



**Metropolitan School District of Washington Township**  
 “Superior Schools in a Supportive Community”

*In Accordance with Public Law 221*  
**School Improvement Plan**  
**2020-2021**



School Name: Fox Hill Elementary School  
 School Address: 802 Fox Hill Dr. Indianapolis, IN 46228  
 School Phone Number: 317-259-5371  
 School Fax Number: 317-259-5383  
 School DOE Number: 5436  
 School Corporation Number: 5307

*Erica Beard*

Principal Signature, Erica Beard

*September 23, 2020*

Date

*Dr. Nikki Woodson*

Superintendent Signature, Dr. Nikki Woodson

September 23, 2020

Date

*Bill Turner*

School Board President Signature, Bill Turner

September 23, 2020

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 multi-cultural environment.*

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## **Purpose and Direction**

### **Purpose**

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

### **MSDWT Mission Statement**

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

### **MSDWT Vision Statement**

Superior Schools in a Supportive Community

[MSDWT Strategic Plan 2020-2025](#)

## School Improvement Team and Participation

### School Improvement and Schoolwide Planning Team

Erica Beard - Principal, Chair  
Heather Pitcock -Assistant Principal  
Mary Fran Lotfalian - Math Specialist  
Rachel Stein - Literacy Specialist  
Barb Conaway - SPED Teacher  
Ashley Ballweg - ENL Teacher  
Leah Lukovic - Special Area Teacher  
William Alumbaugh -Kdg. Teacher  
Paige McGuirk - 1<sup>st</sup> Grade Teacher  
Christina Haines - 2<sup>nd</sup> Grade Teacher  
Kim Morrow - 3<sup>rd</sup> Grade Teacher  
Emily Hollingsworth - 4<sup>th</sup> Grade Teacher  
Lori Grant Feliciano -4<sup>th</sup> Grade Teacher  
Rhonda Jenkins - 5<sup>th</sup> Grade Teacher  
Taryn Greaser - Parent

Committee's Domain of Study: Special Education		
Name	Stakeholder Group(s)	Role(s)
Erica Beard	School Representative	Principal
Heather Pitcock	School Representative	Principal, former Special Education Teacher
Kathryn Szwed	School Representative	Director of Special Services
Sabrina Schnurr	School Representative	Special Education Teacher
Dustin Robinson	School Representative	Special Education Teacher
Tiffany Lindsey	Parent	Parent
Taryn Greaser	Parent	Parent

Meeting Dates: Our SIP Team meets at least one time per quarter from August through May. Our parents do not attend all meetings; however, they meet with the principal separately to review information and provide feedback.

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

Fox Hill Elementary strives to be a school community that is caring, collaborative, and committed to the success of all learners. Parent involvement at Fox Hill is of the utmost importance and the following tenets are considered in fostering our parent and school partnership:

- Communication with parents regarding school goals and information is important.
- Parental feedback is necessary for continuous improvement.
- Parent Volunteers support student success by building community and school spirit.
- All school partners are valued.
- Strong parent partnerships are necessary in order to assist our teachers and our children.

In order to keep families abreast of Fox Hill news, the Fox Hill Flash Informational is sent home monthly to all families. The newsletter includes a school message from the principal, academic updates, PTO information, school events, and school happenings throughout the month. Parents also receive school communication and reminders via ClassDojo and social media websites. Families are also able to provide feedback via these communication platforms.

Because of these goals, the PTO and Dad's Club work alongside school staff to support educational opportunities in the school as well as they help coordinate and promote multiple school community opportunities for families. Events include Ice Cream Social, Back to School/Parent Informational Night, Fox Hill Community Fundraiser Nights, Math and Literacy Nights, Reward Nights, Honors Celebrations, Veteran's Day/Dad's Club Breakfast, Fall Festival, IB Exhibition, Breakfast with VIPs, and Spring Open House.

Our Title One staff is a part of many of these community events and at least twice a year provides family involvement opportunities that are low-cost with an academic focus. Families have opportunities to participate in reading and math interactive activities with their students, learn tips for supporting instruction at home, and receive reading and math instructional materials for at-home learning.

### **Additional strategies used to increase communication and gain parent participation and input throughout the year:**

- IREAD informational
- Monthly PTO Meetings
- Surveys for parents and students
- Parent compact review and submission
- Class and School Newsletters

## Stakeholder Input Opportunities to Support Goals

Stakeholder Input Name & Description	Who Participates	Timeline
Parent Compact Input Form	Parents	2020 -2021
Parent Surveys/Feedback Forms	Parents	2020 - 2021
School Improvement Plan Input	Teachers/Parents	2020 - 2021
Back to School/Parent Informational Night	FH Families	2020 - 2021
ILEARN/IRead Informationals	Grade 3-5 Families	2020 - 2021
Title One Math and Literacy Nights	FH Families	2020 - 2021
International Baccalaureate Exhibition	FH Families	2020 - 2021

## Description of Stakeholder Partnerships and Programs to Support Goals

Fox Hill has many local partnerships and programs that support our goals for success and student achievement.

- St. Luke’s United Methodist Church provides our school with many tutors who support teaching and learning in classrooms throughout the year.
- Student Success Club, an extended day program, is designed to incorporate additional interventions and tutoring time for 2nd and 3rd grade students in the areas of math and reading. Students are recommended by their teacher based on their reading and math data.
- School on Wheels is an after school program designed to provide one-on-one tutoring for students who are displaced or impacted by homelessness with the help of community volunteers.
- The before and after school program (AYS) has a homework time after school in which AYS instructors are present to help students with questions and provide additional help with homework if needed.
- Cummins Behavioral Health (Counselor and Life Skills Specialist)
- IUPUI Nursing Students support many classrooms and students by volunteering in the classroom to provide enrichment and/or remediation for students during the school day.
- Big Brother and Big Sisters of Central Indiana – mentoring selected students ages 8 – fifth grade.
- Oasis Tutors support students one on one with reading skills.

## Comprehensive Needs Assessment

### Three-year Trend Data

#### Safe and Disciplined Learning Environment

Year	Suspensions	Expulsions
2016-2017	93	0
2017-2018	58	0
2018-2019	102	1

#### Suspensions by Sub-group

Year/Sub-Group	2016-2017	2017-2018	2018-2019
American Indian	0	0	0
Asian	0	1	0
Black	65	45	93
Hispanic	4	3	0
Multi-Racial	5	2	5
White	19	7	5
Female	11	18	21
Male	82	40	82
IEP - YES	36	24	48
IEP - NO	57	34	55

## Demographic Data

### Enrollment by Ethnicity

Year/Sub-Group	2016-2017	2017-2018	2018-2019
American Indian	0.0%	0.0%	0.14%
Asian	2.0%	2.9%	4.75%
Black	55.8%	55.8%	52.93%
Hispanic	24.5%	25.1%	23.32%
Multi-Racial	3.3%	3.0%	4.89%
White	14.4%	13.2%	13.97%

### Free/Reduced/Paid Lunch

Year/Sub-Group	2016-2017	2017-2018	2018-2019
Free Lunch	66.9%	70.9%	73.74%
Reduced Lunch	6.8%	8.7%	7.82%
Paid Lunch	26.2%	20.5%	18.44%

### Attendance Data Monitoring and Goal

*Fox Hill Elementary School will monitor the attendance of our students. We will monitor the overall attendance rate of the entire school population as well as individual student attendance rates and patterns. We will celebrate students meeting the definition of a "model attendee" or "persistent attendee." We will utilize school personnel such as social workers and administration to work directly with parents and students when a child's lack of attendance is impacting his ability to learn or has met the criteria of a habitual absentee. Our goal is to maintain a school attendance rate consistent with the IDOE definition of "model" or persistent attendance.*

	2016-2017	2017-2018	2018-2019
Attendance Rate	95.8%	95.9%	95.91%
Number of Unexcused Absences	3864.5	3592	3087.5

### 3-Year Trend Data on Student Achievement by Subgroups



<b>Mathematics ISTEP+ Percent Pass</b>									
*IDOE Compass									
	<b>Overall</b>	<b>Black</b>	<b>Asian</b>	<b>Hispanic</b>	<b>White</b>	<b>Multi-Racial</b>	<b>SPED</b>	<b>ELL</b>	<b>F/R</b>
<b>2018-2019</b>	40%	29%	53%	30%	85%	44%	17%	15%	29%
<b>2017-2018</b>	44%	35%	40%	40%	82%	46%	22%	25%	32%
<b>2016-2017</b>	43%	30%	50%	31%	70%	77%	17%	0%	28%

<b>ELA ISTEP+ Percent Pass</b>									
*IDOE Compass									
	<b>Overall</b>	<b>Black</b>	<b>Asian</b>	<b>Hispanic</b>	<b>White</b>	<b>Multi-Racial</b>	<b>SPED</b>	<b>ELL</b>	<b>F/R</b>
<b>2018-2019</b>	35%	26%	40%	26%	74%	38%	17%	15%	25%
<b>2017-2018</b>	51%	45%	53%	41%	79%	69%	20%	26%	46%
<b>2016-2017</b>	49%	38%	49%	38%	74%	67%	15%	13%	37%

### Comprehensive Needs Assessment Summary

<b>Area of Review</b>	<b>Summary of Strengths What were the identified strengths?</b>	<b>Summary of Needs What were the identified needs?</b>	<b>Priorities : What are the priorities for your school?</b>
<b>Demographics</b>	<ul style="list-style-type: none"> <li>Diversity brings in different ideas</li> </ul>	<ul style="list-style-type: none"> <li>Lack of stability due to high volume of transiency (roughly 30%)</li> <li>Lack of background knowledge and limited vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>Partner with community organizations to work to support families in poverty.</li> </ul>
<b>Attendance</b>	<ul style="list-style-type: none"> <li>Most families value the importance of an education and send their children regularly. Students appear to enjoy coming to school.</li> </ul>	<ul style="list-style-type: none"> <li>Community Outreach</li> <li>Phone calls in different languages</li> </ul>	<ul style="list-style-type: none"> <li>Social worker and Administration reaching out to families with excessive absences and tardies to determine family barriers and how we can support the child in getting to school.</li> </ul>
<b>Student Achievement</b>	<ul style="list-style-type: none"> <li>Response to Instruction</li> </ul>	<ul style="list-style-type: none"> <li>Transiency</li> <li>Lack of school readiness</li> </ul>	<ul style="list-style-type: none"> <li>Excellent core instruction with</li> </ul>

	<ul style="list-style-type: none"> <li>● PLCS/Data meetings</li> <li>● Maintaining scores with changing demographics and staff</li> </ul>	<ul style="list-style-type: none"> <li>● Tardiness/Attendance</li> <li>● Limited English Proficiency</li> </ul>	<p>culturally relevant practices</p> <ul style="list-style-type: none"> <li>● Relentless approach to accomplishing achievement goals.</li> <li>● Focus on objectives, differentiation, small group intentional instruction, and checks for understanding</li> </ul>
<b>School Culture and Climate</b>	<ul style="list-style-type: none"> <li>● PBS</li> <li>● Responsive Classroom techniques</li> <li>● Community building</li> <li>● Culturally Relevant Practices</li> <li>● Controlled atmosphere</li> <li>● SPED Programming</li> </ul>	<ul style="list-style-type: none"> <li>● Ensuring the number of students with high needs receives adequate support.</li> <li>● Stability with Cummins</li> <li>● Supporting staff with skills to work with challenging students.</li> </ul>	<ul style="list-style-type: none"> <li>● Priority – continue to help teachers have ownership of their students by developing excellent classroom communities and building relationships with students. Use frequent praise as well as intentional instruction and intervention.</li> </ul>
<b>Staff Quality/Professional Development</b>	<ul style="list-style-type: none"> <li>● Training offered</li> <li>● Many opportunities for PD</li> </ul>	<ul style="list-style-type: none"> <li>● Teachers would like to observe others and get feedback</li> <li>● Teacher incentives for observing others</li> </ul>	<ul style="list-style-type: none"> <li>● Priority to provide more differentiation and time for others to observe each other</li> </ul>
<b>Curriculum, Instruction, Assessment</b>	<ul style="list-style-type: none"> <li>● Pacing guides</li> <li>● Materials</li> <li>● Comprehensive Core Program</li> </ul>	<ul style="list-style-type: none"> <li>● Flexibility</li> <li>● Time to get it all in.</li> </ul>	<ul style="list-style-type: none"> <li>● Major priority – aligning small groups and instructional practices to pacing guides</li> </ul>
<b>Family and Community Involvement</b>	<ul style="list-style-type: none"> <li>● PTO</li> <li>● Thursday family nights and events</li> <li>● Skyler phone calls</li> <li>● Dojo School Messaging</li> <li>● Room parents</li> </ul>	<ul style="list-style-type: none"> <li>● Getting more family involvement</li> <li>● ENL families</li> <li>● Translation for Spanish information</li> </ul>	<ul style="list-style-type: none"> <li>● Priority –want to better educate families on supporting student success from behavior to academics</li> <li>● Compact and Back to School Nights to get parents involved in volunteering</li> </ul>
<b>Technology</b>	<ul style="list-style-type: none"> <li>● Access to a wide array of</li> </ul>	<ul style="list-style-type: none"> <li>● Limited technology access at home for</li> </ul>	<ul style="list-style-type: none"> <li>● Continued teacher training on new technology</li> </ul>

	<p>technology in the school building</p> <ul style="list-style-type: none"> <li>● Computers in every classroom</li> <li>● Promethean Boards for large display in every classroom</li> <li>● Laptop carts</li> <li>● Ipads</li> <li>● Every teacher has an IPAD to enhance teaching and learning</li> <li>● IT support</li> <li>● Differentiated professional development</li> </ul>	<p>students and families.</p>	<ul style="list-style-type: none"> <li>● Use of technology as a source of engagement, differentiated instruction</li> <li>● Have technology available for families and parents to utilize if needed in the building</li> </ul>
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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 2020-2021 school year. The details of each goal are available in the next section.

Priority #	Goal Statement
1	<p><b><u>Priority 1 Equitable Achievement</u> - Provide an equitable educational environment that inspires and empowers all students to increase their academic success as well as their social and emotional learning.</b></p> <p><i>Goal 1A: Improve academic growth for all subgroups and reduce the achievement gap for students of color in literacy</i></p> <p><i>Literacy: Improve academic proficiency for all subgroups, Asian - 1%, Black - 2%, Hispanic - 2%, White - 1%, Multi-Racial 1%, SPED - 2%, ELL - 2%, F/R - 2%</i></p> <p><i>Goal 1B: Improve academic growth for all subgroups and reduce the achievement gap for students of color in math</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%, F/R - 2%</i></p>

	<p><b><i>Goal 1C: Decrease behavior disruptive to the learning as measured by office referrals in the areas of continuous class disruption, disrespect, and refusal to comply.</i></b></p> <p><b><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></b></p>
2	<p><b><u>Priority 2 - Hiring &amp; Retention of a High Quality &amp; Diverse Staff</u> – Advance a District culture that values and affirms diversity</b></p> <p><b><i>Goal 2A: Pursue and implement strategies to hire faculty who better represent the community that we serve.</i></b></p>
3.	<p><b><u>Priority 3 - Partnerships</u> - Strengthen our partnership with students, families and community stakeholders to achieve our mission of academic success for all students.</b></p> <p><b><i>Goal 3A: FH 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></b></p>

**Cultural Competency** In order to improve the cultural competency of its teachers, administrators, staff, parents, and students, Fox Hill Elementary School will focus on the following three areas: discipline, cultural responsiveness, and response to instruction and intervention. Culturally appropriate instructional and behavioral strategies will be identified and monthly professional development will be provided to staff accordingly.

**Decision Making Process**

Fox Hill Elementary’s decision making is based on a collaborative process and a shared leadership model. In times of new recommendation, optional change, or required resolution, staff and school committees are given the opportunity to share input. The administrative team values the input of staff and school committees and uses the feedback to make informed, final decisions. Some of Fox Hill’s committees include the Instructional Leadership Team, Grade Level PLC Leadership Committee, Proactive Discipline Committee, International Baccalaureate (IB) Core Team, Safety and Emergency Response Team, and the Response to Instruction and Intervention Committee. Administration meets with all teams throughout the year to share information as well as to stay informed on various aspects of Fox Hill Elementary.

The two teams that support the overall Fox Hill Instructional Decision Making Process would be the Instructional Leadership Team and the Grade Level/Team PLC Leadership Committee. The committees together comprise a voice from each sector of the school which allows for valued input in school decision making. The Instructional Leadership Team meets weekly to ensure the mission and vision of Fox Hill are being followed. School goals, instructional needs, teacher

coaching, staff development, and responding to school data are some of the elements reviewed by the Instructional Leadership Team. The team also leads all professional development and reviews data of each student in the building with staff members at least 3 times throughout the school year, with more frequent check-ins for students/groups with higher needs. The Instructional Leadership Team is a committee that oversees Fox Hill from a wide vantage point and helps administration make instructional decisions that will positively impact growth and achievement for all Fox Hill students. The Grade Level/Team PLC Leadership Committee meets quarterly with administration to stay informed, provide feedback, and discuss team/school data, always keeping the school goals in mind. Discussion includes the goals for continuous improvement and how the school plans to meet our goals with check-ins and follow up throughout the year. Grade Level/Team PLC leaders also meet regularly with their own teammates in quarterly PLCs to discuss student progress and make decisions for next steps in support.

Fox Hill Elementary continues to make growth through the support of this collaborative and shared process for decision making.

**Equitable Achievement Goal 1A**

*By 2024-2025, FH will improve academic proficiency for all subgroups, Asian - 1%, Black - 2%, Hispanic - 2%, White - 1%, Multi-Racial 1%, SPED - 2%, ELL - 2% as measured by NWEA Reading Proficiency.*

Fox Hill	Asian	Black	Hispanic	White	Multi-Racial	SPED	ELL
<b>Baseline (2018-19)</b>	65%	50%	41%	87%	65%	22%	35%
<b>2020-21</b>	66%	52%	43%	88%	66%	24%	37%
<b>2021-22</b>	67%	54%	45%	89%	67%	26%	39%
<b>2022-23</b>	68%	56%	47%	90%	68%	28%	41%
<b>2023-24</b>	69%	58%	49%	91%	69%	30%	43%
<b>2024-25</b>	70%	60%	51%	92%	70%	32%	45%

**Strategies**

**Goal 1: School Action Plan for the 2020-2021 School Year (Title Component 2, 4, and 9)**

<b>Strategy: Balanced Literacy Instruction: Reading and Writing Workshop</b>	
<b>Strategy Goal:</b> 100% of teachers will plan for literacy instruction incorporating a variety of teaching strategies and learning opportunities in	<b>Evidence</b> ● Collaborative Planning

<p>reading, writing, speaking, and listening to meet the varying instructional needs of all students.</p>	<ul style="list-style-type: none"> <li>● Lesson Plans</li> <li>● Classroom Observations</li> <li>● Learning Walks</li> <li>● Schoolwide Data - NWEA, F&amp;P</li> </ul>	
Action Steps	Required PD/Resources	Timeline
<p>Teachers will follow the Balanced Literacy framework to provide complete literacy development for all students. The components of balanced literacy will include:</p> <ul style="list-style-type: none"> <li>● Shared Reading (K-2)</li> <li>● Interactive Read Aloud</li> <li>● Phonics/Word Study</li> <li>● Reading Workshop (small group work and Independent reading)</li> <li>● Interactive Writing</li> <li>● Writing Workshop</li> </ul>	<p>Balanced Literacy Components            PD: K-2-Shared Reading, 3-5:Interactive Read Aloud , Qtrly PLC PD Follow-up led by Literacy Coach</p> <p>Seed Sessions PD follow up to focus on balanced literacy components with Literacy Coach</p> <p>Monthly Team Support with Literacy Coach and PYP Coordinator</p> <p>Grade Level/Team Collaborative Teacher Meeting with Literacy Coach/Admin</p> <p><u>Resources</u></p> <ul style="list-style-type: none"> <li>● A Guide to the Reading Workshop</li> <li>● Self -Assessment District Checklist (Workshop Structure)</li> </ul>	<p>Summer 2020-2021</p> <p>Fall, Winter, Spring 2020-2021</p> <p>Monthly 2020-2021</p> <p>Ongoing 2020-2021</p>
<p>Teacher Literacy Planning for the Writing/Reading Workshop will follow a gradual release of responsibility and include a mini-lesson (connection, teach, active engagement, and link), independent practice, and share. The following components should be embedded throughout the lesson:</p> <ul style="list-style-type: none"> <li>● Provocations</li> <li>● Objective/Central Idea</li> </ul>	<p>New Teacher Calkins Training with Literacy Coach, PYP Coordinator, and Admin</p> <p>Teacher Refresher PD at quarterly PLCs led by Literacy Coach (Components of the Workshop: Mini lesson, Independent Practice, Share)</p>	<p>Initial New Teacher Training - August 2020, Follow up ongoing 2020-2021</p> <p>August, October, January, April 2020-2021</p>

<ul style="list-style-type: none"> <li>● Key concepts/Related concepts</li> <li>● Essential Questions</li> <li>● Differentiation (providing supports for all subgroups to access the curriculum)</li> <li>● PYP Approaches to Learning</li> <li>● Engagement through: <ul style="list-style-type: none"> <li>● Culturally Relevant Practices <ul style="list-style-type: none"> <li>○ student/classroom culture embedded in materials, curriculum, and teaching</li> </ul> </li> <li>● Accountable Talk</li> <li>● Total Participation Techniques</li> </ul> </li> <li>● Checks for Understanding/Assessment</li> </ul>	<p>Monthly Team Support with Literacy Coach and PYP Coordinator</p> <p>Refresher PD with PYP Coordinator on student agency and inquiry within the workshop framework (PIP L&amp;T pg. 43-44)</p> <p>Grade Level/Team Collaborative Teacher Meeting with Literacy Coach/Admin</p> <p><u>Resources</u></p> <ul style="list-style-type: none"> <li>● A Guide to the Reading Workshop</li> <li>● Reading and writing Unit of Study Grade Level Kit</li> <li>● If...Then...Curriculum: Assessment Based Instruction, Grades k-5</li> <li>● Self -Assessment District Checklist (Mini-lesson &amp; Independent Practice )</li> <li>● Approaches to Learning PD -PIP L&amp;T pg.29-37</li> </ul>	<p>Monthly 2020-2021</p> <p>Fall 2020</p> <p>Ongoing 2020-2021</p>
<p><b>Strategy Goal:</b> 100% of teachers will responsively teach using assessment data to guide instructional groupings and determine teaching strategies during Reading and Writing Workshop. Instruction will be culturally relevant and intentional; and progress will be monitored frequently to appropriately group and meet student needs throughout the school year.</p>		<p><b>Evidence</b></p> <ul style="list-style-type: none"> <li>● Fox Hill Master Data Spreadsheet</li> <li>● Response to Instruction and Intervention documentation</li> <li>● Lesson Plans</li> <li>● Classroom Observations</li> <li>● Assessment Data</li> <li>● Data Meeting Notes</li> <li>● Learning Walks</li> <li>● Schoolwide Data - NWEA, F&amp;P</li> </ul>
<p><b>Action Steps</b></p>	<p><b>Required PD/Resources</b></p>	<p><b>Timeline</b></p>

<p>Teachers will utilize the assess, decide, and guide framework to pinpoint specific reading and writing skills or strategies to plan for small group work to meet the needs and goals of individual learners.</p> <p><b>Assess</b>-Conduct/administer formative assessments to determine student strengths and needs and to monitor progress.</p> <p><b>Decide</b>-Utilize formative assessments to help make instructional decisions about grouping, text selection, and to pinpoint specific skills and strategies students need to learn next.</p> <p><b>Guide</b>- Plan for small group work or conferring based on assessment data and student reading behaviors. Small group work possibilities specific to student group/sub group need:</p> <ul style="list-style-type: none"> <li>● Guided Reading</li> <li>● Strategy Group</li> <li>● Small Group Read Aloud with discussion</li> <li>● Self-Assessment with Learning Progression</li> </ul>	<p>Responsive Teaching Framework refresher training held for all teachers if needed and detailed training held for all new teachers led by Literacy Coach</p> <p>Quarterly PLC Training with all teachers: Small group possibilities (Strategy groups vs Guided Reading Groups) with Literacy Coach</p> <p>Specialized Follow up Training with ENL and Special Education Teachers led by Literacy Coach and/or Special Services dept</p> <p><u>Resources</u></p> <ul style="list-style-type: none"> <li>● Fountas and Pinnell Literacy Continuum</li> <li>● NWEA continuum</li> <li>● Reading Strategies Book</li> <li>● The Next Steps Forward in Guided Reading by Jan Richardson</li> <li>● Teacher Companion Flipbook by Jan Richardson</li> <li>● Learning Progressions (3-5)</li> <li>● Reading Unit of Study Grade Level Kit</li> <li>● PIP Monitoring and Documenting L&amp;T pg79</li> </ul>	<p>Initial New Teacher Training - August 2020, Follow up for new teachers ongoing 2020-2021</p> <p>August, October, January, April 2020-2021</p> <p>Fall 2020</p>
<p>Teachers will assess students regularly to check and monitor reading progress.</p> <ul style="list-style-type: none"> <li>● Teachers should plan for regular running records of all students and quarterly benchmarks on students/subgroups of concern. <ul style="list-style-type: none"> <li>● Teachers will give running records during small group instruction regularly to identify</li> </ul> </li> </ul>	<p>F&amp;P refresher training held for all teachers if needed and detailed training held for all new teachers led by Literacy Coach</p> <p>MSV analysis refresher for all teachers with Literacy Coach</p>	<p>Initial New Teacher Training - August/September 2020, Follow up for new teachers ongoing 2020-2021</p> <p>Refresher Training September 2020</p> <p>Ongoing 2020-2021</p>



<p>student reading behaviors and gain teaching points</p> <ul style="list-style-type: none"> <li>Teachers will administer a benchmark reading assessment quarterly to students of concern to determine gains in reading level. (Teacher will continue to administer a benchmark assessment to all students 3x a year)</li> <li>Teachers will record data on the quarterly reading progress sheet on the FH Master Data sheet .</li> <li>The Instructional Leadership Team will check reading progress on the FH Master Data sheet each quarter.</li> </ul>	<p>PD Follow up at Collaborative Meetings or individually based with Literacy Coach and Admin</p> <p>Classroom Teacher, Special Education Teacher, ENL Teacher Individual Data Review and Instructional Plan Development Meeting led by Admin and Literacy Coach</p> <p><u>Resources</u></p> <ul style="list-style-type: none"> <li>PIP Monitoring and Documenting L&amp;T pg79</li> </ul>	<p>September, December, May 2020-2021</p>
<p>Teachers will confer with students during independent reading time to support the development of student reading stamina and to support student practice of reading strategies. During Independent Reading time, students will:</p> <ul style="list-style-type: none"> <li>Self-select texts</li> <li>Have access to a variety of authentic texts</li> <li>Have access to multiculturally diverse texts</li> <li>Respond to text</li> <li>Engage in conversation about texts</li> </ul>	<p>Independent Reading and Setting up a Classroom Library PD led by Literacy Coach</p> <p>Follow up at Collaborative Meetings or individually based with Literacy Coach and/or Admin</p>	<p>Summer 2020</p> <p>Ongoing 2020-2021</p>
<p><b>Strategy Goal:</b> 100% of teachers will implement word study instruction to build student understanding of words</p>		<p><b>Evidence:</b></p> <ul style="list-style-type: none"> <li>Lesson Plans</li> <li>Classroom Observations</li> <li>Learning Walks</li> </ul>
<p><b>Action Steps</b></p>	<p><b>Required PD/Resources</b></p>	<p><b>Timeline</b></p>
<p>Teachers will utilize phonics principles and language principles within phonics workshop (K-2) and word study block (3-5) to build all learners' word knowledge.</p>	<p>Phonics PD provided during Quarterly PLCs with Literacy Coach</p> <p>Collaborative and Individual Planning with Literacy Coach</p>	<p>August, October, January, April 2020--2021</p> <p>Ongoing 2020-2021</p>

	<p><u>Resources:</u></p> <ul style="list-style-type: none"> <li>● Phonics Units of Study (K-2)</li> <li>● Month by month phonics (3-5)</li> <li>● F&amp;P Phonics and Word Study System (3-5)</li> <li>● Approaches to learning -PIP L&amp;T pg.29-37</li> </ul>	
<p>Teachers will utilize word knowledge assessments and instructional methods to help students become proficient problem solvers of words as they read and write.</p> <p>Word Knowledge Assessments include:</p> <ul style="list-style-type: none"> <li>● Letter-Sound Knowledge</li> <li>● High Frequency Words</li> <li>● Spelling Inventory</li> </ul> <p>Instructional Methods include:</p> <ul style="list-style-type: none"> <li>● Shared Reading</li> <li>● Interactive Read Aloud</li> <li>● Interactive Writing</li> <li>● Writing Workshop</li> </ul>	<p>Quarterly PLCs Assessment Review with Literacy Coach</p> <p>Collaborative and individual Planning with Literacy Coach</p> <p><u>Resources:</u></p> <ul style="list-style-type: none"> <li>● Phonics Units of Study (K-2)</li> <li>● Month by month phonics (3-5)</li> <li>● F&amp;P Phonics and Word Study System (3-5)</li> <li>● The Guide to the Phonics Workshop</li> </ul>	<p>Fall, Winter, Spring 2020-2021</p> <p>Ongoing 2020-2021</p>

**Evidence-Based Interventions for Focus Area - E/LA**

Describe the evidence-based intervention(s) that the school has identified to address the key findings and root causes for this focus area that are not sufficiently addressed by strategies from the core components:

**Lexia**  
Lexia® Core5® Reading supports educators in providing differentiated literacy instruction for students of all abilities in grades pre-K–5. Lexia’s research-proven program provides explicit, systematic, personalized learning in the six areas of reading instruction, targeting skill gaps as they emerge, and providing teachers with the data and student-specific resources they need for individual or small-group instruction.

<https://www.lexialearning.com/resources/research/validity-IN-iread-3-Core5>

<https://www.lexialearning.com/resources/research/lexia-core5-reading-and-wisconsin-forward-ela>

<https://www.lexialearning.com/resources/research/lexia-core5-reading-progress-report-half-year-results-risk-students-grades-k-5>

### **Professional Learning Communities**

An ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve. Professional learning communities operate under the assumption that the key to improved learning for students is continuous job-embedded learning for educators.

<https://link.springer.com/article/10.1007/s10833-006-0001-8>

<https://eric.ed.gov/?id=ED410659>

<https://eric.ed.gov/?id=ED410659>

### **Equitable Achievement Goal 1B**

*By 2024-2025, FH will improve academic proficiency for all subgroups, Asian - 1%, Black - 2%, Hispanic - 2%, White - 1%, Multi-Racial 1%, SPED - 2%, ELL - 2% as measured by NWEA Math Proficiency.*

<b>Fox Hill</b>	<b>Asian</b>	<b>Black</b>	<b>Hispanic</b>	<b>White</b>	<b>Multi-Racial</b>	<b>SPED</b>	<b>ELL</b>
<b>Baseline (2018-19)</b>	59%	45%	39%	90%	65%	28%	35%
<b>2020-21</b>	60%	47%	41%	91%	66%	30%	37%
<b>2021-22</b>	61%	49%	43%	92%	67%	32%	39%
<b>2022-23</b>	62%	51%	45%	93%	68%	34%	41%
<b>2023-24</b>	63%	53%	47%	94%	69%	36%	43%
<b>2024-25</b>	64%	55%	49%	95%	70%	38%	45%

### **Strategies**

#### **Goal 2: School Action Plan for the 2019-2020 School Year (Title Component 2, 4, and 9)**

<b>Strategy: Balanced Math Instruction: Math Workshop</b>	
<b>Strategy Goal:</b> 100% of teachers will plan for math instruction incorporating a variety of teaching strategies and learning opportunities through the workshop model to meet the varying instructional needs of all	<b>Evidence</b> <ul style="list-style-type: none"><li>• Observation and notes from</li></ul>

students.	collaborative planning <ul style="list-style-type: none"> <li>● Lesson Plans</li> <li>● Classroom Observations</li> <li>● Learning Walks</li> <li>● Schoolwide Data - NWEA</li> </ul>
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Action Steps	Required PD/Resources	Timeline
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<p>Teacher Math Planning will follow a gradual release of responsibility and include a focused lesson, independent practice (small groups/learning stations), and reflection. The following components should be embedded throughout the lesson:</p> <ul style="list-style-type: none"> <li>● Provocations</li> <li>● Objective/Central Idea</li> <li>● Key Concepts/ Related Concepts</li> <li>● Essential Questions</li> <li>● Instructional Strategies for conceptual understanding</li> <li>● Differentiation (providing supports for all subgroups to access the curriculum)</li> <li>● PYP Approaches to Learning</li> <li>● Engagement through:             <ul style="list-style-type: none"> <li>● Culturally Relevant Practices                 <ul style="list-style-type: none"> <li>○ student/classroom culture incorporated in materials, curriculum, and teaching</li> </ul> </li> <li>● Accountable Talk/Student Discourse</li> <li>● Total Participation Techniques</li> </ul> </li> <li>● Checks for Understanding/Assessment</li> </ul>	<p>New Teacher Training with Math Coach, PYP Coordinator, and Admin</p> <p>Monthly Team Support with Math Coach and PYP Coordinator</p> <p>Refresher PD with PYP Coordinator on student agency and inquiry within the workshop framework (PIP L&amp;T pg. 43-44)</p> <p>PD for Math Coach on Talk Moves to increase student and teacher discourse</p> <p>PD for teachers on talk moves to increase student and teacher discourse led by Math Coach</p> <p>Grade Level/Team Collaborative Teacher Meeting with MathCoach/Admin</p>	<p>Initial New Teacher Training - August 2020, Follow up ongoing 2020-2021</p> <p>Monthly 2020-2021</p> <p>Fall 2020</p> <p>Fall 2020</p> <p>Winter 2020</p> <p>Ongoing 2020-2021</p>
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<p>Teachers will include math fact strategy instruction, within the math workshop, that is aligned with Investigations lessons and/or WT pacing guide. *Differentiated math fact instruction will be given per subgroup needs.</p>	<p>Quarterly Team PLC: Math fact strategy lesson PD with Math Coach</p> <p><u>Resources:</u></p> <ul style="list-style-type: none"> <li>● Investigation lessons/Games</li> <li>● Triangular flashcards</li> <li>● Fact pacing documents (Phases)</li> <li>● Xtramath website</li> <li>● Atlas - Strategy posters and videos</li> <li>● Mastering Basic Math Facts</li> <li>● District Pacing Guide with math fact strategy focus and phases</li> <li>● Math Fluency Screeners</li> </ul>	<p>August, October, January, April 2020-2021</p>
<p><b>Strategy Goal:</b> 100% of teachers will responsively teach using assessment data to guide instructional groupings and determine teaching strategies during Math Workshop. Instruction will be culturally relevant and intentional; and progress will be monitored frequently to appropriately group and meet student needs throughout the school year.</p>		<p><b>Evidence:</b></p> <ul style="list-style-type: none"> <li>● Observation and notes from collaborative planning</li> <li>● Lesson Plans</li> <li>● Classroom Observations</li> <li>● Response to Instruction and Intervention documentation</li> <li>● Data Meeting Notes</li> <li>● NWEA class reports</li> <li>● Learning Walks</li> <li>● Schoolwide Data - NWEA</li> </ul>
<p>Teachers will effectively use the independent work time of Math Workshop to implement individual or small group</p>	<p>New Teacher Math Workshop Training with Math Coach, PYP Coordinator, and Admin,</p>	<p>Initial New Teacher Training - August 2020, Follow up ongoing 2020-2021</p>

<p>instruction and differentiate learning stations based on the needs of students.</p> <ul style="list-style-type: none"> <li>● Differentiated teacher supported lessons</li> <li>● Dreambox Learning (online) individualized instruction</li> <li>● Independent Practice</li> <li>● Math Fact Practice</li> </ul>	<p>Refresher PD for all staff as needed</p> <p>Quarterly PLC Math Workshop PD Follow up led by Math Coach</p> <p><u>Resources:</u></p> <ul style="list-style-type: none"> <li>● Investigation differentiated lessons</li> <li>● DreamBox Learning</li> <li>● Use of manipulatives for conceptual understanding</li> </ul>	<p>August, October, January, April 2020-2021</p>
<p>Teachers will utilize the assess, decide, and guide framework to determine areas of strength/deficit and plan for small group or individualized instruction based on student need.</p> <p>Teachers will:</p> <p><b>Assess</b> - Conduct/administer formative assessments or use NWEA data to determine student strengths and needs and to monitor progress</p> <p><b>Decide</b>- Utilize formative assessments to help make instructional decisions about groupings based on student needs and to pinpoint specific skills and strategies students need to learn next</p> <p><b>Guide</b> – Pull small groups during independent practice or WIN (intervention) based on assessment data – Model the skill with the student, use concrete/manipulatives to have a hands-on approach (when available), and give practice time with students as the teacher observes.</p>	<p>Quarterly PLC Data Analysis and Review with all teachers led by Math Coach</p> <p>Team PLC Data Review with Math Coach</p> <p><u>Resources:</u></p> <ul style="list-style-type: none"> <li>● NWEA- Learning continuum report, quadrant report, class breakdown report</li> <li>● Dreambox Reports and Lessons</li> <li>● Intervention activities from Investigations</li> <li>● Principles In Practice Monitoring and Documenting L&amp;T pg79</li> </ul>	<p>August, October, January, April 2020-2021</p> <p>Ongoing 2020-2021</p>

## Evidence-Based Interventions for Focus Area - Math

Describe the evidence-based intervention(s) that the school has identified to address the key findings and root causes for this focus area that are not sufficiently addressed by strategies from the core components:

### **Dreambox**

DreamBox continuously assesses students to present them with targeted lessons. Adaptive Learning™ technology tracks each student interaction and evaluates the strategies used to solve problems.

<https://files.eric.ed.gov/fulltext/ED544506.pdf>

<http://www.dreambox.com/research>

### **Professional Learning Communities**

An ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve. Professional learning communities operate under the assumption that the key to improved learning for students is continuous job-embedded learning for educators.

<https://link.springer.com/article/10.1007/s10833-006-0001-8>

<https://eric.ed.gov/?id=ED410659>

<https://eric.ed.gov/?id=ED410659>

## **Equitable Achievement Goal 1C**

*By 2024-25, FH will decrease behavior disruptive to the learning as measured by office referrals in the areas of continuous class disruption, disrespect, and refusal to comply.*

<b>Fox Hill</b>	<b>Asian</b>	<b>Black</b>	<b>Hispanic</b>	<b>White</b>	<b>Multi-Racial</b>	<b>SPED</b>	<b>ELL</b>
<b>Baseline (2018-19)</b>	1	287	0	20	9	68	3
<b>2020-21</b>	1	255	0	18	8	60	3
<b>2021-22</b>	1	240	0	17	8	57	3
<b>2022-23</b>	1	226	0	16	7	54	2
<b>2023-24</b>	1	213	0	15	7	50	2
<b>2024-25</b>	1	200	0	14	6	47	2

## **Strategies**

**Goal #3: Action Plan for the 2020-2021 School Year (Title Component 2, 4, and 9)**

<b>Strategy: Behavioral Support for all students--strengthening our Tier 1 Universal Implementation, Tier 2 Intervention Supports System, and Tier 3 Intensive Intervention Supports</b>		
<b>Key Strategy Goal:</b> Fox Hill Staff will reduce negative student behaviors disruptive to the learning environment through intentional behavioral instruction and intervention.		<b>Evidence</b> <ul style="list-style-type: none"> <li>● Walkthrough Data</li> <li>● Class/Office Discipline Referrals</li> <li>● Great 8 Data Report</li> </ul>
<b>Action Steps</b>	<b>Required PD/Resources</b>	<b>Timeline</b>
Teachers will create and implement classroom management plans to define and institute core practices for maintaining positive behavior in all school settings. Core practices will be based on district-wide systems and supports for maintaining positive behavior. <ul style="list-style-type: none"> <li>● Responsive Classroom</li> <li>● Second Step Social Emotional Program</li> <li>● Educational Neuroscience</li> <li>● Cultural Responsivity</li> <li>● Proactive Discipline</li> </ul>	Admin/Teacher Review of Classroom Management Plans  New Teacher Cultural Responsivity/Proactive Discipline Training  Refresher Cultural Responsivity/Proactive Discipline training for all staff  Review/Update of Classroom Management Plans using ORID process  Second Step Training  <u>Resources</u> <ul style="list-style-type: none"> <li>● ORID decision making materials</li> <li>● Instructional and Behavioral Coaches</li> <li>● Proactive Discipline Systems of Support</li> <li>● PYP - Pip Supporting Self-regulated learning (75)</li> <li>● PYP - ATL (specifically self-management and social)</li> </ul>	August/September 2020 -2021  Initial New Teacher Training - August 2020, Follow up ongoing 2020-2021  August, October, January, March 2020-2021  October, January, March 2020-2021  New Teacher Training - July 2020, refresher training as needed



<p>The Proactive Discipline Team will support teachers in identifying students with lagging behavioral skills and implementing Tier 2 interventions to teach expected behaviors and reinforce positive behavior efficiently using a systematic approach that aligns with the school's practices.</p>	<p>Team PLC - Quarterly Behavior Meetings</p> <p>Proactive Discipline Committee Meetings to review behavioral data</p> <p>Behavior RTII Meetings-Admin, Social Worker, and Behavior Coach</p> <p>Tier 2 individual student Behavioral Meeting</p> <p><u>Resources</u></p> <ul style="list-style-type: none"> <li>● Great-8 Data</li> <li>● MSDWT Behavior Guiding Document of Tier 2 Intervention strategies</li> <li>● Second Step Lessons</li> <li>● Behavior Coach, Social Worker</li> </ul>	<p>September, December, March 2020-2021</p> <p>Bi-Monthly 2020-2021</p> <p>Bi-weekly 2020-2021</p> <p>Ongoing 2020-2021 as needed</p>
<p>The Proactive Discipline Team will implement a Tier 3 intervention model that provides more intensive behavior supports for students not responding to tier 2 support.</p>	<p>Team PLC - Quarterly Behavior Meetings</p> <p>Proactive Discipline Committee Meetings to review behavioral data</p> <p>Behavior RTII Meetings-Admin, Social Worker, and Behavior Coach</p> <p>Tier 3 individual student Behavioral Meeting</p> <p><u>Resources</u></p> <ul style="list-style-type: none"> <li>● Second Steps Lessons</li> <li>● Mindfulness Instruction</li> <li>● Great-8 Data</li> <li>● MSDWT Behavior Guiding Document of Tier 3 Intervention strategies</li> <li>● Behavior Coach, Social Worker</li> </ul>	<p>September, December, March 2020-2021</p> <p>Bi-Monthly 2020-2021</p> <p>Bi-weekly 2020-2021</p> <p>Ongoing 2020-2021 as needed</p>

## Evidence-Based Interventions for Focus Area - Proactive Discipline

Describe the evidence-based intervention(s) that the school has identified to address the key findings and root causes for this focus area that are not sufficiently addressed by strategies from the core components:

### **Professional Learning Communities**

An ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve. Professional learning communities operate under the assumption that the key to improved academic and behavioral learning for students is continuous reflection, learning, and action from educators.

<https://link.springer.com/article/10.1007/s10833-006-0001-8>

<https://eric.ed.gov/?id=ED410659>

<https://eric.ed.gov/?id=ED410659>

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

*By 2024-25 school year, FH will pursue and implement strategies to hire faculty who better represent the community that we serve.*

**Baseline and benchmark data may be established following a review and revision of Human Resources data collection in the recruitment and hiring process for our school.**

***Baseline Data: to be determined year 1***

Benchmarks:

2020-21:

2021-22:

2022-23:

2023-24:

2024-25:

### **Strategies**

- Implement suggested action steps from the work of the District Diversity Advisory Council
- Collaborate with Human Resources to apply the gender-bias analysis software to job descriptions prior to posting
- Appropriate staff will participate in recruitment opportunities posed by Human Resources
- Implement and train interviewers on behavioral interviewing process from Human Resources where appropriate
- Review and analyze applicant, interview process and hire data for diversity

### Partnership Goal 3A

*By the 2024-25 school year, North Central 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.*

**Baseline Data (2019): 6% of WT families completed a parent survey. (FH%)**

Benchmarks:

2020-21: Increase percentage of participation with EOY survey by 5%

2021-22: Increase percentage of participation with EOY survey by 5%

2022-23: Increase percentage of participation with EOY survey by 5%

2023-24: Increase percentage of participation with EOY survey by 5%

2024-25: Increase percentage of participation with EOY survey by 5%

### Goal #4: School Action Plan for the 2020-2021 School Year (Title Component 2, 4, and 9)

Strategy: Family Engagement		
Strategy Goal: Fox Hill Elementary will increase family engagement and participation.		Evidence: <ul style="list-style-type: none"> <li>● Feedback forms</li> <li>● Observation</li> </ul>
Action Steps	Required PD/Resources	Timeline
Fox Hill Instructional Leadership Team will utilize the Washington Township parent survey feedback to determine areas of improvement for increasing the total level of parent and family participation in school programming at Fox Hill Elementary	<u>Resources</u> <ul style="list-style-type: none"> <li>● WT parent survey</li> <li>● PLC Leadership Team</li> </ul>	Ongoing 2020-2021
Fox Hill Elementary staff will work with the Parent Teacher Organization to increase communication and interest in attending school events that meet the needs of our diverse population based on school and district feedback.	<u>Resources</u> <ul style="list-style-type: none"> <li>● WT parent survey</li> <li>● PLC Leadership Team</li> <li>● Parent Teacher Organization</li> </ul>	Ongoing 2020-2021

### 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 outcomes. 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	September SB Meeting			
SIP Submitted to State	October 1			

### Description of Curriculum

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

## **Title 1 Schoolwide Components**

### **Highly Qualified Teachers and Paraprofessionals (Title I Component 3)**

**2020-2021 Highly Qualified Teachers:** All verification and supporting documents are filed at the Community and Education Center in the human resources files.

### **Highly Qualified Paraprofessionals (Title 1 Component 3)**

2018-2019 Highly Qualified Paraprofessionals: All verification and supporting documents are filed at the Community and Education Center in the human resources files.

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

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

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

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

New teachers attend a lot of professional development so that a clear expectation is established with new teachers as the district sees professional growth as a must. In addition, all teachers, who are new to the profession, receive a coach who works with the individual during the first year of teaching in an attempt to address many of the challenges that new teachers encounter. The coaches are retired master teachers who have the flexibility in their schedules to devote a lot of time to each individual teacher.

We also believe that outstanding teachers need to be fairly compensated, so we work diligently to provide a salary and fringe benefit package that is among the best in the State so that we can attract and retain the best teacher and administrative applicants available.

### **Transition (Title I Component 7)**

1. Kindergarten Registration begins in February.
2. A Kindergarten Orientation is held in July prior to the start of school for students and parents. The orientation includes a tour of the school, a tour of the school bus, and a trip through the lunch line. Parents also have time with the teachers to ask questions about the beginning of school.
3. Ice Cream Social occurs at the beginning of the school year. Students/Families participating in this Fox Hill School Community event are able to see the school, the classrooms, and meet their teacher before school starts.
4. Reading and math activities are included on the website, so parents know what they can be working on prior to the start of the school year.

### **Transition Plans for 5<sup>th</sup> to 6<sup>th</sup> grade**

1. Middle school materials are mailed to 5<sup>th</sup> grade families to include detailed information in February of each school year from middle school principals
2. 5<sup>th</sup> grade families are invited to attend Middle school Open Houses for incoming and current families
3. Parents are invited to attend Parent Curriculum Night in February of each school year
4. Students are administered assessments to determine math placement for middle school in February of each school year
5. 5<sup>th</sup> grade students visit middle schools in May of each school year
6. Incoming 6<sup>th</sup> grade students participate in orientation in August of each school year

### **Program Statement (Title I Component 10)**

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

### **Parent Compact**

## **Fox Hill -2019-2020- Parent Compact**

*Families and schools must work together to help students achieve high academic standards. Through a process that included 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 interdisciplinary and challenging curriculum that promotes student achievement.*
- *Motivate my students to learn.*
- *Create essential agreements and help every child be successful in meeting the Indiana academic achievement standards.*
- *Communicate frequently and meet as needed 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 each day.*
- *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 during the school week.*
- *Read and study math facts 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 4-6).*
- *As a family, spend time on the activities/games that come home from the math curriculum as well as 10 minutes of math fact practice daily.*
- *Ensure that my child attends school every day and gets adequate sleep, regular medical attention 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.*
- *Communicate to school office any changes with my contact information*
- *Read literacy/math newsletter each month*

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*Student*

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*Teacher*

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*Parent/Guardian*

## **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 – Definition**

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 – Definition**

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

**Focus Area Goal:** This section sets the level of deployment, fidelity, or level of classroom use for each goal.

**Action Steps – Instructional Strategies** refers to the identified way of delivering instruction and facilitating student learning within a given framework. Action Steps refer to the steps that are necessary to reach the goal. Schools may differ in their needed area of focus within a content area.



**Resources/Professional Development Needed** – This section outlines the professional development needs for the school. The information should include 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.

# School Scorecard



Fox Hill Elementary School

Indicator	District Targets			2016-2017			2017-2018			2018-2019			Indicator 1 2019-2020			School Targets 2019-2020				
	Min	Max	Current	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring		
<b>Attendance</b>																				
Attendance Rate	0 - 95.9	97 - 97.9	98 - 100	95.8			95.9			95.9								96.2		
Student Excitement				789			796			732			636							
<b>Discipline</b>																				
Number of Students Suspended	0 - 30	21 - 30	0 - 20	52			37											43		
Number of Students Expelled	0 - 6	1 - 5	0	0			0											0		
<b>Accountability</b>																				
Report Card	D - F	B - C	A	C			C - C			C - A								B		
<b>READ-3</b>																				
READ-3 Final	0 - 79.9	80 - 84.9	85 - 100	85.1			86.9			78.3								81.7		
READ-3 Spring	0 - 79.9	80 - 84.9	85 - 100	77.2			76.1			63.1								75.3		
READ-3 Final (SPEI)	0 - 79.9	80 - 84.9	85 - 100	62.0			76.1											71.2		
READ-3 Final (E.L.)	0 - 79.9	80 - 84.9	85 - 100	76.0			85.8			85.8								77.5		
<b>LEARN</b>																				
LEARN Math Pass Rate (Overall)	0 - 79.9	80 - 84.9	85 - 100	43.8			45.0			39.9								43.1		
LEARN ELA Pass Rate (Overall)	0 - 79.9	80 - 84.9	85 - 100	49.8			51.7			34.3								46.7		
LEARN Science Pass Rate (Overall)	0 - 79.9	80 - 84.9	85 - 100	38.8			41.8			31.6								37.6		
LEARN Social Studies Pass Rate (Overall)	0 - 79.9	80 - 84.9	85 - 100	50.3			46.8			40.9								46.2		
LEARN 3 Math Pass Rate	0 - 79.9	80 - 84.9	85 - 100	34.7			40.0			41.3								43.2		
LEARN 4 Math Pass Rate	0 - 79.9	80 - 84.9	85 - 100	43.0			35.9			38.0								40.6		
LEARN 5 Math Pass Rate	0 - 79.9	80 - 84.9	85 - 100	38.3			45.0			42.3								39.4		
LEARN Math Pass Rate (SPEI)	0 - 79.9	80 - 84.9	85 - 100	35.3			38.9			24.8								29.4		
LEARN Math Pass Rate (E.L.)	0 - 79.9	80 - 84.9	85 - 100	35.4			44.8			24.8								40.3		
LEARN 3 ELA Pass Rate	0 - 79.9	80 - 84.9	85 - 100	39.0			40.1			28.0								44.3		
LEARN 4 ELA Pass Rate	0 - 79.9	80 - 84.9	85 - 100	46.4			47.2			35.3								47.6		
LEARN 5 ELA Pass Rate	0 - 79.9	80 - 84.9	85 - 100	45.6			47.2			40.1								21.0		
LEARN ELA Pass Rate (SPEI)	0 - 79.9	80 - 84.9	85 - 100	36.9			40.6			17.2								21.8		
LEARN ELA Pass Rate (E.L.)	0 - 79.9	80 - 84.9	85 - 100	35.2			25.6			14.3								30.4		
LEARN 4 Science Pass Rate	0 - 79.9	80 - 84.9	85 - 100	38.8			45.0			31.6								38.2		
LEARN Science Pass Rate (SPEI)	0 - 79.9	80 - 84.9	85 - 100	13.6						18.8								16.1		
LEARN Science Pass Rate (E.L.)	0 - 79.9	80 - 84.9	85 - 100	10.0			31.3			3.3								48.0		
LEARN 5 Social Studies Pass Rate	0 - 79.9	80 - 84.9	85 - 100	36.0			46.3			40.9								33.0		
LEARN Social Studies Pass Rate (SPEI)	0 - 79.9	80 - 84.9	85 - 100	36.0						19.6								33.0		
LEARN Social Studies Pass Rate (E.L.)	0 - 79.9	80 - 84.9	85 - 100	11.0						23.8								31.5		
<b>NWFA Achievement (At Grade Level)</b>																				
NWFA Math (K-5)	0 - 59.9	60 - 74.9	75 - 100	37.1	49.2	49.3	36.9	35.9	46.7	38.0	32.9	36.3	30.7	47.4	39	Yes	42	Yes	51	
NWFA Reading (K-5)	0 - 59.9	60 - 74.9	75 - 100	42.6	49.0	51.0	42.2	44.9	52.8	48.9	43.2	52.3	53.5	52.6	47	Yes	48	Yes	54	
NWFA Grade K Math	0 - 59.9	60 - 74.9	75 - 100	20.7	30.4	46.0	37.1	28.6	47.3	31.5	26.7	52.6	42.4	54.0	22	Yes	31	Yes	50	
NWFA Grade 1 Math	0 - 59.9	60 - 74.9	75 - 100	21.6	33.0	35.0	23.9	28.6	35.9	27.9	31.4	49.8	51.2	36.0	26	Yes	33	Yes	43	
NWFA Grade 2 Math	0 - 59.9	60 - 74.9	75 - 100	53.4	61.5	61.7	50.9	34.8	53.2	40.7	28.7	65.6	61.3	52.1	50	Yes	44	Yes	63	
NWFA Grade 3 Math	0 - 59.9	60 - 74.9	75 - 100	33.8	52.7	50.3	40.9	42.1	33.4	31.0	27.0	30.7	49.5	50.9	37	Yes	45	Yes	48	
NWFA Grade 4 Math	0 - 59.9	60 - 74.9	75 - 100	44.3	40.3	46.3	44.6	32.7	37.3	45.4	33.6	55.2	41.9	37.0	47	Yes	38	Yes	44	
NWFA Grade 5 Math	0 - 59.9	60 - 74.9	75 - 100	44.5	50.4	51.2	41.8	47.0	50.8	45.6	46.6	57.3	59.5	53.4	46	Yes	50	Yes	59	
NWFA Math (SPEI)	0 - 59.9	60 - 74.9	75 - 100	26.5	38.1	21.9	24.4	21.3	21.3	13.3	13.9	30.9	21.3	27.3	23	Yes	20	Yes	26	
NWFA Math (E.L.)	0 - 59.9	60 - 74.9	75 - 100	15.8	23.8	48.6	15.3	15.4	25.8	15.8	15.3	30.2	27.4	21.1	38	Yes	20	Yes	34	
NWFA Grade K Reading	0 - 59.9	60 - 74.9	75 - 100	30.9	33.0	48.0	29.1	36.5	48.9	47.1	36.7	61.6	54.5	55.4	38	Yes	37	Yes	46	
NWFA Grade 1 Reading	0 - 59.9	60 - 74.9	75 - 100	26.6	31.3	43.1	33.9	33.9	30.9	40.8	31.4	46.3	44.2	41.9	36	Yes	34	Yes	40	
NWFA Grade 2 Reading	0 - 59.9	60 - 74.9	75 - 100	58.5	61.5	60.0	49.6	47.3	53.4	50.4	43.5	60.0	57.4	56.4	51	Yes	53	Yes	61	
NWFA Grade 3 Reading	0 - 59.9	60 - 74.9	75 - 100	26.1	33.4	48.0	26.2	30.0	34.8	45.7	45.5	47.1	54.9	56.6	48	Yes	52	Yes	56	
NWFA Grade 4 Reading	0 - 59.9	60 - 74.9	75 - 100	50.3	49.3	49.0	46.8	49.4	52.3	59.1	48.5	50.6	54.2	52.9	54	Yes	51	Yes	54	
NWFA Grade 5 Reading	0 - 59.9	60 - 74.9	75 - 100	50.0	60.0	60.0	34.8	38.3	53.0	48.3	52.7	56.0	54.2	50.9	46	Yes	53	Yes	58	
NWFA Reading (SPEI)	0 - 59.9	60 - 74.9	75 - 100	23.2	30.0	17.1	23.5	20.0	23.2	19.2	16.8	21.4	25.9	27.3	24	Yes	21	Yes	29	
NWFA Reading (E.L.)	0 - 59.9	60 - 74.9	75 - 100	19.5	29.4	6.4	18.8	23.6	34.1	24.6	21.9	31.8	24.5	22.7	23	Yes	24	Yes	36	
<b>NWFA Growth (At Grade Level)</b>																				
NWFA Math (K-5)	0 - 49.9	50 - 54.9	55 - 100	38.3	60.0	53.8	60.2			47.3	64.3			60.6				53	Yes	69
NWFA Reading (K-5)	0 - 49.9	50 - 54.9	55 - 100	62.1	63.2	53.8	63.0			42.0	61.2			56.3				55	Yes	64
NWFA Grade K Math	0 - 49.9	50 - 54.9	55 - 100	52.4	66.0		45.5	66.7		42.0	71.3			69.1				40	Yes	70
NWFA Grade 1 Math	0 - 49.9	50 - 54.9	55 - 100	72.4	66.0		60.7	60.0		58.8	65.6			52.4				66	Yes	72
NWFA Grade 2 Math	0 - 49.9	50 - 54.9	55 - 100	39.6	66.0		40.0	60.8		50.9	66.5			71.4				55	Yes	74
NWFA Grade 3 Math	0 - 49.9	50 - 54.9	55 - 100	73.6	66.0		54.1	75.8		52.6	63.8			56.0				61	Yes	81
NWFA Grade 4 Math	0 - 49.9	50 - 54.9	55 - 100	38.0	66.0		38.4	42.5		33.1	41.7			50.8				35	Yes	42
NWFA Grade 5 Math	0 - 49.9	50 - 54.9	55 - 100	57.2	76.5		61.8	76.3		48.8	71.4			65.2				58	Yes	76
NWFA Math (SPEI)	0 - 49.9	50 - 54.9	55 - 100	66.9	69.7		41.7	56.5		36.6	52.3			57.33				47	Yes	61
NWFA Math (E.L.)	0 - 49.9	50 - 54.9	55 - 100	56.0	67.8		46.3	64.5		41.3	52.1			55.2				50	Yes	69
NWFA Grade K Reading	0 - 49.9	50 - 54.9	55 - 100	30.8	60.8		53.6	52.9		43.8	60.8			63.2				54	Yes	68
NWFA Grade 1 Reading	0 - 49.9	50 - 54.9	55 - 100	58.5	62.7		52.3	64.0		36.1	69.0			46.4				51	Yes	67
NWFA Grade 2 Reading	0 - 49.9	50 - 54.9	55 - 100	58.9	63.6		40.8	61.3		30.2	65.6			53.3				45	Yes	63
NWFA Grade 3 Reading	0 - 49.9	50 - 54.9	55 - 100	70.0	68.3		60.2	76.3		48.7	66.4			65.1				62	Yes	71
NWFA Grade 4 Reading	0 - 49.9	50 - 54.9	55 - 100	54.9	66.8		52.0	61.1		32.8	46.6			47.5				49	Yes	53
NWFA Grade 5 Reading	0 - 49.9	50 - 54.9	55 - 100	68.8	68.4		60.3	76.9		56.3	60.3			62.6				64	Yes	74
NWFA Reading (SPEI)	0 - 49.9	50 - 54.9	55 - 100	58.3	64.0		53.0	62.8		41.5	54.3			52.6				53		