

MSD of Martinsville  
School Improvement Plan  
2022-2023

Green Township Elementary

Paul Spahr, Principal

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# Executive Summary

## General Information

**CORPORATION:** Metropolitan School District (MSD)  
of Martinsville

**SCHOOL:** Green Township Elementary

**ADDRESS:** 6275 Maple Grove Rd.  
Martinsville, IN 46151

**PHONE:** 765-342-0505

**FAX:** 765-349-7428

**WEBSITE:** <http://msdmartinsville.org>

**COUNTY:** Morgan

**ORGANIZATION:** K - 4

**SCHOOL NUMBER:** 6309

**ENROLLMENT:** 131

**PRINCIPAL:** Paul Spahr

**SUPERINTENDENT:** Eric Bowlen

**SUBMISSION DATE:** September 28, 2022

## Narrative Description of the School & Community

The MSD of Martinsville consists of seven elementary schools (K-4), one intermediate school (5-6), one middle school (7-8), and one high school (9-12). Green Township Elementary is 1 of 7 elementary schools in the MSD of Martinsville. Green Township was originally built in 1939 with the latest addition being built in 1989. There have been 3 renovations done to the building, resulting in an educationally sound learning facility consisting of: 12 classrooms; a media center; a music room; an art room; a large group room; a multi-purpose room/gym; a computer lab; a speech and language room; a science/ag lab; a resource room; and a 3 classrooms used for small group instruction. Outside facilities include: 2 playgrounds; a fitness center; a nature center; a shelter house; a running track; and 2 baseball fields. Enrollment has dropped every year for the last 5 year . This has been the trend district wide; however, data for this year shows a stabilization in the enrollment. Current enrollment stands at 131 students. The current ethnic diversity is 93.2% white, 3% Asian, 2.3% Hispanic, and 1.5% multi racial. The number of families needing assistance with meals and curriculum fees has increased by approximately 3% over last year; current data shows 39.4% of families are economically disadvantaged.

Martinsville, Indiana is the county seat of Morgan County, Indiana. Geographically Martinsville is located in south central Indiana, 30 miles south of Indianapolis. Nearby towns include Indianapolis, Bloomington, and Nashville. The White River runs along the north edge of Martinsville. The total population is approximately 11,000.

From 1888 until 1968 visitors sought out the many artesian mineral water health spas (then called sanitariums) for health benefits. Over the course of nearly 100 years, almost a dozen sanitariums were in operation for various periods of time.

In 2002, the city survived a devastating tornado and in 2008, the city experienced a catastrophic "100 year flood". Through these tragedies, the entire community united to bring Martinsville, Indiana back, better than ever, as the "Gateway to Beautiful Southern Indiana".

Green Township Elementary staff includes the following:

1 Principal	1 Speech Pathologist
6 Classroom Teachers	2 General Education Aides
1 Special Education Teacher	1 Secretary
1 Family Service Coordinator	1 Clinic Assistant
1 Special Education Aide	1 Nurse
1 Art Teacher	2 Custodians
1 Music Teachers	3 Cafeteria workers
1 Physical Education Teacher	1 School Psychologist
1 Media Specialist	1 Counselor

# Green Township Elementary Vision and Mission

## Mission Statement:

**L**earn

**E**mbrace Others

**A**chieve

**D**iscover

## Vision Statement:

Green Township Elementary is dedicated to preparing the children of today to meet the challenges of tomorrow by collaborating with parents, teachers, and students. Students at Green will be taught to be problem solvers and thinkers in order to be prepared for real-world situations.

## Additional Information:

We believe that our students can and should:

1. Maintain high expectations of themselves and positive attitudes toward the learning process.
2. Produce favorable results through organization, discipline, and work ethic.
3. Make connections between the classroom and life.
4. Communicate with everyone involved in their education.
5. Be good citizens of the school and society at large.

Green Township Elementary demonstrates these beliefs by creating a positive learning environment and promoting Green's PBIS plan. Green is promoting students helping other individuals, being kind to one another, and going above and beyond in all aspects in our PBIS system. Students earn tickets by demonstrating the behaviors listed above and we have drawings weekly and each semester to reward them for their hard work.

# MSD of Martinsville Vision and Mission

We work together, we challenge and inspire our children through rich experiences, empowering them to achieve success while making positive contributions to our world.

## The Mission At Work

Student Outcomes and Proficiency: Educators pledge that students will demonstrate excellent proficiency in the language arts, mathematics, social sciences, fine arts, science, health/physical education, practical arts, career education, thinking processes, and use of technology.

Life Skills: The life-skills of integrity, initiative, flexibility, organization, problem-solving, responsibility, sense of humor, friendship, curiosity, cooperation, caring, courage, perseverance, common sense, patience, effort, and pride will cause individuals to produce their personal best routinely.

Teaching/Learning Processes: Educators will utilize a variety of instructional strategies, which are based upon the best research available. Critical research on multiple intelligences will be applied to the planning and teaching processes.

High Expectations: Members of the school-community will provide enhancing experiences for students. They will establish and maintain high standards for themselves and their students; participate in developing, revising and teaching to the corporation's curricular plan; maintain a repertoire of resources for use in the classroom; and promote the academic and personal success of their students. Parents will be active participants in their children's education. Each student will strive to reach his/her personal best routinely.

## Vision

We provide for all students a safe and challenging educational environment which fosters the acquisition and development of:

- reading, writing, math, listening, and speaking skills.
- a broad base of knowledge.
- critical thinking and problem-solving skills.
- adaptability to ever-changing environments.
- strong character and healthy lifestyles.
- strong character and healthy lifestyles.
- respect for others in an increasingly diverse society.

## MSD of Martinsville Educational Philosophy

**We believe** our students can and should maintain high expectations of themselves and positive attitudes toward the learning process. We mean they take ownership of their learning, pay attention in class, are curious, ask questions, participate, challenge themselves and take initiative.

**We believe** our faculty can and should maintain high expectations of the students and positive attitudes toward the learning process. We mean they display a passion for education by being enthusiastic, caring, positive, approachable, challenge students to explore new areas and to excel in areas of personal interests and abilities.

**We believe** our students can and should produce favorable results through organization, discipline, and work ethic. We mean they are task-oriented, work diligently, complete all assignments, strive for perfect attendance, study for tests and quizzes outside the classroom, arrive in class prepared to learn and to work, have a four-year plan and review it regularly and assess their academic and personal development.

**We believe** our faculty can and should foster favorable results through meaningful student work. We mean they create relevant, useful, and motivating activities, observe school corporation guidelines and state standards, facilitate learning by using diverse methods of instruction, evaluate their own performance and that of their students and maintain accurate records

**We believe** our students can and should make connections between the classroom and life. We mean they understand the importance of learning, recognize the future implications of present choices, bring general "life" knowledge to the classroom and apply classroom lessons to life.

**We believe** our faculty can and should help students see connections between the classroom and life. We mean they prepare students to be lifelong learners, counsel students concerning career and educational goals, keep abreast of current subject matter and technological innovations and develop content relevant to the students' present and future lives.

**We believe** our students can and should communicate with everyone involved in their education. We mean they keep parents informed of their school lives, ask for additional instruction when necessary and seek guidance from administrators, counselors or other faculty members as needed.

**We believe** our faculty can and should communicate with everyone involved in the educational process. We mean they maintain open communication with stakeholders and employ a team approach to resolve school issues.

We believe our students can and should be good citizens of the school and society at large. We mean they respect staff, fellow students and themselves, develop an awareness of community and become productive citizens, recognize and respect cultural, social, and economic diversity, follow school policies regarding attendance, school safety, and conduct, develop strong character and ethical behavior, learn to adapt to change and develop self control and healthy lifestyles.

We believe our faculty can and should model and encourage good citizenship at school and in society. We mean they maintain a safe and productive learning environment, exhibit respect for others, recognize cultural, social and economic diversity and display professionalism.



## Statutes and Rules to be Waived:

Green Township Elementary is not applying for any statutes or rules to be waived.

## Description and Location of Curriculum

Green Township Elementary utilizes the *Indiana Academic Standards* as the core curriculum for language arts, mathematics, social studies, and science. Teachers have access to the *Indiana Academic Standards* for all core curricular areas in a shared online district document. The principal also has access to all *Indiana Academic Standards* for all of the core subject areas using an online shared district document. Teachers and administrators also have access to a district curriculum map for core subjects. All instructional strategies and assessments support student progress toward mastery of the *Indiana Academic Standards*.

## Titles and Descriptions of Assessment Instruments

**ESGI** – This test is used to screen incoming kindergarten students. This one on one assessment allows the teacher to accurately place a student's ability in kindergarten skills such as letter and word recognition.

**NWEA (Northwest Evaluation Association)** – NWEA provides interim and formative assessments designed to inform teaching and improve student learning in reading, mathematics, social studies, and science. NWEA is a computer-based benchmark assessment given to students in grades 1-5 three times a year (fall, winter, and spring) and twice a year in kindergarten (winter and spring). This assessment helps drive instruction in the areas of math, reading and language arts.

**Lexia** – An online software program in which K-4 students work independently to develop critical reading and language skills through individualized, motivating learning paths.

**Freckle** – An online software tool that helps K-4 teachers differentiate instruction and reach every student at their own level across Math, ELA, Social Studies and Science. Students work at their own skill level and pace.

**Study Island** – An academic software provider of standards-based assessment, instruction, and test preparation e-learning programs. Our Study Island learning paths are connected to

our students' NWEA data. It allows students to develop appropriate skills based on data assessments.

**Dyslexia Screener** – The state of Indiana has requirements for dyslexia screeners in grades K-2. The requirements state that all students in kindergarten, first, and second grade shall be screened in all six subsets (phonemic awareness, alphabet knowledge, sound-symbol relationship, decoding, rapid naming, and encoding) during the academic year. Students are screened using the NWEA-MAP Reading Fluency.

**The Indiana Reading Evaluation and Determination (IREAD-3)** – The IREAD assessment measures foundational reading standards to grade 3 students each spring. Based on the Indiana Academic Standards, IREAD-3 is a summative assessment that was developed in accordance with House Enrolled Act 1367 (also known as Public Law 109 in 2010)

**Indiana Learning Evaluation Assessment Readiness Network (ILEARN)** – ILEARN measures student achievement and growth according to Indiana Academic Standards. ILEARN is the summative accountability assessment for Indiana students and assesses English/Language Arts (ELA) (grades 3-4), mathematics (grades 3-4), and science (grade 4). Lexile levels provide insight into students' ability to read and comprehend text and serve as indicators to help select appropriate texts for their reading levels. Quantile measures indicate a student's mathematical skills and help identify appropriate activities to support the development of mathematics skills and understanding.

# Improvement Plan Stakeholder Involvement

The stakeholders were the teachers, students, PTO members, and a few other parents. Green uses monthly staff meetings and a school improvement team (meeting 2 times a semester) as part of the improvement plan. Parents and the community are informed of our improvement plan through the building newsletter, Facebook, Instagram, and Twitter. Information about the school's improvement plan will also be discussed at the school's PTO meeting in which all parents are encouraged to attend.

## Stakeholder Representation

The staff meets annually to discuss the improvement plan, what our next step as a staff will be, and what we need to do to get there. Parents were involved in the discussions about where Green Township Elementary needs to change to become a highly effective school again. On multiple occasions, the improvement plan is discussed with parents to get their feedback. This feedback is relayed to the staff, and helps us in the creation of the improvement plan.

## Stakeholder Communication

The final improvement plan will be posted on the Green Township Elementary website for everyone to see. All stakeholders will have access to the final school improvement plan. We will communicate to stakeholders where to find the SIP via email, classroom newsletters, building newsletter, Twitter, Instagram, and Facebook.

At Green Township Elementary, the Strategic Planning Committee includes the following staff members:

<b>Name</b>	<b>Position</b>
Paul Spahr	Principal
Jessica Taylor	Art Teacher
Amy Campbell	3 <sup>rd</sup> Grade Teacher
Amanda Sullivan	Parent & Librarian

## Attendance Rate and Improvement

Green Township Elementary strives to increase our attendance rate regularly. Our attendance rate for the previous school year was 95.58%. The lower than normal attendance rate is attributed to complications due to Covid-19 which was experienced by schools nationwide.

The MSD of Martinsville has School Messenger, which is a computer based calling system. Every day, School Messenger calls those parents who did not report their children absent in the morning. The principal receives a daily report that shows the number of calls placed each day.

Green Township Elementary uses the School Check-In electronic system. If a student arrives late or leaves early, they have to check themselves into the computer system. This computer system generates daily reports for the school secretary. She then updates attendance records accordingly.

Attendance reports are automatically generated by our Skyward system. These warning letters are generated when a student reaches 6 and 10 absences. Letters are sent to parents or guardians letting them know their student's attendance status by either the U.S. Postal service or email depending on the number of absences. Parents must present the office with a doctor's note upon the child's return to school after 10 absences. The corporation's truancy officer helps the schools by contacting parents who are not being compliant.

In severe cases, the attendance office, central office representative, and/or principal may make home visits to discuss with the parents the importance of sending their child to school. They may also discuss arranging pick up for children that have no way to school due to transportation issues.

# Technology

The MSD of Martinsville is a one to one district. All students in grades K-4 have access to a Chromebook. These devices are integrated into lessons on a daily basis. Teachers also have access to both a SMART board and interactive flat panel.

In grades K-4, our corporation is using NWEA to monitor student progress in the areas of reading, language arts and mathematics. This assessment helps determine which students will be placed in our Intervention Program in grades K-4. This program is also used to help us predict which students have the best chance of passing the following year's ILEARN Test.

Our school has implemented the Lexia language program for all students. This program allows for daily, weekly, and monthly checks on students' reading progress. Lexia also promotes individualized learning through a specific learning path geared towards the mastery of specific, grade level skills.

Green Township Elementary has a computerized reading program known as "Accelerated Reader." Students read books independently and earn points for comprehension tests over what they have read. Student point totals are tracked from year to year, and students receive awards for reaching reading goals.

The library at Green Township Elementary uses a computerized system for checking student books and materials in and out of the library. In addition to this, the library also has a digital projector, which is connected to a computer and is displayed on a large pull-down video screen. The media specialist utilizes this projector during library as well as by the principal during staff and parent meetings.

The office at Green Township Elementary uses a computer program called "Skyward." It is a student management system. It maintains student information on attendance, demographics, free and reduced lunches, and book rental. Teachers use this system for posting grades through "Skyward"; teachers are able to provide parents with more accurate and up-to-date information about their child's academic performance. Parents can access their child's attendance information and grades through the use of our "Family Access" Program. Each parent can sign up for a username and password that allows them access to their child's information at any time. The MSD of Martinsville has pushed for forms and other communication to be paperless. This has aided in an increased number of parents utilizing this resource.

Beginning in 2013, Green Township Elementary implemented the School Check-In electronic system. If a student arrives late or leaves early, they have to check themselves into the computer system. This computer system generates daily reports for the clinic clerk. She then updates attendance records accordingly. The School Check-In system also keeps track of the visitors in our building. All visitors are required to sign into the system

and a name tag is generated as proof that they have checked in at the office and that they have cleared their background check.

The MSD-of Martinsville maintains a district wide website which includes access to local school websites, state academic standards, etc. All local schools in Martinsville have their own school website available to students and community members. School Board Policies can also be found on the district website.

Green Township Elementary, along with all of the schools in the MSD of Martinsville, has installed the Aiphone Security System. This is a video monitoring system, which allows office staff to monitor, and allow/deny access to the building. This system consists of an outside call system with a video camera and two desk mounted answering systems.

Finally, as a part of our PBIS (Positive Behavior Intervention System) school-wide plan, the teachers use Class Dojo as a way of gathering discipline data in their classrooms. A report is emailed home to parents each Friday highlighting their child's discipline records for the week. The parents also have access to look at the reports on a daily basis. The website is: <http://www.classdojo.com>.

## Safe and Disciplined Learning Environment

Green Township Elementary is a safe and disciplined school. Security cameras surround both the inside and outside of the school. The footage on these security cameras is viewed daily through a large television in the office, which is on during school hours. All exterior doors at Green are locked. If visitors want to enter the building, they must ring a bell which alerts the office staff of a visitor. The office staff uses the Aiphone system to show them the person that wants to enter the building. The office staff can speak to the visitor before authorizing access to them into the building. If it is safe for the visitor to enter the building, the office staff will unlock the door from their phone system and allow the person into the building. All visitors must sign-in at the office using our School Check-In System and obtain a visitors sticker. This allows all other staff members to see that the visitor has checked in at the office. If a person were to walk around the school without a visitor's sticker, staff members are to question the visitor and direct them to the office to sign in.

Each room in the building has an emergency kit that consists of a class list, a first aid kit, a flashlight, and the MSD of Martinsville's corporation wide emergency flip chart, which contains guidelines for emergencies as well as emergency phone numbers. Along with the emergency kits in each room, there is also an intercom button that can be pressed to contact the front office.

Our district safety director created an emergency app for the entire district through an app service called Crisis Manager. The staff app allows teachers and other staff members the ability to have our district's safety plan available to them on their cell phones in the case of an emergency. The administrator's app also has the district safety plan on it but it also allows district administrators the ability to notify safety personnel as well as other administrators in the district of an emergency.

The school has one AED located outside of the multi use room (gymnasium and cafeteria)..

Safety drills are practiced on a regular basis. A fire drill is practiced once a month as well as tornado drills and man-made disaster drills, which are being practiced each semester. The MSD of Martinsville has trained all staff in the ALICE safe and secure program. This program is in the process of being implemented as part of all school safety protocols as well as determining how intruder drills are conducted.

The Resource Team (special education) as well as the secretary and principal all have walkie-talkies to communicate with each other. When needed, the TEAM is activated to provide additional support in assisting with a dangerous situation or if a child needs to be restrained using a Nonviolent Crisis Intervention Control Position.

In an effort to communicate to all of our families at once, the MSD of Martinsville has a calling service called School Manager. These systems allow principals to record messages and send "all calls" to the entire student population. This system also has a texting and

emailing feature, which allows us to get our messages out to their home telephones, cell phones, and email accounts.

The MSD of Martinsville has a school tip line. This system allows students, parents, or community members the ability to anonymously leave a message about any information they feel is necessary for school administrators to know.

Along with being safe, Green Township Elementary focuses on positive behavior to improve discipline. Green has a school-wide behavior plan based on Positive Behavior Supports where students can earn a "Green Ticket" when they are doing a great job. An online classroom management website titled Class Dojo is used by teachers to track both positive and negative behavior points. Consequences such as teacher conference, note sent home, parent phone call, conversation with principal, in school suspension, etc. can take place based on how many negative points a student receives in a week.



## Cultural Competency

Green Township Elementary continuously seeks out opportunities to improve cultural competency of teachers, administrators, staff, parents and students. Areas needed for professional development are meeting the needs of our High Ability students and being more culturally aware of our ever changing racial, ethical, and socioeconomic populations. The following are strategies for increasing educational opportunities and educational performance:

**High Ability Program-** The mission of the Metropolitan School District of Martinsville's High Ability program is to provide accelerated and enriched learning experiences to all students in grades K-12 for students in all socio-economic, cultural and ethnic backgrounds, if they are found to perform at, or demonstrate an exceptional level of learning ability in language arts and/or math. Martinsville schools recognize the need to identify these students and provide a challenging and differentiated curriculum for all students to reach their potential; the high ability students experience an educational journey through student-centered exploration. Together, as the high ability representatives for the Martinsville School District, we challenge and inspire high ability students through rich experiences, empowering them to achieve success. When high ability students walk across the stage at their graduation from Martinsville High School, they have been prepared through curricular challenges and opportunities based on their needs, and they are ready to make positive contributions to our world.

**TBRI- Nurture Groups-** Nurture groups playfully teach children from abusive or neglectful backgrounds skills and life-values that they might be lacking from their personal life. This program uses intentional relationship building to help students learn critical life skills. The program emphasizes coping skills and appropriate/healthy ways to express emotions, which is a skill students from difficult backgrounds often need. As caregivers, we have the opportunity to proactively teach our children how to do things the right way before students exhibit bad behavior.

**Food Services-** Free breakfast is provided for all students.. We also provide free and reduced lunches to students that meet the criteria. Our food service department also provides free lunch throughout the summer to our students and families.

**Adult and Child-** Green Township Elementary has a relationship with this outside organization in which students can receive behavioral health care services during the school day paid by Medicare and/or private insurance.

A counselor is available Wednesday through Friday each week to assist students in dealing with trauma, social skills, and expressing emotions adequately. The counselor is available to work with both staff and students as well as communicate pertinent information with families. The counselor is in charge of implementing social and emotional and cultural competency programs.

# Programs and Involvement

## Timely Additional Assistance

Green Township Elementary implements the RtI process into our literacy framework. All teachers are required to teach 90 minutes of core literacy instruction each day. During the 90 minute block, Resource staff push into the block to assist with tier I small group instruction. An additional 10-15 minutes is given to tier II students during pull out sessions throughout the day. Tier II students will be provided interventions that are either computer-based or small group instruction led by a highly qualified staff member. For those students needing tier III interventions, they will receive an additional 10-20 minutes beyond the tier I and tier II pull out. These students will work in a one-on-one setting; skills are tailored to a student's specific needs.

## Title I Information

Green Township Elementary does not currently qualify as a Title I school.

## Response to Intervention

Green Township Elementary implements a Read Up program for third grade students at risk of not passing the IREAD3 test. The program utilizes educated volunteer tutors from various local corporations and the community (including retired teachers). These individuals visit the school and read with a student one-on-one for twenty minutes, two to three days a week. During the sessions, the trained volunteer models reading strategies, listens to the student read, and questions the student's comprehension based on higher-level questioning strategies. The goal of Read Up is to help students achieve grade level in reading and improve ILEARN and IREAD scores. The students who have been selected to be in this program are close to proficient in reading and have the potential to be reading at grade level with individual assistance.

Success times for both math and reading are 20 minute blocks of time for all students. Teachers have identified the 13 essential skills needed in the area of both reading and mathematics before the students move onto the next grade level. The teachers group students based on a pretest given at the beginning of each two week Success group. Students are then placed into below level, on level, and above level groups. Students meet in their groups for 20 minutes every day to receive remedial instruction. After the two weeks of remediation in the specific reading or math skill, the teachers give a post test to

determine student growth.

Through our Family Service Coordinator (F.S.C.), Green Township is able to offer many services to parents and families in need of assistance:

- ❖ Our F.S.C. communicates with our teachers and other support staff to make sure students are performing well and have everything they need to be successful.
- ❖ Our F.S.C. also sponsors programs for students to provide the families with the assistance they need. Some of these programs include:
  - Cloth a Child at Christmas time
  - Back to School clothing help
  - Backpack Drive – provides students in need with backpacks and school supplies
- ❖ Our F.S.C. works with parents to make sure our students' home environments are conducive to learning and allowing the students to be successful both at home and at school.
- ❖ We also provide Free Breakfasts to all students in addition to lunches and textbooks to Free and Reduced qualifying students.
- ❖ The MSD of Martinsville hosts a Summer Food Program that is FREE to all students 18 years of age and younger.
- ❖ Our F.S.C. provides at-risk students with lunch mentors. The mentors eat lunch with these students once per week and provide them with a positive role model and someone to talk to and play games with during their lunch periods.

## Professional Development

Green Township Elementary uses professional development opportunities to learn and re-energize teaching. We incorporate professional development time each year to meet this goal. Below is a list of professional development opportunities the staff will receive during the 2022-2023 school year:

1. We will have staff meetings once a month that allow time for professional development and sharing as well as updating current best practices. Teacher leaders present topics to their peers. These include, but are not limited to: High Ability, PLTW, technology, agriculture, TBRI, and ALICE.
2. The principal will meet with each grade level monthly to look at data and make data based decisions for the students in that grade level.
3. Teachers will participate in a book study to improve teaching practices. Staff discussion of chapters will focus on implementing lessons learned and transforming teaching ideals.
4. All staff will continue to participate in Trust Based Relational Intervention training and review. TBRI will be implemented to increase social and emotional learning.
5. Teachers in grades K-2 will continue to work with their peers in order to become more proficient at Orgton-Gillingham.

Green Township Elementary is also working with NIET to provide classroom embedded professional development. This partnership has led to the creation of teacher leaders (TL) who are part of an instructional leadership team (ILT). TLs participate in Learning Walks and then meet at least twice each month with the ILT to access classroom and school needs based on data and classroom observations.

The MSD of Martinsville has implemented a two hour late start every Wednesday. This time is used by teachers for district and school professional development. These experiences include PLCs, district technology training, grade level collaboration, curriculum alignment, special education teacher and aide training, and new teacher training.

## Opportunities for Teachers to be involved in Decision-Making

RTI Meetings are held twice a month at Green Township Elementary. These meetings consist of looking at Green's current programming as well as benchmark data to determine which students needed more intensive interventions. Grade Level meetings are also held once a month. These meetings provide the teachers with an opportunity to collaborate among their peers and work together as a team to determine the programming for their students.

Opportunities on the school improvement committee and the instructional leadership team are made available to teachers and staff. Both of these steering committees allow staff to present new ideas and collaborate on improvement of current practices and events.

At the end of each school year, the teachers have the opportunity to place their student in the classrooms for the following year. This allows the teachers to choose peers that will best fit the needs of their students.

## Parental Involvement

The PTO at Green Township Elementary is a very active and supportive group of parents and teachers. The PTO helps fund items that will directly impact the school. They fund activities for students such as weekly PBIS celebrations, after school clubs, and Honor Roll Programs. The PTO also plans several family events throughout the school year, which include:

- Free Spaghetti Dinner for Grandparents' Night
- Donuts with Grownups
- Santa Shop or Schoolwide Craft Corner
- Muffins with Moms
- Field Day
- Spring Fling Carnival
- Valentine's Day Convocation
- Classroom Parties

Another way that we involve parents is through our monthly school-wide newsletters as well as grade level newsletters. In an effort to conserve paper, our newsletters are now "paperless" however, we give paper copies to those families who do not have internet access. The current newsletter as well as other information can be found on our school's website. Along with communication through newsletters, the staff at Green also

communicates with parents through e-mail, phone calls, Twitter and Class Dojo (school-wide discipline plan).

Green Township Elementary School holds parent-teacher conferences during the fall semester. These meetings allow for teachers and parents to collaborate on the student's learning. Four midterm reports, along with four report cards will be sent home at various times during the year. ILEARN results will also be sent home and can be viewed online. The Family Access program gives parents the opportunity to view assignments and test scores online throughout the year, as well.

## Early Childhood Transition

We have several programs in place in Morgan County to try and prepare young children for school. Our corporation has a Title I preschool for those students who turn four by August 1<sup>st</sup>. Another program is through Headstart of Morgan County. Headstart provides preschool opportunities to children of families that cannot afford the costs of preschool.

Green Township Elementary conducts a Kindergarten Round-up session each April. Community members are informed via newspaper, emails, and flyers about the event. At Kindergarten Round-Up, pre-Kindergarten students are introduced to Green Township Elementary staff members. Parents are able to review the school wide programs and tour the building.

## Middle School Transition

Along with transition opportunities for preschool/Kindergarteners, we also have transition opportunities for our fourth grade students who enter the intermediate school. The special education students all have transition conferences with the staff at both Green Township Elementary and the middle school. The parents have the opportunity to ask questions and the team communicates about how best to help the child through the transition. Special education students also have a separate, small-group tour at the intermediate building in order to experience their new environment in a calm setting.

The principal from the intermediate school comes to visit the elementary schools and discuss expectations and procedures with the students. Furthermore, all fourth grade students are invited to participate in an after school visit to the middle school. This event is set aside specifically for Green Township Elementary students. The middle school staff greet all families, and then students have the opportunity to tour the building in a calm, low stress environment.

# Student Performance Diagnostic

## NWEA Data

Green Township Elementary uses multiple measures in order to assess the needs of students. Students take the NWEA test three times each year: August, January, and May. Data is collected from these tests, and adjustments are made to the curriculum based on the results. This data is also used for RTI referrals and interventions. In addition, Green implements pre and post tests for both reading and math state standards. Lexia data is collected on a weekly basis and discussed at monthly grade level meetings.

## IREAD-3 Data

Students in 3rd grade take the Indiana reading diagnostic test. Students who do not pass the initial test in March participate in intensive, one-on-one sessions with a qualified staff member. These sessions are tailored to each student's individual needs. Students who do not pass the initial test also participate in a short summer session before retaking the test. Green Township Elementary averages an approximate 95% passing rate.

## ILEARN Data

All Green Township Elementary students in grades 3 and 4 participate in the required IDOE state tests. These tests take place in the spring of each school year. This data is collected at both the district and school level in order to analyze trends, weaknesses, and areas for improvement. ILEARN results are also used in conjunction with NWEA data in order to form a more complete picture of student learning, growth, and progress.



# Student Achievement Data

## Kindergarten End and of the Year NWEA Results for Math and Reading:



### Grade Report

Grade K

Term: Spring 2021-2022  
 District: MSD of Martinsville Schools  
 School: GREEN

Norms Reference Data: 2020 Norms  
 Weeks of Instruction: 32 (Spring 2022)  
 Grouping: None  
 Small Group Display: No

Math: Math K-12

Growth: Math K-2 IN 2020 / IN Academic Standards Mathematics: 2020

Summary	
Total Number of Students With Valid Growth Scores	31
Mean RIT Score	166.2
Standard Deviation	9.7
District Grade-Level Mean RIT	-
Students At or Above District Grade-Level Mean RIT	-
Grade-Level Mean RIT	167.1
Students At or Above Grade-Level Mean RIT	25

Overall Performance	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT Score (+/- Smp Err)	Std Dev
	count	%	count	%	count	%	count	%	count	%		
Growth: Math K-2 IN 2020 / IN Academic Standards Mathematics: 2020	1	3%	3	10%	3	10%	6	19%	18	58%	164-166-168	9.7
<b>Instructional Area RIT Range</b>												
Computation	3	10%	1	3%	4	13%	12	39%	11	35%	163-165-167	11.8
Number Sense	1	3%	4	13%	2	6%	6	19%	18	58%	166-168-170	11.2
Geometry, Measurement, and Data Analysis	1	3%	4	13%	1	3%	12	39%	13	42%	162-165-167	11.8
Measurement and Data Analysis	0	0%	0	0%	0	0%	0	0%	0	0%	-	-
Algebraic Thinking	1	3%	4	13%	5	16%	6	19%	15	48%	165-167-169	11.0



### Grade Report

Grade K

Term: Spring 2021-2022  
 District: MSD of Martinsville Schools  
 School: GREEN

Norms Reference Data: 2020 Norms  
 Weeks of Instruction: 32 (Spring 2022)  
 Grouping: None  
 Small Group Display: No

Language Arts: Reading

Growth: Reading K-2 IN 2020 / IN Academic Standards Language Arts: 2020

Summary	
Total Number of Students With Valid Growth Scores	31
Mean RIT Score	163
Standard Deviation	9.8
District Grade-Level Mean RIT	-
Students At or Above District Grade-Level Mean RIT	-
Grade-Level Mean RIT	163.1
Students At or Above Grade-Level Mean RIT	25

Overall Performance	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT Score (+/- Smp Err)	Std Dev
	count	%	count	%	count	%	count	%	count	%		
Growth: Reading K-2 IN 2020 / IN Academic Standards Language Arts: 2020	1	3%	2	6%	5	16%	5	16%	18	58%	161-163-165	9.8
<b>Instructional Area RIT Range</b>												
Reading: Vocabulary	1	3%	2	6%	7	23%	4	13%	17	55%	161-163-165	13.3
Writing	0	0%	1	3%	5	16%	11	35%	14	45%	163-165-166	9.2
Reading: Foundations	2	6%	2	6%	5	16%	7	23%	15	48%	161-163-165	11
Reading: Literature and Nonfiction	1	3%	2	6%	7	23%	8	26%	13	42%	160-162-164	10.5

# First Grade End of the Year NWEA Results for Math and Reading:

## map<sup>™</sup> Grade Report

GROWTH

Grade 1

Term: Spring 2021-2022  
 District: MSD of Martinsville Schools  
 School: GREEN

Norms Reference Data: 2020 Norms.  
 Weeks of Instruction: 32 (Spring 2022)  
 Grouping: None  
 Small Group Display: No

Math: Math K-12

Growth: Math K-2 IN 2020 / IN Academic Standards Mathematics: 2020

Summary	
Total Number of Students With Valid Growth Scores	28
Mean RIT Score	186.5
Standard Deviation	9.9
District Grade-Level Mean RIT	*
Students At or Above District Grade-Level Mean RIT	*
Grade-Level Mean RIT	176.4
Students At or Above Grade-Level Mean RIT	22

	Lo %ile < 21		LOAvg %ile 21-40		Avg %ile 41-60		HIAvg %ile 61-80		HI %ile > 80		Mean RIT Score (+/- Smp Err)	Std Dev
	count	%	count	%	count	%	count	%	count	%		
<b>Overall Performance</b>												
Growth: Math K-2 IN 2020 / IN Academic Standards Mathematics: 2020	0	0%	1	4%	5	18%	10	36%	10	36%	185-187-189	9.8
<b>Instructional Area RIT Range</b>												
<b>Computation</b>												
	0	0%	0	0%	6	23%	8	31%	12	46%	186-187-189	7.4
<b>Number Sense</b>												
	1	4%	1	4%	10	36%	8	31%	6	23%	182-188-187	13.2
<b>Geometry, Measurement, and Data Analysis</b>												
	0	0%	1	4%	8	31%	8	31%	9	35%	185-188-191	12.9
<b>Measurement and Data Analysis</b>												
	0	0%	0	0%	0	0%	0	0%	0	0%	*	*
<b>Algebraic Thinking</b>												
	1	4%	3	12%	5	19%	6	23%	11	42%	184-187-190	13.8

## map<sup>™</sup> Grade Report

GROWTH

Grade 1

Term: Spring 2021-2022  
 District: MSD of Martinsville Schools  
 School: GREEN

Norms Reference Data: 2020 Norms.  
 Weeks of Instruction: 32 (Spring 2022)  
 Grouping: None  
 Small Group Display: No

Language Arts: Reading

Growth: Reading K-2 IN 2020 / IN Academic Standards Language Arts: 2020

Summary	
Total Number of Students With Valid Growth Scores	25
Mean RIT Score	182.5
Standard Deviation	10.5
District Grade-Level Mean RIT	*
Students At or Above District Grade-Level Mean RIT	*
Grade-Level Mean RIT	171.4
Students At or Above Grade-Level Mean RIT	23

	Lo %ile < 21		LOAvg %ile 21-40		Avg %ile 41-60		HIAvg %ile 61-80		HI %ile > 80		Mean RIT Score (+/- Smp Err)	Std Dev
	count	%	count	%	count	%	count	%	count	%		
<b>Overall Performance</b>												
Growth: Reading K-2 IN 2020 / IN Academic Standards Language Arts: 2020	0	0%	2	8%	7	28%	5	20%	11	44%	180-183-185	10.5
<b>Instructional Area RIT Range</b>												
<b>Reading: Vocabulary</b>												
	1	4%	3	12%	3	12%	4	16%	14	56%	180-183-186	13.9
<b>Writing</b>												
	0	0%	2	8%	7	28%	2	8%	14	56%	181-184-186	12.1
<b>Reading: Foundations</b>												
	1	4%	1	4%	7	28%	6	24%	10	40%	179-182-185	15.2
<b>Reading: Literature and Nonfiction</b>												
	0	0%	1	4%	10	40%	5	20%	9	36%	180-182-184	10.7

# Second Grade End of the Year NWEA Results for Math and Reading:



## Grade Report

Grade 2

Term: Spring 2021-2022  
 District: MSD of Martinsville Schools  
 School: GREEN

Norms Reference Data: 2020 Norms.  
 Weeks of Instruction: 32 (Spring 2022)  
 Grouping: None.  
 Small Group Display: No

Math: Math K-12

Growth: Math 2-5 IN 2020 / IN Academic Standards Mathematics: 2020

Summary	
Total Number of Students With Valid Growth Scores	23
Mean RIT Score	191.3
Standard Deviation	8.3
District Grade-Level Mean RIT	*
Students At or Above District Grade-Level Mean RIT	*
Grade-Level Mean RIT	189.4
Students At or Above Grade-Level Mean RIT	14

Overall Performance	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT Score (+/- Smp Err)	Std Dev
	count	%	count	%	count	%	count	%	count	%		
Growth: Math 2-5 IN 2020 / IN Academic Standards Mathematics: 2020	2	9%	4	17%	6	22%	9	39%	3	13%	189-191-193	8.3
<b>Instructional Area RIT Range</b>												
Number Sense	2	9%	2	9%	8	35%	7	30%	4	17%	189-192-194	10.4
Computation	2	9%	6	26%	9	39%	5	22%	1	4%	186-190-192	9.9
Algebraic Thinking	4	17%	3	13%	9	39%	2	9%	5	22%	188-190-193	11.3
Geometry, Measurement, and Data Analysis	0	0%	5	22%	5	22%	10	43%	3	13%	192-194-195	8.2



## Grade Report

Grade 2

Term: Spring 2021-2022  
 District: MSD of Martinsville Schools  
 School: GREEN

Norms Reference Data: 2020 Norms.  
 Weeks of Instruction: 32 (Spring 2022)  
 Grouping: None  
 Small Group Display: No

Language Arts: Reading

Growth: Reading 2-5 IN 2020 / IN Academic Standards Language Arts: 2020

Summary	
Total Number of Students With Valid Growth Scores	23
Mean RIT Score	196.6
Standard Deviation	10.9
District Grade-Level Mean RIT	*
Students At or Above District Grade-Level Mean RIT	*
Grade-Level Mean RIT	185.6
Students At or Above Grade-Level Mean RIT	20

Overall Performance	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT Score (+/- Smp Err)	Std Dev
	count	%	count	%	count	%	count	%	count	%		
Growth: Reading 2-5 IN 2020 / IN Academic Standards Language Arts: 2020	0	0%	3	13%	2	9%	8	35%	10	43%	194-196-199	10.9
<b>Instructional Area RIT Range</b>												
Nonfiction	0	0%	3	13%	2	9%	10	43%	8	35%	194-197-199	12.4
Literature	0	0%	3	13%	3	13%	8	35%	8	39%	194-196-198	11.1
Vocabulary	0	0%	1	4%	7	30%	6	26%	8	39%	194-197-199	12

# Third Grade Middle of the Year NWEA Results for Math and Reading:



## Grade Report

Grade 3

Term: Winter 2021-2022  
 District: MSD of Martinsville Schools  
 School: GREEN

Norms Reference Data: 2020 Norms.  
 Weeks of Instruction: 20 (Winter 2022)  
 Grouping: None  
 Small Group Display: No

Math: Math K-12

Growth: Math 2-5 IN 2020 / IN Academic Standards Mathematics: 2020

Summary	
Total Number of Students With Valid Growth Scores:	26
Mean RIT Score	198
Standard Deviation	8.3
District Grade-Level Mean RIT	194.6
Students At or Above District Grade-Level Mean RIT	19
Grade-Level Mean RIT	198.2
Students At or Above Grade-Level Mean RIT	16

Overall Performance	Lo %ile < 21		LAVg %ile 21-40		Avg %ile 41-60		HIAvg %ile 61-80		Hi %ile > 80		Mean RIT Score (+/- Smp Err)	Std Dev
	count	%	count	%	count	%	count	%	count	%		
Growth: Math 2-5 IN 2020 / IN Academic Standards Mathematics: 2020	3	12%	3	12%	5	19%	12	46%	3	12%	198-198-200	8.3
Instructional Area RIT Range												
Number Sense	4	15%	6	23%	8	31%	5	19%	3	12%	193-195-197	10.8
Computation	1	4%	5	19%	5	19%	9	35%	6	23%	199-204-202	9.2
Algebraic Thinking	4	15%	3	12%	7	27%	9	35%	3	12%	194-196-189	12.2
Geometry, Measurement, and Data Analysis	4	15%	2	8%	5	19%	11	42%	4	15%	197-199-201	9.9



## Grade Report

Grade 3

Term: Winter 2021-2022  
 District: MSD of Martinsville Schools  
 School: GREEN

Norms Reference Data: 2020 Norms.  
 Weeks of Instruction: 20 (Winter 2022)  
 Grouping: None  
 Small Group Display: No

Language Arts: Reading

Growth: Reading 2-5 IN 2020 / IN Academic Standards Language Arts: 2020

Summary	
Total Number of Students With Valid Growth Scores:	20
Mean RIT Score	191.7
Standard Deviation	13.2
District Grade-Level Mean RIT	191.8
Students At or Above District Grade-Level Mean RIT	11
Grade-Level Mean RIT	193.8
Students At or Above Grade-Level Mean RIT	11

Overall Performance	Lo %ile < 21		LAVg %ile 21-40		Avg %ile 41-60		HIAvg %ile 61-80		Hi %ile > 80		Mean RIT Score (+/- Smp Err)	Std Dev
	count	%	count	%	count	%	count	%	count	%		
Growth: Reading 2-5 IN 2020 / IN Academic Standards Language Arts: 2020	3	12%	11	42%	3	12%	7	27%	2	8%	189-192-194	13.2
Instructional Area RIT Range												
Nonfiction	4	16%	11	42%	3	12%	6	23%	2	8%	187-190-193	14.2
Literature	3	12%	6	23%	9	35%	5	19%	3	12%	191-194-196	13.2
Vocabulary	4	15%	8	31%	4	15%	8	31%	2	8%	189-192-195	14.5

# Fourth Grade End of the Year NWEA Results for Math and Reading:



## Grade Report

Grade 4

Term: Spring 2021-2022  
 District: MSD of Martinsville Schools  
 School: GREEN

Norms Reference Data: 2020 Norms.  
 Weeks of Instruction: 32 (Spring 2022)  
 Grouping: None  
 Small Group Display: No

Math: Math K-12

Growth: Math 2-5 IN 2020 / IN Academic Standards Mathematics: 2020

Summary	
Total Number of Students With Valid Growth Scores	36
Mean RIT Score	213.6
Standard Deviation	11.6
District Grade-Level Mean RIT	*
Students At or Above District Grade-Level Mean RIT	*
Grade-Level Mean RIT	210.5
Students At or Above Grade-Level Mean RIT	26

Overall Performance	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT Score (+/- Smp Err)	Std Dev
	count	%	count	%	count	%	count	%	count	%		
Growth: Math 2-5 IN 2020 / IN Academic Standards Mathematics: 2020	3	8%	4	11%	11	31%	13	36%	5	14%	212-214-216	11.6
<b>Instructional Area RIT Range</b>												
Number Sense	3	8%	5	14%	6	17%	15	42%	7	19%	213-216-218	13.4
Computation	3	8%	6	17%	9	25%	12	33%	6	17%	211-213-215	12.1
Algebraic Thinking	4	11%	8	22%	6	17%	13	36%	5	14%	210-212-214	13.6
Geometry, Measurement, and Data Analysis	4	11%	5	14%	9	25%	12	33%	6	17%	211-213-215	12.2



## Grade Report

Grade 4

Term: Spring 2021-2022  
 District: MSD of Martinsville Schools  
 School: GREEN

Norms Reference Data: 2020 Norms.  
 Weeks of Instruction: 32 (Spring 2022)  
 Grouping: None  
 Small Group Display: No

Language Arts: Reading

Growth: Reading 2-5 IN 2020 / IN Academic Standards Language Arts: 2020

Summary	
Total Number of Students With Valid Growth Scores	36
Mean RIT Score	208.1
Standard Deviation	12.4
District Grade-Level Mean RIT	*
Students At or Above District Grade-Level Mean RIT	*
Grade-Level Mean RIT	204.8
Students At or Above Grade-Level Mean RIT	22

Overall Performance	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT Score (+/- Smp Err)	Std Dev
	count	%	count	%	count	%	count	%	count	%		
Growth: Reading 2-5 IN 2020 / IN Academic Standards Language Arts: 2020	1	3%	10	28%	10	28%	6	17%	9	25%	206-208-210	12.4
<b>Instructional Area RIT Range</b>												
Nonfiction	1	3%	9	25%	11	31%	8	22%	7	19%	205-208-210	14.5
Literature	3	8%	7	19%	10	28%	10	28%	6	17%	205-207-209	11.9
Vocabulary	3	8%	6	17%	10	28%	5	14%	12	33%	207-209-212	13.8

## ILEARN 2021-2022

Students in grades 3 and 4 participated in ILEARN for the second consecutive year. The Indiana Department of Education did not administer school grades for this year. However, Green Township Elementary received the school rating of "Meets Expectations" on the Federal Accountability Report Card.

### English/Language Arts

Grade	Number of Students Tested	Percent Proficient
Grade 3	27	37%
Grade 4	37	49%

### Mathematics

Grade	Number of Students Tested	Percent Proficient
Grade 3	27	78%
Grade 4	37	62%

### Science

Grade	Number of Students Tested	Percent Proficient
Grade 4	37	51%

## ILEARN 2020-2021

Students in grades 3 and 4 participated in ILEARN after one year of suspended testing due to Covid-19. Because of an absence of growth data and the abnormal classroom environment, Indiana legislatures deemed the 2020-2021 test results as hold harmless for schools. The school letter grade remains the same: C.

### English/Language Arts

Grade	Number of Students Tested	Percent Proficient
Grade 3	35	57%
Grade 4	36	50%

### Mathematics

Grade	Number of Students Tested	Percent Proficient
Grade 3	35	71%
Grade 4	36	50%

### Science

Grade	Number of Students Tested	Percent Proficient
Grade 4	36	39%

## ILEARN 2019-2020

Students did not participate in the ILEARN test for the 2018-2019 school year due to Covid-19. No data is available.

## ILEARN 2018-2019

The ILEARN test was administered for the first time in the 2018-2019 school year. Due to extremely low statewide results, school's will be held harmless. This means Green Township Elementary is anticipated to have the same school grade as the previous year: C.

### English/Language Arts

Grade	Number of Students Tested	Percent Proficient
Grade 3	29	59%
Grade 4	36	44%

### Mathematics

Grade	Number of Students Tested	Percent Proficient
Grade 3	29	79%
Grade 4	36	44%

### Science

Grade	Number of Students Tested	Percent Proficient
Grade 4	36	33%



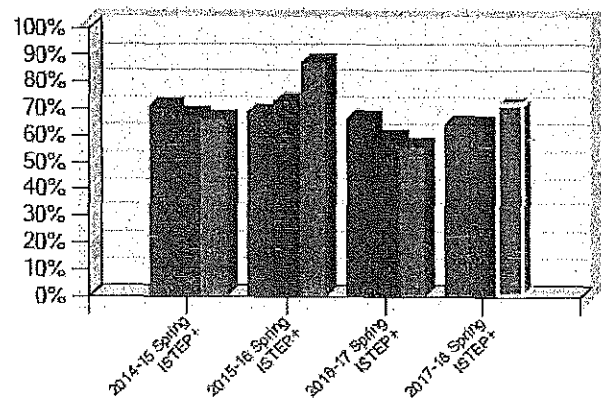
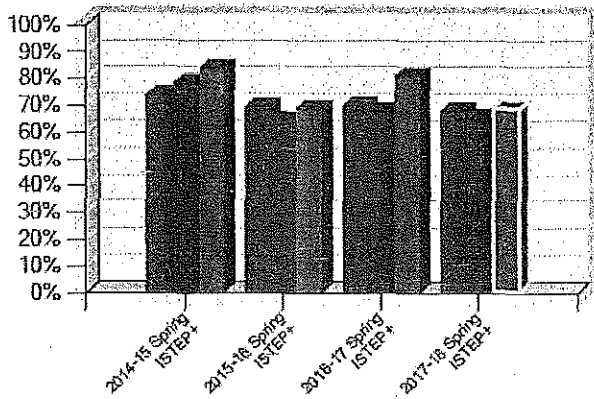
# Grade Level Data (English/Language Arts):

3rd

4th

ISTEP+ Percent Passing Trend

ISTEP+ Percent Passing Trend



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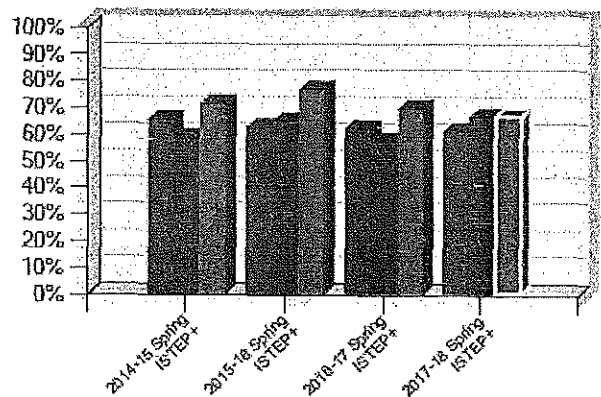
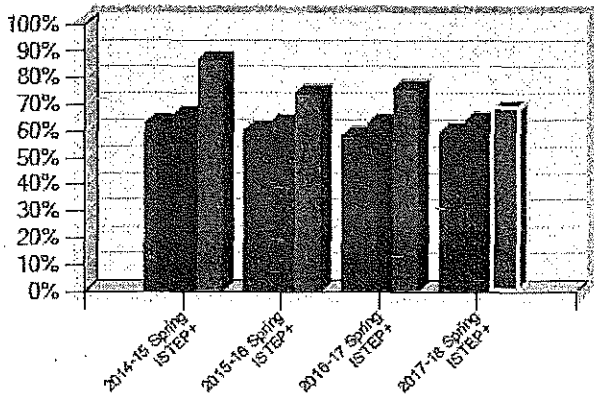
# Grade Level Data (Math):

3rd

4th

ISTEP+ Percent Passing Trend

ISTEP+ Percent Passing Trend



■ Indiana ■ Corporation ■ School

■ Indiana ■ Corporation ■ School

# Goals and Action Plan

## Goal and Action Plan 1: Math

Goal 1: 80% of 3rd and 4th grade students will pass the math section of the ILEARN assessment for 2023, 2024, and 2025.

Action Steps	Staff Responsible for Implementation	Timeline	Resources	Professional Development
Math Success Groups	RTI Committee	Continuous	McGraw-Hill Math Series	Freckle/High Ability Training
Freckle-for High Ability	Certified Classroom Teachers		Prodigy	Grade Level Meetings
Rti Groups	Special Education Teacher		Building Wide Data Sheet	Curriculum Mapping
District Curriculum Map	Principal		Success Groups	District Wide Grade Level Collaboration
Study Island Pathways	Aides			PLCs
60 Minute Math Block				
IXL Math				

**Benchmark Data:** NWEA (Grades K-4) Fall, Winter, and Spring, Study Island- Learning Pathways (Grades 2-4), Success Groups Objective Assessments, Freckle Data

## Goal and Action Plan 2: Reading

Goal 2: 80% of 3rd and 4th grade students will pass the ELA section of the ILEARN assessment for 2023, 2024, and 2025.

Action Steps	Staff Responsible for Implementation	Timeline	Resources	Professional Development
Lexia Freckle-for High Ability Rti Groups District Curriculum Map Study Island 90 Minute Reading Block IXL Language Arts	RTI Committee Certified Classroom Teachers Special Education Teacher Principal Aides	Continuous	McGraw-Hill Reading Series Orton-Gillingham Lexia Freckle Building Wide Data Sheet	Freckle/High Ability Training Orton-Gillingham Training Grade Level Meetings Curriculum Mapping District Wide Grade Level Collaboration PLCs

**Benchmark Data:** NWEA (Grades K-4) Fall, Winter, and Spring, Study Island- Learning Pathways (Grades 2-4), Success Groups Objective Assessments, Freckle Data, ESGI Tests (Grades K-1), Lexia Data, Dyslexia Screeners: (Grades K-2)



**IDOE School Improvement and Professional Development Building Level Assurance Form**  
**Principal / Exclusive Representative**  
**Signatures**

Used Only When Exclusive Representative Signs Each School Individually.

DOE Building Number	0309
Building Name	Green Township Elementary

As principal, I verify that the individual professional development plans for all schools within the corporation align with the overall corporation's objectives, goals and expectations. (IC 20-20-31-6)

Principal Name (Print)	Paul Spahr
Principal's Signature	<i>Paul Spahr</i>
Date Signed	9-15-2022

The exclusive representative is required to demonstrate support "only for the professional development program component of the plan."

By signing this form, I demonstrate my support for the professional development program for this school listed above as they have been reviewed, revised, and submitted as part of the Strategic and Continuous School Improvement and Achievement Plan. (511 IAC 6.2-3-3(10))

Exclusive Representative Name (Print)	Amy Campbell
Exclusive Representative Signature	<i>Amy Campbell</i>
Date Signed	9-15-2022

**This signed form should be kept on file at the school's office.**

**Principals will electronically assure that this form is signed and on file at the school during the Legal Standard 1 School Improvement Plan Submission process.**

**It is NOT necessary to return this form to the Indiana Department of Education.**