



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: Greenbriar Elementary School
 School Address: 8201 Ditch Rd, Indianapolis, IN 46260
 School Phone Number: (317) 259-5445
 School Fax Number: (317) 259 - 5449
 School DOE Number: 5418
 School Corporation Number: 5370

September 28, 2020

Principal Signature, Tim Blom

Date

September 23, 2020

Superintendent Signature, Dr. Nikki Woodson

Date

September 23, 2020

School Board President Signature, Bill Turner

Date

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

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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

| Role/Title | Name |
|---------------------------|------------------|
| Principal | Tim Blom |
| Assistant Principal | Sophia S |
| Kindergarten Teacher | Betsy M |
| First Grade Teacher | Brittany |
| Second Grade Teacher | Stephanie |
| Third Grade Teacher | Stefanie |
| Fourth Grade Teacher | Dounya |
| Fifth Grade Teacher | Emily Fe |
| ENL Teacher | Brad Lar |
| Special Education Teacher | Danielle Hassan, |
| Title 1 Reading Coach | Kendall Kr |
| Title 1 Math Coach | Stacy Ca |
| Special Area Teacher | Joe M |
| Social Science/IB | Kate S |

| Committee's Domain of Study: Special Education | | |
|--|-------------------------|-------------------------------|
| Name | Stakeholder Group(s) | Role(s) |
| Danielle Hassan | School Representative | Resource teacher |
| Anthony Dean | School Representative | Resource teacher |
| Rachel Broderick | School Representative | Resource teacher |
| Sarah McRoberts | School Representative | School psychologist |
| Ghirmay Alazar | District Representative | Director of Special Education |
| Tim Blom | School Representative | Principal |

| Meeting Dates | |
|----------------------|-----------------------|
| August 20th @ 2:00pm | February 26th @7:50am |
| October 16th @7:50am | May 7th @7:50am |

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

In order to increase parent participation, the Greenbriar staff provides a variety of content area mini-lessons at our monthly PTO meetings. Title 1 administrative staff offers school-wide reading and math family nights where the same “learning” games will be shared. We also offer Muffins with Moms and Donuts with Dads to encourage a positive parent-school connection. Topics include, but are not limited to: homework help, reading comprehension, math number sense/computation and ILEARN/IREAD3 readiness. Informal coffees with the principal are also offered to ensure a calm, open-forum environment where all questions and comments can be shared about the school process.

Greenbriar staff recognizes the need to communicate with parents in a variety of modes as well as languages. Teachers and administrators can communicate with parents through emails when accessible. In addition to written communication, teachers and administrators will use School Messenger phone system to inform parents of testing dates, targeted skills to practice at home, as well as invitations to events.

Parent information nights are also very important; for example, Greenbriar wants to ensure that parents understand how they can help their children prepare for the ILEARN/IREAD3 assessments. Parents must better understand the complexity of the ILEARN/IREAD3 and their role in preparing the child for it. Parents also need to understand how to interpret ILEARN/IREAD3 results. Opportunities for parents to attend informational meetings are hosted during the day to accommodate work schedules. Student data binders with current academic progress are shared with parents during formal and informal parent teacher conferences so that parents have a very strong grasp of their child’s academic progress. Parent network logins were distributed to parents so they could access their child’s ISTEP scores. Opportunities for parents to utilize the computers at Greenbriar to access the parent network were given during our parent events and coffee with the principal.

The Greenbriar English Learners (EL) parent group receives school communications in both English and Spanish. Thirty hand-held devices are available for translating when information is being shared in English. A special kindergarten tour for Spanish speaking parents is available so that parents can freely ask questions as they learn of our school community.

A diverse group of parents are included in the planning, review, and improvement of the schoolwide plan. Each spring, our Title I Parent Plan is reviewed to ensure that parents have the opportunity to voice their concerns or suggestions to be implemented to improve the school.

In order to achieve our literacy goal, we will involve parents in the following ways:

- Via the Reading Comprehension for Parents Workshop, parents will be provided with a list of the comprehension strategies their students will be using throughout the year.
- Focus on Comprehension and strategies to assist in comprehension during Title I family nights through whole family games.
- Links provided through newsletters and the school website to vocabulary based games and parental support sites.
- Family letter writing as a portion of the weekly homework, encouraging students to practice and grade using student friendly rubrics.
- Parent workshops on how to understand the new report card and understand where their child needs to be at benchmarks throughout the year based on F&P and DRA levels. This will also include a parent brochure.

In order to achieve our math goal, we will involve parents in the following ways:

- Greenbriar website will be linked to a number of computation websites for a variety of grade levels.
- Offer time for parents to explore the new math curriculum.
- Title I Math Nights: parents, community leaders, and students participate in the creation of math games that can be taken home with the students at the end of the evening. We will also focus on parent education in regards to math fact fluency at math nights. We will offer an evening and morning time for this parent support.
- Continuation of 24 tournaments in grades 3-5. However, increasing the participation by holding grade level tournaments throughout each quarter.
- School will assist in the creation or purchasing of Flash Cards for students either through MSDWT grant opportunities or Math Flash Focus, which encourages local businesses to help in the creation of flash cards for all students.
- Parents will receive a brochure that gives the specific timeline for learning math facts for each grade level over the course of the school year, so they can continue to keep their child on track at home.

In order to achieve our classroom climate goal, we will involve parents in the following ways:

- Teachers make at least 5 positive calls per week and log into google docs call log. Every student's family should have one positive call or note logged every 60 calendar days.
- Include parents in mentor events for those at risk students who earned a mentor day.
- Meet with parents in the community (teachers, admin, staff as available and appropriate) for parent workshops.
- Host at least 2 community day events outside of school and a Lemonade Day community day.

Stakeholder Input Opportunities to Support Goals

| Stakeholder Input Name & Description | Who Participates | Timeline |
|--|--|-----------|
| PTO meetings | Parents/Guardians/Teachers | 2020-2021 |
| Back to School Night, Possibly Virtual Forum | Parents/Guardians/Teachers | 2020-2021 |
| Parent Conferences | Parents/Guardians/Teachers/Students | 2020-2021 |
| School Improvement Meetings | Parents/Guardians/Teachers/Community Members | 2020-2021 |
| IB Exhibition Surveys | Parents/Guardians | 2020-2021 |
| Title I Math/Literacy Night Surveys | Parents/Guardians | 2020-2021 |

Description of Stakeholder Partnerships and Programs to Support Goals

- 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)
 - Homework Time after school in which AYS instructors are present to help students with questions and provide additional help with homework if needed.
- IUPUI Nursing Students
 - Support many classrooms and students by volunteering in classroom to provide enrichment and/or remediation for students during the school day.
- Cummins Mental Health
 - Counselor and Life Skills Specialist
- Indianapolis Museum of Art
 - Visual Thinking Strategies Curriculum
- Oasis Tutoring
 - Reading tutors
- St. Luke's United Methodist Church
 - Luke's Leaders
 - School supplies
 - Volunteers
- Lion's Catchers
 - Tutoring
 - Community partnerships
- The Advancement Center for Washington Township Schools
 - Classroom grants
- 2nd Presbyterian Church
 - Classroom supplies
 - Volunteers
- Champions are Readers
- Indianapolis Hebrew Congregation

Comprehensive Needs Assessment

Three-year Trend Data

Safe and Disciplined Learning Environment

| Year | Suspensions | Expulsions |
|-----------|-------------|------------|
| 2016-2017 | 193 | 1 |
| 2017-2018 | 72 | 0 |
| 2018-2019 | 196 | 1 |

Suspensions/Expulsions by Sub-group

| Year/Sub-Group | 2016-2017 | 2017-2018 | 2018-2019 |
|-----------------|-----------|-----------|-----------|
| American Indian | 0/0 | 0 | 0 |
| Asian | 2/0 | 0 | 0 |
| Black | 145/0 | 50 | 153 |
| Hispanic | 22/0 | 3 | 15 |
| Multi-Racial | 16/1 | 10 | 17 |
| White | 8/0 | 9 | 12 |
| Female | 24/0 | 21 | 31 |
| Male | 169/1 | 51 | 166 |
| IEP - YES | 28/0 | 38 | 78 |
| IEP - NO | 165/1 | 34 | 119 |

Demographic Data

Enrollment by Ethnicity

| Year/Sub-Group | 2016-2017 | 2017-2018 | 2018-2019 |
|-----------------|-----------|-----------|-----------|
| American Indian | 0.0% | 0.0% | 0.37% |
| Asian | 2.3% | 2.2% | 3.25% |
| Black | 47.0% | 50.6% | 53.06% |

| | | | |
|--------------|-------|-------|--------|
| Hispanic | 31.3% | 28.2% | 27.72% |
| Multi-Racial | 7.5% | 5.3% | 5.49% |
| White | 11.8% | 13.4% | 10.11% |

Free/Reduced/Paid Lunch

| Year/Sub-Group | 2016-2017 | 2017-2018 | 2018-2019 |
|----------------|-----------|-----------|-----------|
| Free Lunch | 72.2% | 77.1% | 75.28% |
| Reduced Lunch | 8.5% | 8.6% | 12.11% |
| Paid Lunch | 19.3% | 14.3% | 12.61% |

Attendance Data Monitoring and Goal

Greenbriar 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 | 96.3% | 96.3% | 95.87% |
| Number of Unexcused Absences | 3549 | 3415 | 3884 |

3-Year Trend Data on Student Achievement by Subgroups

| Mathematics ISTEP+ Percent Pass | | | | | | | | | |
|---------------------------------|---------|-------|-------|----------|-------|--------------|------|-----|-----|
| *IDOE Compass | | | | | | | | | |
| | Overall | Black | Asian | Hispanic | White | Multi-Racial | SPED | ELL | F/R |
| 2018-2019 | 37% | 26% | *** | 40% | 71% | 52% | 7% | 30% | 33% |
| 2017-2018 | 42% | 33% | 44% | 41% | 76% | 52% | 11% | 26% | 37% |
| 2016-2017 | 46% | 38% | 44% | 56% | 64% | 68% | 9% | 8% | 41% |

| ELA ISTEP+ Percent Pass | | | | | | | | | |
|-------------------------|---------|-------|-------|----------|-------|--------------|------|-----|-----|
| *IDOE Compass | | | | | | | | | |
| | Overall | Black | Asian | Hispanic | White | Multi-Racial | SPED | ELL | F/R |
| 2018-2019 | 24% | 18% | *** | 20% | 58% | 40% | 6% | 16% | 21% |
| 2017-2018 | 45% | 39% | 56% | 40% | 68% | 61% | 11% | 28% | 40% |
| 2016-2017 | 52% | 45% | 67% | 51% | 71% | 51% | 9% | 8% | 45% |

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"> Diverse population of students Celebrations of different groups of students throughout the year. | <ul style="list-style-type: none"> Continuing to attract students with different ethnicities and retain those students Greenbriar has not always had a diverse group of teachers to represent different ethnicities and cultures. | <ul style="list-style-type: none"> Continue to attract a diverse population of staff members Retain a diverse population of staff members and families. |
| Attendance | <ul style="list-style-type: none"> There are several students that have received perfect attendance awards since beginning at GB. Students want to come to school and feel that it is a safe environment. | <ul style="list-style-type: none"> Often have unexcused absences from the same students If a student misses the bus, they do not have transportation to get them to school. High turnover rate/transiency | <ul style="list-style-type: none"> Provide opportunities to celebrate attendance for staff and students Share the importance of attending school with parents Utilize our student resource staff member to connect with families where attendance is a concern. |
| Student Achievement | <ul style="list-style-type: none"> There is a systematic process that allows the different programs to collaborate effectively (Special Ed., ENL, and Title I Interventionists). Greenbriar utilizes a systematic approach to student data analysis to drive instruction. All students are actively involved in progress monitoring and can articulate | <ul style="list-style-type: none"> All teachers need to commit to raising achievement for all students within their cluster. (Special education, ENL, Title I, high ability) We need to maintain growth in all subgroups. | <ul style="list-style-type: none"> Utilizing PLC's to individualize instruction and utilize our FOCUS time efficiently. Progress monitor literacy levels frequently and |

| | | | |
|--|--|---|--|
| | <p>their current level of achievement. (data binder process)</p> <ul style="list-style-type: none"> Grade level teams analyze individual, classroom, and grade level data. | <ul style="list-style-type: none"> Admin and title staff must participate in PLC groups to have a hands-on approach to student learning | <p>analyze data with PLC teams.</p> |
| School Culture and Climate | <ul style="list-style-type: none"> PBIS is implemented school-wide. Staff utilizes a common language and have highlighted school-wide essential agreements. Several teachers receive continued training in Responsive Classrooms. | <ul style="list-style-type: none"> Classroom disruptions are still prevalent in some classrooms. Parent support at home limits the ability to truly support positive changes within a child. Limited Cummins services based on insurance and the families willingness to collaborate. Students lack social/emotional coping skills. | <ul style="list-style-type: none"> Creating a safe and caring environment for all students, staff and families. Families need to feel welcomed into the school. |
| Staff Quality/Professional Development | <ul style="list-style-type: none"> Our staff is provided with many opportunities to attend Professional Development within the building and at the district level. | <ul style="list-style-type: none"> Time. (Scheduling & availability of programming) Fidelity of implementation of different programming Differentiated professional development | <ul style="list-style-type: none"> Allow staff to grow professionally and continue to offer professional development within the building Staff will be encouraged to attend workshops that are around the Indianapolis area to grow professionally and encouraged to bring back information to share with all staff Provide staff opportunities to share needed professional development and work to make it happen |
| Curriculum, Instruction, Assessment | <ul style="list-style-type: none"> District-wide reading and math assessments are common and drive instruction and intervention groups Teachers analyze individual student data and differentiate instruction | <ul style="list-style-type: none"> Research-based Math interventions for students who are struggling Word Study | <ul style="list-style-type: none"> Adopting a Literacy curriculum that allows for different types of assessment |

| | | | |
|----------------------------------|--|--|--|
| | <ul style="list-style-type: none"> • Full time Literacy and Math coach in our building | <p>curriculum, instruction and assessment</p> | <ul style="list-style-type: none"> • Adapting current curriculum to the workshop model |
| Family and Community Involvement | <ul style="list-style-type: none"> • Parents care about their children. • Teachers communicate with the parents. • Numerous opportunities for parents to be involved are offered. | <ul style="list-style-type: none"> • Time/scheduling conflicts. • Parent conferences are no longer built into the school calendar. • Diverse culture and language backgrounds. • Limited transportation. • Language barrier | <ul style="list-style-type: none"> • Utilize a variety of social networking tools to communicate with parents (email, Class Dojo, Facebook, Twitter, all calls and our school website). • Schedule family events for different nights of the week and different times of the day to increase involvement and participation. • Offer translation in many languages |
| Technology | <ul style="list-style-type: none"> • 1 to 1 devices • Math and Literacy online academic resources | <ul style="list-style-type: none"> • Limited technology access at home for students and families. • Time to use technology | <ul style="list-style-type: none"> • Blended Learning environment • Intentional use of technology |

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><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.</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> |

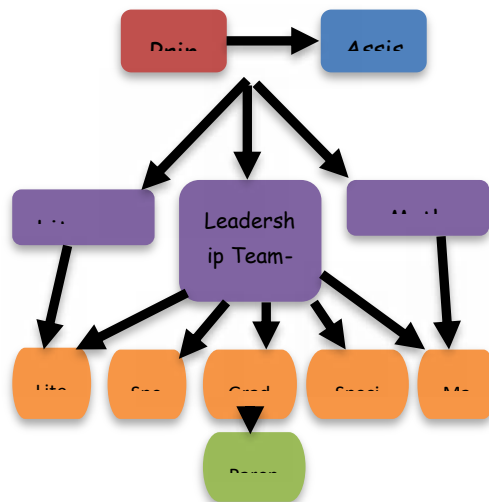
| | |
|---|---|
| | <p>Goal 1B: Improve academic growth for all subgroups and reduce the achievement gap for students of color in math</p> <p>Math: Improve academic proficiency for all subgroups, Asian - 1%, Black - 2%, Hispanic - 2%, White - 1%, Multi-Racial 1%, SPED - 2%, ELL - 2%, F/R - 2%</p> <p>Goal 1C: Decrease behavior disruptive to the learning as measured by office referrals in the areas of continuous class disruption, disrespect, and refusal to comply.</p> <p>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%.</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>Goal 2A: Pursue and implement strategies to hire faculty who better represent the community that we serve.</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>Goal 3 A: GB will analyze family engagement feedback to determine areas of improvement by increasing the total level of parent and family participation in school programming as measured by the parent survey.</p> |

Cultural Competency - In order to improve the cultural competency of its teachers, administrators, staff, parents, and students, Greenbriar Elementary 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.

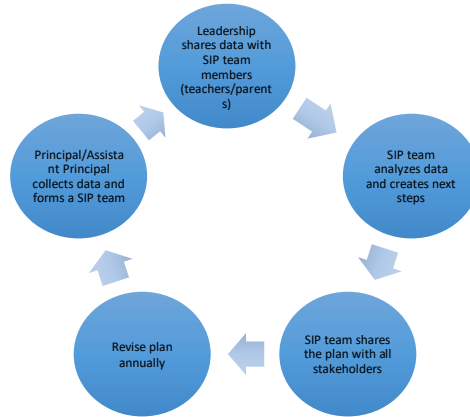
Decision Making Process - Grade-level teams, RTII teams, and the School Improvement Committee worked together to analyze data and develop individual intervention plans for students. The teams shared successful practices with other teams and in staff meetings. The staff worked together developing and sharing effective practices, maintaining a continuing focus on student needs. To develop student interventions and pinpoint educational gaps, teams focused on data from previous ISTEP/ILEARN tests and formative assessments. As teams analyzed data, they focused both on highest educational deficits as well as areas of strength. This same data was used to develop enrichment opportunities for proficient students and to drive classroom instruction.

Parent/Community - A diverse group of parents are included in the planning, review, and improvement of the school wide plan. Each spring, our Title I Parent Plan is reviewed to ensure that parents have the opportunity to voice their concerns or suggestions to be implemented to improve the school.

Leadership structure - Greenbriar Elementary maintains high expectations for all students and staff. Administrators set annual professional and leadership goals that include specific benchmarks for success. The goals are progressed-monitored by the Director of Elementary Education. Greenbriar Elementary teachers develop a rigorous curriculum using the International Baccalaureate framework. Teachers are provided the necessary teacher and student materials to implement the curriculum including teacher manuals, student textbooks, and consumables. Working with instructional coaches, teachers review and revise their curriculum throughout the school year and during the summer. Curriculum and instruction is monitored through teacher surveys, classroom observations, and the teacher evaluation system. Greenbriar Elementary has a variety of academic and socio-emotional supports for students and families in order to meet the needs of all students. Building administration and the Response to Instruction and Intervention committee oversee and monitor these supports.



School Improvement Structure



Equitable Achievement Goal 1A

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

| Greenbriar | Asian | Black | Hispanic | White | Multi-Racial | SPED | ELL |
|---------------------------|-------|-------|----------|-------|--------------|------|-----|
| Baseline (2018-19) | 65% | 51% | 43% | 72% | 63% | 28% | 37% |
| 2020-21 | 66% | 53% | 45% | 73% | 64% | 30% | 39% |
| 2021-22 | 67% | 55% | 47% | 74% | 65% | 32% | 41% |
| 2022-23 | 68% | 57% | 49% | 75% | 66% | 34% | 43% |
| 2023-24 | 69% | 59% | 51% | 76% | 67% | 36% | 45% |
| 2024-25 | 70% | 61% | 53% | 77% | 68% | 38% | 47% |

Strategies

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

| | |
|--|----------------------------------|
| Strategy: Literacy Framework | |
| Strategy Goal: In 2020-2021, 100% of Greenbriar classrooms will implement all components (word study, interactive read aloud, shared reading, reading | Evidence Walk-throughs |

| workshop, writing workshop, shared writing, interactive writing) of the balanced literacy framework. | | Observations Lesson Plans |
|---|--|------------------------------|
| Action Steps | Required Resources/PD | Timeline |
| Teachers will use TCRWP Units of Study to plan for and conduct elements of the balanced literacy framework. | TCRWP Units of Study in Reading, Writing and Phonics Ongoing PD provided by literacy coach on balanced literacy components and implementation of TCRWP Units of Study POI Planner | August-May |
| Teachers will use the TCRWP Units of Study in Phonics to guide an inquiry-based word study in grades K-2. | TCRWP Units of Study in Phonics Ongoing PD provided by literacy coach on implementation of TCRWP Units of Study in Phonics | August-May |
| Teachers will utilize the workshop framework (mini-lesson, independent reading/writing and share) daily as the model for instruction in reading, writing and phonics. | TCRWP Units of Study in Reading, Writing and Phonics Ongoing PD, learning walks, lab classrooms and coaching cycles provided by the literacy coach on the structure of each component of the workshop framework | August-May |
| Teachers in K-2 will utilize the practice of shared reading daily as part of the balanced literacy curriculum. | <i>A Guide to the Reading Workshop Primary Grades</i> Ongoing PD, lab classrooms and coaching cycles provided by the literacy coach on shared reading in K-2 | August-May |

| | | |
|--|--|-------------------|
| <p>Teachers in grades 3-5 will utilize the practice of interactive read aloud daily as part of the balanced literacy curriculum.</p> | <p><i>A Guide to the Reading Workshop Intermediate Grades</i></p> <p>Ongoing PD, lab classrooms and coaching cycles provided by the literacy coach on interactive read aloud in grades 3-5</p> | <p>August-May</p> |
|--|--|-------------------|

| <p>Strategy Goal: In 2020-2021, 100% of teachers will administer diagnostic, benchmark and ongoing, formative assessments to determine teaching points for shared reading, interactive read aloud and small group strategy and guided reading groups.</p> | | <p>Evidence Walk-throughs Observations Lesson Plans</p> |
|--|---|--|
| <p>Action Steps</p> | <p>Required Resources/PD</p> | <p>Timeline</p> |
| <p>Teachers will conduct/administer diagnostic, benchmark and formative assessments to determine students strengths and needs.</p> | <p>TCRWP Units of Study for Reading and Writing K-5</p> <p>TCRWP Units of Study for Phonics K-2</p> <p><i>The Guide to the Phonics Workshop K-2</i></p> <p><i>The Guide to the Reading Workshop Primary and Intermediate</i></p> <p>TCRWP Units of Study 3-5 in Reading and Writing <i>Reading/Writing Pathways</i></p> <p>GB Master Data Sheet</p> <p><i>Fountas and Pinnell Benchmark Kit</i></p> <p>New teachers will meet with the literacy coach for</p> | <p>August-May</p> |

| | | |
|--|--|-------------------|
| | <p>a side by side training on diagnostic, benchmark assessments and running records</p> <p><i>The Next Step Forward in Guided Reading</i> by Jan Richardson</p> | |
| <p>Teachers will utilize diagnostic, benchmark and formative assessments to help make instructional decisions about grouping, text selection, and teaching points for specific skills and strategies</p> | <p><i>The Guide to the Reading Workshop Primary and Intermediate</i></p> <p><i>The Guide to the Phonics Workshop K-2</i></p> <p>TCRWP Units of Study 3-5 in Reading and Writing <i>Reading/Writing Pathways</i></p> <p>Ongoing PD on MSV miscue analysis, small group strategy groups and guided reading</p> <p>Ongoing PD on planning and prepping shared reading (K-2) and interactive read aloud (3-5)</p> <p>PD on using the ORID Method to analyze data</p> <p><i>The Next Step Forward in Guided Reading</i> by Jan Richardson</p> | <p>August-May</p> |
| <p>Teachers will plan shared reading (K-2), interactive read aloud (K-5), small group strategy groups and each component of guided reading lesson plan based on assessment data and student reading behaviors.</p> | <p><i>The Guide to the Reading Workshop Primary and Intermediate</i></p> <p><i>The Guide to the Phonics Workshop K-2</i></p> | <p>August-May</p> |

| | | |
|--|--|--|
| | <p><i>The Next Step Forward in Guided Reading</i> by Jan Richardson</p> <p>PD and side by side training on Jan Richardson’s guided reading framework at all levels including guided writing</p> <p>Materials needed to conduct Jan Richardson’s guided reading framework: magnetic letters, word study cards, etc. Some provided by Title I.</p> <p>TCRWP Units of Study in Phonics (K-2), Reading and Writing</p> | |
|--|--|--|

Evidence-Based Interventions for Focus Area - Literacy

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, GB will improve academic proficiency for all subgroups, Asian - 1%, Black - 2%, Hispanic - 2%, White - 1%, Multi-Racial 1%, SPED - 2%, ELL - 2%, F/R - 2% as measured by NWEA Math Proficiency.

| Greenbriar | Asian | Black | Hispanic | White | Multi-Racial | SPED | ELL |
|---------------------------|-------|-------|----------|-------|--------------|------|-----|
| Baseline (2018-19) | 58% | 44% | 46% | 78% | 60% | 24% | 40% |
| 2020-21 | 59% | 46% | 48% | 79% | 61% | 26% | 42% |
| 2021-22 | 60% | 48% | 50% | 80% | 62% | 28% | 44% |
| 2022-23 | 61% | 50% | 52% | 81% | 63% | 30% | 46% |
| 2023-24 | 62% | 52% | 54% | 82% | 64% | 32% | 48% |
| 2024-25 | 63% | 54% | 56% | 83% | 65% | 34% | 50% |

Strategies

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

| Strategy: Math Framework | | |
|--|--|---|
| Action Steps | Required Resources/PD | Timeline |
| Strategy Goal: 100% of classrooms will promote student discourse while implementing the components of the Investigations Mathematics framework. | | Evidence Walk-throughs Observations Collaboration Sessions Data Collection - Look fors |
| Teachers will utilize Math Talk Moves to develop discourse and student engagement. | Lesson plans that include all components (objective, mini-lesson, workshop, closure) of the mathematics framework. | August- May |

| | | |
|---|---|------------|
| | <p>Learning Walks focus on Talk Moves evidence</p> <p>Talk Moves PD</p> <p>Coaching Cycle</p> | |
| <p>Incorporate mathematical process standards using inquiry and essential questions.</p> <p>Teachers will plan questions that will promote student discourse. Teachers will use data to determine how questions are being asked and answered by students.</p> | <p>Monthly planning with math coach and IB coordinator to include vertical articulation</p> <p>Teachers will participate in collaborative planning with the math coach prior to the unit starting</p> <p>PD - Questioning, Engagement</p> | August-May |
| <p>Teachers will utilize the workshop framework (TTM/Classroom Routine, mini-lesson, independent and small group practice and share) daily as the model for instruction in mathematics.</p> | <p>Monthly planning with math coach and planning with grade level teams</p> <p>Learning Walks</p> <p>“Math Workshop” Jennifer Lempp</p> | August-May |
| <p>Teachers will utilize the ORID method to analyze diagnostic, benchmark and formative assessments to help make instructional decisions about grouping, and teaching points for specific skills and strategies</p> | <p>Data analysis of sub groups.</p> <p>PLC</p> <p>PD - ORID</p> | |

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>

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<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, GB will decrease behavior disruptive to the learning as measured by office referrals in the areas of continuous class disruption, disrespect, and refusal to comply.

| Greenbriar | Asian | Black | Hispanic | White | Multi-Racial | SPED | ELL |
|---------------------------|-------|-------|----------|-------|--------------|------|-----|
| Baseline (2018-19) | 0 | 101 | 6 | 6 | 8 | 29 | 10 |
| 2020-21 | 0 | 90 | 5 | 5 | 7 | 26 | 9 |
| 2021-22 | 0 | 84 | 5 | 5 | 7 | 24 | 8 |
| 2022-23 | 0 | 79 | 5 | 5 | 6 | 23 | 8 |
| 2023-24 | 0 | 75 | 4 | 4 | 6 | 22 | 7 |
| 2024-25 | 0 | 71 | 4 | 4 | 6 | 20 | 7 |

Strategies

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

Key Strategy: Strengthen our Tier 1 Universal Implementation, Tier 2 Intervention Supports System and Tier 3 Intensive Intervention Supports monitored by proactive discipline teams using monthly data.

| <p>Key Strategy Goal: We will reduce negative behaviors by ensuring classroom management plans in place, lesson plans are written to teach behaviors, and booster lessons are scheduled to take place throughout the year after breaks and as needed. We will identify students in need of Tier 2 interventions promptly via behavior plan referral forms, monthly discipline data highlighting trends, or due to identification during PLCs.</p> <p>Tier 2 and Tier 3 interventions will be used in a systematic approach.</p> | | <p>Evidence: Walkthrough data ODRs Classroom Referrals</p> |
|---|---|--|
| Action Steps | Required Resources/PD | Timeline |
| Teachers will create and receive feedback on classroom management plans that take into account the culture of their classroom, neuroscience, and 2nd Steps curriculum | Training CR Training Second Steps | July 2020 - initial feedback May 2021 Overall School-wide data review May 2021 EOY review and revisions to classroom management plans |
| Universal tier 1 proactive discipline team monthly meetings to look over school wide data and tier 1 universal procedures. | Great 8 monthly data Code of Conduct School wide behavior matrix | Monthly meetings throughout the 2020-2021 school year |
| Tier 2 and tier 3 behavior intervention team will implement tier behavior plans in collaboration with teachers. Teachers will collect data and plans will be monitored by team and teacher using the tier behavior tracker bi-weekly. | Tier behavior tracker MSDWT RTII behavior guidance documents GB behavior guidance documents | Universal team meetings held monthly Student behavior data reviewed with parents within timelines specified in plan August 2020-May 2021 |
| The Resiliency Team will deliver staff PD and training with a focus on equity through culturally responsive practices. | CR Training | Monthly PD sessions Monthly grade level PLCs |

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

By 2024-25 school year, GB 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, GB will analyze family engagement feedback to determine areas of improvement by increasing the total level of parent and family participation in school programming as measured by the parent survey.

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

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%

Strategies

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

| | |
|--|---|
| Strategy: Increase family participating, involvement and engagement in school programming. | |
| Strategy Goal: Strengthen our partnership with students, families and community stakeholders to achieve our mission of academic success for all students. | Evidence Sign-in sheets from events; Attendance numbers from |

| | | events |
|---|--|------------|
| Action Steps | Required Resources/PD | Timeline |
| Continue weekly messaging from principal to families, including Spanish translation when possible. | Collaboration with ENL team | July-May |
| Develop calendar of events to be distributed at back to school events, PTO meetings and to be posted on school website | Staff collaboration- ENL team, Title 1 coaches, special area staff | July-May |
| Update school website with more current information | | July 2020 |
| Family Curriculum Nights- admin, teachers, and ENL staff collaborate to provide information sessions so families (especially ENL) are able to more confidently support their students at home | Admin, teachers, ENL staff | Quarterly |
| Increase amount of student work on display and being showcased in the building and at school events | | August-May |

| TSI Focus Area: Special Education Growth and Achievement | |
|--|--|
| <p>Focus Area Goal: 100% of general education and special education teachers will plan and implement differentiated and intentional instruction for math and reading using assessment data to guide groupings and determine instructional strategies. Instruction will be culturally relevant, intentional, and progress will be monitored frequently to appropriately group and meet student needs throughout the school year.</p> | <p>Evidence</p> <ul style="list-style-type: none"> ● Observation and notes from collaborative planning ● Lesson Plans ● Classroom Observations ● Assessment Data ● Data Meetings |

| Action Steps | Required Resources/PD | Timeline |
|--|---|-------------------|
| <p>Teachers will:</p> <p>Assess - Conduct/administer formative assessments to determine students strengths and needs and to monitor progress.</p> <p>Decide - 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>Guide - Plan for each component of guided reading lesson based on assessment data and student reading behaviors.</p> | <p>MSDWT Letter-Sound Identification Assessment Protocol</p> <p>Student Letter-Sound Assessment Record</p> <p><i>Fountas and Pinnell</i> benchmark kit</p> <p>Running Record sheets and examples used in ongoing PD on MSV miscue analysis</p> <p>New teachers will meet with the literacy coach for a side by side training on benchmark assessments, running records</p> <p>Teachers will meet with the literacy coach for a side by side training on word inventories and reading interest surveys</p> <p><i>The Next Step Forward in Guided Reading</i> by Jan Richardson(6 copies in the title office)</p> <p>Universal data tracking sheet</p> | <p>August-May</p> |
| <p>Teachers will use Lucy Calkins Units of Study to plan for and conduct elements of the literacy framework.</p> | <p>Lucy Calkins Units of Study</p> <p>Ongoing PD provided by literacy coach on components and implementation of Lucy Calkins Units of Study</p> <p>POI Planner</p> | <p>August-May</p> |

| | | |
|--|--|--------------------|
| | <p>Ongoing PD on Depth of Knowledge strategies</p> <p>Teachers will meet with the literacy coach for mentoring on classroom libraries and management of independent reading routines</p> | |
| <p>Teachers will plan for and work towards conducting all components of a writer’s workshop: mini-lesson (connection, teaching, active engagement, link), work time (independent writing, conferencing, small group work, mid-workshop teaching point), and sharing</p> | <p><i>Making the PYP Happen/POI Planner</i></p> <p>Lucy Calkins’ TCRWP <i>Units of Study in Writing</i> available through literacy coach</p> <p>During collaboration, literacy coach will lead teachers in gathering teaching points from student writing</p> <p>Mentor Texts available for check out in Title Book Room</p> | <p>August-May</p> |
| <p>Teachers will conduct a discussion on the teaching point of the math lesson to allow students the opportunity to clarify their learning.</p> | <p>Lesson plans that include all components (objective, mini-lesson, workshop, closure) of the mathematics framework.</p> <p>Learning Walks</p> | <p>August- May</p> |
| <p>Teachers will plan for math fact instruction/differentiation, explicitly teach math fact strategies, and allow for practice.</p> | <p>Continued PD on <u>Mastering the Basic Math Facts in Addition and Subtraction (1-3), (3-5)</u> and <u>Mastering the</u></p> | <p>August-May</p> |

| | | |
|--|---|--|
| <p>Fact Practice can/should occur during:</p> <ul style="list-style-type: none"> ● Classroom Routines/10-minute math ● Independent Practice ● Math Intervention ● Examples of practice: timed tests, fact family practice, strategy practice, triangular flashcards, homework practice | <p><u>Basic Math Facts in Multiplication and Division (3-5)</u> delivered by math coach, small group setting by grade level.</p> <p>Monthly PLC on math facts</p> <p>Math Fact Assessments specific to strategy</p> <p>10 minutes of strategic math fact time</p> <p>Math fact make and take</p> <p>PD for new teachers to observe an effective math fact strategy lesson</p> | |
|--|---|--|

Evidence-Based Interventions for TSI Focus Area - Special Education

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>

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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 | Sept. SB Meeting | | | |
| SIP Submitted to State | October 1 | | | |

Description of Curriculum

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

Title 1 Schoolwide Components

Highly Qualified Teachers and Paraprofessionals (Title I Component 3)

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)

2020-2021 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](#)

Every year the district administrators and teachers provide an exciting Kindergarten jamboree in which students can enjoy learning stations and healthy snacks while their parents register for school. Other community resource members join us in the jamboree to ensure that new parents have access to the best health and social resources available. All students leave the jamboree with a backpack, book and positive support. At Greenbriar we welcome incoming Kindergarten families on an ongoing basis, and the principal provides tours to anyone who desires one. Children are screened for learning levels in May and early July to ensure that our staff is ready to service the children. Upon completion of the enrollment process, our new Kindergarten students walk away with a book. All new kindergarten students are entered into Lexia so they can begin using the program over the summer to prepare for the fall. The literacy coach and Greenbriar principal review the data frequently over the summer and send postcards to students who have completed levels within Lexia. The Greenbriar principal, a kindergarten teacher and the special education teacher observe incoming preschoolers from our special needs program within the district prior to the May transition conference to ensure a smooth transition from preschool to Kindergarten. The middle school special education teacher is invited to attend all 5th grade transition annual case conferences in order to ensure a smooth transition between 5th and 6th grade.

[Program Statement](#)

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

Parent Compact

Families and schools must work together to help students achieve high academic standards. Through a process that included teachers, families, and students, the following are agreed upon roles and responsibilities that we as partners will carry out to support student success in school and in life.

Greenbriar Elementary School Compact 2020-2021

As a Greenbriar community, we work together to ensure the academic success of our students. We pledge to provide the highest level of academic support for all students. Families and schools must work together to help students achieve high academic standards. Through a process that includes teachers, families, students and community representatives, the following are agreed upon roles and responsibilities that we, as partners, will carry out to support student success in school and in life.

STAFF PLEDGE

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

- Provide a safe and supportive learning environment that engages all students.
- Help every child be successful in meeting academic standards through the establishment of high expectations and teaching relevant, challenging curriculum.
- Provide opportunities for parents to volunteer, participate, and observe in our classrooms to create partnerships.
- Participate in professional development opportunities that improve teaching and learning.
- Actively participate in collaborative decision making with parents and school colleagues to make our school accessible and welcoming to families.
- Be respectful, responsible, and safe.
- Monitor student progress while communicating frequently and meeting annually with families.

STUDENT PLEDGE

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

- Come to school ready to learn by bringing necessary materials and completed assignments.
- Be respectful, responsible, and safe.
- Communicate regularly with my parent(s)/guardian(s) and teachers about school experiences and ask for any help I need.
- Study and read every day after school while limiting time on electronics.
- Practice and memorize all of my math facts.
- Do my homework every day and turn it in.
- Give all school papers to my parent(s)/guardian(s).

PARENT(S)/GUARDIAN(S) PLEDGE

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

- Respect the school, staff, students, and families.
- Provide a quiet time and place for homework and monitor electronic usage.
- Ensure that my child attends school every day, gets adequate sleep, regular medical attention, and proper nutrition.
- Regularly monitor my child's progress in school and participate, attend conferences, and actively communicate with the teacher.
- Read to my child or encourage my child to read every day and practice math facts.
- Check to see that all homework is completed.
- Be respectful, responsible, and safe.
- Communicate the importance of education and learning to my child.

STUDENT

TEACHER

PARENT/GUARDIAN

Acuerdo Para los Padres de Greenbriar 2020-2021

En la comunidad de Greenbriar trabajamos juntos para asegurar el triunfo académico de nuestros estudiantes. Prometemos proveer el nivel más alto de apoyo para todos los estudiantes. Las familias y las escuelas deben de trabajar juntos para ayudar a los estudiantes a alcanzar los más altos estándares académicos. A través de un proceso que incluye a maestros, familias, estudiantes, y representantes de la comunidad, los siguientes son los papeles y responsabilidades que nosotros, como socios, desempeñaremos para apoyar el triunfo de los estudiantes en la escuela, y en la vida.

PROMESA DEL PERSONAL

Me comprometo a cumplir con las siguientes responsabilidades lo mejor que pueda:

- Proveer un ambiente educativo que conduzca al aprendizaje y a la participación de todos los estudiantes.
- Ayudar a que cada niño sea proficiente en los estándares académicos a través del establecimiento de expectativas exigentes, enseñanzas relevantes, y un currículo riguroso.
- Proveeré oportunidades para los padres poder ser voluntarios, participar, y observar en los salones de clases para desarrollar relaciones.
- Participaré en oportunidades de desarrollo profesional que me ayuden a aprender y a mejorar como maestro(a).
- Participaré activamente en la toma de decisiones colectivas con los padres y mis colegas escolares para asegurar que nuestra escuela sea accesible y acogedora para nuestras familias.
- Seré respetuoso, responsable, y precavido.
- Monitorearé y comunicaré el progreso del estudiante frecuentemente, y me reuniré con las familias anualmente.

PROMESA DEL ESTUDIANTE

Me comprometo a cumplir con las siguientes responsabilidades lo mejor que pueda:

- Vendré a la escuela listo a aprender, traeré mis materiales necesarios, y mis asignaturas completadas.
- Seré respetuoso, responsable, y precavido. .
- Me comunicaré regularmente con mis padres/guardianes y maestros(as) acerca de experiencias escolares y pediré ayuda cuándo la necesite.
- Estudiaré y leeré todos los días luego de la escuela, y limitaré mi uso de los dispositivos electrónicos..
- Practicaré y memorizaré mis computaciones básicas de las matemáticas.
- Haré mis asignaciones, y las entregaré, todos los días.
- Le entregaré todos los papeles de la escuela a mis padre(s)/guardián(es).

PROMESA DEL PADRE(S)/GUARDIAN(ES)

Me comprometo a cumplir con las siguientes responsabilidades lo mejor que pueda:

- Respetar la escuela, el personal, y las familias.
- Proveeré tiempo y lugar callado para completar las asignaciones, y monitorearé el uso de los dispositivos electrónicos.
- Me aseguraré de que mi hijo(a) vaya a la escuela todos los días, duerma el tiempo necesario, reciba atención médica necesaria, y nutrición apropiada.
- Estaré al pendiente del progreso de mi estudiante en la escuela, asistiré a conferencias, y me mantendré en comunicación con el maestro(a).
- Le leeré a mi hijo(a) y le exhortaré a leer todos los días y practicar sus matemáticas diariamente.
- Verificaré que las asignaciones sean completadas.
- Seré respetuoso, responsable, y precavido.
- Le comunicaré a mi hijo(a), la importancia del aprendizaje y la educación.

ESTUDIANTE

MAESTRO(A)

PADRE/GUARDIAN

**Title 1 School Parent Involvement Plan
Greenbriar Elementary School
2020-2021**

Greenbriar Elementary School will follow the parental plan guidelines in accordance with Every Student Succeed Act as listed below. Greenbriar Elementary School will distribute this plan (updated annually) to all families of students attending Greenbriar Elementary School.

Plan Guidelines

In order to build an effective home-school partnership, Greenbriar Elementary School will:

- Offer a flexible schedule of meetings, times, and activities throughout the year to assist parents in understanding the federal/state academic content, student achievement standards, as well as, local academic assessments. Meetings will also focus on how the parents and teacher can work together to monitor the child's progress in order to improve student achievement.
 - Greenbriar will host literacy and math family nights for Greenbriar families.
 - Greenbriar will host events to promote family/school relationships.
- Conduct an annual meeting with parents to update and evaluate the effectiveness of our Parent Involvement Plan.
- Provide the parents of Greenbriar students with timely information regarding the Title I program and other district programs.
- The curriculum is based on the Indiana Common Core Standards for Language Arts and Mathematics.
- Students are expected to perform at or above grade level as indicated by the Indiana Common Core Standards.
- Academic assessments used to measure student progress include ILEARN results, MSD Washington Township District assessments, classroom assessments, and classroom performance.
- Parents will be informed of academic progress/growth through conferences, mid-term reports, progress reports, and report cards.
- Information on how parents can participate in decisions related to the education of their child will be provided through *Grizzly Gazette* and Title I Family Nights.
- Materials and training on how parents can improve their child's achievement will be provided through needs assessment, Title I Family Nights, Parent Teacher Organization meetings, Back-to-School Night, and Spring Fling Open House.
- The staff of Greenbriar Elementary School will work to strengthen the relationship between home and school through parent-teacher conferences and family events.
- Greenbriar staff will foster open communication to create an invitational climate. Parents are welcomed and encouraged to join their child during the school day. Parents will be provided with their student's class schedules to aid in this process. Phone calls, automated phone calls, e-mails, and classroom visits will be ongoing. We utilize Class Dojo, Twitter and Facebook to communicate to families.
- Efforts will be made to send home information in a language parents can understand. Translators will be made available to answer phone calls and interpret at family events as well as have office hours daily to help with enrollment.
- Greenbriar Elementary School will continue to develop relationships with community agencies and business partners to enhance family involvement.
- Provide parents with an opportunity to share concerns and provide feedback about the current program and to collect suggestions for improvement.
 - Suggestions can be shared through a yearly questionnaire.

- Parents will have an opportunity to share ideas through participation in PTO, Family Nights, and the School Improvement Process.
- Include a School-Parent Compact noting the responsibilities of the staff, student, and family/parent. The MSDWT plan is located in the Student Handbook.

**Plan de Participación Escolar del Título I para los Padres
Escuela Primaria Greenbriar
2020-2021**

La Escuela Primaria Greenbriar seguirá las pautas del plan familiar de acuerdo a La Ley Cada Estudiante Triunfa que se encuentran a continuación. La Escuela Primaria Greenbriar distribuirá este plan (actualizado anualmente) para todas las familias que tienen estudiantes en la Escuela Primaria Greenbriar.

Las Pautas del Plan

Para poder establecer una asociación efectiva entre la escuela y el hogar, la Escuela Primaria Greenbriar hara lo siguiente:

- Ofrecerá un horario flexible de juntas, horas y actividades a través del año para ayudar y los padres en la comprensión del contenido académico federal/estatal, y el éxito de los estándares estudiantiles, como también las evaluaciones locales académicas. Las juntas también se enfocarán sobre como los padres y maestros trabajarán juntos para revisar el progreso del niño/a y mejorar el éxito de los estudiantes.
- Greenbriar presentará varias noches familiares de lectura y matemáticas para nuestras familias.
- Greenbriar presentará eventos que promuevan relaciones entre la escuela y las familias.
 - Llevar a cabo una junta anual con los padres para actualizar y evaluar la eficacia de nuestro Plan de Participación Familiar.
 - Proveer a los padres de los estudiantes de Greenbriar con información en tiempo apropiado pertinente al Título I y otros programas del distrito.
- El currículo está basado en los estándares del estado de Indiana Common Core para el Arte de Lenguaje y Matemáticas.
- Se espera que los estudiantes trabajen a nivel de grado ó más arriba como está indicado en los estándares del estado de Indiana de Common Core.
- Evaluaciones académicas usadas para medir el progreso de estudiante que incluyen los resultados de los exámenes de ILEARN, evaluaciones del distrito de MSD Washington Township, evaluaciones del salón de clase, y rendimiento en la clase.
- Los padres serán informados del progreso/crecimiento académico por medio de conferencias, reportes interinos, reportes del progreso, y las calificaciones.
- Se proveerá información de cómo los padres pueden participar en las decisiones relacionadas a la educación de su niño/a por medio del noticiero Grizzly Gazette, y Noches Familiares del Título I.
- Los materiales y entrenamiento de cómo los padres pueden mejorar el éxito de su niño/a se proveerán por medio de evaluaciones de acuerdo a la necesidad, Noche Familiar del Título I, juntas de padres y maestros del PTO, Noche de Regreso a la Escuela, y la Casa Abierta de Primavera.
- El personal de la Escuela Primaria Greenbriar trabajará para fortalecer la relación entre el hogar y la escuela por medio de conferencias de padres y maestros y otros eventos familiares.
- El personal de Greenbriar fomentará la comunicación abierta para crear un ambiente atractivo. Se les anima é invita a los padres a que visiten a los niños durante las horas de escuela. Se les proveerá a los

padres con los horarios de clases para ayudar en este proceso. Se ofrecerán llamadas telefónicas, llamadas telefónicas grabadas, correo electrónico, las visitas a los salones de clase serán continuas.

- Se harán esfuerzos para enviar a casa información en un lenguaje que los padres puedan comprender. Se ofrecerán intérpretes para contestar llamadas telefónicas y durante eventos familiares.
- La Escuela Primaria Greenbriar continuará desarrollando relaciones con agencias de la comunidad y asociarse con negocios locales para aumentar la participación de la familia.
- Proveer a los padres la oportunidad de compartir sus inquietudes y proveer información acerca del programa actual y recibir sugerencias para el mejoramiento.
- Las sugerencias se pueden compartir por medio de un cuestionario anual.
- Los padres tendrán la oportunidad de compartir ideas por medio de la participación en el PTO, Noches Familiares, y el Proceso del Mejoramiento de la Escuela.
- Incluir el Acuerdo de Padres-Escuela anotando las responsabilidades del personal, el/la estudiante, y la familia/padres. El plan del distrito de MSDWT se encuentra en el Manual de los Estudiantes.

Definitions

Quality Assurance Reviews

The principal will meet with the Teaching and Learning Division in three Quality Assurance Reviews annually to report progress on the School Assessment Measures as well as the Goal Action Plan. The principal will be provided feedback and offered support on progress towards achieving their goals.

School Assessment Measures – 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.

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

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

Resources/Professional Development Needed – This section outlines the professional development needs for the school. The information should include detail such as the grade level and the type of PD (online, face to face, group, individual, by coach or through a workshop).

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

Evidence – The SIP team identifies the instrument that will measure the level of deployment, fidelity or level of classroom use – For example: Classroom Checklists, Walkthrough Checklist data, observation data

from teacher evaluation data (aggregated and anonymous), reports reflecting usage of technology resources and student data, PLC notes and reflections, meeting logs, feedback from PD.

