

School Improvement Plan (SIP)

Evans School

<p>Planning Tools</p>	<p>SIP Schoolwide Strategic Planner (Comprehensive Support/Targeted Support: PAI 1 and 2)</p> <p>Root Cause Tools</p>	<p>Schoolwide Strategic Planner</p> <p>Self-Assessment Rubric (Buckets Tool)</p>	<p>Curriculum & Location</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>Management & Monitoring Tools</p>	<p>Planning and Monitoring (Short-Term Cycles)</p> <p>Quarterly Progress Monitoring (Medium- & Long-Term Goals)</p>	<p>Project Planner & Monitoring</p> <p>Quarterly Progress Monitoring</p>	<p>Assessments</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>Optional Supporting Tools</p>	<p>Culture & Climate 3rd Strategy (Required for Priority: PAI 3)</p> <p>Root Cause Tools</p>	<p>Schoolwide Strategic Planner</p> <p>SLOT Analysis</p>	<p>Social Emotional Learning/Cultural Competency</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>SIP Input (stakeholder input)</p>	<p>Site Council Parents Staff</p>		<p>SIP Team (List team members)</p>	<p>Toni Hamilton, Kristal Dellay, Jenny Oberst, Christy Sapp, Amanda Schreiber, Kelsey Wright, Angela Greenwell, Jennifer DeWig</p>



EVSC SIOT 2018-2019

Instructions: SIOT Activity (Strengths, Improvements, Opportunities, and Threats)
Using your 17-18 SIP and relevant data (NWEA, IREAD, MySchool Survey, Gallup, Panorama, Big 5 Reports, SET, etc)
List school's primary strengths and areas of improvement from SY 17-18 - forces or barriers working for or against the School Improvement Plan implementation (SIP).
List school's key opportunities and threats from SY 17-18 - political, economic, social, technological, demographic or legal trends that are or may impact school's ability to achieve SIP implementation.
After completing the SIOT analysis, what are the highest leverage school improvement strategies for SY 18-19? Are there any opportunities we can take advantage of because of a strength? Are there any threats compounded by a weakness?

SY 2017-18 SIOT Analysis		Questions for Reflection
Strengths	Areas of Improvement	
<ul style="list-style-type: none"> - New principal and expanded leadership team to better support the school improvement efforts - Increased staff buy-in with school improvement strategies and implementation - Redevelopment of school leadership team to lead improvement efforts - Clear roles and responsibilities have been defined for leaders with regular check-ins for monitoring and accountability - Creation of systems to drive coaching supports for staff - Creation of intervention room for students in need of more intensive behavioral supports - Teacher retention improved from 12 new teachers in 17-18 to 2 for 18-19 	<ul style="list-style-type: none"> - Increase PBIS fidelity through classroom products, processes and practices - Consistency of coaching support due to the number of new teachers and needs that come with lack of experience - Utilization of resources to address student adverse childhood experiences that have become a barrier for learning - Tier 1 instruction lacks rigor and is teacher-centered - 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. 	<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	
<ul style="list-style-type: none"> - Realignment of coach to master teacher and an addition of two part-time mentor teachers for the 18-19 school year will lead to additional coaching capacity - Staff participation within summer professional development in partnership with Mass Insight centered around the Vision for Teaching and Learning which was created by EVSC teachers - 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 - A revised school schedule to decrease transitions for students and creates intentional time for Social Emotional Learning to occur - Utilize the PBIS/SEL teams to improve products, processes, and practices leading to decreased loss of instructional minutes 	<ul style="list-style-type: none"> - Large percentage of students suffering from adverse childhood affect learning capacity - 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. - Quantity of developmental needs due to high staff turnover in previous year 	<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>
Potential High Leverage School Improvement Strategies		
<ul style="list-style-type: none"> - Every teacher receives ongoing coaching support aligned to identified needs to implement high quality, standards-based instruction leading to increased student achievement. - Increase the number of students that perform within the typical and high growth categories of Math and English ISTEP. - Reduce the amount of daily instructional time lost due to student behavior concerns. 		

1a. EVSC 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.*

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

2b. School Mission or Mantra: *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.*

3. WHAT is our current reality?

3a. Baseline:		
Attendance	Baseline	
Attendance Rate	95.3% (95,058/99,790)	
Culture & Climate	Baseline	
% of ODRs as UPA or fighting	55.00%	
ISTEP+ (2018)	Baseline	
ELA & Math (% Passed both)	16%(51/313)	
ISTEP+ (2018) Schoolwide	English	Math
Performance (% Passing)	25%(79/314)	22%(69/319)
Growth (% High/Standard)		
ISTEP+ (2018) Subgroups	English	Math
Free/Reduced Lunch	23%(62/266)	21%(56/271)
Students with Disabilities	6%(5/81)	2%(2/84)
English Language Learners	13%(2/15)	24%(4/17)
Ethnicity: American Indian	0% (0/0)	0% (0/0)
Ethnicity: African American	25%(18/73)	15%(11/73)
Ethnicity: Asian	0% (0/0)	0% (0/0)
Ethnicity: Hispanic	33%(8/24)	29%(7/24)
Ethnicity: Multiracial	29%(16/56)	20%(11/56)
Ethnicity: Native Hawaiian/Pacific Islander	0%(0/2)	0%(0/3)
Ethnicity: White	23%(37/159)	25%(40/163)

3b. WHY is this our current reality?

Root Finding:	Data Source:
The data suggests that the majority of the time positive corrections are not used. BOY 50% EOY 45%	SEL; SET Data
The data suggests that unsafe physical action/contact represents over 1/2 of our ODR's (55%) are for UPA and fighting.	Decision Ed: ODR Data
Less than half of our students have hope or are engaged in learning 48% / 41%	Gallup Poll
The data suggests the number of kids meeting/exceeding projected growth on NWEA decreases throughout the year (winter growth lowest)	NWEA Data

4. What are we going to do about it?

4a. Strategy/Intervention 1:
Use a community building time in each classroom by encouraging student/student relationships and student/teacher relationships to make Evans a safe, supportive and inviting place to learn.

4b. Strategy/Intervention 2:

Teachers develop tasks that are aligned to standards and require students to do the thinking

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

Monitoring for Strategy/Intervention 1:		
Improvement Metric	Culture/Climate (TR): How supportive are students in their interactions with each other?	
Metric used: Panorama Student Survey		
Baseline		Year End Goal
9%		50%
Benchmarks	Goal	Actual
BOY	15%	
MOY	25%	
EOY	50%	

Monitoring for Strategy/Intervention 2:

Improvement Metric	% of students producing evidence of their thinking time task is aligned to standards time task is aligned to targets	
Metric Used: Evans walkthrough tracker		
Baseline		Year End Goal
TBD - end of Oct		
Benchmarks	Goal	Actual
Dec		
Mar		
May		

6. What is our target?

Goals					
Category	Baseline	Goal (EOY)	Stretch Goal (EOY)	Goal (3-Year)	Actual (EOY)
Attendance Rate	95.3% (95,058 /99,790)	96.30%	97.00%	97.50%	
ELA Performance	25% (79/314)	27.00%	30.00%	40.00%	
ELA Growth					
Math Performance	22% (69/319)	24.00%	27.00%	37.00%	
Math Growth					

7. Our ultimate goal?

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

Progress Monitoring Toward Goals

Monitoring of Progress (Medium & Long Term Goals)

Priority Area of Improvement 1: English/Language Arts

Priority Area of Improvement 2: Mathematics

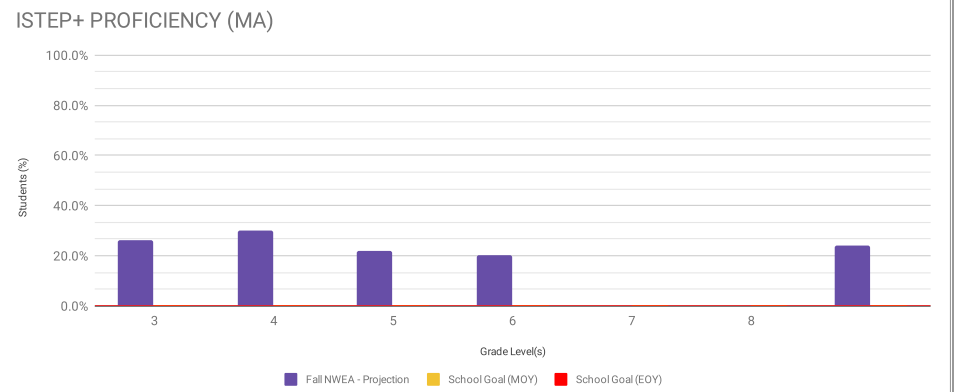
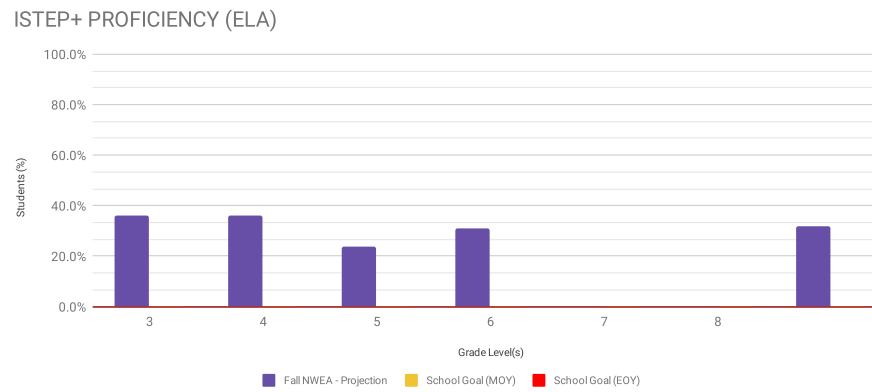
NWEA (ELA)														
Term	NWEA	K	1	2	3	4	5	6	7	8	9	10	Total	
Fall	National Avg	141	161	175	188	198	206	211						183
	Met National Avg (School)	20.00%	29.40%	15.10%	27.80%	28.60%	21.80%	26.70%						24.20%
	Met National Avg (District)	39.80%	53.60%	47.90%	52.80%	53.80%	49.10%	49.80%						49.60%
	Met Projected Growth (School)													
	Met Projected Growth (District)													
Winter	Goal (School created)													
	National Avg													
	Met National Avg (School)													
	Met National Avg (District)													
	Met Projected Growth (School)													
Spring	Met Projected Growth (District)													
	Goal (School created)													
	National Avg													
	Met National Avg (School)													
	Met National Avg (District)													

NWEA (MA)														
Term	NWEA: RIT Score(s)	K	1	2	3	4	5	6	7	8	9	10	Total	
Fall	National Avg	140	162	177	190	202	211	218						186
	Met National Avg (School)	20.00%	27.10%	15.30%	20.80%	22.90%	18.20%	20.00%						20.70%
	Met National Avg (District)	37.90%	52.00%	47.10%	46.90%	49.70%	46.30%	44.40%						46.30%
	Met Projected Growth (School)													
	Met Projected Growth (District)													
Winter	Goal (School created)													
	National Avg													
	Met National Avg (School)													
	Met National Avg (District)													
	Met Projected Growth (School)													
Spring	Met Projected Growth (District)													
	Goal (School created)													
	National Avg													
	Met National Avg (School)													
	Met National Avg (District)													

ISTEP+ PROFICIENCY (ELA)													
Term	Assessment(s)	K	1	2	3	4	5	6	7	8	9	10	Total
Fall	NWEA - Projection				36.0%	36.0%	24.0%	31.0%					32.0%
Winter	NWEA - Projection												
	School Goal (MOY)				0.0%	0.0%	0.0%	0.0%	0.0%	0.0%			0.0%
Spring	NWEA - Projection												
	School Goal (EOY)				0.0%	0.0%	0.0%	0.0%	0.0%	0.0%			0.0%

ISTEP+ PROFICIENCY (MA)													
Term	Assessment(s)	K	1	2	3	4	5	6	7	8	9	10	Total
Fall	NWEA - Projection				26.0%	30.0%	22.0%	20.0%					24.0%
Winter	NWEA - Projection												
	School Goal (MOY)				0.0%	0.0%	0.0%	0.0%	0.0%	0.0%			0.0%
Spring	NWEA - Projection												
	School Goal (EOY)				0.0%	0.0%	0.0%	0.0%	0.0%	0.0%			0.0%

Graph of Results



Action Planning			Logistics			Short-Term Monitoring		Notes
S-SIP Strategies	Specific, Actionable Steps toward Achieving S-SIP Strategy	Target Date:	Person(s) Responsible:			Are we doing it?	Does the data indicate effectiveness? What adjustments need to be made?	
What actions will we take to fully implement our strategy?		Due Date:	Who is responsible for (and/or working on each action?)			Are we doing what we said we were going to do?		
Use a community building time in each classroom by encouraging student/student relationships and student/teacher relationships to make Evans a safe, supportive and inviting place to learn.	Recreate the master schedule to remove morning holding and change the bus drop-off schedule to allow for morning holding.	8/7/18	Principal			4. Action has been completed		
	Create a model framework for Community Building Time	8/7/18	Principal	PDS	Master Teacher	2. Implementation is in progress		
	Sensory Buckets - purposes and strategies	8/8/18	Principal			2. Implementation is in progress		
	Home visits for Tier 2/3 Students	8/7/18	SEL Team			4. Action has been completed		
	Teacher Meet and Greet	8/7/18				4. Action has been completed		
	Introduce Specific Positive Praise					1. Action has not been started		
	Introduce Growth Mindset	8/6/18	PDS			4. Action has been completed		
	NonContingent Praise/Learning Cycle					1. Action has not been started		
	Family Engagement Packets - every parent gets a packet and with enrollment information	8/22/2018	Mentor Teacher			2. Implementation is in progress		
	PLC Support - how do we use the whole team to support	8/16/2018	Leadership Team			3. Implementation is ongoing with fidelity		
	SEL PD	7/30/2018	Leadership Team			4. Action has been completed		
	Family Engagement-August	8/28/2018				4. Action has been completed		
	Family Engagement-September	9/20/2018						
	Family Engagement -October	10/18/2018						
	Family Engagement-November	11/15/2018						
	Family Engagement-December	12/20/2018						
	Family Engagement-January	1/17/2019						
	Family Engagement-February	2/21/2019						
	Family Engagement-March	3/21/2019						
	Family Engagement-April	4/18/2019						
Family Engagement-May	5/16/2019							
SEL PD/GPLC	10/18/2018	Master Teacher	Mentor Teacher		2. Implementation is in progress			
District SEL PD	11/28/2018							
District SEL PD								
Morning Meeting walkthrough to collect data and drive GPLC PD	9/13/2018	Master Teacher	Mentor Teacher		2. Implementation is in progress			
What actions will we take to fully implement our strategy?		Due Date:	Who is responsible for (and/or working on each action?)			Are we doing what we said we were going to do?	Does the data indicate effectiveness? What adjustments need to be made?	
Teachers develop tasks that are aligned to standards and require students to do the thinking	Implementation of GPLC by adjustments to master schedule	July	Principal	PDS	Master Teacher	4. Action has been completed		
	Implementation of Mentor Teachers (capacity and support in PLCs)	July	Principal			4. Action has been completed		
	PLC Reset - New Teacher Jump Start PD	8/3/2018	PDS	Master Teacher		4. Action has been completed		
	PLC Reset - GPLC	8/16/2018	PDS	Master Teacher		4. Action has been completed		
	GPLC Planning Calendar - Alignment to SIP		PDS	Master Teacher		2. Implementation is in progress		
	PLC Differentiated Long Range Meeting Plan	10/12/2018	PDS	Master Teacher				
	VTL: Students Doing the Thinking - Semester 1					2. Implementation is in progress		
	VTL: Cycle 1 -- Video Analysis #1 (Faculty)	9/5/2018				4. Action has been completed		
	VTL: Cycle 1 -- Video Analysis #2 (Faculty)							
	VTL: Q1 -- Analysis of Action Steps (Coaches) - Determine building level/grade level trends for GPLC	10/4/2018	Leadership Team					
	VTL: Q2-- Analysis of Action Steps (Coaches) - Determine building level/grade level trends for GPLC	12/14/2018						
	Deliver PD on Task-Target Alignment: Appropriate targets							
	Fidelity check on Task-Target Alignment: Appropriate targets							
	Deliver PD on Task-Target Alignment: Targets scaffolded appropriately	11/1/2018					Scaffolded through lesson, unit, year	

Fidelity check on Task-Target Alignment: Targets scaffolded appropriately					
Deliver PD on Task-Target Alignment: Task aligns to target	11/8/2018				
Fidelity check on Task-Target Alignment: Task aligns to target					
VTL: Monitoring for Learning: What is evidence? What is the purpose? What does it tell you? - Semester 2					
VTL: How are we planning for monitoring					
Intentional Planning for monitoring student evidence					
Block Structures					
structures for enrichment, remediation, and ongoing practice					
Kagan Structures - embedded throughout PD sessions				2. Implementation is in progress	
Vertical Alignment - protocol for discussion					
Vertical Alignment - implementing power plans to allow for vertical planning and discussion					
Vertical Aligment - monthly dates					
Develop rigorous tasks: Norming what rigorous tasks looks like					
Develop rigorous tasks: Plan in GPLC how to create a rigorous task					
Develop rigorous tasks: Curate examples of rigorous tasks by Evan's teachers					

Title I Schoolwide Planner Comprehensive Needs Assessment			
DATA COLLECTION/ANALYSIS			
Tiered Model of Support (RTI) <i>(SW tiered model to address problem behavior and early intervention)</i>	District:	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 2018-19 school year, K-6 students will have Tier I SEL curriculum that is research based. All staff participate in SEL professional development.	
	School:	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			
Transition (Pre-K and Middle/HS) <i>(Assisted Preschool children in transition to elementary school, students to MS/HS)</i>	District:	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.	
	School:	We offer a Kdg Roundup and provide individual tours upon request. Our 6th grade students participate in PACK Day- school visit and teambuilding activities. Data is shared across grade levels and buildings to help with transitions.	
PERSONNEL POLICY AND PROCEDURE			
Data coaches / PLCs <i>(PD opportunities to staff to improve instruction using assessment data)</i>	District:	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.	
	School:	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 morning PLCs and/or Guided PLCs. Two mentor teachers provide an additional layer of teacher support in PLCs.	
Recruitment and Retention <i>(Aided in recruitment and retention of effective teachers)</i>	District:	HR department and Office of Academic Affairs host a minimum of 3 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.	
	School:	See row 34	
SW plan monitored and revisited <i>(DSS and Leadership team, Performance management)</i>	District:	Directors 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.	
	School:	School SIP is discussed each week during Admin. Team Meetings and Leadership Team Meetings. The Action Planning tab specifically is visited each week to ensure we are on track for meeting our school-wide strategies.	
FAMILY AND COMMUNITY ENGAGEMENT			
SWP Development <i>(SWP is developed with involvement of parents and other community members)</i>	School:	Parents are given the opportunity to provide input via PTA meetings. Stakeholders are given the opportunity to provide input during Site Council meetings.	
Availability <i>(Available to LEA, parents and the public)</i>	District:	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.	
	School:	SIP Goals are added to weekly and monthly PD. PD is aligned to SIP goals. Parents can view the goals at the information table at Family Night and Awards Ceremonies	
Activities <i>(Activities that have shown to be effective at increasing family and community engagement in the school, including family literacy programs)</i>	District:	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.	
	School:	Parents will be given a survey at the EOY events. In January an IREAD parent meeting is held to provide data and resources. A Family Night will have a Literacy focus. Parents will be provided resources to help students. They will also be given information for EDease access. This year all K-3 students will be given leveled bags of books to keep at home.	
PLANNING TEAM			
Stakeholder input <i>(Parents, teachers, admin community)</i>	School:	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. Monthly committee meetings lead by administration and teacher leaders provide building level support and decision making.	
Public access	District:	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.	
	School:	Parents and community members have access to SIP information through PTA, Site Council, and family events.	
COORDINATION			

Title I Schoolwide Planner Comprehensive Needs Assessment

DATA COLLECTION/ANALYSIS		
Coordination of Programs <i>(Developed in coordination with other programs, services and resources)</i>	District:	SIPs are developed in coordination with the district Continuous Improvement Plan as an overarching document which coordinates across multiple programs, including social emotional supports. Directors of School Support access other programs and services as needed to support individual school needs.
	School:	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, YMCA, and Mass Insight.
Addressing High-Risk Needs <i>(Mental health, instructional support/mentoring, non academic skill improvement)</i>	District:	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 2018-19 school year, K-1 students will have Tier I SEL curriculum that is research based. All staff participate in SEL professional development.
	School:	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. The Self-Reg room is for certain 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.
Coordination of Funds <i>(Describe how Title I funds will be coordinated with local, state and federal programs)</i>	District:	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 Directors 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.

Highly Qualified Staff Roster - below

Emp.#	First Name	Last	Work Location Name	St	Courses Taught	CORE ACADEMIC SUBJECT (CAS) (Y/N)	Highly Qualified (Y/N)
16375	ALAN	WILDERMAN	EVANS K-6 SCHO	A	SP ED - ED	Y	Y
13321	KAITLIN	MCFARLING	EVANS K-6 SCHO	A	TZ FLEX	Y	N
14067	MEGAN	GREEN	EVANS K-6 SCHO	A	MILD INTERVENT	N	N
11048	MOLLY	MCNAMARA	EVANS K-6 SCHO	A	SP ED - ED	N	N
13328	JENNIFER	SEILER	EVANS K-6 SCHO	A	MILD INTERVENT	N	N
18454	FRANCES	SEIFERT	EVANS K-6 SCHO	P	MILD INTERVENT	N	N
50166	ADALYN	DILGER	EVANS K-6 SCHO	A	SPEECH PATHOL	N	N
16202	JENNIFER	OBERST	EVANS K-6 SCHO	A	MASTER TEACHE	Y	Y
13847	KATHRYN	WELLS	EVANS K-6 SCHO	A	GRADE 6 ELA	Y	Y
13922	RACHEL	DAVIDSON	EVANS K-6 SCHO	A	Grade 3	Y	Y
13964	ALEXIS	LASHER	EVANS K-6 SCHO	A	KINDERGARTEN	Y	N
14190	SERENA	SPRINGER	EVANS K-6 SCHO	A	GRADE 4	Y	N
14038	SARAH	DEVINE	EVANS K-6 SCHO	A	GRADE 1	Y	Y
14042	EMILY	PHILLIPS	EVANS K-6 SCHO	A	Grade 1	Y	Y
14467	AMANDA	SCHREIBER	EVANS K-6 SCHO	A	Grade 6	Y	Y
14475	BRIAN	KROEGER	EVANS K-6 SCHO	A	GRADE 6 SCIENC	Y	Y
14202	TORI	FLOWERS	EVANS K-6 SCHO	A	TZ FLEX	Y	Y
14945	KELSEY	BAIZE	EVANS K-6 SCHO	A	ART	Y	Y
13574	JACQUELYN	SPEARS	EVANS K-6 SCHO	A	GRADE 5	Y	Y
13494	JAZZLYNN	LEONARD	EVANS K-6 SCHO	A	GRADE 2	Y	Y
13138	LINDSEY	HEISLER	EVANS K-6 SCHO	A	KINDERGARTEN	Y	Y
13238	KAYLA	BEADLE	EVANS K-6 SCHO	A	GRADE 6	Y	Y
13229	CAITLIN	CAVES	EVANS K-6 SCHO	A	GRADE 1	Y	Y
10994	CHRISTINE	SAPP	EVANS K-6 SCHO	A	GRADE 4	Y	Y
10693	TRACIE	STAFFORD	EVANS K-6 SCHO	A	GRADE 3	Y	Y
10122	SEPTEMBER	LANT	EVANS K-6 SCHO	A	GRADE 2	Y	Y
11278	WHITNEY	BURNS	EVANS K-6 SCHO	A	GRADE 4	Y	Y
11281	MAKENZIE	PERRY	EVANS K-6 SCHO	A	KINDERGARTEN	Y	N
11225	JOSEPH	BUTLER	EVANS K-6 SCHO	A	GRADE 5	Y	Y
11226	AUSTIN	CHAMBERLAIN	EVANS K-6 SCHO	A	PHYS EDUC	N	N
11182	BRITTNEY	CLARK	EVANS K-6 SCHO	A	GRADE 3	Y	Y
11129	CHARLEY	TODD	EVANS K-6 SCHO	A	GRADE 5	Y	Y

Title I Schoolwide Planner Comprehensive Needs Assessment

DATA COLLECTION/ANALYSIS

19064	HOLLY	PANTLE	EVANS K-6 SCHO	A	TITLE 1 INSTRUC	Y	Y
19496	JULIE	EADEN	EVANS K-6 SCHO	A	VOCAL MUSIC	Y	Y
50150	KHRYSSNEE	MADISON	EVANS K-6 SCHO	A	GRADE 1	Y	Y
50277	JACQUELYNNE	HILL	EVANS K-6 SCHO	A	MILD INTERVENT	N	N
50272	BRIANNA	LINENBURG	EVANS K-6 SCHO	A	GRADE 5	Y	Y

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 ISTEP+ 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.

Toni Hamilton

Principal Signature of Assurance

10/4/18

Date