

Print Your Plan



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Basic Information

Plan Entity Name: FY 2024 Eastwood Local One Plan
(0)

Plan Fiscal Year: FY 2024

Cohort #: 3

District IRN: 050674

Plan Status: Plan Agency Approved

Revision #: 0

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Plan Information

1. Goal #1 of 3

1.1. Root Cause Analysis

Based on the data analysis and collaboration amongst the staff, the underlying root cause at the elementary level is the weakness of phonics/phonemic awareness instruction. Teachers would like to build upon this year's implementation of a phonics supplement used for Tier 1 instruction.

Additionally, the elementary staff would like to explore Professional Development opportunities for staff to identify groups of students that require Tier 2 interventions to close the phonemic, decoding, vocabulary gaps, and progress monitor students with these specific literacy skills. The elementary, middle schools, and high school staff discussions have expressed the need for continuing vertical K-5/6-8/9-12 vertical alignment team discussions about ELA. As a district we would like to continue building on the foundation established this year of getting together across grade levels to discuss student performance/trends with ELA concepts. By providing more opportunities for the staff to collaborate throughout the year, teachers can discuss ELA learning standards, Tier 1 curriculum utilization, analyze reading data, identify areas of student strengths/needs, and share Tier 2 intervention strategies/resources.

1.2. SMART Goal Statement

By **06/03/2024** we will improve the performance of **All Students, preschool through 12th grade** students at/in **Eastwood Local** to **increase 10.00 %** in **Reading/Literacy** using **MAP Growth/Benchmark Assessment**.

1.3. Student Measures

1.3.1. Student Measure #1

Every **Semester, Reading/Literacy - MAP Growth/Benchmark Assessment** of **All Students** will be monitored by **Classroom Teacher/s**, with an annual improvement of **increase 10.00 %** resulting in an overall improvement of **increase 30.00 %** by the end of the plan.

12/31/2023

05/31/2024

12/31/2024

05/31/2025

12/31/2025

05/31/2026

1.4. Strategies and Actions

1.4.1. Strategy #1: Curriculum, Instruction and Assessment

1.4.1.1. Strategy Level: Level 4

1.4.1.2. Description:

All students will be benchmarked at the beginning, middle, and end of the school year using a universally-designed assessment. Evidence-based ELA curriculum will be utilized for Tier I instruction at all grade levels. High quality ELA instructional strategies and research-based interventions will be implemented and progress monitored to promote student growth. Teachers will participate in vertical alignment discussions and professional development to enhance ELA Tier I instruction and Tier II Interventions and progress monitoring.

1.4.1.3. Embedded Plan Requirement(s):

- This strategy addresses the professional development requirement for LEA Plans in ESEA Section 1114, Section 2102(b)(2)(D), 3115(c)2.

1.4.1.4. Action Steps

1.4.1.4.1. Start Action Step: 2024, End Action Step: 06/01/2026

All PK-12 students will be benchmarked at the beginning, middle, and end of the school year using a state-approved benchmark assessment to assess student baseline and progress throughout the school year.

Participant(s):

- Teachers
- Staff

1.4.1.4.2. Start Action Step: 2024, End Action Step: 06/01/2026

All teachers will use the high quality ELA curriculum materials for Tier I instruction.

Participant(s):

- District Administration
- Teachers
- Principals

1.4.1.4.3. Start Action Step: 2024, End Action Step: 06/03/2024

Create guidelines and provide professional development to staff regarding MTSS Tier Two (targeted) and Tier Three (intensive) intervention to ensure alignment to the decision rules and formative student assessment data.

Participant(s):

- District Administration
- Teachers
- Staff
- Principals
- Support Staff
- Teacher-Based Teams
- Building Leadership Teams
- District Leadership Team

1.4.1.4.4. Start Action Step: 2024, End Action Step: 06/01/2026

Monitor MTSS Tier Two (targeted) and Tier Three (intensive) intervention to ensure alignment to the decision rules and formative student assessment data.

Participant(s):

- District Administration
- Teachers
- Principals
- Teacher-Based Teams

1.4.1.4.5. Start Action Step: 2024, End Action Step: 06/03/2024

Create guidelines and provide professional development to MTSS Teams and teacher-based teams in progress monitoring student response to intervention with regard to frequency, time and duration of intervention.

Participant(s):

- District Administration
- Teachers
- Principals
- Support Staff
- Teacher-Based Teams
- Building Leadership Teams
- District Leadership Team
- Related Service Personnel

1.4.1.4.6. Start Action Step: 2024, End Action Step: 06/03/2026

Monitor MTSS Teams and teacher-based teams in progress monitoring student response to intervention with regard to frequency, time and duration of intervention.

Participant(s):

- District Administration
- Principals
- Teacher-Based Teams

1.4.1. Strategy #2: Professional Capital

1.4.1.1. Strategy Level: Level 4

1.4.1.2. Description:

Professional development will be provided for all ELA staff with benchmark assessments, Tier 1 instructional strategies, Tier 2 interventions, and progress monitoring tools.

An additional teacher will be provided at the 5th grade level to reduce student-teacher ratio.

1.4.1.3. Embedded Plan Requirement(s):

- This strategy addresses the professional development requirement for LEA Plans in ESEA Section 1114, Section 2102(b)(2)(D), 3115(c)2.

1.4.1.4. Action Steps

1.4.1.4.1. Start Action Step: 2024, End Action Step: 06/03/2026

Vertical Alignment Discussions- All staff which provides reading instruction/interventions to students will participate in Professional Development opportunities and vertical alignment discussions which focus on high-quality curriculum, evidence-based instructional strategies, research-based interventions, and effective progress monitoring of literacy-based skills.

Participant(s):

- District Administration
- Teachers
- Principals
- Support Staff
- Related Service Personnel

1.4.1.4.2. Start Action Step: 2024, End Action Step: 06/03/2026

Teacher-based teams at each grade level will meet weekly to discuss evidence-based instructional strategies and routines. By looking at student data, teams will determine how students are responding to Tier I instruction.

This analysis will facilitate the creation of small groups with specific literacy skill gaps and interventions/progress monitoring to address the gap.

Participant(s):

- Teacher-Based Teams

1.4.1.4.3. Start Action Step: 2024, End Action Step: 06/01/2026

IIA funds support Class Size Reduction in order to address the needs of low-performing students. The needs of at-risk/low-performing students are addressed in the general education classroom providing these students with access to high quality instruction/equitable teachers. CSR provides a lower teacher/student ratio which increases time the classroom teacher can spend with individual students/small groups of students. Fifth grade was selected for CSR due to the needs of low-performing students combined with the increase in rigor of academic expectations particularly in the area of language arts. One of the most influential contemporary evidence-based strategies that smaller classes lead to improved achievement is Tennessee's Project STAR. Because this program sets up randomly selected control and experimental groups of students, researchers could compare students who had 4 years of small class participation to students who had none.

Participant(s):

- District Administration
- Principals
- Building Leadership Teams

1.5. Adult Measures

1.5.1. Adult Measure #1

- Curriculum, Instruction and Assessment

Every **Quarter, Reading/Literacy - Implementation Data of Reading/Literacy Teachers** will be monitored by **Principal, Curriculum Director**, with an overall improvement of **increase 100.00 % full implementation of reading curriculum** by the end of the plan.

10/31/2023	12/31/2023	03/31/2024	05/31/2024	10/31/2024	12/31/2024
03/31/2025	05/31/2025	10/31/2025	12/31/2025	03/31/2026	05/31/2026

1.5.1. Adult Measure #2

- Curriculum, Instruction and Assessment

Every **Semester, Reading/Literacy - Implementation Data of Reading/Literacy Teachers** will be monitored by **Principal, Curriculum Director**, with an overall improvement of **increase 100.00 % full implementation of interventions/progress moni** by the end of the plan.

12/31/2023	05/31/2024	12/31/2024	05/31/2025	12/31/2025	05/31/2026
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1.5.1. Adult Measure #3

- Professional Capital

Every **Month, TBT attendance - Participation of grade level teachers** will be monitored by **Principal, Classroom Teacher/s**, with an overall improvement of **increase 100.00 % participation** by the end of the plan.

07/30/2023	08/30/2023	09/29/2023	10/30/2023	11/29/2023	12/30/2023
01/30/2024	02/28/2024	03/30/2024	04/29/2024	05/30/2024	06/29/2024
07/30/2024	08/30/2024	09/29/2024	10/30/2024	11/29/2024	12/30/2024
01/30/2025	02/27/2025	03/30/2025	04/29/2025	05/30/2025	06/29/2025
07/30/2025	08/30/2025	09/29/2025	10/30/2025	11/29/2025	12/30/2025
01/30/2026	02/27/2026	03/30/2026	04/29/2026	05/30/2026	06/29/2026

1.6. Funding Sources

1.6.1. FY 2024

Create guidelines and provide professional development to staff regarding MTSS Tier Two (targeted) and Tier Three (intensive) intervention to ensure alignment to the decision rules and formative student assessment data.

ARP ESSER	Title III Language Instruction for English Learners	Title II-A Supporting Effective Instruction
	Title I-A Improving Basic Programs	ESSER II General Fund

1.6.1. FY 2024

Create guidelines and provide professional development to MTSS Teams and teacher-based teams in progress monitoring student response to intervention with regard to frequency, time and duration of intervention.

ARP ESSER	Title III Language Instruction for English Learners	Title I-A Improving Basic Programs
	Title II-A Supporting Effective Instruction	ESSER II General Fund

1.6.1. FY 2024,2025,2026

All PK-12 students will be benchmarked at the beginning, middle, and end of the school year using a state-approved benchmark assessment to assess student baseline and progress throughout the school year.

ESSER II	General Fund
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1.6.1. FY 2024,2025,2026

All teachers will use the high quality ELA curriculum materials for Tier I instruction.

General Fund

1.6.1. FY 2024,2025,2026

Monitor MTSS Tier Two (targeted) and Tier Three (intensive) intervention to ensure alignment to the decision rules and formative student assessment data.

General Fund

1.6.1. FY 2024,2025,2026

Monitor MTSS Teams and teacher-based teams in progress monitoring student response to intervention with regard to frequency, time and duration of intervention.

General Fund

1.6.1. FY 2024,2025,2026

Vertical Alignment Discussions- All staff which provides reading instruction/interventions to students will participate in Professional Development opportunities and vertical alignment discussions which focus on high-quality curriculum, evidence-based instructional strategies, research-based interventions, and effective progress monitoring of literacy-based skills.

Title IV-A Student Support and Academic Enrichment

General Fund

1.6.1. FY 2024,2025,2026

Teacher-based teams at each grade level will meet weekly to discuss evidence-based instructional strategies and routines. By looking at student data, teams will determine how students are responding to Tier I instruction. This analysis will facilitate the creation of small groups with specific literacy skill gaps and interventions/progress monitoring to address the gap.

General Fund

1.6.1. FY 2024,2025,2026

IIA funds support Class Size Reduction in order to address the needs of low-performing students. The needs of at-risk/low-performing students are addressed in the general education classroom providing these students with access to high quality instruction/equitable teachers. CSR provides a lower teacher/student ratio which increases time the classroom teacher can spend with individual students/small groups of students. Fifth grade was selected for CSR due to the needs of low-performing students combined with the increase in rigor of academic expectations particularly in the area of language arts. One of the most influential contemporary evidence-based strategies that smaller classes lead to improved achievement is Tennessee's Project STAR. Because this program sets up randomly selected control and experimental groups of students, researchers could compare students who had 4 years of small class participation to students who had none.

Title II-A Supporting Effective Instruction

General Fund

2. Goal #2 of 3

2.1. Root Cause Analysis

The underlying root cause is the lack of math curriculum alignment. Currently the elementary school is using a variety of materials for Tier I instruction. Based on staff feedback, there is a need to explore math curriculum for a high-quality research-based program that aligns with Ohio standards and builds upon foundational skills at each grade level. The Middle School staff began alignment discussions and professional development with the use of the Kendall Hunt curriculum for Tier I instruction this school year. In addition to continuing that practice, they would like to improve Tier II interventions and progress monitoring assessments for math skill gaps. Another root cause is building alignment through vertical K-12 team discussions about math. As a district last year we began providing opportunities for teachers to get together across grade levels to discuss student performance/trends with math concepts. By providing more opportunities this year for the staff to continue the collaboration, teachers can discuss math learning standards, align Tier 1 instructional practices, examine math assessment tools, analyze math data, identify areas of student strengths/needs, and share Tier 2 intervention strategies/resources.

2.2. SMART Goal Statement

By **06/03/2024** we will improve the performance of **All Students, grades Preschool-12th** students at/in **Eastwood Local** to **increase 10.00 %** in **Math** using **MAP Growth/Benchmark Assessment**.

2.3. Student Measures

2.3.1. Student Measure #1

Every **Semester, Math - MAP Growth/Benchmark Assessment** of **All Students** will be monitored by **Classroom Teacher/s**, with an annual improvement of **increase 10.00 %** resulting in an overall improvement of **increase 30.00 %** by the end of the plan.

12/31/2023

05/31/2024

12/31/2024

05/31/2025

12/31/2025

05/31/2026

2.4. Strategies and Actions

2.4.1. Strategy #1: Curriculum, Instruction and Assessment

2.4.1.1. Strategy Level: Level 4

2.4.1.2. Description:

All students will be benchmarked at the beginning, middle, and end of the school year using a universally-designed assessment. Evidence-based math curriculum will be utilized for Tier I instruction at all grade levels. High quality math instructional strategies and research-based interventions will be implemented and progress monitored to promote student growth. Teachers will participate in vertical alignment discussions and professional development to enhance Math Tier I instruction and Tier II Interventions and progress monitoring.

2.4.1.3. Embedded Plan Requirement(s):

- This strategy addresses the professional development requirement for LEA Plans in ESEA Section 1114, Section 2102(b)(2)(D), 3115(c)2.

2.4.1.4. Action Steps

2.4.1.4.1. Start Action Step: 2024, End Action Step: 06/01/2026

All PK-12 students will be benchmarked at the beginning, middle, and end of the school year using a state-approved benchmark assessment to assess student baseline and progress throughout the school year.

Participant(s):

- Teachers
- Staff

2.4.1.4.2. Start Action Step: 2024, End Action Step: 06/01/2026

All teachers will use the high quality math curriculum materials for Tier I instruction.

Participant(s):

- District Administration
- Teachers
- Principals

2.4.1.4.3. Start Action Step: 2024, End Action Step: 06/03/2024

Create guidelines and provide professional development to staff regarding MTSS Tier Two (targeted) and Tier Three (intensive) intervention to ensure alignment to the decision rules and formative student assessment data.

Participant(s):

- District Administration
- Teachers
- Staff
- Principals
- Support Staff
- Teacher-Based Teams
- Building Leadership Teams
- District Leadership Team

2.4.1.4.4. Start Action Step: 2024, End Action Step: 06/03/2026

Monitor MTSS Tier Two (targeted) and Tier Three (intensive) intervention to ensure alignment to the decision rules and formative student assessment data.

Participant(s):

- District Administration
- Teachers
- Principals
- Teacher-Based Teams

2.4.1.4.5. Start Action Step: 2024, End Action Step: 06/03/2024

Create guidelines and provide professional development to MTSS Teams and teacher-based teams in progress monitoring student response to intervention with regard to frequency, time and duration of intervention.

Participant(s):

- District Administration
- Teachers
- Principals
- Support Staff
- Teacher-Based Teams
- Building Leadership Teams
- District Leadership Team
- Related Service Personnel

2.4.1.4.6. Start Action Step: 2024, End Action Step: 06/03/2026

Monitor MTSS Teams and teacher-based teams in progress monitoring student response to intervention with regard to frequency, time and duration of intervention.

Participant(s):

- District Administration
- Principals
- Teacher-Based Teams

2.4.1. Strategy #2: Professional Capital

2.4.1.1. Strategy Level: Level 4

2.4.1.2. Description:

Professional development will be provided for all math staff with benchmark assessments, Tier 1 instructional strategies, Tier 2 interventions, and progress monitoring tools.

An additional teacher will be provided at the 5th grade level to reduce student-teacher ratio.

2.4.1.3. Embedded Plan Requirement(s):

- This strategy addresses the professional development requirement for LEA Plans in ESEA Section 1114, Section 2102(b)(2)(D), 3115(c)2.

2.4.1.4. Action Steps

2.4.1.4.1. Start Action Step: 2024, End Action Step: 06/01/2026

Vertical Alignment Discussions- All staff which provides math instruction/interventions to students will participate in Professional Development opportunities and vertical alignment discussions which focus

on high-quality curriculum, evidence-based instructional strategies, research-based interventions, and effective progress monitoring of math skills.

Participant(s):

- District Administration
- Teachers
- Principals
- Support Staff
- Related Service Personnel

2.4.1.4.2. Start Action Step: 2024, End Action Step: 06/03/2026

Teacher-based teams at each grade level will meet weekly to discuss evidence-based instructional strategies and routines. By looking at student data, teams will determine how students are responding to Tier I instruction. This analysis will facilitate the creation of small groups with specific math skill gaps and interventions/progress monitoring to address the gap.

Participant(s):

- Teacher-Based Teams

2.4.1.4.3. Start Action Step: 2024, End Action Step: 06/03/2026

IIA funds support Class Size Reduction in order to address the needs of low-performing students. The needs of at-risk/low-performing students are addressed in the general education classroom providing these students with access to high quality instruction/equitable teachers. CSR provides a lower teacher/student ratio which increases time the classroom teacher can spend with individual students/small groups of students. Fifth grade was selected for CSR due to the needs of low-performing students combined with the increase in rigor of academic expectations particularly in the area of language arts. One of the most influential contemporary evidence-based strategies that smaller classes lead to improved achievement is Tennessee's Project STAR. Because this program sets up randomly selected control and experimental groups of students, researchers could compare students who had 4 years of small class participation to students who had none.

Participant(s):

- District Administration
- Principals
- Building Leadership Teams

2.5. Adult Measures

2.5.1. Adult Measure #1

- Curriculum, Instruction and Assessment

Every **Quarter, Math - Implementation Data** of **Math Teachers** will be monitored by **Principal, Curriculum Director**, with an overall improvement of **increase 100.00 % full implementation of math curriculum** by the end of the plan.

10/31/2023	12/31/2023	03/31/2024	05/31/2024	10/31/2024	12/31/2024
03/31/2025	05/31/2025	10/31/2025	12/31/2025	03/31/2026	05/31/2026

2.5.1. Adult Measure #2

- Curriculum, Instruction and Assessment

Every **Semester, Math - Implementation Data** of **Math Teachers** will be monitored by **Principal, Curriculum Director**, with an overall improvement of **increase 100.00 % full implementation of math interventions/progress monitor** by the end of the plan.

12/31/2023	05/31/2024	12/31/2024	05/31/2025	12/31/2025	05/31/2026
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2.5.1. Adult Measure #3

- Professional Capital

Every **Month, Attendance - Participation** of **grade level teachers** will be monitored by **Classroom Teacher/s, Principal**, with an overall improvement of **increase 100.00 % participation** by the end of the plan.

07/30/2023	08/30/2023	09/29/2023	10/30/2023	11/29/2023	12/30/2023
01/30/2024	02/28/2024	03/30/2024	04/29/2024	05/30/2024	06/29/2024
07/30/2024	08/30/2024	09/29/2024	10/30/2024	11/29/2024	12/30/2024
01/30/2025	02/27/2025	03/30/2025	04/29/2025	05/30/2025	06/29/2025
07/30/2025	08/30/2025	09/29/2025	10/30/2025	11/29/2025	12/30/2025
01/30/2026	02/27/2026	03/30/2026	04/29/2026	05/30/2026	06/29/2026

2.6. Funding Sources

2.6.1. FY 2024

Create guidelines and provide professional development to MTSS Teams and teacher-based teams in progress monitoring student response to intervention with regard to frequency, time and duration of intervention.

ARP ESSER	Title I-A Improving Basic Programs	Title II-A Supporting Effective Instruction
Title III Language Instruction for English Learners	ESSER II	General Fund

2.6.1. FY 2024

Create guidelines and provide professional development to staff regarding MTSS Tier Two (targeted) and Tier Three (intensive) intervention to ensure alignment to the decision rules and formative student assessment data.

ARP ESSER

Title I-A Improving Basic Programs

Title II-A Supporting Effective Instruction

Title III Language Instruction for English Learners

ESSER II

General Fund

2.6.1. FY 2024,2025,2026

All PK-12 students will be benchmarked at the beginning, middle, and end of the school year using a state-approved benchmark assessment to assess student baseline and progress throughout the school year.

ESSER II

General Fund

2.6.1. FY 2024,2025,2026

IIA funds support Class Size Reduction in order to address the needs of low-performing students. The needs of at-risk/low-performing students are addressed in the general education classroom providing these students with access to high quality instruction/equitable teachers. CSR provides a lower teacher/student ratio which increases time the classroom teacher can spend with individual students/small groups of students. Fifth grade was selected for CSR due to the needs of low-performing students combined with the increase in rigor of academic expectations particularly in the area of language arts. One of the most influential contemporary evidence-based strategies that smaller classes lead to improved achievement is Tennessee's Project STAR. Because this program sets up randomly selected control and experimental groups of students, researchers could compare students who had 4 years of small class participation to students who had none.

Title II-A Supporting Effective Instruction

General Fund

2.6.1. FY 2024,2025,2026

Teacher-based teams at each grade level will meet weekly to discuss evidence-based instructional strategies and routines. By looking at student data, teams will determine how students are responding to Tier I instruction. This analysis will facilitate the creation of small groups with specific math skill gaps and interventions/progress monitoring to address the gap.

General Fund

2.6.1. FY 2024,2025,2026

Vertical Alignment Discussions- All staff which provides math instruction/interventions to students will participate in Professional Development opportunities and vertical alignment discussions which focus on high-quality curriculum, evidence-based instructional strategies, research-based interventions, and effective progress monitoring of math skills.

Title IV-A Student Support and Academic Enrichment

General Fund

2.6.1. FY 2024,2025,2026

Monitor MTSS Teams and teacher-based teams in progress monitoring student response to intervention with regard to frequency, time and duration of intervention.

General Fund

2.6.1. FY 2024,2025,2026

Monitor MTSS Tier Two (targeted) and Tier Three (intensive) intervention to ensure alignment to the decision rules and formative student assessment data.

General Fund

2.6.1. FY 2024,2025,2026

All teachers will use the high quality math curriculum materials for Tier I instruction.

General Fund

3. Goal #3 of 3

3.1. Root Cause Analysis

Based on the district needs, Increasing consistency and formalizing portions of our PBIS practices would result in a positive impact. Critical steps include designing a building-wide recognition system, using a universal screening tool for social emotional competencies, Tier II and Tier III flow charts and intervention planning forms, a disciplinary flow chart and connection to tiered intervention, and a PBIS handbook that includes all of these building-wide components. A critical next step for growth in Tier I is to implement a building wide PBIS recognition system or administrator-approved grade level PBIS classroom recognition systems. Classroom-level positive recognition data can be compared to classroom-level office referrals to analyze the ratio of positive to negative behavior recognition. A critical next step for growth in Tier II is to use a consistent Tier II intervention planning document so that fidelity to the intervention is documented, timelines for review of progress are timely, and decisions about intervention intensity are data-driven. The PBIS team should continue to refine the Tier I, II, III practices, implementation, resources, strategies, and classroom environments to meet the individual needs of our students.

3.2. SMART Goal Statement

By **06/03/2024** we will improve the performance of **All Students, grades Preschool-12th** students at/in **Eastwood Local** to **decrease 20.00 %** in **behavior referrals** using **office referrals**.

3.3. Student Measures

3.3.1. Student Measure #1

Every **Quarter, Behavior - office referrals** of **All Students** will be monitored by **Behavior Specialist**, with an annual improvement of **decrease 20.00 %** resulting in an overall improvement of **decrease 50.00 %** by the end of the plan.

10/31/2023	12/31/2023	03/31/2024	05/31/2024	10/31/2024	12/31/2024
03/31/2025	05/31/2025	10/31/2025	12/31/2025	03/31/2026	05/31/2026

3.4. Strategies and Actions

3.4.1. Strategy #1: School Climate and Supports

3.4.1.1. Strategy Level: Level 4

3.4.1.2. Description:

Positive Behavior Interventions and Supports (PBIS) will continue as proactive behavioral supports put in place to support all students.

A committee will be established to design, in collaboration with the District Leadership Team, a district-wide recognition system, using a universal screening tool for social emotional competencies, Tier II and Tier III flow charts and intervention planning forms, a disciplinary flow chart and connection to tiered intervention, and a PBIS handbook that includes all of these building-wide components.

Tier 1 behavior expectations/programs throughout the district will align with the collaboration of the District Leadership Team. Tier 1 expectations will include the Eagle Way which encompasses proactive social skills and expectations by teaching and acknowledging appropriate student beliefs, behaviors, outcomes. R Factor (Focus 3) will continue to be implemented which equips the staff and students with the mindset and skill set to be intentional about the way they think, make decisions, and take action. Team discussions, data, consistent policies/implementation, professional development, and ongoing monitoring are essential components for these practices to work effectively.

Tier 2 behavior intervention strategies will be aligned to improve student behavior so that all students can achieve social, emotional and academic success. Research-based, high quality strategies will be utilized to meet the individualized needs of our students.

3.4.1.3. Embedded Plan Requirement(s):

- This strategy addresses the professional development requirement for LEA Plans in ESEA Section 1114, Section 2102(b)(2)(D), 3115(c)2.

3.4.1.4. Action Steps

3.4.1.4.1. Start Action Step: 2024, End Action Step: 06/03/2024

An Eastwood committee will be established to create a district handbook which includes PBIS components, District-level Positive recognitions, Tier I behavior management programs, Tier II/Tier III charts and forms.

Participant(s):

- District Administration
- District Leadership Team
- Positive Behavior Intervention Support Team
- Behavior Specialist

3.4.1.4.2. Start Action Step: 2024, End Action Step: 06/01/2026

District-wide PBIS practices will continue to effectively teach appropriate behavior in all areas of the school environment to all children.

Participant(s):

- District Administration
- Teachers
- Staff
- Principals
- Support Staff
- Positive Behavior Intervention Support Team

3.4.1.4.3. Start Action Step: 2024, End Action Step: 06/01/2026

The Eastwood school district needs to continue to provide Tier 1 services and support necessary to meet the needs of the whole child. We need to ensure students and staff members are in a school environment where they feel healthy, safe, and supported every day. Resources and professional development will be provided to all staff.

Participant(s):

- Teachers
- Staff
- Principals
- District Leadership Team
- Positive Behavior Intervention Support Team
- Behavior Specialist

3.4.1.4.4. Start Action Step: 2024, End Action Step: 06/01/2026

Eastwood School District needs to utilize research-based Tier II intervention strategies/progress monitoring to proactively address the physical, social, emotional, and behavioral needs of our students. Resources and professional development will be provided to all staff.

Participant(s):

- Teachers
- Staff
- Principals
- District Leadership Team
- Positive Behavior Intervention Support Team
- Behavioral Intervention Specialist

3.4.1.4.5. Start Action Step: 2024, End Action Step: 06/01/2026

Eastwood District will enhance Tier III services to students by updating environmental options, supports, and resources available to students, families, and staff.

Participant(s):

- District Administration
- Teachers
- Support Staff
- District Leadership Team
- Behavioral Intervention Specialist

3.4.1.4.6. Start Action Step: 2024, End Action Step: 06/01/2026

Eastwood School staff will collaborate with families, Wood County agencies, and other support services to meet the needs of all special education students.

Participant(s):

- District Administration
- Teachers
- Staff
- Principals
- Support Staff
- Related Service Personnel
- Intervention Specialists

3.5. Adult Measures

3.5.1. Adult Measure #1

- School Climate and Supports

Every **Quarter, Implementation of Tier I Classroom Behavioral Approaches - Walkthrough Data** of **All Staff** will be monitored by **Principal, Evaluators**, with an overall improvement of **increase 100.00 % full implementation of Tier I Behavioral Approaches** by the end of the plan.

10/31/2023	12/31/2023	03/31/2024	05/31/2024	10/31/2024	12/31/2024
03/31/2025	05/31/2025	10/31/2025	12/31/2025	03/31/2026	05/31/2026

3.5.1. Adult Measure #2

- School Climate and Supports

Every **Semester, Behavior - implementation of Tier II intervention plans and progress monitoring** of **All Staff** will be monitored by **MTSS Team, including Behavior Specialist**, with an overall improvement of **increase 100.00 % full implementation of MTSS process** by the end of the plan.

12/31/2023	05/31/2024	12/31/2024	05/31/2025	12/31/2025	05/31/2026
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3.6. Funding Sources

3.6.1. FY 2024

An Eastwood committee will be established to create a district handbook which includes PBIS components, District-level Positive recognitions, Tier I behavior management programs, Tier II/Tier III charts and forms.

General Fund

3.6.1. FY 2024,2025,2026

Eastwood School staff will collaborate with families, Wood County agencies, and other support services to meet the needs of all special education students.

General Fund

3.6.1. FY 2024,2025,2026

Eastwood District will enhance Tier III services to students by updating environmental options, supports, and resources available to students, families, and staff.

General Fund

3.6.1. FY 2024,2025,2026

Eastwood School District needs to utilize research-based Tier II intervention strategies/progress monitoring to proactively address the physical, social, emotional, and behavioral needs of our students. Resources and professional development will be provided to all staff.

General Fund

ARP ESSER

Title IV-A Student Support and Academic Enrichment

3.6.1. FY 2024,2025,2026

The Eastwood school district needs to continue to provide Tier 1 services and support necessary to meet the needs of the whole child. We need to ensure students and staff members are in a school environment where they feel healthy, safe, and supported every day. Resources and professional development will be provided to all staff.

General Fund

Title IV-A Student Support and Academic Enrichment

ARP ESSER

3.6.1. FY 2024,2025,2026

District-wide PBIS practices will continue to effectively teach appropriate behavior in all areas of the school environment to all children.

General Fund