



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

In Accordance with Public Law 221
School Improvement Plan
2023-2024



School Name: Nora Elementary
School Address: 1000 E 91st Street, Indianapolis, IN 46240
School Phone Number: 317-844-5436
School DOE Number: 5427
School Corporation Number: 5370

Handwritten signature of Peter Schlifke in black ink.

Principal Signature, Peter Schlifke

Handwritten signature of Dr. Nikki Woodson in black ink.

Superintendent Signature, Dr. Nikki Woodson

Handwritten signature of Deirdre George Davis in black ink.

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 2020-2025 Link](#)

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

School Improvement and Schoolwide Planning Team

Peter Schilifke - Principal
Jill Kropa - Assistant Principal
Lisa McCall -Kindergarten Teacher
Marissa Finlay- First Grade Teacher
Margaret Bock - Second Grade Teacher
Anne Frank- Third Grade Teacher
Janet Bracher - Fourth Grade Teacher
Ali Camp - Fifth Grade Teacher
Carol Sundheimer-MTSS Coach
Melissa Behny -Literacy Coach
Shannon Wagner - Math Coach
Amber Lamkin - Media Specialist
Kylee Wissman - Resource Teacher
Candice King - Parent
Stacie Hamilton - WTEA Representative
Gabe Hoffman - WTEA Representative

SIP Leadership Team Meeting Dates:

Thursday, August 3, 2023
Thursday, September 7, 2023
Thursday, October 5, 2023
Thursday, November 2, 2023
Thursday, December 7, 2023
Thursday, January 18, 2024
Thursday, February 8, 2024
Thursday, March 7, 2024
Thursday, April 4, 2024
Thursday, May 2, 2024

Description of Parent Involvement and Participation to Support Goals

At Nora Elementary, we welcome all families to be active members of our school community and to be involved in their child's daily learning. Upon completion and verification of a cleared limited history background check, parents come to Nora daily to support learning in the classroom by facilitating small group instruction, working one on one with students, and supporting the teacher with other classroom needs. Many events are held to welcome families and students to extend learning opportunities. Students and families are invited to attend the following events: Ice Cream Social, Back to School Night, Nora Bonfire, Nora Bazaar Family Open House, Book Fairs, VIP Day, Norathon, and various classroom events throughout the year.

Parents are invited to attend the Test Prep Family Events where teachers will facilitate instruction and dialogue regarding high stakes testing in Indiana, as well as formative assessments used at the building level. These events allow Nora staff to share the importance of the high stakes test, outline for parents how they can support their students during this testing time, as well as how to help ensure their students are ready for each assessment. Parents are provided access to their child's achievement data as

measured by ILEARN, IRead 3, WIDA, and NWEA. Instructional support packets and activities are provided based on the specific needs of the student as indicated by data. These resources are used by families to help continue learning and close instructional gaps outside of the school day.

In August of 2023, the Parent-Teacher Organization (PTO) will provide feedback on the Parent Compact and Program Statement to Nora administration and Title 1 specialists. Upon their review and approval, these documents will be shared with all parents at Back to School Night in August 2023. At Back to School Night 2023, Nora staff will present the approved documents along with information outlining what Title 1 is, how Title 1 funding impacts Nora's Instructional Program and sharing parent involvement events throughout the year. Parents are asked to sign the Parent Compact and return to school as soon as possible. Nora staff collects all Title 1 parent compacts and saves them for reference throughout the year.

Strategies to Increase Parent Participation

- Nora Parentsquare Message – A section is devoted to sharing educational tips and strategies. Those strategies will include building reading comprehension and vocabulary as well as math number sense, computation, and problem solving.
- Latino Family Literacy Project - Spanish speaking families were provided instructional strategies which they can use with their students while at home. Families were given bilingual books and materials to support bilingual literacy in and out of the classroom.
- School Wide Reading Program – Parents will be given information encouraging them to have their child participate in the at home reading program. Goals will be set, tracking sheets sent home, and parents will be reminded throughout the year of the importance of reading outside of the school day.
- School Wide Math Fact Initiative – Families are encouraged to practice math facts nightly using a variety of methods and strategies. Incentives are given at each grade level upon mastery.
- Academic Information Nights – The school shares with parents and students the importance of reading at school and home as well as participating in engaging mathematical activities. 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.
- Family Math and Literacy 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.

Stakeholder Input Opportunities to Support Goals

Stakeholder Input Name & Description	Who Participates	Timeframe
Feedback forms for Family Nights	Designated Nora Staff and Families	2023 Fall
P.T.O. Planning	P.T.O. EXEC Board, Members At Large, and Parents	Every Summer
Annual Partnership Meetings	Principal and Partnership Liaisons	2023-2024

Leadership Meetings and PLC Time	Nora Staff	2023-24/weekly
Literacy and Math family events	Families, Administrators, Staff, Students, and invite our community tutors and partnerships in order to keep them abreast of what we are doing.	2023-2024
Open House	Families, Administrators, Staff, Students, and invite our community tutors and partnerships in order to celebrate the world that lives within the walls of Nora every day.	Fall 2023
Latino Family Literacy Program	Staff, Parents, and Community Members, Rosa Chemor	Monthly 2023-2024

Description of Stakeholder Partnerships and Programs to Support Goals

Nora is a leader in the state of Indiana in developing partnerships that directly impact student learning. Following is a list of these partnerships as well as the roles they play in supporting our School Improvement Goals:

- Capital Group Companies (American Funds Group)-BIZTOWN Funding and Curriculum Prep for Unit of Study for Fourth Graders, Mentors for Reading and Lunch for identified students, Counselor, Garden expansion, Junior Achievement Lessons for all students in Grades 2-4, Nutrition Club in collaboration with Gleaners' Back-sacks, Pen Pals for all students in Grades 3-5, Mentors for identified students, Scholarships for Grade 5 students, and a variety of donations such as books, clothing, food, and school supplies as a means of supporting student need and overall learning needs
- Church at the Crossing-Volunteers and Coat Drive for students in need and donations as identified to support student needs
- Cummins Mental Health-Counselor & Life Skills Specialist
- Faith Church- provides mentors to participating students and School Supply Drive
- First Baptist Church-Annual School Supply Drive
- Kiwanis- Provides financial support for the students and families at Nora

Comprehensive Needs Assessment (Title I Components 1 and 8)

Three-year Trend Data

Suspensions/Expulsions

	Suspensions	Expulsions
2020-2021	6	0
2021-2022	5	0
2022-2023	24	0

Suspensions/Expulsions by Sub-Group

	2020-2021	2021-2022	2022-2023
American Indian	0	0	0
Asian	0	0	0
Black	5	4	18
Hispanic	1	0	0
Multi-Racial	0	1	5
White	0	0	1
Female	0	0	9
Male	6	5	15
IEP - Yes	3	3	5
IEP - No	3	2	19

Enrollment by Ethnicity

	2020-2021	2021-2022	2022-2023
American Indian	0.0%	0.2%	0.0%
Asian	7.8%	4.8%	5.2%
Black	28.0%	31.2%	34.7%
Hispanic	41.8%	39.8%	33.4%
Multi-Racial	4.3%	4.8%	4.6%

White	18.2%	19.1%	21.5%
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Enrollment by Free/Reduced/Paid Lunch

	2020-2021	2021-2022	2022-2023
Free Lunch	72.4%	63.2%	79.5%
Paid Lunch	27.6%	36.8%	20.5%

Attendance

	2020-2021	2021-2022	2022-2023
Attendance Rate	94.3%	93.6%	93.5%
Number of Unexcused Absences	3,422	2,976.5	2854.0

ILEARN English/Language Arts Achievement by Subgroup

	Overall	Black	Asian	Hisp	White	Multi	SPED	ELL	F/R
22-23	24%	17%	20%	10%	56%	55%	10%	6%	13%
21-22	23%	22%	23%	13%	49%	42%	9%	10%	17%
20-21	27%	28%	42%	19%	37%	50%	6%	12%	23%

ILEARN Mathematics Achievement by Subgroup

	Overall	Black	Asian	Hisp	White	Multi	SPED	ELL	F/R
22-23	31%	15%	47%	25%	56%	73%	13%	18%	23%
21-22	30%	17%	46%	29%	54%	54%	15%	24%	25%
20-21	28%	26%	42%	20%	43%	38%	9%	15%	24%

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"> Diversity (Student Achievement, Ethnicity, and 	<ul style="list-style-type: none"> Family involvement Communication between parent and teacher due to 	<ul style="list-style-type: none"> Differentiated plans for family involvement

	<p>Socio-Economic Levels)</p> <ul style="list-style-type: none"> ● Growth performance of the various subgroups 	<p>language barrier and conference elimination</p> <ul style="list-style-type: none"> ● Meeting needs of the various subgroups 	<ul style="list-style-type: none"> ● More cultural competency events ● Different languages to support communication and collaboration
Attendance	<ul style="list-style-type: none"> ● Daily attendance rates ● Social Worker connecting to families 	<ul style="list-style-type: none"> ● Individual students of concern (6+ unexcused absences)- Action Plan ● Home Visits 	<ul style="list-style-type: none"> ● Support for students unable to attend school due to extenuating circumstances ● Action plan to assist parents / students to increase attendance rate (students of concern)
Student Achievement	<ul style="list-style-type: none"> ● Ongoing growth ● Action plans for students in interventions ● Math Achievement (Achievement in all grade levels remains higher than E/LA) 	<ul style="list-style-type: none"> ● Conference times and communication support ● More after school activities without adding more responsibilities to Nora staff 	<ul style="list-style-type: none"> ● Conference plan to help increase attendance ● Recruit more community agencies to provide support for after school activities. For example, the Jordan Y.M.C.A. ● The support of additional service-learning projects for the students ● Daily morning meeting in all classrooms and more professional development in the areas of Responsive Classroom and Second Steps

School Culture and Climate	<ul style="list-style-type: none"> ● Community partnerships ● Support for students (Staff and resources) ● Commitment of staff ● Availability of family and community programs 	<ul style="list-style-type: none"> ● Collaboration time ● Vertical articulation within the curriculum ● Building relationships with all students ● Building and maintaining capacity for proactive discipline practice among diverse, transient student groups 	<ul style="list-style-type: none"> ● Collaboration opportunities for ALL staff ● Vertical articulation plan ● Resiliency team collaboration and PD
Staff Quality/Professional Development	<ul style="list-style-type: none"> ● Committed/strong staff ● Opportunities and resources ● Accessibility PD 	<ul style="list-style-type: none"> ● Professional development -how can we provide differentiated PD for staff 	<ul style="list-style-type: none"> ● Plan for differentiated PD throughout the year ● Protect planning time/PLC through building schedule plan
Curriculum, Instruction, Assessment	<ul style="list-style-type: none"> ● Staff ● Coaches ● Resources 	<ul style="list-style-type: none"> ● Training on PLC's for staff ● Word Study training ● Continued Calkins training 	<ul style="list-style-type: none"> ● Literacy and math action plan ● A comprehensive plan for student supports
Family and Community Involvement	<ul style="list-style-type: none"> ● A leader in community partnerships ● Social Worker able to connect to families ● PTA offering LUNA language services for monthly meetings 	<ul style="list-style-type: none"> ● Coordination of services and planning of services for student and family involvement/services 	<ul style="list-style-type: none"> ● Differentiated plans for involvement ● More cultural competency training ● Recruit parents of different languages to support communication and collaboration
Technology	<ul style="list-style-type: none"> ● Resources and access ● Use of Canvas in upper grades 	<ul style="list-style-type: none"> ● Time to use ● PD for staff, students, families 	<ul style="list-style-type: none"> ● Technology action plan ● Technology goals

		<ul style="list-style-type: none"> ● One-to-one devices for student use at home and school 	
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Priority Goal Summary and Decision Making Process

The following is a summary of the goals encompassed in this plan for the 2023-24 school year. The details of each goal are available in the next section.

Priority #	Goal Statement
1	<p>Priority 1 Equitable Achievement - Provide an equitable educational environment that inspires and empowers all students to increase their academic success as well as their social and emotional learning.</p> <p><i>Goal 1B: Decrease behavior disruptive to the learning as measured by office referrals in the areas of continuous class disruption, disrespect, and refusal to comply.</i></p> <p><i>Discipline: Students will reduce disruptive behaviors to the learning environment as measured by office referrals for continued classroom disruption, disrespect, and refusal to comply by 30%.</i></p> <p><i>Goal 1C - Reading: Improve academic growth for all subgroups and reduce the achievement gap for students of color in literacy</i> <i>Reading: Improve academic proficiency for all subgroups, Asian - 1%, Black - 2%, Hispanic - 2%, White - 1%, Multi-Racial - 1%, SPED - 2%, ELL - 2%</i></p> <p><i>Goal 1C - Math: Improve academic growth for all subgroups and reduce the achievement gap for students of color in math</i> <i>Math: Improve academic proficiency for all subgroups, Asian - 1%, Black - 2%, Hispanic - 2%, White - 1%, Multi-Racial - 1%, SPED - 2%, ELL - 2%</i></p> <p><i>Goal 1D-ELA: Improve the academic achievement for all subgroups as measured by ILEARN ELA proficiency</i></p> <p><i>ELA: Improve academic proficiency for all subgroups, Asian - 1%, Black - 2%, Hispanic - 2%, White - 1%, Multi-Racial - 1%, SPED - 2%, ELL - 2%</i></p> <p><i>Goal 1D-Math: Improve the academic achievement for all subgroups as measured by ILEARN math proficiency</i></p> <p><i>Math: Improve academic proficiency for all subgroups, Asian - 1%, Black - 2%, Hispanic - 2%, White - 1%, Multi-Racial - 1%, SPED - 2%, ELL - 2%</i></p>
2	<p>Priority 2 - Hiring & Retention of a High Quality & Diverse Staff – Advance a District culture that values and affirms diversity</p>

	<i>Goal 2B: Improve retention of all certified staff by decreasing Effective and Highly Effective teacher resignations.</i>
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: NO 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

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

Decision Making Process

In alignment with the district quality assurance process, Washington Township will implement a process to regularly review progress on program action plans, instruction improvement deployment, and formative assessment results.

Washington Township is also working on a process where focused instructional practices are monitored to ensure broad and effective deployment. The Teaching & Learning division will work closely with each school. Key questions to be answered throughout this process include:

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

The 2022-2023 school year provided Nora Elementary School with countless opportunities to grow as a school community, as we fully implemented in-person instruction. Literacy and Math coaching continued

this school year and operated in collaboration with district leadership and alongside the school-based school leadership team to ensure student achievement and overall high student growth. Literacy and Math coaches met weekly to monitor student and classroom progress, and develop additional professional development opportunities. These are aligned to the individual needs of each grade level or specific classroom based on student data and aligned to grade level PLC's (Professional Learning Communities).

Grade-level teams, MTSS teams, and the School Improvement Committee worked together to analyze data and develop individual intervention plans for students. Within PLC's teams shared successful practices with other teammates and shared information across grade levels. 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 summative and formative assessments. As teams analyzed data, they focused both on the highest educational deficits as well as areas of strength. This same data was used to develop enrichment opportunities for proficient students and to drive instruction. The Instructional Leadership Team meets weekly to set goals and discuss what will occur during grade-level PLC meetings. The teams review data and discuss progress students are making in academics and behavior. Additionally, this helps identify and support students who may be in need of Tier 2 or 3 support. Grade level teams work with special education teachers, specials teachers, ENL teachers and Title One interventionists discussing areas of strength, areas of need and to share strategies to help students based on assessments. Nora's Proactive Discipline Team / Resiliency Team continued to build culturally responsive teaching practices and strategies. Student behavioral data was continuously reviewed to address students' behavioral needs in a proactive manner rather than reactive.

Parent/Community: A diverse group of parents are included in the planning, review, and improvement of the school-wide 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. We work to invite in, honor, and celebrate the varied perspectives our school community provides. The COVID-19 pandemic has continued to display a need for increased and more rigorous avenues of communication with our families across multiple platforms and media (In-Person, Parentsquare, Social Media, Translated Material, Individualized Phone Calls, etc).

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.

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: Staff will continue to analyze Great 8 discipline data monthly and participate in Diversity, Equity, and Inclusion professional development.			
Action Steps	Required Resources/PD	Timeline	Evidence
Monthly MTSS meetings	Continued training on ORID method	Monthly for academic and behavior	Agendas Progress towards goals Great 8 behavior data
Tier 2 and 3 behavior meetings	Review MTSS procedures, coordinator role	Tier 3 meetings- scheduled as needed Data meetings- 3x/year Tier plan check-ins: Tier 3 - monthly Tier 2- PLC agenda	Tier plans: progress monitor and NWEA data Agendas from PLC and Tier meetings Data discussion review regarding behavior and academics
DEI Prof. Development	Ongoing DEI training for leadership and admin team	PLC's Data meetings- 3x/year MTSS monthly behavior meetings	Great 8 behavior data Classroom observations Panorama surveys

Strategy: Increasing family involvement and communication			
Action Steps	Required Resources/PD	Timeline	Evidence
Family surveys	Survey link sent to families	Ice Cream Social and first month of school	Behaviorist, social worker, and admin will work to get survey results analyzed and share with staff in order to develop plans for the year
Phone Calls	Phone logs	BOY Monthly	Staff Phone Logs

	Scripts for staff to make calls home		Discipline data improving with family communication
Parent Square	Parent Square Ap: inform families how to install and utilize Ap	yearound	Increase in use and interaction of Parent Square

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)	55.1%		49.5%		49.6%		80.3%		76.0%		27.2%		39.4%	
20-21 (RBL)	48.0%		48.0%		36.0%		58.0%		60.0%		16.0%		29.0%	
21-22	48.5%	40.7%	49.0%	49.7%	37.0%	35.7%	58.5%	66.7%	60.5%	80.0%	16.5%	26.8%	29.5%	30.5%
22-23	51.7%	48.2%	51.2%	51.4%	43.2%	40.2%	66.8%	81.8%	66.7%	70.8%	21.1%	36.5%	33.8%	37.1%
23-24	53.6%		52.8%		46.8%		71.2%		70.0%		23.6%		36.2%	
24-25	55.4%		54.3%		50.4%		75.5%		73.3%		26.1%		38.6%	
25-26	57.3%		55.9%		54.0%		79.9%		76.7%		28.7%		41.0%	
26-27	59.1%		57.5%		57.6%		84.3%		80.0%		31.2%		43.4%	
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)	28.0%		22.9%		30.2%		63.3%		50.0%		13.2%		20.0%	
20-21 (RBL)	42.0%		28.0%		19.0%		37.0%		50.0%		6.0%		12.0%	
21-22	42.5%	23.1%	29.0%	21.6%	20.0%	13.9%	37.5%	48.6%	50.5%	41.7%	6.5%	9.1%	12.5%	10.6%
22-23	44.0%	20.0%	29.0%	17.5%	25.4%	9.6%	47.1%	56.0%	52.0%	51.5%	9.7%	9.4%	16.0%	6.1%
23-24	45.0%		29.5%		28.6%		52.2%		53.0%		11.6%		18.0%	
24-25	46.0%		29.9%		31.8%		57.2%		54.0%		13.5%		20.0%	
25-26	47.0%		30.4%		35.0%		62.3%		55.0%		15.3%		22.0%	
26-27	48.0%		30.9%		38.2%		67.3%		56.0%		17.2%		24.0%	

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 Reading and 1D-ILEARN ELA: School Action Plan for the 2023-2024 School Year (Title Component 2, 4, and 9)

Strategy: 100% of teachers will engage in an ongoing Professional Learning Community (PLC) process.			
Action Steps	Required Resources/PD	Timeline	Evidence
Classroom teachers will analyze ELA data from fall NWEA by subgroup and monitor the progress of those subgroups.	NWEA Spreadsheet PLC framework	September 2023 December 2023 May 2024	Increase in ELA proficiency on NWEA Grade level PLC document WIDA test scores
Based on Fall NWEA data classroom teachers will track data on sub-groups throughout the year.	PLC framework	September 2023 (After Fall NWEA Window)	Increase in ELA proficiency on NWEA Grade level PLC document
Classroom teachers will analyze ELA data of their chosen sub-group through PLC monthly.	Short-cycle assessments Exit tickets	Every Unit	Grade level PLC document
Teachers collaboratively reflect on data in order to plan actions steps for students.	PLC framework	Ongoing - pre/post assessment for each unit	Grade level PLC document

Strategy: Teachers will meet the differentiated needs of their students through purposeful planning and small group instruction.			
Action Steps	Required Resources/PD	Timeline	Evidence
Teachers will provide responsive instruction during small group time within their ELA block.	MSDWT Reading Workshop Framework Descriptors and Standards Framework-WIDA	Throughout the year	Small group walk throughs Exit ticket data
Teachers will differentiate daily	Documented data from formal and informal assessments.	Throughout the year	Small group instruction

instruction based on data.	PLC Planning Descriptors and Standards Framework-WIDA MSDWT District Reading/Phonics documents		Lesson plans Data driven groups Grade level PLC document
Teachers will use an explicit approach to teaching.	PD on culturally responsive and explicit teaching (staff meeting or PLC)	Throughout the year	Lesson plans Small group walk throughs

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)	59.2%		48.4%		51.5%		80.3%		68.0%		30.4%		43.3%	
20-21 (RBL)	55.0%		41.0%		28.0%		69.0%		60.0%		17.0%		26.0%	
21-22	55.5%	55.6%	42.0%	44.1%	29.0%	45.7%	69.5%	76.8%	60.5%	76.7%	17.5%	30.6%	26.5%	39.5%
22-23	57.7%	77.8%	46.1%	58.8%	38.5%	56.9%	74.1%	83.6%	64.0%	87.0%	22.8%	43.2%	33.1%	55.5%
23-24	59.1%		48.7%		43.8%		76.7%		66.0%		25.7%		36.7%	
24-25	60.5%		51.3%		49.0%		79.2%		68.0%		28.6%		40.2%	
25-26	61.8%		53.8%		54.3%		81.8%		70.0%		31.5%		43.8%	
26-27	63.2%		56.4%		59.5%		84.3%		72.0%		34.4%		47.3%	
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)	40.0%		24.1%		37.3%		60.0%		50.0%		10.5%		29.6%	
20-21 (RBL)	42.0%		26.0%		20.0%		43.0%		38.0%		9.0%		15.0%	
21-22	42.5%	46.2%	27.0%	17.0%	21.0%	28.7%	43.5%	54.1%	38.5%	51.5%	9.5%	15.2%	15.5%	23.9%
22-23	44.0%	46.7%	28.0%	14.4%	28.4%	25.5%	50.0%	56.0%	43.3%	72.7%	11.0%	12.5%	21.2%	20.2%
23-24	45.0%		29.1%		32.7%		53.5%		46.0%		12.0%		24.3%	
24-25	46.0%		30.1%		36.9%		57.0%		48.7%		13.0%		27.4%	
25-26	47.0%		31.1%		41.1%		60.5%		51.3%		14.0%		30.5%	
26-27	48.0%		32.1%		45.3%		64.0%		54.0%		15.0%		33.6%	

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

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

Goals 1C-NWEA Math and ILEARN Math: School Action Plan for the 2023-2024 School Year (Title Component 2, 4, and 9)

Strategy: Teachers will engage in an ongoing Professional Learning Community (PLC) process.			
Action Steps	Required Resources/PD	Timeline	Evidence
Classroom teachers will analyze math data from FALL NWEA by subgroup and monitor the progress of those subgroups.	PLC framework	September 2023 December 2023 May 2024	Increase in math proficiency on NWEA Grade level PLC document WIDA test scores
Based on Fall NWEA data classroom teachers will track data on sub-groups throughout the year.	PLC framework	September 2023 (After Fall NWEA Window)	Increase in math proficiency on NWEA Grade level PLC document
Classroom teachers will analyze math data of their chosen sub-group through PLC monthly.	Unit assessments Math fact benchmarks	Every Unit	Grade level PLC document
Teachers will decompose content standards in PLC to allow for deeper understanding and implementation.	IDOE standards IDOE math framework	Ongoing	Grade level PLC document Classroom instruction Increased student efficiency on NWEA, Unit Assessments, State Assessments
Teachers collaboratively reflect on data in order to plan actions steps for students.	PLC framework	Ongoing - pre/post assessment for each math unit	Grade level PLC document

Strategy: Teachers will meet the differentiated needs of their students through purposeful planning and small group instruction.			
Action Steps	Required Resources/PD	Timeline	Evidence
Teachers will provide responsive instruction during small group time within their math block.	-MSDWT Math Workshop Framework -MSDWT Discourse prompting Guide -PD on small group framework and responsive instruction	Throughout the year	Small group walk throughs

	-Descriptors and Standards Framework-WIDA		
Teachers will differentiate daily instruction based on data.	-Documented data from formal and informal assessments. -PLC Planning -Descriptors and Standards Framework-WIDA -Walk-throughs -Learning Walks -Student work protocols	Throughout the year	Small group instruction Lesson plans Data driven groups Grade level PLC document
Teachers will use an explicit approach to teaching.	PD on culturally responsive and explicit teaching (staff meeting or PLC)	Throughout the year	Small group walk through

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%	15.9%
2021-22	9.0%	9.3%
2022-23	8.0%	4.7%
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.
- Celebrate staff accomplishments and building a level of appreciation.
- Identify staff for awards and apply on behalf of staff to celebrate classroom and personal work.

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%	9.0%
2021-22	16.0%	19.0%
2022-23	21.0%	20.5%
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 and community volunteers to better represent the student population.			
Action Steps	Required Resources/PD	Timeline	Evidence
Reach out to our numerous community partners (both business and faith-based) and advertise our desire to increase our diverse volunteer base. In addition, reach out to our Nora	Volunteer Database Community Outreach Informational Packet	July 2023 Initial Ask August 2023- May 2024- Continued to ask throughout the year.	Increase the overall diversity of our volunteer population.

families to better understand their needs.			
Establish new partnerships with community organizations that represent our extremely diverse student population.	Community Partner Contact List Community Outreach Informational Packet Social Worker / Parent Liaison	August 2023- May 2024- Continue to locate and identify new community partners.	Increase the overall diversity of our volunteer population.
Hold new volunteer welcome/training sessions to help acclimate new volunteers to the school community and provide specific instructional support ideas.	Onboarding information. Hold training sessions throughout the year. Hold culturally responsive training for volunteers. Establish a feedback cycle for volunteers.	August 2023- Initial Training October 2023- May 2024 hold bi-monthly training sessions for volunteers.	Agenda and sign-in documentation from specific training.

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	Oct. 1			

Description of Curriculum

MSDWT evaluates the 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 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 Paraprofessionals (Title 1 Component 3)

2023-2024 Highly Qualified Teachers: All verification and supporting documents are filed at the Community and Education Center in the human resources files.

Highly Qualified Paraprofessionals (Title 1 Component 3)

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 several university recruitment fairs as well as a job fair focused on identifying and selecting the highest quality 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 vast amount 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

Nora Elementary School is a K-5 grade school. Our transition plan includes a focus on transitioning students into kindergarten, first grade, and from the fifth grade to the middle school.

In addition to offering these transitions, Nora School works in collaboration with local Pre-Schools and Public Agencies to assure a smooth transition to Pre-School and/or Kindergarten. In some instances, this transition does not occur until First Grade. These transitions occur formally and informally and the transitions may include a Case Conference as identified in Article 7 or transition activity such as an Open House or Kindergarten Ice Cream Social.

Kindergarten and First Grade Staff meet each spring to discuss transition plans and the alignment of curriculum. This planning includes Administration, Special Education, and E.N.L. Staff so as to appropriately support the needs of IEPs and LEPs. This planning includes essentials for the upcoming school year and how to best transition the students between the different levels.

Nora Elementary School students feed into two different Middle Schools Eastwood and Northview. Similar planning is provided to allow for a smooth transition between the Elementary and Middle Schools and includes all stakeholders and specific educational support and programming. Additionally, in the spring there are student tours, parent meetings, and class selection. Students and their families are also invited to an Open House specifically designed for incoming sixth graders. Each of these opportunities provides students and their families with the information they need in the areas of class selection, additional curriculum offerings that include world language and the arts such as band, choir, and orchestra, and also extra-curricular opportunities. The middle schools hold a parent coffee early

during the spring semester to answer any questions that parents may have, as well as to offer a welcoming environment to introduce each administrator, etc. This coffee is held at Nora.

Tours and visits are offered to incoming, new, and prospective families throughout the school year. Nora Elementary School is committed to providing a smooth transition to learning at all levels and for each and every student with whom they work. Our incoming special education students from Hill Top have transition conferences with Nora teachers to ensure the transition is smooth.

Program Statement

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

Parent Compact

Nora Elementary - Parent Compact 2023-2024

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

Student Pledge

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

- Come to school ready to learn and work hard.
- Bring necessary materials, completed assignments and homework.
- Know and follow school and class rules.
- Communicate regularly with my parents and teachers about school experiences so that they can help me to be successful in school.
- Limit my TV watching, video game playing, and internet usage.
- Study or read every day after school.

- Respect the school, classmates, staff and families.

Family/Parent Pledge

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

- Provide a quiet time and place for homework and monitor TV viewing.
- Read to my child or encourage my child to read every day (20 minutes K-3, and 30 minutes for grades 4-5).
- Ensure that my child attends school every day and gets adequate sleep, medical attention when required, and proper nutrition.
- Regularly monitor my child's progress in school.
- Participate, as appropriate, in decisions about my child's education.
- Attend parent-teacher conferences.
- Communicate the importance of education and learning to my child.
- Respect the school, staff, students, and families.

Staff

Student

Parent

Nora Elementary Promesa/Contrato de Padres 2022-2023

Las familias y las escuelas deben trabajar juntos para ayudar a los estudiantes a que logran niveles académicos altos. Por un proceso que incluyó a maestros, familias, representantes de estudiantes y de la comunidad, los siguientes son roles y responsabilidades que nosotros como socios llevaremos a cabo para sostener éxito de los estudiante en la escuela y en la vida.

Promesa de los Empleados/Maestras

Concuerdo en llevar a cabo las responsabilidades siguientes al la mejor de mis habilidades:

- Proveer un ambiente de aprender seguro.
- Enseñar clases interesantes y tener un currículo desafiante que promueve el logro de estudiante.
- Motivar a mis estudiantes para que aprendan.
- Obtener metas de esperanzas altas y ayudar a cada niño a tener éxito en obtener y aprender los estándares académicos de logro de Indiana.
- Comunicar con frecuencia y reunirme anualmente con las familias acerca del progreso del estudiante y en compacto de la escuela con los padres.
- Proveer oportunidades para los padres para que ofrezcan su tiempo voluntariamente, participar, y para observar en mi salón de clase. Tomar parte en las oportunidades profesionales del desarrollo que mejoran la enseñanza y el aprendizaje y sostienen la formación de asociaciones con familias y la comunidad.
- Tomar parte activamente en el proceso de tomar decisiones cooperativas con padres y colegas de la escuela para hacer nuestra escuela accesible y dar la bienvenida a todas las familias.
- Respetar la escuela, los estudiantes, el personal y las familias.

Promesas de los Estudiantes

Concuerdo en llevar a cabo las responsabilidades siguientes al la mejor de mis habilidades:

- Venir a la escuela listo para aprender y trabajar duramente.
- Traer las materias necesarias, las tareas y los deberes completados.
- Saber y seguir las reglas de la escuela y el salón.
- Comunicar regularmente con mis padres y maestros acerca de mis experiencias de la escuela para que ellos me puedan ayudar a tener éxito en la escuela.
- Limitar el tiempo de ver televisión, jugar con los videos, y el uso del internet o red electrónica.
- Estudiar o leer cada día después de la escuela.
- Respetar la escuela, los compañeros de clase, el personal y las familias.

Promesa de la Familia/Padres

Concuerdo en llevar a cabo las responsabilidades siguientes al la mejor de mis habilidades:

- Proveeré un tiempo y lugar callado para los deberes de la escuela y controlar el tiempo de la televisión.
- Leerle a mi niño o alentar a mi niño a leer cada día (20 minutos K-3, y 30 minutos para grados 4-6).
- Asegurar que mi niño asista la escuela cada día y obtenga el sueño adecuado, la atención médica regular y nutrición apropiada.
- Estaré pendiente regularmente del progreso de mi niño en la escuela.
- Participare, como apropiadamente, en las decisiones acerca de la educación de mi niño.
- Asistiré las conferencias de padres y maestros.
- Comunicare la importancia de la educación y aprendizaje a mi niño.
- Respetare la escuela, el personal, los estudiantes, y las familias.

Maestra

Estudiante

Padre

Nora Parent Compact

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 the district selected Action Steps and Strategies. And, the SIP team may select additional Action Steps.

Strategy Area 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 of the school. The information should include details such as the grade level and the type of PD (online, face to face, group, individual, by coach, or through a workshop).

Target Date

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

Evidence

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

[Link to School QAR Document](#)

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