


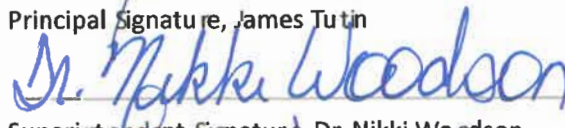



Metropolitan School District of Washington Township
"Superior Schools in a Supportive Community"

In Accordance with Public Law 221
School Improvement Plan
2024-2025



School Name: 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

	9/12/24
Principal Signature, James Tutin	Date
	9/11/24
Superintendent Signature, Dr. Nikki Woodson	Date
	9/21/2024
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

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

Finnae Rent - Asst. Principal

Arian Bostic - Asst. Principal

Stephanie Fields - Dean of Students

Emily Thien - 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

Kellie McHale- ENL Teacher

Ellie Sheffield - Counselor

PLC Leadership Team Meeting Dates

August 28, 2024

September 25th, 2024

October 30, 2024

November 27th, 2024

January 29th, 2025

February 26th, 2025

March 26th, 2025

April 30th, 2025

May 21st, 2025

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.
- Block Parties - Each semester, 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
EagleQuest	Incoming 6th graders and new 7th and 8th grade families	July
Schedule Pick-up	Incoming 7th and 8th grade students	July
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 third year in partnership with Teach One to Lead One, a non-profit organization, who provide weekly mentoring services to select Eastwood students.

Eastwood will continue 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. Our 6th grade students are enrolled in a pre-AVID semester course and our 7th and 8th grade students can apply and enroll in 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 all courses throughout the school.

Our English and math classes meet everyday for either 65 minutes or 72 minutes. The increase in total minutes in these classes allows for teachers to more systematically implement tiered support for students through small group instruction. Students are pulled into these small groups based on multiple data points including their ILEARN checkpoint scores, ILEARN proficiency scores, and classroom grades. Special Education teachers will be co-teaching within English classes in 6th - 8th grade.

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, Eastwood will be piloting the ILEARN checkpoint assessments this year benchmark student progress reports. ILEARN results will be shared separately when available from the state.

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 Advisory 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
2023-2024	316	6
2022-2023	127	1
2021-2022	146	3

Suspensions/Expulsions by Grade

	2021-2022	2022-2023	2023-2024
6	56	44	87
7	43	35	94
8	50	49	141

Suspensions/Expulsions by Sub-Group

	2021-2022	2022-2023	2023-2024
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American Indian	0	0	0
Asian	0	0	0
Black	111	91	237
Hispanic	7	7	41
Multi-Racial	7	10	11
White	24	20	33
Female	59	39	117
Male	90	89	205
IEP - Yes	44	45	116
IEP - No	105	83	206

Enrollment by Ethnicity

	2021-2022	2022-2023	2023-2024
American Indian	0.2%	0.4%	0.0%
Asian	2.5%	1.0%	1.3%
Black	38.3%	41.8%	41.7%
Hispanic	15.5%	14.0%	16.0%
Multi-Racial	5.8%	5.9%	4.9%
White	37.6%	37.0%	36.0%

Enrollment by Free/Reduced/Paid Lunch

	2021-2022	2022-2023	2023-2024
Free/Reduced Lunch	48.5%	53.9%	56.5%
Paid Lunch	51.5%	46.1%	43.5%

Attendance

	2021-2022	2022-2023	2023-2024
Attendance Rate	93.7%	94.0%	94.7%
Number of Unexcused	4,684.0	3606	4399.5

Absences			
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ILEARN English/Language Arts Achievement by Subgroup

	Overall	Black	Asian	Hisp	White	Multi	SPED	ELL	F/R
23-24	39%	20%	56%	16%	71%	33%	11%	5%	18%
22-23	38%	19%	50%	22%	67%	37%	17%	5%	24%
21-22	39%	20%	36%	20%	65%	47%	19%	3%	22%

ILEARN English/Language Arts by Grade

	2021-2022	2022-2023	2023-2024
6	37%	31%	38%
7	33%	43%	40%
8	44%	43%	39%

ILEARN Mathematics Achievement by Subgroup

	Overall	Black	Asian	Hisp	White	Multi	SPED	ELL	F/R
23-24	28%	9%	33%	7%	59%	20%	10%	1%	8%
22-23	27%	8%	25%	7%	56%	21%	12%	1%	10%
21-22	23%	4%	14%	8%	47%	27%	19%	0%	7%

ILEARN Math by Grade

	2021-2022	2022-2023	2023-2024
6	29%	19%	32%
7	24%	26%	29%
8	28%	24%	21%

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	Eastwood needs to continue to develop	To better the academic, social, and emotional

	<p>our families, we will continue to celebrate diversity as it strengthens us.</p>	<p>effective support for students in poverty, students learning to acquire the English language, and the needs of our African-American and Hispanic students.</p>	<p>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.</p>
<p>Attendance</p>	<p>Prior to COVID our attendance rate hovered around 97%. Since then we have slowly been increasing from a low of 93.7% to our current rate of 94.7% for 2023-2024.</p>	<p>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.</p>	<p>To increase attendance from 94.7% to 97%, we should prioritize identifying barriers to attendance through surveys and data analysis, and then engage the school social worker to develop personalized support plans, offer counseling, and conduct home visits. Community liaisons could connect families with resources, organize parent workshops, and build local partnerships. Our climate committee should continue to implement recognition programs, promote a positive school culture, and include student voices. Regular monitoring and communication with parents, along with staff training on attendance strategies, are essential.</p>

<p>Student Achievement</p>	<p>Eastwood students finished the year with the following proficiencies in math and Reading as measured by ILEARN:</p> <p>English 6th - 38% (up from 31%) 7th - 40% (down from 43%) 8th - 39% (down from 43%)</p> <p>Math 6th - 32% (up from 19%) 7th - 29% (up from 26%) 8th - 21% (down from 21%)</p>	<p>We made strides in math to increase our growth and proficiency scores in NWEA. However, we showed struggles in English/Reading.</p> <p>Our EL population continues to underperform as it relates to ILEARN proficiency, particularly in English.</p>	<p>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. Strengthening Tier 1 instruction for all students will be a priority.</p>
<p>School Culture and Climate</p>	<p>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 and expanded in the 2023-2024 school year.</p>	<p>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.</p>	<p>Incorporating monthly celebrations of students and staff.</p> <p>Incorporating celebrations of instructional practice within our PLC meetings.</p> <p>Continuing our School Climate and Social Committee to strengthen student's sense of belonging and promote collegiality and joy at school.</p>
<p>Staff Quality/Professional Development</p>	<p>Strong professional development opportunities exist within the district in alignment with our major initiatives. Additionally, we have provided teacher led</p>	<p>Professional development that is specifically and intentionally aligned to our school improvement plan.</p> <p>Increase collective teacher efficacy and capacity</p>	<p>Utilizing differentiated professional development aligned to the ELEVATE core teaching practices led by teachers to grow teacher capacity and efficacy.</p>

	professional development aligned to the ELEVATE framework.	through teacher lead professional development.	Incorporating PD in which teachers understand the basic expectations related to various teaching practices.
Curriculum, Instruction, Assessment	<p>The availability of instructional coaches, the collaboration with district administration and building content leaders (department chairs).</p> <p>One on one data meetings with math and English teachers will continue utilizing data made available to us. This year, we plan to utilize the ILEARN checkpoint data following the various testing cycles.</p>	<p>Utilization of small group practices to target student deficits.</p> <p>Rigorous academic instruction that is culturally responsive.</p> <p>As teachers determine who is receiving a small group, students with the greatest need more often need to be paired with the strongest resource in the room.</p>	<p>Professional Development for our English and math teachers to promote the frequent use of effective small group instruction for approximately 15 minutes of classroom time per class as suggested by the Instructional Frameworks in both ELA and math.</p> <p>Incorporation of WICOR framework into all classes and grading philosophy.</p>
Family and Community Involvement	Parents present in building and community members actively supporting building initiatives.	<p>More strategic involvement with parents of students in subgroups, of students in academic need; mentors and tutoring resources.</p> <p>Implement more effective communication regarding student progress of benchmark assessments</p>	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.
Technology	Technology access and support overall is very	Consistency in the implementation of system	Continued professional development for staff

	<p>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.</p>	<p>changes during transitions, instructional strategies utilizing technology.</p>	<p>on the implementation of and use of curriculum and technology integration.</p> <p>Maintaining technology expectations as it relates to student engagement, including the limiting of non-essential technology.</p>
<p>Access and Opportunity</p>	<p>Our staff has continued to consider ways in which we could allow for students and families to gain access and provide opportunities for families to more engage in our school community. We have done this through various methods including Block Parties in our area neighborhoods, altering our Team Conferences for next fall to 12pm - 7pm, and continuing our Community Coalition partnering with families to be building level assets.</p>	<p>In review of the Panorama survey data collected from 148 responses, one of the areas that we want to grow is improving our school climate responses. Even though we have grown this area 10% in the last two years, our families are still indicating room for growth. Specifically bringing about more experiences for students to find joy in school.</p>	<p>One manner in which we will prioritize this is by striving to make lessons highly and authentically engaging. By tapping into natural student curiosity and embedding culturally relevant teaching practices, students will be moved beyond compliance and take a genuine interest in their own learning.</p>

Priority Goal Summary and Decision Making Process

The following is a summary of the goals encompassed in this plan for the 2024-25 school year. The details of each goal are available in the next section.

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

	<p><i>Goal 1B: Decrease behavior disruptive to the learning as measured by office referrals in the areas of continuous class disruption, disrespect, and refusal to comply.</i></p> <p><i>Discipline: Students will reduce disruptive behaviors to the learning environment as measured by office referrals for continued classroom disruption, disrespect, and refusal to comply by 30%.</i></p> <p><i>Goal 1C - Reading: Improve academic growth for all subgroups and reduce the achievement gap for students of color in literacy</i> <i>Reading: Improve academic proficiency for all subgroups, Asian - 80.5%, Black - 58.8%, Hispanic - 73.1%, White - 91.4%, Multi-Racial - 78.5%, SPED - 42.9%, ELL - 29.4%</i></p> <p><i>Goal 1C - Math: Improve academic growth for all subgroups and reduce the achievement gap for students of color in math</i> <i>Math: Improve academic proficiency for all subgroups, Asian - 85.6%, Black - 51.3%, Hispanic - 64.5%, White - 90.4%, Multi-Racial - 73.4%, SPED - 41.7%, ELL - 23.0%</i></p> <p><i>Goal 1D-ELA: Improve the academic achievement for all subgroups as measured by ILEARN ELA proficiency</i></p> <p><i>ELA: Improve academic proficiency for all subgroups, Asian - 66.1%, Black - 34.2%, Hispanic - 47.0%, White - 77.2%, Multi-Racial - 56.8%, SPED - 24.0%, ELL - 11.0%</i></p> <p><i>Goal 1D-Math: Improve the academic achievement for all subgroups as measured by ILEARN math proficiency</i></p> <p><i>Math: Improve academic proficiency for all subgroups, Asian - 61.4%, Black - 20.7%, Hispanic - 25.5%, White - 67.9%, Multi-Racial - 35.9%, SPED - 20.3%, ELL - 8.0%</i></p>
2	<p>Priority 2 - Hiring & Retention of a High Quality & Diverse Staff – Advance a District culture that values and affirms diversity.</p> <p><i>Goal 2B: Improve retention of all certified staff by decreasing Effective and Highly Effective teacher resignations.</i></p>
3	<p>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.</p> <p><i>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.</i></p>

Supplemental Goal Summary and Decision Making Process

The following is a summary of the goals encompassed in this plan for the 2024-25 school year. The details of each goal are available in the next section.

Sup #	Goal Statement
1	<p>Supplemental 1 - Attendance - Increase student daily attendance to increase student learning outcomes.</p> <p><i>Goal S1: Increase student attendance rate.</i></p>

Cultural Competency

Eastwood Middle School will focus on proactive discipline, cultural responsiveness, 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. Equity work heavily on the systems (e.g. curricular, interventions, discipline, mental health supports, etc.) that impact the conditions for learning. Embedding this work collectively in all committees we 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.

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 MTSS team will spearhead staff development in analyzing data to make this possible.

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

Equitable Achievement Goal 1B

Equitable Achievement Goal 1B																
<i>By 2026-2027, decrease behavior disruptive to the learning environment as measured by office referrals in the areas of continuous class disruption, disrespect, and refusal to comply.</i>																
School Data	Asian		Black		Hispanic		White		Multi-Racial		SPED		ELL		All	
	Goal	Result	Goal	Result	Goal	Result	Goal	Result	Goal	Result	Goal	Result	Goal	Result	Goal	Result
18-19 (BL)	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	1	497	553	60	75	147	89	88	44	152	229	29	42	801	762
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 2024-2025 School Year (Title Component 2, 4, and 9) (List a maximum of three strategies. List a maximum of three action steps for each strategy.)

Strategy: Strengthen Tier 1 behavioral 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 SEL, Developmental Design, PBISRewards, Culturally Responsive Teacher, Recover, Restore, Return.	Professional Development - delivered by our instructional coach team and administrative team	August 2024 - May 2025	Walkthrough and Observation 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 target additional supports Rewards for Students	August 2024 - reintroduction Use monitoring throughout 24-25	Weekly Data pulls from PBISRewards
Establishment of “The Way of the Eagle” - Baseline Expectations for all classes at Eastwood	Training Sessions over the course of the first quarter addressing the following: <ul style="list-style-type: none"> • The importance of Explicitly Taught, Practiced, Revisited, and 	Quarter 1	Specially Designed Walkthrough Data assessing implementation of specific items from trainings.

	<p>Assessed Procedures</p> <ul style="list-style-type: none"> ● Group Norms and Social Contracts ● A Welcoming Classroom and Community of Learners (Relational Capacity) ● High Yield Total Participation Techniques ● ICCR Instructional Framework ● Modeling and Practicing ● Providing Voice and Choice in your Classroom 		
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Strategy #2 - Strengthen and monitor Tier 2 behavioral intervention supports			
Action Steps	Required Resources/PD	Timeline	Evidence
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 - Mid-year check May - End of Year Feedback	Check-In Check-Out Usage, T2/T3 Data Sheet, PBISRewards (or other similar software) data
Implement small groups counseling for various student needs including but not limited to attendance, anger management, organization, anxiety, etc.	Potentially SEL resources such as Panorama Toolkit, Be Good People Curriculum, etc.	Throughout the school year.	Individual student tracking of appropriate data for small group effort (ie. attendance)

			records for attendance groups, discipline logs for anger management, etc.
Utilize Check in/Check out as an intervention for students who demonstrate needed support.	T2/T3 CICO Tracker Skyward data	Throughout the school year.	Discipline records

Strategy #3 - Strengthen and monitor Tier 3 behavioral intervention supports			
Action Steps	Required Resources/PD	Timeline	Evidence
Strengthen our Behavioral Essentials class (this is a single class offering through our Non-Traditional Learning Environment program).	SEL Lessons Mindfulness Instruction Alternative Education Classroom Restorative Practices Training Collaborative Problem Solving - Dr. Ross Greene	August 2024 December 2024 - Mid-year check May 2025 - End of Year Feedback	Student data following placements in Behavioral Essentials Class
Strengthen our Non-Traditional Learning Environment programming	Be Good People Curriculum	Throughout the school year	Decrease in referrals and offenses for students who enter the program at any point.
Strengthen our Reset programming (formerly ISI)	Book - The Art of In School Suspension	August 2024 - May 2025 Monthly Checkpoints	Walkthrough Data, Staff Reflections, Updated Procedure Sheets

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

Equitable Achievement Goal 1C - Reading														
<i>By 2026-2027, improve academic proficiency for all subgroups as measured by NWEA Reading proficiency.</i>														
School Data	Asian		Black		Hispanic		White		Multi-Racial		SPED		ELL	
	Goal	Result	Goal	Result	Goal	Result	Goal	Result	Goal	Result	Goal	Result	Goal	Result
18-19 (BL)	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%	59.0%	38.5%	34.0%	26.7%	21.9%
23-24	75.9%	63.6%	55.1%	52.0%	69.4%	46.7%	89.8%	91.9%	76.4%	61.5%	40.7%	31.3%	28.1%	20.0%
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		Black		Hispanic		White		Multi-Racial		SPED		ELL	
	Goal	Result	Goal	Result	Goal	Result	Goal	Result	Goal	Result	Goal	Result	Goal	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%	50.0%	31.2%	19.5%	43.3%	16.2%	75.9%	71.3%	54.9%	31.7%	23.0%	10.5%	10.0%	4.9%
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 2024-2025 School Year (Title Component 2, 4, and 9) List a maximum of three strategies. List a maximum of three action steps for each strategy.

Strategy #1: Strengthen Small Group Instruction			
Action Steps	Required Resources/PD	Timeline	Evidence
<p>Deepen understanding of when and how to utilize small group instruction</p>	<p>District pacing guides and instructional framework</p> <p>Professional development for English department, planning and individual meetings - conducted by Emily Thien and Yancy Crawford</p> <p><u>A Guide to the Reading Workshop - Middle School Grades</u> by Calkins and Ehrenworth</p> <p><u>Simply Small Groups: Differentiating Literacy Learning in Any Setting</u> by Debbie Diller</p> <p><u>Hacking Learning Centers in Grades 6 - 12</u> by Starr Sackstein and Karen Terwillinger</p> <p>WIDA Can-Do Descriptors and Standards Framework</p>	<p>August - PD over the Anatomy of a Typical Small Group Lesson</p> <p>September - Decreasing Scaffolding and Vary Scaffolding for Each Learner</p> <p>October - Using the Small Group Resources from Units of Study to Plan</p> <p>November - Following Up on Small Group Work</p> <ul style="list-style-type: none"> - To Increase Skill Development - To Increase Transfer - Peer Conferring 	<p>Classroom Artifacts (Lesson Plans, PLC Docs, Small Group Data, Slides)</p> <p>Walkthrough Data</p> <p>Monthly Department meeting notes</p> <p>Quarterly ELA implementation surveys</p>
<p>Pull student proficiency subscore data and identify students below grade level (approaching proficiency) and apply appropriate supports.</p> <ul style="list-style-type: none"> ● SPED Services ● EL Services ● Small Group 	<p>Develop structure for documenting classroom lists to track student groups.</p> <p>Professional development on small group instruction aimed to support Tier 2 and Tier 3 students, ELL students, and students with special needs.</p>	<p>August 2024 - Review and creation of supporting documents based on fall benchmarks.</p> <p>December 2024 - Review and creation of supporting documents based on winter benchmarks.</p>	<p>Classroom walkthrough data</p>

Instruction			
Identify high value ELA priority standards and content literacy standards that can be supported in non-ELA classes and embed them in non-ELA pacing guides	Professional Development and monitoring of the best teaching practices to support these standards in non-ELA departments	August 2024-May 2025	Monthly ELA and non-ELA department notes Walkthrough Data

Strategy #2 : Improve our data driven instructional practices			
Action Steps	Required Resources/PD	Timeline	Evidence
PLC Processes	PLC Leadership Professional Development - Carrie Rosebrock and Sarah Henry	August 2024-May 2025	Weekly PLC Implementation Oversight PLC Cycle Documentations
Department Level Checkpoint Reviews	PD on PLC Feedback and look fors	Fall	PLC Cycle Documentation
Midyear Data Reflections with Principal	Student proficiency data based on ILEARN Checkpoints from the two testing windows Framework for understanding and analyzing student data	December/January - One on One Meetings	ILEARN Proficiency Data for English

Strategy #3 : Strengthen Tier 1 Instructional Practices			
Action Steps	Required Resources/PD	Timeline	Evidence

<p>Utilize AVID practices throughout all classrooms beyond simple identification of practices, but deliberate teaching of practices focused on Writing (WICOR)</p>	<p>WICOR Support documents AVID's College and Career Readiness Index</p> <p>Write Paths Curricular Resource</p> <p>Xello</p> <p>Student services Team</p> <p>Professional Development delivered by our Learning Strategies SIP Team</p>	<p>Full Faculty Meetings</p> <p>Department Meetings</p> <p>Grade Level Team Meetings</p> <p>Quarters 2 - 4</p>	<p>Lesson Plans</p> <p>Walkthrough Data</p>
<p>Utilize AVID practices throughout all classrooms beyond simple identification of practices, but deliberate teaching of practices focused on Reading (WICOR)</p>	<p>WICOR Support documents AVID's College and Career Readiness Index</p> <p>Write Paths Curricular Resource</p> <p>Xello</p> <p>Student services Team</p> <p>Professional Development delivered by our Learning Strategies SIP Team</p>	<p>Full Faculty Meetings</p> <p>Department Meetings</p> <p>Grade Level Team Meetings</p> <p>Quarters 2 - 4</p>	<p>Lesson Plans</p> <p>Walkthrough Data</p>

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

Equitable Achievement Goal 1C - Math														
<i>By 2026-2027, improve academic proficiency for all subgroups as measured by NWEA Math proficiency.</i>														
School Data	Asian		Black		Hispanic		White		Multi-Racial		SPED		ELL	
	Goal	Result	Goal	Result	Goal	Result	Goal	Result	Goal	Result	Goal	Result	Goal	Result
18-19 (BL)	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%	13.4%
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%	60.0%	48.7%	38.6%	60.2%	39.7%	89.1%	90.1%	71.6%	52.6%	39.0%	24.2%	22.0%	20.5%
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		Black		Hispanic		White		Multi-Racial		SPED		ELL	
	Goal	Result	Goal	Result	Goal	Result	Goal	Result	Goal	Result	Goal	Result	Goal	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%	30.0%	17.6%	8.6%	21.7%	7.4%	65.2%	58.9%	34.7%	19.5%	18.5%	7.8%	7.0%	1.2%
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 1C-NWEA Math and ILEARN Math: School Action Plan for the 2024-2025 School Year (Title Component 2, 4, and 9) (List a maximum of three strategies. List a maximum of three action steps for each strategy.)

Strategy: 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 - September 2024*	Weekly PLC Implementation Oversight PLC Cycle Documentations
Monitor PLC Notes and provide feedback	PD on PLC Feedback and look fors Committee/Department Support based on periodic needs assessment	Ongoing	PLC Cycle Documentation
Utilizing PLC Feedback Form, teachers conduct self reflection quarterly to set goals and improve overall PLC Effectiveness	PLC Feedback Form linked One Step at a Time article linked	Quarterly	PLC Self Reflection Tracker

Strategy: Math teachers will strengthen teacher efficacy.			
Action Steps	Required Resources/PD	Timeline	Evidence
Teachers will record 15 minutes of a class quarterly to share with their grade level counterparts to reflect on best practices and collaborate future lessons	Swivls Reflection form/Data Sheet Department Meeting training	Once per quarter per teacher	Reflection form/Data sheet housing links to recordings
Each week, one prep period will be reserved for grade level	Department Meeting training	Once per week	Utilization of a choice board to

collaboration with support from the math department chair, instruction coach, and/or building admin	Choice Board		completed desired activities
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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	<u>Total Participation Techniques: Making Every Student an Active Learner</u> Book by Pérsida Himmele and William Himmele	August 2024 - May 2025 Quarter 1 - Review various TPT’s to identify best options Quarter 2 - Identify personal TPT’s to master Quarter 3 - Incorporate TPT’s in 15 minutes of recorded time	Reflection form/Data Sheet Math Department Notes
Strengthening questioning in all math classes.	Utilize Chapter 5 of Building Thinking Classrooms in Mathematics Questioning Techniques Professional Development by Kaitlyn Fields Ryan Flessner Professional Development on Questioning	Quarter 2 through Department Meetings Quarter 3 through Department meetings Ongoing	

Student Attendance Rate Goal 1S

Student Attendance Rate Goal 1S		
<i>By 2024-2025, improve the student attendance rate.</i>		
	Goal	Result
2023-2024 (BL)	94.7%	
2024-2025	97.0%	%
<i>Green = Benchmark Goal Met, Yellow = Progress Toward Benchmark Goal, Red = No Progress Toward Benchmark Goal</i>		

Strategies (List a maximum of three strategies.)

1. **Build a Positive School Culture**
 - **Create a Welcoming Environment:** Make sure students feel safe, respected, and valued, fostering positive relationships between students and staff.
 - **Celebrate Attendance:** Regularly acknowledge and reward good attendance through certificates, assemblies, or small incentives.
2. **Engage Parents and Guardians**
 - **Communication:** Keep parents informed about the importance of attendance and its impact on academic success through newsletters, social media, and parent-teacher conferences.
 - **Parent Involvement:** Encourage parents to participate in school events and activities, fostering a sense of community and accountability.
3. **Address Barriers to Attendance**
 - **Early Detection:** Utilize a committee to review weekly student attendance issues and brainstorm ways to overcome the unique challenges for the impacted students.
 - **Identify Challenges:** Understand the reasons behind student absences, such as transportation issues, health problems, or family circumstances.

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

Hiring and Retention of a High Quality and Diverse Staff Goal 2B		
<i>By 2024-2025, improve retention of all certified staff by decreasing Effective and Highly Effective teacher resignations.</i>		
	Goal	Result
2015-2020 (BL)	10.8%	
2020-21	10.0%	11.7%

2021-22	9.0%	19.4%
2022-23	8.0%	22.6%
2023-24	7.0%	16.9%
2024-25	6.0%	
Green = Benchmark Goal Met, Yellow = Progress Toward Benchmark Goal, Red = No Progress Toward Benchmark Goal		

Strategies (List a maximum of three 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		
<i>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.</i>		
	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%	19.4%
2024-25	31.0%	
Green = Benchmark Goal Met, Yellow = Progress Toward Benchmark Goal, Red = No Progress Toward Benchmark Goal		

Goal 3A: School Action Plan for the 2024-2025 School Year (Title Component 2, 4, and 9) (List a maximum of three strategies. List a maximum of three action steps for each strategy.)

Strategy: Strengthen communication with Eastwood families and increase family involvement			
Action Steps	Required Resources/PD	Timeline	Evidence
Classroom teacher will send a weekly newsletter home through ParentSquare for all classes to inform families of upcoming school and class events, homework, assessments, etc.	ParentSquare Training	Weekly	ParentSquare Dashboard Information 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 February April	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
Utilize Caregiver Coalition and Front Desk Volunteers, 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)

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

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

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

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

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

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

New teachers attend a 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.

- 5th Grade Music Concert - 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.
- Coffee with Counselors: Middle School Counselors hold an informal coffee time for parents of 5th grade students to meet and ask questions about the middle school.
- Instrument Try-Ons: 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.
- Incoming 6th Grade Student Tours: 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.
- Eagle Quest: 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.

- Career Center Visit: 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.
- Career Interest Inventories/Reality Check: In December, all 8th grade students complete career interest inventories to assist in their high school planning.
- Curriculum Night: 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.
- Transition to High School Lesson: 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.
- NC Counselor Q&A: 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.
- Parent Q&A - 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.
- Individual Scheduling Meetings: 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.
- North Central Visit: 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.
- Panther Quest: 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
2024-2025**

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

Staff Pledge

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

- Provide a safe and supportive learning environment.
- Teach classes with an 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.
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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 School Professional Development Plans](#)

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