Metropolitan School District of Washington Township

"Superior Schools in a Supportive Community"

In Accordance with Public Law 221

School Improvement Plan
2023-2024

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, Kellee Merritt

9-13-23
Date

Superintendent Signature, Dr. Nikki Woodson

9-13-23
Date

School Board President Signature, Deirdre George Davis

9-13-23
Date

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

Purpose

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
Ashli Hess- Media Specialist
Robin Lawrence- Math Coach
Jasmine Singfield-LIteracy Coach
Meghan Gabbei – Kindergarten Teacher
Katie Keegan - 1st Grade Teacher
Madeline Urbanski – 2nd Grade Teacher
Jordan Rawlings – 3rd Grade Teacher
Andrea Arms – 4th Grade Teacher
Brianna Amspaugh – 5th Grade Teacher
Sam Stone – Special Education Resource Teacher
Angela McGaughey - ENL Teacher
Jordyn Locke- Music Teacher
Lori Hudson – Parent
Casey Ogelsby – Parent

Team Leaders / SIP Team Meeting Dates: 2nd Tuesday of each month
Tuesday, August 8, 2023
Tuesday, September 12, 2023
Tuesday, October 17, 2023
Tuesday, November 14, 2023
Tuesday, December 12, 2023
Tuesday, January 9, 2024
Tuesday, February 13, 2024
Tuesday, March 12, 2024
Tuesday, April 9, 2024
Tuesday, May 14, 2024

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 Ice Cream Social, Bulldog-Toberfest, Special Person Day, Field Day, Spring Fling, 3rd-5th Awards and Recognition Programs, EOY convocation, Fifth Grade EOY Program, Capstone, 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, 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. Each 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 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 Back to School Night, Family Math and Literacy Night, IREAD3 Parent Information Night, and awards ceremonies. 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
- Spring Mill Newsletters (Bulldog Bulletin) – 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 23-24 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 - ELL 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 Orientation, Back to School Night, and monthly school newsletter.	All parents of K-5 students	2023-2024 School Year Camp Kindergarten: March 23, 2023 Kindergarten Jump Start: July 25-26, 2023

		Bulldog Huddle (Meet the Teacher Night): August 17, 2023
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	2023-2024 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	2023-2024 School Year 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	2023-2024 School Year
Annual meeting to review Title I Parent Compact and Title I School Plans	Parents of all students and Instructional Coaches	August 17, 2023 – Bulldog Huddle (Meet the Teacher Night)
Monthly meetings with the PTO Executive Board and larger gatherings at PTO General Meetings with parents.	PTO Executive Board and all parents	2023-2024 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	2023-2024 School Year
IREAD3/ILEARN Family Night with a Principal Chat open to all families in 3rd - 5th Grade	Parents Grades 3-5	February 8, 2024
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 Orientation / Kindergarten Jump Start / Camp Kindergarten for incoming students and families
- Bulldog Blast (Ice-cream Social_ at the beginning of the school year
- Bulldog Huddle (Meet the Teacher Night)
- 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 mentoring
- Washington Township Schools Advancement Center
- At Your School (AYS) before and after school child care
- New student orientations (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

	Suspensions	Expulsions
2020-2021	27	0
2021-2022	89	0

2022-2023	90	0

Suspensions/Expulsions by Sub-Group

	2020-2021	2021-2022	2022-2023
American Indian	0	0	0
Asian	0	0	0
Black	76	76	68
Hispanic	3	3	11
Multiracial	4	4	6
White	6	6	5
Female	25	25	27
Male	64	64	63
IEP - YES	26	26	15
IEP - NO	63	63	75

Enrollment by Ethnicity

	2020-2021	2021-2022	2022-2023
American Indian	0.0%	0.0%	0.0%
Asian	1.6%	0.6%	1.5%
Black	54.8%	56.7%	54.5%
Hispanic	20.0%	19.0%	20.0%
Multiracial	5.9%	6.8%	7.5%
White	17.6%	16.8%	16.6%

Enrollment by Free/Reduced/Paid Lunch

	2020-2021	2021-2022	2022-2023
Free Lunch	74.0%	56.1%	76.0%
Paid Lunch	26.0%	43.9%	24.0%

Attendance

	2020-2021	2021-2022	2022-2023
Attendance Rate	93.3%	93.5%	94.4%
Number of Unexcused Absences	4,584.0	3,437.0	2816.5

ILEARN English/Language Arts Achievement by Subgroup

	Overall	Black	Asian	Hisp	White	Multi	SPED	ELL	F/R
22-23	29%	22%	50%	16%	68%	20%	6%	12%	21%
21-22	25%	18%	N/A	6%	62%	63%	10%	9%	17%
20-21	25%	16%	0%	14%	57%	42%	10%	6%	15%

ILEARN Mathematics Achievement by Subgroup

	Overall	Black	Asian	Hisp	White	Multi	SPED	ELL	F/R
22-23	29%	22%	50%	16%	66%	20%	6%	10%	21%
21-22	27%	19%	N/A	15%	67%	25%	10%	9%	20%
20-21	22%	9%	0%	16%	61%	25%	13%	5%	12%

Comprehensive Needs Assessment Summary

	Summary of Strengths: What were the identified strengths?	**Summary of Needs:** What were the identified needs?	**Priorities:** What are the priorities for your school?
Demographics	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.
Attendance	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	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

		attendance incentives and celebrations throughout the year to show the importance and improve student performance.	of chronic absenteeism. Implement a new attendance incentive program during the 23-24 school year in combination with our Bulldog Bones Behavior Program.
Student Achievement	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. Multi-language learners are showing growth in language acquisition.	All students should be knowledgeable about their own data and able to use the data to set goals. Multi-lingual and special education students should show growth on local and state assessments. Rigor and high expectations for all students and teachers.	Rigor and high expectations for all students and teachers. 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. 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.
School Culture and Climate	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	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. Continue fostering a growth-mindset with our students and staff.	Continue to maintain a welcoming and positive atmosphere for staff, students and visitors. Continue to train staff in using Culturally responsive classroom strategies, review trauma-informed

	renovation project to our physical environment. 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 Big Dawg of the Month and displayed in the front office. Teachers and students can be nominated for the Woot Woot Wagon.	Continue creating a culture of high expectations and accountability for all staff and students. Create a culture where teachers see themselves as learners through Lab Classroom experiences and Peer Learning Walks opportunities. Creating a culture where instructional coaching and coaching cycles are a way to set goals for continuous improvement.	practices, and effective teaching practices. Continue to create a culture where there is shared ownership and opportunities for leaders to build capacity within grade level teams. Providing opportunities for teachers to participate in committees for which they have an interest and an improved sharing of information among staff.
Staff Quality/ Professional Development	When vacancies occur, recruiting and hiring staff that have a shared vision for the school. Maintained consistent PLC schedule. Teachers attended multiple lab classroom experiences with our instructional coaches as well as Peer Learning Walks for an instructional focus of their choice. High Ability teachers attended math professional development with Dr. Ryan Flessner.	Provide teachers with direct and frequent feedback on instruction. Teachers need to come prepared and participate in PLCs. Provide PD for teachers on differentiated small group instruction, math strategies for students to be successful on standardized assessments, and intervention strategies for T2/T3 students. Continue to support teachers in learning and	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. Continue to implement coaching cycles, lab classroom experiences, and Peer Learning Walks in order to develop best teaching practices

	ENL teachers attended the WIDA conference. Our MTSS Coach provided professional development throughout the year to all staff members on tiers and interventions.	implementing district adopted curriculum.	amongst staff. A book study opportunity will also be offered. Administrators, coaches, and teachers will attend district PLC training and ensure weekly PLCs are following the district initiative. Continue weekly planning with instructional coaches.
Curriculum, Instruction, Assessment	There is a sound district adopted curriculum for both literacy and math based around the IDOE standards. We are in the second implementation year for Math using Eureka[2]. We are in the fifth year of implementation for Calkins Units of Study 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. Teachers are provided with district, local, and state assessments.	Intermediate teachers need to utilize approved resources to support word study and phonics routinely in their classrooms based upon student need. 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. Teachers will have a commitment to utilizing district curriculum to meet the needs of their students.	All staff teach all components of the district adopted curriculum. 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. Administrators and coaches will visit classrooms and give feedback often and consistently. Teachers have a shared sense of ownership for teaching the district adopted curriculum and hold other team members accountable.
Family and Community Involvement	Spring Mill has an active PTO which supports the needs of students and staff.	After-school clubs and activities that provide various opportunities for students beyond the school day.	Gain interest from more families to get involved with the PTO executive board and general PTO meetings.

	Routine communication occurs via newsletters, ParentSquare updates, etc. Community partnerships supported both teachers and students. A partnership was formed with MISO Energy to support students through mentoring and various learning experiences. MISO supports staff members throughout the year with intentional acts of appreciation. Families can attend academic and social events such as Bulldog Blast, Bulldog Huddle, 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.	More teachers take advantage of opportunities that community partners offer to improve achievement. Communicate with families ways in which they can be involved in our school community (PTO outreach).	Creating shared ownership as we view parents and families as partners to help them understand their level of accountability in their students' educational success.
Technology	Computers, iPads, and interactive white boards are available for student and staff use. All students have access to an electronic device during the school day. All students and teachers know how to navigate Canvas and Zoom. Technology will be a full-time special.	Teachers understand that technology is a supplemental resource that does not replace direct instruction.	Students develop a sound understanding of learning platforms and skills which are monitored and used appropriately. Provide expectation talks for appropriate use of technology for students and staff (Chromebooks, cell phones, etc.) using members of the Behavior Support Team.

Priority Goal Summary and Decision Making Process

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

Priority #	Goal Statement
1	**Priority 1 Equitable Achievement** - Provide an equitable educational environment that inspires and empowers all students to increase their academic success as well as their social and emotional learning. *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.* *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%.* *Goal 1C - Reading: Improve academic growth for all subgroups and reduce the achievement gap for students of color in literacy.* *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.* *Goal 1C - Math: Improve academic growth for all subgroups and reduce the achievement gap for students of color in math.* *Math: 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.* *Goal 1D - ELA: Improve the academic achievement for all subgroups.* *ELA: Improve academic proficiency for all subgroups, Asian - 1%, Black - 2%, Hispanic - 2%, White - 1%, Multi-Racial - 1%, SPED - 2%, ELL - 2% as measured by ILEARN ELA proficiency.* *Goal 1D - Math: Improve the academic achievement for all subgroups.* *Math: Improve academic proficiency for all subgroups, Asian - 1%, Black - 2%, Hispanic - 2%, White - 1%, Multi-Racial - 1%, SPED - 2%, ELL - 2% as measured by ILEARN math proficiency.*
2	**Priority 2 - Hiring & Retention of a High Quality & Diverse Staff** – Advance a District culture that values and affirms diversity

	Goal 2B - Improve retention of all certified staff by decreasing Effective and Highly Effective teacher resignations.
3	**Priority 3 - Partnerships** - Strengthen our partnership with students, families, and community stakeholders to achieve our mission of academic success for all students. *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.*

Cultural Competency

Spring Mill Elementary School will focus on proactive discipline, cultural responsivity, 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 upon 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 selected to participate in a 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 teams to gather information concerning the school and examine school-wide data. Team leaders include a representative from each grade level, special areas, 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 ENL team members to attend monthly 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

Equitable Achievement Goal 1B

By 2026-2027, decrease behavior disruptive to the learning environment as measured by office referrals in the areas of continuous class disruption, disrespect, and refusal to comply.

School Data	Asian		Black		Hispanic		White		Multi-Racial		SPED		ELL		All	
	Goal	Result	Goal	Result	Goal	Result	Goal	Result	Goal	Result	Goal	Result	Goal	Result	Goal	Result
18-19 (BL)		0		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	64	4	2	7	3	1	6	25	19	5	3	54	108
22-23	0	0	40	55	3	2	7	3	1	3	24	14	4	0	51	63
23-24	0		38		3		7		1		23		4		49	
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	

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

Strategy: Protect the Learning Environment

Action Steps	Required Resources/PD	Timeline	Evidence
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. 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. Explicitly defining what it means to be a Spring Mill Bulldog and promoting positive behavior utilizing the Bulldog Bone Positive Behavior Reward System.	Alternative Classroom Bulldog Bone Behavior Program Code of Conduct	Ongoing throughout the year	BST Push-in Support Schedule Discipline data

Strategy: Positive Behavior Reward System

Action Steps	Required Resources/PD	Timeline	Evidence
Bulldog Bone Positive Behavior System and proactive discipline strategies to better align our building goals and support teachers. Beginning of the year expectation talks occur so that all students understand the schoolwide procedures and behavior	Bulldog Bone Behavior Program Great 8 Data Committee meetings to review data BOY Behavior	Ongoing throughout the year August 2023 - May 2024	Meeting Schedule Meeting minutes Share Great 8 data monthly with teachers during staff meetings. Bulldog Bone Behavior Program resources are

expectations for all SM Bulldogs. There is a monthly focus on desired behaviors being taught to students through the program. Students are recognized for making positive behavior choices and have a chance to be randomly selected for a non-tangible reward. Administration will utilize classroom walkthroughs and teacher observations to actively monitor the learning environment, focusing on student engagement, classroom community, and teacher/student partnerships.	Expectation Talks with Admin and Behavior Interventionist Team		shared with teachers and monthly discipline data. The goal is for the program to help reduce classroom and office referrals for all students. Share Peer Learning Walk data and feedback with teachers during monthly staff meetings.

Strategy: MTSS

Action Steps	Required Resources/PD	Timeline	Evidence
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. 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	MTSS PD provided by MTSS Coach utilizing district MTSS pillar and behavior documents Schedule of T2 and T3 meetings Second Steps Lessons Behavior pillars document shared with staff	Ongoing throughout the year August 2023 - May 2024	Quarterly T2 and T3 Meeting Schedule Quarterly T2 and T3 Meeting Minutes T2 and T3 student data T2 and T 3 rosters for behavior Tier 3 behavior plans Zoom Room for students in the Alternative Classroom

supports for those not responding to Tier 2 support. Clearly define the roles of the Behavior Support Team (BST) members and how to utilize their support to better meet students' behavioral needs. Weekly meetings with the BST, social worker, and admin to establish routine expectations for classroom support.			

Equitable Achievement Goals 1C-NWEA Reading and ILEARN ELA

Equitable Achievement Goal 1C - Reading

By 2026-2027, improve academic proficiency for all subgroups as measured by NWEA Reading proficiency.

School Data	Asian		Black		Hispanic		White		Multi-Racial		SPED		ELL	
	Goal	Result	Goal	Result	Goal	Result	Goal	Result	Goal	Result	Goal	Result	Goal	Result
18-19 (BL)		44.8%		53.5%		38.4%		90.6%		67.5%		39.1%		30.8%
20-21 (RBL)		33.0%		32.0%		29.0%		72.0%		56.0%		27.0%		20.0%
21-22	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%
22-23	38.3%	85.7%	41.8%	61.6%	34.8%	50.0%	79.5%	92.3%	61.2%	85.7%	32.4%	42.6%	24.9%	44.1%
23-24	40.9%		46.8%		37.7%		83.3%		63.8%		35.1%		27.4%	
24-25	43.5%		51.7%		40.6%		87.1%		66.3%		37.7%		29.9%	
25-26	46.2%		56.6%		43.5%		90.8%		68.9%		40.4%		32.3%	
26-27	48.8%		61.5%		46.4%		94.6%		71.5%		43.1%		34.8%	

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

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

Equitable Achievement Goal 1D - ELA

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

School Data	Asian		Black		Hispanic		White		Multi-Racial		SPED		ELL	
	Goal	Result	Goal	Result	Goal	Result	Goal	Result	Goal	Result	Goal	Result	Goal	Result
18-19 (BL)	26.7%		24.5%		32.8%		75.3%		39.1%		14.6%		13.5%	
20-21 (RBL)	0.0%		16.0%		14.0%		57.0%		42.0%		10.0%		6.0%	
21-22	0.5%	(black)	17.0%	18.2%	15.0%	5.6%	57.5%	61.9%	42.5%	62.5%	10.5%	10.0%	6.5%	8.8%
22-23	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%
23-24	15.4%		24.3%		27.4%		68.2%		45.0%		14.3%		11.8%	
24-25	20.5%		27.0%		31.9%		71.9%		46.0%		15.7%		13.7%	
25-26	25.6%		29.8%		36.3%		75.6%		47.0%		17.2%		15.6%	
26-27	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

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

Strategy: Lab Classroom and Peer Learning Walks Experiences			
Action Steps	**Required Resources/PD**	**Timeline**	**Evidence**
Fall review of the rationale, expectations and protocol to schedule to participate in a Peer Learning Walks. Use fall data to identify areas of growth to determine the needs of teachers that can be addressed through on-site Lab Classroom experiences. Provide opportunities for teachers to share strategies learned through Lab Classrooms and Peer Learning Walks during staff meetings, PLCs and the Bulldog Reset.. Analyze data quarterly from Peer Learning Walks and Lab Classroom experiences to monitor and track teacher and student outcomes. Daily implementation of all reading workshop components K-5 (mini-lesson, mid-workshop teaching interruption, independent reading, and share).	TCRWP Reading Units of Study Mini Lesson, Independent reading, and share Look-Fors Ongoing support from building level and district coaches. Learning Walks Lab Classrooms Peer Learning Walks Google Form	August 2023 - May 2024	Building Leadership Team monitoring and observation. Create a calendar to plan coaching opportunities for lab classrooms that may include co-teaching. Teachers co-teaching Calkins Units of Study lessons with the literacy coach. Transitioning lead teachers to independently model lessons in Lab Classrooms with coaching feedback.

Strategy: Small Group Instruction			
Action Steps	**Required Resources/PD**	**Timeline**	**Evidence**

Fall review of small group instruction expectations along with Look-Fors checklists with teachers as well as offering professional development to meet goals. Refer to the district guidance documents on implementing the components and structure of small groups, which includes meeting with students based upon their needs in guided reading and strategy groups. Utilize pre/post performance assessments assessments provided within the LCRW Units of Study for Reading in grades 3-5 for each unit, when appropriate, in order to identify the skills students have not yet mastered to use as guidance when planning for small group instruction, while understanding the need for differentiated and individualized instruction within each group. Utilize data analysis protocols during PLCs to develop a common understanding of proficiency and for a more purposeful review of student data. Ensuring that our students have the knowledge, tools and resources they need to understand what proficiency is and how they can attain it	Providing a PD series for the following so that teachers are equipped with a protocol for how to properly give assessments and plan for small group instruction. -Administering Teachers select professional development based upon their needs for topics such as: -Strategy groups -Guided Reading Groups -G an F&P assessment / running record to inform instruction and using error analysis (MSV) to target areas of need. -How to utilize error analysis (MSV) to target a student's primary areas of need when decoding. -How to use the pre/post assessment as a data point when configuring small groups in order to differentiate instruction. *Guide to the Reading Workshop* Lucy Calkins	August 2023 - May 2024	MSDWT district developed Reading Behaviors Checklist can be utilized to monitor implementation of small group instruction. District Small Group Instruction guidance document (Essential Elements of Small Group Instruction). Calkins Pre & Post Assessment Data Identification of ELA standards located within each Calkins Unit of Study during PLCs and grade level planning

| through data and goal setting. | The Next Step Forward by Jan Richardson used in PLCs

Literacy Footprints | | |
| --- | --- | --- | --- |

Strategy: Data Analysis			
Action Steps	**Required Resources/PD**	**Timeline**	**Evidence**
Continue Fall, Winter, and Spring Data Meetings (individual and grade level) to analyze district recommended assessments (NWEA, F & P, etc.)		August 2023 - May 2024	NWEA Student Progress Sheet located in Skyward

NWEA Quadrant Reports and schoolwide data |
| Utilize data analysis protocols during PLCs to develop a common understanding of proficiency and how to be more purposeful when reviewing student data. | PD on PLC protocol and expectations

Utilize the PLC stages article to help monitor grade level teams, track progress and intentionally target opportunities for growth.

PLC Kick-Off | August 2023 - May 2024 | PLC minutes

Teacher created assessments |
| 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 / goal setting. | Provide teachers with examples of Data Sheets that can be used.

MOY Data Tracker-3rd Grade | | Student Data Sheet |

Connect student data to goals, standards, and formative assessments to follow units of study within both whole- and small-group settings.	K-5 Pacing Guides IDOE ELA Standards Data Collection Spreadsheet TCRWP Reading Units of Study TCRWP Phonics Units of Study PLCs following the district initiative protocol	August 2023 - May 2024	Data Collection Spreadsheet Calkins Pre and Post Assessment Data Identification of ELA standards located within each Lucy Calkins Unit of Study PLC Minutes
Utilize data to drive instruction as we continue to work through Lucy Calkins Units of Study (F & P, NWEA, Word Knowledge Inventory, Calkins Pre and Post Assessments).	Master Student Data Spreadsheet TCRWP Reading Units of Study TCRWP Phonics Units of Study PLCs Developmental Spelling Assessment (K-2) and Word Knowledge Inventory (3-5) data	August 2023 - May 2024	PLC Minutes BOY, MOY, and EOY Data Meetings Extended Planning Meeting Agendas Review the Developmental Spelling Assessment (K-2) and Word Knowledge Inventory (3-5) to hep inform instruction MSDWT district developed Phonics Look-Fors checklist can be utilized to monitor implementation.

Strategy: Learner-Focused Assessment Strategies			
Action Steps	**Required Resources/PD**	**Timeline**	**Evidence**
Continue instructing students on test-taking strategies and exposing them to materials that demonstrate higher levels of	TCRWP Reading Units of Study pre and post assessments	August 2023 - May 2024	Student pre and post assessment data assessed and shared during PLCs to track progress.

academic rigor throughout the year to prepare them for standardized assessments. Students utilize their TCRWP pre and post assessments, along with the learning progressions, to score their written responses and determine what is needed to obtain higher levels of proficiency and growth. Continue 3rd Grade Bootcamp to prepare students for taking state standardized assessments, promote growth mind-set, encourage student agency, and build stamina to persevere. Continue student goal setting to promote agency and shared ownership.	IREAD3 and ILEARN released items, test-taking genre toolkit, and teacher-led practice tests NWEA reports to be used for student goal setting PD Test-taking skills and strategies (K-5)		Student goal setting visuals are utilized so they can track their progress and celebrate growth. Student proficiency and growth data reviewed during BOY, MOY, and EOY Data Meetings as well as during PLCs throughout the year. Bootcamp schedule of activities

Equitable Achievement Goal 1C - Math

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

School Data	Asian		Black		Hispanic		White		Multi-Racial		SPED		ELL	
	Goal	Result	Goal	Result	Goal	Result	Goal	Result	Goal	Result	Goal	Result	Goal	Result
18-19 (BL)	48.3%		49.6%		39.7%		90.2%		65.0%		36.6%		36.1%	
20-21 (RBL)	50.0%		30.0%		31.0%		79.0%		65.0%		29.0%		19.0%	
21-22	50.5%	100.0%	31.0%	48.2%	32.0%	44.1%	79.5%	82.0%	65.5%	80.3%	29.5%	42.9%	19.5%	37.4%
22-23	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%
23-24	53.0%		43.8%		39.4%		86.6%		68.0%		34.8%		29.6%	
24-25	54.0%		48.4%		42.1%		89.1%		69.0%		36.7%		33.1%	
25-26	55.0%		53.0%		44.9%		91.7%		70.0%		38.7%		36.6%	
26-27	56.0%		57.6%		47.7%		94.2%		71.0%		40.6%		40.1%	

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

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

Equitable Achievement Goal 1D - Math

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

School Data	Asian		Black		Hispanic		White		Multi-Racial		SPED		ELL	
	Goal	Result	Goal	Result	Goal	Result	Goal	Result	Goal	Result	Goal	Result	Goal	Result
18-19 (BL)	46.7%		26.6%		22.4%		82.0%		30.4%		10.4%		13.5%	
20-21 (RBL)	0.0%		9.0%		16.0%		61.0%		25.0%		13.0%		5.0%	
21-22	0.5%		10.0%	18.9%	17.0%	11.8%	61.5%	66.7%	25.5%	25.0%	13.5%	10.0%	5.5%	8.8%
22-23	16.9%	50.0%	17.5%	22.0%	20.8%	15.8%	69.3%	61.1%	28.1%	20.0%	15.0%	7.0%	9.2%	10.4%
23-24	25.4%		21.8%		23.2%		73.5%		29.7%		16.0%		11.3%	
24-25	33.8%		26.1%		25.6%		77.7%		31.3%		17.0%		13.3%	
25-26	42.3%		30.3%		28.0%		81.8%		32.8%		18.0%		15.4%	
26-27	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 and 1D- NWEA Math and ILEARN Math: School Action Plan for the 2023-2024 School Year (Title Component 2, 4, and 9)

Strategy: Math Workshop and small group instruction using district adopted Eureka Math^2 curriculum with specific focus on instructional strategies and fact fluency.			
Action Steps	**Required Resources/PD**	**Timeline**	**Evidence**
All K-5 teachers, including SPED and ENL, will effectively utilize the Eureka Math^2 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. 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 prior to all assessment windows.	Eureka Math^2 PD Eureka Math^2 curriculum MSDWT Math Workshop Framework MSDWT Pacing Guides for Eureka Math^2 PLCs DOE standards	June 2023 - May 2024	Eureka Math^2 PD provided throughout the year Classroom walkthroughs Planning notes Lab classrooms Extended Planning Sessions Anchor Charts PLC notes Teacher notes/checklists
The math coach will collaborate with teachers to ensure students have: -problem solving strategies in their personal math toolkits that developmentally progress through the stages of mathematical understanding: concrete, pictorial, abstract.	MSDWT Math Workshop Framework PD on strategy toolkits and fact fluency MSDWT Math Facts Pacing Guide	August 2023 - May 2024	Classroom Anchor Charts Classroom walkthroughs Lab Classrooms Learning Walks Planning notes BOY, MOY, EOY fact fluency data collection

-strategies that assist students with fact fluency to move towards automaticity.	MSDWT Math Facts Assessments & Fact Interviews Forms		Classroom and schoolwide fact fluency incentives and celebrations
Teachers will plan for and meet with at least one small group daily which are formed based on formative/summative assessments, informal assessments, teacher observations, and focused on specific skills and standards taught within the unit.	PD on small group instruction utilizing Eureka[2] curriculum and resources Elementary Math Small Groups - Guidance Document	August 2023 - May 2024	Planning notes Classroom Walkthroughs Classroom Schedule for Small Groups

Strategy: PLCs for analyzing data and student goal setting.			
Action Steps	**Required Resources/PD**	**Timeline**	**Evidence**
During PLCs and data meetings, NWEA 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 and teacher observations.	NWEA Student Achievement Norms and data reports PLCs IDOE Math Standards	August 2023 - May 2024	PLC minutes Student proficiency and growth data reviewed during BOY, MOY, and EOY Data Meetings as well as during PLCs throughout the year. Student data sheets NWEA data reports
Grade level teams will continue to collaborate with the math coach on instructional strategies, visual models, mathematical thinking presented in Eureka, and the structure of Eureka during PLCs to improve the rigor and	PLCs Eureka Math[2] curriculum		PLC minutes Classroom Walkthroughs Planning notes

deployment of their instruction.			
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. 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. The math coach will develop a schoolwide incentive, in addition to classroom incentives/celebrations, to create a sense of shared ownership.	NWEA Student Achievement Norms Provide students instruction on goal setting. Eureka Math^2 curriculum Eureka Math^2 assessments Data collection spreadsheet or tool IDOE Math Standards	August 2023 - May 2024	Data folders, student data/goal setting sheets, or other visuals used for students to set goals and track growth Classroom walkthroughs Planning notes Student goal setting visuals are utilized so they can track their progress and celebrate growth. Student proficiency and growth data reviewed during BOY, MOY, and EOY Data Meetings as well as during PLCs throughout the year.

Strategy: Schoolwide assessment strategies to achieve data results that accurately reflect what our students are capable of.			
Action Steps	**Required Resources/PD**	**Timeline**	**Evidence**
Continue utilizing schoolwide standardized assessment schedules and providing optimal testing environments based upon their individual needs and teacher recommendation.	NWEA Student Achievement Norms and data reports	August 2023 - May 2024	Assessment schedules NWEA data reports Student proficiency and growth data reviewed during BOY, MOY, and EOY Data Meetings
Teachers will continue to review practice assessments and released items to become more familiar with	PLCs Grade level planning	August 2023 - May 2024	PLC minutes Student proficiency and growth data reviewed

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.	ILEARN released items and teacher-led practice tests		during BOY, MOY, and EOY Data Meetings as well as during PLCs throughout the year.

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

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

Strategies
- MSDWT will provide implicit bias training for staff (included in the onboarding process) in order to foster an inclusive and collegial work environment for all staff.
- The HR department will establish an advisory employees and community members who provide insight into strategy development and adjustment.
- Enhanced exit interview procedure and conducting stay interviews for a select number of staff annually.

- Data for specifically targeted subgroups of staff will be analyzed to make sure that specific groups are not leaving the district disproportionately or for unique reasons.

Partnership Goal 3A

Partnerships Goal 3A		
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.		
	Goal	**Result**
2018-19 (BL)	6.0%	
2020-21	11.0%	13.7%
2021-22	16.0%	24.5%
2022-23	21.0%	14.8%
2023-24	26.0%	
2024-25	31.0%	
Green = Benchmark Goal Met, Yellow = Progress Toward Benchmark Goal, Red = No Progress Toward Benchmark Goal		

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

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 District training for Building Level Communications Representative	Ongoing throughout the year	Parent Square Posts and Messages Updated school website 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	Bulldog Bulletin will include a home school	Ongoing throughout the year	PTO Meeting Minutes Bulldog Bulletin

regarding Panorama Survey data.	connection component		
Informing families of when school is starting and providing information on resources available.	Welcome Back Bulldog Bulletin newsletter	July 2023	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 prepare an introductory statement to be shared on the school website.	Teacher statement	BOY-August	School Website
Implement attendance incentive program and tracking tool.	Tracking tool	Ongoing throughout the year	Social Worker Assistant Principal Attendance 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

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	Sept. SB Meeting			
SIP Submitted to State	Oct. 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)

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

Highly Qualified Paraprofessionals (Title 1 Component 3): 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. Kindergartners 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.

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 2023-2024

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

Staff Pledge

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

Student Pledge

I agree to carry out the following responsibilities to the best of my ability:
- Come to school ready to learn and work hard.
- Bring necessary materials, completed assignments and homework.
- Know and follow school and class rules.
- Communicate regularly with my parents and teachers about school experiences so that they can help me to be successful in school.
- Limit my TV watching, video game playing, and internet usage.
- Read, practice math facts and complete my homework every day after school.
- Respect the school, classmates, staff 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 IDOE CNA-SIP Template