

## School Improvement Plan (SIP) Evans Elementary School

<p><b>Planning Tools</b></p>	<p>SIP Schoolwide Strategic Planner (Comprehensive Support/Targeted Support: PAI 1 and 2)</p> <p>Root Cause Tools</p>	<p><b>Schoolwide Strategic Planner</b></p> <p><b>Self-Assessment Rubric (Buckets Tool)</b></p>	<p><b>Curriculum &amp; Location</b></p>	<p>EVSC uses a research-based instructional design system to create and implement each grade level's curriculum based on Indiana College and Career Readiness Standards. Curriculum is regularly evaluated and modified if needed to ensure effectiveness and that it addresses the learning needs of all students. Curriculum is housed in Google Drive where all faculty may access multiple resources.</p> <p>Curriculum guides for high schools are available on their websites. These guides include information on the course offerings as well as diploma requirements. High school courses are reviewed yearly and there is a process for adding new courses. EVSC is intentional in ensuring a wide variety of courses to meet the needs of all students.</p>
<p><b>Management &amp; Monitoring Tools</b></p>	<p>Planning and Monitoring (Short-Term Cycles)</p> <p>Quarterly Progress Monitoring (Medium- &amp; Long-Term Goals)</p>	<p><b>Project Planner &amp; Monitoring</b></p> <p><b>Quarterly Progress Monitoring</b></p>	<p><b>Assessments</b></p>	<p>NWEA - Computer-Adaptive Assessment given to all K-10 students that identifies each student's instructional level and monitors student growth over the school year.</p> <p>Common Formative and Summative Assessments - Teacher created assessments aligned with Indiana Academic Standards for each unit of study on EVSC curriculum maps.</p>
<p><b>Optional Supporting Tools</b></p>	<p>Culture &amp; Climate 3rd Strategy (Required for Priority: PAI 3)</p> <p>Root Cause Tools</p>	<p><b>Schoolwide Strategic Planner</b></p> <p><b>SLOT Analysis</b></p>	<p><b>Social Emotional Learning / Cultural Competency</b></p>	<p>Teachers utilize information from all students about their cultural heritages and incorporate this knowledge into their classes in sensitive and useful ways that enhance learning for all students. Social-Emotional Learning Professional Development is conducted four times per year for the entire district.</p>
<p><b>SIP Input (stakeholder input)</b></p>	<p>Site Council Evans Faculty Parents</p>	<p><b>SIP Team Members</b></p>	<p>Jennifer Oberst- Master Teacher, Amanda Schreiber - Mentor Teacher, Kelsey Wright- District Support Specialist Lisa Carroll</p>	

## SIOT (Strengths, Improvements, Opportunities, and Threats)

**While using your previous SIP and relevant data (NWEA, IREAD-3, MySchool Survey, Gallup, Panorama, Big 5 Reports, SET, 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"> <li>- Principal and expanded leadership team to better support the school improvement efforts</li> <li>- Increased staff buy-in with school improvement strategies and implementation</li> <li>- Redevelopment of school leadership team to lead improvement efforts</li> <li>- Clear roles and responsibilities have been defined for leaders with regular check-ins for monitoring and accountability</li> <li>- Creation of systems to drive coaching supports for staff</li> <li>- Creation of intervention room for students in need of more intensive behavioral supports</li> <li>- Continuing to retain teachers since 2017 (from 12 to 2)</li> </ul>	<ul style="list-style-type: none"> <li>- Increase SEL fidelity through classroom products, processes and practices</li> <li>- Consistency of coaching support due to needs that come with lack of teacher experience</li> <li>- Utilization of resources to address student adverse childhood experiences that have become a barrier for learning</li> <li>- Tier 1 instruction lacks rigor, meeting students at their level, and closing the gap quickly</li> <li>- Consistent use of data and improvement systems that are leveraged to target individualized support of PLCs and teachers that are aligned to an instructional vision.</li> <li>- Utilize the PBIS/SEL teams to improve products, processes, and practices leading to decreased loss of instructional minutes</li> </ul>	<p><b>Strengths:</b>                      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><b>Improvements:</b>                      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"> <li>- Realignment of Professional Development Specialist and Master Teacher and the addition of two part-time mentor teachers for the 19-20 school year will lead to additional coaching capacity</li> <li>- Leadership Team participation in continued professional development in partnership with Mass Insight centered around the Vision for Teaching and Learning which was created by EVSC teachers</li> <li>- A partnership with Mass Insight Education will provide opportunities for the coaching and administrative staff to receive ongoing professional development aligned to the quality of coaching feedback to improve teacher implementation of professional development leading to academic gains for students</li> <li>- A revised school schedule to allow a block of time each morning that creates intentional time for Social Emotional Learning to occur</li> </ul>	<ul style="list-style-type: none"> <li>- Large percentage of students suffering from adverse childhood affect learning capacity</li> <li>- Capacity to offer extended professional development for teachers due to lack of built in teacher release time (calendar restraints) and/or lack of available substitute teachers.</li> <li>- Quantity of developmental needs due to high staff turnover in previous year</li> <li>- Students &amp; Staff will face many known and unknown ramifications from COVID in the 19/20 school year and in the future.</li> <li>- Teacher turnover</li> </ul>	<p><b>Opportunities:</b>                      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><b>Threats:</b>                      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.		
2.		
3.		

**Schoolwide Planner (Required for All Schools)**

**1. Vision**

1a. District Vision: Excellence in Student Achievement  
 1b. School Vision: 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.

**2. Mission**

2a. District Mission: Providing Outstanding Educational Opportunities Through Shared, Committed Responsibility  
 2b. School Mission: Our mission is to provide each student with a well-balanced, innovative, and rigorous education through a model of continuous collaboration, data reflection and professional growth to ensure that research-based, best practice instructional strategies support individual student growth. Evans staff will

**Subgroup or Improvement Focus:**

Bottom 25%     Top 75%     Other: FRL, Sped, White, Black, Multiracial

**3. Why is this our current reality?**

3a. Root Findings: [1]  
 1. Use of data protocols is limited to Math and not being used effectively to inform instruction.  
 2. Students and teachers do not possess the skills and strategies to self-regulate their behavior in stressful situations consistently.  
 3.  
 4.

3b. Data Sources: [2]  
 1. Finding is informed by the following documents: Student Data Discussion Form and Admin. Observation Form.  
 2. Panorama data indicated that 67% could successfully self manage their behavior.  
 3.  
 4.

**4. What are we going to do about it?**

4a. Strategy/Intervention #1: Teachers will expand the use of data protocols to English Language Arts (ELA) and use them to inform instruction in both ELA and Math.  
 4b. Strategy or Intervention #2: Through teacher and student development, more teachers and students will utilize their improved skills and strategies to better deal with stressful classroom situations.

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

5a. Monitoring Strategy/Intervention #1: Data Protocol [3]  
 5b. Monitoring Strategy/Intervention #2: Self-Reg. Strategies [4]

Metric Type:	Implementation	Metric used:	Student Data Discussion Form, Admin. observation form				Metric Type:	Improvement	Metric used:	ODR data: level call data (decrease in level 2s, increase in refueling)				End of Year
Data Set	Baseline	Benchmark #1	Benchmark #2	Benchmark #3	Benchmark #4	End of Year	Data Set	Baseline Total Year	Baseline (Q3)	Baseline Q1 Oct 23	Benchmark #1 Jan 15	Benchmark #2 April 2	Benchmark #3 May 28	Total ODRs: Level 2: Refueling Calls:
Goal [5]	N/A	25% implementation by teachers (6/24)	45% implementation by teachers (11/24)	65% implementation by teachers (16/24)	80% implementation by teachers (19/24)	100% implementation by teachers (24/24)	Goal [6]	N/A	N/A	N/A	Q2: ODRs: Level 2: Refueling Calls:	Q3: ODRs: Level 2: Refueling Calls:	Q4: ODRs: Level 2: Refueling Calls:	Total ODRs: Level 2: Refueling Calls:
Actual	N/A	724 teachers (K & 5th)					Actual	Total ODRs: 1345 Level 2: 1753 Refueling Calls: 491	Total ODRs: 529 Level 2: 582 Refueling Calls: 168	Q1 ODRs: 86 Level 2: 118 Refueling Calls: 139	Q2 ODRs: Level 2: Refueling Calls:	Q3 ODRs: Level 2: Refueling Calls:	Q4 ODRs: Level 2: Refueling Calls:	Total ODRs: Level 2: Refueling Calls:

**6. What is our target?**

Data Set	Baseline	Goal (EOY)	Stretch Goal (EOY)	Goal (3-Year)	Actual (EOY)	Subgroup Goal Setting		
Attendance Rate	96.74% (72196.5 / 74629.5)					Subgroups	Baseline	Goal (EOY)
ELA Performance [7]	18.64% (44/236)	30%	40%	66%		Black	ELA: 10 % Math: 17%	ELA: 25% Math: 30% [8]
ELA Growth						Multiracial	ELA: 27% Math: 24%	ELA: 38% Math: 45% [9]
Math Performance [10]	22.27% (53/238)	33%	42%	65%		White	ELA: 20% Math: 22%	ELA: 33% Math: 35% [11]
Math Growth						Special Ed	ELA: 4% Math: 7%	ELA: 15% Math: 15% [12]
Panorama Questions	(See note for Q) 3rd-5th = 39% 6th = 39% [13]	3rd-5th = 45% 6th = 45%	3rd-5th = 50% 6th = 50%	3rd-5th = 65% 6th = 65%		FRL	ELA: 19% Math: 21%	ELA: 35% Math: 40% [14]
	(See note for Q) 3rd-5th = 55% 6th = 53% [15]	3rd-5th = 61% 6th = 59%	3rd-5th = 66% 6th = 64%	3rd-5th = 81% 6th = 79%				
	(See note for Q) 3rd-5th = 55% 6th = 47% [16]	3rd-5th = 60% 6th = 52%	3rd-5th = 65% 6th = 58%	3rd-5th = 80% 6th = 72%				

**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?

**Other Resources**

Previous School Year Report(s)

[School Improvement Plan](#)

[School Profile](#)

[My School Survey](#)

[Gallup Poll](#)

← Act and Assess: PM/Checkpoints/DOE Monitoring/Self-Assessments/OTS Support/PLCs →

EVSC CORE VALUES: \*Students Come First\* \*Intentionality\* \*Responsibility\* \*Collaboration\* \*Great People Matter\*

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

**1. Vision**

1a. District Vision: *Excellence in Student Achievement*

1b. School Vision:

**2. Mission**

2a. District Mission: *Providing Outstanding Educational Opportunities Through Shared, Committed Responsibility*

2b. School Mission:

**Subgroup or Improvement Focus:**

Bottom 25%       Top 75%       Other:

**3. Why is this our current reality?**

<b>3a. Baseline</b>		<b>3c. Data Sources:</b>	
<b>3b. Root Findings:</b>			
1. Most teachers do not engage in conversations about cultural differences.		1.	
2. Panorama: "How often do teachers encourage students to learn about people from different cultural backgrounds?" (58%)		2.	
3. Panorama: "How often do students at your school have honest conversations about race?" (34%)		3.	
4. Panorama: "When there are major news events related to race, how often do adults at your school talk about them with students?" (39%)		4.	
5. Panorama: "How often do students at your school have honest conversations with each other about gender and sexuality?" (35%)			

**4. What are we going to do about it?**

<b>4a. Strategy/Intervention #1:</b>	<b>4b. Strategy or Intervention #2:</b>
All teachers promote cultural belonging and acceptance to improve relationships among peers and staff.	

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

5a. Monitoring Strategy/Intervention #3: Cultural Competency													
Metric Type:	Implementation	Metric used:	IDI assessment results and plans				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	Data Set	Baseline	Benchmark #1	Benchmark #2	Benchmark #3	Benchmark #4	End of Year
Goal [17]	N/A						Goal [18]	N/A					
Actual IDI Teacher Survey	TBD	Leadership team takes the IDI assessment and receives their results	Teachers take the IDI assessment and receive their results	Everyone develops an appropriate PDP	PD aligned to the plans								
Goal [19]	N/A	85% participation	85% participation	100% participation			Goal [20]	N/A					
Goal [21]	N/A						Goal [22]	N/A					

**6. What is our target?**

6a. School Smart Goal: 80% of teachers will engage in conversations about cultural differences on a regular basis

**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/DOE Monitoring/Self-Assessments/OTS Support/PLCs ---

EVSC CORE VALUES:      \*Students Come First\*      \*Intentionality\*      \*Responsibility\*      \*Collaboration\*      \*Great People Matter\*

Action Planning				Logistics				Short-Term Monitoring	
SIP Strategy	Progress	Specific, Actionable Steps toward Achieving S-SIP Strategy [23]	Target Date:	Person(s) Responsible: [24]				Are we doing it?	Notes
#1		What actions will we take to fully implement our strategy?	Due Date: [25]	Who is responsible for (and/or working on each action?)				Are we doing what we said we were going to do? [26]	Does the data indicate effectiveness? What adjustments need to be made?
Teachers will expand the use of data protocols to English Language Arts (ELA) and use them to inform instruction in both ELA and Math.	1	New teachers will be trained in the use of the data protocol and returning teachers will review and plan, including the checks for understanding requirements for the data protocol and standards mastery.	9/25/20	Master Teacher	Mentor Teacher			4. Action has been completed	
	2	Teachers will begin using the data protocol process with English Language Arts weekly while maintaining weekly use in Math as monitored by Professional Learning Community documentation meetings and reviews.	10/2/20	Master Teacher	Mentor Teacher			2. Implementation is in progress	Ongoing
	3	Planning teams will utilize protocol results to make adjustments to their instructional plans during their weekly professional learning community meetings.	10/2/20	Master Teacher	Mentor Teacher			2. Implementation is in progress	Ongoing
	4	Teachers will receive personalized coaching for help with implementation and guidance	12/5/20	Master Teacher	Mentor Teacher				Ongoing
	5	Teachers will intentionally use their Guided PLC time to effectively monitor student progress and make instructional decisions based on data.	12/5/20	Master Teacher	Mentor Teacher				Ongoing
	6	Benchmark #1	2020-10-30					4. Action has been completed	
	7	Benchmark #2	2020-12-11						
	8	Benchmark #3	2/12/21						
	9	Benchmark #4	4/23/21						
	10	EYO Benchmark	5/14/2021						
<b>3 Year Timeline for Implementation, Review &amp; Revision for Strategy 1</b>									
Year 2									
Year 3									
Action Planning				Logistics				Short-Term Monitoring	
SIP Strategy	Progress	Specific, Actionable Steps toward Achieving S-SIP Strategy [27]	Target Date:	Person(s) Responsible: [28]				Are we doing it?	Notes
#2		What actions will we take to fully implement our strategy?	Due Date: [29]	Who is responsible for (and/or working on each action?)				Are we doing what we said we were going to do? [30]	Does the data indicate effectiveness? What adjustments need to be made?
Through teacher and student development, more teachers and students will utilize their improved skills and strategies to better deal with stressful classroom situations.	1	GAIN team will provide additional wrap around services for students in need, including goal setting and documentation.	8/10/2020	Principal	PDS	Master Teacher	GAIN Team	3. Implementation is ongoing with fidelity	
	2	Identify students level of self-regulation; track progression of skills throughout the year (0-5)	9/23/2020	GAIN Team	Teachers			4. Action has been completed	Complete BOY - MOY - EOY
	3	SEL RJ Groups: Teachers will identify students that would benefit from a SEL intervention and will provide Tier 2/3 interventions.	9/23/2020	GAIN Team	Teachers			3. Implementation is ongoing with fidelity	
	4	Identified teachers will receive personalized coaching to assist them with skill development.	9/28/2020	Master Teacher	Mentor Teacher			2. Implementation is in progress	
	5	Benchmark #1 (Q1 ODRs, Level 2 Calls, Refueling Calls)	10/23/2020	PDS	Strategist			4. Action has been completed	
	6	GAIN team will review Panorama data (fall, winter, spring)	11/13/2020	GAIN Team				2. Implementation is in progress	3-6 window closes 10/16 K-2 window closes 11/6
	7	Teachers will review classroom/individual students' Panorama data to determine action plans	11/19/20	Master Teacher	Teachers				
	8	Benchmark #2 (Q2 ODRs, Level 2 Calls, Refueling Calls)	1/15/2021	PDS	Strategist				
	9	Benchmark #3 (Q3 ODRs, Level 2 Calls, Refueling Calls)	4/2/2021	PDS	Strategist				
	10	Benchmark #4 (Q4 ODRs, Level 2 Calls, Refueling Calls)	5/28/2021	PDS	Strategist				
	11	Teachers will be trained with multiple resources that improve their capacities to react to stressful situations (i.e. SEL strategies, behavior strategies TLAC, etc.) - Tier 1	TBD	Leadership Team					Resources?
	12	Students will be trained with multiple resources that improve their capacities to react to stressful situations.	TBD	Leadership Team					Resources?
	13								
	14								
<b>3 Year Timeline for Implementation, Review &amp; Revision for Strategy 1</b>									
Year 2									
Year 3									
Action Planning				Logistics				Short-Term Monitoring	
SIP Strategy	Progress	Specific, Actionable Steps toward Achieving S-SIP Strategy [31]	Target Date:	Person(s) Responsible: [32]				Are we doing it?	Notes
#3		What actions will we take to fully implement our strategy?	Due Date: [33]	Who is responsible for (and/or working on each action?)				Are we doing what we said we were going to do? [34]	Does the data indicate effectiveness? What adjustments need to be made?
All teachers promote cultural belonging and acceptance to improve relationships among peers and staff.	1	Teachers will be introduced to the Let's Talk Curriculum	10/31/20	Master Teacher				4. Action has been completed	
	2	SEL materials that contain pertinent lessons will be shared with students	2021-01-15	Master Teacher					
	2	Leadership team will participate in the IDI inventory that will result in an individual plan for them to follow	12/31/20	DSS	Principal				
	3	Teachers will participate in the IDI inventory that will result in an individual plan for them to follow	3/1/21	DSS	Principal				Ongoing
	4	Teachers engage in conversations with students and students with their peers	1/4/21						
	5	Staff will utilize an accountability partner to keep them on track with their individual IDI plan	8/16/21	Leadership Team					
	6	Staff will self-monitor the individual IDI plans	9/28/21	PDS	Leadership Team				Ongoing
	7								
	8								
	9								
	10								
	11								
12									
<b>3 Year Timeline for Implementation, Review &amp; Revision for Strategy 1</b>									
Year 2									
Year 3									



## Title I Schoolwide Planning Comprehensive Needs Assessment

### DATA COLLECTION/ANALYSIS

<b>Tiered Model of Support (RTI)</b> (SW tiered model to address problem behavior and early intervention)	<b>District:</b> EVSC implements an RTI model (MTSS) of support for students including instruction, PBIS and social emotional learning. All students have support for Tier I core instruction, a clear, data driven process for Tier II and Tier III identification (K-8), and reading and math intervention support based on need. All schools implement PBIS with culturally responsive best practices. Schools utilize data to identify students who need additional supports and Social Emotional Learning Specialists/coaches are assigned to support students who require Tier II and Tier III supports. In addition, during the 2019-20 school year, K-5 students will have Tier I SEL curriculum that is research based. All staff participate in SEL professional development. During the 19-20 school year, all Kindergarten staff will be trained on LETRS, a scientifically based approach to reading instruction.
	<b>School:</b> 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 1-6 and kindergarten is added the second semester. Students in grades 2-6 receive math interventions. 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 SEL interventionist and PBIS/SEL coach. Students receive SEL curriculum embedded through their morning meetings. The SEL 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 SEL Interventionist where they learn self-reg strategies.

### PROFESSIONAL PRACTICE

<b>Transition (Pre-K and Middle/HS)</b> (Assisted Preschool children in transition to elementary school, students to MS/HS)	<b>District:</b> For any students attending EVSC pre-K programs, Kindergarten teachers will have access to GOLD assessment reports for individual children. The Focus 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.
	<b>School:</b> We offer a Kdg Roundup and provide individual tours upon request. Our 6th grade students are invited to a teambuilding day before school begins. Data is shared across grade levels and buildings to help with transitions.

### PERSONNEL POLICY AND PROCEDURE

<b>Data coaches / PLCs</b> (PD opportunities to staff to improve instruction using assessment data)	<b>District:</b> Each Title I school has an assigned data coach who supports data curation, data presentation and analysis, freeing teachers from these tasks. Data coaches work to build data fluency and skill in using data to inform instruction in teachers. Teachers have embedded, protected time during the day to meet regularly in Professional Learning Communities. A primary objective of the PLCs is to review assessment data and plan for and adjust instruction to move all students to mastery of CCR standards.
	<b>School:</b> The PDS and Master Teacher 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 mentor teacher provide an additional layer of teacher support in PLCs and throughout the day.
<b>Recruitment and Retention</b> (Aided in recruitment and retention of effective teachers - high needs subjects)	<b>District:</b> HR department and Office of Academic Affairs host a minimum of 2 recruitment events yearly to provide the opportunity for building administrators to screen potential candidates. Teachers in priority status schools (includes all Title I schools) receive additional compensation based on teaching in a high needs school.
	<b>School:</b>
<b>SW plan monitored and revisited</b> (DSS and Leadership team, Performance management)	<b>District:</b> Focusors of School Support 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.
	<b>School:</b>

### FAMILY AND COMMUNITY ENGAGEMENT

<b>SWP Development</b> (SWP is developed with involvement of parents and other community members)	<b>School:</b> 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.
<b>Availability</b> (Available to LEA, parents and the public)	<b>District:</b> 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 district staff have access or can be easily supplied access if needed.
	<b>School:</b>
<b>Activities</b> (Activities that have shown to be effective at increasing family and community engagement in the school, including family literacy programs)	<b>District:</b> District-wide Parent Engagement: Through a series of open meetings and communications, parents across the district will have an opportunity to increase their literacy around EVSC school and district initiatives, including, but not limited to, use of data to improve student outcomes, enrichment and special programming, and brain development and social emotional learning. The EVSC Parent Advisory team will work with district leadership to inform decisions around programming and communications. At the school level, staff will conduct welcoming environment assessments and use the information to strengthen their school climates and build relationships with parents. Schools will also intentionally work to increase enrollment and use of the EVSC parent portal.
	<b>School:</b> Parents will be given opportunities to provide feedback throughout the year. In January an IREAD parent meeting is held to provide data and resources. During Family Night will have a Literacy/Math focus. Parents will be provided resources to help students. They will also be given information for EDease access.

### PLANNING TEAM

<b>Stakeholder Input</b> (Parents, teachers, admin community)	<b>School:</b> Parents will be given a survey to complete. This will be sent via email and available at EOY school events. The school PLC Leaders team will provide input. Quarterly meetings/check ins lead by administration and teacher leaders provide building level support and decision making.
<b>Public access</b>	<b>District:</b> A PDF of the school SIP is posted on the school website in the fall after submission to IDOE for access to parents and the public. The SIP document is a living google doc and district staff have access or can be easily supplied access if needed.
	<b>School:</b> Parents and community members have access to SIP information through PTA, Site Council, and family events.

### COORDINATION

<b>Coordination of Programs</b> (Developed in coordination with other programs, services and resources)	<b>District:</b> SIPs are developed in coordination with the district Continuous Improvement Plan as an overarching document which coordinates across multiple programs, including social emotional supports. Focusors of School Support access other programs and services as needed to support individual school needs.
	<b>School:</b> The school works closely with district support personnel and community partners to provide wraparound supports for our students. This includes the Youth First Social Worker, Southwest Behavioral Health, AARP, and YMCA.
<b>Addressing High-Risk Needs</b> (Mental health, instructional support/mentoring, non academic skill improvement)	<b>District:</b> EVSC implements an RTI model (MTSS) of support for students including instruction, PBIS and social emotional learning. All students have support for Tier I core instruction, a clear, data driven process for Tier II and Tier III identification (K-8), and reading and math intervention support based on need. All schools implement PBIS with culturally responsive best practices. Schools utilize data to identify students who need additional supports and Social Emotional Learning Specialists/coaches are assigned to support students who require Tier II and Tier III supports. In addition, during the 2019-20 school year, K-5 students will have Tier I SEL curriculum that is research based. All staff participate in SEL professional development. During the 19-20 school year, all Kindergarten staff will be trained on LETRS, a scientifically based approach to reading instruction.
	<b>School:</b> Tier 1 supports are provided by the SEL interventionist and PBIS/SEL coach. Students receive SEL curriculum embedded through their morning meetings. The SEL team meets bi-weekly to discuss Tier II and Tier III students and develop plans to provide additional supports for the students, i.e. check-ins, break passes, behavior tracking sheets, time in the Self-Reg room, etc. All teachers were provided with sensory boxes filled with sensory materials for students to utilize as a calm down strategy. Classrooms have calm down areas in their rooms. Tier 2 and 3 students are participating in SEL interventions 2-3 times a week. Related Arts teachers have a system for morning check ins for Tier 1 and Tier 2 students.
<b>Coordination of Funds</b> (Describe how Title I funds will be coordinated with local,state and federal programs)	<b>District:</b> The Deputy Superintendent of Teaching and Learning coordinates use of funds based on the Continuous Improvement Plan needs assessment priorities, school based needs assessments and input from Focusors of School Support. Title II funds are utilized to offer district coaching support and leadership development to address needs of Title I schools. Title IV funds are utilized to offer additional supports for social emotional learning for most in need Title I schools.

[Evans HQ Staff Roster Link](#)

### Title I Funded Positions and SIP Alignment

Title	FTE	Description and Alignment	Strategy 1	Strategy 2
Master Teacher	1	Work with grades K-6 to provide job-embedded PD. Will coach teachers through modeling, co-teaching, and direct support. Will work with the Mentor Coaches and support them with their work with teachers and their implementation of the Vision for Teaching and Learning with a focus on students doing the thinking. The Master Teachers assists the SEL Interventionist with SEL data.	x	x
PD Specialist	1	The PDS will provide job-embedded professional development as well as continue the implementation of Professional Learning Communities. The PDS will supervise the coaching model to improve the quality of core instruction. The PDS oversees all of the RTI data, schedules, and meetings.	x	
Mentor Teacher	1	Work under the Master Teacher. Will work with grades K-6 to provide job-embedded PD and coach teachers through modeling, co-teaching, and direct support. Will focus on the implementation of Vision for Teaching for Learning with a focus on students doing the thinking. SEL wide implementation building relationships.	x	x
Instructionalist	1	Deliver instruction to accelerate achievement and address achievement gaps including small groups, supplemental instructional support, social emotional learning, differentiated and intensive instruction (RTI support).	x	x
Para Professional	1	Support student learning by pushing into classrooms to work with students, or pulling small instructional groups for additional support working in close, frequent proximity and under the direct supervision of a certified teacher	x	
Para Professional	1	Support student learning by pushing into classrooms to work with students, or pulling small instructional groups for additional support working in close, frequent proximity and under the direct supervision of a certified teacher	x	
SEL Interventionist	1	Social Emotional Learning Interventionist supports teachers by working with student behaviors. Works collaboratively with individual students, their teachers, and families to develop a plan for success and strengthen relationships. Monitors students behaviors and represents students and families during weekly student support team meetings. Will work in close frequent proximity under the direction and supervision of a the Master Teacher. The SEL interventionist will oversee SEL data.		x



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

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

[3] 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?

[4] 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?

[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."

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)

[7] ILEARN Projected Proficiency Rate from Previous Winter NWEA

[8] Insert Goal Here

[9] Insert Goal Here

[10] ILEARN Projected Proficiency Rate from Previous Winter NWEA

[11] Insert Goal Here

[12] Insert Goal Here

[13] During the past 30 days...How often did you remain calm, even when someone was bothering you or saying bad things?

[14] Insert Goal Here

[15] During the past 30 days...How often did you keep your temper under control/in check?

[16] During the past 30 days...How clearly were you able to describe your feelings?

[17] 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)

[18] 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)

[19] 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)

[20] 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)

[21] 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)

[22] 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)

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

[24] 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.

[25] Easy access to calendar:

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

[26] 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.

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

[28] 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.

[29] Easy access to calendar:

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

[30] 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.

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

[32] 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.

[33] Easy access to calendar:

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

[34] 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.