grade level awards programs for students in grades 3-5.</p> | <p>Communicate with families the many ways in which they can be involved in our school community (PTO outreach).</p> | <p>students' educational success.</p>   |
| <b>Technology</b>             | <p>Computers, iPads, and interactive white boards are available for student and staff use.</p> <p>All students have access to an electronic device during the school day.</p> <p>All students and teachers know how to navigate Canvas and Zoom.</p> <p>Technology will be a full-time special.</p>   | <p>Teachers understand that technology is a supplemental resource that does not replace direct instruction.</p>      | <p>Students develop a sound understanding of learning platforms and skills which are monitored and used appropriately.</p> <p>Provide expectation talks for appropriate use of technology for students and staff (Chromebooks, cell phones, etc.) using members of the Behavior Support Team.</p> |
| <b>Access and Opportunity</b> |   |  |   |

**Priority Goal Summary and Decision Making Process**

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

| Priority # | Goal Statement   |
|------------|--|
| 1          | <p><b>Priority 1 Equitable Achievement</b> - 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 45%.</i></p> <p><i>Goal 1C - Reading: Improve academic growth for all subgroups and reduce the achievement gap for students of color in literacy.</i></p> <p><i>Reading: Improve academic proficiency for all subgroups, Asian - 1%, Black - 2%, Hispanic - 2%, White - 1%, Multi-Racial - 1%, SPED - 2%, ELL - 2% as measured by NWEA Reading proficiency.</i></p> <p><i>Goal 1C - Reading: Improve academic growth for all subgroups and reduce the achievement gap for students of color in literacy</i></p> <p><i>Reading: Improve academic proficiency for all subgroups, Asian - 43.5%, Black - 51.7%, Hispanic - 40.6%, White - 87.1%, Multi-Racial - 66.3%, SPED - 37.7%, ELL - 29.9%</i></p> <p><i>Goal 1C - Math: Improve academic growth for all subgroups and reduce the achievement gap for students of color in math</i></p> <p><i>Math: Improve academic proficiency for all subgroups, Asian - 54.0%, Black - 48.4%, Hispanic - 42.1%, White - 89.1%, Multi-Racial - 69.0%, SPED - 36.7%, ELL - 33.1%</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 - 20.5%, Black - 27.0%, Hispanic - 31.9%, White - 71.9%, Multi-Racial - 46.0%, SPED - 15.7%, ELL - 13.7%</i></p> <p><i>Goal 1D-Math: Improve the academic achievement for all subgroups as measured by ILEARN math proficiency</i></p> <p><i>Math: Improve academic proficiency for all subgroups, Asian - 33.8%, Black - 26.1%, Hispanic - 25.6%, White - 77.7%, Multi-Racial - 31.3%, SPED - 17.0%, ELL - 13.3%</i></p> |
| 2          | <p><b>Priority 2 - Hiring &amp; Retention of a High Quality &amp; Diverse Staff</b> – 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>   |

|          |  |
|----------|--|
| <b>3</b> | <p><b>Priority 3 - Partnerships</b> - Strengthen our partnership with students, families, and community stakeholders to achieve our mission of academic success for all students.</p> <p><i>Goal 3A - Spring Mill will analyze family engagement feedback to determine areas of improvement by increasing the total level of parent and family participation in school programming as measured by the parent survey.</i></p> |
|----------|--|

**Supplemental Goal Summary and Decision Making Process**

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

| Sup #    | Goal Statement  |
|----------|---|
| <b>1</b> | <p><b>Supplemental 1 - Attendance</b> - Increase student daily attendance to increase student learning outcomes.</p> <p><i>Goal S1: Increase student attendance rate.</i></p> |

**Cultural Competency**

Spring Mill Elementary School will focus on proactive discipline, cultural responsiveness, and response to instruction and intervention in efforts to meet the needs of students. 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 teams and focus on systematic professional learning opportunities to strengthen responsive practices throughout Washington Township.

**Decision Making Process**

The decision making process at Spring Mill 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 before making final decisions. Spring Mill’s decision making committees include Building Leadership Team (BLT), Team Leaders, Proactive Discipline Team, Behavior Support Team, Response to Instruction Team, Academic Vocabulary, SERT Team, School Culture Team, and Professional Learning Communities (PLC). Students are invited to apply to participate in a Fourth Grade Principal’s Advisory Committee to share their

perspective on school climate, academics, logistics, and behavior to promote agency, providing them a voice within the learning environment.

The administration meets monthly with all teaching teams to gather information concerning the school and examine school-wide data. Team leaders include a representative from each grade level, special areas, special education and support staff. These teacher leaders meet with their teams to disseminate school information, collaborate with instructional coaches, facilitate grade-level team planning meetings, and attend weekly PLCs. The purpose of these meetings is to discuss strategies to be used during core instruction, small group instruction, how to differentiate in the core instruction, as well as during small groups, and how to maximize opportunities to confer with our students. The building leadership team meets weekly and will invite SPED and EL team members to attend quarterly to bring all of the building level experts together in an effort to better support classroom teachers and grade level teams. The leadership team aligns professional development opportunities and building initiatives that are directly tied to the targeted goals and strategies identified each school year.



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

**Equitable Achievement Goal 1B**

| <b>Equitable Achievement Goal 1B</b>  |       |        |       |        |          |        |       |        |              |        |      |        |      |        |      |        |
|---|-------|--------|-------|--------|----------|--------|-------|--------|--------------|--------|------|--------|------|--------|------|--------|
| <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     |        | 47    |        | 4        |        | 8     |        | 1            |        | 28   |        | 5    |        | 60   |        |
| 20-21   | 0     | 0      | 45    | 52     | 4        | 1      | 8     | 1      | 1            | 2      | 27   | 6      | 5    | 3      | 57   | 56     |
| 21-22   | 0     | 0      | 42    | 94     | 4        | 2      | 7     | 3      | 1            | 6      | 25   | 19     | 5    | 3      | 54   | 105    |
| 22-23   | 0     | 0      | 40    | 55     | 3        | 2      | 7     | 3      | 1            | 3      | 24   | 14     | 4    | 9      | 51   | 63     |
| 23-24   | 0     | 0      | 38    | 44     | 3        | 0      | 7     | 1      | 1            | 3      | 23   | 13     | 4    | 4      | 49   | 48     |
| 24-25   | 0     |        | 36    |        | 3        |        | 6     |        | 1            |        | 22   |        | 4    |        | 46   |        |
| 25-26   | 0     |        | 35    |        | 3        |        | 6     |        | 1            |        | 21   |        | 4    |        | 44   |        |
| 26-27   | 0     |        | 33    |        | 3        |        | 6     |        | 1            |        | 21   |        | 3    |        | 42   |        |
| <b>Green</b> = Benchmark Goal Met, <b>Yellow</b> = Progress Toward Benchmark Goal, <b>Red</b> = No Progress Toward Benchmark Goal   |       |        |       |        |          |        |       |        |              |        |      |        |      |        |      |        |
| <b>NOTE:</b> SY 20-21 results not evaluated for progress due to COVID-19 unusual impacts  |       |        |       |        |          |        |       |        |              |        |      |        |      |        |      |        |

**Goal 1B: Action Plan for the 2024-2025 School Year (Title Component 2, 4, and 9) (List a maximum of three strategies. List a maximum of three action steps for each strategy.)**

| <b>Strategy: Protect the Learning Environment</b>  |   |   |  |
|--|---|---|--|
| <b>Action Steps</b>  | <b>Required Resources/PD</b>                          | <b>Timeline</b>   | <b>Evidence</b>  |
| <p>Creating a sense of urgency for academic performance as well as utilizing the Social Worker, Behavior Support Team (BST), and Cummins counselors to provide push-in behavior support in the classrooms.</p> <p>The SM Social Worker will collaborate with the Alternative Classroom (AC) teacher to provide an alternative for out-of-school suspensions so that academic instruction can continue in an effort to prevent learning loss.</p> | <p>Alternative Classroom</p> <p>Code of Conduct</p>   | <p>Ongoing throughout the year</p>  | <p>BST Push-in Support Schedule</p> <p>Discipline data</p> |
| <p>Grade levels have established Learner Profiles and Teacher Profiles to communicate expectations and develop a common language around what is expected in the learning environment at the student and teacher level for all learners.</p>  | <p>GYTO Learner Profile</p>                           | <p>Began in 23-24, reestablished at the BOY staff meeting for 24-25</p>   | <p>Anchor charts displayed at each grade level</p>         |
| <p>Classroom teachers will establish a classroom management plan that is proactive and responsive in order to protect the learning environment.</p>  | <p>Classroom Management Plan <a href="#">LINK</a></p> | <p>Share the plan with families at the Bulldog Huddle to be proactive</p> | <p>Classroom plans</p>                                     |

| Strategy: Positive Behavior Reward System  |   |   |  |
|--|---|---|--|
| Action Steps   | Required Resources/PD   | Timeline  | Evidence   |
| <p>Bulldog Bone Positive Behavior System and proactive discipline strategies to better align our building goals and support teachers. There is a monthly focus on desired behaviors being taught to students through the program. Students are recognized for demonstrating the monthly behavior focus and have a chance to be randomly selected for a non-tangible reward. Classroom teachers selected one student that exemplified the monthly behavior focus.</p> <p>Beginning of the year expectation talks occur so that all students understand the schoolwide procedures and behavior expectations for all SM Bulldogs. Beginning of the year convocation occurs to review expectations and set the tone for behavior for the year.</p> <p>Administration will utilize classroom walkthroughs and teacher observations to actively monitor the learning environment, focusing on student engagement, classroom community, and teacher/student partnerships.</p> | <p>Bulldog Bone Behavior Program<br/>Great 8 Data</p> <p>PBIS Committee meetings to review discipline data</p> <p>BOY and MOY Behavior Expectation Talks with Admin and BST Team.</p> <p>Monthly behavior focus emphasized by teaching the expectations.</p> <p>Bulldog Ambassadors produce behavior videos demonstrating procedures.</p> <p>What Does It Mean To Be A Spring Mill Bulldog <a href="#">LINK</a></p> | <p>Ongoing throughout the year</p> <p>Monthly recognition of students</p> <p>August 2024 - May 2025</p> | <p>Share Great 8 data monthly with teachers during staff meetings.</p> <p>Bulldog Bone Behavior Program resources are shared with teachers and monthly discipline data. The goal is for the program to help reduce classroom and office referrals for all students.</p> <p>Students of the month's names will be shared in the monthly parent newsletter, Bulldog Bulletin, as well as their pictures displayed on our digital signage throughout the building.</p> <p>Walk-throughs focused on ELEVATE CTPs</p> |

| Strategy: MTSS  |  |  |   |
|---|--|--|---|
| Action Steps  | Required Resources/PD  | Timeline   | Evidence  |
| <p>Provide teachers with ongoing professional development training on MTSS systems, documents and procedures, as well as behavior and academic intervention strategies and data collection in order to support individual student needs. Quarterly T2 and T3 meetings will be held to review student data and intervention strategies.</p> <p>Continue to utilize Tier 3 interventions (behavior charts, social skills groups, Alt. Classroom, etc.) and Alternatives-to-Suspension model that provides more time for intensive behavior supports for those not responding to Tier 2 support.</p> <p>Define and clearly communicate with teachers the roles of the Behavior Support Team (BST) members, how to utilize their support to better meet students' behavioral needs, and the appropriate steps to take when there is a behavior issue or discipline referral.</p> <p>The MTSS Coach will facilitate and help teachers create, implement, and maintain classroom behavior plans to provide Tier 1, 2,</p> | <p>MTSS PD provided by MTSS Coach utilizing district MTSS pillar and behavior documents</p> <p>Schedule of T2 and T3 meetings</p> <p>Second Steps Lessons</p> <p>Behavior pillars document shared with staff</p> <p>BST bi-weekly meetings</p> <p>Classroom plans.</p> | <p>Ongoing throughout the year</p> <p>August 2024 - May 2025</p> | <p>Quarterly T2 and T3 Meeting Schedule</p> <p>Quarterly T2 and T3 Meeting Minutes</p> <p>T2 and T3 student data</p> <p>Tier 3 behavior plans</p> <p>Classroom plans</p> <p>Elevate walk-throughs</p> |

|                |  |  |  |
|----------------|--|--|--|
| and 3 support. |  |  |  |
|----------------|--|--|--|

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

| <b>Equitable Achievement Goal 1C - Reading</b>  |       |        |       |        |          |        |       |        |              |        |       |        |       |        |
|---|-------|--------|-------|--------|----------|--------|-------|--------|--------------|--------|-------|--------|-------|--------|
| <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 |
| <b>18-19 (BL)</b>   | 44.8% |        | 53.5% |        | 38.4%    |        | 90.6% |        | 67.5%        |        | 39.1% |        | 30.8% |        |
| <b>20-21 (RBL)</b>  | 33.0% |        | 32.0% |        | 29.0%    |        | 72.0% |        | 56.0%        |        | 27.0% |        | 20.0% |        |
| <b>21-22</b>  | 33.5% | 100.0% | 33.0% | 54.8%  | 30.0%    | 40.2%  | 72.5% | 84.2%  | 56.5%        | 82.8%  | 27.5% | 43.7%  | 20.5% | 36.5%  |
| <b>22-23</b>  | 38.3% | 85.7%  | 41.8% | 64.6%  | 34.8%    | 50.0%  | 79.5% | 92.3%  | 61.2%        | 85.7%  | 32.4% | 42.6%  | 24.9% | 44.1%  |
| <b>23-24</b>  | 40.9% | 80.0%  | 46.8% | 74.2%  | 37.7%    | 54.7%  | 83.3% | 91.5%  | 63.8%        | 81.1%  | 35.1% | 45.6%  | 27.4% | 54.2%  |
| <b>24-25</b>  | 43.5% |        | 51.7% |        | 40.6%    |        | 87.1% |        | 66.3%        |        | 37.7% |        | 29.9% |        |
| <b>25-26</b>  | 46.2% |        | 56.6% |        | 43.5%    |        | 90.8% |        | 68.9%        |        | 40.4% |        | 32.3% |        |
| <b>26-27</b>  | 48.8% |        | 61.5% |        | 46.4%    |        | 94.6% |        | 71.5%        |        | 43.1% |        | 34.8% |        |
| <b>Green</b> = Benchmark Goal Met, <b>Yellow</b> = Progress Toward Benchmark Goal, <b>Red</b> = No Progress Toward Benchmark Goal |       |        |       |        |          |        |       |        |              |        |       |        |       |        |
| <b>NOTE:</b> 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 |
| <b>18-19 (BL)</b>  | 26.7% |        | 24.5% |        | 32.8%    |        | 75.3% |        | 39.1%        |        | 14.6% |        | 13.5% |        |
| <b>20-21 (RBL)</b> | 0.0%  |        | 16.0% |        | 14.0%    |        | 57.0% |        | 42.0%        |        | 10.0% |        | 6.0%  |        |
| <b>21-22</b>       | 0.5%  |        | 17.0% | 18.2%  | 15.0%    | 5.6%   | 57.5% | 61.9%  | 42.5%        | 62.5%  | 10.5% | 10.0%  | 6.5%  | 8.8%   |
| <b>22-23</b>       | 10.2% | 50.0%  | 21.5% | 22.0%  | 22.9%    | 15.8%  | 64.4% | 66.7%  | 44.0%        | 20.0%  | 12.9% | 3.7%   | 9.8%  | 12.5%  |
| <b>23-24</b>       | 15.4% |        | 24.3% | 34.1%  | 27.4%    | 31.9%  | 68.2% | 70.6%  | 45.0%        | 60.0%  | 14.3% | 17.6%  | 11.8% | 21.6%  |
| <b>24-25</b>       | 20.5% |        | 27.0% |        | 31.9%    |        | 71.9% |        | 46.0%        |        | 15.7% |        | 13.7% |        |
| <b>25-26</b>       | 25.6% |        | 29.8% |        | 36.3%    |        | 75.6% |        | 47.0%        |        | 17.2% |        | 15.6% |        |
| <b>26-27</b>       | 30.7% |        | 32.5% |        | 40.8%    |        | 79.3% |        | 48.0%        |        | 18.6% |        | 17.5% |        |

**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 Dibels 1D-ILEARN ELA: School Action Plan for the 2024-2025 School Year (Title Component 2, 4, and 9) List a maximum of three strategies. List a maximum of three action steps for each strategy.**

| <b>Strategy: Lab Classroom and Peer Learning Walks Experiences</b>  |  |                               |  |
|---|--|-------------------------------|--|
| <b>Action Steps</b>   | <b>Required Resources/PD</b>   | <b>Timeline</b>               | <b>Evidence</b>  |
| <p>Use mClass data to identify areas of growth for students and teachers to determine the individual needs that can be addressed through on-site Lab Classroom experiences.</p> <p>Provide opportunities for teachers to share strategies learned through Lab Classrooms and Peer Learning Walks during staff meetings, PLCs and the Bulldog Reset.</p> <p>Analyze data quarterly from Lab Classroom experiences to monitor and track teacher and student outcomes.</p> | <p>Dibels, ILearn checkpoints, ILearn Literacy data, IREAD3</p> <p>Amplify CKLA: Knowledge &amp; Skills, and share components</p> <p>Ongoing support from building level and district coaches.</p> <p>Learning Walks</p> <p>Lab Classrooms</p> <p><u>Peer Learning Walks Google Form</u></p> | <p>August 2024 - May 2025</p> | <p>Building Leadership Team monitoring and observation.</p> <p>Create a calendar to plan coaching opportunities for lab classrooms that may include co-teaching.</p> <p>Transitioning lead teachers to independently model lessons in Lab Classrooms with coaching feedback.</p> |

| <b>Strategy: Small Group Instruction</b>   |  |                               |   |
|--|--|-------------------------------|---|
| <b>Action Steps</b>  | <b>Required Resources/PD</b>   | <b>Timeline</b>               | <b>Evidence</b>   |
| <p>Fall review of small group instruction expectations that align with the CKLA resources. Refer to the district guidance documents on implementing the components and structure of small groups, as well as</p> | <p>Providing PD so that teachers are equipped with a protocol for how to properly give assessments and plan for small group instruction.</p> | <p>August 2024 - May 2025</p> | <p>Utilize CKLA &amp; district guidance documents on implementing small group instruction</p> |



|   |  |  |  |
|---|--|--|--|
| <p>offering professional development to meet goals.</p> <p>Utilize data analysis protocols during PLCs to develop a common understanding of proficiency and for a more purposeful review of student data.</p> <p>Ensuring that our students have the knowledge, tools and resources they need to understand what proficiency is and how they can attain it through data and goal setting.</p> |  |  | <p>Identification of ELA standards located within Amplify CKLA during PLCs and grade level planning</p> <p>Refer to DIBELS assessments to inform instructional decisions in order to plan for small groups</p> |
|---|--|--|--|

| <b>Strategy: Data Analysis</b>   |   |                               |  |
|--|---|-------------------------------|--|
| <b>Action Steps</b>  | <b>Required Resources/PD</b>  | <b>Timeline</b>               | <b>Evidence</b>  |
| <p>Continue Fall, Winter, and Spring Data Meetings (individual and grade level) to analyze district recommended assessments</p>                                |   | <p>August 2024 - May 2025</p> | <p>mClass Dibels assessment</p> <p>Amplify CKLA-(MOY, &amp; EOY benchmarks, checks for understanding. domain/unit assessments)</p> |
| <p>Utilize data analysis protocols during PLCs to develop a common understanding of proficiency and how to be more purposeful when reviewing student data.</p> | <p>PD on PLC protocol and expectations</p> <p>Utilize the PLC stages article to help monitor grade level teams, track progress and intentionally target opportunities for growth.</p> <p><a href="#">PLC Kick-Off</a></p> | <p>August 2024 - May 2025</p> | <p>PLC minutes</p> <p>Amplify CKLA- MOY, &amp; EOY benchmarks, checks for understanding. domain/unit assessments)</p>              |

|   |   |                        |  |
|---|---|------------------------|--|
|   |   |                        |  |
| Utilize data to drive instruction as we implement Amplify CKLA. | <p>Master Student Data Spreadsheet</p> <p>Amplify CKLA-MOY, &amp; EOY benchmarks, checks for understanding. domain/unit assessments, mClass DIBELS)</p> <p>PLCs</p> | August 2024 - May 2025 | <p>PLC Minutes</p> <p>BOY, MOY, and EOY Data Meetings</p> <p>Extended Planning Meeting Agendas</p> |

| <b>Strategy:</b> Learner-Focused Assessment Strategies  |  |                        |   |
|---|--|------------------------|---|
| <b>Action Steps</b>   | <b>Required Resources/PD</b>   | <b>Timeline</b>        | <b>Evidence</b>   |
| <p>Continue instructing students on test-taking strategies and exposing them to materials that demonstrate higher levels of academic rigor throughout the year to prepare them for standardized assessments.</p> <p>2nd &amp; 3rd Grade Bootcamp to prepare students for taking state standardized assessments, promote growth mind-set, encourage student agency, and build stamina to persevere.</p> <p>Continue student goal setting to promote agency and shared ownership.</p> | <p>IREAD3 and ILEARN released items, test-taking genre toolkit, and teacher-led practice tests</p> <p>ILEARN Checkpoints</p> <p>PD Test-taking skills and strategies (K-5)</p> | August 2024 - May 2025 | <p>Track student progress utilizing the BOY, MOY, EOY benchmarks included in the Amplify CKLA resource</p> <p>Student goal setting visuals are utilized so they can track their progress and celebrate growth.</p> <p>Bootcamp schedule of activities</p> |

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

| <b>Equitable Achievement Goal 1C - Math</b>   |       |        |       |        |          |        |       |        |              |        |       |        |       |        |
|---|-------|--------|-------|--------|----------|--------|-------|--------|--------------|--------|-------|--------|-------|--------|
| <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 |
| <b>18-19 (BL)</b>   | 48.3% |        | 49.6% |        | 39.7%    |        | 90.2% |        | 65.0%        |        | 36.6% |        | 36.1% |        |
| <b>20-21 (RBL)</b>  | 50.0% |        | 30.0% |        | 31.0%    |        | 79.0% |        | 65.0%        |        | 29.0% |        | 19.0% |        |
| <b>21-22</b>  | 50.5% | 100.0% | 31.0% | 48.2%  | 32.0%    | 44.1%  | 79.5% | 82.9%  | 65.5%        | 89.3%  | 29.5% | 42.9%  | 19.5% | 37.4%  |
| <b>22-23</b>  | 52.0% | 100.0% | 39.2% | 59.5%  | 36.6%    | 57.5%  | 84.1% | 88.5%  | 67.0%        | 82.9%  | 32.9% | 37.7%  | 26.0% | 52.5%  |
| <b>23-24</b>  | 53.0% | 80.0%  | 43.8% | 65.7%  | 39.4%    | 57.9%  | 86.6% | 91.5%  | 68.0%        | 86.5%  | 34.8% | 50.0%  | 29.6% | 57.5%  |
| <b>24-25</b>  | 54.0% |        | 48.4% |        | 42.1%    |        | 89.1% |        | 69.0%        |        | 36.7% |        | 33.1% |        |
| <b>25-26</b>  | 55.0% |        | 53.0% |        | 44.9%    |        | 91.7% |        | 70.0%        |        | 38.7% |        | 36.6% |        |
| <b>26-27</b>  | 56.0% |        | 57.6% |        | 47.7%    |        | 94.2% |        | 71.0%        |        | 40.6% |        | 40.1% |        |
| <b>Green</b> = Benchmark Goal Met, <b>Yellow</b> = Progress Toward Benchmark Goal, <b>Red</b> = No Progress Toward Benchmark Goal |       |        |       |        |          |        |       |        |              |        |       |        |       |        |
| <b>NOTE:</b> 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 |
| <b>18-19 (BL)</b>  | 46.7% |        | 26.6% |        | 22.4%    |        | 82.0% |        | 30.4%        |        | 10.4% |        | 13.5% |        |
| <b>20-21 (RBL)</b> | 0.0%  |        | 9.0%  |        | 16.0%    |        | 61.0% |        | 25.0%        |        | 13.0% |        | 5.0%  |        |
| <b>21-22</b>       | 0.5%  |        | 10.0% | 18.9%  | 17.0%    | 14.8%  | 61.5% | 66.7%  | 25.5%        | 25.0%  | 13.5% | 10.0%  | 5.5%  | 8.8%   |
| <b>22-23</b>       | 16.9% | 50.0%  | 17.5% | 22.0%  | 20.8%    | 15.8%  | 69.3% | 64.1%  | 28.1%        | 20.0%  | 15.0% | 7.4%   | 9.2%  | 10.4%  |
| <b>23-24</b>       | 25.4% |        | 21.8% | 34.7%  | 23.2%    | 23.4%  | 73.5% | 73.5%  | 29.7%        | 60.0%  | 16.0% | 17.6%  | 11.3% | 23.5%  |
| <b>24-25</b>       | 33.8% |        | 26.1% |        | 25.6%    |        | 77.7% |        | 31.3%        |        | 17.0% |        | 13.3% |        |
| <b>25-26</b>       | 42.3% |        | 30.3% |        | 28.0%    |        | 81.8% |        | 32.8%        |        | 18.0% |        | 15.4% |        |
| <b>26-27</b>       | 50.7% |        | 34.6% |        | 30.4%    |        | 86.0% |        | 34.4%        |        | 19.0% |        | 17.5% |        |

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

| <b>Strategy:</b> Math Workshop and small group instruction using district adopted Eureka Math <sup>2</sup> curriculum with specific focus on instructional strategies and fact fluency.  |  |                               |  |
|--|--|-------------------------------|--|
| <b>Action Steps</b>  | <b>Required Resources/PD</b>   | <b>Timeline</b>               | <b>Evidence</b>  |
| <p>All K-5 teachers, including SPED and ENL, will effectively utilize the Eureka Math<sup>2</sup> curriculum and guidance documents during their daily math workshop and small group instruction. This ensures math strategies will be taught effectively to aid in student understanding through the use of visuals, vocabulary, and daily routines. Opportunities will be provided for student discourse.</p> <p>Bi-weekly planning sessions and PLC discussions, along with the math coach, to review strategies and adjust pacing to ensure student needs are met and foundational content is taught to the level of rigor necessary to be successful on standardized assessments prior to all assessment windows.</p> | <p>Eureka Math<sup>2</sup> PD</p> <p>Eureka Math<sup>2</sup> curriculum</p> <p>MSDWT Math Workshop Framework</p> <p>MSDWT Pacing Guides for Eureka Math<sup>2</sup></p> <p>PLCs</p> <p>DOE standards</p> | <p>August 2024 - May 2025</p> | <p>Eureka Math<sup>2</sup> PD provided throughout the year</p> <p>Walk-throughs focused on ELEVATE CTPs</p> <p>Planning notes</p> <p>Lab classrooms</p> <p>Extended Planning Sessions</p> <p>Anchor Charts</p> <p>PLC notes</p> <p>Teacher notes/checklists</p> <p>Walk-throughs focused on ELEVATE CTPs</p> |
| <p>The math coach will collaborate with teachers to ensure students have:</p> <p>-problem solving strategies in their personal math toolkits that developmentally progress through the stages of</p>   | <p><a href="#">MSDWT Math Workshop Framework</a></p> <p>PD on strategy toolkits and fact fluency</p> <p><a href="#">MSDWT Math</a></p>   | <p>August 2024 - May 2025</p> | <p>Classroom Anchor Charts</p> <p>Walk-throughs focused on ELEVATE CTPs</p> <p>Lab Classrooms</p> <p>Learning Walks</p>  |

|   |  |                               |  |
|---|--|-------------------------------|--|
| <p>mathematical understanding: concrete, pictorial, abstract.<br/>-strategies that assist students with fact fluency to move towards automaticity.</p>  | <p><a href="#">Facts Pacing Guide</a></p> <p>MSDWT Math Facts Assessments &amp; Fact Interviews Forms</p>  |                               | <p>Planning notes</p> <p>BOY, MOY, EOY fact fluency data collection</p> <p>Classroom and schoolwide fact fluency incentives and celebrations</p> |
| <p>Teachers will plan for and meet with at least one small group daily. Groups are formed based on formative/summative assessments, informal assessments, teacher observations, data collection, and focused on specific skills and standards taught within the unit.</p> | <p>PD on small group instruction utilizing Eureka<sup>2</sup> curriculum and resources</p> <p><a href="#">Elementary Math Small Groups - Guidance Document</a></p> | <p>August 2024 - May 2025</p> | <p>Planning notes</p> <p>Walk-throughs focused on ELEVATE CTPs</p> <p>Classroom Schedule for Small Groups</p>                                    |

| <b>Strategy:</b> PLCs for analyzing data and student goal setting.  |  |                               |  |
|---|--|-------------------------------|--|
| <b>Action Steps</b>   | <b>Required Resources/PD</b>   | <b>Timeline</b>               | <b>Evidence</b>  |
| <p>During PLCs and data meetings, CFA (s), Module and Benchmark assessment data will be analyzed to determine the instructional focus with academic standards as the goal. Pre and post assessment data will also be analyzed, as well as informal assessments (exit tickets) and teacher observations.</p> | <p>Eureka Math<sup>2</sup> Student Achievement Norms and data reports</p> <p>PLCs</p> <p>IDOE Math Standards</p> | <p>August 2024 - May 2025</p> | <p>PLC minutes</p> <p>Student proficiency and growth data reviewed during BOY, MOY, and EOY Data Meetings as well as during PLCs throughout the year.</p> <p>Student data sheets</p> <p>OTUS</p> |
| <p>Grade level teams will continue to collaborate with the math coach on instructional strategies, visual models, mathematical thinking presented in</p>  | <p>PLCs</p> <p>Eureka Math<sup>2</sup> curriculum</p>  |                               | <p>PLC minutes</p> <p>Planning notes</p> <p>OTUS</p>   |

|  |   |                               |  |
|--|---|-------------------------------|--|
| <p>Eureka, and the structure of Eureka during PLCs to improve the rigor and deployment of their instruction.</p>   |   |                               | <p>Walk-throughs focused on ELEVATE CTPs</p>   |
| <p>Continue to ensure that our students have the knowledge, tools, and resources they need to understand what proficiency is and how they can attain it through data analysis and goal setting discussions.</p> <p>Classroom and/or individual visual resources will be utilized so students can track their progress toward goals to achieve both grade level proficiency and personal academic growth.</p> <p>The math coach will develop a schoolwide incentive, in addition to classroom incentives/celebrations, to create a sense of shared ownership.</p> | <p>Provide students instruction on goal setting.</p> <p>Eureka Math<sup>2</sup> curriculum</p> <p>Eureka Math<sup>2</sup> assessments</p> <p>Data collection spreadsheet or tool</p> <p>IDOE Math Standards</p> | <p>August 2024 - May 2025</p> | <p>Data folders, student data/goal setting sheets, or other visuals used for students to set goals and track growth</p> <p>Classroom walkthroughs</p> <p>Planning notes</p> <p>Student goal setting visuals are utilized so they can track their progress and celebrate growth.</p> <p>Student proficiency and growth data reviewed during BOY, MOY, and EOY Data Meetings as well as during PLCs throughout the year.</p> |

| <p><b>Strategy:</b> Schoolwide assessment strategies to achieve data results that accurately reflect what our students are capable of.</p>                                      |                                     |                               |  |
|---|-------------------------------------|-------------------------------|--|
| <p><b>Action Steps</b></p>  | <p><b>Required Resources/PD</b></p> | <p><b>Timeline</b></p>        | <p><b>Evidence</b></p>   |
| <p>Continue utilizing schoolwide standardized assessment schedules and providing optimal testing environments based upon their individual needs and teacher recommendation.</p> |                                     | <p>August 2024 - May 2025</p> | <p>Assessment schedules</p> <p>Student proficiency and growth data reviewed during BOY, MOY, and EOY Data Meetings</p> |

|   |   |                               |   |
|---|---|-------------------------------|---|
| <p>Teachers will continue to review practice assessments and released items to become more familiar with the types of questions being utilized when creating assessments. This work will be guided during PLCs to incorporate various types of questions within classroom instruction throughout the year. The goal is to help students understand the rigor and thinking required to build proficiency over time utilizing performance tasks and specific academic vocabulary.</p> | <p>PLCs<br/><br/>Grade level planning<br/><br/>ILEARN released items and teacher-led practice tests</p> | <p>August 2024 - May 2025</p> | <p>PLC minutes<br/><br/>Student proficiency and growth data reviewed during BOY, MOY, and EOY Data Meetings as well as during PLCs throughout the year.</p> |
|---|---|-------------------------------|---|

**Student Attendance Rate Goal 1S**

| Student Attendance Rate Goal 1S  |       |        |
|--|-------|--------|
| <i>By 2024-2025, improve the student attendance rate.</i>  |       |        |
|  | Goal  | Result |
| <b>2023-2024 (BL)</b>  | 94.3% |        |
| <b>2024-2025</b>   | 97.0% | %      |
| <p><b>Green</b> = Benchmark Goal Met, <b>Yellow</b> = Progress Toward Benchmark Goal, <b>Red</b> = No Progress Toward Benchmark Goal</p> |       |        |

**Strategies (List a maximum of three strategies.)**

- **Daily Attendance Log** - Teachers are asked to contact parents when a student is absent and note the reason why. The SSW monitors the attendance log and runs attendance reports routinely. If a student has frequent absences, the teacher alerts the SSW and additional family contact is made by the SSW or administration.
- Follow MSDWT Attendance Protocol ([LINK](#))
- BST and MTSS Coach identifying students below 90% attendance rate and providing check-in plans / additional support with students lower than target.

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



| <b>Hiring and Retention of a High Quality and Diverse Staff Goal 2B</b>  |             |               |
|--|-------------|---------------|
| <i>By 2024-2025, improve retention of all certified staff by decreasing Effective and Highly Effective teacher resignations.</i> |             |               |
|  | <b>Goal</b> | <b>Result</b> |
| <b>2015-2020 (BL)</b>  | 10.8%       |               |
| <b>2020-21</b>   | 10.0%       | 22.5%         |
| <b>2021-22</b>   | 9.0%        | 12.2%         |
| <b>2022-23</b>   | 8.0%        | 19.5%         |
| <b>2023-24</b>   | 7.0%        | 17.1%         |
| <b>2024-25</b>   | 6.0%        |               |
| <i>Green = Benchmark Goal Met, Yellow = Progress Toward Benchmark Goal, Red = No Progress Toward Benchmark Goal</i>              |             |               |

**Strategies (List a maximum of three strategies.)**

- 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.

**Partnership Goal 3A**

| <b>Partnerships Goal 3A</b>  |             |               |
|--|-------------|---------------|
| <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> |             |               |
|  | <b>Goal</b> | <b>Result</b> |
| <b>2018-19 (BL)</b>  | 6.0%        |               |
| <b>2020-21</b>   | 11.0%       | 13.7%         |
| <b>2021-22</b>   | 16.0%       | 24.5%         |

|  |       |       |
|--|-------|-------|
| 2022-23  | 21.0% | 14.8% |
| 2023-24  | 26.0% | 36.8% |
| 2024-25  | 31.0% |       |
| <p><b>Green</b> = Benchmark Goal Met, <b>Yellow</b> = Progress Toward Benchmark Goal, <b>Red</b> = No Progress Toward Benchmark Goal</p> |       |       |

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

| Strategy: Increase home school connections   |   |                             |   |
|--|---|-----------------------------|---|
| Action Steps   | Required Resources/PD   | Timeline                    | Evidence  |
| Inform parents of school and district happenings via Parent Square, school website, and social media.  | Parent Square training for new teachers<br><br>District training for Building Level Communications Representative | Ongoing throughout the year | Parent Square Posts and Messages<br><br>Updated school website<br><br>Posts on Facebook and Twitter to share school events and celebrations |
| At school events, we will share progress towards our goals as well as information regarding Panorama Survey data.                            | Bulldog Bulletin will include a home school connection component  | Ongoing throughout the year | PTO Meeting Minutes<br><br>Bulldog Bulletin   |
| Informing families of when school is starting and providing information on resources available.  | Welcome Back Bulldog Bulletin newsletter  | July 2024                   | SM staff will continue to welcome SM families prior to the beginning of the school year to remind them of special opening events.           |
| Teachers will update their introductory bios to be shared on the placard outside of their classrooms, which also include their alma maters . | Teacher bio   | BOY-August                  | Building hallways   |
| Implement attendance incentive program and   | Tracking tool   | Ongoing throughout the year | Social Worker   |

|                  |   |                       |  |
|------------------|---|-----------------------|--|
| tracking tool.   |   |                       | Assistant Principal<br><br>Attendance<br>Documentation |
| ENL Family Night | Planning and preparation for the event, interpreters, printed WIDA reports. | Date to be determined | ENL Family Night Agenda                                |

**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**

| <b>QA of SIP</b>  | <b>Q1</b> | <b>Q2</b> | <b>Q3</b> | <b>Q4</b> |
|---|-----------|-----------|-----------|-----------|
| <i>SIP Deployment</i>   |           |           | X         |           |
| <i>SIP Development by School Improvement Committee</i>                                    | X         | X         | X         | X         |
| <i>SIP Progress Monitored by Quality Assurance Team</i>                                   | X         |           | X         | X         |
| <i>SIP Submitted for Superintendent and Cabinet Review including Title One Compliance</i> |           |           | X         |           |
| <i>Feedback Submitted to School</i>   | X         |           | X         | X         |
| <i>Professional Development Approved by WT Education Association</i>                      |           |           |           | X         |

|   |                         |  |  |   |
|---|-------------------------|--|--|---|
| <i>SIP Submitted to Superintendent, Cabinet, and School Board</i> |                         |  |  | X |
| <i>School Board Approves SIP</i>                                  | <i>Sept. SB Meeting</i> |  |  |   |
| <i>SIP Submitted to State</i>                                     | <i>Oct. 1</i>           |  |  |   |

**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)**

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

**Highly Qualified Paraprofessionals (Title 1 Component 3):** All verification and supporting documents are filed at the Community and Education Center in the human resources files.

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

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

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

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

New teachers attend a lot of professional development so that a clear expectation is established with new teachers as the district sees 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 a lot of 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**

Spring Mill Elementary provides multiple avenues for families to register students for Kindergarten. To facilitate the transition, we schedule a Kindergarten Registration Day. Potential kindergarteners and their parents come to Spring Mill to participate in an orientation and a school tour. Our PTO is called upon to help with the coordination of this school event. The principal, assistant principal, instructional coaches, Kindergarten teachers and PTO Co-Presidents welcome families and present information about the school during the orientation event. Parent volunteers and school administrators take groups of families on a tour of the school. Parent volunteers and office staff assist families with registration questions. A staff member who is multilingual is invited to assist families who may be learning English. Parents receive resources on assisting their children in preparing for kindergarten. Registration continues from this time onwards into the new school year.

Our school community makes a special effort to welcome kindergarteners and their families to Spring Mill. They receive correspondence during the summer to help them prepare for the start of school. Kindergarteners have an opportunity to attend a Jump Start program as a way to allow for a smooth transition into what a school day would look and feel like. The children get to play on the playground and get to know each other and their teachers while parents receive information about the teaching and learning that will take place during the year, expectations for kindergarten, and ways in which they can support their children at home. Transportation information, including a special backpack tag with arrival and dismissal information specific to each child is coordinated in August. Kindergarten families are also invited to our school social event, The Bulldog Blast. This is an all school event where students and families come to meet their teachers, have ice cream, meet other families, and learn information about the start of the school year.

Our Special Education resource teachers attend case conferences to complete Individualized Education Plans (IEPs) for preschoolers with special needs who are transitioning to Kindergarten. Plans are put in place to individualize transition planning which includes visits to the school and classroom prior to the first day of kindergarten. In special situations, based on need, students may transition gradually into full day kindergarten.

On the first day of school, parent volunteers and central office staff escort kindergarteners off the buses before other students. These individuals are responsible for making sure that students know how to access their classrooms. Parent volunteers are also available to help assist kindergarten teachers during the first week of school.

For students in the intermediate grades, the elementary and middle schools coordinate the transition of fifth graders to our middle schools. A timeline is set up for various transition activities for incoming sixth graders. Students are identified for each middle school from the feeder elementary schools. Fifth grade teachers recommend students for honors classes. Fifth graders are also assessed for placement in higher level math classes. Special Education resource teachers from the middle schools participate in transition conferences with elementary staff in the last quarter of the spring semester for students with special needs. Individualized orientations and tours of the school are organized for these students as needed. In early February, the middle schools send a variety of relevant materials to incoming sixth graders. A curriculum night is held in mid-February for parents and students to attend and understand curricular

changes in middle school. An Open House is set up in early March for families and students to visit their middle schools. In early April, musical instrument tryouts are held at elementary schools for students who want to join the middle school band or orchestra. The district sets up buses for incoming sixth graders to visit their middle schools for a tour in early May, and to eat lunch in the cafeterias there. This is an exciting time for the students.

In August, incoming sixth graders participate in an orientation session at their middle school. Our staff members collaborate with middle school teachers to make the transition to middle school as smooth as possible for all the students. Routinely, Spring Mill administrators show up on the first day of middle school to greet previous Spring Mill Elementary students in their new middle school building as a way to continue to foster positive relationships beyond our building.

**Program Statement**

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

## Parent Compact

### Spring Mill Elementary School - Parent Compact 2024-2025

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

#### Staff Pledge

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

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

#### Student Pledge

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

- Come to school ready to learn and work hard.
- Bring necessary materials, completed assignments and homework.
- Know and follow school and class rules.
- Communicate regularly with my parents and teachers about school experiences so that they can help me to be successful in school.
- Limit my TV watching, video game playing, and internet usage.
- Read, practice math facts and complete my homework 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 evening functions related to my child's education at the school.
- Communicate the importance of education and learning to my child.
- Respect the school, staff, students, and families.

**Student Signature**

**Parent Signature**

**Date**

### Definitions

#### Quality Assurance Reviews

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

#### School Assessment Measures

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

#### Goal Action Plan

The Goal Action Plan section of the School Improvement plan asks principals to select research based Action Steps and Instructional Strategies that, when deployed with fidelity, will impact student performance. The principal is asked to measure teacher capacity and level of fidelity within 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 details such as the grade level and the type of PD (online, face to face, group, individual, by coach or through a workshop).

**Target Date**

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

**Evidence**

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

[Link to School QAR Document](#)

[Link to School Professional Development Plans](#)

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