

## Metropolitan School District of Washington Township

“Superior Schools in a Supportive Community”

*In Accordance with Public Law 221*

### School Improvement Plan

### 2020-2021



School Name: 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

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Principal Signature, James Tutin

Date

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Superintendent Signature, Dr. Nikki Woodson

Date

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School Board President Signature, Bill Turner

Date

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

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## **Purpose and Direction**

### **Purpose**

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

### **MSDWT Mission Statement**

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

### **MSDWT Vision Statement**

Superior Schools in a Supportive Community

### **[MSDWT Strategic Plan 2020-2025](#)**

### **School Improvement and Schoolwide Planning Team**

James Tutin -Principal

April Tuason - Asst. Principal

Arian Bostic - Asst. Principal

Anat Pinsky - MYP Coordinator

Latisha Frazier - English Dept. Chair

Kim Matsuoka - Math Department Chair

Sylvia Denice - Classroom Teacher

David Elian - Classroom Teacher

Alexa Jeran - Social Worker

Demi Barton - Assistant to the Principal

## Comprehensive Needs Assessment

### Three-year Trend Data

#### Safe and Disciplined Learning Environment

Year	Suspensions	Expulsions
2016-2017	16	0
2017-2018	6	0
2018-2019	9	0

#### Suspensions/Expulsions by Sub-group

Year/Sub-Group	2016-2017	2017-2018	2018-2019
American Indian	0	0	0
Asian	2	0	0
Black	3	5	5
Hispanic	3	0	1
Multi-Racial	3	1	1
White	5	0	2
Female	0	3	2
Male	16	3	7
IEP - Yes	11	2	0
IEP - No	5	4	9

## Demographic Data

### Enrollment by Ethnicity

Year/Sub-Group	2016-2017	2017-2018	2018-2019
American Indian	0.3%	0.3%	0.14%
Asian	1.5%	1.9%	1.52%
Black	18.9%	19.1%	23.17%
Hispanic	14.7%	13.5%	12.14%
Multi-Racial	5.3%	6.8%	6.07%
White	59.3%	58.4%	56.97%

### Free/Reduced/Paid Lunch

Year/Sub-Group	2016-2017	2017-2018	2018-2019
Free Lunch	31.3%	32.8%	34.90%
Reduced Lunch	6.1%	6.1%	5.79%
Paid Lunch	62.7%	61.1%	59.31%

### Attendance Data Monitoring and Goal

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

	2016-2017	2017-2018	2018-2019
Attendance Rate	97.4%	97.1%	96.67%
Number of Unexcused Absences	1226.5	1307	1696.5

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

<b>Mathematics ISTEP+ Percent Pass</b>									
*IDOE Compass									
	<b>Overall</b>	<b>Black</b>	<b>Asian</b>	<b>Hispanic</b>	<b>White</b>	<b>Multi-Racial</b>	<b>SPED</b>	<b>ELL</b>	<b>F/R</b>
<b>2018-2019</b>	66%	37%	***	45%	82%	55%	42%	28%	43%
<b>2017-2018</b>	71%	45%	88%	53%	85%	64%	46%	41%	53%
<b>2016-2017</b>	68%	53%	80%	48%	81%	67%	70%	70%	70%

<b>ELA ISTEP+ Percent Pass</b>									
*IDOE Compass									
	<b>Overall</b>	<b>Black</b>	<b>Asian</b>	<b>Hispanic</b>	<b>White</b>	<b>Multi-Racial</b>	<b>SPED</b>	<b>ELL</b>	<b>F/R</b>
<b>2018-2019</b>	59%	34%	***	36%	73%	65%	36%	23%	37%
<b>2017-2018</b>	75%	48%	88%	59%	88%	77%	44%	43%	58%
<b>2016-2017</b>	77%	64%	80%	65%	84%	67%	76%	76%	76%

### Comprehensive Needs Assessment Summary

<b>Area of Review</b>	<b>Summary of Strengths What were the identified strengths?</b>	<b>Summary of Needs What were the identified needs?</b>	<b>Priorities What are the priorities for your school?</b>
<b>Demographics</b>	Eastwood is aware of the changing demographic profile of our students and families and will continue to celebrate the 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 academic, social, and emotional support for our students most in need based on disaggregated subgroup data.
<b>Attendance</b>	3 year overall average just under 97%	Eastwood needs to continue to celebrate students for perfect attendance per our PBIS reinforcement system and during quarterly celebrations.	Eastwood needs to better utilize our new school social worker position to create support and break down barriers for those who are habitually missing school.
<b>Student Achievement</b>	Students growth according to NWEA particularly our ELL and SPED population is encouraging.	Need to increase the rate of students passing both sections of ISTEP+. Need to significantly improve performance of our subgroups	Identifying the specific skills that need addressed, for which students, and when during their day this is to occur and by whom.

		particularly our African-American students in math.	
<b>School Culture and Climate</b>	Our staff desires to grow more in their ability to meet the diverse needs of our students.	Continue to provide professional development with regard to cultural responsive instruction in healthy learning climates where neuroscience strategies as well as developmental design practices are evident in all core instruction.	Encourage open communication and dialog between all stakeholders through intentional opportunities for feedback.
<b>Staff Quality/Professional Development</b>	Strong professional development opportunities exist within the district in alignment with our major initiatives.	Develop professional development that is specifically and intentionally aligned to our school improvement plan.	Literacy across all content areas to ensure all teachers are confident and competent in teaching literacy-based strategies within their content expertise.
<b>Curriculum, Instruction, Assessment</b>	The availability of instructional coaches, the collaboration with district administration and building content leaders (department chairs), and the authorization of IB.	The crosswalk from the IN Academic Standards to the IN College and Career Readiness and how we embed this in our IB MYP Units of Study. The creation of and transition to the new state assessment.	New state assessment readiness; MYP Units of Study, assessments, incorporation of WICOR framework into science and IAS classes and grading philosophy.
<b>Family and Community Involvement</b>	Strong parent and community support and involvement. Parents present in building and community members actively supporting IB implementation.	More strategic involvement with parents of students in subgroups, of students in academic need; mentors and tutoring resources.	Targeted outreach, utilization of virtual community opportunity events such as Trivia Nights, Back to School Night, and Curriculum Night.
<b>Technology</b>	Technology access and support overall is very strong as evidenced by our Project Lead the Way courses, the one to one Chromebook initiative, computer carts, building level Wi-Fi, system upgrades, and increased teacher competency with	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.

	virtual learning platforms.		
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### Priority Goal Summary and Decision Making Process

The following is a summary of the goals encompassed in this plan for the 2020-21 school year. The details of each goal are available in the next section.

Priority #	Goal Statement
1	<p><b><u>Priority 1 Equitable Achievement</u></b> - Provide an equitable educational environment that inspires and empowers all students to increase their academic success as well as their social and emotional learning.</p> <p><i>Goal 1A: Improve academic growth for all subgroups and reduce the achievement gap for students of color in literacy</i></p> <p><i>Literacy: Improve academic proficiency for all subgroups, Asian - 1%, Black - 2%, Hispanic - 2%, White - 1%, Multi-Racial 1%, SPED - 2%, ELL - 2%, F/R - 2%</i></p> <p><i>Goal 1B: Improve academic growth for all subgroups and reduce the achievement gap for students of color in math</i></p> <p><i>Math: Improve academic proficiency for all subgroups, Asian - 1%, Black - 2%, Hispanic - 2%, White - 1%, Multi-Racial 1%, SPED - 2%, ELL - 2%, F/R - 2%</i></p> <p><i>Goal 1C: Decrease behavior disruptive to the learning as measured by office referrals in the areas of continuous class disruption, disrespect, and refusal to comply.</i></p> <p><i>Discipline: Students will reduce disruptive behaviors to the learning environment as measured by office referrals for continued classroom disruption, disrespect, and refusal to comply by 30%.</i></p>
2	<p><b><u>Priority 2 - Hiring &amp; Retention of a High Quality &amp; Diverse Staff</u></b> – Advance a District culture that values and affirms diversity</p> <p><i>Goal 2A: Pursue and implement strategies to hire faculty who better represent the community that we serve.</i></p>
3	<p><b><u>Priority 3 - Partnerships</u></b> - Strengthen our partnership with students, families and community stakeholders to achieve our mission of academic success for all students.</p>

	<b><i>Goal 3 A: 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.</i></b>
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**Cultural Competency**

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

**Decision Making Process**

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.

The MYP goal is set based upon our IB Authorization and IB requirements. Teachers will collaborate on these units and receive strategic professional development on Inquiry best practice.

**Equitable Achievement Goal 1A**

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

Eastwood	Asian	Black	Hispanic	White	Multi-Racial	SPED	ELL
<b>Baseline (2018-19)</b>	86%	58%	73%	91%	79%	43%	28%
<b>2020-21</b>	87%	60%	75%	92%	80%	45%	30%
<b>2021-22</b>	88%	62%	77%	93%	81%	47%	32%
<b>2022-23</b>	89%	64%	79%	94%	82%	49%	34%
<b>2023-24</b>	90%	66%	81%	95%	83%	51%	36%
<b>2024-25</b>	91%	68%	83%	96%	84%	53%	38%

**Strategies**

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

<b>Strategy:</b> Written Curriculum/Instructional Framework (Targeted Instruction)		
<b>Strategy Goal:</b> 100% of ELA teachers will utilize the district’s instructional framework and pacing guide to provide targeted instruction		<b>Evidence:</b> Formal/Informal Observation and Walkthrough data
<b>Action Steps</b>	<b>Required Resources/PD</b>	<b>Timeline</b>
Provide differentiated small group instruction	-Revised pacing guides and instructional framework  -PD for staff, planning and individual meetings using <i>MyPerspectives</i>  - PD for staff to utilize “Breakout Rooms” on Canvas and Zoom	August 2020-May 2021
Provide students time for independent practice	-Revised pacing guides and instructional framework  -PD for staff, planning and individual meetings using <i>MyPerspectives</i>	August 2020-May 2021
Provide opportunities for reflection that support transference of skills and strategies	-Official MYP training for L&L teachers	August 2020-May 2022
<b>Strategy Goal:</b> 100% of ELA teachers will consistently utilize the components of balanced literacy		<b>Evidence:</b> Lesson Planning templates PLC document Formal/Informal Observation and Walkthrough data
<b>Action Steps</b>	<b>Required Resources/PD</b>	<b>Timeline</b>
Provide access to culturally relevant texts that support student choice, collaboration and literacy development	-Culturally-relevant texts  -PD for implementing literature circles  -Review the “Agency” presentation presented by MYP coordinator	August 2020-May 2021

Utilize mini lessons and the workshop structure	-Reading and Writing Workshop PD	August 2020-May 2022
Integrate interactive read-alouds into the workshop model	-PD for interactive read-alouds	August 2022-May 2023

<b>Assessment Goal:</b> 100% of teachers will implement common conceptual and skills-based formative and summative assessments		<b>Evidence</b> PLC document Formal/informal observation data
<b>Action Steps</b>	<b>Required Resources/PD</b>	<b>Timeline</b>
-Weekly PLC Meetings using PLC Process Step 1: Create Unit Summative Assessment-Backward Planning Step 2: Create Formative Assessments Step 3: Reflect on Formative Data Step 4: Repeat steps 2-3 until summative is administered. Step 5: Repeat process for next unit	-Revised PLC document -Data-Driven small group planning PD	August 2021-May 2023
Create a general space for assessments to be shared across buildings		August 2021-May 2023
Build common conceptual assessments		August 2021-May 2023

<b>Assessment Goal:</b> 100% of science and Individuals and Societies teachers will embed WICOR strategies within the planning curriculum		<b>Evidence</b> PLC document Formal/informal observation data
<b>Action Steps</b>	<b>Required Resources/PD</b>	<b>Timeline</b>
Introduce the WICOR framework of strategies to staff through department meetings	WICOR Support documents AVID's College and Career Readiness Index	December 2020
Identify current practice in which we are using Writing, Inquiry, Collaboration, Organization, and Reading in our current	WICOR Support documents AVID's College and Career Readiness Index	May 2021

practice based on the Career and College Readiness Index		
Set goals for increasing WICOR strategy use in units and lessons	WICOR Support documents AVID's College and Career Readiness Index	May 2021

## Evidence-Based Interventions for Key Strategies - E/LA

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

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

### **IXL**

IXL offers unlimited algorithmically generated questions, real-time analytical reports, and dynamic scoring to encourage mastery. There are more than 7,000 unique and challenging skills to master.

<https://www.ixl.com/research/Impact-of-IXL-in-California.pdf>

<https://sophia.stkate.edu/cgi/viewcontent.cgi?article=1203&context=maed>

### **Read 180**

*READ 180* Universal is the leading blended learning solution that accelerates learning for struggling readers by merging the latest research in brain science, adaptive technology, professional development, and knowledge for school and life.

<https://digitalcommons.liberty.edu/cgi/viewcontent.cgi?article=1696&context=doctoral>

<https://digitalcommons.unf.edu/cgi/viewcontent.cgi?article=1408&context=etd>

### **Professional Learning Communities**

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

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

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

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

**Equitable Achievement Goal 1B**

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

Eastwood	Asian	Black	Hispanic	White	Multi-Racial	SPED	ELL
<b>Baseline (2018-19)</b>	93%	48%	65%	89%	73%	43%	19%
<b>2020-21</b>	94%	50%	67%	90%	74%	45%	21%
<b>2021-22</b>	95%	52%	69%	91%	75%	47%	23%
<b>2022-23</b>	96%	54%	71%	92%	76%	49%	25%
<b>2023-24</b>	97%	56%	73%	93%	77%	51%	27%
<b>2024-25</b>	98%	58%	75%	94%	78%	53%	29%

**Strategies**

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

<b>Strategy:</b> Purposeful Math Instruction		
<b>Strategy Goal:</b> 100% of teachers will implement common skills-based formative and summative assessments and provide clear feedback to students.		<b>Evidence</b> PLC Notes Formative Assessments Summative Assessments
<b>Action Steps</b>	<b>Required Resources/PD</b>	<b>Timeline</b>
-Weekly PLC Meetings using PLC Process Step 1: Create Unit Summative Assessment-Backward Planning Step 2: Create Formative Assessments Step 3: Reflect on Formative Data Step 4: Repeat steps 2-3 until summative is administered. Step 5: Repeat process for next unit	-Pacing Guides -Current District Adopted Math Textbook -PLC Process -Official MYP Math Training for all teachers	August 2020 - May 2021

<p><b>Strategy Goal:</b> 100% of classroom math teachers will utilize direct instruction for whole groups, small groups, and individual students.</p>		<p><b>Evidence</b></p> <ul style="list-style-type: none"> <li>-Formal/Informal Classroom Observations</li> <li>-Walk-through Data</li> <li>-Lesson Planning Templates</li> <li>-IXL Reports</li> <li>-Canvas Courses</li> </ul>
Action Steps	Required Resources/PD	Timeline
<p>Purposeful planning of whole group direct instruction lessons</p> <ul style="list-style-type: none"> <li>-chunking content</li> <li>-I do, we do, you do</li> <li>-opportunities to process content</li> <li>-opportunities to represent content</li> </ul>	<ul style="list-style-type: none"> <li>-MSDWT Teaching and Learning Division Math Department Pacing Guides</li> <li>-Indiana Department of Education Math Framework</li> <li>-PD for co-teaching</li> <li>-Collaboration with MYP Coordinator-chunking, processing, representing content</li> </ul>	<p>August 2020-May 2021</p>
<p>Purposeful planning of small group differentiated lessons</p> <ul style="list-style-type: none"> <li>-practicing lessons</li> <li>-deepening lessons</li> <li>-knowledge application lessons</li> </ul>	<ul style="list-style-type: none"> <li>-MSDWT Teaching and Learning Division Math Department Pacing Guides</li> <li>-Indiana Department of Education Math Framework</li> <li>-PD for small group instruction</li> <li>-PD for co-teaching</li> <li>-Collaboration with MYP Coordinator-differentiated small group lessons</li> </ul>	<p>August 2020-May 2021</p>
<p>Identification of student groups</p> <ul style="list-style-type: none"> <li>-teacher created</li> <li>-student requested</li> </ul>	<ul style="list-style-type: none"> <li>-PD for student agency</li> <li>-Total Participation Techniques</li> </ul>	<p>August 2020-May 2021</p>
<p>Purposeful planning of whole group direct instruction lessons</p> <ul style="list-style-type: none"> <li>-chunking content</li> <li>-I do, we do, you do</li> <li>-opportunities to process content</li> <li>-opportunities to represent content</li> </ul>	<ul style="list-style-type: none"> <li>-MSDWT Teaching and Learning Division Math Department Pacing Guides</li> <li>-Indiana Department of Education Math Framework</li> <li>-PD for co-teaching</li> <li>-Collaboration with MYP Coordinator-chunking, processing, representing content</li> </ul>	<p>August 2020-May 2021</p>

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<b>Strategy Goal:</b> 100% of classroom teachers will utilize engagement strategies.		<b>Evidence</b> -Formal/Informal Classroom Observations -Walk-through Data -Lesson Planning Templates -Proactive Discipline Classroom Management Plans -Canvas Courses
<b>Action Steps</b>	<b>Required Resources/PD</b>	<b>Timeline</b>
Utilize Engagement Strategies such as Think-Pair-Share, Hold Ups, and other identifies strategies from the book Total Participation Techniques: Making Every Student an Active Learner Book by Pésida Himmele and William Himmele	-Collaboration with MYP Coordinator-Total Participation Techniques	August 2020-May 2021
Implement Rules and Procedures	-Proactive Discipline Classroom Management Plans	August 2020-May 2021
Build Relationships with All Students	-Proactive Discipline Classroom Management Plans -Second Steps	August 2020-May 2021
Communicate High Expectations for All Students	-Collaboration with MYP Coordinator-questioning techniques	August 2020-May 2021

### Evidence-Based Interventions for Key Strategies - Math

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

components:

### **IXL**

IXL math activities provide skills focused practice based on Indiana Academic Standards for whole group, small group, interventions, and individual instruction. The IXL Diagnostic Tool continuously assesses students to present them with targeted lessons focused on student growth.

<https://www.ixl.com>

### **Professional Learning Communities**

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

Step 1: Create Unit Summative Assessment-Backward Planning

Step 2: Create Formative Assessments

Step 3: Reflect on Formative Data

Step 4: Repeat steps 2-3 until summative is administered.

Step 5: Repeat process for next unit

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

### **Equitable Achievement Goal 1C**

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

<b>Eastwood</b>	<b>Asian</b>	<b>Black</b>	<b>Hispanic</b>	<b>White</b>	<b>Multi-Racial</b>	<b>SPED</b>	<b>ELL</b>
<b>Baseline (2018-19)</b>	8	610	74	181	108	187	36
<b>2020-21</b>	7	541	66	161	96	166	32
<b>2021-22</b>	7	510	62	151	90	156	30
<b>2022-23</b>	6	480	58	142	85	147	28
<b>2023-24</b>	6	452	55	134	80	139	27
<b>2024-25</b>	6	426	52	126	75	131	25

### **Strategies**

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

<b>Strategy:</b> Strengthen our Tier 1 Universal Implementation, Tier 2 Intervention Supports System and Tier 3 Intensive Intervention Supports.		
<b>Strategy Goal:</b> We will reduce negative behaviors by ensuring classroom management plans are strong and consistently monitored; we will identify students in need of Tier 2 interventions promptly and implementing these interventions efficiently, making decisions using a systematic approach; similarly, we will design a tier 3 and alternative to suspension program.		<b>Evidence</b> Walkthrough Data ODRs Classroom Referrals
<b>Action Steps</b>	<b>Required Resources/PD</b>	<b>Timeline</b>
Teachers will create and receive feedback on classroom management plans that take into account DD, neuroscience and cultural responsiveness. They will monitor implementation of these plans monthly using the ORID process.	ORID Materials CR Training DD Implementation Instructional and Behavioral Coaches	July 2020 - initial feedback December 2020- Mid-year May 2021 Overall School-wide data review
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 2020 - Mid-year Check May 2021 - End of Year Feedback
Construct a Tier 3 intervention and Alt. to Suspension model that provides more time for intensive behavior supports for those not responding to tier 2 support.	Second Steps Lesson Canvas modules Mindfulness Instruction	August 2020
Utilize PBISRewards digital rewards system to track staff usage and support consistent use of PBIS Rewards as a mechanism for supporting positive behavior	PBIS Rewards Subscription PD for Staff Rewards for Students	August 2020
Implement Recovery Team 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	October 2020

### [Hiring & Retention of a High Quality & Diverse Staff Goal 2A](#)

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

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

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

Benchmarks:

2020-21:

2021-22:

2022-23:

2023-24:

2024-25:

### **Strategies**

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

### **Partnership Goal 3A**

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

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

Benchmarks:

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

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

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

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

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

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

**Strategy: Strengthen communication to parents and families**

<b>Strategy Goal:</b> The Eastwood staff will communicate with all families in their native language at least once per quarter.		<b>Evidence:</b> <b>Schoolwide Communication Log</b>
<b>Action Steps</b>	<b>Required Resources/PD</b>	<b>Timeline</b>
Classroom teachers will utilize the Talking Points App to provide communications to all of their classroom students at least twice per quarter	Talking Points PD	September 2020
The 7th Grade Team will participate in a community outreach initiative where they will break off into teams of 3 going into our five 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 MiFi Wireless Networking adaptors for temporary onsite usage.	November 2020
School communication will be sent home on a regular basis, including from the office, classroom teachers, and other staff utilizing School Messenger through Skyward, Class Dojo, email, memos, phone calls, and Talking Points.	PD on Class Dojo if needed  Class Newsletter templates	Weekly
Homework Hotline will be updated no later than the end of the day on Wednesday for the week's worth of information for each teacher's class.		Weekly

**Using Results for Continuous Improvement**

**Description of Ongoing Data Review Process**

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

The Quality Assurance (QA) System has been established to create an on-going culture of quality that permeates the district as well as creates an institutional memory of the best practices adopted by our School Improvement Teams, Professional Learning Community (PLC) Teams or district improvement

program teams. In alignment with the district quality assurance process, WT will implement a process to regularly review progress on program action plans, instruction improvement deployment, and formative assessment results.

**School Improvement Plan Timeline**

QA of SIP	Q1	Q2	Q3	Q4
SIP Deployment			X	
SIP Development by School Improvement Committee	X	X	X	X
SIP Progress Monitored by Quality Assurance Team	X		X	X
SIP Submitted for Superintendent and Cabinet Review including Title One Compliance			X	
Feedback Submitted to School	X		X	X
Professional Development Approved by WT Education Association				X
SIP Submitted to Superintendent, Cabinet, and School Board				X
School Board Approves SIP	September SB Meeting			
SIP Submitted to State	October 1			

**Description of Curriculum**

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

**[Title 1 Schoolwide Components](#)**

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

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

**2020-21 Highly Qualified Paraprofessionals (Title 1 Component 3):** 2020-21 Highly Qualified Paraprofessionals: All verification and supporting documents are filed at the Community and Education Center in the human resources files.

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

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

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

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

New teachers attend a 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

All new students to Clearwater are welcomed with a tour of the building either their first day of school or prior to their first day. Perspective parents from within the district and neighboring districts are encouraged to tour the school at various times throughout the year.

The Kindergarten transition at Clearwater begins with Kindergarten registration in January including parent and student tours of the building. Parents are given information regarding curriculum, transportation, procedures, and school events. Clearwater hosts a Kindergarten meet and greet in the fall to welcome families to the district and provide access to many school and community resources. In addition, Kindergarten teachers meet individually with students and families prior to school starting to share information and answer questions.

Case conferences are held for students moving from preschool to Kindergarten with identified special needs. Students entering Clearwater from Hilltop Early Childhood Center are observed in their preschool setting by Kindergarten teachers from Clearwater.

All Kindergarten families, along with new Clearwater families, are sent information in the summer about school programs and events. We host a Back to School Blast before school starts so all new students can meet the teacher and visit the school.

The majority of our fifth grade students transition to Eastwood Middle School for their middle school years. In the spring, fifth grade students attend a field trip to Eastwood with their classroom teachers. The visit includes a tour of the school, an information session with the counselors, a visit to a performing arts class, and lunch in the middle school cafeteria.

### [Program Statement](#)

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

### [Parent Compact](#)

#### **Clearwater Elementary School - Parent Compact 2020-2021**

*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 annually with families about student progress and the School - Parent Compact.
- Provide opportunities for parents to volunteer, participate, and observe in my classroom.
- Participate in professional development opportunities that improve teaching and learning and support the formation of partnerships with families and the community.
- Actively participate in collaborative decision making with parents and school colleagues to make our school accessible and welcoming for families.
- Respect the school, students, staff and families.

### Student Pledge

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

- Come to school ready to learn and work hard.
- 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.
- Study or read every day after school.
- Respect the school, classmates, staff and families.

### Family/Parent Pledge

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

- Provide a quiet time and place for homework and monitor TV viewing.
  - Read to my child or encourage my child to read every day (20 minutes K-3, and 30 minutes for grades 4-8).
  - 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.
-

Teacher

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 – Definition**

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

### **Goal Action Plan – Definition**

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

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

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

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

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

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

