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

In Accordance with Public Law 221
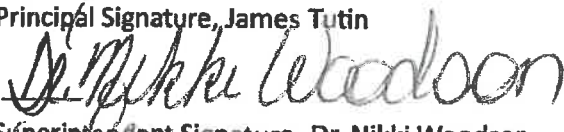
School Improvement Plan
2023-2024

School Name: Eastwood Middle School
School Address: 4401 East 62nd Street, Indianapolis, IN 46220
School Phone Number: 317.259.5401
School Fax Number: 317.2595407
School DOE Number: 5442
School Corporation Number: 5370

Principal Signature, James Tutin

9-13-23
Date

Superintendent Signature, Dr. Nikki Woodson

9-13-23
Date

School Board President Signature, Deirdre George Davis

9-13 23
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.

Table of Contents
Items in italics meet Title 1 Schoolwide requirements

Purpose and Direction

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

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

MSDWT Vision Statement
Equitable, Affirming, Responsive

[MSDWT Strategic Plan 2020-2027 Link](#)

School Improvement Team and Participation (Title I Components 6a, 6b, and 6c)

School Improvement and Schoolwide Planning Team
James Tutin - Principal
April Tuason - Asst. Principal
Arian Bostic - Asst. Principal
David Elian - Dean of Students
LaTisha Frazier - Media Specialist/Instructional Coach/ELA Dept. Chair
Yancy Crawford - Instructional Coach
Nathan Ferguson - Math Department Chair
Jonathan Rugenstein - Science Department Chair
Matt Walsh - Social Studies Department Chair
Alexa Jeran - Social Worker
Megan McCoy - Teacher
Rachel Drum - Teacher
Ellie Sheffield - Counselor

PLC Leadership Team Meeting Dates
August 1st, 2023
August 24th, 2023
September 28th, 2023
November 16th, 2023
December 14th, 2023
January 18th, 2024
February 15th, 2024
March 7th, 2024
April 11th, 2024
May 9th, 2024

Description of Parent Involvement and Participation to Support Goals

Eastwood Middle School has active and supportive parents and teachers that serve the student body. Parents are involved in contributing to and supporting the goals of our school. Through family surveys, general PTO meetings, etc, the input of families is synthesized for the benefit of Eastwood and Washington Township. School improvement will be a consistent principal agenda topic at each general meeting of the PTO. Our parents support our students and staff through numerous volunteer opportunities including athletics, front desk workers, special events, club and organization sponsorship, Caregiver Coalition, and in other varied manners..

Strategies to Increase Parent Participation
- Eagle Blast – Weekly the principal communicates the school newsletter utilizing ParentSquare. This document informs families of upcoming events, notices, and ways in which they can support their child's success at Eastwood.
- School Wide Reading Program – Parents will be given information encouraging them to have their child participate in the at home reading program. Goals will be set, tracking sheets sent home, and parents will be reminded throughout the year of the importance of reading outside of the school day. These reading incentives will happen over October break, Thanksgiving Break, Winter Break, and Spring Break.
- School Wide Math Fact Initiative – Families are encouraged to practice math facts nightly using a variety of methods and strategies. Incentives are given at each grade level upon mastery.
- Block Parties - Quarterly, Eastwood staff members go into our neighborhoods to present information and address questions families may have about their child's school success and the utilization of various resources to support their child. These include utilizing Canvas, Skyward, ParentSquare, etc. To increase family turnout, our staff have incorporated yard games and food in these events. Additionally, this will yield opportunities to seek additional partnerships and increase participation in our PTO from families that may be less represented.
- Caregiver Coalition - Available family members are encouraged to volunteer to support our daily activities with their presence. Following a one hour training and completion of the district background check, trained members of this team are utilized to provide supervision support in hallways, cafetorium, and other common areas throughout the week.

Stakeholder Input Opportunities to Support Goals

Stakeholder Input Name & Description	Who Participates	Timeline
Skyward Parent and Student Access	Caregivers and Students	Eagle Quest and throughout the year
Team and Individual Conferences	Caregivers, Students, and Eastwood Staff	Team meetings occur weekly. Student conferences occur as needed for individual students.
PTO brainstorm and support of SIP goals	Parents and administration	Monthly
Block Parties	Caregivers, Students, and Eastwood Staff	Quarterly (on Saturdays from 10:00am - 12:00pm)

Winter Festival	Caregivers, Students, and Eastwood Staff	Winter
Curriculum Night	Caregivers, Students, and Eastwood Staff	Spring
Parent and Student Surveys	Caregivers	At the end of the school year
Student Interest Surveys	Students	The first week of semester 1 and the first week of semester 2

Description of Stakeholder Partnerships and Programs to Support Goals

We will be starting our second year in partnership with Teach One to Lead One, a non-profit organization, who provide weekly mentoring services to select Eastwood students.

Beginning in the fall of 2023, Eastwood will be collaborating and partnering with Luke's Leaders, led by Tom Lange. This is an additional opportunity to provide mentoring services to our students.

We will continue SOAR. This after school support is provided for students who need a place to complete work in a controlled setting. Late bus transportation is available for these students as well. Teachers can work directly with families to utilize this time for students who have missing assignments or need to make up tests. Students stay after school (Tuesday, Wednesday, or Thursday) to complete missing assignments. Additional specific collaboration with our math department will continue to provide math specific support through SOAR.

Eastwood has an AVID program which helps students who might not otherwise set courses to allow them postsecondary education options. Some of our students are enrolled in either a pre-AVID semester course, an AVID elective class, or the AVID Excel course to learn strategies for academic growth. Additionally, AVID WICOR (Writing, Inquiry, Collaboration, Organization, and Reading) strategies are intentionally integrated into our science and social studies curriculum.

In our master schedule, intervention periods exist with a primary purpose of addressing student needs in math and English/Language Arts. Students are assigned to these classes based on multiple data points including their ILEARN and NWEA benchmark scores. We will be renewing a co-teaching approach to our math intervention. The classroom teacher will host all of our intervention students which will increase the number of math sections taught by our math department. Their class sizes will be reduced as a result. Additionally, we have partnered our math intervention teacher with our math instructional assistant. They will have a common planning period and target support for students in that class more precisely and intentionally.

Teachers meet weekly in teacher team meetings and PLC discussions to directly address student performance challenges, instructional issues and how to respond to individual student needs to improve their academic performance. Eastwood has altered its bell schedule so that our teachers can identify students who would benefit from review of priority standards through reteaching and also those who are ready for extension.

Individual classroom assessment results will be shared with families twice quarterly with midterm and quarterly grade reports. Additionally, teachers send home weekly progress reports to all students. Parents of students with special needs, including ELL, receive regular progress monitoring reports updated quarterly. In addition, NWEA benchmark student progress reports will be sent to parents after the Fall, Winter, and Spring assessments. ILEARN results will be shared separately when available from the state.

The tracking of student progress as it relates to key performance indicators will be visually tracked within our grade level think tanks. Each student will have a data card for math and a separate card for Reading. Based on student benchmark data, these will be updated and moved on an achievement continuum throughout the year to support data based conversations and interventions.

Parents have a strong voice throughout all aspects of the Eastwood community. The school-wide improvement goals are reviewed with the Eastwood PTO Board made up of parent volunteers as well as the entire school community. This parent representation works tirelessly to support Eastwood Middle School in all endeavors for our student's academic, social, and emotional development.

The Equity Alliance is a club which works to affirm the diversity of our student population. Over the course of the year, various speakers presented and meetings were held to support students.

Our National Junior Honor Society will continue, composed of student representatives in the 8th grade, who serve as a communication conduit between the student body and adults in the building. Students will also assist with school spirit, community service and community building, as well as assist in student voice.

Our Student Council will continue. This group is made up of one representative from each Advisory and will work to address the needs and concerns of the student population. A subgroup within this council will serve on the Principal's Advisory Council and will meet periodically throughout the year to voice those concerns directly to the principal and work in collaboration to address these issues.

Comprehensive Needs Assessment (Title I Components 1 and 8)

Three-year Trend Data

Suspensions/Expulsions

	Suspensions	Expulsions
2020-2021	4	0
2021-2022	140	6
2022-2023	127	1

Suspensions/Expulsions by Sub-Group

	2020-2021	2021-2022	2022-2023

American Indian	0	0	0
Asian	0	0	0
Black	3	107	91
Hispanic	0	7	7
Multi-Racial	0	8	10
White	1	24	20
Female	1	59	39
Male	3	87	89
IEP - Yes	1	42	45
IEP - No	3	104	83

Enrollment by Ethnicity

	2020-2021	2021-2022	2022-2023
American Indian	0.2%	0.2%	0.4%
Asian	3.8%	2.5%	1.0%
Black	33.8%	38.3%	41.8%
Hispanic	16.8%	15.5%	14.0%
Multi-Racial	7.0%	5.8%	5.9%
White	38.1%	37.6%	37.0%

Enrollment by Free/Reduced/Paid Lunch

	2020-2021	2021-2022	2022-2023
Free/Reduced Lunch	46.7%	48.5%	53.9%
Paid Lunch	53.3%	51.5%	46.1%

Attendance

	2020-2021	2021-2022	2022-2023
Attendance Rate	90.8%	93.7%	94.0%

Number of Unexcused Absences	10,918.5	4,684.0	3606

ILEARN English/Language Arts Achievement by Subgroup

	Overall	Black	Asian	Hisp	White	Multi	SPED	ELL	F/R
22-23	38%	19%	50%	22%	67%	37%	17%	5%	24%
21-22	39%	20%	36%	20%	65%	47%	19%	3%	22%
20-21	45%	22%	33%	32%	72%	49%	20%	7%	28%

ILEARN Mathematics Achievement by Subgroup

	Overall	Black	Asian	Hisp	White	Multi	SPED	ELL	F/R
22-23	27%	8%	25%	7%	56%	21%	12%	1%	10%
21-22	23%	4%	14%	8%	47%	27%	19%	0%	7%
20-21	30%	8%	19%	10%	57%	31%	13%	4%	10%

Comprehensive Needs Assessment Summary

	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified needs?	Priorities What are the priorities for your school?
Demographics	Because of the changing demographic profile of our families, we will continue to celebrate diversity as it strengthens us.	Eastwood needs to continue to develop effective support for students in poverty, students learning to acquire the English language, and the needs of our African-American and Hispanic students.	To better the academic, social, and emotional support for our students most in need based on disaggregated subgroup data. Utilizing **Total Participation Techniques** regularly and **strengthening academic rigor** which promote productive struggle throughout all classrooms will help to engage all students.

Attendance	3 year overall average just under 97% (prior to 2020-2021) * 2022-2023 - 94.0%	Eastwood needs to continue to celebrate students' positive behaviors per our PBISRewards reinforcement system and during quarterly celebrations. Additionally, it will be important to recognize students for adhering to character traits that promote success and citizenship.	Eastwood needs to continue to utilize our school social workers as well as our community liaison to support and break down barriers for those who are habitually missing school. Additionally, incorporating a climate committee will assist in the recognition of students.
Student Achievement	Eastwood students finished the year with the following proficiencies in math and Reading as measured by NWEA: Math 6th - 54.51% 7th - 61.69% 8th - 68.38% Reading 6th - 57.14% 7th - 62.50% 8th - 67.16%	We made strides in math to increase our growth and proficiency scores in NWEA. However, we showed struggles in English/Reading. Our EL population has a 13.85% proficiency score in math and a 21.88% proficiency score in reading. This group of students will continue to need support	Identifying the specific skills that need addressed, for which students, and when during their day this is to occur and by whom. Utilization of small group instruction for struggling students will support an increase in student achievement data. Providing more minutes in our bell schedule devoted to English and math instruction.
School Culture and Climate	Eastwood staff has taken a leading role in strengthening our building culture and student climate. Additionally, we have brought in more celebrations to our school year and more clubs, events, and ways in which students can engage their school community were added to the 2022-2023 school year.	It will be important to continue to intentionally support these needs with designated time and intentional practice. While we have had increases in this area of our survey data by parents, continued work in this area is desired.	Incorporating monthly celebrations of students and staff. Incorporating celebrations of instructional practice within our PLC meetings. Continuing our School Climate and Social Committee to strengthen student's sense of belonging and

			promote collegiality and joy at school.
Staff Quality/Professional Development	Strong professional development opportunities exist within the district in alignment with our major initiatives.	Professional development that is specifically and intentionally aligned to our school improvement plan. Increase collective teacher efficacy and capacity	Utilizing differentiated professional development aligned to the ELEVATE core teaching practices led by teachers to grow teacher capacity and efficacy. Strengthening of personal practice through Peer to Peer observations.
Curriculum, Instruction, Assessment	The availability of instructional coaches, the collaboration with district administration and building content leaders (department chairs). One on one data meetings with math, English, and intervention teachers will continue utilizing fall and winter NWEA data.	Utilization of small group practices to target student deficits Rigorous academic instruction that is culturally responsive.	Professional Development for our English and math teachers to promote the frequent use of effective small group instruction. Incorporation of WICOR framework into all classes and grading philosophy.
Family and Community Involvement	Parents present in building and community members actively supporting building initiatives.	More strategic involvement with parents of students in subgroups, of students in academic need; mentors and tutoring resources. Implement more effective communication regarding student progress of benchmark assessments	Targeted outreach, such as Block Parties, utilization of virtual community opportunity events, Back to School Night, and Curriculum Night. Additionally, gathering feedback utilizing Panorama Surveys and including QR codes on various events directing families to quick surveys on their experience.

| | | | Develop training for families to better understand their students NWEA progress.

Utilize student data cards and allow students to self track and share progress with families after each benchmark assessment. |
|---|---|---|---|
| **Technology** | Technology access and support overall is very strong as evidenced by our Project Lead the Way courses, our building Chromebook initiative, computer carts, building level Wi-Fi, system upgrades, and increased teacher competency with virtual learning platforms such as Pear Deck and Canvas. Additionally the district uses Panorama surveys to support targeted responsiveness. | Consistency in the implementation of system changes during transitions, instructional strategies utilizing technology. | Continued professional development for staff on the implementation of and use of curriculum and technology integration.

Reestablishing technology expectations as it relates to student engagement, including the limiting of non-essential technology. |

Priority Goal Summary and Decision Making Process

The following is a summary of the goals encompassed in this plan for the 2023-24 school year. The details of each goal are available in the next section.

Priority #	Goal Statement
1	**Priority 1 Equitable Achievement** - Provide an equitable educational environment that inspires and empowers all students to increase their academic success as well as their social and emotional learning.

Goal 1B: Decrease behavior disruptive to the learning as measured by office referrals in the areas of continuous class disruption, disrespect, and refusal to comply. |

	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%. *Goal 1C - Reading: Improve academic growth for all subgroups and reduce the achievement gap for students of color in literacy* *Reading: Improve academic proficiency for all subgroups, Asian - 1%, Black - 2%, Hispanic - 2%, White - 1%, Multi-Racial - 1%, SPED - 2%, ELL - 2%* *Goal 1C - Math: Improve academic growth for all subgroups and reduce the achievement gap for students of color in math* *Math: Improve academic proficiency for all subgroups, Asian - 1%, Black - 2%, Hispanic - 2%, White - 1%, Multi-Racial - 1%, SPED - 2%, ELL - 2%* *Goal 1D-ELA: Improve the academic achievement for all subgroups as measured by ILEARN ELA proficiency* *ELA: Improve academic proficiency for all subgroups, Asian - 1%, Black - 2%, Hispanic - 2%, White - 1%, Multi-Racial - 1%, SPED - 2%, ELL - 2%* *Goal 1D-Math: Improve the academic achievement for all subgroups as measured by ILEARN math proficiency* *Math: Improve academic proficiency for all subgroups, Asian - 1%, Black - 2%, Hispanic - 2%, White - 1%, Multi-Racial - 1%, SPED - 2%, ELL - 2%*
2	**Priority 2 - Hiring & Retention of a High Quality & Diverse Staff** – Advance a District culture that values and affirms diversity. *Goal 2B: Improve retention of all certified staff by decreasing Effective and Highly Effective teacher resignations.*
3	**Priority 3 - Partnerships** - Strengthen our partnership with students, families and community stakeholders to achieve our mission of academic success for all students and to demonstrate our District values. *Goal 3A: EW 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.*

Cultural Competency

Eastwood Middle School will focus on proactive discipline, cultural responsivity, and multi-tiered systems of support in efforts to meet the needs of students. Culturally responsive educators intentionally focus on methods to improve learning partnerships with students. To foster strong partnerships, educators must be aware of harbored biases that manifest into classroom environments and examine conditions for learning. The resiliency team focuses heavily on the systems (e.g. curricular, interventions, discipline, mental health supports, etc.) that impact the conditions for learning. Through collective work, the

resiliency team, including administrators, will identify inequities within systems that are designed to support students and work with staff to develop a better understanding of educational equity. Culturally responsive practices cannot happen in absence of equity and understanding the complex needs of students. Within professional learning communities, team and staff meetings, educators will reflect on their practices with an equity lens and analyze data to inform action plans for students. An equity lens questions why particular groups are marginalized and disparities exist in data, focusing more on internal structures of school. Behavior is a form of communication and responsive educators proactively work to identify the conditions that lend to positive behavioral responses. The District Equity Leadership Team (DELT) will support the work of the resiliency teams and focus on systematic professional learning opportunities to strengthen responsive practices throughout Washington Township.

Decision Making Process
The English Language Arts and Math goals were set with a general goal of increasing our performance approximately 3% per year over the next three years. National annual growth is reportedly around 2% per year and it is understood that as we continue to increase our performance that annual year over year growth becomes significantly more challenging. Teachers will be able to utilize data analysis information to plan support of the identified skills we need to strengthen. Throughout the course of the year, discussion in staff meetings, PLC, and team meetings will involve ongoing data from our assessments and used to guide instruction.

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

Equitable Achievement Goal 1B

Equitable Achievement Goal 1B

By 2026-2027, decrease behavior disruptive to the learning environment as measured by office referrals in the areas of continuous class disruption, disrespect, and refusal to comply.

School Data	Asian		Black		Hispanic		White		Multi-Racial		SPED		ELL		All	
	Goal	Result	Goal	Result	Goal	Result	Goal	Result	Goal	Result	Goal	Result	Goal	Result	Goal	Result
18-19 (BL)	8	8	610		74		181		108		187		36		983	
20-21	8	0	580	8	70	0	172	2	103	0	178	4	34	0	934	10
21-22	7	0	551	634	67	25	163	155	97	41	169	241	32	16	887	855
22-23	7	0	523	544	63	40	155	75	93	49	160	210	31	15	843	714
23-24	7		497		60		147		88		152		29		801	
24-25	6		472		57		140		84		145		28		761	
25-26	6		448		54		133		79		137		26		723	
26-27	6		426		52		126		75		131		25		686	

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

NOTE: SY 20-21 results not evaluated for progress due to COVID-19 unusual impacts

Goal 1B: Action Plan for the 2021-2022 School Year (Title Component 2, 4, and 9)

Strategy: Strengthen our Tier 1 Universal Implementation, Tier 2 Intervention Supports System and Tier 3 Intensive Intervention Supports.			
Action Steps	**Required Resources/PD**	**Timeline**	**Evidence**
Continue implementation of New Teacher Academy which provides new teachers training on various MSDWT Universal expectations including Second Step, Developmental Design, PBISRewards, Culturally Responsive Teacher, Recover, Restore, Return.	Professional Development - delivered by our instructional coach team and administrative team	August 2023 - May 2024	Walkthrough and Observation data
Teachers will revise and receive feedback on classroom management plans that take into account Developmental Designs, neuroscience and Culturally Responsive Teaching. They will monitor implementation of these plans at least once per quarter using the ORID process. Implementation will be measured through walkthrough data.	ORID Materials Culturally Responsive Teaching Training Instructional and Behavioral Coaches Books - Culturally Responsive Teaching and the Brain by Zaretta Hammond The Onward Workbook by Elena Aguilar	July 2023 - initial feedback December 2023 - Mid-year May 2024 Overall School-wide data review	Submissions of CMP's prior to school starting. Walkthrough Data PD exit tickets
Universal Proactive Discipline Team Summer Meeting to better align our building goals with supporting teachers with core implementation of tier 2 intervention.	Universal Handbook Code of Conduct Monthly staff meetings to reinforce plan. Monthly Behavior RTI Meetings.	December 2023 - Mid-year check May 2024 - End of Year Feedback	Check-In Check-Out Usage, T2/T3 Data Sheet, PBISRewards (or other similar software) data
Continued development to our Tier 3 intervention and Alt. to Suspension model that provides more time for intensive behavior support	Second Step Lesson Mindfulness Instruction Alternative Education	August 2023 December 2023 - Mid-year check	Procedure Sheet - for Alternative to Suspension Process Check-In

for those not responding to tier 2 support.	Classroom Restorative Practices Training Collaborative Problem Solving - Dr. Ross Greene	May 2024 - End of Year Feedback	Check-Out Usage, T2/T3 Data Sheet Discipline Data, PBISRewards (or other similar software) data
Utilize PBISRewards digital rewards system or similar tracking software to track staff usage and support consistent use of PBIS Rewards as a mechanism for supporting positive behavior	PBIS Rewards Subscription PD training for Staff of the software Periodic PD offered by Proactive Discipline/HLCC Subcommittee on establishing expectations, modeling and practicing procedure. Tracked referrals will be used to to target additional supports Rewards for Students	August 2023 - reintroduction Use monitoring throughout 23-24	Weekly Data pulls from PBISRewards
Continuation of Recover, Return, Restore protocols to provide one on one support for students demonstrating negative classroom behaviors that jeopardize the learning environment	Radios for entire staff PD on Recovery Team Protocols	Retraining to Staff - August 2023	Committee Notes

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

Equitable Achievement Goal 1C - Reading

By 2026-2027, improve academic proficiency for all subgroups as measured by NWEA Reading proficiency.

School Data	Asian		Black		Hispanic		White		Multi-Racial		SPED		ELL	
	Goal	Result	Goal	Result	Goal	Result	Goal	Result	Goal	Result	Goal	Result	Goal	Result
18-19 (BL)		85.7%		58.2%		72.7%		90.6%		78.8%		43.4%		28.1%
20-21 (RBL)		62.0%		44.0%		58.0%		85.0%		70.0%		34.0%		24.0%
21-22	62.5%	60.0%	45.0%	49.8%	59.0%	53.7%	85.5%	85.1%	70.5%	67.4%	34.5%	33.0%	24.5%	22.7%
22-23	71.2%	62.5%	51.4%	43.8%	65.6%	45.1%	88.2%	90.2%	74.3%	50.0%	38.5%	34.0%	26.7%	21.0%
23-24	75.9%		55.1%		69.4%		89.8%		76.4%		40.7%		28.1%	
24-25	80.5%		58.8%		73.1%		91.4%		78.5%		42.9%		29.4%	
25-26	85.1%		62.5%		76.9%		93.0%		80.7%		45.2%		30.8%	
26-27	89.7%		66.2%		80.7%		94.6%		82.8%		47.4%		32.1%	

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

NOTE: SY 20-21 results not evaluated for progress due to COVID-19 unusual impacts

Equitable Achievement Goal 1D - ELA

By 2026-2027, improve academic proficiency for all subgroups as measured by ILEARN ELA proficiency.

School Data	Asian Goal	Asian Result	Black Goal	Black Result	Hispanic Goal	Hispanic Result	White Goal	White Result	Multi-Racial Goal	Multi-Racial Result	SPED Goal	SPED Result	ELL Goal	ELL Result
18-19 (BL)	78.6%		32.3%		46.5%		75.8%		56.7%		20.9%		3.0%	
20-21 (RBL)	33.0%		22.0%		32.0%		72.0%		49.0%		20.0%		7.0%	
21-22	33.5%	35.7%	23.0%	20.1%	33.0%	19.8%	72.5%	65.1%	49.5%	46.7%	20.5%	19.1%	7.5%	3.2%
22-23	49.5%	50.0%	28.1%	18.5%	39.5%	21.6%	74.6%	67.1%	52.9%	37.2%	22.0%	17.0%	9.0%	3.3%
23-24	57.8%		31.2%		43.3%		75.9%		54.9%		23.0%		10.0%	
24-25	66.1%		34.2%		47.0%		77.2%		56.8%		24.0%		11.0%	
25-26	74.3%		37.3%		50.8%		78.5%		58.8%		25.0%		12.0%	
26-27	82.6%		40.3%		54.5%		79.8%		60.7%		26.0%		13.0%	

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

NOTE: SY 20-21 results not evaluated for progress due to COVID-19 unusual impacts

Goals 1C-NWEA Reading and 1D-ILEARN ELA: School Action Plan for the 2023-2024 School Year (Title Component 2, 4, and 9)

Strategy: Written Curriculum/Instructional Framework (Targeted Instruction)			
Action Steps	**Required Resources/PD**	**Timeline**	**Evidence**
Strengthen small group instruction	District pacing guides and instructional framework Professional development for English department, planning and individual meetings - conducted by LaTisha Frazier and Yancy Crawford A Guide to the Reading Workshop - Middle School Grades by Calkins and Ehrenworth Simply Small Groups: Differentiating Literacy Learning in Any Setting by Debbie Diller Hacking Learning Centers in Grades 6 - 12 by Starr Sackstein and Karen Terwillinger WIDA Can-Do Descriptors and Standards Framework	August - PD over the Anatomy of a Typical Small Group Lesson September - Decreasing Scaffolding and Vary Scaffolding for Each Learner October - Using the Small Group Resources from Units of Study to Plan November - Following Up on Small Group Work - To Increase Skill Development - To Increase Transfer - Peer Conferring	Classroom Artifacts (Lesson Plans, PLC Docs, Small Group Data, Slides) Walkthrough Data Monthly Department meeting notes Quarterly ELA implementation surveys
~~Implementation of schoolwide consistencies - The Writing Process, MLA Consistency, RACECE - Constructed Response, MUTT - Interacting with Text and Research, and Cornell Notes~~	~~Posters, Slides for Sharing, Anchor Charts, WICOR in every classroom~~ ~~AVID Summer Institute~~ ~~PD Quarterly from PLC/ELA Committee~~	~~July 2022 - May 2023~~	~~Classroom Artifacts (Posters, Student samples, Presentation,)~~
Identify high value	Professional Development	August 2023-May	Monthly ELA and

ELA priority standards and content literacy standards that can be supported in non-ELA classes and embed them in non-ELA pacing guides	and monitoring of the best teaching practices to support these standards in non-ELA departments	2024	non-ELA department notes Walkthrough Data

---

Strategy: All teachers will work in Collaborative Teams to identify student needs, assess those needs with common formative and summative assessments, and respond to the data derived from formative assessments through reteaching and enrichment.

Action Steps	Required Resources/PD	Timeline	Evidence
Strengthening of Weekly Collaborative teaming meetings using PLC Process	PLC Leadership Professional Development - Carrie Rosebrock and Sarah Henry	August 2023-May 2024	Weekly PLC Implementation Oversight PLC Cycle Documentations
Monitor PLC Notes and provide feedback	PD on PLC Feedback and look fors	Ongoing	PLC Cycle Documentation

---

Strategy: 100% of our ELA classes will utilize Intentional small group intervention for student groups based on NWEA proficiency data.

Action Steps	Required Resources/PD	Timeline	Evidence
Pull student NWEA proficiency subscore data and identify students below grade level (approaching proficiency) proficiency and apply appropriate supports. ● SPED Services ● EL Services ● Small Group Instruction	Develop structure for documenting classroom lists to track student groups. Professional development on small group instruction aimed at nonfiction, literature, and vocabulary.	August 2023 - Review and creation of supporting documents based on fall NWEA benchmarks. December 2023 - Review and creation of supporting documents based on winter NWEA	Classroom walkthrough data

		benchmarks.	
One on one data meetings with ELA teachers	Student proficiency data based on NWEA fall benchmark assessment Framework for understanding and analyzing student data	August/September - One on One Meetings December/January - One on One Meetings	NWEA Spring Growth Data for Reading

Strategy: 100% of teachers will choose WICOR strategies appropriate to their content level, helping students develop college and career readiness skills.

Action Steps	Required Resources/PD	Timeline	Evidence
Identify current practice in which we are using Writing, Inquiry, Collaboration, Organization, and Reading in our current practice based on the Career and College Readiness Index	WICOR Support documents AVID's College and Career Readiness Index Write Paths Curricular Resource Naviance Student services Team Professional Development delivered by our Learning Strategies SIP Team	Full Faculty Meetings January 25 February 22 April 18	Lesson Plans Walkthrough Data
Intentional integration of Career and College Readiness Index with WICOR	WICOR Support documents AVID's College and Career Readiness Index Professional	Full Faculty Meetings January 25 February 22 April 18	Committee Notes Lesson Plans Walkthrough Data Student Created WICOR

	Development Delivery Committee		Posters WICOR Strategies flipcards
Creation of ELEVATE CTP building compendium (teacher resource of best practices aligned with core target practices)	Core Targeted Practices WICOR strategies Marzano Compendium of Instructional Strategies	August January	Planning documents and walkthrough data

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

Equitable Achievement Goal 1C - Math

By 2026-2027, improve academic proficiency for all subgroups as measured by NWEA Math proficiency.

School Data	Asian		Black		Hispanic		White		Multi-Racial		SPED		ELL	
	Goal	Result	Goal	Result	Goal	Result	Goal	Result	Goal	Result	Goal	Result	Goal	Result
18-19 (BL)		92.9%		48.4%		65.3%		89.1%		73.1%		43.0%		18.8%
20-21 (RBL)		63.0%		41.0%		47.0%		85.0%		66.0%		31.0%		19.0%
21-22	63.5%	60.0%	42.0%	31.7%	48.0%	37.7%	85.5%	82.4%	66.5%	62.2%	31.5%	27.1%	19.5%	14.4%
22-23	74.3%	75.0%	46.1%	43.0%	55.8%	39.1%	87.7%	88.6%	69.7%	74.4%	36.3%	38.3%	21.0%	13.9%
23-24	80.0%		48.7%		60.2%		89.1%		71.6%		39.0%		22.0%	
24-25	85.6%		51.3%		64.5%		90.4%		73.4%		41.7%		23.0%	
25-26	91.3%		53.8%		68.9%		91.8%		75.3%		44.3%		24.0%	
26-27	96.9%		56.4%		73.3%		93.1%		77.1%		47.0%		22.8%	

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

NOTE: *SY 20-21 results not evaluated for progress due to COVID-19 unusual impacts*

Equitable Achievement Goal 1D - Math

By 2026-2027, improve academic proficiency for all subgroups as measured by ILEARN Math proficiency.

School Data	Asian Goal	Asian Result	Black Goal	Black Result	Hispanic Goal	Hispanic Result	White Goal	White Result	Multi-Racial Goal	Multi-Racial Result	SPED Goal	SPED Result	ELL Goal	ELL Result
18-19 (BL)	78.6%		19.1%		25.3%		69.4%		34.3%		20.0%		0.0%	
20-21 (RBL)	19.0%		8.0%		10.0%		57.0%		31.0%		13.0%		4.0%	
21-22	19.5%	14.3%	9.0%	4.4%	11.0%	8.1%	57.5%	47.0%	31.5%	26.7%	13.5%	10.4%	4.5%	0.0%
22-23	40.2%	25.0%	14.4%	8.3%	17.8%	6.9%	62.5%	56.2%	33.4%	20.9%	16.7%	10.9%	6.0%	1.6%
23-24	50.8%		17.6%		21.7%		65.2%		34.7%		18.5%		7.0%	
24-25	61.4%		20.7%		25.5%		67.9%		35.9%		20.3%		8.0%	
25-26	72.0%		23.9%		29.4%		70.7%		37.1%		22.2%		9.0%	
26-27	82.6%		27.1%		33.3%		73.4%		38.3%		24.0%		10.0%	

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

NOTE: SY 20-21 results not evaluated for progress due to COVID-19 unusual impacts

Goals 1D-NWEA Math and ILEARN Math: School Action Plan for the 2023-2024 School Year (Title Component 2, 4, and 9)

Strategy: All teachers will work in Collaborative Teams through our building PLC process to identify student needs, assess those needs with common formative and summative assessments, and respond to the data derived from formative assessments through reteaching and enrichment.			
Action Steps	**Required Resources/PD**	**Timeline**	**Evidence**
Strengthening of Weekly Collaborative teaming meetings using PLC Process	PLC Leadership Professional Development - Carrie Rosebrock and Sarah Henry	August 2023-May 2024	Weekly PLC Implementation Oversight PLC Cycle Documentations
Monitor PLC Notes and provide feedback	PD on PLC Feedback and look fors	Ongoing	PLC Cycle Documentation

Strategy: 100% of our math classes will utilize student data to provide intentional intervention for students based on NWEA proficiency data.			
Action Steps	**Required Resources/PD**	**Timeline**	**Evidence**
Pull student NWEA proficiency subscore data and identify students below grade level (approaching proficiency) proficiency and apply appropriate supports. • SPED Services • EL Services • Small Group Instruction	Develop structure for documenting classroom lists to track student groups. Professional development on small group instruction aimed at Geometry and Measurement; Data Analysis, Statistics, and Probability; Number Sense and Computation; and Algebra and Functions..	August 2023 - Review and creation of supporting documents based on fall NWEA benchmarks. December 2023 - Review and creation of supporting documents based on winter NWEA benchmarks.	Classroom walkthrough data
One on one data meetings with math teachers	Student proficiency data based on NWEA fall benchmark assessment	August/September - One on One Meetings	NWEA Spring Growth Data for mathematics

	Framework for understanding and analyzing student data	December/January - One on One Meetings	

Strategy: 100% of teachers will choose WICOR strategies appropriate to their content level, helping students develop college and career readiness skills.			
Action Steps	**Required Resources/PD**	**Timeline**	**Evidence**
Identify current practice in which we are using Writing, Inquiry, Collaboration, Organization, and Reading in our current practice based on the Career and College Readiness Index	WICOR Support documents AVID's College and Career Readiness Index Write Paths Curricular Resource Naviance Student services Team Professional Development delivered by our Learning Strategies SIP Team	Full Faculty Meetings January 25 February 22 April 18	Lesson Plans Walkthrough Data
Intentional integration of Career and College Readiness Index with WICOR	WICOR Support documents AVID's College and Career Readiness Index Professional Development Delivery Committee	Full Faculty Meetings January 25 February 22 April 18	Committee Notes Lesson Plans Walkthrough Data Student Created WICOR Posters WICOR Strategies flipcards
Creation of ELEVATE CTP building compendium	Core Targeted Practices	August	Planning documents and walkthrough data

		January	
(teacher resource of best practices aligned with core target practices)	WICOR strategies Marzano Compendium of Instructional Strategies		

Strategy: 100% of classroom teachers will increase student engagement in mathematics.			
Action Steps	**Required Resources/PD**	**Timeline**	**Evidence**
Identify 3 - 5 "go to" Total Participation Techniques that will be adopted into mathematics class teaching expectations Learn through a book study and adopt relevant teaching practices into standard mathematics instruction from Building Thinking Classrooms in Mathematics	Total Participation Techniques: Making Every Student an Active Learner Book by Pérsida Himmele and William Himmele Nine copies of Building Thinking Classrooms in Mathematics by Peter Liljedahl.	August 2023-May 2024	Lesson Plans ELEVATE Core Target Practices Walkthroughs Professional Development and Faculty Presentations

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

Hiring and Retention of a High Quality and Diverse Staff Goal 2B		
By 2024-2025, improve retention of all certified staff by decreasing Effective and Highly Effective teacher resignations.		
	Goal	**Result**
2015-2020 (BL)	10.8%	
2020-21	10.0%	11.7%
2021-22	9.0%	19.4%
2022-23	8.0%	22.6%

2023-24	7.0%	
2024-25	6.0%	

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

Strategies

- The school has created the Staff Social committee to build camaraderie among staff.
- Quarterly one on one sessions offered to staff to meet with the principal.
- MSDWT will provide implicit bias training for staff (included in the onboarding process) in order to foster an inclusive and collegial work environment for all staff.
- The HR department will establish an advisory employees and community members who provide insight into strategy development and adjustment.
- Enhanced exit interview procedure and conducting stay interviews for a select number of staff annually.
- Data for specifically targeted subgroups of staff will be analyzed to make sure that specific groups are not leaving the district disproportionately or for unique reasons.

Partnership Goal 3A

Partnerships Goal 3A		
By 2024-2025, analyze family engagement feedback to determine areas of improvement by increasing the total level of parent and family participation in school programming as measured by the parent survey.		
	Goal	**Result**
2018-19 (BL)	6.0%	
2020-21	11.0%	15.0%
2021-22	16.0%	23.7%
2022-23	21.0%	21.1%
2023-24	26.0%	
2024-25	31.0%	
Green = Benchmark Goal Met, Yellow = Progress Toward Benchmark Goal, Red = No Progress Toward Benchmark Goal		

Goal 3A: School Action Plan for the 2023-2024 School Year (Title Component 2, 4, and 9)

Strategy: Strengthen communication with Eastwood families and increase family involvement

Action Steps	Required Resources/PD	Timeline	Evidence
Classroom teachers will utilize ParentSquare to provide communications to all of their classroom students at least twice per quarter	ParentSquare	October 2023 December 2023 March 2024 May 2024	ParentSquare Usage
Classroom teacher will send weekly progress reports home through Skyward for all students.	Skyward - Student information system	Weekly on Fridays	Skyward Parent Feedback
The Community Partnership Committee and building volunteers will participate in a community outreach initiative where they will break off into teams going into our most in need communities. These communities will be identified based on their historic participation in school events as well as access challenges their families may encounter.	PD on Skyward for Parent Use Family Login Information	October 2023 December 2023 April 2024	Committee Notes School Calendar
The principal will communicate weekly (Eagle Blast) using Parent Square, updating families on all things Eastwood	Class Newsletter templates	Sundays at 6:35pm	ParentSquare Usage
Create Caregiver Coalition, inviting family members to serve in the school as partners with our staff	Parent Training	Ongoing	Volunteerism numbers and shift logs.

Appendices

Using Results for Continuous Improvement

Description of Ongoing Data Review Process

Washington Township (WT) is committed to a process for continuous improvement that is well-defined and clearly articulated with measurable results. The district acknowledges that our current best approach to improve and sustain student learning and achievement is through a systems approach that is inclusive of all entities and levels of our system. The district level, the school level, the division or department level, and the classroom, teacher, and student level must all align their collaborative efforts along with the parents and community in order to achieve high success over time.

The Quality Assurance (QA) System has been established to create an on-going culture of quality that permeates the district as well as creates an institutional memory of the best practices adopted by our School Improvement Teams, Professional Learning Community (PLC) Teams or district improvement program teams. In alignment with the district quality assurance process, WT will implement a process to regularly review progress on program action plans, instruction improvement deployment, and formative assessment results.

School Improvement Plan Timeline

QA of SIP	Q1	Q2	Q3	Q4
SIP Deployment			X	
SIP Development by School Improvement Committee	X	X	X	X
SIP Progress Monitored by Quality Assurance Team	X		X	X
SIP Submitted for Superintendent and Cabinet Review including Title One Compliance			X	
Feedback Submitted to School	X		X	X
Professional Development Approved by WT Education Association				X
SIP Submitted to Superintendent, Cabinet, and School Board				X
School Board Approves SIP	September Meeting			SB
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)

2023-2024 Highly Qualified Teachers: All verification and supporting documents are filed at the Community and Education Center in the human resources files.

2023-24 Highly Qualified Paraprofessionals (Title 1 Component 3): All verification and supporting documents are filed at the Community and Education Center in the human resources files.

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

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

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

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

New teachers attend a variety of professional development opportunities so that a clear expectation is established with new teachers as the district views 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 additional 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

In order to support fifth graders in their transition from elementary to sixth grade in middle school, we coordinate several activities and forms of communication between Eastwood Middle School and our feeder elementary schools. These transition activities include:

- Sixth Grade Information Packets: During January we mail a welcome packet to fifth graders and their parents. The packet includes a welcome letter from the principal, dates and descriptions of important upcoming transition activities, and information regarding the honors application process. These packets include English and Spanish versions of each document.
- Parent Curriculum Night: In March, fifth grade parents are invited to attend an informational evening at Eastwood to learn about the curriculum and course options for sixth grade students. This evening includes a presentation by the principal and department chairpersons, a district video depicting students' performing arts and world language options, and question and answer session. All of this information is also posted on the school's website for easy access.

- <u>5th Grade Music Concert</u> - Students from sending schools will visit Eastwood in March as an introduction to our options for music class selection to take place later in the month.
- <u>Coffee with Counselors</u>: Middle School Counselors hold an informal coffee time for parents of 5th grade students to meet and ask questions about the middle school.
- <u>Instrument Try-Ons</u>: In March, Middle school band and orchestra teachers visit each elementary school to meet individually with fifth graders interested in playing an instrument in sixth grade.
- <u>Incoming 6th Grade Student Tours</u>: In mid-May, fifth graders spend a portion of their day at Eastwood to become acclimated to the building. Students are presented with pertinent information about middle school and tour the building. Current 6th graders speak about getting involved and participating in the opportunities offered by the school.
- <u>Eagle Quest</u>: Just prior to the first day of school, incoming sixth graders and their parents participate in an evening orientation program. Students and parents learn how to navigate their sixth grade year. Students receive their schedule so they can locate their classes and learn how to open their locker. Students and parents leave at the end of the night feeling very comfortable and prepared for the first days of their middle school experience.

In order to support Eighth graders transitioning to North Central High School for their freshman year we also offer several opportunities for students to become familiar with the environment before they leave Eastwood.

- <u>Career Center Visit:</u> In November students visit the J. Everett Light Career Center adjacent to North Central High school. Students are not allowed to attend classes at the career center until their sophomore year of high school, however it is important for them to know that these possible opportunities exist so that they can plan their freshman and sophomore schedules accordingly if they are interested.
- <u>Career Interest Inventories/Reality Check:</u> In December, all 8th grade students complete career interest inventories to assist in their high school planning.
- <u>Curriculum Night</u>: In January, North Central High School hosts a curriculum where students and parents receive information about all classes offered at North Central. They are able to ask questions regarding freshman scheduling information a second time.
- <u>Transition to High School Lesson:</u> In February, Eastwood counselors complete presentations to all 8th grade students where they review the high school course catalog, explain high school credits, and present possible freshman scheduling options. Many other questions regarding high school participation, eligibility, and opportunities are presented to students.
- <u>NC Counselor Q&A</u>: 8th graders will meet with their assigned NCHS counselor for Q&A session during Advisory. In this, they will discuss freshman scheduling requirements, required courses and credits, as well as the scheduling timeline. At this time many student questions about the high school also surface.
- <u>Parent Q&A</u> - Most 8th to 9th scheduling questions should be directed to 8th grade counselors, but in mid-March, parents will have the opportunity to ask questions of North Central counselors during this live Zoom event, which is offered twice and will be recorded and posted to the school's website.
- <u>Individual Scheduling Meetings:</u> In March, North Central counselors meet with **every 8th grade student** to plan their freshman schedule. At this time the counselors utilize standardized testing data, grade data, student interest, and career interest inventories to assist students and their families in developing their summer school and freshman schedules.
- <u>North Central Visit:</u> In mid-April all 8th graders visit North Central High school during the school day. Students visit with students, take a tour of the building, attend performances, and visit classrooms.
- <u>Panther Quest:</u> In August all 8th graders are encouraged to attend a multi-day orientation to North Central high school before upperclassmen return to school. North Central Juniors and Seniors

facilitate an orientation process that welcomes freshman students and brings them into the North Central family.

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

Parent Compact

Eastwood Middle School - Parent Compact
2023-2024

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

Staff Pledge

I agree to carry out the following responsibilities to the best of my ability:
- Provide a safe and supportive learning environment.
- Teach classes with an interesting and challenging curriculum that promotes student achievement.
- Motivate my students to learn.
- Set high expectations and help every child be successful in meeting the Indiana academic achievement standards.
- Communicate frequently and meet with families about student progress and the School.
- Provide opportunities for parents to volunteer, participate, and observe in my classroom.
- Participate in professional development opportunities that improve teaching and learning and support the formation of partnerships with families and the community.
- Actively participate in collaborative decision making with parents and school colleagues to make our school accessible and welcoming for families.
- Respect the school, students, staff and families.

Student Pledge

I agree to carry out the following responsibilities to the best of my ability:
- Come to school ready to learn and work hard.
- Bring necessary materials, completed assignments and homework.
- Know and follow school and class rules.
- Communicate regularly with my parents and teachers about school experiences so that they can help me to be successful in school.
- Limit my TV watching, video game playing, and internet usage.
- Put forth effort in and out of school to demonstrate my learning to the best of my ability.
- Respect the school, classmates, staff and families.

Family/Parent Pledge

I agree to carry out the following responsibilities to the best of my ability:
- Provide a quiet time and place for homework and monitor TV viewing.
- Read to my child or encourage my child to read every day (20 minutes).
- Ensure that my child attends school every day and gets adequate sleep, regular medical attention and proper nutrition.
- Regularly monitor my child's progress in school.
- Participate, as appropriate, in decisions about my child's education.
- Attend parent-teacher conferences.
- Communicate the importance of education and learning to my child.
- Respect the school, staff, students, and families.

_____   _____

Parent   Student

Definitions

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

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

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

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

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

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

Evidence
The SIP team identifies the instrument that will measure the level of deployment, fidelity or level of classroom use – For example: Classroom Checklists, Walkthrough Checklist data, observation data from teacher evaluation data (aggregated and anonymous), reports reflecting usage of technology resources and student data, PLC notes and reflections, meeting logs, feedback from PD.

Link to School QAR Document

Link to IDOE CNA-SIP Template