



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: 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


Principal Signature, Erica Beard

9/11/24

Date


Superintendent Signature, Dr. Nikki Woodson

9/11/24

Date


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 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

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

Erica Beard - Principal, Chair
Heather Pitcock -Assistant Principal
Rebecca Maiki - Math Coach
Rachel Bolles - MTSS Coach
Erin Frette - Literacy Coach
Sabrina Dale - SPED Teacher
Ashley Ballweg - ENL Teacher
Bryce Worrell - Special Area Teacher
Susan Henry -Kdg. Teacher
Katherine McLiver- 1st Grade Teacher
Tycelyn Rush - 2nd Grade Teacher
Rachel Mulcahy - 3rd Grade Teacher
Danielle Roehr - 4th Grade Teacher
Mark Senn - 5th Grade Teacher
Sarah Strawbridge- Parent

Committee's Domain of Study: Special Education		
Erica Beard	School Representative	Principal
Heather Pitcock	School Representative	Asst. Principal, former Special Education Teacher
Kathryn Szwed	School Representative	Director of Special Services
Rachel Briscoe	School Representative	Special Education Administrator
Tiffany Lindsey	Community Representative	Parent

PLC Leadership Team Meeting Dates:

Our PLC Leadership 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 school 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 Family Update is sent weekly to all families. The newsletter includes a school message from the principal, academic updates, PTO information, school events, and school happenings for the upcoming week. Parents also receive school communication and reminders via Parent Square and social media websites. Both the weekly Fox Hill Family Update and the Parent Square messages can be translated into a variety of languages for parents to read. Families are also able to provide feedback via our ParentSquare communication platform.

The PTO (Parent Teacher Organization) works alongside school staff to support educational opportunities in the school as well as 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, Honors Celebrations, School Dances, Fall Festival, Breakfast with VIPs, and Spring Open House.

Our Title One staff is also a part of many of these community events and at least twice a year provides family involvement opportunities that are FREE 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.

Strategies to Increase Parent Participation

- 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	2024-2025
Parent Surveys/Feedback Forms	Parents	2024-2025

School Improvement Plan Input	Teachers/Parents	2024-2025
Back to School/Parent Informational Night	FH Families	2024-2025
ILEARN/IRead Informationals	Grade 3-5 Families	2024-2025
Title One Math and Literacy Nights	FH Families	2024-2025
Panorama Survey	Parents/Teachers/3-5 Students	2024-2025

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 students in the areas of math and reading.
- Bright Lane Learning is a 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.
- All Pro Dads provide opportunities for parents and students to strengthen their relationship and bond.

Comprehensive Needs Assessment (Title I Components 1 and 8)

Three-year Trend Data

Suspensions/Expulsions

	Suspensions	Expulsions
2023-2024	82	0
2022-2023	55	0
2021-2022	18	0

Suspensions/Expulsions by Grade

	2021-2022	2022-2023	2023-2024
K	1	7	13

1	3	11	14
2	0	10	10
3	2	2	28
4	11	7	7
5	1	18	10

Suspensions/Expulsions by Sub-Group

	2021-2022	2022-2023	2023-2024
American Indian	0	0	0
Asian	0	0	1
Black	8	46	53
Hispanic	4	2	3
Multi-Racial	0	1	11
White	6	6	14
Female	4	5	14
Male	14	50	68
IEP - YES	13	23	17
IEP - NO	5	32	65

Enrollment by Ethnicity

	2021-2022	2022-2023	2023-2024
American Indian	0.2%	0.3%	0.2%
Asian	4.7%	4.6%	4.0%
Black	30.4%	31.6%	32.8%
Hispanic	34.6%	34.5%	32.0%
Multi-Racial	6.9%	6.7%	8.8%
White	23.2%	22.3%	22.3%

Enrollment by Free/Reduced/Paid Lunch

	2021-2022	2022-2023	2023-2024
Free Lunch/Reduced	57.5%	70.5%	69.0%
Paid Lunch	42.5%	29.5%	31.0%

Attendance

	2021-2022	2022-2023	2023-2024
Attendance Rate	94.1%	93.5%	93.7%
Number of Unexcused Absences	2,649.5	3288.0	3732.5

ILEARN English/Language Arts Achievement by Subgroup

	Overall	Black	Asian	Hisp	White	Multi	SPED	ELL	F/R
23-24	36%	24%	43%	19%	73%	40%	7%	13%	23%
22-23	29%	14%	7%	15%	74%	27%	18%	7%	14%
21-22	36%	26%	19%	20%	73%	25%	13%	9%	33%

ILEARN English/Language Arts by Grade

	2021-2022	2022-2023	2023-2024
3	38%	28%	37%
4	19%	43%	39%
5	30%	36%	31%

ILEARN Mathematics Achievement by Subgroup

	Overall	Black	Asian	Hisp	White	Multi	SPED	ELL	F/R
23-24	40%	27%	29%	24%	79%	52%	13%	16%	8%
22-23	39%	22%	27%	30%	73%	60%	23%	22%	28%
21-22	39%	21%	38%	26%	77%	25%	13%	15%	24%

ILEARN Math by Grade

	2021-2022	2022-2023	2023-2024
3	58%	34%	49%

4	25%	45%	46%
5	33%	36%	21%

Comprehensive Needs Assessment Summary

Area of Review	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 brings in different ideas 	<ul style="list-style-type: none"> Grade level readiness for all students Lack of stability due to volume of transiency Lack of background knowledge and limited vocabulary 	<ul style="list-style-type: none"> Provide core and tiered instruction with EL, math, literacy, and/or resource supports to meet student needs Partner with community organizations to work to support families.
Attendance	<ul style="list-style-type: none"> Most families value the importance of an education and send their children regularly. Students appear to enjoy coming to school. 	<ul style="list-style-type: none"> Community Outreach Phone calls in different languages Students who have attendance concerns often also have academic challenges 	<ul style="list-style-type: none"> 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.
Student Achievement	<ul style="list-style-type: none"> Response to Instruction PLCS/Data meetings Maintaining scores with changing demographics and staff 	<ul style="list-style-type: none"> Transiency Lack of school readiness Tardiness/Attendance Limited English Proficiency 	<ul style="list-style-type: none"> Excellent core instruction with culturally relevant practices Relentless approach to accomplishing achievement goals. Focus on strong core instruction

			and differentiation.
School Culture and Climate	<ul style="list-style-type: none"> • Positive Behavior Supports • Responsive Classroom techniques • Community building • Culturally Relevant Practices • SPED Programming 	<ul style="list-style-type: none"> • Supporting staff with skills to work with challenging students. 	<ul style="list-style-type: none"> • Priority – continue to help teachers have ownership of their students by developing excellent classroom communities and building relationships with students. Use frequent praise, intentional instruction, targeted feedback, and intervention.
Staff Quality/Professional Development	<ul style="list-style-type: none"> • Vast opportunities for Training • Many opportunities for PD 	<ul style="list-style-type: none"> • Teachers would like to observe others and get feedback • Time for quality implementation 	<ul style="list-style-type: none"> • Priority to embed culturally relevant practices in the classroom • Priority to provide quality core instruction and also differentiate for a students instructional level • Priority to observe and learn from each other
Curriculum, Instruction, Assessment	<ul style="list-style-type: none"> • Pacing guides that support teachers staying on track and covering all grade level objectives • Materials 	<ul style="list-style-type: none"> • Flexibility • Time to get it all in. 	<ul style="list-style-type: none"> • Providing quality core instruction with scaffolds that allow access to grade level teaching for all

	<ul style="list-style-type: none"> ● Comprehensive Core Program 		<ul style="list-style-type: none"> ● Targeted responsive intervention
Family and Community Involvement	<ul style="list-style-type: none"> ● PTO ● Thursday family nights and events ● ParentSquare phone calls, emails, and text messages allow for communication to all families regardless of language spoken ● Weekly Fox Hill Family Update newsletter to keep all families, regardless of language spoken, abreast of school information. 	<ul style="list-style-type: none"> ● Having more family involvement ● Having diverse family representation as part of PTO and at school events ● Translation for information that needs to be conveyed to non-English speaking families 	<ul style="list-style-type: none"> ● Priority –to better educate families on supporting student success from behavior to academics ● Back to School Nights to get parents involved in volunteering
Technology	<ul style="list-style-type: none"> ● Access to a wide array of technology in the school building ● Computers in every classroom ● Laptop carts ● Every teacher has an laptop and interactive TV with large display to enhance teaching and learning ● IT support ● Differentiated professional development 	<ul style="list-style-type: none"> ● Limited technology access at home for students and families. 	<ul style="list-style-type: none"> ● Continued teacher training on new technology ● Use of technology as a source of engagement, differentiated instruction ● Have technology available for families and parents to utilize if needed in the building
Access and Opportunity	<ul style="list-style-type: none"> ● Parent Involvement/PTO Opportunities ● School Based Communication 	<ul style="list-style-type: none"> ● Access to resources to support student learning and emotions at home ● Access to more after school learning 	<ul style="list-style-type: none"> ● Promotion of PTO involvement for diverse perspectives

	<ul style="list-style-type: none"> • Access to Social Worker, School Counselor, and Student Support Team 	<p>and/or enrichment opportunities</p> <ul style="list-style-type: none"> • More volunteer opportunities for families • Increased School Attendance 	<ul style="list-style-type: none"> • 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 2024-2025 school year. The details of each goal are available in the next section.

Priority #	Goal Statement
1	<p>Priority 1 Equitable Achievement - Provide an equitable educational environment that inspires and empowers all students to increase their academic success as well as their social and emotional learning.</p> <p><i>Goal 1B: Decrease behavior disruptive to the learning as measured by office referrals in the areas of continuous class disruption, disrespect, and refusal to comply.</i></p> <p><i>Discipline: Students will reduce disruptive behaviors to the learning environment as measured by office referrals for continued classroom disruption, disrespect, and refusal to comply by 30%.</i></p> <p><i>Goal 1C - Reading: Improve academic growth for all subgroups and reduce the achievement gap for students of color in literacy</i> <i>Reading: Improve academic proficiency for all subgroups, Asian - 61.8%, Black - 54.0%, Hispanic - 43.8%, White - 88.3%, Multi-Racial - 61.5%, SPED - 23.2%, ELL - 33.8%</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 - 57.9%, Black - 49.8%, Hispanic - 42.9%, White - 90.0%, Multi-Racial - 64.1%, SPED - 27.9%, ELL - 34.1%</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 - 43.9%, Black - 28.1%, Hispanic - 25.5%, White - 73.4%, Multi-Racial - 38.5%, SPED - 16.7%, ELL - 15.0%</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 - 55.9%, Black - 29.7%, Hispanic - 27.8%, White - 83.3%, Multi-Racial - 40.4%, SPED - 16.7%, ELL - 16.3%</i></p>

2	<p><u>Priority 2 - Hiring & Retention of a High Quality & Diverse Staff</u> – Advance a District culture that values and affirms diversity</p> <p><i>Goal 2B: Improve retention of all certified staff by decreasing Effective and Highly Effective teacher resignations.</i></p>
3	<p><u>Priority 3 - Partnerships</u> - Strengthen our partnership with students, families and community stakeholders to achieve our mission of academic success for all students.</p> <p><i>Goal 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></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><u>Supplemental 1 - Attendance</u> - Increase student daily attendance to increase student learning outcomes.</p> <p><i>Goal S1: Increase student attendance rate.</i></p>

Cultural Competency

Fox Hill 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

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, Safety and Emergency Response Team, and the Multi Tiered System of Supports Team. 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.

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)	1		287		0		20		9		68		3		317	
20-21	1	0	273	9	0	0	19	1	9	1	65	1	3	1	301	11
21-22	1	0	259	47	0	6	18	0	8	3	61	3	3	1	286	56
22-23	1	0	246	33	0	2	17	4	8	5	58	7	3	2	272	44
23-24	1	1	234	107	0	8	16	3	7	15	55	12	2	9	258	134
24-25	1		222		0		15		7		53		2		245	
25-26	1		211		0		15		7		50		2		233	
26-27	1		200		0		14		6		47		2		221	
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: Behavioral Support for all students--strengthening our Tier 1 Universal Implementation, Tier 2 Intervention Supports System, and Tier 3 Intensive Intervention Supports			
Action Steps	Required PD/Resources	Timeline	Evidence
Schoolwide language and expectations (4 Bs) will be explicitly taught, modeled, and reviewed throughout the school year for common understanding.	Admin led School level PD with staff Admin led School Level PD with students School schedule for teaching of grade/school expectations and common language	1x per semester - August 2024/January 2025 1x per semester - August 2024/January 2025 August 2024 January 2025	Classroom/Comm on area observations Discipline referral data/Great 8 data School Counselor led monthly lessons with SEL focus SEL Toolkit Monthly School Convo for school family relationship building and SEL focus
Teachers will utilize the school's Proactive Discipline Systems of Support plan to determine strategies for proactively responding to behavior	Admin led School level PD with staff Data and strategy review at Grade Level PLCs	August 2024 Quarterly throughout the 2024-2025 school year	Discipline referral data/ Great 8 data Classroom observations Second Step Lessons School Counselor led monthly lessons with SEL focus Tier 2 and 3 progress monitoring data Motivation Assessment Scale

			TOAD observation tool
Teachers will participate in culturally responsive professional development to increase awareness and build capacity for supporting and responding to challenging classroom behaviors	<p>Behavior review at Grade Level PLCs</p> <p>Behavior Support Team Meetings to review behavioral data</p> <p>Quarterly Equity PD</p>	<p>Quarterly throughout the 2024-2025 school year</p> <p>Monthly throughout the 2024-2025 school year</p> <p>Ongoing throughout the 2024-2025 school year as needed</p>	<p>Discipline referral data/ Great 8 data</p> <p>Classroom observations</p>

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)	64.7%		50.0%		41.2%		87.0%		64.7%		22.3%		35.2%	
20-21 (RBL)	48.0%		46.0%		33.0%		83.0%		47.0%		17.0%		23.0%	
21-22	48.5%	46.7%	47.0%	47.4%	34.0%	41.8%	83.5%	86.8%	47.5%	70.7%	17.5%	25.5%	23.5%	31.6%
22-23	54.9%	37.0%	50.0%	44.3%	38.4%	43.3%	85.7%	88.4%	54.2%	70.3%	20.1%	28.9%	28.4%	33.1%
23-24	58.4%	63.0%	52.0%	44.8%	41.1%	42.9%	87.0%	93.9%	57.9%	75.9%	21.7%	32.7%	31.1%	36.0%
24-25	61.8%		54.0%		43.8%		88.3%		61.5%		23.2%		33.8%	
25-26	65.3%		56.0%		46.5%		89.7%		65.1%		24.8%		36.5%	
26-27	68.7%		58.0%		49.2%		91.0%		68.7%		26.3%		39.2%	
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)	43.8%		25.6%		23.8%		74.1%		41.2%		16.1%		16.0%	
20-21 (RBL)	36.0%		17.0%		13.0%		64.0%		25.0%		10.0%		5.0%	
21-22	36.5%	18.8%	18.0%	25.0%	14.0%	20.4%	64.5%	72.7%	25.5%	25.0%	10.5%	12.9%	5.5%	8.6%
22-23	39.9%	6.7%	22.5%	14.6%	19.3%	15.4%	68.7%	74.0%	31.7%	26.7%	13.4%	15.6%	10.0%	6.6%
23-24	41.9%	42.9%	25.3%	23.7%	22.4%	18.8%	71.1%	73.2%	35.1%	40.0%	15.1%	7.1%	12.5%	14.6%
24-25	43.9%		28.1%		25.5%		73.4%		38.5%		16.7%		15.0%	
25-26	45.8%		30.8%		28.7%		75.8%		41.8%		18.4%		17.5%	
26-27	47.8%		33.6%		31.8%		78.1%		45.2%		20.1%		20.0%	

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: Tier 1: Instruction Aligned with the Active View of Reading			
Action Steps	Required PD/Resources	Timeline	Evidence
Ensure Intentional implementation of core literacy curriculum (Amplify CKLA) to provide equitable access for all students through culturally responsive practices	District Level Literacy PD/ Tier 1 Time School level PD and coaching cycles with Literacy Coaches Grade Level Team PLCs with Literacy Coach/Admin/ENL/ Special Education staff CKLA materials Learning Labs	Monthly 2024-2025 Ongoing 2024-2025 Ongoing 2024-2025	Walkthrough Data Observation Data Learning Walks Learning Labs Coaching Cycles BOY, MOY, EOY, and Unit Assessments Common Formative Assessment data/PLCs
Provide Instructional practices for Word Recognition that are explicit and systematic in how to decode (read) and encode (spell) words, including word part analysis (e.g., syllables, morphemes). 	District Level Literacy PD/ Tier 1 Time School level PD and coaching cycles with Literacy Coaches Grade Level Team PLCs with Literacy Coach/Admin/ENL/ Special Education staff CKLA materials Learning Labs	Monthly 2024-2025 Ongoing 2024-2025 Ongoing 2024-2025	Walkthrough Data Observation Data Learning Walks Learning Labs Coaching Cycles BOY, MOY, EOY, and Unit Assessments Common Formative Assessment data/PLCs
Provide intentional Language Comprehension practice through read-alouds from a variety of complex texts to build knowledge and vocabulary, as well as support robust	District Level Literacy PD/ Tier 1 Time School level PD and coaching cycles with Literacy Coaches	Monthly 2024-2025 Ongoing 2024-2025	Walkthrough Data Observation Data Learning Walks Learning Labs

<p>conversations to develop students' academic language.</p> 	<p>Grade Level Team PLCs with Literacy Coach/Admin/ENL/Special Education staff</p> <p>CKLA materials</p> <p>Learning Labs</p>	<p>Ongoing 2024-2025</p>	<p>Coaching Cycles</p> <p>BOY, MOY, EOY, and Unit Assessments</p> <p>Common Formative Assessment data/PLCs</p>
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Strategy: Data-Driven Responsive Teaching			
Action Steps	Required PD/Resources	Timeline	Evidence
<p>Differentiated Instruction and intervention focus will be guided by universal screening and diagnostic assessment data.</p>	<p>School level PD and coaching cycles with Literacy Coaches</p> <p>Grade Level Team PLCs with Literacy Coach/Admin/ENL/Special Education staff</p> <p>CKLA materials</p> <p>Learning Labs</p>	<p>Ongoing 2024-2025</p> <p>Ongoing 2024-2025</p>	<p>Walkthrough Data</p> <p>Observation Data</p> <p>Learning Walks</p> <p>Coaching Cycles</p> <p>Data Days/PLCs</p> <p>BOY, MOY, EOY, and Unit Assessments</p> <p>Common Formative Assessment data/PLCs</p>
<p>Teachers will analyze student data to lead intentional and strategic Tier groups to work towards reading proficiency.</p>	<p>School level PD and coaching cycles with Literacy Coaches</p> <p>Grade Level Team PLCs with Literacy Coach/Admin/ENL/Special Education staff</p> <p>CKLA materials</p> <p>Learning Labs</p>	<p>Ongoing 2024-2025</p> <p>Ongoing 2024-2025</p>	<p>Observation Data</p> <p>Learning Walks</p> <p>Coaching Cycles</p> <p>Data Days/PLCs</p> <p>BOY, MOY, EOY, and Unit Assessments</p> <p>Common Formative Assessment data/PLCs</p> <p>Tier 2 Assessment Data</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)	58.8%		44.7%		39.4%		90.0%		64.7%		28.4%		34.6%	
20-21 (RBL)	48.0%		44.0%		34.0%		82.0%		55.0%		19.0%		25.0%	
21-22	48.5%	66.7%	45.0%	48.4%	35.0%	43.2%	82.5%	89.1%	55.5%	68.3%	19.5%	33.3%	25.5%	39.9%
22-23	52.9%	74.1%	46.9%	55.2%	38.5%	57.4%	86.0%	90.0%	59.6%	78.4%	23.5%	35.9%	29.5%	53.1%
23-24	55.4%	59.3%	48.4%	47.8%	40.7%	51.3%	88.0%	90.2%	61.9%	74.1%	25.7%	40.7%	31.8%	46.9%
24-25	57.9%		49.8%		42.9%		90.0%		64.1%		27.9%		34.1%	
25-26	60.3%		51.3%		45.2%		92.0%		66.4%		30.2%		36.3%	
26-27	62.8%		52.7%		47.4%		94.0%		68.7%		32.4%		38.6%	
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														

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)	56.3%		29.6%		26.7%		84.5%		47.1%		16.1%		14.9%	
20-21 (RBL)	47.0%		14.0%		14.0%		73.0%		19.0%		10.0%		11.0%	
21-22	47.5%	37.5%	15.0%	21.3%	15.0%	25.5%	73.5%	76.6%	19.5%	25.0%	10.5%	12.9%	11.5%	15.1%
22-23	51.4%	26.7%	21.9%	22.5%	20.9%	30.1%	78.2%	72.6%	29.7%	60.0%	13.4%	21.9%	13.6%	22.2%
23-24	53.7%	28.6%	25.8%	26.9%	24.4%	23.8%	80.8%	78.6%	35.1%	52.0%	15.1%	14.3%	15.0%	18.3%
24-25	55.9%		29.7%		27.8%		83.3%		40.4%		16.7%		16.3%	
25-26	58.1%		33.7%		31.3%		85.9%		45.8%		18.4%		17.6%	
26-27	60.3%		37.6%		34.7%		88.5%		51.1%		20.1%		18.9%	

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: Tier 1: Math Instruction			
Action Steps	Required PD/Resources	Timeline	Evidence
Teachers will intentionally incorporate all components (fluency, launch, learn, land) of the core math curriculum (EM2) to provide equitable access for all students through culturally responsive practices.	<p>New Teacher Training with Math Coach and Admin</p> <p>Monthly Team Support with Math Coach</p> <p>Grade Level Team PLCs with Math Coach/Admin/ENL/Special Education staff</p>	<p>Ongoing 2024-2025</p> <p>Monthly 2024-2025</p> <p>Ongoing 2024-2025</p>	<p>Building Walkthroughs</p> <p>Walkthrough Data</p> <p>Observation Data</p> <p>Learning Walks</p> <p>Learning Labs</p> <p>Coaching Cycles</p> <p>Common Formative Assessment data/PLCs</p>
<p>Teachers will plan for Active Engagement within the Math Block:</p> <ul style="list-style-type: none"> ● Culturally Relevant Practices <ul style="list-style-type: none"> ○ student/classroom culture incorporated in materials, curriculum, and teaching ● Student Discourse ● Total Participation Techniques ● Language Routines 	<p>New Teacher Training with Math Coach and Admin</p> <p>Monthly Team Support with Math Coach</p> <p>Grade Level Team PLCs with Math Coach/Admin/ENL/Special Education staff</p>	<p>Ongoing 2024-2025</p> <p>Monthly 2024-2025</p> <p>Ongoing 2024-2025</p>	<p>Building Walkthroughs</p> <p>Walkthrough Data</p> <p>Observation Data</p> <p>Learning Walks</p> <p>Learning Labs</p> <p>Coaching Cycles</p> <p>BOY, MOY, EOY, and Unit Assessments</p> <p>Common Formative Assessment data/PLCs</p> <p>Dreambox Data</p>

Strategy: Math Instruction: Responsive Teaching

Action Steps	Required PD/Resources	Timeline	Evidence
Teachers will analyze universal screening and diagnostic assessment data to determine areas of math focus and lead strategic and differentiated tier groups.	Team PLC Data Review with Math Coach and/or admin	Ongoing 2024-2025	Classroom Observations Exit Tickets BOY, MOY, EOY, and Unit Assessments Common Formative Assessment data/PLCs Dreambox Data
Teachers will effectively use the independent work time of Math Block to implement individual or small group instruction and differentiate based on the needs of students. <ul style="list-style-type: none"> Differentiated teacher supported lessons Dreambox Learning (online) individualized instruction Independent Practice Math Fact Instruction/Practice 	New Teacher Math Workshop Training with Math Coach, Refresher PD for all staff as needed Team PLC Math Workshop PD Follow up led by Math Coach	New Teacher Training - August 2024, Follow up ongoing 2024-2025 Ongoing 2024-2025	Classroom Observations Exit Tickets BOY, MOY, EOY, and Unit Assessments Common Formative Assessment data/PLCs Dreambox Data

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)	93.7%	
2024-2025	97.0%	%
Green = Benchmark Goal Met, Yellow = Progress Toward Benchmark Goal, Red = No Progress Toward Benchmark Goal		

Strategies (List a maximum of three strategies.)

- Tier 1 - All School Attendance Goal to encourage improved attendance.
- Tier 2 - Social Worker led attendance groups for students who are approaching or have concerning attendance. Attendance groups will include student goal setting to improve attendance.
- Form attendance committee that meets monthly to review school attendance and develop strategies to support school attendance

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%	8.1%
2021-22	9.0%	11.4%
2022-23	8.0%	22.7%
2023-24	7.0%	4.5%
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.
- Data for specifically targeted subgroups of staff will be analyzed to make sure that specific groups are not leaving the district disproportionately or for unique reasons.

Partnership Goal 3A

Partnerships Goal 3A

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.

	Goal	Result
2018-19 (BL)	6.0%	
2020-21	11.0%	11.5%
2021-22	16.0%	22.3%
2022-23	21.0%	16.5%
2023-24	26.0%	25.1%
2024-25	31.0%	

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

Goal 3A: School Action Plan for the 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: Family Engagement			
Action Steps	Required PD/Resources	Timeline	Evidence
Fox Hill MTSS 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"> WT parent survey PLC Leadership Team 	Ongoing 2024-2025	Panorama Survey
Fox Hill Elementary staff will work with the Parent Teacher Organization to increase communication, connectivity, and interest in attending school events that meet the needs of our	<u>Resources</u> <ul style="list-style-type: none"> WT parent survey PLC Leadership Team Parent 	Ongoing 2024-2025	Panorama Survey School Event Attendance Parent/PTO feedback School PTO general

diverse population based on school and district feedback.	<p>Teacher Organization</p> <ul style="list-style-type: none"> School Directory 		meetings
Fox Hill Parent Newsletter will include tips/ideas/strategies to help families support student success at home.	<p><u>Resources</u></p> <ul style="list-style-type: none"> PLC Leadership Team Instructional Coaches 	Ongoing 2024-2025	Panorama Survey Parent/PTO feedback

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	September School Board Meeting
SIP Submitted to State	October 1

Description of Curriculum

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

Title 1 Schoolwide Components

Highly Qualified Teachers and Paraprofessionals (Title I Component 3)

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

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 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

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 resources are provided in the Kindergarten welcome information, so parents know what they can be working on prior to the start of the school year.

Transition Plans for 5th to 6th grade

1. Middle school materials are mailed to 5th grade families to include detailed information in February of each school year from middle school principals
2. 5th 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. 5th grade students visit middle schools in May of each school year
6. Incoming 6th grade students participate in orientation in August of each school year

Program Statement

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

Parent Compact

Fox Hill - Parent Compact 2024-2025

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*

Student

Teacher

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

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

Goal Action Plan

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

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.

[Link to School QAR Document](#)

[Link to School Professional Development Plans](#)

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