



**Metropolitan School District of Washington Township**  
Equitable · Affirming · Responsive

*In Accordance with Public Law 221*  
**School Improvement Plan**  
**2024-2025**



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

Principal Signature, Fabrice Decaudin

9/12/24

Date

Superintendent Signature, Dr. Nikki Woodson

9/11/24

Date

School Board President Signature, Bill Turner

9/12/2024

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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Items in italics meet Title 1 Schoolwide requirements

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## Purpose and Direction

### **Purpose**

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

### **MSDWT Mission Statement**

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

### **MSDWT Vision Statement**

Equitable, Affirming, Responsive

### **MSDWT Strategic Plan 2020-2027 Link**

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

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

<b>Role/Title</b>	<b>Name</b>
Principal	Fabrice Decaudin
Assistant Principal	Danielle Hassan
Kindergarten Teacher	Elizabeth Duncan
First Grade Teacher	Kathy Hogan
Second Grade Teacher	Stephanie Brown
Third Grade Teacher	Leah Ludwig
Fourth Grade Teacher	Stefanie Wettersten
Fifth Grade Teacher	Emily Ferguson
ENL Teacher	Britt Burns
Special Education Teacher	Anthony Dean
Intermediate Reading Coach	Kendall Kreinhagen
Primary Reading Coach	Keely Rutan
Title 1 Math Coach	Chastity Thiems
Special Area Teacher	Joe May
School Social Worker	Brooke Daunhauer
Counselor	Nicholas Myers
Parent	Tamia Butler

<b>Meeting Dates (1st Tuesday of each month)</b>	
July 29, 2024	August 20, 2024
September 3, 2024	October
November	December

January	February
March	April

Our SIP Team will meet through committees on the first Tuesday of each month to review progress on SIP Goals. Our parents do not attend the staff meetings; however, they have opportunities to meet with the principal separately to review information and provide feedback. (PTO meetings)

**Description of Parent Involvement and Participation to Support Goals**

*Greenbriar Elementary School is a community school and we want to reflect this in all that we do. We understand the importance of having school and families working together as this will only help our students become successful.*

In order to increase parent participation, the Greenbriar staff *collaborate with our PTO to increase parental involvement* 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.

*The administration has an open door policy where families are encouraged to meet with them to discuss academic or behavioral concerns along with any other pressing issues.*

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.

*Greenbriar offers a variety of Family Nights, Parent Information Nights and Celebration with the ultimate goal of raising awareness.* Parent information nights highlight upcoming assessments like IREAD-3 or ILEARN. We want to equip our families with as much information as possible to help navigate the stress but also bridge the lanes to learning.

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.

**Strategies to Increase Parent Participation**

- *Greenbriar Weekly Updates - Information is shared every Sunday via ParentSquare and through Social Media outlets highlighting upcoming events and ways to increase involvement at Greenbriar and throughout the Washington Township Community.*
- *Classroom 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.*
- *Principal Pop ins- Admin team will host events at area apartment complexes highlighting the importance of attendance and high stake testing.*
- *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
<b>Back to School Bash</b>	Parents/Guardians/Teachers/Students	August 2024
PTO meetings	Parents/Guardians/Teachers	Bi-monthly 2024-2025
Back to School Night	Parents/Guardians/Teachers	September 2024
Parent Conferences	Parents/Guardians/Teachers/Students	September 2024
IREAD-3 Parent Information Night Grades 2-3	Parents/Guardians/Teachers/Students	First Semester 2024
School Improvement Meetings <i>Monthly</i>	Parents/Guardians/Teachers/Community Members	2024-2025
Title I Math/Literacy Night Surveys	Parents/Guardians	2024-2025
ENL Night	Parents/Guardians/Teachers/Students	First Semester 2024
Fall Fest	Parents/Guardians/Teachers/Students	October 2024
<b>Math and Literacy Night</b>	Parents/Guardians/Teachers/Students	2nd Semester 2025
<b>Black History Showcase</b>	Parents/Guardians/Teachers/Students	March 2025
<b>Kindergarten Jamboree</b>	Parents/Guardians/Teachers/Students	March 2025
<b>Color Run</b>	Parents/Guardians/Teachers/Students	April 2025
<b>Kindy 500</b>	Parents/Guardians/Teachers/Students	May 2025

<b>End of Year Celebration</b>	Parents/Guardians/Teachers/ Students	May 2025
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**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.
- 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
- St. Luke's United Methodist Church
  - Luke's Leaders
  - School supplies
  - Volunteers
- The Washington Township Foundation
  - Classroom grants
- 2nd Presbyterian Church
  - Classroom supplies
  - Volunteers
- Champions are Readers
- Indianapolis Hebrew Congregation
  - Food bags provided for students during school breaks
  - Backpacks and school supplies
  - Clothing, coats, and gloves
  - Books for students
- Indianapolis Assistance League
  - Read-aloud to primary students
  - Donated books to students
- The Sanctuary Church
  - Back to School Bash
  - Support staff throughout the year
  - Support students with donations of coats and clothing
- Hope Church
  - Support teachers
  - All Pro Dads
- Art Mix Indy
- Kids Dance Outreach (KDO)

**Comprehensive Needs Assessment (Title I Components 1 and 8)**

**Three-year Trend Data**

**Suspensions/Expulsions**

	<b>Suspensions</b>	<b>Expulsions</b>
<b>2023-2024</b>	66	0
<b>2022-2023</b>	55	0
<b>2021-2022</b>	57	0

**Suspensions/Expulsions by Grade**

	<b>2021-2022</b>	<b>2022-2023</b>	<b>2023-2024</b>
<b>K</b>	8	2	12
<b>1</b>	7	11	0
<b>2</b>	4	2	14
<b>3</b>	7	11	7
<b>4</b>	22	6	22
<b>5</b>	9	23	11

**Suspensions/Expulsions by Sub-Group**

	<b>2021-2022</b>	<b>2022-2023</b>	<b>2023-2024</b>
<b>American Indian</b>	0	0	0
<b>Asian</b>	0	0	0
<b>Black</b>	46	48	52
<b>Hispanic</b>	5	5	7
<b>Multi-Racial</b>	6	0	3
<b>White</b>	0	2	4
<b>Female</b>	1	6	14
<b>Male</b>	56	49	52
<b>IEP - YES</b>	39	22	35
<b>IEP - NO</b>	18	33	31

**Enrollment by Ethnicity**

	<b>2021-2022</b>	<b>2022-2023</b>	<b>2023-2024</b>
<b>American Indian</b>	0.0%	0.0%	0.0%
<b>Asian</b>	4.3%	5.0%	5.8%
<b>Black</b>	56.4%	52.2%	52.5%
<b>Hispanic</b>	15.8%	17.7%	19.0%
<b>Multi-Racial</b>	6.7%	7.6%	8.0%
<b>White</b>	16.8%	17.5%	14.6%

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

	<b>2021-2022</b>	<b>2022-2023</b>	<b>2023-2024</b>
<b>Free/Reduced Lunch</b>	55.1%	74.9%	79.2%
<b>Paid Lunch</b>	44.9%	25.0%	20.8%

	<b>2021-2022</b>	<b>2022-2023</b>	<b>2023-2024</b>
<b>Attendance Rate</b>	92.9%	93.3%	93.3%
<b>Number of Unexcused Absences</b>	4,827.0	3982.0	4010.0

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

	<b>Overall</b>	<b>Black</b>	<b>Asian</b>	<b>Hisp</b>	<b>White</b>	<b>Multi</b>	<b>SPED</b>	<b>ELL</b>	<b>F/R</b>
<b>23-24</b>	26%	16%	43%	21%	60%	54%	13%	16%	18%
<b>22-23</b>	25%	18%	27%	15%	55%	20%	10%	9%	14%
<b>21-22</b>	25%	17%	55%	12%	67%	13%	15%	11%	17%

**ILEARN English/Language Arts by Grade**

	<b>2021-2022</b>	<b>2022-2023</b>	<b>2023-2024</b>
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3	29%	33%	21%
4	25%	21%	25%
5	19%	20%	32%

#### ILEARN Mathematics Achievement by Subgroup

	Overall	Black	Asian	Hisp	White	Multi	SPED	ELL	F/R
23-24	33%	20%	79%	29%	74%	24%	21%	30%	24%
22-23	29%	18%	64%	18%	60%	40%	16%	18%	19%
21-22	31%	17%	82%	32%	72%	14%	21%	21%	21%

#### ILEARN Math by Grade

	2021-2022	2022-2023	2023-2024
3	38%	40%	37%
4	26%	24%	27%
5	20%	27%	37%

#### Comprehensive Needs Assessment Summary

	Summary of Strengths: What were the identified strengths?	Summary of Needs: What were the identified needs?	Priorities: What are the priorities for your school?
<b>Demographics</b>	<ul style="list-style-type: none"> <li>Diverse population of students creates opportunities to grow and learn.</li> </ul>	<ul style="list-style-type: none"> <li>Continuing to attract students with different ethnicities</li> <li>Retain families of varying demographics</li> </ul>	<ul style="list-style-type: none"> <li>Continue to attract and retain a diverse population of staff members, students and families</li> </ul>
<b>Attendance</b>	<ul style="list-style-type: none"> <li>Students want to come to school and feel that it is a safe environment.</li> <li>Students who have planned absences or extended absences due to illness can access</li> </ul>	<ul style="list-style-type: none"> <li>Often have unexcused absences and tardies from the same students</li> <li>If a student misses the bus, they do not have transportation to get them to school.</li> </ul>	<ul style="list-style-type: none"> <li>Implement the MSDWT Attendance Supports and Interventions K-12</li> <li>Monitor student absences and share out weekly. To</li> </ul>

	academic content via Canvas if applicable.	<ul style="list-style-type: none"> <li>High turnover rate/transiency</li> </ul>	reach our goal of 97%
<b>Student Achievement</b>	<ul style="list-style-type: none"> <li>There is a systematic process that allows the different programs to collaborate effectively (Special Ed., ENL, and Title I Interventionists).</li> <li>Greenbriar utilizes a systematic approach to student data analysis to drive instruction.</li> <li>All students are actively involved in progress monitoring</li> <li>Grade level teams analyze individual, classroom, and grade level data</li> </ul>	<ul style="list-style-type: none"> <li>All teachers need to commit to raising achievement for all students within their cluster. (Special education, ENL, Title I, high ability)</li> <li>We need to maintain growth in all subgroups.</li> <li>Admin, instructional coaches, Resource and ENL teachers must participate in PLC groups to have a hands-on approach to student learning.</li> </ul>	<ul style="list-style-type: none"> <li>Rigor and high expectations for all students and teachers.</li> <li>School and classroom data will drive individualized instruction and appropriate targeted interventions</li> <li>Celebrate student academic achievements throughout the school year. Quarterly and shared out on video signage.</li> </ul>
<b>School Culture and Climate</b>	<ul style="list-style-type: none"> <li>SEL is a consistent aspect of classroom culture</li> <li>Second Step is implemented in all classrooms during morning meeting.</li> <li>Staff utilizes a common language and have highlighted school-wide expectations, found in the school-wide matrix.</li> <li>Several teachers receive training in Responsive Classroom</li> </ul>	<ul style="list-style-type: none"> <li>Continue to foster a growth mindset within our staff and students.</li> <li>Increase student engagement in classroom instruction.</li> <li>Students lack social/emotional coping skills.</li> </ul>	<ul style="list-style-type: none"> <li>Creating a safe and caring environment for all students, staff and families through constant communication, events, and embracing the cultural differences of others.</li> <li>Staff works to communicate specific content and strategies, so parents are aware of best practices and ways to</li> </ul>

	<p>annually.</p> <ul style="list-style-type: none"> <li>Staff members create classroom management plans to include expectations of being respectful, responsible, and safe throughout the school day</li> </ul>		<p>support their students.</p>
<p><b>Staff Quality/Professional Development</b></p>	<ul style="list-style-type: none"> <li>Our staff is provided with many opportunities to attend Professional Development within the building and at the district level.</li> </ul>	<ul style="list-style-type: none"> <li>Time. (Scheduling &amp; availability of programming)</li> <li>Fidelity of implementation of different programming</li> <li>Differentiated professional development</li> <li>Faster turnaround on classroom instructional feedback.</li> <li>(collaborative calendar for teachers watching teachers)</li> </ul>	<ul style="list-style-type: none"> <li>Provide staff opportunities for reflection, coaching and support to implement strategies and approaches addressed during professional development.</li> <li>Create opportunities for teachers to observe master teachers.</li> </ul>
<p><b>Curriculum, Instruction, Assessment</b></p>	<ul style="list-style-type: none"> <li>District-wide reading and math assessments are common and drive instruction and intervention groups</li> <li>Teachers analyze individual student data and differentiate instruction</li> <li>Full time Literacy and Math coach in our building</li> <li>MTSS coaches</li> </ul>	<ul style="list-style-type: none"> <li>Training and time to begin implementation of our math interventions for students who are struggling</li> <li>Consistency with implementation of the literacy curriculum</li> </ul>	<ul style="list-style-type: none"> <li>Supporting teachers as they continue to grow in their implementation of the literacy curriculum</li> <li>Supporting teachers as they continue to grow in their implementation of the Eureka2 curriculum</li> <li>Supporting teachers as they work to develop</li> </ul>

			and utilize assessments.
<b>Family and Community Involvement</b>	<ul style="list-style-type: none"> <li>• Strong PTO</li> <li>• Teachers communicate with the parents.</li> <li>• Numerous opportunities for parents to be involved are offered.</li> <li>• ParentSquare communication tool provides easy communication between school and home.</li> </ul>	<ul style="list-style-type: none"> <li>• Time/scheduling conflicts.</li> <li>• Diverse culture and language backgrounds.</li> <li>• Limited transportation.</li> </ul>	<ul style="list-style-type: none"> <li>• Utilize a variety of social networking tools to communicate with parents (email, ParentSquare, Facebook, Twitter, all calls and our school website).</li> <li>• Offer translation in many languages</li> </ul>
<b>Technology</b>	<ul style="list-style-type: none"> <li>• 1 to 1 devices</li> <li>• Math and Literacy online academic resources</li> </ul>	<ul style="list-style-type: none"> <li>• Limited technology access at home for students and families.</li> <li>• Time to use technology</li> </ul>	<ul style="list-style-type: none"> <li>• Intentional use of technology as a tool to engage learners.</li> <li>• Utilizing online applications for continued practice and intervention</li> </ul>

**Priority Goal Summary and Decision Making Process**

The following is a summary of the goals encompassed in this plan for the 2024-2025 school year. The details of each goal are available in the next section.

Priority #	Goal Statement
1	<p><b>Priority 1 Equitable Achievement</b> - Provide an equitable educational environment that inspires and empowers all students to increase their academic success as well as their social and emotional learning.</p> <p><i>Goal 1B: Decrease behavior disruptive to 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 - 80.0%, Black - 52.1%, Hispanic - 43.0%, White - 76.0%, Multi-Racial - 73.0%, SPED - 27.1%, ELL - 37.9%</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 - 73.0%, Black - 44.0%, Hispanic - 48.5%, White - 81.0%, Multi-Racial - 63.2%, SPED - 28.0%, ELL - 38.5%</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 - 60.0%, Black - 25.1%, Hispanic - 26.0%, White - 57.5%, Multi-Racial - 42.0%, SPED - 9.0%, ELL - 17.9%</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 - 48.0%, Black - 28.1%, Hispanic - 40.5%, White - 67.2%, Multi-Racial - 40.2%, SPED - 12.0%, ELL - 26.0%</i></p>
2	<p><b>Priority 2 - Hiring &amp; Retention of a High Quality &amp; Diverse Staff</b> – Advance a District culture that values and affirms diversity</p> <p><i>Goal 2B: Improve retention of all certified staff by decreasing Effective and Highly Effective teacher resignations.</i></p>
3	<p><b>Priority 3 - Partnerships</b> - Strengthen our partnership with students, families and community stakeholders to achieve our mission of academic success for all students.</p>

	<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>
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**Supplemental Goal Summary and Decision Making Process**

The following is a summary of the goals encompassed in this plan for the 2024-25 school year. The details of each goal are available in the next section.

Sup #	Goal Statement
<b>1</b>	<p><b>Supplemental 1 - Attendance</b> - Increase student daily attendance to increase student learning outcomes.</p> <p><i>Goal S1: Increase student attendance rate.</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.

**School Improvement Priorities (Title I Components 2, 4, and 9)**

**Equitable Achievement Goal 1B**

<b>Equitable Achievement Goal 1B</b>																
<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
<b>18-19 (BL)</b>	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	49	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	1	82	117	5	11	5	21	24	1	24	23	8	19	99	151
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	
<b>Green</b> = Benchmark Goal Met, <b>Yellow</b> = Progress Toward Benchmark Goal, <b>Red</b> = No Progress Toward Benchmark Goal																
<b>NOTE:</b> SY 20-21 results not evaluated for progress due to COVID-19 unusual impacts																

**Goal 1B: Action Plan for the 2024-2025 School Year (Title Component 2, 4, and 9) (List a maximum of three strategies. List a maximum of three action steps for each strategy.)**

<b>Strategy:</b> Provide professional development to equip staff with proactive supports for student success			
<b>Action Steps</b>	<b>Required Resources/PD</b>	<b>Timeline</b>	<b>Evidence</b>
Provide staff with ongoing training and support with defining, classifying, and responding to behaviors.	Defining Behaviors Doc District Code of Conduct  Responsive Classroom training: Logical Consequences  Great 8 Data	Monthly trainings  Second week of every month PD	Elevate Classroom walkthrough feedback  Great 8 data review  Otus data
The Power of Our Words book study	1st Six weeks book The Power of our Words	Weekly throughout 2024-2025.	Elevate Classroom walkthrough feedback  Classroom referral data  Otus data
Proactive Instruction on SEL	Counselor Lessons  Restorative meetings  Responsive Classroom  Thrively	The Proactive Committee meets monthly.  August 2024-May 2025	Meeting Agenda  Meeting Notes  Great 8 data review  Otus data



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

<b>Equitable Achievement Goal 1C - Reading</b>														
<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)	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%	33.3%
22-23	78.0%	70.8%	45.1%	37.0%	35.5%	25.0%	74.0%	79.5%	71.0%	47.2%	22.5%	23.5%	34.9%	31.4%
23-24	79.0%	77.4%	48.6%	38.9%	39.3%	34.8%	75.0%	82.2%	72.0%	52.8%	24.8%	25.6%	36.4%	37.5%
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%	
<b>Green</b> = Benchmark Goal Met, <b>Yellow</b> = Progress Toward Benchmark Goal, <b>Red</b> = No Progress Toward Benchmark Goal														
<b>NOTE:</b> 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%	42.9%	22.9%	16.3%	25.0%	21.2%	56.2%	60.0%	41.0%	28.6%	8.0%	13.7%	16.4%	17.5%
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

**Goals 1C-NWEA Reading and 1D-ILEARN ELA: School Action Plan for the 2024-2025 School Year (Title Component 2, 4, and 9) List a maximum of three strategies. List a maximum of three action steps for each strategy.**

<b>Strategy:</b> Implement High-Impact Tier I ELA Instruction Through CKLA.			
<b>Action Steps</b>	<b>Required Resources/PD</b>	<b>Timeline</b>	<b>Evidence</b>
Use data points to identify areas of growth to determine the needs of teachers that can be addressed through on-site PD.	CKLA <a href="#">MSDWT CKLA pacing guide</a> mClass ILEARN checkpoints Choice Words book Questioning PD	August 2024-May 2025	ILT feedback and observations PLC documentation ELEVATE walkthroughs ILEARN checkpoint data Teacher coaching cycles
Observing Tier I IILT will be highly present in classrooms to observe Tier I instruction)	Learning walk form Elevate Core Target Practice Walk-throughs	August 2024- May 2025	PLC documentation ELEVATE walkthroughs Common assessments Learning walk form Learning walk calendar

<b>Strategy:</b> Teachers will meet weekly to purposely plan Tier I instruction.			
<b>Action Steps</b>	<b>Required Resources/PD</b>	<b>Timeline</b>	<b>Evidence</b>
Prioritize and schedule weekly planning with instructional coaches for each grade level.	PLC Framework mClass ILEARN Checkpoints Amplify CKLA	August 2024- May 2025	PLC documentation ILEARN Checkpoint data mClass data ELEVATE Walkthrough

	Test Taking Strategies		
Utilize data analysis protocols during PLC to create a common understanding of Indiana Academic Standard proficiency.	ILEARN Checkpoints mClass Exemplars	August 2024-May 2025	PLC documentation Formative assessments (exit tickets) ILEARN Checkpoint data mClass data ELEVATE Walkthrough
Review of small group instruction expectations that align with CKLA resource and district expectations.	CKLA implementation checklist and walkthrough  District ELA Guidance Doc	August 2024- May 2025	ELEVATE Walkthrough ILEARN Checkpoint data mClass data

**Equitable Achievement Goals 1C NWEA Math and 1D-ILEARN Math**  
 Replace with something else?

<b>Equitable Achievement Goal 1C - Math</b>														
<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
<b>18-19 (BL)</b>	57.7%		44.0%		46.2%		78.2%		60.5%		24.3%		39.7%	
<b>20-21 (RBL)</b>	69.0%		28.0%		37.0%		77.0%		58.0%		24.0%		28.0%	
<b>21-22</b>	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%
<b>22-23</b>	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%
<b>23-24</b>	72.0%	74.2%	40.0%	41.3%	45.6%	48.9%	80.0%	81.1%	61.3%	59.5%	27.0%	26.5%	35.9%	46.5%
<b>24-25</b>	73.0%		44.0%		48.5%		81.0%		62.3%		28.0%		38.5%	
<b>25-26</b>	74.0%		48.0%		51.3%		82.0%		63.4%		29.0%		41.1%	
<b>26-27</b>	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
<b>18-19 (BL)</b>	42.9%		27.1%		39.3%		68.8%		44.8%		6.4%		28.0%	
<b>20-21 (RBL)</b>	44.0%		14.0%		27.0%		56.0%		23.0%		8.0%		14.0%	
<b>21-22</b>	44.5%	81.8%	15.0%	16.6%	28.0%	32.0%	56.5%	72.1%	23.5%	14.3%	8.5%	21.3%	14.5%	21.0%
<b>22-23</b>	46.0%	63.6%	21.0%	16.9%	33.8%	17.9%	61.6%	58.1%	31.6%	40.0%	10.0%	17.0%	20.0%	20.0%
<b>23-24</b>	47.0%	78.6%	24.6%	20.3%	37.2%	28.8%	64.4%	74.3%	35.9%	23.8%	11.0%	21.6%	23.0%	31.7%
<b>24-25</b>	48.0%		28.1%		40.5%		67.2%		40.2%		12.0%		26.0%	
<b>25-26</b>	49.0%		31.6%		43.9%		70.0%		44.5%		13.0%		29.0%	
<b>26-27</b>	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

**ILEARN Math: School Action Plan for the 2024-2025 School Year (Title Component 2, 4, and 9) (List a maximum of three strategies. List a maximum of three action steps for each strategy.)**

<b>Strategy:</b> Implement High-Impact Tier I Math Instruction Through EM2 with a focus on differentiated small group instruction.			
<b>Action Steps</b>	<b>Required Resources/PD</b>	<b>Timeline</b>	<b>Evidence</b>
All K-5 teachers, including SPED and ENL, will effectively utilize Eureka Math squared curriculum and guidance documents during their daily math framework.	Eureka Math PD Eureka Math Curriculum MSD framework and pacing guide PLCs IDOE standards LASW protocols with IAs	August 2024-May 2025	PLC documentation  ELEVATE Walkthroughs  Math Benchmark Assessments, exit tickets and topic quizzes  Coaching cycle
Small group instruction that ensures math strategies and models will be taught effectively to aid in student understanding through the use of visuals, vocabulary, and daily routines for both remediation and enrichment	Data Analysis PD Eureka Assessments Bridges PD Vertical Articulation PLC Framework Priority Standards Checklist Benchmark Assessments	August 2024- May 2025	Flexible grouping  PLC documentation  Team Planning meetings  Coaching cycles
Intentional planning with instructional coaches that includes questioning for student discourse.	Discourse Prompting Guide  Sentence Frames	August 2024- May 2025	Classroom observation

**Student Attendance Rate Goal 1S**

<b>Student Attendance Rate Goal 1S</b>		
<i>By 2024-2025, improve the student attendance rate.</i>		
	<b>Goal</b>	<b>Result</b>
<b>2023-2024 (BL)</b>	93.3%	
<b>2024-2025</b>	97.0%	%
<i>Green = Benchmark Goal Met, Yellow = Progress Toward Benchmark Goal, Red = No Progress Toward Benchmark Goal</i>		

**Strategies (List a maximum of three strategies.)**

<b>Strategy: Improve student attendance rate.</b>			
<b>Action Steps</b>	<b>Required Resources/PD</b>	<b>Timeline</b>	<b>Evidence</b>
Foster a culture of caring: Engaging activities, highlights everyone, students feel successful, genuine relationships with families, community collaboration	SSW and counselor Responsive classroom Thrively MSD Attendance supports and interventions	August 2024-May 2025	Increased attendance Decreased tardies
<a href="#">Strengthen Tier 1 Attendance incentives:</a> Celebrate student strengths, classroom attendance goals, School Wide attendance goals, traveling trophy, perfect attendance for classrooms and grades.	Thrively Skyward	August 2024-May 2025	
Monitor weekly attendance rate	Skyward reports	August 2024-May 2025	Skyward data



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

<b>Hiring and Retention of a High Quality and Diverse Staff Goal 2B</b>		
<i>By 2024-2025, improve retention of all certified staff by decreasing Effective and Highly Effective teacher resignations.</i>		
	<b>Goal</b>	<b>Result</b>
<b>2015-2020 (BL)</b>	10.8%	
<b>2020-21</b>	10.0%	11.5%
<b>2021-22</b>	9.0%	14.6%
<b>2022-23</b>	8.0%	19.5%
<b>2023-24</b>	7.0%	9.8%
<b>2024-25</b>	6.0%	
<i>Green = Benchmark Goal Met, Yellow = Progress Toward Benchmark Goal, Red = No Progress Toward Benchmark Goal</i>		

**Strategies (List a maximum of three 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**

<b>Partnerships Goal 3A</b>		
<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>		
	<b>Goal</b>	<b>Result</b>
<b>2018-19 (BL)</b>	6.0%	
<b>2020-21</b>	11.0%	7.1%

2021-22	16.0%	15.6%
2022-23	21.0%	16.8%
2023-24	26.0%	20.0%
2024-25	31.0%	
<p><b>Green</b> = Benchmark Goal Met, <b>Yellow</b> = Progress Toward Benchmark Goal, <b>Red</b> = No Progress Toward Benchmark Goal</p>		

**Goal 3A: School Action Plan for the 2024-2025 School Year (Title Component 2, 4, and 9) (List a maximum of three strategies. List a maximum of three action steps for each strategy.)**

<b>Strategy:</b> 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  Friday Wrap Up video
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	teachers	August 2024-May 2025	

TSI Focus Area: Special Education Growth and Achievement			
Action Steps	Required Resources/PD	Timeline	Evidence
<p>Teachers will:</p> <p><b>Assess</b> - Conduct/administer formative assessments to determine students strengths and needs and to monitor progress.</p> <p><b>Decide</b> - 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><b>Guide</b> - Plan for each component of guided reading lesson based on assessment data and student reading behaviors.</p>	<p><a href="#">MSDWT Letter-Sound Identification Assessment Protocol</a></p> <p><a href="#">Student Letter-Sound Assessment Record</a></p>	August-May	<p>Lesson plans and unit plans</p> <p>PLCs and data meetings</p> <p>Data review days</p>
Co-teaching PD for special services teachers.	Co-Teach! Book Marilyn Friend	August 2024- May 2025	<p>ELEVATE walkthroughs</p> <p>ILEARN/IREAD Achievement Data</p> <p>Flexible grouping</p>

### 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):** 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 5<sup>th</sup> grade transition annual case conferences in order to ensure a smooth transition between 5<sup>th</sup> and 6<sup>th</sup> 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 2024-2025**

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 2024-2025**

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  
2024-2025**

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  
2024-2025**

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 hará 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.
  - Llevar a cabo una junta anual con los padres para actualizar y evaluar la eficacia de nuestro Plan de Participación Familiar.
  - 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 School Professional Development Plans](#)

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