



**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: **Clearwater Elementary School**  
School Address: 3575 E. 79th Street  
School Phone Number: 317-259-5465  
School Fax Number: 317-259-5469  
School DOE Number: 5407  
School Corporation Number: 5370

*Krista Douglass*

Principal Signature, Krista Douglass

*9/11/24*

Date

*Dr. Nikki Woodson*

Superintendent Signature, Dr. Nikki Woodson

*9/11/24*

Date

*Bill Turner*

School Board President Signature, Bill Turner

*9/11/2024*

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**

Krista Douglass - Principal, Chair  
Rachel Terry - Assistant Principal  
Kara Briar - 5th Grade Level Chair  
Molly Kacey - 4th Grade Level Chair  
Jessica Mayorga - 3rd Grade Level Chair  
Erin Murphy - 2nd Grade Level Chair  
Mark Tarowsky - KG Grade Level Chair  
Jessica Murphy - Literacy Specialist  
Stacy Cartmel - Math Specialist  
Anat Pinsky - Literacy Specialist  
Apiradee Ngamkamolrat - ENL Teacher  
Maggie Hodell - Special Education Team Lead  
Maribeth Smith - Music Teacher  
Chris Froberg- Parent

### **Leadership Team Meeting Dates:**

Monday, August 5, 2024  
Monday, September 9, 2024  
Monday, October 14, 2024  
Monday, November 4, 2024  
Monday, December 2, 2024  
Monday, January 13, 2025  
Monday, February 3, 2025  
Monday, March 3, 2025  
Monday, April 7, 2025  
Monday, May 5, 2025

### **Description of Parent Involvement and Participation to Support Goals**

Parents are an integral part of the learning community at Clearwater Elementary. Our Parent-Teacher Organization (PTO) provides multiple opportunities for parents to connect with their children in community activities. Among those include a Back to School Blast, Parent Information Night, Fall Festival, Parent/Teacher conferences, Spring Carnival, monthly Dine to Donates at local area restaurants, Honors Programs, Fine Arts Night, Family Literacy Night, Husky Pup Night, Bingo Night, and Fifth Grade Promotion Ceremony. Our Title I staff provides family involvement information and opportunities multiple times a year. Evening events vary in their focus based on the needs of our families. Students in attendance at these events often receive math supplies, books, and lists of literacy and math resources that can be accessed via the internet to utilize at home. A survey is provided at the first event to give parents a chance to share their contact information and topics of interest with the Title I staff in order for them to provide worthwhile activities throughout the year. Parents are communicated with in a variety of ways regarding school events, such as school and classroom newsletters, reminder notes, Parent Square, phone calls, and the school calendar. Sign-in sheets are provided at each event in order for the Title I staff to keep track of attendance.

In an effort to incorporate mathematics opportunities beyond the school day, teachers send home information to parents regarding websites for students to practice math facts and math skills including, but not limited to, Dreambox, a math enrichment website used throughout the district, and Xtra Math, a website primarily for fact fluency practice. In addition, parents are provided games and activities to do at home with their child from our math program, Eureka Squared, to help reinforce math concepts and specific skills, such as number sense. Parents are given individual student assessment information regarding their child at parent conferences in the fall and at the end of each grading period during the school year. In addition, end of unit assessments are sent home with students so that families can review previously taught skills and as a communication checkpoint for parents to observe the learning taking place in class.

Title I Family Literacy Nights focus on comprehension and fluency strategies and provide learning activities that parents and students can experience at home. In addition, parents are given a list of websites including, but not limited to: Lexia Reading Core 5, Literacy Footprints, Epic, RAZ-Kids and DreamBox for their students to use as a resource. Students and their siblings are given books throughout the year to continue to build their individual libraries at home with a variety of reading resources so that the joy of reading can extend beyond the school day.

Parents will be given information regarding the school-wide reading initiative to encourage their child to read beyond the school day. Reading opportunities, including after school book clubs for identified grade levels, will provide parents another venue to discuss literacy beyond the school day. Title I family nights are geared toward partnering with parents to provide additional information and practice around literary concepts that are being taught during the school day in a manner that is meaningful, interactive, and engaging.

Parents are always welcome to volunteer in classrooms during the school year. This provides an opportunity to observe what students are learning and experiencing first-hand from the Title I program co-teaching model, which supports classroom core instruction. Parents are encouraged to participate in learning activities and communicate directly with teachers regarding their child's academic progress.

Upon analysis of our Comprehensive Needs Assessment, it is evident that there is a need to solicit more detailed feedback from parents regarding individual school events, at-home support, and suggestions for

improvement. We will continue to provide surveys to parents throughout the school year to gain valuable feedback regarding all school programs. In addition, Clearwater will review the Title I Parent Compact and Title I School Plans each year and parents will be able to provide input through parent meetings. We also recognized the need to share student academic and assessment results with parents in a more formal fashion. At our Curriculum Night in August, we will share end-of-the-year data in addition to district and school-wide assessment information with parents. This will include the content areas that were tested, along with information on how to understand the achievement results. Parents will also receive Information regarding assessments that will be given throughout the year at this meeting. When quarterly report cards are distributed, on-going assessment results will be shared with parents.

Clearwater Elementary is very fortunate to have an active Parent Teacher Organization (PTO). The PTO directly supports the instructional programs of the building. By providing financial support, field trip experiences, and resources for our students and staff members, our PTO plays a critical role in the academic initiatives of MSDWT and CWES. A Parent Volunteer Coordinator recruits and facilitates parent volunteers to work in the classrooms to assist our students and teachers in meeting their academic goals.

**Strategies to Increase Parent Participation**

- Clearwater Newsletters – A section is devoted to sharing educational tips and strategies. Those strategies will include building reading comprehension and vocabulary as well as math number sense, computation, and problem solving. Families are able to receive school emails and newsletters in their preferred language.
- 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.
- Academic Information Nights – The school shares with parents and students the importance of reading at school and home as well as participating in engaging mathematical activities. Families are exposed to a variety of reading genres and materials and are engaged in math and literacy activities throughout the night. Strategies are given to parents to help their children be successful.
- Family Math and Literacy Nights – Parents and students work together to solve math and literacy problems and learn about strategies that can continue at home. All problems are specific to the child’s grade level. The ENL teacher reaches out to non-English speaking families to explain the events and we have a translator at the events.

**Stakeholder Input Opportunities to Support Goals**

| Stakeholder Input Name & Description | Who Participates | Timeline               |
|--------------------------------------|------------------|------------------------|
| Feedback from Curriculum Night       | All families     | Fall 2024              |
| Parent-Teacher Conferences           | All families     | Fall 2024              |
| ENL Family Night                     | ENL Families     | Fall 2024              |
| PTO Meetings                         | All families     | Fall 2024, Winter 2025 |
| Fine Arts Night                      | All families     | Spring 2025            |

|   |                  |             |
|---|------------------|-------------|
| Feedback from Title I family literacy night | Title I families | Winter 2025 |
|---|------------------|-------------|

**Description of Stakeholder Partnerships and Programs to Support Goals**

- Allisonville Christian Church-Volunteers assist in classrooms and at school events, as well as many other financial supports provided to the school.
- Northview Church donates school supplies to students and other financial support
- AYS - Before and after school program for students
- Back to School Night
- Curriculum Night -Provides the scope and sequence of what will be taught and learned each year, which includes conversations with parents/guardians regarding grade-level expectations.
- Family Literacy Night - PTO, Title I and the Indianapolis Public Library
- Fine Arts Night-Combines the performing arts with classroom visitations to inform parents regarding what their students have learned and participated in during the school year.
- Third grade IREAD-3/ILEARN Parent Night
- Husky Pups Night - Information night with Kindergarten teachers for all 3-5 year old incoming Clearwater students.

**Comprehensive Needs Assessment (Title I Components 1 and 8)**

**Three-year Trend Data**

**Suspensions/Expulsions**

|                  | Suspensions | Expulsions |
|------------------|-------------|------------|
| <b>2023-2024</b> | 5           | 0          |
| <b>2022-2023</b> | 31          | 0          |
| <b>2021-2022</b> | 7           | 0          |

**Suspensions/Expulsions by Grade**

|          | 2021-2022 | 2022-2023 | 2023-2024 |
|----------|-----------|-----------|-----------|
| <b>K</b> | 1         | 0         | 0         |
| <b>1</b> | 0         | 1         | 0         |
| <b>2</b> | 1         | 3         | 2         |
| <b>3</b> | 1         | 4         | 3         |
| <b>4</b> | 1         | 11        | 0         |
| <b>5</b> | 3         | 12        | 0         |

**Suspensions/Expulsions by Sub-Group**

|                 | 2021-2022 | 2022-2023 | 2023-2024 |
|-----------------|-----------|-----------|-----------|
| American Indian | 0         | 0         | 0         |
| Asian           | 0         | 0         | 0         |
| Black           | 5         | 17        | 3         |
| Hispanic        | 0         | 0         | 0         |
| Multi-Racial    | 0         | 3         | 0         |
| White           | 2         | 11        | 2         |
| Female          | 0         | 2         | 0         |
| Male            | 7         | 29        | 5         |
| IEP - Yes       | 4         | 18        | 2         |
| IEP - No        | 3         | 13        | 3         |

**Enrollment by Ethnicity**

|                 | 2021-2022 | 2022-2023 | 2023-2024 |
|-----------------|-----------|-----------|-----------|
| American Indian | 0.0%      | 0.0%      | 0.3%      |
| Asian           | 0.8%      | 1.0%      | 1.5%      |
| Black           | 33.7%     | 30.8%     | 28.8%     |
| Hispanic        | 11.2%     | 12.3%     | 13.2%     |
| Multi-Racial    | 9.0%      | 8.4%      | 8.2%      |
| White           | 45.2%     | 47.5%     | 48.0%     |

**Enrollment by Free/Reduced/Paid Lunch**

|                    | 2021-2022 | 2022-2023 | 2023-2024 |
|--------------------|-----------|-----------|-----------|
| Free/Reduced Lunch | 37.8%     | 52.92%    | 53.1%     |
| Paid Lunch         | 62.2%     | 47.08%    | 46.9%     |

**Attendance**

|                              | 2021-2022 | 2022-2023 | 2023-2024 |
|------------------------------|-----------|-----------|-----------|
| Attendance Rate              | 94.4%     | 94.9%     | 95.3%     |
| Number of Unexcused Absences | 2,426.0   | 2,350.5   | 2,536.5   |

**ISTEP+/ILEARN English/Language Arts Achievement by Subgroup**

|       | Overall | Black | Asian | Hisp | White | Multi | SPED | ELL | F/R |
|-------|---------|-------|-------|------|-------|-------|------|-----|-----|
| 23-24 | 58%     | 46%   | 20%   | 32%  | 73%   | 59%   | 31%  | 20% | 44% |
| 22-23 | 52%     | 13%   | 100%  | 38%  | 70%   | 54%   | 20%  | 13% | 17% |
| 21-22 | 50%     | 31%   | 50%   | 32%  | 71%   | 46%   | 16%  | 14% | 33% |

**ILEARN English/Language Arts by Grade**

|   | 2021-2022 | 2022-2023 | 2023-2024 |
|---|-----------|-----------|-----------|
| 3 | 60.2%     | 57.0%     | 56%       |
| 4 | 47.0%     | 43.0%     | 57%       |
| 5 | 50.0%     | 49.1%     | 59%       |

**ISTEP+/ILEARN Mathematics Achievement by Subgroup**

|       | Overall | Black | Asian | Hisp | White | Multi | SPED | ELL | F/R |
|-------|---------|-------|-------|------|-------|-------|------|-----|-----|
| 23-24 | 58%     | 36%   | 60%   | 45%  | 76%   | 56%   | 30%  | 29% | 41% |
| 22-23 | 61%     | 41%   | 50%   | 29%  | 78%   | 45%   | 30%  | 36% | 47% |
| 21-22 | 58%     | 39%   | 75%   | 42%  | 79%   | 46%   | 26%  | 28% | 40% |

**ILEARN Math by Grade**

|   | 2021-2022 | 2022-2023 | 2023-2024 |
|---|-----------|-----------|-----------|
| 3 | 71.0      | 66%       | 58%       |
| 4 | 58.0      | 53%       | 55%       |
| 5 | 55.0      | 54%       | 61%       |

**Comprehensive Needs Assessment Summary**



|                                   | <b>Summary of Strengths<br/>What were the identified strengths?</b>  | <b>Summary of Needs<br/>What were the identified needs?</b>  | <b>Priorities<br/>What are the priorities for your school?</b>   |
|-----------------------------------|--|--|--|
| <b>Attendance</b>                 | We have maintained a 95% attendance rate for the past five years   | Although overall attendance rates are high, there is still a small subgroup of students with a high number of absences.  | We will continue to monitor daily attendance and provide support for students who struggle to maintain good attendance and tardiness through student/family support plans.   |
| <b>Student Achievement</b>        | <p>CW demonstrated a 57% pass rate in both ELA and math on the 2024 ILEARN, far surpassing the state averages of 39% in ELA and 49% in math.</p> <p>96% of third graders passed IREAD-3 in 2024.</p> <p>Additionally, the black subgroup showed an increase of 33% on ILEARN ELA in 2023-24.</p> | The academic performance of our White students and our Black and Hispanic students is disproportionate resulting in an achievement gap of 27% in English / Language Arts and 40% in Math. Another large achievement gap is between the performance of those students who comprise our general education population and those identified to be in need of special education services. | <p>Phonics/word study, comprehension and writing in response to reading.</p> <p>Number sense and problem-solving are needs across all grade levels.</p> <p>PLC analysis of subgroup data in PLC meetings, including action steps</p> |
| <b>School Culture and Climate</b> | Our building leadership team created a school vision statement that aligned our goals. Teachers display a variety of student-centered media based on their current units of study and Essential Agreements, which are created with students  | Fully implement Proactive Discipline at Tier 2 and Tier 3 level to support students with behavior and/or mental health needs.  | <p>Continue the plan in place to ensure we are providing a safe learning environment that is focused on positive reinforcement and building relationships.</p> <p>Systematic implementation of</p>                                   |

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|  | <p>at the beginning of the year, and are displayed in each classroom.</p> <p>Classroom teachers, special education teachers, Title I instructional coaches, and administrators participate in weekly Professional Learning Communities (PLC). Teams and coaches select the focus data and share strategies used to help students reach the proficient level of achievement. Open discussions about individual students not achieving at the proficient level give teachers and support staff the opportunity to develop a plan to support students with appropriate interventions to help them achieve proficiency. Multi-Tier Systems of Support (MTSS) is also addressed at the PLC meetings.</p> <p>We ensure that our instructional time is focused and purposeful in order to best meet the needs of all students. Therefore, we are proactive in protecting time devoted to learning by limiting classroom interruptions.</p> |  | <p>T2/T3 Behavior Team that meets monthly to analyze student data and use a problem solving approach for students.</p> <p>Affirm students' unique identities and their assets by building relationships and honoring cultures in an inclusive community.</p> |
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| <p><b>Staff Quality/Professional Development</b></p> | <p>Ongoing and continuous professional development offered at the building and district level for certified and non-certified staff ensures that they have a wide repertoire of skills in order to effectively impact whole group and small group instruction. All professional development opportunities are research based and standards driven. Building level professional development is planned to support student achievement goals focusing on best practices for literacy and math instruction. Targeted building-level opportunities are facilitated by literacy and math coaches to improve students' proficiency in areas as identified by formative and summative assessment data. In addition, teachers are encouraged to attend local, state and national conferences to continue to expand their professional knowledge in the areas of language arts, mathematics, and science content. This knowledge is then</p> | <p>Continue to build strong core instruction and provide targeted interventions that are progress monitored regularly.</p> | <p>Use student achievement data and progress monitoring from interventions to drive classroom instruction, interventions and close the achievement gap between White students and Black &amp; Hispanic students.</p> |
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|  | utilized as a professional resource and shared during grade-level collaborations and monthly staff meetings to provide opportunities for growth for all stakeholders.   |   |  |
| <b>Curriculum, Instruction, Assessment</b> | <p>In literacy, we utilize a comprehensive core reading program and have seen improvement in reading instruction. Improvements are attributed to the systematic approach of teaching reading skills and strategies that follows a scope and sequence and routines through whole group mini-lessons and small group instruction which enables teachers to address student needs through core reading instruction.</p> <p>In math, we adopted and fully implemented Eureka Squared. After five years of the program, we will focus on how to enhance the lessons provided within the program to promote deeper thinking, create focused small groups, and ideas for differentiation using the Eureka Squared teacher resources.</p> | <p>Students would benefit from more frequent engagement in conversations with teachers related to what they are reading and thinking. Reading conferences that occur during independent reading focus on supporting students in the areas of word work, fluency and comprehension. Teachers would provide direct, focused instruction on how to utilize comprehension thinking strategies to make students' exploration of content more meaningful.</p> <p>Based on our subgroup data, students would benefit from differentiated small group math instruction based on their needs and abilities to close the achievement gap. Teachers will learn strategies for conducting focused math groups based on a workshop model</p> | <p>We will provide teaching staff with professional development opportunities on how to effectively confer with students will assist teachers in developing a deeper understanding of the importance of conferring, while providing strategies for how to engage students in this process during literacy instruction. In addition, coaches will assist teachers with their ability to differentiate instruction to better meet students' needs through purposeful lesson planning and data analysis for small group instruction. We will provide professional development on how to conduct math-focused small groups based on assessment data, skill deficits, and enrichment needs to group students. Professional Development for Math</p> |

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|  | <p>Every student has a license to use DreamBox. It helps teachers drill down to specific student needs for instruction within our core math program, create focused small groups for targeted instruction and remediation, and assists parents in helping their children with math at home. Teachers use data to assign specific lessons in Dreambox for students to complete for students to further differentiate instruction based on formative assessments and progress monitoring. Students can receive short term or long term assignments as an additional support in math skills.</p> | <p>using <u>MSDWT Math Framework</u>. To gain automaticity and fluency with math facts, students need to understand fact strategies and have daily time to practice in multiple ways such as strategy instruction, games to reinforce and practice a strategy and quick checks to demonstrate progress. Students will engage in discourse with each other and their teacher using a variety of levels of questioning throughout the different components of the math workshop. Teachers will engage in discussions on misconceptions and multiple entry points to solve problems.</p> | <p>Workshop and Student Discours will be included as well.</p> <p>We will utilize Eureka Squared materials as the primary instructional resource within small groups as well as Dreambox for the technology component to math block.</p> <p>Grade levels will incorporate various math fact strategies into their instruction, based on the standards and goals for that grade, as well as discuss additional ways for students to practice and master their math facts. Teachers will use data from math fact interviews to pinpoint math fact strategies needed for instruction. Math Fact Running Records will be used to progress monitor math fact growth for students.</p> <p>Bridges Math Intervention will serve as a systematic and research-based approach to instructing our students with a Tier 2/Tier 3 math intervention plan. All teachers will be trained in using Bridges Math Intervention.</p> |
|--|---|---|--|

|  |   |   |   |
|--|---|---|---|
| <p><b>Family and Community Involvement</b></p> | <p>Teachers communicate with parents daily using a variety of methods including, but not limited to: ParentSquare, newsletters, behavior logs, emails, phone calls, notes home, etc. These contacts with parents vary in content, ranging from academic to social and emotional conversations, as a way to provide optimal learning for all students.</p>   | <p>The participation of our parents and families does not fully reflect the demographics of our student body.</p>   | <p>Continue to use Parent Square to communicate with families in their preferred language. Make parent phone calls a priority.</p> <p>A PTO diversity liaison will contact families to ensure that they are aware of school events, assist in communicating with the school, and invite families to participate in the school.</p> <p>Title I parent and ENL parent nights will increase family involvement in their child’s education.</p> |
| <p><b>Technology</b></p>                       | <p>Students utilize technology in a variety of ways in the classroom, including practicing basic skills in literacy and math via online platforms. Each classroom has a Chromebook cart, meaning each student has her/his own laptop to use while at school. Our current utilization and expansion of technology has been meaningful for our students. In addition, a full time Technology Teacher was added for grades K-5 which will enable students to have Technology class every week in the special class rotation.</p> | <p>There is a need to expand our usage in order to have a greater impact on student achievement.</p> <p>There is a need to look at our technology usage in order to ascertain how much technology is needed to have an impact on student achievement and determine how to best balance the use of technology with other modes of instruction.</p> | <p>We will continue to provide our students with experiences that utilize technology to foster higher-level thinking skills while continuing to incorporate technology usage into the curriculum design process.</p>  |

|                        |  |  |  |
|------------------------|--|--|--|
| Access and Opportunity |  |  |  |
|------------------------|--|--|--|

### Priority Goal Summary and Decision Making Process

The following is a summary of the goals encompassed in this plan for the 2024-2025 school year. The details of each goal are available in the next section.

| Priority # | Goal Statement   |
|------------|--|
| 1          | <p><b>Priority 1 Equitable Achievement</b> - Provide an equitable educational environment that inspires and empowers all students to increase their academic achievement 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><br/> <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><br/> <i>Reading: Improve academic proficiency for all subgroups. Asian - 82.0%, Black - 72.5%, Hispanic - 71.7%, White - 93.2%, Multi-Racial - 80.3%, SPED - 56.3%, ELL - 60.8%</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><br/> <i>Math: Improve academic proficiency for all subgroups. Asian - 76.9%, Black - 70.5%, Hispanic - 78.5%, White - 95.0%, Multi-Racial - 79.7%, SPED - 54.8%, ELL - 68.9%</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 - 47.0%, Black - 42.7%, Hispanic - 43.0%, White - 82.7%, Multi-Racial - 59.8%, SPED - 36.3%, ELL - 23.7%</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 - 47.0%, Black - 52.3%, Hispanic - 57.0%, White - 90.3%, Multi-Racial - 67.2%, SPED - 45.3%, ELL - 27.0%</i></p> |
| 2          | <p><b>Priority 2 - Hiring &amp; Retention of a High Quality &amp; Diverse Staff</b> – 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>  |

|          |  |
|----------|--|
| <b>3</b> | <p><b>Priority 3 - Partnerships</b> - Strengthen our partnership with students, families and community stakeholders to achieve our mission of academic success for all students.</p> <p><i>Goal 3 A: CW 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  |
|----------|---|
| <b>1</b> | <p><b>Supplemental 1 - Attendance</b> - Increase student daily attendance to increase student learning outcomes.</p> <p><i>Goal S1: Increase student attendance rate.</i></p> |

**Cultural Competency**

Clearwater Elementary School will focus on proactive discipline, cultural responsiveness, and response to instruction and intervention in efforts to meet the needs of students. Culturally responsive educators intentionally focus on methods to improve learning partnerships with students. To foster strong partnerships, educators must be aware of harbored biases that manifest into classroom environments and examine conditions for learning. The resiliency team focuses heavily on the systems (e.g. curricular, interventions, discipline, mental health supports, etc.) that impact the conditions for learning. Through collective work, the resiliency team, including administrators, will identify inequities within systems that are designed to support students and work with staff to develop a better understanding of educational equity. Culturally responsive practices cannot happen in absence of equity and understanding the complex needs of students. Within professional learning communities, team and staff meetings, educators will reflect on their practices with an equity lens and analyze data to inform action plans for students. An equity lens questions why particular groups are marginalized and disparities exist in data, focusing more on internal structures of school. Behavior is a form of communication and responsive educators proactively work to identify the conditions that lend to positive behavioral responses. The District Equity Leadership Team (DELT) will support the work of the resiliency teams and focus on systematic professional learning opportunities to strengthen responsive practices throughout Washington Township.

**Decision Making Process**

The Clearwater Elementary School Improvement Committee met once in the fall, winter and spring, and once in the summer to give input on our plan. The committee determined goals based on our school data from ILEARN along with district assessments. The staff was asked to give input on the plan to their grade level team leaders during staff meetings and grade level planning meetings. The committee will continue to meet throughout the school year to analyze the student achievement data toward our goals and monitor professional development identified to assist teachers in meeting the needs of our students.



The staff at Clearwater Elementary have a variety of opportunities for involvement in the decision-making process, with regard to instructional strategies and student achievement. The committees that we have in place include School Leadership Team, Behavior Support Team, DEI Team, Professional Learning Communities, School-Wide Data Team, Curriculum Leadership Team, and School Improvement Committee. The decision to implement instructional practices is derived from district initiatives as well as student data. The data used to drive our instructional goals and strategies include mClass, CKLA Assessments, ILearn Checkpoints including reading and math, assessments through Eureka Squared, and Kindergarten Math Benchmark. Through collaboration at our Professional Learning Communities (PLCs), grade levels have the opportunity to analyze student data and discuss instructional practices that are effective and areas that require further support. The School-Wide Data Team meets three times during the year to analyze data, which identifies areas for building level professional development. After looking at student data, we analyze our instructional practices to determine if they need to be continued, revised, or discontinued.

The Parent Teacher Organization (PTO) at Clearwater collaborates with the staff in making decisions regarding community involvement and funding of instructional needs. The Back to School Blast, Parent Information Night, Fall Festival, Family Literacy Night, Bingo Night, Spring Carnival, Township Advancement Center events, and Fine Arts Night are examples of community involvement supported by the PTO. They also fund instructional needs such as field trips, novel sets, math manipulatives, website memberships and other instructional supplies based on student needs. Parents are included in the decision-making process through PTO meetings with the principal and teacher liaisons, as well as soliciting parent input during Title I family nights throughout the school year.

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

**Equitable Achievement Goal 1B**

| <b>Equitable Achievement Goal 1B</b>  |       |        |       |        |          |        |       |        |              |        |      |        |      |        |      |        |
|---|-------|--------|-------|--------|----------|--------|-------|--------|--------------|--------|------|--------|------|--------|------|--------|
| <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 |
| <b>18-19 (BL)</b>   | 0     |        | 77    |        | 6        |        | 20    |        | 3            |        | 49   |        | 0    |        | 109  |        |
| 20-21   | 0     | 0      | 73    | 6      | 6        | 0      | 19    | 2      | 3            | 0      | 47   | 1      | 0    | 0      | 104  | 8      |
| 21-22   | 0     | 0      | 69    | 42     | 5        | 0      | 18    | 25     | 3            | 12     | 44   | 18     | 0    | 2      | 98   | 79     |
| 22-23   | 0     | 0      | 66    | 26     | 5        | 1      | 17    | 12     | 3            | 1      | 42   | 26     | 0    | 1      | 93   | 40     |
| 23-24   | 0     | 0      | 63    | 9      | 5        | 0      | 16    | 2      | 2            | 0      | 40   | 3      | 0    | 0      | 89   | 11     |
| 24-25   | 0     |        | 60    |        | 5        |        | 15    |        | 2            |        | 38   |        | 0    |        | 84   |        |
| 25-26   | 0     |        | 57    |        | 4        |        | 15    |        | 2            |        | 36   |        | 0    |        | 80   |        |
| 26-27   | 0     |        | 54    |        | 4        |        | 14    |        | 2            |        | 34   |        | 0    |        | 76   |        |
| <b>Green</b> = Benchmark Goal Met, <b>Yellow</b> = Progress Toward Benchmark Goal, <b>Red</b> = No Progress Toward Benchmark Goal   |       |        |       |        |          |        |       |        |              |        |      |        |      |        |      |        |
| <b>NOTE:</b> 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.)**

| <b>Strategy:</b> Strengthen our Tier 1 Universal Implementation, Tier 2 Intervention Supports System and Tier 3 Intensive Intervention Supports.  |   |   |  |
|---|---|---|--|
| <b>Action Steps</b>   | <b>Required Resources/PD</b>  | <b>Timeline</b>   | <b>Evidence</b>  |
| <p>Create a comprehensive plan for behavior support to include specific timelines and benchmarks for movement from Tier 1 to Tier 2 or Tier 2 to Tier 3.</p> <p>Train staff to document and implement behavior support plans for students so we can track individual student needs.</p> | <p>Diversity, Equity and Inclusion (DEI) PD</p> <p>Ongoing behavior management PD</p> <p>Instructional Coaches, MTSS Coordinator</p> <p>Social Worker</p> <p>Behaviorist, Alternative Classroom Teacher</p> | <p>August 2024 - initial feedback</p> <p>Ongoing through the school year - August 2024- May 2025</p> <p>May 2025- Overall school-wide data review</p> | <p>Reduction in classroom and office discipline referrals, specifically for students of color, black males</p> <p>Meeting monthly school wide behavior goal</p> <p>Notes from Behavior Support Team meetings and Tier Committee</p> <p>Individual behavior plan tracking</p> |
| <p>Behavior Support Team will create a system of supporting teachers with implementation of core classroom management and Tier 2 interventions.</p>   | <p>Great 8 data</p> <p>MTSS Coordinator</p> <p>Second Step lessons</p> <p>Behavior Support Team meetings to review data</p> <p>Monthly Tier Behavior Team meetings</p>                                      | <p>Ongoing throughout the school year – August 2023 – May 2024</p>  | <p>Reduction in classroom and office discipline referrals, specifically for students of color, black males</p> <p>Notes from Tier behavior meetings</p>  |
| <p>Improve upon Tier 2 and Tier 3 behavior plans to better support students who are not responding to Tier 1/Tier</p>   | <p>Social Worker, Behaviorist, Alternative Classroom</p>  | <p>Ongoing throughout the school year – August 2023 – May 2024</p>  | <p>Tier 3 data</p> <p>Tier 3 meeting notes</p>   |

|  |   |   |                               |
|--|---|---|-------------------------------|
| 2.   | Teacher<br><br>Behavior Support Team Meetings<br><br>Tier Team meetings |   |                               |
| Continue Tier 1 behavior systems, including morning meetings, Second Steps curriculum use, and Husky High 5's. | Classroom Teachers<br><br>Second Steps Curriculum                       | Ongoing throughout the school year – August 2023 – May 2024 | Morning meeting walk-throughs |

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

| <b>Equitable Achievement Goal 1C - Reading</b>  |       |        |       |        |          |        |       |        |              |        |       |        |       |        |
|---|-------|--------|-------|--------|----------|--------|-------|--------|--------------|--------|-------|--------|-------|--------|
| <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 |
| <b>18-19 (BL)</b>   | 66.7% |        | 74.7% |        | 74.1%    |        | 92.3% |        | 79.5%        |        | 60.4% |        | 65.7% |        |
| <b>20-21 (RBL)</b>  | 78.0% |        | 52.0% |        | 51.0%    |        | 87.0% |        | 74.0%        |        | 40.0% |        | 43.0% |        |
| <b>21-22</b>  | 78.5% | 62.5%  | 53.0% | 61.5%  | 52.0%    | 64.4%  | 87.5% | 88.6%  | 74.5%        | 78.3%  | 40.5% | 50.0%  | 43.5% | 51.8%  |
| <b>22-23</b>  | 80.0% | 71.4%  | 62.2% | 65.7%  | 61.4%    | 74.7%  | 90.1% | 93.3%  | 77.2%        | 81.4%  | 48.1% | 56.8%  | 51.9% | 60.0%  |
| <b>23-24</b>  | 81.0% | 77.8%  | 67.4% | 61.8%  | 66.6%    | 73.3%  | 91.7% | 92.2%  | 78.8%        | 84.5%  | 52.2% | 59.1%  | 56.4% | 57.6%  |
| <b>24-25</b>  | 82.0% |        | 72.5% |        | 71.7%    |        | 93.2% |        | 80.3%        |        | 56.3% |        | 60.8% |        |
| <b>25-26</b>  | 83.0% |        | 77.6% |        | 76.9%    |        | 94.8% |        | 81.9%        |        | 60.3% |        | 65.3% |        |
| <b>26-27</b>  | 84.0% |        | 82.7% |        | 82.1%    |        | 96.3% |        | 83.5%        |        | 64.4% |        | 69.7% |        |
| <b>Green</b> = Benchmark Goal Met, <b>Yellow</b> = Progress Toward Benchmark Goal, <b>Red</b> = No Progress Toward Benchmark Goal |       |        |       |        |          |        |       |        |              |        |       |        |       |        |
| <b>NOTE:</b> 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)  | 50.0% |        | 40.5% |        | 45.0%    |        | 86.6% |        | 66.7%        |        | 35.0% |        | 30.0% |        |
| 20-21 (RBL) | 33.0% |        | 31.0% |        | 23.0%    |        | 67.0% |        | 38.0%        |        | 31.0% |        | 3.0%  |        |
| 21-22       | 33.5% | 50.0%  | 32.0% | 30.8%  | 24.0%    | 31.6%  | 67.5% | 71.0%  | 38.5%        | 45.8%  | 31.5% | 16.0%  | 3.5%  | 13.8%  |
| 22-23       | 40.0% | 100.0% | 36.8% | 35.3%  | 33.0%    | 38.3%  | 74.9% | 69.7%  | 48.9%        | 53.8%  | 33.7% | 20.4%  | 13.3% | 29.0%  |
| 23-24       | 43.5% |        | 39.8% | 45.8%  | 38.0%    | 31.9%  | 78.8% | 73.5%  | 54.4%        | 59.3%  | 35.0% | 33.3%  | 18.5% | 23.3%  |
| 24-25       | 47.0% |        | 42.7% |        | 43.0%    |        | 82.7% |        | 59.8%        |        | 36.3% |        | 23.7% |        |
| 25-26       | 50.5% |        | 45.6% |        | 48.0%    |        | 86.7% |        | 65.3%        |        | 37.7% |        | 28.8% |        |
| 26-27       | 54.0% |        | 48.5% |        | 53.0%    |        | 90.6% |        | 70.7%        |        | 39.0% |        | 34.0% |        |

**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.)**

| <b>Strategy:</b> Teachers will utilize the WT ELA Block Guidance while delivering explicit, systematic instruction in phonemic awareness, phonics, vocabulary, fluency, and comprehension. |   |                           |  |
|--|---|---------------------------|--|
| <b>Action Steps</b>  | <b>Required Resources/PD</b>  | <b>Timeline</b>           | <b>Evidence</b>  |
| Teachers will utilize the components of CKLA to deliver explicit and systematic instruction in all 5 pillars of reading.   | WT ELA Block Guidance<br><br>CKLA PD<br><br>Lab Classrooms  | August 2024 - May 2025    | DIBELS8<br><br>CKLA Benchmark and Unit Assessments<br><br>ESGI Phonological data (K-1)<br><br>Walkthrough by Leadership Team                                       |
| Teachers will utilize culturally responsive practices and routines to engage all students in the development of reading vocabulary and comprehension.                                      | Indiana Academic Standards<br><br>Interactive read aloud<br><br>SIOP strategies<br><br>WIDA Can-Do Descriptors & Standards Framework<br><br><b><u>Culturally Responsive Teaching and the Brain</u></b> by Zaretta Hammond—book study with DEI committee, followed by whole staff PD<br><br>Tier 2 and 3 vocabulary routines | September 2024 - May 2025 | Grade level planning meeting notes<br><br>PLC notes<br><br>DIBELS8<br><br>IREAD-3 (K-2)<br><br>ILearn Checkpoints (3-5)<br><br>CKLA Benchmark and Unit Assessments |

|   |  |                             |   |
|---|--|-----------------------------|---|
| <p>Teachers will create intentional data driven, flexible, strategy groups to determine targeted needs in the areas of decoding, syllabication, and morphology.</p> | <p>MSDWT ELA Block Guidance</p> <p>Lab Classrooms</p> <p><i>Week by Week Phonics</i> by Wiley Blevins (Grades 4-5)</p> <p><i>Teaching Phonics and Word Study in the Intermediate Grades</i> by Wiley Blevins (Grades 4-5)</p> <p>Fundations</p> <p>ESGI (K-1)</p> <p>Academic Vocabulary</p> <p>Sunday</p> | <p>August 2024-May 2025</p> | <p>DIBELS8</p> <p>Grade level planning meeting notes</p> <p>PLC notes</p> <p>ESGI Data (K-1)</p> <p>CKLA Benchmark and Unit Assessments</p> |
|---|--|-----------------------------|---|

| <p><b>Strategy:</b> Directly teach CKLA Tier 2 vocabulary to improve reading comprehension.</p>                                   |   |                                |  |
|---|---|--------------------------------|--|
| Action Steps  | Required Resources/PD   | Timeline                       | Evidence   |
| <p>Teachers will utilize CKLA scope and sequence for standards pacing to deliver systematic instruction in Tier 2 vocabulary.</p> | <p>Indiana Academic Standards</p> <p>CKLA PD and Pacing Guides</p> <p>Planning with Coaches</p> <p>SIOP strategies</p> <p>WIDA Can-Do Descriptors &amp; Standards Framework</p> | <p>October 2024 - May 2025</p> | <p>Lesson plans</p> <p>Team planning notes</p> <p>PLC notes</p> <p>CKLA Benchmark and Unit Assessments</p> <p>Walkthrough by Leadership Team</p> |



|  |  |                            |  |
|--|--|----------------------------|--|
| Teachers will plan explicit vocabulary routines daily. | Planning with Coaches<br>SIOB strategies | October 2024 -<br>May 2025 | Lesson plans<br>Team planning notes<br>Walkthrough by<br>Leadership Team |
|--|--|----------------------------|--|

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

| <b>Equitable Achievement Goal 1C - Math</b>   |       |        |       |        |          |        |       |        |              |        |       |        |       |        |
|---|-------|--------|-------|--------|----------|--------|-------|--------|--------------|--------|-------|--------|-------|--------|
| <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)  | 83.3% |        | 71.2% |        | 83.3%    |        | 93.5% |        | 84.6%        |        | 58.2% |        | 74.3% |        |
| 20-21 (RBL)   | 56.0% |        | 53.0% |        | 53.0%    |        | 90.0% |        | 62.0%        |        | 40.0% |        | 50.0% |        |
| 21-22   | 56.5% | 75.0%  | 54.0% | 56.6%  | 54.0%    | 67.1%  | 90.5% | 93.5%  | 62.5%        | 78.3%  | 40.5% | 54.4%  | 50.5% | 52.6%  |
| 22-23   | 66.4% | 71.4%  | 61.7% | 69.8%  | 65.8%    | 77.9%  | 92.5% | 95.7%  | 70.9%        | 83.1%  | 47.4% | 69.2%  | 59.4% | 72.7%  |
| 23-24   | 71.7% | 66.7%  | 66.1% | 62.0%  | 72.2%    | 68.9%  | 93.8% | 92.0%  | 75.3%        | 86.2%  | 51.1% | 60.2%  | 64.2% | 53.0%  |
| 24-25   | 76.9% |        | 70.5% |        | 78.5%    |        | 95.0% |        | 79.7%        |        | 54.8% |        | 68.9% |        |
| 25-26   | 82.1% |        | 74.8% |        | 84.9%    |        | 96.3% |        | 84.2%        |        | 58.5% |        | 73.6% |        |
| 26-27   | 87.3% |        | 79.2% |        | 91.3%    |        | 97.5% |        | 88.6%        |        | 62.2% |        | 78.3% |        |
| <b>Green</b> = Benchmark Goal Met, <b>Yellow</b> = Progress Toward Benchmark Goal, <b>Red</b> = No Progress Toward Benchmark Goal |       |        |       |        |          |        |       |        |              |        |       |        |       |        |
| <b>NOTE:</b> 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)  | 50.0% |        | 55.0% |        | 65.0%    |        | 94.0% |        | 77.8%        |        | 50.0% |        | 30.0% |        |
| 20-21 (RBL) | 33.0% |        | 31.0% |        | 25.0%    |        | 75.0% |        | 38.0%        |        | 28.0% |        | 13.0% |        |
| 21-22       | 33.5% | 75.0%  | 32.0% | 39.2%  | 26.0%    | 42.1%  | 75.5% | 79.2%  | 38.5%        | 45.8%  | 28.5% | 26.0%  | 13.5% | 27.6%  |
| 22-23       | 40.0% | 100.0% | 41.7% | 40.9%  | 41.0%    | 53.2%  | 82.7% | 80.0%  | 52.6%        | 57.7%  | 36.7% | 31.3%  | 20.0% | 38.7%  |
| 23-24       | 43.5% |        | 47.0% | 36.4%  | 49.0%    | 44.7%  | 86.5% | 75.9%  | 59.9%        | 55.6%  | 41.0% | 31.4%  | 23.5% | 30.0%  |
| 24-25       | 47.0% |        | 52.3% |        | 57.0%    |        | 90.3% |        | 67.2%        |        | 45.3% |        | 27.0% |        |
| 25-26       | 50.5% |        | 57.7% |        | 65.0%    |        | 94.2% |        | 74.5%        |        | 49.7% |        | 30.5% |        |
| 26-27       | 54.0% |        | 63.0% |        | 73.0%    |        | 98.0% |        | 81.8%        |        | 54.0% |        | 34.0% |        |

**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.)**

| <b>Strategy:</b> Teachers will utilize the WT Math Block Guidance for planning, instructing, and assessing IN Academic standards.   |   |                        |   |
|---|---|------------------------|---|
| <b>Action Steps</b>   | <b>Required Resources/PD</b>  | <b>Timeline</b>        | <b>Evidence</b>   |
| Teachers will conduct backwards planning, focusing on Indiana Academic Standards essential standards with pacing guides and assessments with the support of an Instructional Coach. | <p>Indiana Academic Standards</p> <p>Eureka module assessment data analysis (on-going)</p> <p>Team Planning with Math Coach</p> <p>MSDWT Math Pacing Guides</p> <p>Eureka Curriculum materials</p> <p>ILearn Checkpoint Data Analysis</p> | August 2024 - May 2025 | <p>Classroom observations</p> <p>Lesson plans</p> <p>Team planning notes</p> <p>PLC notes</p>   |
| Teachers will create intentional data driven, focused, and flexible small math groups using a variety of assessments to determine targeted needs.                                   | <p>Indiana Academic Standards</p> <p>Learning Walk for small group instruction and differentiation</p> <p>Eureka module assessment data analysis (on-going)</p> <p>Exit Tickets and interviews/conferences</p>                            | August 2024 - May 2025 | <p>Classroom observations</p> <p>Module Assessments</p> <p>Benchmarks</p> <p>Exit Tickets</p> <p>PLC notes</p> <p>Learning Walks by teachers</p> <p>Walkthroughs by Leadership Team</p> |

|   |   |                        |   |
|---|---|------------------------|---|
|   | Ilearn Checkpoint<br>Data Analysis  |                        |   |
| Teachers will explore research based routines and strategies for culturally responsive teaching and incorporate these strategies into the components of EM2 (fluency, launch, learn, land) within the math block. | MSDWT Math Block Guidance<br><br>Eureka Curriculum Materials<br><br><b><u>Culturally Responsive Teaching and the Brain</u></b> by Zaretta Hammond—book study with DEI committee, followed by whole staff PD | August 2024 - May 2025 | Classroom observations<br><br>Lesson plans<br><br>Walkthroughs by Leadership Team |

| <b>Strategy:</b> Teachers will improve basic fact fluency in grades 1-5 and create a sustainable system for measuring growth.   |  |                        |  |
|---|--|------------------------|--|
| Action Steps  | Required Resources/PD  | Timeline               | Evidence   |
| Teachers will use math fact interviews to assess students’ current strategies to build their fluency.<br><br>Teachers will explicitly teach students math fact strategies to help students think flexibly and fluidly about numbers.<br><br>Teachers will create a system for students to track their progress using personal data folders. | Focused math fact interview PD by building Math Coach<br><br>Computation Games Folder in Shared Drive related to fact strategy<br><br>Eureka Curriculum materials<br><br>Lab Classroom | August 2024 - May 2025 | Math Fact Interview data<br><br>Student data folders<br><br>Classroom observations |

**Student Attendance Rate Goal 1S**

| <b>Student Attendance Rate Goal 1S</b>  |             |               |
|---|-------------|---------------|
| <i>By 2024-2025, improve the student attendance rate.</i>   |             |               |
|   | <b>Goal</b> | <b>Result</b> |
| <b>2023-2024 (BL)</b>   | 95.3%       |               |
| <b>2024-2025</b>  | 97.0%       | %             |
| <b>Green</b> = Benchmark Goal Met, <b>Yellow</b> = Progress Toward Benchmark Goal, <b>Red</b> = No Progress Toward Benchmark Goal |             |               |

**Strategies (List a maximum of three strategies.)**

- We will hold frequent reward parties for students who meet short term attendance goals throughout the school year.
- When students are absent, teachers will send messages, call home, and/or send “we missed you” notes home with students when they return. The social worker will also actively communicate with students who are absent from school, following the district protocol for sending letters and next steps.
- Attendance data will be tracked and discussed weekly with the office team. This discussion will lead to root cause analysis and providing resources for families to support attendance goals.

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

| <b>Hiring and Retention of a High Quality and Diverse Staff Goal 2B</b>  |             |               |
|--|-------------|---------------|
| <i>By 2024-2025, improve retention of all certified staff by decreasing Effective and Highly Effective teacher resignations.</i> |             |               |
|  | <b>Goal</b> | <b>Result</b> |
| <b>2015-2020 (BL)</b>  | 10.8%       |               |
| <b>2020-21</b>   | 10.0%       | 4.5%          |
| <b>2021-22</b>   | 9.0%        | 14.9%         |
| <b>2022-23</b>   | 8.0%        | 17.0%         |
| <b>2023-24</b>   | 7.0%        | 2.1%          |
| <b>2024-25</b>   | 6.0%        |               |
| <b>Green</b> = Benchmark Goal Met, <b>Yellow</b> = Progress Toward Benchmark Goal, <b>Red</b> = No                               |             |               |

*Progress Toward Benchmark Goal*

**Strategies (List a maximum of three Strategies.)**

- 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**

| <b>Partnerships Goal 3A</b>  |             |               |
|--|-------------|---------------|
| <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> |             |               |
|  | <b>Goal</b> | <b>Result</b> |
| <b>2018-19 (BL)</b>  | 6.0%        |               |
| <b>2020-21</b>   | 11.0%       | 6.0%          |
| <b>2021-22</b>   | 16.0%       | 28.6%         |
| <b>2022-23</b>   | 21.0%       | 22.5%         |
| <b>2023-24</b>   | 26.0%       | 21.2%         |
| <b>2024-25</b>   | 31.0%       |               |
| <i>Green = Benchmark Goal Met, Yellow = Progress Toward Benchmark Goal, Red = No Progress Toward Benchmark Goal</i>  |             |               |

**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.)**

|   |                              |                 |                 |
|---|------------------------------|-----------------|-----------------|
| <b>Strategy:</b> Increase communication and build relationships with parents and families |                              |                 |                 |
| <b>Action Steps</b>   | <b>Required Resources/PD</b> | <b>Timeline</b> | <b>Evidence</b> |

|  |  |                                  |   |
|--|--|----------------------------------|---|
| All teachers will communicate with parents/guardians via conference, phone, ParentSquare and email | ParentSquare   | Ongoing - August 2024 - May 2025 | Teacher communication logs, ParentSquare data, Canvas pages |
| Monthly school newsletter sent to all families and staff via ParentSquare                          | ParentSquare   | August 2024 - May 2025           | ParentSquare data   |
| All teachers will send a newsletter, weekly or bi-weekly, via ParentSquare and post on Canvas      | ParentSquare<br>Canvas   | August 2024 - May 2025           | ParentSquare data, Canvas pages                             |
| Family engagement and connection   | PTO liaison call all new families<br><br>Schoolwide events<br><br>Social Media | August 2024 - May 2025           | School calendar of events and celebrations                  |

**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 School Board 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)**

**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**

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 invited to tour the school at various times throughout the year.

The Kindergarten transition at Clearwater begins with Kindergarten enrollment in February, 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 before school starts 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.

Our fifth grade students transition to either Eastwood Middle School or Northview Middle School for their middle school years. In the spring, fifth grade students attend a field trip to the middle school 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. In addition, the middle school counselors visit our fifth grade classes to discuss classes, elective options, and extracurricular opportunities.

### **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 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 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.

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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

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.

### **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.

[Link to School QAR Document](#)

[Link to School Professional Development Plans](#)

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