



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: Willow Lake Elementary School
School Address: 7535 Harcourt Rd. Indianapolis, IN 46260
School Phone Number: (317) 280-3701
School Fax Number: (317) 280-3703
School DOE Number: 5408
School Corporation Number: 5370

Kellie Brotherton

Principal Signature, Kellie Brotherton

9/9/22
Date

Dr. Nikki Woodson

Superintendent Signature, Dr. Nikki Woodson

9/14/22
Date

Tracey Horth Krueger

School Board President Signature, Mrs. Tracey Horth Krueger

9.14.2022
Date

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

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Purpose and Direction

Purpose

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

MSDWT Mission Statement

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

MSDWT Vision Statement

Equitable, Affirming, Responsive

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

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

School Improvement and Schoolwide Planning Team

Role/Title	Name
Principal	Kellie Brotherton
Assistant Principal	Tyler Thiems
Kindergarten Teacher	Jennifer Burkhead
First Grade Teacher	Trisha Beasley
Second Grade Teacher	Lindsey Mastain
Third Grade Teacher	Savannah Whitson
Fourth Grade Teacher	Michelle Moe
Fifth Grade Teacher	Lee Barraza
ENL Teacher	Gretchen Eaton
Special Education Teacher	Dawn Smith
Title 1 Literacy Coach	Libby Weldon & See Xiong
Title 1 Math Coach	Susan Schaeffer
MTSS Coach	Stacy Isaacs
Special Area Teacher	Jennifer Rowe
DLI	Cristina Vasquez
WTEA	Dawn Smith

PLC Leadership Team Meeting Dates

September 12, 2022	January 9, 2023
October 17, 2022	February 13, 2023
November 14, 2022	March 13, 2023
December 12, 2022	April 10, 2023

Description of Parent Involvement and Participation to Support Goals

At Willow Lake Elementary we welcome all families to be active members of our school community and to be involved in their child’s daily learning. Upon completion and verification of a cleared limited history background check, parents can come to Willow Lake daily to support learning in the classroom by facilitating small group instruction, working one on one with students, and supporting the teacher with other classroom needs. Many events are held to welcome families and students to extend learning opportunities. Students and families are invited to attend many events throughout the school year.

In order to increase parent/guardian involvement, many opportunities will be provided for parents/guardians to learn ways to support their student’s academic achievement. We will also offer multiple opportunities throughout the year for families to come together in order to encourage a positive parent-school connection.

Parent Teacher Organization (PTO) provides feedback on the Parent Compact and Parent Improvement Plan. Upon their review and approval, these documents are shared with all parents at Back to School Night. At Back to School Night, staff will present the approved documents along with information outlining what Title 1 is, how Title 1 funding impacts Instructional Programming, and will share parent involvement events throughout the year. Parents are asked to sign the Parent Compact and return to school as soon as possible. Willow Lake staff collects all Title 1 Parent Compacts and saves them for reference throughout the year. Parent Compact will be sent home with student(s) and sent virtually to all parents/guardians.

Strategies to Increase Parent Participation

- **Willow Lake Parent Weekly Update** – Families are notified of upcoming events, district information, content tips/strategies, and PTO news.
- **Monthly Grade Level Newsletter** - Families are notified of upcoming events, content skills/vocabulary, unit sight words, and strategies to use at home.
- **Grade Level Showcase** - Each grade level will host one event/performance where families are invited in to view the project that has been worked on.
- **Academic Information Nights** – The school shares with parents and students the importance of reading at school and home as well as participating in engaging mathematical activities. Strategies are given to parents to help their children be successful.
- **Family Math and Literacy Nights** – In conjunction with PTO events, parents and students work together to solve math and literacy problems and learn about strategies that can continue at home. Families are exposed to a variety of reading genres and materials and are engaged in math and literacy activities throughout the night. All problems are specific to the child’s grade level.

Stakeholder Input Opportunities to Support Goals

Stakeholder Input Name & Description	Who Participates	Timeline
PTO meetings	Parents/Guardians/Teachers	2022-2023
Back to School Night	Parents/Guardians/Teachers	9/1/22
Spring Open House	Parents/Guardians/Teachers	5/3/23
Parent Conferences	Parents/Guardians/Teachers/ Students	2022-2023
School Improvement Meetings	Parents/Guardians/Teachers/ Community Members	2022-2023

Title I Math/Literacy Night Surveys	Parents/Guardians	2022-2023
Title I Parent Impact Survey	Parents/Guardians	2022-2023
<i>*Opportunities may be provided in person and virtual</i>		

Description of Stakeholder Partnerships and Programs to Support Goals

- ProAct Indy
 - Service learning after-school programming
- Riley Center
- Fay Biccard Glick Neighborhood Center
 - Pre-school
 - Before and after-school care
 - Food pantry, employment, housing, utility assistance
- Girl Scouts of America, Inc.
 - Brownies and Juniors
- Cummins Mental Health
 - Therapists and Life Skills Specialists
- Indianapolis Museum of Art
 - Visual Thinking Strategies Curriculum
- Oasis Tutoring
 - Reading tutors
- St. Luke’s United Methodist Church
 - School supplies, housing and utility support, holiday assistance
 - Wednesday Night Live
- District Church
 - Supplies for teachers and students
- Fortune Family Foundation
 - Provide school library resources
- Nine-Thirteen
 - Wellness curriculum
- Lion Catchers
 - Tutoring
- The Advancement Center for Washington Township Schools
 - Classroom grants
- Second Presbyterian Church
 - Food Pantry, holiday assistance
 - Teacher grants
- IUPUI Nursing Students
 - Field experience/tutoring
- Paws to Read
- Global Studies at IU
 - mentors to 5th grade Capstone Project
- School on Wheels
 - Tutoring for homeless youth

Comprehensive Needs Assessment (Title I Components 1 and 8)

Three-year Trend Data

Suspensions/Expulsions

	Suspensions	Expulsions
2019-2020	73	0
2020-2021	19	0
2021-2022	133	0

Suspensions/Expulsions by Sub-Group

	2019-2020	2020-2021	2021-2022
American Indian	0	0	0
Asian	0	0	0
Black	58	18	124
Hispanic	4	0	3
Multi-Racial	2	1	3
White	9	0	3
Female	17	3	23
Male	56	16	110
IEP - YES	28	7	36
IEP - NO	45	12	97

Enrollment by Ethnicity

	2019-2020	2020-2021	2021-2022
American Indian	0.0%	0.0%	0.0%
Asian	6.7%	7.1%	8.2%
Black	52.9%	54.0%	48.4%
Hispanic	21.8%	21.6%	25.4%
Multi-Racial	3.3%	4.0%	3.4%
White	15.3%	13.4%	14.6%

Enrollment by Free/Reduced/Paid Lunch

	2019-2020	2020-2021	2021-2022
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Free Lunch	79.4%	73.7%	61.5%
Paid Lunch	20.6%	26.3%	38.5%

Attendance

	2019-2020	2020-2021	2021-2022
Attendance Rate	96.4%	92.5%	93.4%
Number of Unexcused Absences	2,847.0	7,695.0	4,360.0

ILEARN English/Language Arts Achievement by Subgroup

	Overall	Black	Asian	Hisp	White	Multi	SPED	ELL	F/R
21-22	21%	12%	23%	22%	55%	29%	16%	9%	13%
20-21	17%	11%	17%	8%	59%	21%	7%	9%	11%
19-20									

ILEARN Mathematics Achievement by Subgroup

	Overall	Black	Asian	Hisp	White	Multi	SPED	ELL	F/R
21-22	23%	10%	37%	20%	65%	43%	19%	20%	20%
20-21	15%	8%	22%	14%	47%	29%	5%	12%	11%
19-20									

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	<ul style="list-style-type: none"> • Diverse population of students • Multilingual population • Diverse culture 	<ul style="list-style-type: none"> • Hire a diverse group of teachers to represent different ethnicities and cultures that represent our students • Family involvement • Communication between parent and teacher due to language barrier 	<ul style="list-style-type: none"> • Continue to attract a diverse population of staff • Make Willow Lake a school where all families feel invited and have an equal voice even with cultural differences • More Cultural Competency Celebrations/Recognitions • More culturally inclusive and relevant instructional practices

Attendance	<ul style="list-style-type: none"> ● Maintained a high attendance rate ● Students want to come to school and feel that it is a safe environment 	<ul style="list-style-type: none"> ● Often have unexcused absences/tardies from the same students ● If a student misses the bus, they do not have transportation to get them to school ● High student turnover rate/transiency ● Parent Accountability 	<ul style="list-style-type: none"> ● Share the importance of attending school with parents ● Utilize our school social worker to connect with families where attendance is a concern and create an action plan
Student Achievement	<ul style="list-style-type: none"> ● Willow Lake utilizes a systematic approach to student data analysis to drive instruction ● Students are actively involved in progress monitoring and can articulate their current level of achievement 	<ul style="list-style-type: none"> ● All teachers need to commit to raising achievement for all students ● More time for student processing and less teacher talk ● Increase time with productive struggle ● Clear learning goals and a strategic plan to get students to the goal 	<ul style="list-style-type: none"> ● Utilizing PLC's to individualize instruction. Grade level teams regularly analyze individual, classroom, and grade level academic and behavior data. ● Use coaches to model strategies within the classroom ● Accountability of knowing your students and data
School Culture and Climate	<ul style="list-style-type: none"> ● Proactive Discipline/Resiliency Team ● Staff utilizes a common language and have highlighted school-wide essential agreements ● Ongoing professional development offered to all staff around mindset and inclusiveness ● Implement Second Steps curriculum with all students 	<ul style="list-style-type: none"> ● Parent support at home limits the ability to truly support positive changes within a child ● Limited Mental Health services based on insurance and the families willingness to collaborate ● Students often lack social/emotional coping skills 	<ul style="list-style-type: none"> ● Collaboration time for all staff ● Proactive Discipline plans ● Create a community school with wraparound services ● Utilize Student Support Center and Behaviorist for modeling SEL strategies with classes, small groups or individual students ● Find ways to celebrate staff
Staff Quality/Professional Development	<ul style="list-style-type: none"> ● Our staff is provided with many opportunities to attend Professional Development within the building and at the district level ● Grade levels and teachers opting to pilot programs 	<ul style="list-style-type: none"> ● Time (Scheduling & availability of programming) ● Fidelity of implementation of different programming ● Differentiated professional development 	<ul style="list-style-type: none"> ● Allow staff to grow professionally and continue to offer professional development within the building ● Staff will be encouraged to attend workshops that are around the Indianapolis area to grow professionally and encouraged to bring back information to share with all staff

			<ul style="list-style-type: none"> ● Provide staff opportunities to share needed professional development and work to make it happen
Curriculum, Instruction, Assessment	<ul style="list-style-type: none"> ● Teachers are able to analyze individual student data and differentiate instruction ● Full time Literacy, Math, MTSS coach in our building ● Word Study curriculum, instruction and assessment 	<ul style="list-style-type: none"> ● Create MTSS handbook ● Peer Observations ● Timely data collection and progress monitoring for all multilingual students 	<ul style="list-style-type: none"> ● Adopting a Literacy curriculum that allows for different types of assessment ● Adapting current curriculum to the workshop model ● District-wide reading and math assessments are common and drive instruction and intervention groups ● Utilize Research-based Math interventions for students who are struggling
Family and Community Involvement	<ul style="list-style-type: none"> ● Parent Teacher Organization ● Teachers communicate with the parents ● Numerous opportunities for parents to be involved ● Interpreters to assist in a variety of languages. ● Strong community partnerships 	<ul style="list-style-type: none"> ● Time/scheduling conflicts ● Diverse culture and language backgrounds ● Limited transportation ● Limited phone accessibility ● Inconsistent updated contact information ● Contact and residency information 	<ul style="list-style-type: none"> ● Utilize a variety of social networking tools to communicate with parents (email, Parent Square, Facebook, Twitter, all-calls and school website) ● Schedule family events for different nights of the week, different times of the day, or virtually, to increase involvement and participation ● Offer translation in many languages ● More culturally competent activities/celebrations
Technology	<ul style="list-style-type: none"> ● 1 to 1 devices ● Math and Literacy online academic resources 	<ul style="list-style-type: none"> ● Limited technology access at home for students and families. ● Time to use technology ● Eliminate delay when device is damaged 	<ul style="list-style-type: none"> ● Blended Learning environment ● Intentional use of technology

Priority Goal Summary and Decision-Making Process

The following is a summary of the goals encompassed in this plan for the 2022-2023 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 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 1C - 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 1D-ELA: Improve the academic achievement for all subgroups as measured by ILEARN ELA proficiency</i></p> <p><i>ELA: Improve academic proficiency for all subgroups, Asian - 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>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: WLE 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

Willow Lake Elementary School will focus on proactive discipline, cultural responsiveness, and Multi Tiered System of Support 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 school-based Resiliency Team, which includes teachers, behaviorist, social worker, and administrators, 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. Culturally responsive practices will be continually discussed and researched through collaboration times, and implemented within the classrooms. During 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. Staff members will receive initial training focused on recognizing signs of trauma, understanding student needs when dealing with trauma, and appropriate responses educators can take to support. 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

In alignment with the district quality assurance process, MSDWT will implement a process to regularly review progress on program action plans, instruction improvement deployment, and formative assessment results. MSDWT is also working on a process where focused instructional practices are monitored to ensure broad and effective deployment. The Teaching & Learning division will work closely with each school. Key questions to be answered throughout this process include:

1. Is the program design developed to meet the requirements for improving learning and teaching for all students?
2. Does MSDWT implementation of the programs align with WT expectations and requirements?
3. Which system-level and program components facilitate or hinder effective learning experiences for WT students?

The Willow Lake staff met in spring 2022 to review current data and give input on goals for the 2022-2023 school year. The goals will be based on school data from ILEARN, IREAD, NWEA, district assessments, and the Great 8 Proactive Discipline reports. The Willow Lake staff were organized into teams and will continue to work collaboratively to review data and professional development needs for the 2022-2023 school year.

The staff at Willow Lake Elementary have a variety of opportunities for involvement in the decision-making process in regards to instructional strategies and student achievement. The decision to implement instructional practices is derived from district initiatives as well as student data. The data used to drive our instructional goals and strategies are Fountas and Pinnell Benchmark Assessment (F&P), NWEA, Math BOY/EOY assessments through Investigations, and Kindergarten Math Benchmark. Through collaboration at our Professional Learning Communities (PLCs), grade levels have the opportunity to analyze student data and discuss effective instructional practices and areas that require further support. The MTSS team meets throughout the year to analyze data, which identifies areas for building level professional

development or the need for individual student plans. After looking at student data, we analyze our instructional practices to determine if they need to be continued, revised, or discontinued.

The Parent Teacher Organization (PTO) at Willow Lake collaborates with the staff in making decisions regarding community involvement and funding of instructional needs. The Back to School Block Party, Fall Festival, and The Advancement Center for Washington Township events, are examples of community involvement supported by the PTO. They also fund instructional needs such as field trips, and other instructional supplies based on student needs. Parents are included in the decision-making process through PTO meetings with the principal and teacher liaisons, as well as soliciting parent input during Title I family nights throughout the 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		101		6		6		29		29		10		121	
20-21	0	0	96	16	6	1	6	0	28	1	28	4	10	0	115	18
21-22	0	4	91	263	5	24	5	5	26	2	26	89	9	13	109	298
22-23	0		87		5		5		25		25		9		104	
23-24	0		82		5		5		24		24		8		99	
24-25	0		78		5		5		22		22		8		94	
25-26	0		74		4		4		21		21		7		89	
26-27	0		71		4		4		20		20		7		84	
Green = Benchmark Goal Met, Yellow = Progress Toward Benchmark Goal, Red = No Progress Toward Benchmark Goal																
<i>NOTE: SY 20-21 results not evaluated for progress due to COVID-19 unusual impacts</i>																

Goal 1B: Action Plan for the 2022-2023 School Year (Title Component 2, 4, and 9)

Strategy: Norm school-wide behavior expectations and supports			
Action Steps	Required Resources/PD	Timeline	Evidence
Create and implement PBIS Lessons for main areas	PBIS Lessons	1st week of school & Quarterly review	Reduction in classroom & office referrals.
Building wide language	PBIS Second Steps	Back to School PD SEL Collaborations	School/Grade Level Newsletters Back to School PD
Teachers implement Tier 1 systems to meet the needs of 85% of students: <ul style="list-style-type: none"> ● Paws Zone ● Buddy Classroom ● Essential agreements ● LIONS/Cub Paws ● Morning meeting ● Slow start ● Closing meeting 	PBIS Responsive Classroom Individual classroom management matrix/plan Grade level collaborations	Back to School PD Ongoing SEL Collaborations	Classroom Management Plan Reduction in classroom & office referrals.
Neighborhood routines and expectations	PBIS Lessons	1st week of school Quarterly review	Reduction in classroom & office referrals.
Increase equitable practices through Trauma Informed Care Training and professional development	<i>Help Billy</i> Classroom 180 Guide	Ongoing Trauma Informed Care PD	Reduction in classroom & office referrals.

Strategy: Grade level teams will collaborate to drive continued school cultural improvements through SEL collaborations			
Action Steps	Required Resources/PD	Timeline	Evidence
Monthly our grade level teams will review data to determine intermittent focus area for Tier 1 reinforcements	Great 8 reports	Monthly	Improvement in Tier 1 reinforcements

Increase equitable practices through Trauma Informed Care Training and professional development.	<i>Help Billy</i> Classroom 180 Guide	Ongoing Trauma Informed Care PD	Reduction in classroom & office referrals.
Implementation of restorative processes when working with students in conflict	Alternative Classroom Teacher & Behaviorist will lead PD	Launch: start of year, implemented continually	Restorative processes will occur with students in conflict
Increased student discourse through learning opportunities across content areas	Eureka Math Squared TCRWP Units of Study Discourse Prompting Guide	Ongoing	Elevate Walkthroughs
Peer observation of proactive strategies inside the classroom	Alternative Classroom teacher will organize peer observation	As needed	Peer observations

Equitable Achievement Goals 1C-NWEA Reading and 1D-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)	60.7%		49.6%		29.0%		85.4%		90.9%		16.7%		30.0%	
20-21 (RBL)	44.0%		30.0%		35.0%		79.0%		53.0%		17.0%		27.0%	
21-22	44.5%	46.0%	31.0%	39.9%	36.0%	46.6%	79.5%	81.0%	53.5%	55.6%	17.5%	21.1%	27.5%	32.9%
22-23	50.9%		39.2%		37.0%		82.5%		67.0%		19.0%		29.3%	
23-24	54.4%		43.8%		38.0%		84.2%		74.0%		20.0%		30.5%	
24-25	57.8%		48.4%		39.0%		85.9%		80.9%		21.0%		31.7%	
25-26	61.3%		53.0%		40.0%		87.7%		87.9%		22.0%		32.8%	
26-27	64.7%		57.6%		41.0%		89.4%		94.9%		23.0%		34.0%	
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)	42.9%		21.7%		19.6%		56.3%		34.5%		5.2%		16.8%	
20-21 (RBL)	17.0%		11.0%		8.0%		59.0%		21.0%		7.0%		9.0%	
21-22	17.5%	23.3%	12.0%	11.9%	9.0%	22.0%	59.5%	54.8%	21.5%	28.6%	7.5%	15.6%	9.5%	8.7%
22-23	27.0%		17.2%		14.5%		61.0%		26.8%		9.0%		12.9%	
23-24	32.0%		20.4%		17.8%		62.0%		29.8%		10.0%		14.9%	
24-25	36.9%		23.5%		21.1%		63.0%		32.7%		11.0%		16.9%	
25-26	41.9%		26.6%		24.3%		64.0%		35.6%		12.0%		18.8%	
26-27	46.9%		29.7%		27.6%		65.0%		38.5%		10.0%		20.8%	

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

Goals 1C-NWEA Reading and 1D-ILEARN ELA: School Action Plan for the 2022-2023 School Year (Title Component 2, 4, and 9)

Strategy Goal 1: Make data-driven instructional decisions using checks for understanding (formative) as well as summative assessment to differentiate instruction.			
Action Steps	Required Resources/PD	Timeline	Evidence
Assess			
Communicate clear guidelines, time frames, and protocols for assessments.	22-23 assessment timeline provided by district and further specified for WE by literacy coach.	Fall 2022	Collaborations, collaboration agendas, Yearlong Plan, Literacy Tracker complete, Lion Lowdown Map with K-2 teams summer 2022
	K-2 Assessment Concepts provided by Literacy Coach (to be updated by Fall)	Fall 2022	
	Implement Developmental Spelling Assessment in K-2	Kindergarten: <i>A Birthday Party</i> after Unit 2, after Unit 3, after Unit 5. First: My Dog Max during Unit 1. <i>My Stick Ball Game</i> after Unit 3, and during Unit 5 (after Bend 1) Second: <i>The Tall Slide</i> during Unit 1, after Unit 2. <i>The Butterfly Exhibit</i> After Unit 3 and EOY.	
	Implement a phonological awareness, blending, and segmenting assessment (<i>Robot Talk</i> , Heggerty, ESGI)	After Unit 1; as needed after Unit 2, after Unit 4, after Unit 5 followed by analysis collaboration with literacy coach to plan	

	<p>Word Inventory, All 3-5 classrooms</p> <p>3-5 PWS Suggested Assessments</p> <p>K-5 Literacy Tracking Sheet with dates, differentiated for DLI and reading ranges (L+ NWEA PM)</p> <p>Training on running records, MSV analysis, conferring note organization provided by literacy coach as needed.</p>	<p>for shared reading and small group practices. Fall, Winter, Spring Benchmarks followed by analysis collaboration with literacy coach to plan for strategy groups.</p>	<p>Map out on collaboration doc with 3-5 teams summer 2022</p>
<p>Analyze pre and post assessments reading and writing units (summative)</p> <p>Analyze formative checks</p>	<p>ILPs</p> <p>TPT Strategies</p> <p>Learning progressions</p> <p>Student exemplars</p> <p>K-2 interactive writing focus</p> <p>Continued K-2 shared reading planning</p> <p>IRA planning</p> <p>Coaches observe <i>Day of Assessment</i></p>	<p>Ongoing</p>	<p>Collaboration Schedule</p>

	<p>Conventions element of rubrics reflect word study and phonics skills being taught within the unit timeframe.</p> <p>Identify characteristics of complex texts (21-22 goal)</p>		
<p>Implement and scaffold performance task writing opportunities at the end of each writing unit on 3-5 Long Term Mapping</p>	<p>Coaches model performance task preparation and instruction after first writing unit</p> <p>Coaches co-teach performance task preparation and instruction thereafter</p>	Ongoing	
<p>Use assessment data to plan tier 1 instruction to meet the needs of at least 85% of students</p>	<p>TPT Strategies</p> <p>Interactive Strategies and Discourse Prompting Guide</p> <p>ILPs</p> <p>Strategies gained from <i>Breathing New Life into Book Clubs</i>, Dr. Cherry-Paul</p> <p>Grade level collaboration and PLC</p> <p>MTSS 101</p> <p>Tier 1 walkthroughs Learning walks</p>	August- May 2023	<p>% of students receiving Tier 2 & Tier 3 interventions</p> <p>Grade Level PLC</p>

Strategy Goal 2: 100% of teachers will plan and implement small group instruction to meet needs of students and differentiate learning

Action Steps	Required Resources/PD	Timeline	Evidence
Ensure teachers have a schedule and an understanding that reflects the workshop model in reading and writing	District curriculum guidance Lab classroom Learning walk	First semester	Walk throughs tied to Elevate Core Practices Increase in small group % from 21-22 spring data
Create and maintain a classroom library organized by genre and level to support Independent Reading	Q1 time for organization Learning walks Identify student books during pre unit planning	Q1	Classroom libraries Increased independent reading stamina Library check out system visible
Use variety of small group structures	Continued PD on strategy group vs. guided reading vs. conferring	Ongoing	Increased small group % from spring 22 data Growth in reading and writing proficiency Increase in growth targets met on NWEA

Equitable Achievement Goals 1C-NWEA Math and 1D-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)	60.7%		43.3%		43.5%		90.2%		63.6%		23.8%		37.8%	
20-21 (RBL)	40.0%		22.0%		31.0%		74.0%		45.0%		17.0%		23.0%	
21-22	40.5%	54.0%	23.0%	30.7%	32.0%	49.3%	74.5%	82.1%	45.5%	44.4%	17.5%	32.4%	23.5%	42.3%
22-23	48.2%		31.8%		37.8%		80.7%		52.5%		20.6%		29.3%	
23-24	52.4%		36.7%		41.3%		84.1%		56.3%		22.4%		32.4%	
24-25	56.5%		41.5%		44.7%		87.5%		60.1%		24.2%		35.5%	
25-26	60.6%		46.4%		48.1%		90.8%		63.8%		26.0%		38.7%	
26-27	64.7%		51.3%		51.5%		94.2%		67.6%		27.8%		41.8%	
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 - 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)	42.9%		27.1%		39.3%		68.8%		44.8%		6.4%		28.0%	
20-21 (RBL)	22.0%		8.0%		14.0%		47.0%		29.0%		5.0%		12.0%	
21-22	22.5%	36.7%	9.0%	10.4%	15.0%	20.3%	47.5%	64.5%	29.5%	42.9%	5.5%	18.8%	12.5%	20.3%
22-23	30.3%		17.0%		25.1%		55.6%		35.6%		7.0%		18.7%	
23-24	34.5%		21.6%		30.7%		59.9%		38.9%		8.0%		22.0%	
24-25	38.6%		26.1%		36.2%		64.2%		42.2%		9.0%		25.3%	
25-26	42.8%		30.6%		41.8%		68.5%		45.5%		10.0%		28.7%	
26-27	46.9%		35.1%		47.3%		72.8%		48.8%		11.0%		32.0%	

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

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

Goals 1C-NWEA Math and ILEARN Math: School Action Plan for the 2022-2023 School Year (Title Component 2, 4, and 9)

Strategy: 100% of teachers will plan and implement EM2 with MSDWT math framework with integrity including the use of small group instruction to meet needs of students and differentiate learning			
Action Steps	Required Resources/PD	Timeline	Evidence
Ensure teachers have a schedule and an understanding that reflects the math framework model.	EM2 District Math Training District curriculum guidance Grade level Collaborations	August- May 2023	Grade level collaborations, learning walks, walk throughs and observations.
Teachers will use classroom data to plan Tier 1 instruction to meet the needs of 85% of students.	Grade level collaboration and PLC MTSS 101 Tier 1 walkthroughs Learning walks District curriculum guidance	August- May 2023	% of students receiving Tier 2 & Tier 3 interventions Grade level PLC
Teachers will use data to plan and differentiate for Tier 1 instruction and form daily small groups.	District curriculum guidance Grade Level Collaborations PLC Equip Assessments, Unit Assessments, Lesson Exit Tickets	August- May 2023	Learning walks, walk throughs and observations.
Teachers and coach will engage in peer observations with a specific goal around small group instruction.	Peer Observation Protocol tool Small group look-fors	August- May 2023	Peer observations will occur throughout the year.

Strategy: Engage in the Professional Learning Community (PLC) process

Action Steps	Required Resources/PD	Timeline	Evidence
Build capacity with staff to develop grade level PLC leaders	District PD	August- May 2023	District PD Facilitation of PLCs
Teachers will continuously administer and analyze Common Formative Assessments to determine teaching points	NWEA Unit Assessments Equip Assessments Common Formative Assessments (Lesson Exit Tickets) Performance Task with rubrics Dreambox Standards Based Proficiency Report	August- May 2023	PLCs
Report and analyze sub-group data 3 times a year	NWEA Class Reports Recording tool for analyzing subgroup data	BOY MOY EOY	BOY, MOY, EOY assessment data will be analyzed by sub-groups

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%	7.4%
2021-22	9.0%	25.0%
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.
- Equitable training and practices needed for all teachers (more needed than what is represented of the equity team).
- Retain teachers with adequate support - A schedule for coaches to support and model strategies to train teachers. More visible support in action and in classrooms.
- Allow opportunities for staff to provide feedback throughout the year (one on one meetings with administrators).

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%	6.2%
2021-22	16.0%	20.0%
2022-23	21.0%	
2023-24	26.0%	
2024-25	31.0%	
Green = Benchmark Goal Met, Yellow = Progress Toward Benchmark Goal, Red = No Progress Toward Benchmark Goal		

Goal 3A: School Action Plan for the 2022-2023 School Year (Title Component 2, 4, and 9)

Strategy: Increase parent and family engagement with the school community by providing in-person and virtual opportunities.			
Steps	Required Resources/PD	Timeline	Evidence
Communicate all school events to families at the beginning of the year.	Family communication/ calendar	Aug. 2023	Sign in sheets
Invite families to each grade level event/performance to view the project that has been worked on.	Grade level projects	Aug.- May 2023	Sign in sheets
100% of families will be contacted for a conference and 80% of families will participate (in person, Zoom, phone) in parent/teacher conferences.	Calendar Schedule Language support Classroom document for tracking contact	Aug.- May 2023	Sign in/attendance sheets

Appendices

Using Results for Continuous Improvement

Description of Ongoing Data Review Process

Washington Township (WT) is committed to a process for continuous improvement that is well-defined and clearly articulated with measurable results. The district acknowledges that our current best approach to improve and sustain student learning and achievement is through a systems approach that is inclusive of all entities and levels of our system. The district level, the school level, the division or department level, and the classroom, teacher, and student level must all align their collaborative efforts along with the parents and community in order to achieve high success over time.

The Quality Assurance (QA) System has been established to create an on-going culture of quality that permeates the district as well as creates an institutional memory of the best practices adopted by our School Improvement Teams, Professional Learning Community (PLC) Teams or district improvement program teams. In alignment with the district quality assurance process, WT will implement a process to regularly review progress on program action plans, instruction improvement deployment, and formative assessment results.

School Improvement Plan Timeline

QA of SIP	Q1	Q2	Q3	Q4
SIP Deployment	x	x	x	x
SIP Development by School Improvement Committee			x	x
SIP Progress Monitored by Quality Assurance Team		x		x
SIP Submitted for Superintendent and Cabinet Review including Title One Compliance	x			
Feedback Submitted to School				x
Professional Development Approved by WT Education Association	x			
SIP Submitted to Superintendent, Cabinet, and School Board	x			
School Board Approves SIP	September			
SIP Submitted to State	Oct. 1			

Description of Curriculum

MSDWT evaluates curriculum every six years in conjunction with the textbook adoption process. The goal of the program evaluation, curriculum/standards revision and textbook adoption cycle is to provide an educational program that enables all students to learn and achieve to the highest possible level. Additionally, MSDWT has developed curriculum/standards guides in special areas, elective areas and academic core areas of English/Language Arts, Math, Science, and Social Studies. The curriculum guides incorporate the most recent State Standards, district technology proficiencies and district media proficiencies and are reviewed annually.

Title 1 Schoolwide Components

Highly Qualified Teachers and Paraprofessionals (Title I Component 3)

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)

2019-2020 Highly Qualified Paraprofessionals: All verification and supporting documents are filed at the Community and Education Center in the human resources files.

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

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

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

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

New teachers attend a 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

All prospective Willow Lake families are encouraged to schedule a tour of the building and meet with administration.

Recognizing that early childhood education is a key component of a successful K-12 school system, Willow Lake administrators will work with neighborhood preschool locations, community partners, and families to connect students to early learning opportunities. Specifically, the Fay Biccard Glick Neighborhood Center offers a dual language pre-K program, serving several families on the west-side of Washington Township, and several families in a neighboring district. Willow Lake administrators are working with the program director and families to specifically enroll future Willow Lake students, in order to receive bilingual pre-K instruction. Willow Lake administrators will actively work with the program director and families of students enrolled in the pre-K program, making the transition to Willow Lake smoother for all students and families. The Fay Biccard Glick

Neighborhood Center accepts CCDF vouchers, which makes access to quality pre-K instruction available to more families.

Additionally, as a school district, administrators have met with the directors of several pre-K/preschool providers to discuss Kindergarten needs, expectations, and standards, in order to support the positive changes to current pre-K/preschool curriculum and programming. This outreach will continue in order to better equip pre-K/preschool providers with the latest in research-based strategies, current Indiana Academic Standards, curricular advice, etc.

Kindergarten registration begins in February. At registration, all families are given a packet of information about curriculum, procedures, transportation and school events. Families will sign up for a time that their student will be brought to Willow Lake for an entry screener in math and reading. These results are used to help best meet the needs of the student.

Willow Lake will host a Kindergarten Readiness Night in the spring to welcome families, provide community resources, take a tour of the building, meet kindergarten teachers and participate in some school readiness activities. Students will leave the evening with log-in and passwords to Lexia and Dreambox to start working on readiness skills before the start of the school year.

A Back to school Block Party is held before school starts so all students can meet their new teacher and visit the school. This is a great opportunity to sign up for community resources, learn about upcoming events and socialize with the school community.

Case conferences are held for students moving from preschool to Kindergarten with identified special needs. Students entering Willow Lake from Hilltop Early Childhood Center are observed in their preschool setting by Kindergarten teachers from Willow Lake.

Middle School Transition: In the spring, fifth grade students attend a field trip to their future middle school with their classroom teachers. The visit includes a tour of the school, an information session with the counselors, a visit to a performing arts class, and a snack in the middle school cafeteria. Also, middle school counselors and performing art teachers will come to Willow Lake to meet each student and help them in creating their middle school schedule. Middle Schools also hold parent and student information nights in the spring.

New students to Willow Lake: Upon arriving within the first week of school a staff member will assess the student on NWEA ELA /Math, complete an F&P, and other grade level assessments as needed. On the first Friday of the students' enrollment, the Willow Lake Ambassadors will take the new student on a tour of the school and answer questions. At this time, they will receive a Willow Lake Buddy to help them transition to our school.

Program Statement

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

Willow Lake Parent Compact 2022-2023

As a Willow Lake community, we work together to ensure the academic success of our students. We pledge to provide the highest level of academic support for all students. Families and schools must work together to help students achieve high academic standards. Through a process that includes 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 socially, physically, and intellectually safe learning community where their identities and voices are affirmed, valued, and represented.
- Help every child be successful in meeting academic standards through the establishment of high expectations and teaching relevant, challenging curriculum.
- Provide opportunities for parents to volunteer, participate, and observe in our classrooms.
- Participate in professional development and collaboration opportunities with a growth mindset that improve teaching and learning.
- Actively participate in collaborative decision making with parents and school colleagues to make our school accessible and welcoming to families.
- Be respectful, responsible, and safe.
- Monitor student progress while communicating frequently and meeting annually with families.
- Provide culturally responsive, student-centered instruction.
- Cultivate strong teacher, parent and student learning partnership with a balance of support, feedback and productive struggle to grow student independence and self-efficacy.

STUDENT PLEDGE

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

- Be respectful to all staff and students' cultural values, opinions and differences.
- Be responsible by coming to school ready to learn by bringing and taking care of necessary materials and completing assignments.
- Be safe by keeping body parts to yourself, using kind words and school appropriate actions.
- Actively engaged in all learning opportunities in person or virtually.
- Communicate regularly with my parent(s)/guardian(s) and teachers about school experiences and ask for any help I need.
- Give all school papers to my parent(s)/guardian(s).
- Set goals with a growth mindset.

PARENT(S)/GUARDIAN(S) PLEDGE

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

- Be respectful to all staff, students' and families' cultural values, opinions and differences.
- Provide a quiet time and place for learning and monitor electronic usage.
- Ensure that my child attends school every day, gets adequate sleep, regular medical attention, and proper nutrition.
- Regularly monitor my child's progress through Parent Square and Skyward and participate, attend conferences, and actively communicate with the teacher.
- Read to my child or encourage my child to read every day.
- Be responsible by checking students' take home folder daily.
- Communicate the importance of education and learning to my child.

STUDENT

TEACHER

PARENT/GUARDIAN

**Acuerdo Para los Padres de Willow Lake
2022-2023**

En la comunidad de Willow Lake trabajamos juntos para asegurar el triunfo académico de nuestros estudiantes. Prometemos proveer el nivel más alto de apoyo para todos los estudiantes. Las familias y las escuelas deben de trabajar juntos para ayudar a los estudiantes a alcanzar los más altos estándares académicos. A través de un proceso que incluye a maestros, familias, estudiantes, y representantes de la comunidad, los siguientes son los papeles y responsabilidades que nosotros, como socios, desempeñaremos para apoyar el triunfo de los estudiantes en la escuela, y en la vida.

PROMESA DEL PERSONAL

Me comprometo a cumplir con las siguientes responsabilidades lo mejor que pueda:

- Proveer un ambiente educativo que conduzca al aprendizaje y a la participación de todos los estudiantes.
- Ayudar a que cada niño sea proficiente en los estándares académicos a través del establecimiento de expectativas exigentes, enseñanzas relevantes, y un currículo riguroso.
- Proveeré oportunidades para los padres poder ser voluntarios, participar, y observar en los salones de clases para desarrollar relaciones.
- Participaré en oportunidades de desarrollo profesional que me ayuden a aprender y a mejorar como maestro(a).
- Participaré activamente en la toma de decisiones colectivas con los padres y mis colegas escolares para asegurar que nuestra escuela sea accesible y acogedora para nuestras familias.
- Seré respetuoso, responsable, y precavido.
- Monitorearé y comunicaré el progreso del estudiante frecuentemente, y me reuniré con las familias anualmente.

PROMESA DEL ESTUDIANTE

Me comprometo a cumplir con las siguientes responsabilidades lo mejor que pueda:

- Vendré a la escuela listo a aprender, traeré mis materiales necesarios, y mis asignaturas completadas.
- Seré respetuoso, responsable, y precavido. .
- Me comunicaré regularmente con mis padres/guardianes y maestros(as) acerca de experiencias escolares y pediré ayuda cuándo la necesite.
- Estudiaré y leeré todos los días luego de la escuela, y limitaré mi uso de los dispositivos electrónicos..
- Practicaré y memorizaré mis operaciones básicas de las matemáticas.
- Haré mis asignaciones, y las entregaré, todos los días.
- Le entregaré todos los papeles de la escuela a mis padre(s)/guardián(es).

PROMESA DEL PADRE(S)/GUARDIAN(ES)

Me comprometo a cumplir con las siguientes responsabilidades lo mejor que pueda:

- Respetar la escuela, el personal, y las familias.
- Proveeré tiempo y lugar callado para completar las asignaciones, y monitorearé el uso de los dispositivos electrónicos.
- Me aseguraré de que mi hijo(a) vaya a la escuela todos los días, duerma el tiempo necesario, reciba atención médica necesaria, y nutrición apropiada.
- Estaré al pendiente del progreso de mi estudiante en la escuela, asistiré a conferencias, y me mantendré en comunicación con el maestro(a).
- Le leeré a mi hijo(a) y le exhortaré a leer todos los días y practicar sus matemáticas diariamente.
- Verificaré que las asignaciones sean completadas.
- Seré respetuoso, responsable, y precavido.
- Le comunicaré a mi hijo(a), la importancia del aprendizaje y la educación.

ESTUDIANTE

MAESTRO(A)

PADRE/GUARDIAN

Title 1 School Parent Involvement Plan

Willow Lake Elementary School 2022-2023

Willow Lake Elementary School will follow the parental plan guidelines in accordance with Every Student Succeed Act as listed below. Willow Lake Elementary School will distribute this plan to parents/guardians of our students annually.

Plan Guidelines

In order to build an effective, home-school partnership, Willow Lake Elementary School will provide the following:

- Meet annually with parents/guardians to update and evaluate the effectiveness of our Parent Involvement Plan and Compact.
- Provide parents/guardians with timely information regarding the Title I program and other district programs.
- Offer a flexible schedule of meetings, times and activities throughout the year to assist parents/guardians in understanding the federal and state academic content, student achievement standards, as well as local academic assessments.
- The staff of Willow Lake Elementary School will work to strengthen the relationship between home and school through a parent teacher conference. Interpreters will be provided as needed.
- Provide parents/guardians with an opportunity to share opinions/concerns and feedback about the current program, and to collect suggestions for improvement.
- Parents/guardians will be informed of academic progress/growth through conferences, mid-term reports, progress reports, and report cards.
- Involve parents/guardians in an organized, ongoing, and timely way, in the planning, review, and implementation of effective parent/guardian involvement programming and school plans.
- Information on how parents/guardians can participate in decisions related to the education of their child will be provided through the school/classroom newsletter, social media, ParentSquare, Skyward and other related materials.
- Information will be sent home, to the extent possible, in a language accessible to parents/guardians. Interpreters will be made available to answer or respond to phone calls and will attend family events.
- Willow Lake staff will foster open communication to create a collaborative environment. Parents/guardians are welcomed and encouraged to join their child during the school day.
- The curriculum is based on the Indiana Academic Standards.
- Students are expected to perform at or above grade level as indicated by the Indiana Academic Standards.
- Academic assessments used to measure and report student progress include mid-term reports, progress reports, report cards, ILearn/IREAD results, classroom assessments and performance. School-wide assessments for this school year include:
 - Fountas & Pinnell Literacy Benchmark Assessments
 - Northwest Evaluation Association (NWEA)
 - Diagnostic Assessments
 - Writing Assessments
- Materials and training on how parents/guardians can improve their child's achievement will be provided. These will include, but are not limited to: family nights, PTO meetings, Back to School Night, Open House, and conferences.
- Willow Lake Elementary School will foster relationships with community agencies and business partners to enhance family involvement.
- Include a school-Parent Compact noting the responsibilities of the staff, student, and family/parent/guardian.
 - A copy of the compact is included with this document.

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 detail such as the grade level and the type of PD (online, face to face, group, individual, by coach or through a workshop).

Target Date

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

Evidence

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