



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

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



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

9/12/2024

Date

Handwritten signature of Dr. Nikki Woodson in blue ink.

Superintendent Signature, Dr. Nikki Woodson

9/11/24

Date

Handwritten signature of Bill Turner in blue ink.

School Board President Signature, Bill Turner

9/11/2024

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

Peter Schilifke - Principal
Jill Kropa - Assistant Principal
Lisa McCall - Kindergarten Teacher
Racheal Moheban - 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:

Monday, September 16, 2024
Monday, October 28, 2024
Monday, December 16, 2024
Monday, January 27, 2025
Monday, February 24, 2025
Monday, March 17, 2025
Monday, April 28, 2025
Monday, May 19, 2025

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 Spring Open House, Book Fairs, VIP Sneaker Ball, 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 2024, 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 2024. At Back to School Night 2024, 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	2024 Fall
P.T.O. Planning	P.T.O. EXEC Board, Members At Large, and Parents	Every Summer
Annual Partnership Meetings	Principal and Partnership Liaisons	2024-2025
Leadership Meetings and PLC Time	Nora Staff	2024-25/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.	2024-2025
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 2024
Latino Family Literacy Program	Staff, Parents, and Community Members, Rosa Chemor	Monthly 2024-2025

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, winter assistance to over 20 students/families each December, and school supplies as a means of supporting student need and overall learning needs.
- Church at the Crossing-Volunteers provide food pantry volunteers throughout the year and will provide some assistance to families on an as needed basis.
- Cummins Mental Health-Counselor & Life Skills Specialist provide counseling, therapy, and skills sessions in and out of the school setting.
- Faith Church- provides mentors to participating students as well as family engagement activities throughout the year to Nora families. They provide food for school break bags for students over each break throughout the school year.

- First Baptist Church provides a community food pantry and offers sports scholarships to participating students.
- Kiwanis provides financial support for the students and staff at Nora.
- Brightlane Learning provides 1:1 tutoring to students experiencing homelessness and/or housing instability throughout the school year
- Seven Corners provides shoes for Nora shoe closet, provides water bottles for students and supplies or financial support for teachers and items focused around the food pantry. They also help 3-5 families with winter assistance each year.
- North Central Church of Christ hosts a clothes and Crayons event each year, providing 100+ students with school supplies and backpacks, they also provide Winter Assistance which supports 10-15 families each December, and they provide support for families as needed throughout the year including things like clothing, household items, etc.

Comprehensive Needs Assessment (Title I Components 1 and 8)

Three-year Trend Data

Suspensions/Expulsions

	Suspensions	Expulsions
2023-2024	32	0
2022-2023	23	0
2021-2022	4	0

Suspensions/Expulsions by Grade

	2021-2022	2022-2023	2023-2024
K	0	4	0
1	0	8	9
2	0	0	8
3	2	3	3
4	1	5	5
5	1	3	7

Suspensions/Expulsions by Sub-Group

	2021-2022	2022-2023	2023-2024
American Indian	0	0	0
Asian	0	0	0

Black	4	17	15
Hispanic	0	0	3
Multi-Racial	0	5	11
White	0	1	3
Female	0	9	9
Male	4	14	23
IEP - Yes	3	4	14
IEP - No	1	19	18

Enrollment by Ethnicity

	2021-2022	2022-2023	2023-2024
American Indian	0.2%	0.0%	0.0%
Asian	4.8%	5.2%	3.7%
Black	31.2%	34.7%	33.6%
Hispanic	39.8%	33.4%	34.4%
Multi-Racial	4.8%	4.6%	6.0%
White	19.1%	21.5%	21.9%

Enrollment by Free/Reduced/Paid Lunch

	2021-2022	2022-2023	2023-2024
Free Lunch	63.2%	79.5%	78.9%
Paid Lunch	36.8%	20.5%	21.1%

Attendance

	2021-2022	2022-2023	2023-2024
Attendance Rate	93.6%	93.5%	94.5%
Number of Unexcused Absences	2,976.5	2854.0	2346.0

ILEARN English/Language Arts Achievement by Subgroup

	Overall	Black	Asian	Hisp	White	Multi	SPED	ELL	F/R
23-24	28%	26%	27%	24%	34%	54%	12%	16%	23%
22-23	24%	17%	20%	10%	56%	55%	10%	6%	13%
21-22	23%	22%	23%	13%	49%	42%	9%	10%	17%

ILEARN English/Language Arts by Grade

	2021-2022	2022-2023	2023-2024
3	21%	21%	31%
4	17%	23%	21%
5	34%	25%	34%

ILEARN Mathematics Achievement by Subgroup

	Overall	Black	Asian	Hisp	White	Multi	SPED	ELL	F/R
23-24	35%	26%	27%	29%	60%	46%	24%	30%	29%
22-23	31%	15%	47%	25%	56%	73%	13%	18%	23%
21-22	30%	17%	46%	29%	54%	54%	15%	24%	25%

ILEARN Math by Grade

	2021-2022	2022-2023	2023-2024
3	28%	30%	46%
4	30%	37%	32%
5	34%	25%	29%

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 Socio-Economic Levels) 	<ul style="list-style-type: none"> Family involvement Communication between parent and teacher due to language barrier and 	<ul style="list-style-type: none"> Differentiated plans for family involvement More cultural competency events

	<ul style="list-style-type: none"> ● Growth performance of the various subgroups 	<p>conference elimination</p> <ul style="list-style-type: none"> ● Meeting needs of the various subgroups 	<ul style="list-style-type: none"> ● 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

<p>School Culture and Climate</p>	<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
<p>Staff Quality/Professional Development</p>	<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
<p>Curriculum, Instruction, Assessment</p>	<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
<p>Family and Community Involvement</p>	<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
<p>Technology</p>	<ul style="list-style-type: none"> ● Resources and access ● Use of Canvas across all grade levels 	<ul style="list-style-type: none"> ● Time to use ● PD for staff, students, families ● One-to-one devices for student use at home and school 	<ul style="list-style-type: none"> ● Technology action plan ● Technology goals

<p>Access and Opportunity</p>	<p>Parent Involvement/PTO Opportunities School Based Communication Access to Social Worker, School Council, Student Support Team, and Cummins Mental Health Team</p>	<ul style="list-style-type: none"> ● Access to resources to support student learning and emotions at home ● Access to more after-school learning and/or enrichment opportunities ● More volunteer opportunities for families ● Increased School Attendance ● Continued wifi connections for families at home as well as devices 	<ul style="list-style-type: none"> ● Promotion of PTO involvement for diverse perspectives ● Support fall and spring after school clubs ● Attendance goals to increase school attendance
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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 2024-25 school year. The details of each goal are available in the next section.

Priority #	Goal Statement
<p>1</p>	<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 - 55.4%, Black - 54.3%, Hispanic - 50.4%, White - 75.5%, Multi-Racial - 73.3%, SPED - 26.1%, ELL - 38.6%</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 - 60.5%, Black - 51.3%, Hispanic - 49.0%, White - 79.2%, Multi-Racial - 68.0%, SPED - 28.6%, ELL - 40.2%</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 - 46.0%, Black - 29.9%, Hispanic - 49.0%, White - 79.2%, Multi-Racial - 68.0%, SPED - 28.6%, ELL - 40.2%</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 - 46.0%, Black - 30.1%, Hispanic - 36.9%, White - 57.0%, Multi-Racial - 48.7%, SPED - 13.0%, ELL - 27.4%</i></p>
2	<p>Priority 2 - Hiring & Retention of a High Quality & Diverse Staff – Advance a District culture that values and affirms diversity</p> <p><i>Goal 2B: Improve retention of all certified staff by decreasing Effective and Highly Effective teacher resignations.</i></p>
3	<p>Priority 3 - Partnerships - Strengthen our partnership with students, families and community stakeholders to achieve our mission of academic success for all students.</p> <p><i>Goal 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>

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
1	<p>Supplemental 1 - Attendance - Increase student daily attendance to increase student learning outcomes.</p> <p><i>Goal S1: Increase student attendance rate.</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 2023-2024 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. Nora has worked to continue 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).

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

Equitable Achievement Goal 1B

Equitable Achievement Goal 1B																
<i>By 2026-2027, decrease behavior disruptive to the learning environment as measured by office referrals in the areas of continuous class disruption, disrespect, and refusal to comply.</i>																
School Data	Asian		Black		Hispanic		White		Multi-Racial		SPED		ELL		All	
	Goal	Result	Goal	Result	Goal	Result	Goal	Result	Goal	Result	Goal	Result	Goal	Result	Goal	Result
18-19 (BL)	0		17		8		4		6		11		6		109	
20-21	0	0	16	3	8	0	4	0	6	0	10	2	6	0	104	3
21-22	0	0	15	21	7	1	4	4	5	8	10	8	5	1	98	34
22-23	0	0	15	36	7	3	3	4	5	21	9	4	5	2	93	64
23-24	0	2	14	32	7	4	3	15	5	11	9	19	5	13	89	64
24-25	0		13		6		3		5		9		5		84	
25-26	0		12		6		3		4		8		4		80	
26-27	0		12		6		3		4		8		4		76	
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 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.)

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
<p>Monthly MTSS meetings</p> <p>Weekly PLC grade level meetings (tier 2)</p>	Continued training on ORID method	Monthly for academic and behavior (First Monday of the Month)	<p>Agendas</p> <p>Exit Tickets, Domain assessments, Curriculum assessments</p> <p>Progress towards goals</p> <p>Great 8 behavior data</p>
Tier 2 and 3 behavior meetings	Review MTSS procedures, coordinator role	<p>Tier 3 meetings- scheduled as needed based on student needs or updated data</p> <p>Data meetings- 3x/year (Fall, Winter, and Spring)</p> <p>Tier plan check-ins: Tier 3 - monthly Tier 2- PLC agenda</p>	<p>Tier plans: progress monitor and assessment data</p> <p>Agendas from PLC and Tier meetings</p> <p>Data discussion review regarding behavior and academics</p>
Culturally Responsive Best Practices Intergration	Ongoing book study (Culturally Responsive Teaching & The Brain -Z. Hammond for leadership, admin., and building staff	<p>PLC's (Occurring Weekly)</p> <p>Data meetings- 3x/year (Fall, Winter, and Spring)</p> <p>MTSS monthly behavior meetings (On the First Monday of the Month)</p>	<p>Great 8 behavior data</p> <p>Classroom observations</p> <p>Panorama surveys</p> <p>Book Study Discussions</p>

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	MTSS Coordinator, 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 Scripts for staff to make calls home	BOY -For Buiding of Relationships Ongoing from August 2024-May 2025	Staff Phone Logs Discipline data improving with family communication
Parent Square	Parent Square Ap: inform families how to install and utilize App. Support form Tech on how to install and utilize APP	August 2024-May 2025	Increase in use and interaction of Parent Square

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

Equitable Achievement Goal 1C - Reading														
<i>By 2026-2027, improve academic proficiency for all subgroups as measured by NWEA Reading proficiency.</i>														
School Data	Asian		Black		Hispanic		White		Multi-Racial		SPED		ELL	
	Goal	Result	Goal	Result	Goal	Result	Goal	Result	Goal	Result	Goal	Result	Goal	Result
18-19 (BL)	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%	61.5%	52.8%	55.5%	46.8%	38.1%	71.2%	76.6%	70.0%	89.3%	23.6%	32.3%	36.2%	34.3%
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%	54.5%	9.7%	9.4%	16.0%	6.1%
23-24	45.0%	27.3%	29.5%	24.4%	28.6%	24.0%	52.2%	34.0%	53.0%	53.8%	11.6%	6.5%	18.0%	18.4%
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 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.

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 ILEARN Checkpoints and CKLA assessments by subgroup and monitor the progress of those subgroups.	CKLA Assessments ILEARN Checkpoint reports PLC framework	Quarterly: August 2024- May 2025	Increase in ELA proficiency on ILEARN Grade level PLC document WIDA test scores
Classroom teachers will analyze ELA data of their chosen subgroup through PLC monthly.	Amplify CKLA assessments Exit tickets	Every Unit: August 2024-May 2025	Grade level PLC document
Teachers collaboratively reflect on data in order to plan actions steps for students.	PLC framework	Ongoing: August 2024- May 2025, using Amplify CKLA exit tickets, informal and formal assessments	Grade level PLC document

Strategy: Teachers will meet the differentiated needs of their students through purposeful planning and reinforce with small group instruction.			
Action Steps	Required Resources/PD	Timeline	Evidence
Teachers will provide responsive instruction that engages all students in the curriculum, while using appropriate scaffolding and enrichment strategies.	Grade level standards CKLA Teacher's Manuals Descriptors and Standards Framework-WIDA Exit tickets	August 2024-May 2025	Walk throughs Exit ticket data

<p>Teachers will differentiate daily instruction based on data.</p>	<p>Documented data from formal and informal CKLA assessments. PLC Planning Descriptors and Standards Framework-WIDA MSDWT District Reading/Phonics documents</p>	<p>August 2024-May 2025</p>	<p>Small group instruction Lesson plans Data driven groups Grade level PLC document Walk throughs</p>
<p>Teachers will use an explicit approach to teaching.</p>	<p>PD on explicit teaching CKLA Scope and Sequence</p>	<p>August 2024-May 2025</p>	<p>Lesson plans Walk through Informal and formal evaluations</p>

Equitable Achievement Goals 1C-NWEA Math and 1D-ILEARN Math

Equitable Achievement Goal 1C - Math														
<i>By 2026-2027, improve academic proficiency for all subgroups as measured by NWEA Math proficiency.</i>														
School Data	Asian		Black		Hispanic		White		Multi-Racial		SPED		ELL	
	Goal	Result	Goal	Result	Goal	Result	Goal	Result	Goal	Result	Goal	Result	Goal	Result
18-19 (BL)	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%	84.6%	48.7%	60.1%	43.8%	47.6%	76.7%	84.0%	66.0%	77.8%	25.7%	34.4%	36.7%	49.5%
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%	54.5%	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%	27.3%	29.1%	24.4%	32.7%	28.9%	53.5%	60.0%	46.0%	46.2%	12.0%	16.1%	24.3%	25.0%
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 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.)

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 Benchmark assessments and/or ILEARN Checkpoints by subgroup and monitor the progress of those subgroups.	PLC framework New Standards OTUS	September/ October 2024 December 2024 May 2025	Increase in math proficiency on ILEARN and Benchmarks Grade level PLC document WIDA test scores
Teachers will decompose content standards in PLC to allow for deeper understanding and implementation.	IDOE standards IDOE math framework	Ongoing: August 2024-May 2025	Grade level PLC document Classroom instruction Increased student efficiency on ILEARN, Benchmark Assessments
Teachers collaboratively reflect on data in order to plan actions steps for students.	PLC framework	Ongoing: August 2024-May 2025 - pre/post assessment for each math module	Grade level PLC document Benchmark and Module Assessments

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 (intervention, reteach, and/or enrichment) during small group time within their math block.	-MSDWT Math Workshop Framework -MSDWT Discourse prompting Guide -PD on small group framework and responsive instruction -Descriptors and Standards Framework-WIDA	August 2024 - May 2025	Small group walk throughs. Improved data on benchmarks and module assessments.

Teachers will differentiate daily instruction based on data.	-Documented data from formative and summative assessments. -PLC Planning -Descriptors and Standards Framework-WIDA -Walk-throughs -Learning Walks -Look at Student Work sessions	August 2024 - May 2025	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 meetings or PLC) .	August 2024 - May 2025	Small group walk through

Student Attendance Rate Goal 1S

Student Attendance Rate Goal 1S		
<i>By 2024-2025, improve the student attendance rate.</i>		
	Goal	Result
2023-2024 (BL)	94.5%	
2024-2025	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.)

- Developed an attendance committee for the 2024-25 school year
- Focused on home visits, phone calls, and connecting with families
- Establish informative weekly communication regarding how poor student attendance can negatively impact student learning

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%	
<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.

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%	18.1%
2024-25	31.0%	
<i>Green = Benchmark Goal Met, Yellow = Progress Toward Benchmark Goal, Red = No Progress Toward Benchmark Goal</i>		

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.)

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 families to better understand their needs.	Volunteer Database Community Outreach Informational Packet	August 2024 - May 2025 Push in Fall of 2024	Increase the overall diversity of our volunteer population.
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 2024 - May 2025 Push in Fall 2024	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.	Quarterly 2024-2025	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)

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

Highly Qualified Paraprofessionals (Title 1 Component 3): All verification and supporting documents are filed at the Community and Education Center in the human resources files.

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

In an effort to recruit and retain highly qualified teachers and administrators, the district uses a multifaceted approach. We dedicate a lot of time to the interview process. We take part in 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 2024-2025

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 2024-2025

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

Conuerdo 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

Conuerdo 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

Conuerdo 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.
-

[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 School Professional Development Plans](#)

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