



Metropolitan School District of Washington Township

Equitable · Affirming · Responsive

In Accordance with Public Law 221

School Improvement Plan

2023-2024



School Name: Greenbriar Elementary School

School Address: 8201 Ditch Rd, Indianapolis, IN 46260

School Phone Number: (317) 259-5445

School Fax Number: (317) 259 - 5449

School DOE Number: 5418

School Corporation Number: 5370

A handwritten signature in black ink, appearing to read 'Fabrice Decaudin'.

Principal Signature, Fabrice Decaudin

A handwritten signature in black ink, appearing to read 'Dr. Nikki Woodson'.

Superintendent Signature, Dr. Nikki Woodson

A handwritten signature in black ink, appearing to read 'Deirdre George Davis'.

School Board President Signature, Deirdre George Davis

9/13/23

Date

9-13-23

Date

9-13-23

Date

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

Purpose 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	Fabrice Decaudin
Assistant Principal	Danielle Hassan
Kindergarten Teacher	Betsy Murphy
First Grade Teacher	Jon Strube
Second Grade Teacher	Stephanie Brown
Third Grade Teacher	Arica Ollikainen
Fourth Grade Teacher	Stefanie Wettersten
Fifth Grade Teacher	Emily Ferguson
ENL Teacher	Caroline Haywood
Special Education Teacher	Anthony Dean
Special Education Teacher	Jordan Rhinesmith
Title 1 Reading Coach	Vicky Smith
Title 1 Math Coach	Chastity Thiems
Special Area Teacher	Joe May
MTSS Coach	Kendall Kreinhagen
Media Specialist	Keely Rutan

Committee's Domain of Study: Special Education

Name	Stakeholder Group(s)	Role(s)
Anthony Dean	School Representative	Resource teacher

Jordan Rhinesmith	School Representative	Resource teacher
Sarah McRoberts	School Representative	School psychologist
Ghirmay Alazar	District Representative	Director of Special Education
Fabrice Decaudin	School Representative	Principal

Meeting Dates	
August 2 @ 2:00pm	February 21st @3:00pm
October 18th @3:00pm	May 2nd @3:00pm

Our SIP Team meets at least one time per quarter from late July through May. Our parents do not attend the staff meetings; however, they have opportunities to meet with the principal separately to review information and provide feedback.

Description of Parent Involvement and Participation to Support Goals

In order to increase parent participation, the Greenbriar staff provides a variety of content area updates and, sometimes, mini-lessons at our PTO meetings. Title 1 administrative staff offers school-wide reading and math family nights where parents learn more about the content being covered and approaches being used in the classroom, as well as a variety of “learning” games that can be played at home. We also offer events before school, like “Pastries with Parents” to encourage a positive parent-school connection. Topics addressed during these events include, but are not limited to: homework help, reading comprehension, math number sense/computation and ILEARN/IREAD3 readiness. Informal coffees with the principal are also offered to ensure a calm, open-forum where all questions and comments can be shared about the school process.

Greenbriar staff recognizes the need to communicate with parents in a variety of modes as well as languages. Teachers and administrators can communicate with parents through ParentSquare, allowing messages to be translated for parents speaking a language other than English. Teachers and administrators use ParentSquare to inform parents of testing dates, targeted skills to practice at home, as well as invitations to events.

Parent information nights are also very important; for example, Greenbriar wants to ensure that parents understand how they can help their children prepare for the ILEARN/IREAD3 assessments. Parents must better understand the complexity of the ILEARN/IREAD3 and their role in preparing the child for it. Parents also need to understand how to interpret ILEARN/IREAD3 results. Opportunities for parents to attend informational meetings are hosted at various times during the day to accommodate work schedules. Parent network logins are distributed to parents so they can access their child’s ILEARN scores. Opportunities for parents to utilize the computers at Greenbriar to access the parent network are given during our parent events and coffee with the principal.

A diverse group of parents are included in the planning, review, and improvement of the schoolwide plan. Each spring, our Title I Parent Plan is reviewed to ensure that parents have the opportunity to voice

their concerns or suggestions to be implemented to improve the school.

In order to achieve our literacy goal, we will involve parents in the following ways:

- Via the Reading Comprehension for Parents Workshop, parents will be provided with a list of the comprehension strategies their students will be using throughout the year.
- Focus on Comprehension and strategies to assist in comprehension during Title I family nights through whole family activities.
- Information shared with parents on how to understand where their child needs to be at benchmarks throughout the year based on F&P levels and ESGI data for students in primary grades.
- Sending home NWEA parent information letters to provide parents with an overview and perspective of how their child is progressing in relation to district and national norms.

In order to achieve our math goal, we will involve parents in the following ways:

- Information shared with parents about benchmarks for math fact mastery, critical skills for problem solving, and Core curriculum benchmark assessments.
- Title I Math Nights: parents, community leaders, and students participate in the creation of math games that can be taken home with the students at the end of the evening. We will also focus on parent education in regards to math fact fluency at math nights. We will offer an evening and morning time for this parent support.

In order to achieve our classroom climate goal, we will involve parents in the following ways:

- Teachers will utilize ParentSquare to communicate with families on a regular basis.
- Teachers will communicate with parents via phone for 1-1 connections when needed.
- Parents will be invited to school for a conference during the 1st nine weeks of the school year. Those parents unable to attend will receive a phone call or zoom call with the classroom teacher.
- Meet with parents in the community (teachers, admin, staff as available and appropriate) for parent workshops.
- Host at least 2 community day events outside of the school day.

Strategies to Increase Parent Participation

- Greenbriar Weekly Teacher Newsletters – Teachers will send weekly updates via ParentSquare, which will include a section devoted to sharing upcoming standards/lessons to be taught in the classroom, educational tips, strategies, and reminders for at-home practice. Those strategies will include encouraging reading, building reading comprehension and vocabulary as well as math fluency, computation, and problem solving.
- Coffee with the Principal- All parents are invited to informational meetings in which school events and activities are discussed.
- Family Academic Nights – Parents and students work together to solve math and literacy problems and learn about strategies that can continue at home. All problems are specific to the child's grade level. The school shares with parents and students the importance of reading at school and home as well as participating in engaging mathematical activities. Families are exposed to a variety of reading genres and materials and are engaged in math and literacy activities throughout the night. Strategies are given to parents to help their children be successful.
- Music and Art Programs - Parents and families are invited to watch students perform in two separate music programs throughout the year. During these programs, student art work is put on display.

Stakeholder Input Opportunities to Support Goals

Stakeholder Input Name & Description	Who Participates	Timeline
Ice Cream Social	Parents/Guardians/Teachers/Students	August 2023
PTO meetings	Parents/Guardians/Teachers	Bi-monthly 2023-2024
Back to School Night	Parents/Guardians/Teachers	September 2023
Parent Conferences	Parents/Guardians/Teachers/Students	September 2023
School Improvement Meetings	Parents/Guardians/Teachers/Community Members	2023-2024
Title I Math/Literacy Night Surveys	Parents/Guardians	2023-2024
Spring Open House	Parents/Guardians/Teachers/Students	May 2024

Description of Stakeholder Partnerships and Programs to Support Goals

- Brightlane Learning
 - After school program designed to provide one-on-one tutoring for students who are displaced; community volunteers help students impacted by homelessness complete homework.
- The before and after school program (AYS)
 - Time after school in which AYS instructors are present to help students with questions and provide additional help with homework if needed.
- ProAct Indy
 - 5th grade students meet and discuss social justice topics, participate in monthly community service events, and present a Legacy Project at the end of the school year.
- IUPUI Nursing Students
 - Support many classrooms and students by volunteering in classrooms to provide enrichment and/or remediation for students during the school day.
- Cummins Mental Health
 - Counselor and Life Skills Specialist
- Oasis Tutoring
 - Reading tutors
- St. Luke's United Methodist Church
 - Luke's Leaders
 - School supplies
 - Volunteers
- Lion Catchers
 - Tutoring

- o Community partnerships
- The Advancement Center for Washington Township Schools
 - o Classroom grants
- 2nd Presbyterian Church
 - o Classroom supplies
 - o Volunteers
- Champions are Readers
- Indianapolis Hebrew Congregation
 - o Food bags provided for students during school breaks
 - o Backpacks and school supplies
 - o Clothing, coats, and gloves
- Indianapolis Assistance League
 - o Read-aloud to primary students
 - o Donated books to students

Comprehensive Needs Assessment (Title I Components 1 and 8)

Three-year Trend Data

Suspensions/Expulsions		
	Suspensions	Expulsions
2020-2021	14	0
2021-2022	60	0
2022-2023	56	0

Suspensions/Expulsions by Sub-Group			
	2020-2021	2021-2022	2022-2023
American Indian	0	0	0
Asian	0	0	0
Black	13	50	49
Hispanic	0	5	5
Multi-Racial	1	5	0
White	0	0	2
Female	4	5	6
Male	10	55	50

IEP - YES	1	40	21
IEP - NO	13	20	35

Enrollment by Ethnicity

	2020-2021	2021-2022	2022-2023
American Indian	0.0%	0.0%	0.0%
Asian	3.1%	4.3%	5.0%
Black	60.2%	56.4%	52.2%
Hispanic	16.7%	15.8%	17.7%
Multi-Racial	5.6%	6.7%	7.6%
White	14.6%	16.8%	17.5%

Enrollment by Free/Reduced/Paid Lunch

	2020-2021	2021-2022	2022-2023
Free/Reduced Lunch	69.5%	55.1%	74.9%
Paid Lunch	30.5%	44.9%	25.0%

	2020-2021	2021-2022	2022-2023
Attendance Rate	93.0%	92.9%	93.3%
Number of Unexcused Absences	5,848.5	4,827.0	3982.0

ILEARN English/Language Arts Achievement by Subgroup

	Overall	Black	Asian	Hisp	White	Multi	SPED	ELL	F/R
22-23	25%	18%	27%	15%	55%	20%	10%	9%	14%
21-22	25%	17%	55%	12%	67%	13%	15%	11%	17%
20-21	24%	16%	56%	22%	52%	38%	5%	12%	17%

ILEARN Mathematics Achievement by Subgroup

	Overall	Black	Asian	Hisp	White	Multi	SPED	ELL	F/R
22-23	29%	18%	64%	18%	60%	40%	16%	18%	19%
21-22	31%	17%	82%	32%	72%	14%	21%	21%	21%
20-21	23%	14%	44%	27%	56%	23%	8%	14%	17%

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 creates opportunities to grow and learn. 	<ul style="list-style-type: none"> Continuing to attract students with different ethnicities Retain families of varying demographics 	<ul style="list-style-type: none"> Continue to attract and retain a diverse population of staff members, students and families
Attendance	<ul style="list-style-type: none"> Students want to come to school and feel that it is a safe environment. Students who have planned absences or extended absences due to illness can access academic content via Canvas. 	<ul style="list-style-type: none"> Often have unexcused absences and tardies from the same students If a student misses the bus, they do not have transportation to get them to school. High turnover rate/transiency 	<ul style="list-style-type: none"> Implement the MSDWT Attendance Supports and Interventions K-12 Students will reach 95% attendance goal
Student Achievement	<ul style="list-style-type: none"> There is a systematic process that allows the different programs to collaborate effectively (Special Ed., ENL, and Title I Interventionists). Greenbriar utilizes a systematic approach to 	<ul style="list-style-type: none"> All teachers need to commit to raising achievement for all students within their cluster. (Special education, ENL, Title I, high ability) We need to maintain growth in all subgroups. 	<ul style="list-style-type: none"> Utilizing PLC's to individualize instruction and appropriate targeted interventions Progress monitor literacy levels frequently and analyze data with PLC teams

	<p>student data analysis to drive instruction.</p> <ul style="list-style-type: none"> • All students are actively involved in progress monitoring • Grade level teams analyze individual, classroom, and grade level data 	<ul style="list-style-type: none"> • Admin, instructional coaches, Resource and ENL teachers must participate in PLC groups to have a hands-on approach to student learning. 	<ul style="list-style-type: none"> • Maintain a consistent Tiered response to instruction.
School Culture and Climate	<ul style="list-style-type: none"> • SEL is a consistent aspect of classroom culture • Second Step is implemented in all classrooms during morning meeting. • Staff utilizes a common language and have highlighted school-wide expectations, found in the school-wide matrix. • Several teachers receive training in Responsive Classroom annually. • Staff members create classroom management plans to include expectations of being respectful, responsible, and safe throughout the school day 	<ul style="list-style-type: none"> • Continue to foster a growth mindset within our staff and students. • Increase student engagement in classrooms instruction. • Students lack social/emotional coping skills. 	<ul style="list-style-type: none"> • Creating a safe and caring environment for all students, staff and families. • Families need to feel welcomed into the school. • Staff works to communicate specific content and strategies, so parents are aware of best practices and ways to support their students.
Staff Quality/Professional Development	<ul style="list-style-type: none"> • Our staff is provided with many opportunities to 	<ul style="list-style-type: none"> • Time. (Scheduling & availability of programming) • Fidelity of 	<ul style="list-style-type: none"> • Allow staff to grow professionally and continue to offer professional

	<p>attend Professional Development within the building and at the district level.</p>	<p>implementation of different programming</p> <ul style="list-style-type: none"> ● Differentiated professional development ● Faster turnaround on classroom instructional feedback. ● Teachers observing other teachers through Pineapple Charts (collaborative calendar for teachers watching teachers) 	<p>development within the building</p> <ul style="list-style-type: none"> ● Provide staff opportunities for reflection, coaching and support to implement strategies and approaches addressed during professional development.
Curriculum, Instruction, Assessment	<ul style="list-style-type: none"> ● District-wide reading and math assessments are common and drive instruction and intervention groups ● Teachers analyze individual student data and differentiate instruction ● Full time Literacy and Math coach in our building ● MTSS coaches 	<ul style="list-style-type: none"> ● Training and time to begin implementation of our math interventions for students who are struggling ● Consistency with implementation of the literacy curriculum 	<ul style="list-style-type: none"> ● Supporting teachers as they continue to grow in their implementation of the literacy curriculum ● Supporting teachers as they continue to grow in their implementation of the Eureka2 curriculum ● Adapting current curriculum to the workshop model ● Supporting teachers as they work to develop and utilize assessments.
Family and Community Involvement	<ul style="list-style-type: none"> ● Strong PTO ● Teachers communicate with the parents. 	<ul style="list-style-type: none"> ● Time/scheduling conflicts. ● Diverse culture and language 	<ul style="list-style-type: none"> ● Utilize a variety of social networking tools to communicate with

	<ul style="list-style-type: none"> Numerous opportunities for parents to be involved are offered. ParentSquare communication tool provides easy communication between school and home. 	<ul style="list-style-type: none"> backgrounds. Limited transportation. 	<ul style="list-style-type: none"> parents (email, ParentSquare, Facebook, Twitter, all calls and our school website). Offer translation in many languages
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 	<ul style="list-style-type: none"> Intentional use of technology as a tool to engage learners. Utilizing online applications for continued practice and intervention

Priority Goal Summary and Decision Making Process

The following is a summary of the goals encompassed in this plan for the 2023-2024 school year. The details of each goal are available in the next section.

Priority #	Goal Statement
1	<p><u>Priority 1 Equitable Achievement</u> - 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 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></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%</i></p>

	<p><i>Goal 1C - Math: Improve academic growth for all subgroups and reduce the achievement gap for students of color in math through quality formative assessments, intentional student feedback and full implementation of the math workshop model.</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> <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><u>Priority 2 - Hiring & Retention of a High Quality & Diverse Staff</u> – 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><u>Priority 3 - Partnerships</u> - Strengthen our partnership with students, families and community stakeholders to achieve our mission of academic success for all students.</p> <p><i>Goal 3 A: GB 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

Greenbriar 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 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

Grade-level teams meet three times a year with the school instructional team to review grade level trends and classroom trends. Grade level teams, MTSS teams, and various committees work together to analyze data and develop individual intervention plans for students. The teams shared successful practices with other teams through the PLC process. The staff worked together developing and sharing effective practices, maintaining a continuing focus on student needs. To develop student interventions and pinpoint educational gaps, teams focused on data from previous ILEARN tests and formative assessments. As teams analyzed data, they focused both on highest educational deficits as well as areas of strength. This same data was used to develop enrichment opportunities for proficient students and to drive classroom instruction.

Equitable Achievement Goal 1B

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

School Data	Asian		Black		Hispanic		White		Multi-Racial		SPED		ELL		All	
	Goal	Result	Goal	Result	Goal	Result	Goal	Result	Goal	Result	Goal	Result	Goal	Result	Goal	Result
18-19 (BL)	0		101		6		6		29		29		10		121	
20-21	0	0	96	10	6	0	6	0	28	2	28	1	10	1	115	12
21-22	0	0	91	101	5	10	5	1	26	1	26	10	9	0	109	113
22-23	0	0	87	71	5	4	5	2	25	2	25	20	9	1	104	79
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

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

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

Strategy: Strengthen our Tier 1 Universal Implementation, Tier 2 Intervention Supports System and Tier 3 Intensive Intervention Supports monitored by proactive discipline teams monthly.			
Action Steps	Required Resources/PD	Timeline	Evidence
Provide teachers with ongoing training and support with MTSS systems, documentation, data collection, and processes.	Second Steps Classroom Matrices Responsive Classroom training Proactive Discipline Classroom Handbook	Ongoing throughout the school year	Classroom walkthrough feedback Great 8 data review
Universal Tier 1 proactive discipline team monthly meetings to look over school wide data and tier 1 universal procedures.	Great 8 monthly data Code of Conduct School wide behavior matrix	Monthly meetings throughout the 2023-2024 school year	Meetings agenda Meeting notes Tier behavior tracker
MTSS coaches and Alternative Education Teacher will monitor and maintain Tier 1, Tier 2, and Tier 3 interventions.	Tier behavior tracker MSDWT MTSS behavior guidance documents GB behavior guidance documents	Universal team meetings held monthly Student behavior data reviewed with parents within timelines specified in plan August 2023-May 2024	Behavior data tracking documents Meeting Agenda Meeting Notes Great 8 data review
The MTSS coaches and will facilitate and deliver staff PD and training with a focus on equity through culturally responsive practices.	MTSS coach	PD sessions throughout the school year.	PD Agendas Great 8 data review

Equitable Achievement Goal 1C - Reading														
By 2026-2027, improve academic proficiency for all subgroups as measured by NWEA Reading proficiency.														
School Data	Asian		Black		Hispanic		White		Multi-Racial		SPED		ELL	
	Goal	Result	Goal	Result	Goal	Result	Goal	Result	Goal	Result	Goal	Result	Goal	Result
18-19 (BL)	65.4%		51.2%		42.5%		71.8%		62.8%		27.6%		36.8%	
20-21 (RBL)	76.0%		38.0%		28.0%		72.0%		69.0%		18.0%		32.0%	
21-22	76.5%	82.6%	39.0%	36.5%	29.0%	36.8%	72.5%	82.3%	69.5%	51.4%	18.5%	27.0%	32.5%	31.3%
22-23	78.0%	70.8%	45.1%	37.0%	35.5%	23.1%	74.0%	79.5%	71.0%	47.2%	22.5%	23.5%	34.9%	31.4%
23-24	79.0%		48.6%		39.3%		75.0%		72.0%		24.8%		36.4%	
24-25	80.0%		52.1%		43.0%		76.0%		73.0%		27.1%		37.9%	
25-26	81.0%		55.7%		46.8%		77.0%		74.0%		29.3%		39.3%	
26-27	82.0%		59.2%		50.5%		78.0%		75.0%		31.6%		40.8%	
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)	42.9%		21.7%		19.6%		56.3%		34.5%		5.2%		16.8%	
20-21 (RBL)	56.0%		16.0%		22.0%		52.0%		38.0%		5.0%		12.0%	
21-22	56.5%	54.5%	17.0%	16.6%	23.0%	12.0%	52.5%	67.4%	38.5%	13.3%	5.5%	14.6%	12.5%	11.3%
22-23	58.0%	27.3%	20.6%	17.7%	24.0%	15.4%	54.8%	53.5%	40.0%	20.0%	7.0%	10.6%	14.9%	10.0%
23-24	59.0%		22.9%		25.0%		56.2%		41.0%		8.0%		16.4%	
24-25	60.0%		25.1%		26.0%		57.5%		42.0%		9.0%		17.9%	
25-26	61.0%		27.4%		27.0%		58.9%		43.0%		10.0%		19.3%	
26-27	62.0%		29.7%		28.0%		60.3%		44.0%		11.0%		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

Equitable Achievement Goal 1C

Reading: Improve academic growth for all subgroups and reduce the achievement gap for students of color in literacy.

Goal 1C: Action Plan for the 2023-2024 School Year

Strategy: All teaching staff will participate in Professional Learning Communities (PLC)			
Action Steps	Required Resources/PD	Timeline	Evidence
Teachers will utilize Indiana Academic Standards (IAS), coaches, MSDWT curriculum pacing guides to drive intentional standards based ELA planning.	Collaborative work with coaches on unpacking standards IAS standards MSDWT pacing guide and guidance document MSDWT curriculum	August 2023-May 2024	PLC documentation Unpacking standards protocol Clear daily objectives Standard aligned assessments Team planning meetings
Teachers will develop and integrate standards based common assessments where needed.	IAS IDOE Literacy Framework	August 2023- May 2024	PLC documentation Common assessments
Teachers collaboratively reflect on data, in PLC, in order to plan action steps for students.	PLC Framework IAS Formative and Summative Assessments NWEA F&P Running Records DSA Foundations Assessments	August 2023- May 2024	Flexible grouping PLC documentation Team planning meetings

	Word Inventory		
Report and analyze subgroup data 3 times a year.	ORID process for NWEA class reports WIDA Can Do Descriptors	August 2023- May 2024	Classroom observations NWEA Priority Standards Checklist

Strategy: Teachers will use ongoing assessments to purposely plan and differentiate instruction in strategy and small groups.

Action Steps	Required Resources/PD	Timeline	Evidence
Teachers will administer assessments to make data based decisions.	PLC Framework DSA, word inventory, NWEA, F&P, running records Learning opportunities on how to five and analyze student assessments	August 2023- May 2024	PLC documentation Team Planning meeting
Teacher will confer and teach strategy groups responsively based on student performance.	MSDWT Literacy Framework Strategy/Small Group Framework Learning Walks Data collection sheets Literacy Footprints	August 2023- May 2024	Strategy/small group walk throughs Ongoing assessments
Teachers will engage in coaching cycles to differentiate instruction	Literacy coaches	August 2023- May 2024	Documentation with coach

In grades 3-4, teachers will strengthen student writing and reading	PD Ongoing monthly planning IAS <i>Reading Pathways: A Guide to Reading Workshop, intermediate Learning Progressions</i>	October 2023- May 2024	Students pre and post assessments Increase in ELA proficiency on NWEA Guided Reading plans and anecdotal notes.
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Equitable Achievement Goal 1C - Math														
By 2026-2027, improve academic proficiency for all subgroups as measured by NWEA Math proficiency.														
School Data	Asian		Black		Hispanic		White		Multi-Racial		SPED		ELL	
	Goal	Result	Goal	Result	Goal	Result	Goal	Result	Goal	Result	Goal	Result	Goal	Result
18-19 (BL)	57.7%		44.0%		46.2%		78.2%		60.5%		24.3%		39.7%	
20-21 (RBL)	69.0%		28.0%		37.0%		77.0%		58.0%		24.0%		28.0%	
21-22	69.5%	87.0%	29.0%	33.8%	38.0%	43.2%	77.5%	82.1%	58.5%	56.8%	24.5%	23.9%	28.5%	36.8%
22-23	71.0%	95.8%	36.0%	44.5%	42.7%	41.2%	79.0%	82.9%	60.2%	58.3%	26.0%	33.7%	33.2%	50.0%
23-24	72.0%		40.0%		45.6%		80.0%		61.3%		27.0%		35.9%	
24-25	73.0%		44.0%		48.5%		81.0%		62.3%		28.0%		38.5%	
25-26	74.0%		48.0%		51.3%		82.0%		63.4%		29.0%		41.1%	
26-27	75.0%		52.0%		54.2%		83.0%		64.5%		30.0%		43.7%	
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)	44.0%		14.0%		27.0%		56.0%		23.0%		8.0%		14.0%	
21-22	44.5%	81.8%	15.0%	16.6%	28.0%	32.0%	56.5%	72.1%	23.5%	14.5%	8.5%	21.3%	14.5%	21.0%
22-23	46.0%	63.6%	21.0%	16.9%	33.8%	17.0%	61.6%	58.1%	31.6%	40.0%	10.0%	17.0%	20.0%	20.0%
23-24	47.0%		24.6%		37.2%		64.4%		35.9%		11.0%		23.0%	
24-25	48.0%		28.1%		40.5%		67.2%		40.2%		12.0%		26.0%	
25-26	49.0%		31.6%		43.9%		70.0%		44.5%		13.0%		29.0%	
26-27	50.0%		35.1%		47.3%		72.8%		48.8%		14.0%		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 1D-ILEARN Math School Action Plan for the 2023-2024 School Year (Title Component 2, 4, and 9)

Strategy: All teaching staff will participate in Professional Learning Communities (PLC)			
Action Steps	Required Resources/PD	Timeline	Evidence
Teachers will study the IAS and MSDWT pacing guides to deepen understanding and alignment.	Collaborative work with coaches on unpacking standards IAS Standards Math framework MSDWT pacing guides and guidance documents	August 2023-May 2024	PLC documentation Unpacking standards protocol Clear daily objectives Standards- aligned assessments Team planning meetings
Classroom teachers will analyze and collaboratively reflect on math data through the PLC process, in order to plan action steps for students.	Eureka Assessments NWEA Math Fact Running Records, Interviews and Quizzes Dreambox Standards Based Proficiency Report PLC Framework Priority Standards Checklist Benchmark Assessments	August 2023- May 2024	Flexible grouping PLC documentation Team Planning meeting
Report and analyze subgroup data 3 times a year	ORID Process for NWEA Class Reports WIDA Can Do Descriptors	August 2023- May 2024	Classroom observation NWEA Priority Standards Checklist

Strategy: All teachers will provide responsive instruction in alignment with the Math Workshop Framework

Action Steps	Required Resources/PD	Timeline	Evidence
Teachers will utilize Eureka Math exit tickets, module assessments, benchmark assessments, topic quizzes, NWEA and other data sources, for data based decisions.	PLC Framework Eureka Assessments NWEA Learning opportunities on how to analyze student errors	August 2023-May 2024	PLC documentation Team Planning meetings
Teachers will purposely plan and differentiate instruction based on student need.	MSDWT Math Workshop Framework Small group framework Learning walks Data collection spreadsheet Bridge intervention Learning opportunities on culturally responsive teaching practices, language routines, explicit teaching, and energetic pace WIDA Standards Framework	August 2023-May 2024	Small group walk throughs Ongoing assessments
Teachers will engage in coaching cycles to differentiate instruction	Coaching cycles commitments and sign up opportunities	August 2023-May 2024	Documentation with coach

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%	11.5%
2021-22	9.0%	14.6%
2022-23	8.0%	19.5%
2023-24	7.0%	
2024-25	6.0%	
Green = Benchmark Goal Met, Yellow = Progress Toward Benchmark Goal, Red = No Progress Toward Benchmark Goal		

Strategies

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

Partnership Goal 3A

Partnerships Goal 3A		
<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%	7.1%
2021-22	16.0%	15.6%

2022-23	21.0%	16.8%
2023-24	26.0%	
2024-25	31.0%	
Green = Benchmark Goal Met, Yellow = Progress Toward Benchmark Goal, Red = No Progress Toward Benchmark Goal		

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

Strategy: Increase family participating, involvement and engagement in school programming.			
Action Steps	Required Resources/PD	Timeline	Evidence
Continue weekly messaging from principal to families, including Spanish translation when possible.	Collaboration with ENL team	July 2023-June 2024	ParentSquare “all-calls” and email messages
Develop calendar of events to be distributed at back to school events, PTO meetings and to be posted on school website	Staff collaboration- ENL team, Title 1 coaches, special area staff	July 2023- May 2024	Calendar Social Media Postings
Update school website with current information	PD	June-July 2023	Website
Family Curriculum Nights-admin, teachers, and ENL staff collaborate to provide information sessions so families (especially ENL) are able to more confidently support their students at home	Admin, teachers, ENL staff	Quarterly, including virtual option	Feedback surveys from families
Increase amount of student work on display and being showcased in the building and at school events		August 2023-May 2024	
Increase participation in parent surveys		August 2023-May 2024	Survey results

TSI Focus Area: Special Education Growth and Achievement

Action Steps	Required Resources/PD	Timeline	Evidence
<p>Teachers will:</p> <p>Assess - Conduct/administer formative assessments to determine students strengths and needs and to monitor progress.</p> <p>Decide - Utilize formative assessments to help make instructional decisions about grouping, text selection, and to pinpoint specific skills and strategies students need to learn next.</p> <p>Guide - Plan for each component of guided reading lesson based on assessment data and student reading behaviors.</p>	<p>MSDWT Letter-Sound Identification Assessment Protocol</p> <p>Student Letter-Sound Assessment Record</p> <p><i>Fountas and Pinnell</i> benchmark kit</p> <p>Running Record sheets and examples used in ongoing PD on MSV miscue analysis</p> <p>New teachers will meet with the literacy coach for a side by side training on benchmark assessments, running records</p> <p>Teachers will meet with the literacy coach for a side by side training on word inventories and reading interest surveys</p> <p><i>The Next Step Forward in Guided Reading</i> by Jan</p>	<p>August-May</p>	<p>Lesson plans and unit plans</p> <p>PLCs and data meetings</p> <p>Data review days</p>

	<p>Richardson(6 copies in the title office)</p> <p>Universal data tracking sheet</p>		
Teachers will use Lucy Calkins Units of Study to plan for and conduct elements of the literacy framework.	<p>Lucy Calkins Units of Study</p> <p>Ongoing PD provided by literacy coach on components and implementation of Lucy Calkins Units of Study</p> <p>POI Planner</p> <p>Ongoing PD on Depth of Knowledge strategies</p> <p>Teachers will meet with the literacy coach for mentoring on classroom libraries and management of independent reading routines</p>	<p>August-May</p> <p>Fall 2023</p>	<p>Lesson plans and unit plans</p> <p>Walk-throughs and observations</p>
Teachers will plan for and work towards conducting all components of a writer's workshop: mini-lesson (connection, teaching, active engagement, link), work time (independent writing, conferencing, small group work, mid-workshop teaching point), and sharing	<p>Lucy Calkins' TCRWP <i>Units of Study in Writing</i> available through literacy coach</p> <p>During collaboration, literacy coach will lead teachers in gathering teaching points from student writing</p>	August-May	<p>Lesson plans and unit plans</p> <p>Walk-throughs and observations</p>

	Mentor Texts available for check out in Title Book Room		
Teachers will conduct a discussion on the teaching point of the math lesson to allow students the opportunity to clarify their learning.	Lesson plans that include all components (objective, mini-lesson, workshop, closure) of the mathematics framework. Learning Walks	August- May	
Teachers will plan for math fact instruction/differentiation, explicitly teach math fact strategies, and allow for practice. Fact Practice can/should occur during: <ul style="list-style-type: none"> ● Classroom Routines/10-minute math ● Independent Practice ● Math Intervention ● Examples of practice: timed tests, fact family practice, strategy practice, triangular flashcards, homework practice 	Continued PD on Mastering the Basic Math Facts in Addition and Subtraction (1-3), (3-5) and Mastering the Basic Math Facts in Multiplication and Division (3-5) delivered by math coach, small group setting by grade level. Monthly PLC on math facts Math Fact Assessments specific to strategy 10 minutes of strategic math fact time Math fact make and take PD for new teachers to	August-May	Meetings with instructional coaches Lesson plans and unit plans Walk-throughs and observations

	observe an effective math fact strategy lesson		
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Appendices

Using Results for Continuous Improvement

Description of Ongoing Data Review Process

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

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

School Improvement Plan Timeline

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

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

Paraprofessionals (Title 1 Component 3)

2023-2024 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

Every year the district administrators and teachers provide an exciting Kindergarten jamboree in which students can enjoy learning stations and healthy snacks while their parents register for school. Other community resource members join us in the jamboree to ensure that new parents have access to the best health and social resources available. All students leave the jamboree with a backpack, book and positive support. At Greenbriar we welcome incoming Kindergarten families on an ongoing basis, and the principal provides tours to anyone who desires one. Children are screened for learning levels in May and early July to ensure that our staff is ready to service the children. Upon completion of the enrollment process, our new Kindergarten students walk away with a book. All new kindergarten students are entered into Lexia so they can begin using the program over the summer to prepare for the fall. The literacy coach and Greenbriar principal review the data frequently over the summer and send postcards to students who have completed levels within Lexia. The Greenbriar principal, a kindergarten teacher and the special education teacher observe incoming preschoolers from our special needs program within the district prior to the May transition conference to ensure a smooth transition from preschool to Kindergarten. The middle school special education teacher is invited to attend all 5th grade transition annual case conferences in order to ensure a smooth transition between 5th and 6th grade.

Program Statement

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

Parent Compact

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

Greenbriar Elementary School Compact 2023-2024

As a Greenbriar 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 safe and supportive learning environment that engages all students.
- 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 to create partnerships.
- Participate in professional development opportunities 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.

STUDENT PLEDGE

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

- Come to school ready to learn by bringing necessary materials and completed assignments.
- Be respectful, responsible, and safe.
- Communicate regularly with my parent(s)/guardian(s) and teachers about school experiences and ask for any help I need.
- Study and read every day after school while limiting time on electronics.
- Practice and memorize all of my math facts.
- Do my homework every day and turn it in.
- Give all school papers to my parent(s)/guardian(s).

PARENT(S)/GUARDIAN(S) PLEDGE

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

- Respect the school, staff, students, and families.
- Provide a quiet time and place for homework 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 in school and participate, attend conferences, and actively communicate with the teacher.
- Read to my child or encourage my child to read every day and practice math facts.
- Check to see that all homework is completed.
- Be respectful, responsible, and safe.
- Communicate the importance of education and learning to my child.

STUDENT

TEACHER

PARENT/GUARDIAN

Acuerdo Para los Padres de Greenbriar 2023-2024

En la comunidad de Greenbriar 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 computaciones 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
Greenbriar Elementary School
2023-2024**

Greenbriar Elementary School will follow the parental plan guidelines in accordance with Every Student Succeed Act as listed below. Greenbriar Elementary School will distribute this plan (updated annually) to all families of students attending Greenbriar Elementary School.

Plan Guidelines

In order to build an effective home-school partnership, Greenbriar Elementary School will:

- Offer a flexible schedule of meetings, times, and activities throughout the year to assist parents in understanding the federal/state academic content, student achievement standards, as well as, local academic assessments. Meetings will also focus on how the parents and teacher can work together to monitor the child's progress in order to improve student achievement.
 - Greenbriar will host literacy and math family nights for Greenbriar families.
 - Greenbriar will host events to promote family/school relationships.
- Conduct an annual meeting with parents to update and evaluate the effectiveness of our Parent Involvement Plan.
- Provide the parents of Greenbriar students with timely information regarding the Title I program and other district programs.
- The curriculum is based on the Indiana Common Core Standards for Language Arts and Mathematics.
- Students are expected to perform at or above grade level as indicated by the Indiana Common Core Standards.
- Academic assessments used to measure student progress include ILEARN results, MSD Washington Township District assessments, classroom assessments, and classroom performance.
- Parents will be informed of academic progress/growth through conferences, mid-term reports, progress reports, and report cards.
- Information on how parents can participate in decisions related to the education of their child will be provided through ParentSquare and Title I Family Nights.
- Materials and training on how parents can improve their child's achievement will be provided through needs assessment, Title I Family Nights, Parent Teacher Organization meetings, Back-to-School Night, and Spring Open House.
- The staff of Greenbriar Elementary School will work to strengthen the relationship between home and school through parent-teacher conferences and family events.
- Greenbriar staff will foster open communication to create an invitational climate. Parents are welcomed and encouraged to join their child during the school day. Parents will be provided with their student's class schedules to aid in this process. Phone calls, automated phone calls, e-mails, and classroom visits will be ongoing. We utilize ParentSquare, Twitter and Facebook to communicate to families.
- Efforts will be made to send home information in a language parents can understand. Translators will be made available to answer phone calls and interpret at family events as well as have office hours daily to help with enrollment.
- Greenbriar Elementary School will continue to develop relationships with community agencies and business partners to enhance family involvement.
- Provide parents with an opportunity to share concerns and provide feedback about the current program and to collect suggestions for improvement.
 - Suggestions can be shared through a yearly questionnaire.
 - Parents will have an opportunity to share ideas through participation in PTO, Family Nights, and the School Improvement Process.

- Include a School-Parent Compact noting the responsibilities of the staff, student, and family/parent. The MSDWT plan is located in the Student Handbook.

**Plan de Participación Escolar del Título I para los Padres
Escuela Primaria Greenbriar
2023-2024**

La Escuela Primaria Greenbriar seguirá las pautas del plan familiar de acuerdo a La Ley Cada Estudiante Triunfa que se encuentran a continuación. La Escuela Primaria Greenbriar distribuirá este plan (actualizado anualmente) para todas las familias que tienen estudiantes en la Escuela Primaria Greenbriar.

Las Pautas del Plan

Para poder establecer una asociación efectiva entre la escuela y el hogar, la Escuela Primaria Greenbriar hara lo siguiente:

- Ofrecerá un horario flexible de juntas, horas y actividades a través del año para ayudar y los padres en la comprensión del contenido académico federal/estatal, y el éxito de los estándares estudiantiles, como también las evaluaciones locales académicas. Las juntas también se enfocarán sobre como los padres y maestros trabajarán juntos para revisar el progreso del niño/a y mejorar el éxito de los estudiantes.
- Greenbriar presentará varias noches familiares de lectura y matemáticas para nuestras familias.
- Greenbriar presentará eventos que promuevan relaciones entre la escuela y las familias.
 - o Llevar a cabo una junta anual con los padres para actualizar y evaluar la eficacia de nuestro Plan de Participación Familiar.
 - o Proveer a los padres de los estudiantes de Greenbriar con información en tiempo apropiado pertinente al Título I y otros programas del distrito.
- El currículo está basado en los estándares del estado de Indiana Common Core para el Arte de Lenguaje y Matemáticas.
- Se espera que los estudiantes trabajen a nivel de grado ó más arriba como está indicado en los estándares del estado de Indiana de Common Core.
- Evaluaciones académicas usadas para medir el progreso de estudiante que incluyen los resultados de los exámenes de ILEARN, evaluaciones del distrito de MSD Washington Township, evaluaciones del salón de clase, y rendimiento en la clase.
- Los padres serán informados del progreso/crecimiento académico por medio de conferencias, reportes interinos, reportes del progreso, y las calificaciones.
- Se proveerá información de cómo los padres pueden participar en las decisiones relacionadas a la educación de su niño/a por medio del noticiero Grizzly Gazette, y Noches Familiares del Título I.
- Los materiales y entrenamiento de cómo los padres pueden mejorar el éxito de su niño/a se proveerán por medio de evaluaciones de acuerdo a la necesidad, Noche Familiar del Título I, juntas de padres y maestros del PTO, Noche de Regreso a la Escuela, y la Casa Abierta de Primavera.
- El personal de la Escuela Primaria Greenbriar trabajará para fortalecer la relación entre el hogar y la escuela por medio de conferencias de padres y maestros y otros eventos familiares.
- El personal de Greenbriar fomentará la comunicación abierta para crear un ambiente atractivo. Se les anima é invita a los padres a que visiten a los niños durante las horas de escuela. Se les proveerá a los padres con los horarios de clases para ayudar en este proceso. Se ofrecerán llamadas telefónicas, llamadas telefónicas grabadas, correo electrónico, las visitas a los salones de clase serán continuas.

- Se harán esfuerzos para enviar a casa información en un lenguaje que los padres puedan comprender. Se ofrecerán intérpretes para contestar llamadas telefónicas y durante eventos familiares.
- La Escuela Primaria Greenbriar continuará desarrollando relaciones con agencias de la comunidad y asociarse con negocios locales para aumentar la participación de la familia.
- Proveer a los padres la oportunidad de compartir sus inquietudes y proveer información acerca del programa actual y recibir sugerencias para el mejoramiento.
- Las sugerencias se pueden compartir por medio de un cuestionario anual.
- Los padres tendrán la oportunidad de compartir ideas por medio de la participación en el PTO, Noches Familiares, y el Proceso del Mejoramiento de la Escuela.
- Incluir el Acuerdo de Padres-Escuela anotando las responsabilidades del personal, el/la estudiante, y la familia/padres. El plan del distrito de MSDWT se encuentra en el Manual de los Estudiantes.

Definitions

Quality Assurance Reviews

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

School Assessment Measures

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

Goal Action Plan

The Goal Action Plan section of the School Improvement plan asks principals to select research based Action Steps and Instructional Strategies that, when deployed with fidelity will impact student performance. The principal is asked to measure teacher capacity and level of fidelity in district selected Action Steps and Strategies. And, the SIP team may select additional Action Steps.

Strategy Goal

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

Strategy 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.

[Link to School QAR Document](#)

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