

EVANS SCHOOL

School Improvement Plan (SIP)

Planning Tools	<p>SIP Schoolwide Strategic Planner (Comprehensive Support/Targeted Support: PAI 1 and 2)</p> <p>Root Cause Tools</p>	<p>Schoolwide Strategic Planner (SWP)</p> <p>Self-Assessment Rubric (SIOT)</p>
Management & Monitoring Tools	<p>Planning and Monitoring (Short-Term Cycles)</p> <p>TSI Subgroup Progress Monitoring (Medium- & Long-Term Goals)</p>	<p>Action Plan & Short-Term Monitoring</p> <p>Disaggregated Data (CSI/TSI Subgroups)</p>
Optional Supporting Tools	<p>Culture & Climate 3rd Strategy (Required for Priority: PAI 3)</p> <p>Root Cause Tools</p>	<p>Schoolwide Strategic Planner (C/C Planner)</p> <p>SIOT Analysis</p>
SIP Input		

**SIP input
(stakeholder
input)**

Evans Faculty, Parents, Community Leaders

**SIP Team
Members**

Toni Hamilton- Principal Laura Hartmayar- Asst. Principal, Amanda Schreiber - Master Teacher, Rachel Davidson- Master Teacher, Tammy Dexter - Chief Academic Officer, Jodi Wells and Dan Watson School Support Specialist

SIOT (Strengths, Improvements, Opportunities, and Threats)

While using your previous SIP and relevant data (NWEA, IREAD-3, MySchool Survey, Panorama, Big 5 Reports, GTIC, etc), answer the following questions:

1. List school's primary strengths and areas of improvement from the previous SY - forces or barriers working for or against the School Improvement Plan implementation (SIP).
2. List school's key opportunities and threats from the previous SY - political, economic, social, technological, demographic or legal trends that are or may impact school's ability to achieve SIP implementation.
3. After completing the SIOT analysis, what are the highest leverage school improvement strategies for the current SY?
4. Are there any opportunities we can take advantage of because of a strength?
5. Are there any threats compounded by a weakness?

Analysis of Previous SY

Strengths	Areas of Improvement	Questions for Reflection
<ul style="list-style-type: none"> * EL Rep walkthrough data demonstrated instructional growth in Evans' teachers this year. Specifically the following: * Teachers use a variety of student grouping strategies. * Students were engaged in writing. * Pacing during lessons and across classrooms was consistent and on-target. * Students using text-evidence to respond to questions during classroom and small group discussions. * PLC leaders (Activators) were invested in this year and differentiated support was provided to improve PLC foundations and practices. Every PLC showed growth, mainly within PLC preparation, norms, protocols and CC of the PLC. * Spring Student Panorama data shows teacher-student relationships and encouragement are a strength. * 81% of students feel like their teacher encourages them to do their best. * 75% "Teacher-Student Relationships" (increase of 4%, 2% behind the district) * Winter Teacher Panorama data shows 63% of teachers feel like their colleagues understand them as a person (increase of 9% from Winter '22). * RESST WT data shows an improvement in teachers' attuning and co-regulating skills * 100% of teachers (Spring PLC/Coaching survey) believe that "Working in their PLC is changing their practice for the better" 	<ul style="list-style-type: none"> * The gap between Evans and the EVSC percent of students at or above national norm RIT has grown over the last three years in reading and math * The Spring percent of students passing IREAD3 has decreased since 2017 (50,51,67,39,53,36) * Approximately 21% of K-2 students show proficiency on grade level foundational reading skills * 22-23 ILEARN ____ percent of students proficient on ILEARN in reading and math * EL Rep walkthrough data and feedback identified instructional improvement considerations for the following areas: * Teacher PLC planning on the most important pieces of a lesson * Strengthen foundational skills phoneme/grapheme correspondence when students are independent or in module * Create opportunities for students to do the thinking on rigorous content (essential questions and conversation cues) * Allow for productive struggle * Ensure environments include student resources to engage independently in rigorous conversation and writing. * Other walkthroughs demonstrate a need for teachers to release for students to do the thinking then scaffold vs scaffold for all or not release * PLC observations show that most PLCs do not yet meet expectations in the areas of Focus on Instruction and Focus on Student Learning * ODRs show an increase in the number of students with ODRs per month from 21-22 to 22-23. To date, teachers asked for help with students' behavior ____ times (not counting refueling) ____% resulted in an office referral. (____calls, 1543 ODRs, 182 OSS, 342 class suspensions, 130 AEA) 	<p>Strengths: What are your school's primary strengths? What data supports these strengths? What knowledge, skills and mindsets do you have that can help you with successful implementation of your school improvement plan? What resources do you have available? What is your greatest achievement?</p> <p>Improvements: What are your school's primary areas for improvement? What data supports the need for improvement? What knowledge, skills, and mindsets are you missing? What should you stop/avoid doing? In what areas do you need more training?</p>
Opportunities	Threats	Questions for Reflection
<ul style="list-style-type: none"> * Opportunity for teachers to provide input starting with SIP development. (Pano - 38% of teachers feel like leadership teams seek input before introducing change) * PLC/Coaching survey also flags "Voice" as the lowest scoring partnership principle in both PLC and individual coaching * Continue to develop PLC Activators and leverage for improvements in Instructional decision-making and student learning * Coaching time used intentionally to target individual teacher development with urgency using walkthroughs and data (Aug CC focus with GSSs then shift to instruction as soon as possible) * High-quality curriculum next year in math and ELA allows for teachers to focus on release to students, monitoring for learning and applying scaffolds only as appropriate vs creating content and assessments. (Focus on quality use of flex time) * Evolve new teacher professional development to align with classroom and school improvement needs (Example of RESST) * Utilize veteran staff as buddy teachers for new staff to increase teacher SOB and environment 	<ul style="list-style-type: none"> * Student attendance is 89.8% of days attended ____% missing 10 or more days (was 47.9% at end of March) * Time out of class? (Discipline combo with attendance- quantify?) * Academic goals set for student achievement overall is indicative of a culture of low expectations * 9 new staff and new math curriculum will require time and learning that could impact SIP traction next year, if not intentional * 33% of teachers on Winter Panorama self-reported favorably to the question within School Climate, "How optimistic are you that your school will improve in the future?" * 42% of teachers on Winter Panorama self-reported favorably to the question within School Climate, "Overall, how positive is the working environment at your school?" * Teacher attendance? How does it compare to other schools? 	<p>Opportunities: What opportunities are present to impact successful school improvement plan implementation? What is going on around you that seems to be useful? What district resources are available to support your work? What could be done today that isn't being done? Who can support you and how?</p> <p>Threats: What obstacles might impact your school improvement plan implementation? What political, economic, social, technological, demographic or legal trends might impact your school improvement plan implementation? Are there any standards, policies, and/or legislation changing that might negatively impact you?</p>
Reflection		
1. Reset C/C for students and staff.		Strategy #3: Create a climate of high expectations and restorative culture through teacher mindsets/practices, RESST implementation, and MTSS structures.
2. Due to teacher transiency and the adoption of a new, rigorous math curriculum, staff will implement Eureka Math ^2 with fidelity through the use of ongoing professional development.		Strategy #2: Math implementation- Ensuring all students have access to rigorous content aligned with grade level standards. Ensuring curriculum is taught with fidelity and integrity.
3.		Strategy #1: Intentional work with small group instruction through continuing our work with PLC's (using data to guide instruction), coaching on coaching, and impact cycles.

Culture/Climate Planner (Required for Comprehensive/Targeted Support Schools)

1. Vision

1a. District Vision:	<i>Empowering our students to thrive in life.</i>
1b. School Vision:	<i>Students and teachers at Evans School will thrive in a caring, respectful, safe, encouraging environment where everyone demonstrates success and development of their unique strengths and abilities in preparation for their future goals and aspirations.</i>

2. Mission

2a. District Mission:	<i>Preparing every student to excel in our global society through world-class learning experiences.</i>
2b. School Mission:	<i>Our mission is to provide each student with a well-balanced, innovative, and rigorous education through a model of continuous collaboration and goal setting. At Evans School, we use research-based best practices and instructional strategies to support individual student growth. We will achieve this by being responsive to the unique, individual needs of each student.</i>

Subgroup Focus (CSI/TSI):

3. Why is this our current reality?

3a. Baseline		3c. Data Sources:	
3b. Root Findings:			
1. High number of out of class suspensions, breaks outside classroom, teachers frequently asking for student support outside the classroom.		1. 205 OSS, 342 class suspensions, 130 AEA, 2,017 unscheduled refueling breaks (1675 scheduled breaks/ Total of 3692)	
2. ODRs show an increase in the number of students with ODRs over the last three years		2. Total number of ODRs: 832 ODRs 20-21, 1651 ODRs 21-22, 1751 ODRs 22-23	
3. Teachers struggle to feel that students can increase their talent and intelligence		3. 53% of teachers on Winter Panorama self-reported favorably to the question "how possible do you think it is for student s to change how much talent they have" & 54% "how possible do you think it is for students to change thier intelligence?"	
4. Overall teachers felt that the school could not improve over time		4. 33% of teachers on Winter Panorama self-reported favorably to the question within School Climate, "How optimistic are you that your school will improve in the future?"	

4. What are we going to do about it?

4a. Strategy/Intervention #1:	4b. Strategy or Intervention #2:
Teachers and staff will use restorative and GAIN instructional practices to improve culture/climate in their classrooms.	Increase teacher efficacy of managing classroom behaviors and developing self-regulation within students.

5. How will we know if it's working?

5a. Monitoring Strategy/Intervention #1:							5b. Monitoring Strategy/Intervention #2:						
Metric Type:	Improvement	Metric used:	Panorama Student Mindset: % of teachers on Winter Panorama self-reported favorably to the question "How possible do you think it is for students to change thier intelligence? (teacher) EVANS - created survey				Metric Type:	Improvement	Metric used:	ODRs: Decrease number of overall ODRs			
Data Set	Baseline			Q3 MOY	Q4 Evans	End of Year	Data Set	Baseline	Q1	Q2	Q3	Q4	End of Year
Goal [1]	N/A			66%	70%	70%	Goal [2]	N/A	>_ 350 total	>_ 700 total	>_ 1050 total	>_ 1401 total	1401
Actual	54%						Actual	1751	131				
Metric Type:	Improvement	Metric used:	Panorama Student Mindset: % of teachers on Winter Panorama self-reported favorably to the question "How possible do you think it is for student s to change how much talent they have" (teacher)				Metric Type:	Improvement	Metric used:	Panorama Self-Regualtion:% of students who responded favorably to - "How often are you able to pull yourself out of a bad mood?" (student)			
Data Set	Baseline			Q3 MOY	Q4 Evans	End of Year	Data Set	Baseline	Benchmark #1	Benchmark #2	Benchmark #3	Benchmark #4	End of Year
Goal [3]	N/A			65%	69%	69%	Goal [4]	N/A	40%	44%	48%	52%	52%
Actual	53%						Actual	3-5: 36% (fall) 3-5: 37% (spring) 6th: 51% (fall) 6th: 34% (spring)	3-5: 33% 6th: 46%				
Metric Type:	Improvement	Metric used:	Panorma School Climate: -% of teachers on Winter Panorama self-reported favorably to the question within School Climate, "How optimistic are you that your school will improve in the future?" (teacher)				Metric Type:		Metric used:				
Data Set	Baseline			Q3 MOY	Q4 Evans	End of Year	Data Set	Baseline	Benchmark #1	Benchmark #2	Benchmark #3	Benchmark #4	End of Year
Goal [5]	N/A			45%	50%	50%	Goal [6]	N/A					
Actual	33%						Actual						
Metric Type:	Improvement	Metric used:	Panorama School Safety: % of students who responded favorably to - "How often are ppl disrespectful to others at your school?" (student)				Metric Type:		Metric used:				
Data Set	Baseline	Benchmark #1	Benchmark #2	Benchmark #3	Benchmark #4	End of Year	Data Set	Baseline	Benchmark #1	Benchmark #2	Benchmark #3	Benchmark #4	End of Year
Goal [7]	N/A	25%	29%	33%	37%	37%	Goal [8]	N/A					

Actual	3-5: 23% (fall) 3-5: 22% (spring) 6th: 22% (fall) 6th: 11% (spring)	3-5: 20% 6th: 30% (% responded favorable)					Actual						
6. What is our target?													
6a. School Smart Goal	Increase our panorama school climate and student mindset scores:												
	-% of teachers on Winter Panorama self-reported favorably to the question of teachers on Winter Panorama self-reported favorably to the question "how possible do you think it is for student s to change how much talent they have" - from 53% to 63% - % of teachers on Winter Panorama self-reported favorably to the question "how possible do you think it is for students to change thier intellegence? - from 54% to 64% -% of teachers on Winter Panorama self-reported favorably to the question within School Climate, "How optimistic are you that your school will improve in the future?" - from 33% to 43% Reduce ODR's by 20% - from 1751 to 1401 Reduce unscheduled breaks by 20% - from 2,017 to 1,613												
7. What is our ultimate goal?													
7a. District Ultimate Goal: Will this help us ensure every student at every grade level is on track to graduate ready for college or career?													
<--- Act and Assess: PM/Checkpoints/IDOE Monitoring/Self-Assessments/OTS Support/PLCs --->													
EVSC CORE VALUES:		*High Expectations*		*Equity & Empathy*		*Accountability*		*Respect & Relationships*		*Trust*			

SIP Check-In Notes		Action Planning	Logistics					Short-Term Monitoring	
SIP Strategy	Progress	Specific, Actionable Steps toward Achieving S-SIP Strategy [9]	Target Date:	Person(s) Responsible: [10]				Are we doing it?	Notes
#1		What actions will we take to fully implement our strategy?	Due Date: [11]	Who is responsible for (and/or working on each action?)				Are we doing what we said we were going to do? [12]	Does the data indicate effectiveness? What adjustments need to be made?
Teachers will use classroom data (exit ticket, common formative) and a data analysis protocol to form small groups for remediation, enrichment, reteach.	1	Q1 Walkthroughs - Use Zone 1 WT form	10/6/23	Principal	DSS	Specialist		4. Action has been completed	
	2	Q1 Implementation of Coaching Cycles	10/6/23	Lead Coach	Specialist			4. Action has been completed	
	3	Activator PD	Ongoing	Lead Coach	Principal			3. Implementation is ongoing with fidelity	
	4	BOY PD (Skills Block, OG, Heggerty)	9/1/23	Lead Teacher	Lead Coach			4. Action has been completed	
	5	Instruction Partners - Lesson Internalization	Ongoing					3. Implementation is ongoing with fidelity	
	6	Activator Coaching						3. Implementation is ongoing with fidelity	
	7	Establish data protocol 3-5	Ongoing	Mentor Teacher	Specialist			2. Implementation is in progress	
	8	LRP for lesson internalization	ongoing					3. Implementation is ongoing with fidelity	
	9	Establish data protocol K-2 cycle assessments	ongoing	Mentor Teacher	Specialist			2. Implementation is in progress	
	11								
	Q2								
	12	Q2 Walkthroughs - Use Zone 1 WT form	12/13/23	Principal	DSS	Specialist	MSJ	2. Implementation is in progress	
	13	Q2 Implementation of Coaching Cycles		Lead Coach	Specialist			3. Implementation is ongoing with fidelity	
	14	Instruction Partners - Lesson Internalization	Ongoing	Lead Coach	Specialist			3. Implementation is ongoing with fidelity	
	15	Activator Coaching	Ongoing	Lead Coach	Specialist			3. Implementation is ongoing with fidelity	
	16	Establish data protocol 3-5	Ongoing	Lead Coach	Specialist			2. Implementation is in progress	informal; not consistent across the building
	17	LRP for lesson internalization	ongoing	Lead Coach	Specialist			3. Implementation is ongoing with fidelity	
	18	Establish data protocol K-2 cycle assessments	ongoing	Lead Coach	Specialist			2. Implementation is in progress	Just starting these conversations; plan with MSJ
		IREAD Benchmarking Data - analyze and create small groups	12/5/23						
	20	Q3							
	21	Skills Benchmarking Data - analyze and adjust plan	1/2/24						
	22	Schedule first data protocol with K/1st							
	23	Instruction Partners - Lesson Internalization - Short Cycle 2							
	24								
	25								
	26	Q4							
	27								
	28								
	29								
	30								
3 Year Timeline for Implementation, Review & Revision for Strategy 1									
	Year 2								
	Year 3								
		Action Planning	Logistics					Short-Term Monitoring	
SIP Strategy	Progress	Specific, Actionable Steps toward Achieving S-SIP Strategy [13]	Target Date:	Person(s) Responsible: [14]				Are we doing it?	Notes
#2		What actions will we take to fully implement our strategy?	Due Date: [15]	Who is responsible for (and/or working on each action?)				Are we doing what we said we were going to do? [16]	Does the data indicate effectiveness? What adjustments need to be made?
	1	Q1							
	2	Create LRP - include PDs							
	3	Identify consumables/other materials needed for implementation and order		Principal	Mentor Teacher			4. Action has been completed	
	4	Baseline walk-throughs	8/31/23	DSS	Specialist			4. Action has been completed	
	5	Module/Topic/Lesson Internalization (work with IP)	ongoing	Principal	Mentor Teacher	Specialist	DSS	2. Implementation is in progress	
	6	Math walk-throughs (fluency and launch - focus) - use the coaching tool as data is collected to determine next stps	ongoing	Principal	Mentor Teacher	Specialist			
	7								
	8								
	Q2								
	10	Math walk throughs- learn: Checkpoints through IP work						2. Implementation is in progress	check w/IP on this - didn't get data in monitoring call
	11	Module/Topic/Lesson Internalization (work with IP)	ongoing	Principal	Lead Coach	Specialist	DSS	3. Implementation is ongoing with fidelity	

Math implementation- Ensuring all students have access to rigorous content aligned with grade level standards. Ensuring curriculum is taught with fidelity and integrity.	12	Math walk-throughs (fluency and launch - focus) - use the coaching tool as data is collected to determine next stps Zone level	ongoing	Principal	Lead Coach	Specialist		2. Implementation is in progress		
	13									
	14									
	15	Q3								
	16	Math walk-throughs (fluency and launch - focus) - use the coaching tool as data is collected to determine next stps Zone level	1/11/24	Principal	Specialist					
	17	Module/Topic/Lesson Internalization								
	18	District Math Walkthroughs	Jan							
	19	District Math Walkthroughs	Mar							
	20	EM2 PD - District Level	1/2/23							
	21	Q4								
	22									
	23									
	24									
	25									
	26									
	27									
	28									
	29									
	30									
	3 Year Timeline for Implementation, Review & Revision for Strategy 1									
	Year 2									
	Year 3									

Action Planning			Logistics				Short-Term Monitoring		
SIP Strategy	Progress	Specific, Actionable Steps toward Achieving S-SIP Strategy [17]	Target Date:	Person(s) Responsible: [18]			Are we doing it?	Notes	
#3	<div></div>	What actions will we take to fully implement our strategy?	Due Date: [19]	Who is responsible for (and/or working on each action?)			Are we doing what we said we were going to do? [20]	Does the data indicate effectiveness? What adjustments need to be made?	
Create a climate of high expectations and restorative culture through teacher mindsets/practices, SEL Curriculum	Q1								
	1	Co-regulation PD (teacher work days)	8/4/23	AP				4. Action has been completed	
	2	Classroom Behavior Matrix and Behavior Plan PD	8/17/23	AP				4. Action has been completed	
	3	High expectations PD	Ongoing	Principal	Lead Coach			2. Implementation is in progress	
	4	SEL Curriculum Walkthroughs BOY	8/25/23	Leadership Team	Lead Teacher			3. Implementation is ongoing with fidelity	Need technical assistance on back end.
	5	Behavior Matrix PD & Learning/Feedback walks	Ongoing	AP				2. Implementation is in progress	need round 2
	6	New teacher PD (verbal/nonverbal communication, attuning)	9/13/23	Lead Coach				3. Implementation is ongoing with fidelity	
	7	Differentiated Gain Instructional Practice Coaching (resetting classrooms)	Ongoing	AP	Lead Coach			3. Implementation is ongoing with fidelity	
	8	Use MTSS structure to devise and progress monitor small group for students SR development	ongoing	AP				2. Implementation is in progress	
	9	Create and progress monitor scheduled breaks for students who have reoccurring needs	ongoing	AP	Behavior Team			3. Implementation is ongoing with fidelity	
				Specialist					
	Q2								
		SEL Curriculum Walkthroughs Q2	11/27-12/1	AP				1. Action has not been started	
		Differentiated SEL curriculum component coaching (from walkthroughs)		AP				1. Action has not been started	will occur in Q3
		Intro to Restorative Practice & How we accomplish our "Why" (intro 2x10) PD & teacher action item		AP				1. Action has not been started	
		Use MTSS structure to devise and progress monitor small group for students SR development		AP				2. Implementation is in progress	
		Create and progress monitor scheduled breaks for students who have reoccurring needs		AP				3. Implementation is ongoing with fidelity	
		Differentiated Gain Instructional Practice Coaching		AP				2. Implementation is in progress	
		High Expectations PD Part 2	11/2/2023	Principal	Lead Coach			4. Action has been completed	
	Q3								
		SEL Curriculum Walkthroughs Q3							

SEL Curriculum implementation, and MTSS structures.	Differentiated SEL curriculum component coaching (from walkthroughs & Student Survey Data - Connections & Mini Lessons)							
	RP 2x10 review & check-in, Intro peer to peer restoration PD & teacher action item							
	Use MTSS structure to devise scheduled breaks in SRR (ensure breaks are run in a way that maximizes development of self-reg as well as refuels)							
	Use MTSS structure to devise and progress monitor small group for students SR development							
	Differentiated Gain Instructional Practice Coaching							
	Intro to Restorative Practice & How we accomplish our "Why" (intro 2x10) PD & teacher action item	1/11/24						
	Q4							
	RP Review of past concepts & restorative classroom circles PD & teacher action item							
	3 Year Timeline for Implementation, Review & Revision for Strategy 1							
	Year 2							
	Year 3							

Schoolwide Planner (Required for All Schools)

1. Vision

1a. District Vision:	<i>Empowering our students to thrive in life.</i>
1b. School Vision:	<i>Students and teachers at Evans School will thrive in a caring, respectful, safe, encouraging environment where everyone demonstrates success and development of their unique strengths and abilities in preparation for their future goals and aspirations.</i>

2. Mission

2a. District Mission:	<i>Preparing every student to excel in our global society through world-class learning experiences.</i>
2b. School Mission:	<i>Our mission is to provide each student with a well-balanced, innovative, and rigorous education through a model of continuous collaboration and goal setting. At Evans School, we use research-based best practices and instructional strategies to support individual student growth. We will achieve this by being responsive to the unique, individual needs of each student.</i>

Subgroup Focus (CSI/TSI):

3. Why is this our current reality?

3a. Root Findings: [21]	3b. Data Sources: [22]
1. Transient staff continues to impact student outcomes (12 new certified teachers; 3 non certified teachers; new counselor; new social worker; 2 new GSS)	1. PLC Composition: * 6 out of 9 PLC teams are newly formed * 19 new staff members
2. Academic outcomes are not where they should be. Too much time in remediation. Teachers filling gaps with lower level instruction, creating wider gaps. Spend a lot of time in foundational skills where kids are instead of where they need to be. ALL Block - teachers express there is not enough time to get into it with all the other things. FLEX time not being utilized to meet student needs. Too much time addressing behaviors instead of starting instruction. (Management and pacing)	2. IREAD Cumulative Pass %. 64.7% 3. 2022-23 ILEARN ELA Pass Rate (3-6) 13.8% 4. 2022-23 ILEARN Math Pass Rate 12.6% 5. Percent of Students at or above National NORM RIT (NWEA) - Spring '23 Math Whole School 23.0% K=26.7%, 1=33.8%, 2=18.5%, 3=22.0%, 4=24.1%, 5=12.3%, 6=21.7% ELA Whole School 20.3% K=17.6%, 1=10.7%, 2=21.5%, 3=20.3%, 4=27.6%, 5=18.1%, 6=30.0%

4. What are we going to do about it?

4a. Strategy/Intervention #1:	4b. Strategy or Intervention #2:
Teachers will use classroom data (exit ticket, common formative) and a data analysis protocol to form small groups for remediation, enrichment, reteach.	Math implementation- Ensuring all students have access to rigorous content aligned with grade level standards. Ensuring curriculum is taught with fidelity and integrity.

5. How will we know if it's working?

5a. Monitoring Strategy/Intervention #1: [23]							5b. Monitoring Strategy/Intervention #2: [24]						
Metric Type:	Improvement	Metric used:	Skills Benchmark Assessment - Encoding (% on expected microphase)				Metric Type:	Implementation	Metric used:	District Math Observation Tool - by May, median range of math classrooms will be 1.5 on a 3.0 scale. (Strong Instruction Score)			
K-2 Data Set	Baseline	Benchmark #1 8/21-9/1	Benchmark #2 12/4-12/15	Benchmark #3 2/26-3/8	Benchmark #4 4/29-5/10	End of Year	Data Set	Baseline	Benchmark #1 August 30/31	Benchmark #2 November 7,8,9	Benchmark #3 Jan30, 31, Feb1	Benchmark #4 March 12, 13, 14	End of Year
Goal [25]	N/A	K: N/A 1st: N/A 2nd: N/A	K: 30% 1st: 30% 2nd: 25%	K: 40% 1st: 40% 2nd: 40%	K: 50% 1st: 50% 2nd: 50%		Goal [26]	N/A	1	1.1	1.3	1.4	1.5/3.0
Actual	N/A	K: N/A 1st: 17.2% (14/79) 2nd: 5.1% (4/73)	K: 1st: 2nd:	K: 1st: 2nd:	K: 1st: 2nd:		Actual	1	1	1.23			1.5
Metric Type:	Improvement	Metric used:	IREAD Benchmark Assessments										
3rd Data Set	Baseline	Benchmark #1 8/21-9/1	Benchmark #2 11/20-12/1	Benchmark #3 1/29-2/2	Benchmark #4 3/4-3/15	End of Year							
Goal [27]	22/23 EOY		20% (13/61)	40%(26/61)	60% (37/61)	60% (37/61)							
Actual	48.20%	5% (3/61)											

6. What is our target?


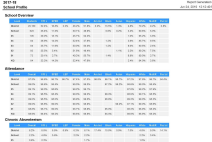

Data Set	Grade(s)	Actual (Previous Spr.)	Projected (NWEA Fall)	Projected (NWEA Wint.)	Projected (NWEA Spr.)	Actual (Current Spr.)	Goal (Current Spr.)	Goal (3-Year)	
Attendance Rate	K-12	90.14% (80929.5 /89782)				(/)			
ILEARN English Proficiency	3-8	13.77% (34/247)	14.84% (38/256)	(/)	(/)	(/)	30% 77/256		

ILEARN Math Proficiency	3-8	12.55% (31/247)	8.98% (23/256)	(/)	(/)	(/)	30% 77/256	
SAT Reading CCR	11 [28]	(/) [29]				(/)		
SAT Mathematics CCR	11 [30]	(/) [31]				(/)		
4-Year Grad Rate	12	(/)				(/)		

7. What is our ultimate goal?

7a. District Ultimate Goal:	Will this help us ensure every student at every grade level is on track to graduate ready for college or career?
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Other Resources

Report(s)	Previous SIP	School Profile	My School Survey				
							

<--- Act and Assess: PM/Checkpoints/IDOE Monitoring/Self-Assessments/OTS Support/PLCs --->							
EVSC CORE VALUES:	*High Expectations*	*Equity & Empathy*	*Accountability*	*Respect & Relationships*	*Trust*		

SIP Requirements

Curriculum and Interventions	EVSC curriculum and interventions align with Indiana Academic Standards. Primary resources: Reading/ELA: Open Up Resources (Science of Reading aligned) and Zaner Bloser HW (gr. 3), Math: Eureka Math Squared, Science: Mystery Science and Op Sci-Ed (gr. 6), Social Studies: Discovery Ed/EVSC Curriculum, Visual arts, music, health and physical education: EVSC Curriculum resources; Interventions: IXL, 95%, Just Words, Orton Gillingham Complete list of EVSC curriculum is available on the EVSC website under Academics.
Assessments (in addition to state assessments)	NWEA Computer Adaptive Assessment (Benchmark) is given to all K-10 students three times per year to identify students' instructional level and monitor student growth. PSAT (Benchmark) is administered to 8th and 9th grade students to align interventions and prepare for PSAT (gr. 10) and SAT. Achieve 3000 (Benchmark) is administered to grades 6-8 to identify instructional reading level and monitor growth. Students in grades K-2 are screened to determine tendencies of dyslexia (common formative) and students in K, 2, 4 and 7 are screened or assessed to determine eligibility for high ability services. Gr. 2 take early IREAD to determine need for support. Common formative and summative teacher or curriculum developed assessments aligned with Indiana Academic Standards are available within the EVSC curriculum.
Instructional Program	MTSS (Multi-tiered System of Support) model: Tier I: high expectations for academic achievement are made clear and supported with scaffolding and resources using a variety of instructional strategies to meet diverse needs of students. MTSS multi-faceted team considers student data to evaluate, monitor and identify most in need students who require support in mastering grade level content or students who demonstrate advanced levels of achievement. Tier II or III supports provide evidence-based strategies and the team monitor progress to adjust supports as needed. The MTSS team also considers factors that inhibit academic achievement including attendance and work to put strategies in place for individual student improvement.
Coordination of Technology	EVSC provides robust support for integration of technology into the instructional program with professional development and training for teachers and staff, and dedicated technology specialists who support staff and infrastructure.
Career Awareness and Development	EVSC counseling curriculum and services are based on the ASCA model and includes career-focused classroom lessons at all levels as well as a variety of integrated opportunities including career fairs, job site tours, career based clubs, guest speakers and a robust offering of CTE courses.
Safe and Disciplined Environment	GAIN (Growth in Academics through Neuroeducation) provides professional development for staff and GAIN Self-Reg curriculum to support students in the development of self-regulation and future-ready skills that lead to academic success, career readiness, and ability to contribute positively to their communities. The MTSS team work with students who need additional Tier II and Tier III support to be successful. School rules and attendance, discipline and bullying policies are accessible on the EVSC website.
Cultural Competency	Teachers utilize information from all students about their cultural heritages and incorporate this knowledge into classrooms in sensitive and useful ways that enhance learning for all students.
Attendance	EVSC Core Attendance Task Force works with schools to support schools to proactively improve attendance. The Truancy Roundtable works with community partners including the court system to put strategies in place to address chronic absenteeism. The school MTSS team address attendance as an obstacle to academic achievement and monitor data, determine need and strategies and monitor progress.
Parent and Family Engagement	District Family and Community Engagement (FACE) Team work with schools to support asset based two-way communication, cultivate trust and relationships, and support equity-focused family engagement with academic excellence for all students as the goal.
Secondary Schools	EVSC offers a wide variety of advanced placement, dual credit and advanced Career and Technical Education opportunities and students are encouraged through academic counseling services to seek advanced coursework. All course offerings are available on the EVSC website under Academics, Curriculum, HS course catalog.

Title I Schoolwide Additional Information		
	District	School
Schoolwide Reform Strategies Strategies to address the needs of all students Effective Timely Assistance	EVSC implements an MTSS model of support. All students receive Tier I core instruction with robust expectations with scaffolding and resources to support academic achievement. There is a clear, data driven process for Tier II and Tier III identification (K-8), and evidence based reading and math intervention support based on need. All primary grade teachers (K-2) are trained in LETRS, a scientifically based approach to reading instruction. GAIN (Growth in Academics through Neuroeducation) provides regular professional development and technical assistance for staff. Tier I GAIN Self-Regulation curriculum supports students in development of skills leading to academic success. GAIN Support Specialists work with school teams to utilize data to identify students who need additional supports and develop plans for evidence-based Tier II and III supports. Each school with elementary grades has at least one teacher being trained in Science of Reading certification through Mount St. Joseph University.	Students receive targeted interventions 5 days a week based on their areas of need for both reading and math. Reading interventions take place in grades K-6. These decisions are based on NWEA testing and teacher knowledge of students. In addition, there is a tiered support to behavior interventions as well. Tier 1 supports are provided by the GAIN interventionist and GAIN coach. Students receive GAIN curriculum embedded through their morning meetings. The GAIN team meets bi-weekly to discuss Tier II and Tier III students and develop plans to provide additional supports for the students. The Self-Reg room is also used as an identified need for Tier II and Tier III students. These students have assigned times throughout the day to meet with a GAIN Interventionist where they learn self-reg strategies.
Assessment (SW model of teacher inclusion in decision model)	EVSC implements Professional Learning Communities and teachers have embedded, protected time during the day to meet. Teacher teams regularly review student data (individual, class and grade) to plan for and adjust instruction to move all students to mastery of standards. PLCs determine need for remediation or enrichment or refer students to the MTSS team for additional support.	Evans implements Professional Learning Communities and teachers have embedded, protected time during the day to meet. Teacher teams regularly review student data (individual, class and grade) to plan for and adjust instruction to move all students to mastery of standards. PLCs determine need for remediation or enrichment or refer students to the MTSS team for additional support.
Transition (Pre-K and Middle/HS) (Assist Preschool children in transition to elementary school, students to MS/HS)	For any students attending EVSC pre-K programs, Kindergarten teachers will have access to GOLD assessment reports for individual children. The Director of Early Learning Initiatives regularly collaborates with appropriate Headstart leadership to encourage on-going transition of students from Headstart to Kindergarten. Parent information and support is readily available for parents of students entering Kindergarten through multiple sources including district website, social media, schools and community agencies. Schools host family nights for new students transitioning to the school. School attendance district feeder schools plan and coordinate activities to support successful transition to middle and high school.	We offer a Kdg Roundup and provide individual tours upon request. Our 6th grade students are invited to a teambuilding day at the junior high before school begins. Data is shared across grade levels and buildings to help with transitions.
Increase Learning Time	EVSC provides a robust summer program for students in Title I schools that prioritizes most in need K-8 students. The summer program utilizes evidence based practices and provides reading and math curriculum with a STEM focus. EVSC provides a district Early Learning program for most in need students and prioritizes students who live in a Title I school elementary attendance district for enrollment. 21st Century schools provide additional after school learning opportunities for students.	Evans provides a robust summer program for students for our K-6 students. The summer program utilizes evidence based practices and provides reading and math curriculum with a STEM focus. Evans provides a district Early Learning K-Camp program for most in need students and prioritizes students who live in a Title I school elementary attendance district for enrollment. 21st Century schools provide additional after school learning opportunities for students.
Schoolwide Plan (District technical support, grant activities, monitoring, evaluation)	Chief Administrative Officials meet with building administrators and leadership team at least 2 times per month to monitor the SIP implementation and results, adjust action planning and short term monitoring based on data. The Superintendent and district executive leadership team meet two times per year with school administrative teams to review data, SIP goals, strategies and action plans and to determine ways to support school level implementation of SIPs. The Director of Title I Support works with schools to ensure monitor Title I required grant activities.	SIP is a standing item on our Leadership Agenda. We meet monthly with our CAO and district support team to monitor progress. We review the action planner and make adjustments accordingly.
High quality, on-going Professional Development	EVSC implements a job embedded coaching model to support teachers in improving instruction and meeting the needs of all students. Teachers participate in PLCs and summer PD opportunities to learn new strategies, skills and curriculum. Chief Administrative Officers work directly with Title I principals to provide coaching and on-going professional development. Paraprofessionals receive training based on their specific role.	The Master Teachers meet with the District Data Coach to receive PD and materials for the staff. Information is delivered to staff in PLCs and/or Guided PLCs, faculty meetings. The Master teachers provide an additional layer of teacher support in PLCs and throughout the day.
Recruitment and Retention (Recruitment and retention of effective teachers - high needs subjects)	EVSC Executive Director of Human Resources and the Assist. Superintendent of Talent collaborate with higher education partners to recruit HQ staff to Title I schools. HR prioritizes offers for early contracts to new hires in Title I schools and hires Flex teachers to work in Title I schools prior to placement. Teachers in Title I schools receive additional compensation based on teaching in a high needs school. Human Resources staff work directly with certified staff holding emergency licensure to expedite transition to HQ and monitor non-HQ teachers in Title I schools yearly. Paraprofessionals meet the current requirements for Title I.	
SWP Development (SWP is developed with involvement of parents and other community members)	Schools survey families and community partners yearly to gather input for SIP/Title I strategies. In addition, EVSC surveys families yearly (My School Survey) and results are provided to schools. Schools work with School Community Councils, parent organizations and families to collect input for the SWP.	Parents are given the opportunity to provide input via email/phone calls, or family engagement events. Stakeholders are given the opportunity to provide input during Site Council meetings.
Access to SIP (Available to families, staff, community)	A PDF of the school SIP is posted on the school website for access to parents and the public in the fall after submission to IDOE. The SIP document is a living google doc and staff have access or can be easily supplied access if needed.	A PDF of the school SIP is posted on the school website for access and parent hub. The SIP document is a living google doc and staff have access or can be easily supplied access if needed. It is also posted in the front foyer.

Waivers, Provisions, and Assurances

- ☒ No statutes and rules will be suspended from operation from this school.
- ☒ Curriculum and information regarding the location of a copy of the curriculum is available for members of the public.
- ☒ Assessments besides state assessments are used at this school.
- ☒ Plan to be submitted to the governing body and made available to all interested members of the public and in an easily understood format.
- ☒ Provisions are in place to maintain a safe and disciplined learning environment for students and teachers.
- ☒ Provisions are in place for the coordination of technology initiatives.
- ☒ A professional development program exists pursuant to IC 20-19-2-11 and IC 20-20-31.
- ☒ The plan complies with the board's core principles for professional development.
- ☒ Exclusive Representative supports the professional development component of this plan.
- ☒ Provisions are in place to maximize parental participating in the school.

Principal Signature of Assurance

Date

[1] How much do you expect your short-term baseline do grow by the end of your first designated improvement planning cycle? Think in shorter intervals of time than "by the end of the year."

It may make sense for your school to align your cycles to when you will have benchmark data.

Example:

4.1 of 5 by 10/22/2014 - Presenting Instructional Content Indicator (School Walkthroughs)

[2] How much do you expect your short-term baseline do grow by the end of your first designated improvement planning cycle? Think in shorter intervals of time than "by the end of the year."

It may make sense for your school to align your cycles to when you will have benchmark data.

Example:

4.1 of 5 by 10/22/2014 - Presenting Instructional Content Indicator (School Walkthroughs)

[3] How much do you expect your short-term baseline do grow by the end of your first designated improvement planning cycle? Think in shorter intervals of time than "by the end of the year."

It may make sense for your school to align your cycles to when you will have benchmark data.

Example:

4.1 of 5 by 10/22/2014 - Presenting Instructional Content Indicator (School Walkthroughs)

[4] How much do you expect your short-term baseline do grow by the end of your first designated improvement planning cycle? Think in shorter intervals of time than "by the end of the year."

It may make sense for your school to align your cycles to when you will have benchmark data.

Example:

4.1 of 5 by 10/22/2014 - Presenting Instructional Content Indicator (School Walkthroughs)

[5] How much do you expect your short-term baseline do grow by the end of your first designated improvement planning cycle? Think in shorter intervals of time than "by the end of the year."

It may make sense for your school to align your cycles to when you will have benchmark data.

Example:

4.1 of 5 by 10/22/2014 - Presenting Instructional Content Indicator (School Walkthroughs)

[6] How much do you expect your short-term baseline do grow by the end of your first designated improvement planning cycle? Think in shorter

intervals of time than "by the end of the year."

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Example:

4.1 of 5 by 10/22/2014 - Presenting Instructional Content Indicator (School Walkthroughs)

[7] How much do you expect your short-term baseline do grow by the end of your first designated improvement planning cycle? Think in shorter intervals of time than "by the end of the year."

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Example:

4.1 of 5 by 10/22/2014 - Presenting Instructional Content Indicator (School Walkthroughs)

[8] How much do you expect your short-term baseline do grow by the end of your first designated improvement planning cycle? Think in shorter intervals of time than "by the end of the year."

It may make sense for your school to align your cycles to when you will have benchmark data.

Example:

4.1 of 5 by 10/22/2014 - Presenting Instructional Content Indicator (School Walkthroughs)

[9] What will it take to operationalize your strategy? Backwards map here by your strategy into smaller, individual action steps.

[10] Use the pull down menu in each cell below (see down arrow) to select the appropriate names.

Names can be adjusted by going to "Data" and then "Validation."

You can adjust the list of names for your school.

[11] Easy access to calendar:

Double click in each cell
below to pull up and select from a calendar.

[12] Each team member designated as responsible/accountable for each action step:

Enter in a value between 1-4 complete per action reflecting if the action step has not been started, implementation is in progress, implementation is ongoing with fidelity, or is complete.

[13] What will it take to operationalize your strategy? Backwards map here by your strategy into smaller, individual action steps.

[14] Use the pull down menu in each cell below (see down arrow) to select the appropriate names.

Names can be adjusted by going to "Data" and then "Validation."

You can adjust the list of names for your school.

[15] Easy access to calendar:

Double click in each cell
below to pull up and select from a calendar.

[16] Each team member designated as responsible/accountable for each action step:

Enter in a value between 1-4 complete per action reflecting if the action step has not been started, implementation is in progress, implementation is ongoing with fidelity, or is complete.

[17] What will it take to operationalize your strategy? Backwards map here by your strategy into smaller, individual action steps.

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below to pull up and select from a calendar.

[20] Each team member designated as responsible/accountable for each action step:

Enter in a value between 1-4 complete per action reflecting if the action step has not been started, implementation is in progress, implementation is ongoing with fidelity, or is complete.

[21] Highlight the root cause findings on the "Self-Assessment" tab, and use the space below to explain your rationale.

[22] Checkpoint metrics should align to these data sources to allow for frequent progress monitoring.

[23] What will we look during in consistent, short-term cycles to know our strategy is working?

Reflection: Be sure to consider alignment and intentionality.

Is the determined metric aligned to the baseline, root findings, strategy, goal, and ultimate outcome?

Is it realistic?

Do you need any support from district office to align systems necessary to ensure this measure is continuously easy to access on short cycles?

[24] What will we look during in consistent, short-term cycles to know our strategy is working?

Reflection: Be sure to consider alignment and intentionality.

Is the determined metric aligned to the baseline, root findings, strategy, goal, and ultimate outcome?

Is it realistic?

Do you need any support from district office to align systems necessary to ensure this measure is continuously easy to access on short cycles?

[25] How much do you expect your short-term baseline do grow by the end of your first designated improvement planning cycle? Think in shorter intervals of time than "by the end of the year."

It may make sense for your school to align your cycles to when you will have benchmark data.

Example:

4.1 of 5 by 10/22/2014 - Presenting Instructional Content Indicator (School Walkthroughs)

[26] How much do you expect your short-term baseline do grow by the end of your first designated improvement planning cycle? Think in shorter intervals of time than "by the end of the year."

It may make sense for your school to align your cycles to when you will have benchmark data.

Example:

4.1 of 5 by 10/22/2014 - Presenting Instructional Content Indicator (School Walkthroughs)

[27] How much do you expect your short-term baseline do grow by the end of your first designated improvement planning cycle? Think in shorter intervals of time than "by the end of the year."

It may make sense for your school to align your cycles to when you will have benchmark data.

Example:

4.1 of 5 by 10/22/2014 - Presenting Instructional Content Indicator (School Walkthroughs)

[28] Juniors - 2023-2024 Cohort

[29] Previous Year NWEA (Spring) Projected Proficiency for SAT

[30] Juniors - 2023-2024 Cohort

[31] Previous Year NWEA (Spring) Projected Proficiency for SAT