

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

In Accordance with Public Law 221
School Improvement Plan
2022-2023



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

Mrs. Kellee Merritt

Principal Signature, Kellee Merritt

9-14-22

Date

Dr. Nikki Woodson

Superintendent Signature, Dr. Nikki Woodson

9/14/22

Date

Tracey Horth Krueger

School Board President Signature, Tracey Horth Krueger

9.14.2022

Date

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Items in italics meet Title 1 Schoolwide requirements

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Purpose and Direction

Purpose

The purpose of the School Improvement Plan is to evaluate the effectiveness of our initiatives, develop goals based on data analysis, establish priority for improvement, identify strategies and create an action plan for deployment.

MSDWT Mission Statement

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

MSDWT Vision Statement

Equitable, Affirming, Responsive

[MSDWT Strategic Plan 2020-2027 Link](#)

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

School Improvement and Schoolwide Planning Team

Kellee Merritt – Principal

Lou Ann Keeling – Assistant Principal

Jill Hatcher – MTSS Coordinator

Ashli Hess- Media Specialist

Julie Lowe- Math Coach

Jasmine Singfield-Literacy Coach

Cindy Moore – Kindergarten Teacher

Abigail Badger- 1st Grade Teacher

Maggie Hartnagel – 2nd Grade Teacher

Jordan Rawlings – 3rd Grade Teacher

Katie Sundheimer – 4th Grade Teacher

Dena Shields – 5th Grade Teacher

Sam Stone – Special Education Resource Teacher

Angela McGaughey - ENL Teacher

Jordyn Locke- Music Teacher

David Hudson – Parent

Jennifer Henderson – Parent

Team Leaders / SIP Team Meeting Dates: 2nd Wednesday of each month

Wednesday, August 10, 2022

Wednesday, September 7, 2022

Wednesday, October 5, 2022

Wednesday, November 9, 2022

Wednesday, December 14, 2023

Wednesday, January 11, 2023

Wednesday, February 8, 2023

Wednesday, March 8, 2023

Wednesday, April 12, 2023

Wednesday, May 10, 2023

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, 3-5 Awards & 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. 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 Attendance Initiative - Implement attendance initiative and monitor attendance routinely. Attendance information will be shared with students and staff on a regular basis.
- 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	2022-2023 School Year Kindergarten Orientation: May 18, 2022 (Part 1) July 29, 2022 (Part 2) Back to School Night: August 25, 2022
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/bi-weekly/monthly basis	2022-2023 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	2022-2023 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	2022-2023 School Year As need
Annual meeting to review Title I Parent Compact and Title I School Plans	Parents of all students and Instructional Coaches	August 25, 2022 – 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	2022-2023 School Year
Family Math & Literacy Night as well as 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	2022-2023 School Year
IREAD-3/ILEARN Parent Information Sessions	Parents Grades 3-5	February 16, 2023
School Convocations	All families/stakeholders	2022-2023 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

- Family Math & Literacy Night
- Kindergarten Orientation
- Ice-cream Social
- Back-to-School Curriculum Night
- Student subscriptions to specific online reading (Lexia) and math websites (DreamBox)
- School and classroom newsletters
- A supportive Parent Teacher Organization
- MISO Energy mentorship / STEM
- Washington Township Schools Advancement Center
- At Your School (AYS) before and after school child care
- Biztown - Junior Achievement Center
- Purdue Science Academy
- New student orientations (Bulldog Buddies/Bulldog Ambassadors)

- IREAD-3 Information Sessions for parents
- Title 1 Parent Compacts
- Special Person Day
- 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
- 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
2019-2020	66	0
2020-2021	27	0
2021-2022	89	0

Suspensions/Expulsions by Sub-Group

	2019-2020	2020-2021	2021-2022
American Indian	0	0	0
Asian	0	0	0
Black	24	76	76
Hispanic	0	3	3
Multiracial	2	4	4
White	1	6	6
Female	4	25	25
Male	23	64	64
IEP - YES	14	26	26
IEP - NO	13	63	63

Enrollment by Ethnicity

	2019-2020	2020-2021	2021-2022
American Indian	0.0%	0.0%	0.0%
Asian	1.6%	1.6%	0.6%
Black	54.7%	54.8%	56.7%
Hispanic	19.9%	20.0%	19.0%
Multiracial	4.9%	5.9%	6.8%
White	18.8%	17.6%	16.8%

Enrollment by Free/Reduced/Paid Lunch

	2019-2020	2020-2021	2020-2022
Free Lunch	78.0%	74.0%	56.1%
Paid Lunch	21.8%	26.0%	43.9%

Attendance

	2019-2020	2020-2021	2020-2022
Attendance Rate	97.0%	93.3%	93.5%
Number of Unexcused Absences	1,823.0	4,584.0	3,437.0

ILEARN English/Language Arts Achievement by Subgroup

	Overall	Black	Asian	Hisp	White	Multi	SPED	ELL	F/R
21-22	25%	18%	N/A	6%	62%	63%	10%	9%	17%
20-21	25%	16%	0%	14%	57%	42%	10%	6%	15%
19-20									
18-19	45%	27%	29%	36%	76%	53%	18%	15%	30%

ILEARN Mathematics Achievement by Subgroup

	Overall	Black	Asian	Hisp	White	Multi	SPED	ELL	F/R
21-22	27%	19%	N/A	15%	67%	25%	10%	9%	20%
20-21	22%	9%	0%	16%	61%	25%	13%	5%	12%
19-20									
18-19	46%	29%	46%	25%	83%	41%	13%	14%	28%

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 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. 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. Implement a new attendance incentive program during the 22-23 school year.
Student Achievement	Students are eager to learn. Some students are knowledgeable about their own data and are able to use the data to set goals. 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-language students should show growth on	Rigor and high expectations for all students and teachers. Frequent data analysis by students and teachers. In turn, teachers use this data to drive instruction. PD focused on how to assess, decide, and guide.

		<p>local and state assessments.</p> <p>Rigor and high expectations for all students and teachers.</p>	
School Culture and Climate	<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 One Positive Paws system, Spring Mill Standout of the Month, and the Woot Woot Wagon implemented during the 21-22 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, 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 and an improved sharing of information among staff.</p>
Staff Quality/ Professional Development	<p>When vacancies occur, recruiting and hiring staff that have a shared vision for the school.</p> <p>Maintained consistent PLC schedule.</p> <p>Teachers attended multiple TCRWP conference days as well as lab classroom experience with Celena Larkey.</p>	<p>Provide teachers with direct and frequent feedback on instruction.</p> <p>Teachers need to come prepared and participate in PLCs.</p> <p>Provide differentiated PD for teachers based on skill set.</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>Administrators, coaches, and teachers will attend district PLC training and ensure our weekly PLCs</p>

	<p>PD on equity, cultural responsiveness, and social emotional learning.</p>	<p>Continue to support teachers in learning and implementing district adopted curriculum.</p>	<p>are following the district initiative.</p> <p>District Jim Knight coaching training offered in the fall.</p>
<p>Curriculum, Instruction, Assessment</p>	<p>There is a sound district adopted curriculum for both literacy and math. We are in the initial implementation year for Math using Eureka. We are in the fourth 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 a building approved 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. Students will have data and goal setting discussions with their teachers throughout the year.</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>
<p>Family and Community Involvement</p>	<p>Spring Mill has an active PTO which supports the needs of students and staff.</p> <p>Routine communication occurs via newsletters, ParentSquare updates, etc.</p> <p>Neighborhood community partnerships supported both teachers and students.</p>	<p>After-school clubs/ activities that provide various opportunities for students beyond the school day.</p> <p>More teachers take advantage of opportunities that community partners offer to improve achievement.</p> <p>Communicate with families ways in which</p>	<p>Gain interest from more families to get involved with the PTO executive board, and general PTO meetings.</p> <p>Creating shared ownership as we view parents and families as partners to help them understand their level of accountability in their students' educational success.</p>

	<p>A partnership was formed with MISO Energy to support students and staff through mentorship, STEM lab for first grade and acts of appreciation.</p> <p>Families can attend academic and social events such as Ice Cream Social, Back to School Night, Family Math and Literacy Night, as well as grade level awards programs.</p>	<p>they can be involved in our school community (PTO outreach).</p>	
Technology	<p>Computers, iPads, and interactive white boards are available for student and staff use.</p> <p>All students have access to an electronic device during the school day.</p> <p>All students and teachers know how to navigate Canvas and Zoom.</p> <p>Technology will be a full-time special.</p>	<p>Teachers understand that technology is a supplemental resource that does not replace direct instruction.</p>	<p>Students develop a sound understanding of learning platforms and skills which are monitored and used appropriately.</p> <p>Provide expectation talks for appropriate use of technology for students and staff (Chromebooks, cell phones, etc.) using members of the Behavior Support Team.</p>

Priority Goal Summary and Decision-Making Process

The following is a summary of the goals encompassed in this plan for the 2022-23 school year. The details of each goal are available in the next section.

Priority #	Goal Statement
1	<p>Priority 1 Equitable Achievement - Provide an equitable educational environment that inspires and empowers all students to increase their academic success as well as their social and emotional learning.</p> <p><i>Goal 1B: Decrease behavior disruptive to the learning as measured by office referrals in the areas of continuous class disruption, disrespect, and refusal to comply.</i></p>

	<p><i>Discipline: Students will reduce disruptive behaviors to the learning environment as measured by office referrals for continued classroom disruption, disrespect, and refusal to comply by 45%.</i></p> <p><i>Goal 1C - Reading: Improve academic growth for all subgroups and reduce the achievement gap for students of color in literacy.</i></p> <p><i>Reading: Improve academic proficiency for all subgroups, Asian - 1%, Black - 2%, Hispanic - 2%, White - 1%, Multi-Racial - 1%, SPED - 2%, ELL - 2% as measured by NWEA Reading proficiency.</i></p> <p><i>Goal 1C - Math: Improve academic growth for all subgroups and reduce the achievement gap for students of color in math.</i></p> <p><i>Math: Improve academic proficiency for all subgroups, Asian - 1%, Black - 2%, Hispanic - 2%, White - 1%, Multi-Racial - 1%, SPED - 2%, ELL - 2% as measured by NWEA Math proficiency.</i></p> <p><i>Goal 1D - ELA: Improve the academic achievement for all subgroups.</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% as measured by ILEARN ELA proficiency.</i></p> <p><i>Goal 1D - Math: Improve the academic achievement for all subgroups.</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% as measured by ILEARN math proficiency.</i></p>
2	<p>Priority 2 - Hiring & Retention of a High Quality & Diverse Staff – Advance a District culture that values and affirms diversity</p> <p><i>Goal 2B - Improve retention of all certified staff by decreasing Effective and Highly Effective teacher resignations.</i></p>
3	<p>Priority 3 - Partnerships - Strengthen our partnership with students, families, and community stakeholders to achieve our mission of academic success for all students.</p> <p><i>Goal 3A - Spring Mill will analyze family engagement feedback to determine areas of improvement by increasing the total level of parent and family participation in school programming as measured by the parent survey.</i></p>

Cultural Competency

Spring Mill Elementary School will focus on proactive discipline, cultural responsiveness, and response to instruction and intervention in efforts to meet the needs of students. Culturally responsive educators intentionally focus on methods to improve learning partnerships with students. To foster strong partnerships, educators must be aware of harbored biases that manifest into classroom environments and examine conditions for learning. The resiliency team focuses heavily on the systems (e.g., curricular, interventions, discipline, mental health supports, etc.) that impact the conditions for learning. Through collective work, the resiliency team, including administrators, will identify inequities within systems that are designed to support students and work with staff to develop a better understanding of educational equity. Culturally responsive practices cannot happen in absence of equity and understanding the complex needs of students. Within professional learning communities, team and staff meetings, educators will reflect on their practices with an equity lens and analyze data to inform action plans for students. An equity lens questions why particular groups are marginalized and disparities exist in data, focusing more on internal structures of school. Behavior is a form of communication and responsive educators proactively work to identify the conditions that lend to positive behavioral responses. The District Equity Leadership Team (DELT) will support the work of the resiliency teams and focus on systematic professional learning opportunities to strengthen responsive practices throughout Washington Township.

Decision Making Process

The decision-making process at Spring Mill is based on a shared leadership model. Committees throughout the building have opportunities to provide input and feedback on aspects concerning the school. Administration is a part of the conversation and takes all ideas into consideration upon making final decisions. Spring Mill's committees include Building Leadership Team (BLT), Team Leaders, Proactive Discipline Team, Behavior Support 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 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 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																
<i>By 2026-2027, decrease behavior disruptive to the learning environment as measured by office referrals in the areas of continuous class disruption, disrespect, and refusal to comply.</i>																
School Data	Asian		Black		Hispanic		White		Multi-Racial		SPED		ELL		All	
	Goal	Result	Goal	Result	Goal	Result	Goal	Result	Goal	Result	Goal	Result	Goal	Result	Goal	Result
18-19 (BL)	0		47		4		8		1		28		5		60	
20-21	0	0	45	52	4	1	8	1	1	2	27	6	5	3	57	56
21-22	0	0	42	94	4	2	7	3	1	6	25	19	5	3	54	105
22-23	0		40		3		7		1		24		4		51	
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: Strengthen our Tier 1 Universal Implementation, Tier 2 Intervention Supports System and Tier 3 Intensive Intervention Support System.

Action Steps	Required Resources/PD	Timeline	Evidence
<p>Provide teachers with training to review Tier 2 and Tier 3 systems, documents and procedures, intervention, and data collection in order to support individual student needs.</p>	<p>MTSS PD provided by MTSS Coach</p>	<p>August 2022</p>	<p>Meeting Schedule Meeting Minutes</p>
<p>Proactive Discipline to better align our building goals and support teachers with core implementation of Tier 2 interventions. Beginning of the year expectation talks, schoolwide procedures, and push-in support by the behaviorists and Building Leadership Team. Administration will utilize Elevate Walkthroughs to actively monitor the learning environment, focusing on engagement and learning partnerships.</p>	<p>Great 8 Data Code of Conduct Committee meetings to review data Monthly Behavior RTI Meetings.</p>	<p>Ongoing throughout the year August 2022 - May 2023</p>	<p>Meeting Schedule Meeting minutes Share Great 8 data monthly with teachers during morning meetings Elevate Walkthrough data. Share feedback from the Elevate dashboard with teachers during monthly PLCs.</p>
<p>Continue to utilize Tier 3 interventions (behavior charts, social skills groups, Alt. Classroom, etc.) and Alternatives-to-Suspension model that provides more time for intensive behavior supports for those not responding to Tier 2 support.</p> <p>Define the roles of the members of the Behavior Support Team and how to utilize the support to better meet students' behavioral needs.</p> <p>Behavior pillars document shared with staff August 2022.</p>	<p>Second Steps Lessons Behavior Expectation Talks with Admin and Behavior Interventionist Team Cummins Monthly meetings Mindfulness Instruction Reflection Room Alternative Classroom</p>	<p>Ongoing throughout the year August 2022 - May 2023</p>	<p>Tier 3 behavior plans Tier 2/ 3 rosters for behavior Zoom Room for students in the Alternative Classroom</p>

Equitable Achievement Goals 1C-NWEA Reading and ILEARN ELA

Equitable Achievement Goal 1C - Reading														
<i>By 2026-2027, improve academic proficiency for all subgroups as measured by NWEA Reading proficiency.</i>														
School Data	Asian		Black		Hispanic		White		Multi-Racial		SPED		ELL	
	Goal	Result	Goal	Result	Goal	Result	Goal	Result	Goal	Result	Goal	Result	Goal	Result
18-19 (BL)	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%		41.8%		34.8%		79.5%		61.2%		32.4%		24.9%	
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%		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%		21.5%		22.9%		64.4%		44.0%		12.9%		9.8%	
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: Action Plan for the 2022-2023 School Year (Title Component 2, 4, and 9)

Strategy: Balanced literacy components using current adopted curriculum			
Action Steps	Required Resources/PD	Timeline	Evidence
<p>Fall review of reading workshop expectations with staff.</p> <p>Daily implementation of all reading workshop components K-5 (mini-lesson, mid-workshop interruption, independent reading, share).</p> <p>Additional PD from Celena Larkey.</p>	<p>TCRWP Reading Units of Study</p> <p>Mini Lesson, Independent reading, and share Look-Fors</p> <p>Ongoing support from building level and district coaches.</p> <p>Learning Walks</p> <p>Lab Classrooms</p>	<p>August 2022 - May 2023</p>	<p>Building Leadership Team monitoring and observation.</p> <p>Create a calendar to plan coaching opportunities for lab classrooms that may include co-teaching.</p> <p>Teachers co-teaching Calkins Units of Study lessons with the literacy coach.</p> <p>Transitioning lead teachers to independently model lessons in Lab Classrooms with coaching feedback.</p>
<p>Fall review of small group instruction expectations and checklists.</p> <p>Implementation of 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 used in PLCs</p> <p>Literacy Footprints</p> <p>Refresher PD on giving an F&P assessment / running record to inform small group instruction. Using error analysis (MSV) to target areas of need.</p>	<p>August 2022 - May 2023</p>	<p>MSDWT district developed Reading Behaviors checklist can be utilized to monitor implementation of small group instruction.</p> <p>District Small Group Instruction guidance document (Essential Elements of Small Group Instruction).</p>

<p>Utilize word study principles within phonics workshop and word study instruction.</p> <p>Grades K-2 to utilize TCRWP Units of Study in Phonics.</p> <p>Grades 3-5 to implement Fountas and Pinnell Word Study or other resources as approved by building administration.</p>	<p>TCRWP Units of Study in Phonics (K-2)</p> <p>3rd-5th Fountas and Pinnell Word Study</p> <p>Strengthen building based Word Study Committee focused on increasing knowledge of word study principles and academic vocabulary.</p> <p>Increased opportunities to participate in Learning Walks and Lab Classrooms</p>	<p>August 2022 - May 2023</p>	<p>MSDWT district developed Phonics Look-Fors checklist can be utilized to monitor implementation.</p> <p>Resources provided by the Word Study Committee.</p>
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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>Administrators and lead teachers trained on new district PLC initiative.</p> <p>Grading for Equity staff PD to share updated MSDWT grading guidance with all building stakeholders at the beginning of the year.</p> <p>Utilize data analysis protocols during PLCs to develop a common</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>August 2022 - May 2023</p>	<p>PLC minutes</p> <p>Culturally Responsive Teaching Committee Minutes shared with staff on a monthly basis.</p> <p>Student Data Sheet</p> <p>NWEA Student Progress Sheet located in Skyward</p>

<p>understanding of proficiency and for a more purposeful review of student data.</p> <p>Ensuring that our students have the knowledge, tools and resources they need to understand what proficiency is and how they can attain it through data / goal setting.</p>	<p>PD Test-taking skills and strategies (K-5)</p>		<p>Grading for Equity district document</p>
<p>Connect student data to goals, standards, and formative assessments to follow units of study within both whole- and small-group settings.</p>	<p>K-5 Pacing Guides</p> <p>IDOE ELA Standards</p> <p>Data Collection Spreadsheet</p> <p>TCRWP Reading Units of Study</p> <p>TCRWP Phonics Units of Study</p> <p>PLCs following the new district initiative protocol</p> <p>Continuing PD with Celena Larkey</p>	<p>August 2022 - May 2023</p>	<p>PLC Minutes</p> <p>Data Collection Spreadsheet</p> <p>Calkins Pre & Post Assessment Data</p> <p>Identification of ELA standards located within each Calkins Unit of Study.</p>
<p>Utilize data to drive instruction as we continue to work through Calkins Units of Study (F & P, NWEA, Word Knowledge Inventory, Calkins Pre & Post Assessments).</p>	<p>Master Student Data Spreadsheet</p> <p>TCRWP Reading Units of Study</p> <p>TCRWP Phonics Units of Study</p> <p>PLCs</p>	<p>August 2022 - May 2023</p>	<p>PLC Minutes</p> <p>BOY, MOY, and EOY Data Meetings</p> <p>Extended Planning Meeting Agendas</p>
<p>Continue developing our school based Culturally Responsive Teaching Committee.</p>	<p>Monthly committee meetings</p>	<p>August 2022 - May 2023</p>	<p>Culturally Responsive District PD</p>

<p>ENL teachers will utilize monthly staff meetings to share best practices and SYOP strategies with teachers to provide access for all learners.</p>	<p>District wide CR PD</p> <p>WIDA Can-Do Descriptors & Framework</p>		<p>Culturally Responsive Teaching Committee strategies shared during monthly staff meeting by committee members to increase teachers' knowledge and awareness.</p> <p>ENL (WIDA) information shared with Word Study Committee, Bulldog Reset submissions, and during monthly staff meetings.</p>
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Equitable Achievement Goals 1D-NWEA ILEARN Math

Equitable Achievement Goal 1C - Math														
<i>By 2026-2027, improve academic proficiency for all subgroups as measured by NWEA Math proficiency.</i>														
School Data	Asian		Black		Hispanic		White		Multi-Racial		SPED		ELL	
	Goal	Result	Goal	Result	Goal	Result	Goal	Result	Goal	Result	Goal	Result	Goal	Result
18-19 (BL)	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%	82.9%	65.5%	89.3%	29.5%	42.9%	19.5%	37.4%
22-23	52.0%		39.2%		36.6%		84.1%		67.0%		32.9%		26.0%	
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%	14.8%	61.5%	66.7%	25.5%	25.0%	13.5%	10.0%	5.5%	8.8%
22-23	16.9%		17.5%		20.8%		69.3%		28.1%		15.0%		9.2%	
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 1D- NWEA Math and ILEARN Math: School Action Plan for the 2022-2023 School Year (Title Component 2, 4, and 9)

Strategy: Math Workshop using district adopted Eureka Math² curriculum			
Action Steps	Required Resources/PD	Timeline	Evidence
All K-5 teachers, including SPED and ENL, will follow the MSDWT Pacing Guides and MSDWT Elementary Recommendations for a Strong EM ² Implementation. Guidance document will be utilized in order to implement Eureka Math ² with integrity.	Eureka Math ² PD MSDWT Pacing Guides MSDWT Elementary Recommendations for a Strong EM² Implementation Guidance document Consistent planning sessions with Math Coach	June 2022 - May 2023	Lesson plans Classroom walkthroughs District Eureka PD registration lists Planning notes Lab classrooms Assessments analyses Math Coach will provide additional PD during monthly staff meetings and Bulldog Reset submissions.
All teachers will implement all components of the Math Workshop Framework, focusing on the mini lesson element.	MSDWT Math Workshop Framework PD on mini lessons using district action plan	August 2022 - May 2023	Classroom Anchor Charts Classroom walkthroughs Lab Classrooms Learning Walks Lesson Plans
Teachers will incorporate the components of the workshop model supported by Eureka Math ² and will provide opportunities for student discourse. ENL teachers will utilize monthly staff meetings to share best practices and SIOP strategies with	Eureka Math ² MSDWT Math Workshop Framework MSDWT Pacing Guides for Eureka Math ²	August 2022 - May 2023	Classroom Walkthroughs Lesson Plans Extended Planning Sessions Anchor Charts PLC notes Teacher notes/checklists

teachers to provide access for all learners.			ENL (WIDA) information shared with Word Study Committee, Bulldog Reset submissions, and during monthly staff meetings.
Teachers will plan for and meet with at least one small group daily which is formed based on data from formal and/or informal assessments.	MSDWT Math Workshop Framework MSDWT Elementary Math Small Groups - Purposes and Content Examples Document Elementary Math Small Groups - Guidance Document	August 2022 - May 2023	Lesson Plans Classroom Walkthroughs Classroom Schedule for Small Groups Optional Small Group Lesson Templates (<u>daily</u> / <u>weekly</u>)

Strategy: Implement responsive teaching strategies based upon data analysis of assessments, classwork, and observations.			
Action Steps	Required Resources/PD	Timeline	Evidence
Utilize district assessment measures and data analysis protocols during PLCs and data meetings.	District assessment calendar Assessment Guidance document for measures and protocol PLCs	August 2022 - May 2023	PLC minutes Culturally Responsive Teaching Committee Minutes shared monthly with Building Leadership Team and during staff meetings. Student Data Sheets NWEA Family Profile Sheets
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 and goal setting discussions.	NWEA Student Achievement Norms Provide students instruction on goal setting.	August 2022 - May 2023	Data folders or student data/goal setting sheets Classroom walkthroughs Lesson Plans

	<p>Provide students in depth instruction on the use of math manipulatives and problem-solving strategies</p> <p>Eureka Math² curriculum</p>		
<p>Connect student data to goals, standards, and formative assessments to guide instruction and form targeted small groups.</p>	<p>MSDWT K-5 Math Pacing Guides</p> <p>IDOE Math Standards</p> <p>Data Collection Spreadsheet</p> <p>Eureka Math² assessments</p>	<p>August 2022 - May 2023</p>	<p>PLC Minutes</p> <p>Data Collection Spreadsheet</p> <p>Classroom Schedule for Small Group Instruction</p> <p>BOY, MOY, and EOY Data Meetings</p> <p>District Benchmark Assessments (BOY & EOY)</p>
<p>Reflect on data and curriculum to continually improve implementation to accelerate student learning and agency.</p>	<p>Data Collection Spreadsheet</p> <p>Anecdotal Notes</p> <p>PLCs</p> <p>WIDA Can-Do Descriptors & Standards Framework</p>	<p>August 2022 - May 2023</p>	<p>PLC Minutes</p> <p>BOY, MOY, and EOY Data Meetings</p> <p>Schoolwide Data Sheet</p>
<p>Use data analysis of assessments, classwork, and observations consistently to identify students for Tier 2 and Tier 3 interventions.</p>	<p>District assessments</p> <p>Eureka Math² assessments</p> <p>NWEA / ILearn / IRead3 data</p> <p>MTSS process</p>	<p>August 2022 - May 2023</p>	<p>MTSS documentation</p> <p>Teacher documentation of assessments and recommendations</p>

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

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

Strategies

- MSDWT will provide implicit bias training for staff (included in the onboarding process) in order to foster an inclusive and collegial work environment for all staff.
- The HR department will establish an advisory employees and community members who provide insight into strategy development and adjustment.
- Enhanced exit interview procedure and conducting stay interviews for a select number of staff annually.
- Data for specifically targeted subgroups of staff will be analyzed to make sure that specific groups are not leaving the district disproportionately or for unique reasons.

Partnership Goal 3A

Partnerships Goal 3A		
<i>By 2024-2025, analyze family engagement feedback to determine areas of improvement by increasing the total level of parent and family participation in school programming as measured by the parent survey.</i>		
	Goal	Result
2018-19 (BL)	6.0%	
2020-21	11.0%	13.7%

2021-22	16.0%	24.5%
2022-23	21.0%	
2023-24	26.0%	
2024-25	31.0%	
<p>Green = Benchmark Goal Met, Yellow = Progress Toward Benchmark Goal, Red = No Progress Toward Benchmark Goal</p>		

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 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 regarding Panorama Survey data.	Bulldog Bulletin will include a home school connection component	Ongoing throughout the year	PTO Meeting Minutes Bulldog Bulletin
Informing families of when school is starting and providing information on resources available.	Welcome Back Bulldogs	July 2022	SM staff, along with the district SEL coach, 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 introduction interview to be shared on the school website.	Teachers will create an introduction video.	BOY-August	School Website

Implement attendance incentive program and tracking tool.	Tracking tool	Ongoing throughout the year	Resiliency Team Minutes Social Worker Assistant Principal Attendance Documentation
ENL Family Night Collaborate with English as a New Language District Coordinator to plan for ENL Family Night and launch a Latino Family Literacy parent group.	Planning and preparation for the event, interpreters, printed WIDA reports.	Early September 2022 December 2022 Second Semester goal for the launch of Latino Family Literacy parent group	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
<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)

2021-2022 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, 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. 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 2022-2023

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 two Quality Assurance Reviews annually to report progress on the School Assessment Measures as well as the Goal Action Plan. The principal will be provided feedback and offered support on progress toward achieving their goals.

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

School Assessment Measures

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

Goal Action Plan

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