



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

*In Accordance with Public Law 221*

**School Improvement Plan**  
**2021-2022**



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

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Principal Signature, Kellee Merritt

Date

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Superintendent Signature, Dr. Nikki Woodson

Date

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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 2020-2025 Link](#)

## School Improvement Team and Participation (Title I Components 6a, 6b, and 6c)

### **School Improvement and Schoolwide Planning Team**

*Kellee Merritt – Principal*  
*Kellie Brotherton – Assistant Principal*  
*Jill Hatcher – K-3 Literacy Coach*  
*Ashli Hess- 4-5 Literacy Coach/Media Specialist*  
*Julie Lowe- Math Coach*  
*Jill Russell – MTSS Coordinator*  
*Logan Jones – Kindergarten Teacher*  
*Shaiya Badgley– 1<sup>st</sup> Grade Teacher*  
*Maggie Hartnagel – 2<sup>nd</sup> Grade Teacher*  
*Jennifer Wilson– 3<sup>rd</sup> Grade Teacher*  
*Laurie Turner– 4<sup>th</sup> Grade Teacher*  
*Dena Allison – 5<sup>th</sup> Grade Teacher*  
*Kim White – Special Education Resource Teacher*  
*Shoshannah Smith- ENL Teacher*  
*Amanda Hannan- Technology Teacher*  
*Lauren Wright – Parent*  
*Jennifer Henderson – Parent*

### **Team Leaders/SIP Team Meeting Dates:**

Thursday, September 2nd 2021  
Thursday, October 7th 2021  
Thursday, November 4th 2021  
Thursday, December 2nd 2021  
Thursday, January 6th 2022  
Thursday, February 3rd 2022  
Thursday, March 3rd, 2022  
Thursday April 7th, 2022  
Thursday, May 5th 2022

### **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 a Fall festival, 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 Bulldog Bulletin monthly, social media outlets and 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 a Family Literacy Night. 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 – A section is devoted to sharing educational tips and strategies. Those strategies will include building reading comprehension and vocabulary as well as math number sense, computation, and problem solving.
- Small Group Interactions with the Administration - All parents are invited to quarterly informational meetings in which school events and activities are discussed.
- School Wide Reading Program – build developmental reading skills through Lexia weekly home practice
- School Wide Math Fact Initiative – build math fact fluency through weekly home practice
- School Wide Attendance Initiative-Monitoring attendance by class each week and posting percentage in a visible way monitored by our social worker, administrative assistant, administrators and members of the student leadership team
- General PTO Meetings- Families will receive information on a multitude of topics that relate to daily school activities.
- Localizing parent leadership to help support personalized communication within classrooms.
- Accessibility to multi-language supports to limit language barriers for multilingual families
- Family Math and Literacy Nights– Parents and students work collaboratively to deepen their understanding of the learning opportunities their students are presented with daily.

**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 in the school newsletter.	All parents of K-5 students	2021-2022 School Year  July 30, 2021-KO August 19, 2021-BTSN
Classroom newsletters, ParentSquare 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/monthly basis	2021-2022 School Year Weekly

Routine messages/updates sent to parents from School leaders via ParentSquare.	All families, staff and community members will have access to this information	2021-2022 School Year As needed
Social Media posts to give updates to parents, share event information and celebrations.	All families, staff and community members will have access to this information	2021-2022 School Year As need
Annual meeting to review Title I Parent Compact and Title I School Plans	Parents of all students, Instructional Coaches	August 19, 2021 – Back to School Night
Monthly meetings with the PTO Executive Board and larger gatherings at PTO General Meetings with parents.	PTO Executive Board and all parents	2021-2022 School Year
Literacy & Math Nights, ENL Family Nights to share games, strategies and resources that parents can learn and take home to assist their children with academic skills.	All parents	2021-2022 School Year
IREAD-3/ILEARN Parent Information Sessions (during the day and evening)	Parents Grades 3-5	February 24, 2022
School Convocations	All families/stakeholders	2021-2022 School Year
Quarterly Recognitions	All families/stakeholders	At the end of the 1st, 2nd and 3rd quarters

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

- Math and Literacy Nights
- Kindergarten Orientation
- Back-to-School Ice-cream Social
- Back-to-School Curriculum Night
- Student subscriptions to specific online reading and math websites
- School and classroom newsletters
- A supportive PTO
- OASIS tutors
- Washington Township Schools Advancement Center
- At Your School (AYS) before and after school child care
- Student teachers from: Herron School of Art, IU, Marian University, IUPUI, Taylor University, Ball State University, Butler University

- Biztown - Junior Achievement Center
- Purdue Science Academy
- New student orientations (Bulldog Buddies/Bulldog Ambassadors)
- IREAD-3 Information Sessions for parents
- Parent Compacts
- Special Person Day
- Community Closet and Food Pantry in partnership with The Dwelling Place
- Book Buddies – older and younger students’ classes pair up to promote reading with students as mentors
- Therapy Dogs (i.e. Love on a Leash)
- Dine to Donates
- Websites and online programs are shared with parents
- Special Guests/presenters invited to the school
- Operation School Bell
- Gleaners BackSack Program
- Girls Inc
- Boy Scouts
- 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
<b>2018-2019</b>	11	0
<b>2019-2020</b>	66	0
<b>2020-2021</b>	27	0

**Suspensions/Expulsions by Sub-Group**

	2018-2019	2019-2020	2020-2021
<b>American Indian</b>	0	0	0
<b>Asian</b>	0	0	0
<b>Black</b>	9	54	24
<b>Hispanic</b>	2	5	0
<b>Multiracial</b>	0	2	2
<b>White</b>	0	5	1

Female	3	15	4
Male	8	51	23
IEP - YES	8	14	14
IEP - NO	3	52	13

**Enrollment by Ethnicity**

	2018-2019	2019-2020	2020-2021
American Indian	0.0%	0.0%	0.0%
Asian	4.3%	1.6%	1.6%
Black	36.9%	54.7%	54.8%
Hispanic	19.3%	19.9%	20.0%
Multiracial	5.8%	4.9%	5.9%
White	33.6%	18.8%	17.6%

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

	2018-2019	2019-2020	2020-2021
Free Lunch	61.8%	78.0%	74.0%
Paid Lunch	38.3%	21.8%	26.0%

**Attendance**

	2018-2019	2019-2020	2020-2021
Attendance Rate	96.5%	97.0%	93.3%
Number of Unexcused Absences	2,277.5	1,823	4,584

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

	Overall	Black	Asian	Hisp	White	Multi	SPED	ELL	F/R
20-21	25%	16%	0%	14%	57%	42%	10%	6%	15%
19-20									
18-19	45%	27%	29%	36%	76%	53%	18%	15%	30%



17-18	55%	41%	73%	37%	84%	58%	19%	27%	43%
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**ISTEP+/ILEARN Mathematics Achievement by Subgroup**

	Overall	Black	Asian	Hisp	White	Multi	SPED	ELL	F/R
20-21	22%	9%	0%	16%	61%	25%	13%	5%	12%
19-20									
18-19	46%	29%	46%	25%	83%	41%	13%	14%	28%
17-18	48%	29%	64%	34%	81%	52%	19%	24%	32%

**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?
<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 above 90%. 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. Therefore, creating surveys for families to complete during routine family nights could help us gauge what could potentially be the barriers.	Monitor and track attendance weekly 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.
<b>Student Achievement</b>	Students are eager to learn.	All students should be knowledgeable about their own data and able	Rigor and high expectations for all students and teachers.

	<p>Some students are knowledgeable about their own data and are able to use the data to set goals.</p> <p>Multi-language learners are showing growth in language acquisition.</p>	<p>to use the data to set goals.</p> <p>Multi-language students should show growth on local and state assessments.</p> <p>Rigor and high expectations for all students and teachers.</p>	<p>Frequent data analysis by students and teachers. In turn, teachers use this data to drive instruction.</p> <p>PD focused on how to assess, decide and guide.</p>
<p><b>School Culture and Climate</b></p>	<p>Our school is in a rebuilding phase both internally with our teaching staff and newly redistricted student population as well as a full renovation project to our physical environment.</p> <p>Expectation talks are occurring with students with regard to behavior and assessment.</p> <p>We are finding ways to celebrate the good that happens daily on a more consistent basis by the Tier 1 Positive Paws system and Woot Woot Wagon implemented this school year.</p>	<p>There is a need to continue fostering a growth-mindset with our students and staff.</p> <p>Creating a culture of high expectations and accountability for all staff and students.</p> <p>Creating a culture where teachers see themselves as learners.</p> <p>Creating a culture where instructional coaching and coaching cycles are a way to set goals for continuous improvement.</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, Ignite, Chunk, Chew, Review trauma-informed practices, and effective teaching practices.</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</p>
<p><b>Staff Quality/ Professional 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>Provide teachers with direct and frequent feedback on instruction.</p> <p>Teachers come prepared and participate in PLCs.</p>	<p>Instruction is planned based on standards.</p> <p>Continue to implement coaching cycles in order to develop teaching practices amongst staff.</p>

	<p>Teachers attended multiple TCRWP conference days.</p> <p>Lab classroom experience with Celena Larkey.</p> <p>PD on equity, cultural responsiveness, social emotional learning.</p>	<p>Provide differentiated PD for teachers based on skill set.</p> <p>Continue to support teachers in learning and implementing district adopted curriculum.</p>	
<b>Curriculum, Instruction, Assessment</b>	<p>There is a sound district adopted curriculum for both literacy and math. We are in the final implementation year for Math using Investigations. We are in the second 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.</p> <p>Teachers are provided with district, local and state assessments.</p>	<p>Intermediate teachers need to implement the Fountas and Pinnell word study and phonics program at least three days a week.</p> <p>Teachers consistently analyze assessment data in order to track student growth and use the data to drive their instruction.</p> <p>Teachers will develop a belief in the district adopted curriculum and have a commitment to utilizing that curriculum to meet the needs of their students.</p>	<p>All staff teach all components of the district adopted curriculum.</p> <p>Intermediate teachers will implement and utilize the Fountas and Pinnell word study and phonics program a minimum of three days a week.</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,</p>	<p>Resume after-school activities that provide various opportunities for students.</p> <p>More teachers take advantage of opportunities that</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</p>

	<p>ParentSquare weekly updates from teachers, etc.</p> <p>Neighborhood community partnerships supported both teachers and students.</p> <p>Many families attended Family Math and Literacy Night. Several families participated in virtual information opportunities.</p> <p>Reopening the building for tours in the Spring helped to inform our neighborhood families about our school. We were able to showcase the educational experiences and newly renovated learning environment we have to offer.</p>	<p>community partners offer.</p> <p>Communicate with families ways in which they can be involved in our school community (PTO outreach).</p>	<p>partners to help them understand their level of accountability in their students' educational success.</p>
<p><b>Technology</b></p>	<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.)</p>

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**Priority Goal Summary and Decision Making Process**

The following is a summary of the goals encompassed in this plan for the 2021-22 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 30%.</i></p> <p><i>Goal 1C - Reading: Improve academic growth for all subgroups and reduce the achievement gap for students of color in literacy</i>  <i>Reading: Improve academic proficiency for all subgroups, Asian - 1%, Black - 2%, Hispanic - 2%, White - 1%, Multi-Racial - 1%, SPED - 2%, ELL - 2%</i></p> <p><i>Goal 1D - Math: Improve academic growth for all subgroups and reduce the achievement gap for students of color in math</i>  <i>Math: Improve academic proficiency for all subgroups, Asian - 1%, Black - 2%, Hispanic - 2%, White - 1%, Multi-Racial - 1%, SPED - 2%, ELL - 2%</i></p> <p><i>Goal 1C-ELA: Improve the academic achievement for all subgroups as measured by ILEARN ELA proficiency</i></p> <p><i>ELA: Improve academic proficiency for all subgroups, Asian - 1%, Black - 2%, Hispanic - 2%, White - 1%, Multi-Racial - 1%, SPED - 2%, ELL - 2%</i></p> <p><i>Goal 1D-Math: Improve the academic achievement for all subgroups as measured by ILEARN math proficiency</i></p> <p><i>Math: Improve academic proficiency for all subgroups, Asian - 1%, Black - 2%, Hispanic - 2%, White - 1%, Multi-Racial - 1%, SPED - 2%, ELL - 2%</i></p>
2	<p><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 3 A: SM will analyze family engagement feedback to determine areas of improvement by increasing the total level of parent and family participation in school programming as measured by the parent survey.</i></p>
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**Cultural Competency**

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 committees include Team Leaders, Proactive Discipline Team, Response to Instruction Team, Word Study (Academic Vocabulary), SERT Team, School Culture Team and Professional Learning Communities (PLC).

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 district coaches to attend when appropriate to better support classroom teachers and grade level teams. The leadership team aligns professional development opportunities 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**

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

1B

<b>Strategy:</b> Strengthen our Tier 1 Universal Implementation, Tier 2 Intervention Supports System and Tier 3 Intensive Intervention Support System.			
<b>Action Steps</b>	<b>Required Resources/PD</b>	<b>Timeline</b>	<b>Evidence</b>
Teachers will create and receive feedback on classroom management plans that include aspects of Second Step and cultural responsivity. They will monitor implementation of these plans monthly using the ORID data analysis process.	ORID Data Analysis Tools and Training Cultural Responsivity Training Instructional and Behavioral Coaches Alternative Classroom Teacher	May/June 2021 - Initial feedback December 2021- Mid-year May 2022 Overall School-wide data review	
Proactive Discipline meetings to better align our building goals and support teachers with core implementation of Tier 2 interventions.	Great-8 Data Code of Conduct Committee meetings to review data Monthly Behavior RTI Meetings.	Ongoing/ Throughout the year August 2021- May 2022	
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.	Second Steps Lessons Behavior Expectation Talks with Admin and Behavior Interventionist Team Cummins Monthly meetings Mindfulness	Ongoing/ Throughout the year May 2021- May 2022	

	Instruction Reflection Room Alternative Classroom		
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Office Referrals Goals							
	Asian	Black	Hispanic	White	Multi-Racial	SPED	ELL
<b>Baseline (2018-19)</b>	0	47	4	8	1	28	5
<b>2020-21</b>	0	42	4	7	1	25	4
<b>2021-22</b>	0	39	3	7	1	23	4
<b>2022-23</b>	0	37	3	6	1	22	4
<b>2023-24</b>	0	35	3	6	1	21	4
<b>2024-25</b>	0	33	3	6	1	20	3

Office Referrals Results							
	Asian	Black	Hispanic	White	Multi-Racial	SPED	ELL
<b>2020-21</b>	0	62	1	1	2	17	4

**Goal 1C: Action Plan for the 2021-2022 School Year (Title Component 2, 4, and 9)**

Strategy: Balanced literacy components using current adopted curriculum			
Action Steps	Required Resources/PD	Timeline	Evidence
Daily implementation of all reading workshop components K-5 (mini-lesson, mid-workshop interruption, independent reading, share).	TCRWP Reading Units of Study  Mini Lesson, Independent reading, Share Look-Fors	August 2021-May 2022	Building Leadership Team monitoring & observation



	<p>Ongoing support from building level and district coaches.</p> <p>Learning Walks Lab Classrooms</p>		
<p>Implement the components, benefits, and structure of small groups, which includes meeting with students based upon their needs in guided reading and strategy groups .</p>	<p><i>Guide to the Reading Workshop</i> Lucy Calkins</p> <p><u>The Next Step Forward</u> by Jan Richardson</p> <p>Literacy Footprints</p> <p>PD on giving and analyzing an F&amp;P assessment to inform small group instruction.</p>	<p>September 2021-May 2022</p>	<p>MSDWT district developed Reading Behaviors checklist can be utilized to monitor implementation.</p>
<p>Utilize word study principles within phonics workshop and word study instruction.</p>	<p>TCRWP Units of Study in Phonics</p> <p>3rd-5th Fountas and Pinnell Word Study</p> <p>Establishing a building based committee focused on Word Study to increase knowledge of word study principles and academic vocabulary.</p> <p>Learning Walks</p>	<p>August 2021-May 2022</p>	<p>MSDWT district developed Phonics Look-Fors checklist can be utilized to monitor implementation.</p>

	Lab Classrooms		
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**Strategy:** Implement responsive teaching strategies to promote agency in order to exhibit academic growth.

Action Steps	Required Resources/PD	Timeline	Evidence
<p>Utilize data analysis protocols during PLCs to develop a common understanding of proficiency.</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.</p>	<p>TCRWP Reading Units of Study TCRWP Phonics Units of Study</p> <p>Whole group PD on thin slicing protocol and learning progressions (3-5) PLCs</p> <p>PD Test-taking skills and strategies (K-5)</p>	September 2021-October 2021	
<p>Connect student data to goals, standards, and formative assessments to shape units of study within both whole- and small-group settings.</p>	<p>K-5 Pacing Guides IDOE ELA Standards Data Collection Spreadsheet</p> <p>TCRWP Reading Units of Study TCRWP Phonics Units of Study</p> <p>PLCs</p>	August 2021-May 2022	
<p>Utilize data to drive instruction as we implement units of study (F &amp; P, NWEA, Word Knowledge Inventory, Calkins Pre &amp; Post Assessments).</p>	<p>Master Student Data Spreadsheet</p> <p>TCRWP Reading Units of Study TCRWP Phonics Units of Study</p>	August 2021-May 2022	

	PLCs  Ongoing PD on Units of Study for Reading and Phonics		
Create a school based Culturally Responsive Teaching committee	Monthly committee meetings  District wide CR PD on early release days  WIDA Can-Do Descriptors & Framework	August 2021- August 2022	

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

*By 2024-2025, Spring Mill will improve academic proficiency for all subgroups, Asian - 1%, Black - 2%, Hispanic - 2%, White - 1%, Multi-Racial - 1%, SPED - 2%, ELL - 2%.*

NWEA Reading Goals							
	Asian	Black	Hispanic	White	Multi-Racial	SPED	ELL
<b>Baseline (2018-19)</b>	45%	53%	38%	91%	68%	39%	31%
<b>2020-21</b>	46%	55%	40%	92%	69%	41%	33%
<b>2021-22</b>	47%	57%	42%	93%	70%	43%	35%
<b>2022-23</b>	48%	59%	44%	94%	71%	45%	37%
<b>2023-24</b>	49%	61%	46%	95%	72%	47%	39%
<b>2024-25</b>	50%	63%	48%	96%	73%	49%	41%

NWEA Reading Results							
	Asian	Black	Hispanic	White	Multi-Racial	SPED	ELL
<b>2020-21</b>	33%	32%	29%	72%	56%	27%	20%

ILEARN ELA Goals							
	Asian	Black	Hispanic	White	Multi-Racial	SPED	ELL
<b>Baseline (2018-19)</b>	27%	24%	33%	75%	39%	15%	14%
<b>2020-21</b>	28%	26%	35%	76%	40%	17%	16%
<b>2021-22</b>	29%	28%	37%	77%	41%	19%	18%
<b>2022-23</b>	30%	30%	39%	78%	42%	21%	20%
<b>2023-24</b>	31%	32%	41%	79%	43%	23%	22%
<b>2024-25</b>	32%	34%	43%	80%	44%	25%	24%

ILEARN ELA Results							
	Asian	Black	Hispanic	White	Multi-Racial	SPED	ELL
<b>2020-21</b>	0%	16%	14%	57%	42%	10%	6%

**Goals 1D- NWEA Math and ILEARN Math: School Action Plan for the 2021-2022 School Year (Title Component 2, 4, and 9)**

Strategy: Math Workshop using district adopted Investigations curriculum			
Action Steps	Required Resources/PD	Timeline	Evidence
All teachers will implement the components of the Math Workshop Framework by focusing on procedures and expectations.	MSDWT Math Workshop Framework	Quarter 1  Quarter 2	
Teachers will incorporate the components of the workshop model supported by Investigations (including warm-up, independent practice, and closing.)	Investigations  MSDWT Math Workshop Framework	August 2021 - May 2022	

Teachers will plan for and meet with at least 1 small group daily which shows clear alignment to standard(s) being taught.	MSDWT Math Workshop Framework  Small Group Instruction PD	August 2021- May 2022	

<b>Strategy:</b> Implement responsive teaching strategies to develop real- world problem solvers.			
<b>Action Steps</b>	<b>Required Resources/PD</b>	<b>Timeline</b>	<b>Evidence</b>
Introduce district assessment measures and utilize data analysis protocols during PLCs and data meetings.  Ensure that our students have the knowledge, tools and resources they need to understand what proficiency is and how they can attain it.	District assessment calendar  Assessment Guidance document for measures and protocol  PLCs	August 2021-January 2022	
Connect student data to goals, standards, and formative assessment to shape instruction and form targeted small groups.	MSDWT K-5 Math Pacing Guides, IDOE Math Standards, and Data Collection Sheet Spreadsheet	August 2021-May 2022	
Reflect on data, curriculum to continually improve implementation to accelerate student learning and agency.	Data Collection Spreadsheet Anecdotal Notes PLCs	August 2021-May 2022	

	WIDA Can-Do Descriptors & Standards Framework		
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**Equitable Achievement Goals 1D-NWEA ILEARN Math**

*By 2024-2025, Spring Mill will improve academic proficiency for all subgroups, Asian - 1%, Black - 2%, Hispanic - 2%, White - 1%, Multi-Racial - 1%, SPED - 2%, ELL - 2%.*

NWEA Math Goals							
	Asian	Black	Hispanic	White	Multi-Racial	SPED	ELL
<b>Baseline (2018-19)</b>	48%	50%	40%	90%	65%	37%	36%
<b>2020-21</b>	49%	52%	42%	91%	66%	39%	38%
<b>2021-22</b>	50%	54%	44%	92%	67%	41%	40%
<b>2022-23</b>	51%	56%	46%	93%	68%	43%	42%
<b>2023-24</b>	52%	58%	48%	94%	69%	45%	44%
<b>2024-25</b>	53%	60%	50%	95%	70%	47%	46%

NWEA Math Results							
	Asian	Black	Hispanic	White	Multi-Racial	SPED	ELL
<b>2020-21</b>	50%	30%	31%	79%	65%	29%	19%

ILEARN Math Goals							
	Asian	Black	Hispanic	White	Multi-Racial	SPED	ELL
<b>Baseline (2018-19)</b>	47%	27%	22%	82%	30%	10%	14%
<b>2020-21</b>	48%	29%	24%	83%	31%	12%	16%
<b>2021-22</b>	49%	31%	26%	84%	32%	14%	18%

<b>2022-23</b>	50%	33%	28%	85%	33%	16%	20%
<b>2023-24</b>	51%	35%	30%	86%	34%	18%	22%
<b>2024-25</b>	52%	37%	32%	87%	35%	20%	24%

<b>ILEARN Math Results</b>							
	<b>Asian</b>	<b>Black</b>	<b>Hispanic</b>	<b>White</b>	<b>Multi-Racial</b>	<b>SPED</b>	<b>ELL</b>
<b>2020-21</b>	0%	9%	16%	61%	25%	13%	5%


**Hiring & Retention of a High Quality & Diverse Staff Goal 2B**  
*By 2024-2025, WT will improve retention of all certified staff by decreasing Effective and Highly Effective teacher resignations.*

<b>Retention Annual Benchmarks</b>	
<b>Baseline (2018-19)</b>	10.8%
<b>2020-21</b>	10.0%
<b>2021-22</b>	9.0%
<b>2022-23</b>	8.0%
<b>2023-24</b>	7.0%
<b>2024-25</b>	6.0%

- 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**

*By the 2024-25 school year, 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.*

Parent Survey Completion Goals	
Baseline (2018-19)	6%
2020-21	11%
2021-22	16%
2022-23	21%
2023-24	26%
2024-25	31%

Parent Survey Completion Results	
2020-21	16%

**Goal 3A: School Action Plan for the 2021-2022 School Year (Title Component 2, 4, and 9)**

Strategy: Increase home school connections			
Action Steps	Required Resources/PD	Timeline	Evidence
Inform parents of school happenings via Parent Square.	Parent Square Champion-training for new teachers	Ongoing/Throughout the year	
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 as well as attendance percentages for each month.	Ongoing/Throughout the year	



Informing families of when school is starting and providing information on resources available.	Bulldog Drive through Parade	July 29, 2021	A group of SM staff along with the district SEL coach drove through the neighborhoods of our SM families to remind them of the ice cream social.
Teachers will prepare an introduction interview to be shared on the school website	The technology teacher will interview the teachers and set up the videos.	BOY-August	
Implement attendance incentive and tracking tool.	Tracking tool	Ongoing/Throughout the year	
ENL Family Night	Planning and preparation for the event, interpreters, printed WIDA reports.	Early September ; December	

**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>
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<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)**

**2020-2021 Highly Qualified Teachers:** All verification and supporting documents are filed at the Community and Education Center in the human resources files.

**Highly Qualified Paraprofessionals (Title 1 Component 3):** 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, in January 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 works with the school to coordinate this event. The principal, Kindergarten teachers and PTO Co-Presidents welcome families and present information about the school during the orientation session. A panel of teachers and students field questions from prospective families. Parent volunteers and school administrators take groups of families on a tour of the school. Parent volunteers and office staff assist families with registration paperwork and answer questions. A staff member and parent volunteers who speak Spanish are available to assist Hispanic families. A Burmese interpreter is available to assist families who speak Karen. We also have translators for Arabic and Swahili-speaking families. 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. Transportation information, including a special backpack tag with arrival and dismissal information specific to each child is coordinated in August. An Open House and Kindergarten Orientation is scheduled before school reopens, where kindergarteners and other new families are welcomed by our principal, teachers and PTO. 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. Kindergarten families are also invited to our Ice Cream Social. 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. They meet their teachers in the gym before heading to their classrooms. Parent volunteers are also available to help assist kindergarten teachers in the first week of school.

At the other end, 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 tested 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 mail various 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, on the Thursday before school reopens, 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. This may include having a few weeks when students experience rotations like in middle school. Fifth grade teachers are creating plans to set their rooms up to teach specific subjects and students will get practice in rotating from one room to another for different subjects. At the end of the first semester, middle schools encourage students to write to their elementary teachers.

Feedback from students after they have moved on to middle school has clearly indicated that students have found these transition supports to be extremely beneficial.

### **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 2021-2022

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

#### Staff Pledge

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

#### Student Pledge

- I agree to carry out the following responsibilities to the best of my ability:
- Come to school ready to learn and work hard.
  - Bring necessary materials, completed assignments and homework.
    - Know and follow school and class rules.
  - Communicate regularly with my parents and teachers about school experiences so that they can help me to be successful in school.
    - Limit my TV watching, video game playing, and internet usage.
  - 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 in district selected Action Steps and Strategies. And, the SIP team may select additional Action Steps.

#### Strategy Goal

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

#### Action Steps

Instructional Strategies refers to the identified way of delivering instruction and facilitating student learning within a given framework. Action Steps refer to the steps that are necessary to reach the goal. Schools may differ in their needed area of focus within a content area.

#### Resources/Professional Development Needed

This section outlines the professional development needs for the school. The information should include 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](#)