

School Improvement Plan (SIP)

AIS High School

<p>Planning Tools</p>	<p>SIP Schoolwide Strategic Planner (Comprehensive/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. Curriculum is housed in Google Drive where all faculty may access multiple resources. 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>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>Root Cause - 3-Step Process Guide</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 Team (List team members)</p>			<p>Jason Adams, Rachel Ferguson, Derek Allen, Jacy Boyd, Jenny Brown-Meier, Amy Weber.</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	
-PBIS -Alignment of Curriculum to Indiana Academic Standards	--Accurate and meaningful learning targets -Teacher checks for understanding -Students feeling disconnected to school	<b style="color: red;">Strengths: What are your school's primary strengths? What data supports these strengths? What knowledge, skills and mindsets do you have that can help? What resources do you have available? What is your greatest achievement? <b style="color: red;">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?
Opportunities	Threats-	
-Implement mentor program to increase student engagement through relationship building and emotional supports -Align SIP to CIP -	-Students scoring below national and district average in both ELA and math -Student demographics that affect student learning -Student apathy towards achievement tests (attending and giving best effort)	<b style="color: red;">Opportunities What opportunities are present to impact successful school improvement? 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? <b style="color: red;">Threats: What obstacles might impact your school improvement plan implementation? What political, economic, social, technological, demographic or legal trends that are or may impact school's ability to achieve SIP implementation? Are there any standards, policies, and/or legislation changing?
Potential High Leverage School Improvement Strategies		

		What opportunities are present to impact successful sc
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1a. EVSC Vision: Excellence in Student Achievement

1b. School Vision:

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

2b. School Mission or Mantra:

3. WHAT is our current reality?

3a. Baseline:

Attendance	Baseline	
Attendance Rate	73.1% (41,413/30,262)	
Culture & Climate [2]	Baseline	
School defined data point		
ISTEP+ (2018)	Baseline	
ELA & Math (% Passed both)	0%(0/37)	
ISTEP+ (2018) Schoolwide	English [4]	Math [5]
Performance (% Passing)	0%(0/37)	0%(0/34)
Growth		
ISTEP+ (2018) Subgroups [6]	English [7]	Math [8]
Free/Reduced Lunch	0%(0/30)	0%(0/26)
Students with Disabilities	0%(0/15)	0%(0/13)
English Language Learners	0%(0/0)	0%(0/0)
Ethnicity: American Indian	0%(0/1)	0%(0/0)
Ethnicity: African American	0%(0/15)	0%(0/13)
Ethnicity: Asian	0%(0/0)	0%(0/0)
Ethnicity: Hispanic	0%(0/0)	0%(0/0)
Ethnicity: Multiracial	0%(0/4)	0%(0/2)
Ethnicity: Native Hawaiian/Pacific Islander	0%(0/0)	0%(0/0)
Ethnicity: White	0%(0/17)	0%(0/19)
CCR	Baseline	
College & Career Readiness	13/20	
AP	3/20	
IB	0/20	
Dual Credit	0/20	
Industry Certification	0/20	
Graduation	Baseline	
4-Year Graduation Rate	17% (20/119)	
Diploma Types	Baseline	
General	13/20	
Core 40	3/20	
Academic Honors	0/20	
Technical Honors	0/20	
Academic & Technical Honors	0/20	

3b. WHY is this our current reality? [12]

Root Finding: [13]	Data Source: [14]
Students do not have a clear	

4. What are we going to do about it?

4a. Strategy/Intervention 1:

Administrators and mentor teachers will ensure that all teachers have aligned learning targets and learning checks per assignment in unit checklists.

4b. Strategy/Intervention 2:

Administrators and mentor teachers will utilize the coaching model to provide high quality actionable feedback surrounding the use of learning targets/learning checks in the classroom.

4c. Strategy/Intervention 3: Culture & Climate (Required for Targeted and Comprehensive)

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

Monitoring for Strategy/Intervention 1: [1]

Action Step Tracker results collected during learning walks will show teacher's ability to exhibit daily learning targets/learning checks.

Implementation Metric

Metric used: AST

Baseline		Year End Goal
0 teachers currently have aligned LT and are using daily LC		19/19 teachers
Benchmarks	Goal [3]	Actual
Checkpoint 1	4/19 teachers	
Checkpoint 2	8/19 teachers	
Checkpoint 3	16/19 teachers	
Checkpoint 4	19/19 teachers	

Monitoring for Strategy/Intervention 2: [9]

Learning Walk Data collected on AST

Metric Used: AST

Baseline		Year End Goal
feedback is not aligned to the 11 small bets		100% of all LW feedback given will be aligned and include the 11 small bets
Benchmarks	Goal [10]	Actual
Checkpoint 1	5/11 small bets met	
Checkpoint 2	7/11 small bets met	
Checkpoint 3	9/11 small bets met	
Checkpoint 4	11/11 small bets met	

Monitoring for Strategy/Intervention 3: [11]

Baseline		Year End Goal
Benchmarks	Goal [15]	Actual

6. What is our target?

Category	Baseline	Goal (EOY)	Stretch Goal (EOY)	Goal (3-Year)	Actual (EOY)
Attendance Rate	73.1% (41,413 /30,262)	75%	77.00%	80.00%	
ELA Performance	0%(0/37)	5.00%	10.00%	15.00%	
ELA Growth					
Math Performance	0%(0/34)	5.00%	10.00%	15.00%	
Math Growth					
4-Year Grad Rate	17% (20/119)	19%	21%	24%	

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?

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understanding of their learning targets. Teachers are not discussing and breaking targets into manageable pieces. Teachers are also not conducting daily learning checks on these targets.	ISTEP data, learning walks, unit checklist audits

4. What are we going to do about it?

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

6. What is our target?

7. Our ultimate goal?

<--- Act and Assess: PM/Checkpoints/IDOE Monitoring/Self-Assessments/OTS Support/PLCs --->

EVSC CORE VALUES:

Students Come First

Intentionality

Responsibility

Collaboration

Great People Matter

SIP Schoolwide Culture/Climate Planner

(Student Supports: Required for Comprehensive Support/Targeted Support Schools)

1a. EVSC Vision: Excellence in Student Achievement
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Subgroup or Improvement Focus:

Bottom 25%

Top 75%

3. What is our current reality?	4. What are we going to do about it?	5. How will we know if it's working?	6. What is our target?	7. Our ultimate goal?																					
<p>3a. Baseline: [16]</p> <p>59% of the students at our school feel that school staff care about them.</p>	<p>4a. Strategy 1:</p> <p>Teachers will attempt to decrease discipline incidents by building relationships with 1-2 students through a mentor program utilizing a check-in/check-out system, quarterly survey, and student data tracker</p>	<p>5a. Benchmark for Progress for Strategy/Intervention 1</p> <p><i>Students in mentor program will see a reduction in ODRs compared to last year's data.</i></p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th colspan="2">Baseline</th> <th>Year End Goal</th> </tr> </thead> <tbody> <tr> <td colspan="2"># of documented (ODR) discipline incidents from previous year</td> <td>33/33 students will see a reduction in ODRs</td> </tr> <tr> <th>Benchmarks</th> <th>Goal [17]</th> <th>Actual</th> </tr> <tr> <td>Checkpoint 1</td> <td>reduction by one ODR from previous year Q1</td> <td>0/33 students</td> </tr> <tr> <td>Checkpoint 2</td> <td>reduction by one ODR from previous year Q2</td> <td></td> </tr> <tr> <td>Checkpoint 3</td> <td>reduction by one ODR from previous year Q3</td> <td></td> </tr> <tr> <td>Checkpoint 4</td> <td>reduction by one ODR from previous year Q4</td> <td></td> </tr> </tbody> </table>	Baseline		Year End Goal	# of documented (ODR) discipline incidents from previous year		33/33 students will see a reduction in ODRs	Benchmarks	Goal [17]	Actual	Checkpoint 1	reduction by one ODR from previous year Q1	0/33 students	Checkpoint 2	reduction by one ODR from previous year Q2		Checkpoint 3	reduction by one ODR from previous year Q3		Checkpoint 4	reduction by one ODR from previous year Q4		<p>School SMART Goal:</p> <p>By the end of the year, based on student mentor surveys and ODR data comparison, our mentor program will decrease office referrals and will have 100% of students in mentor program feel comfortable talking to staff members.</p>	<p>7a. EVSC Ultimate Goal:</p> <p style="text-align: center;">Will this help us ensure every student at every grade level is on track to graduate ready for college or career?</p>
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3b. WHY is this our current reality?	4b. Strategy 2:	5b. Benchmark for Progress for Strategy/Intervention 2																									
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SIP Schoolwide Culture/Climate Planner

(Student Supports: Required for Comprehensive Support/Targeted Support Schools)

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Top 75%

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<i>Checkpoint 2</i>			
<i>Checkpoint 3</i>			
<i>Checkpoint 4</i>			

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Action Planning			Logistics			Short-Term Monitoring		Notes
S-SIP Strategies	Specific, Actionable Steps toward Achieving S-SIP Strategy [20]	Target Date:	Person(s) Responsible: [21]			Are we doing it?		Notes
What actions will we take to fully implement our strategy?		Due Date: [22]	Who is responsible for (and/or working on each action?)			Are we doing what we said we were going to do? [23]		Does the data indicate effectiveness? What adjustments need to be made?
Schoolwide Strategy 1	District support will work with administrators to develop implementation of learning targets/learning checks per assignment.	9/26/18	Admin and district support				2. Implementation is in progress	
	ILT will provide PD on learning targets/learning checks for teachers	11/2/18	Leadership Team	Principal	AP			
	Administrators will conduct learning walks in all classrooms to record use of learning targets/checks on AST, with a focus on the two mentor teachers first.	10/4/18	Principal	AP	DSS/Assistant		2. Implementation is in progress	
	Review AST data and provide PD for teachers who still require development with this strategy.	11/9/18	Principal	AP	Lead Teacher			
3 Year Timeline for Implementation, Review & Revision for Strategy 1								
Year 2								
Year 3								
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?
Schoolwide Strategy 2	Calibrating feedback with administrators and HSST for paired LWs and Small Bets	10/4/2018	District Support				3. Implementation is ongoing with fidelity	
	Planning effective feedback with HSST	10/19/18	District Support					
	PD provided to mentor teachers to learn coaching cycle and actionable feedback		District Support					
	Peer review process with actionable feedback to ensure it is aligned and meets the small bets	11/2/18	Mentor teachers					
	Admin will conduct parallel observations with mentor teachers and provide feedback to teachers	12/1/18	Admin and ILT mentors					
3 Year Timeline for Implementation, Review & Revision for Strategy 2								
Year 2								
Year 3								
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?
Schoolwide Strategy 3	Teachers will choose 1-2 students to mentor	9/4/2018	Teachers				4. Action has been completed	
	Mentor students will complete baseline survey	9/19/18	Teachers	AP			4. Action has been completed	
	Baseline data collected on student ODRs	9/21/18	AP				2. Implementation is in progress	
	Teachers will do a minimum of once per week check in/check out with their mentees	Weekly	Teachers				3. Implementation is ongoing with fidelity	
	Student data will be reviewed to monitor effectiveness of program (attendance and discipline data)	10/4/18	Leadership Team				2. Implementation is in progress	
	PD planned based on data collected from Quarter 1	10/19/2018	Leadership Team					

3 Year Timeline for Implementation, Review & Revision for Strategy 3								
Year 2								
Year 3								

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	[24]									220	220	220
	Met National Avg (School) [26]										23.50%	14.30%	18.40%
	Met National Avg (District)										60.40%	63.30%	61.90%
	Met Projected Growth (School) [25]												
	Met Projected Growth (District)												
	Goal (School created)										26%	17%	21%
Winter	National Avg	[30]											
	Met National Avg (School) [32]												
	Met National Avg (District)												
	Met Projected Growth (School) [34]												
	Met Projected Growth (District)												
	Goal (School created)										28%	19%	23%
Spring	National Avg	[36]											
	Met National Avg (School) [38]												
	Met National Avg (District)												
	Met Projected Growth (School) [40]												
	Met Projected Growth (District)												
	Goal (School created)										31%	21%	25%

NWEA (MA)														
Term	NWEA: RIT Score(s)	K	1	2	3	4	5	6	7	8	9	10	Total	
Fall	National Avg	[25]										230	230	230
	Met National Avg (School) [27]											21.70%	5.40%	11.70%
	Met National Avg (District)											54.40%	58.70%	56.50%
	Met Projected Growth (School) [28]													
	Met Projected Growth (District)													
	Goal (School created)											24%	8%	14%
Winter	National Avg	[31]												
	Met National Avg (School) [33]													
	Met National Avg (District)													
	Met Projected Growth (School) [35]													
	Met Projected Growth (District)													
	Goal (School created)											26%	10%	16%
Spring	National Avg	[37]												
	Met National Avg (School) [39]													
	Met National Avg (District)													
	Met Projected Growth (School) [41]													
	Met Projected Growth (District)													
	Goal (School created)											28%	12%	18%

Graph of Results

No data

No data

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-1 students will have Tier I SEL curriculum that is research based. All staff participate in SEL professional development.
	School:	We follow the district model for RTI/PBIS/SEL. Our PBIS/SEL team meets bi-weekly with our SEL district coach. Our PBIS/SEL team meets with staff bi-weekly to share data and provide PD on best practices, with an emphasis on tier II and III students.

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:	Our school works closely with our MS as students transition to HS. We share a counselor, so she is able to help those students transition from 8th to 9th grade. We also meet with new students and families during the enrollment process to describe in detail how our school works. We also provide information to students and families about programs we have available to support their needs.

PERSONNEL POLICY AND PROCEDURE

Data coaches / PLCs <i>(PD opportunities to staff to improve instruction using as</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:	(Describe professional development plan for school aligned to SIP strategies, unless specifically in strategies.) DSS and data coaches assist with compiling data for our PLCs to use to inform instruction for teachers. This year, we are developing a coaching model to provide feedback for teachers in developing learning targets and learning checks. Actionable feedback and targeted PD will be provided for teacher around learning targets/checks. We meet in subject level PLCs 7:20-7:50 Monday and Wednesday. We meet during the same timeframe on Tuesdays in grade level PLCs. Discussions are around student data and implementation of PD.
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:	https://docs.google.com/spreadsheets/d/1BuSRseg4Xk0gTxyCKyS4PNTFx8enNfiEeplzHFV8/edit#gid=2107071461
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:	(Describe school process for monitoring and revisiting SIP throughout the year.) Our ILT meets at least once per month, with SIP monitoring/revising being the primary objective. We also plan on reviewing the SIP with our site council.

FAMILY AND COMMUNITY ENGAGEMENT

SWP Development <i>(SWP is developed with involvement of parents and other community members)</i>	School:	(Describe the involvement/input process for parents and community members in SIP development.) . Our site council will review and provide input for our SIP. This information will be used to make necessary changes throughout the year. We also share our SIP with our families during family night at the beginning of the year.
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Title I Schoolwide Planner Comprehensive Needs Assessment

DATA COLLECTION/ANALYSIS		
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:	(Describe meetings or other access parents and community partners may have to SIP information.)We share our SIP on our website after fall submission to IDOE. This information is also shared with families at our December family night event.
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:	(Include evaluation of effectiveness of parental involvement program) . At our school, our only opportunity to talk with parents directly is at our enrollment meetings. We use this opportunity to see what services we can provide for our students and families. Our family nights have been our most effective means of increasing family engagement. We use these gatherings to provide learning opportunities for our families and to garner input from families.
PLANNING TEAM		
Stakeholder Input <i>(Parents, teachers, admin community)</i>	School:	Our instructional leadership team, consisting of administrators and teachers meet regularly to review data and use this data to drive best practices. We are developing a new site council this year with parents and community partners to also review this data and look for opportunities to improve our practices.
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:	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 parents will have access to this document. Site council will also review thi SIP.
COORDINATION		
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:	Our SIP is aligned with the district CIP in academic goals as well as social emotional goals. Our DSS meets with us weekly to develop and review programs and service our school needs.
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:	Our school meets weekly to discuss best practices and implementation of schoolwide PBIS (tier I, II, & III) and SEL. The PBIS/SEL team reviews data weekly and provides PD to all staff. We have weekly visits with our district SEL coach. Our coach also conducts school/classroom observations and shares that information with the PBIS/SEL team. Administrators provide monthly SEL professional development to the staff.
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 - link here		https://docs.google.com/spreadsheets/d/1BuSRseg4Xk0gTxyCKyS4PNTFxC8enNflEeplzHFV8/edit#gid=2107071461

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.

Principal Signature of Assurance

Date

[1] 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?

[2] (Required for Targeted and Comprehensive)

[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] Priority Area of Improvement (PAI 1): ISTEP+ Post-Rescore
= # Students Passing / # Students Tested (w/o Undetermined)

[5] Priority Area of Improvement (PAI 2): ISTEP+ Post-Rescore
= # Students Passing / # Students Tested (w/o Undetermined)

[6] Subgroups need to have at least 20 students. OPAR will complete for schools and reformat if not applicable.

[7] Priority Area of Improvement (PAI 1): ISTEP+ Post-Rescore
= # Students Passing / # Students Tested (w/o Undetermined)

[8] Priority Area of Improvement (PAI 2): ISTEP+ Post-Rescore
= # Students Passing / # Students Tested (w/o Undetermined)

[9] 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?

[10] 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)

[11] 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?

[12] You will be supported in the root findings analysis process by your DSS utilizing the "Self-Assessment Rubric" tab.

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

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

[15] 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)

[16] Priority Area of Improvement 3 (PAI 3)

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

[21] 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.

[22] Easy access to calendar:

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

[23] 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.

[24] Do Not Remove Formulas.

[25] Do Not Remove Formulas.

[26] # of Students with RIT score equal or higher than National Avg / # of Students with RIT score

[27] # of Students with RIT score equal or higher than National Avg / # of Students with RIT score

[28] # of Students Met or Exceeded their Growth Goal / # of Total Students with Growth.

[29] # of Students Met or Exceeded their Growth Goal / # of Total Students with Growth.

[30] Do Not Remove Formulas.

[31] Do Not Remove Formulas.

[32] # of Students with RIT score equal or higher than National Avg / # of Students with RIT score

[33] # of Students with RIT score equal or higher than National Avg / # of Students with RIT score

[34] # of Students Met or Exceeded their Growth Goal / # of Total Students with Growth.

Fall to Winter NWEA Administrations.

[35] # of Students Met or Exceeded their Growth Goal / # of Total Students with Growth.

Fall to Winter NWEA Administrations.

[36] Do Not Remove Formulas.

[37] Do Not Remove Formulas.

[38] # of Students with RIT score equal or higher than National Avg / # of Students with RIT score

[39] # of Students with RIT score equal or higher than National Avg / # of Students with RIT score

[40] # of Students Met or Exceeded their Growth Goal / # of Total Students with Growth.

Fall to Spring NWEA Administrations.

[41] # of Students Met or Exceeded their Growth Goal / # of Total Students with Growth.

Fall to Spring NWEA Administrations.

School Improvement Plan (SIP)

AIS Diamond Middle 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>Parents, Community Partners, Staff</p>		<p>SIP Team (List team members)</p>	<p>Hannah Kirkman - Principal, Carrie French - Teacher, Stacie Evans - Teacher, Matt Beck - Teacher, Matressa Morgan - Teacher, Chelsey Johnson - Social Emotional Learning Specialist</p>

1a. EVSC Vision: Excellence in Student Achievement

1b. School Vision: *Excellence in student achievement.*

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

2b. School Mission or Mantra: *Providing outstanding educational opportunities through shared, committed responsibility.*

3. WHAT is our current reality?

3a. Baseline:		
Attendance	Baseline	
Attendance Rate	85% (13,296.5/15,637)	
Culture & Climate [2]	Baseline	
School defined data point	4%(4/90)	
ISTEP+ (2018)	Baseline	
ELA & Math (% Passed both)		
ISTEP+ (2018) Schoolwide	English [4]	Math [5]
Performance (% Passing)	10%(9/90)	4%(4/92)
Growth (% High/Standard)		
ISTEP+ (2018) Subgroups [6]	English [7]	Math [8]
Free/Reduced Lunch	8% (6/80)	1% (1/82)
Students with Disabilities	5% (2/38)	5% (2/40)
English Language Learners	0% (0/0)	0% (0/0)
Ethnicity: American Indian	0% (0/0)	0% (0/0)
Ethnicity: African American	3% (1/32)	0% (0/33)
Ethnicity: Asian	0% (0/0)	0% (0/0)
Ethnicity: Hispanic	17% (1/16)	17% (1/6)
Ethnicity: Multiracial	8% (1/12)	8% (1/12)
Ethnicity: Native Hawaiian/Pacific Islander	0% (0/0)	0% (0/0)
Ethnicity: White	15% (6/40)	5% (2/41)

3b. WHY is this our current reality? [10]	
Root Finding: [12]	Data Source: [13]
Currently teachers are doing the majority of the thinking in class such as lecturing, reading, modeling, etc. The majority of our classrooms are teacher centered.	Classroom walkthroughs by administrator, 17-18 My School Survey
Students report that only 64% feel included in classroom discussion/group work, and on 68% reported that school work makes them think.	My school survey - 17/18
Currently staff is working hard to build relationships with students and a high amount of students do feel as though they	

4. What are we going to do about it?

4a. Strategy/Intervention 1:
<i>As we move from a teacher centered classroom to a student centered classroom, students will do the majority of the thinking in class at high levels.</i>

4b. Strategy/Intervention 2:

4c. Strategy/Intervention 3: Culture & Climate (Required for Targeted and Comprehensive)
<i>Increase positive relationships between students and teachers.</i>

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

Monitoring for Strategy/Intervention 1: [1]		
Improvement Metric	<i>As we move from a teacher centered classroom to a student centered classroom, students will do the majority of the thinking in class at high levels.</i>	
Metric used: Students will be surveyed on the following statements at the end of each nine weeks. 1. I feel included in classroom discussion and group work. 2. School work makes me think.		
Baseline	Year End Goal	
During the 2017-2018 school year, 64% of students reported that they felt included in classroom discussion and group work.	During the 2017-2018 school year, 68% of students reported that they felt as though school work made them think.	By the end of the 2018-2019 school year, 68% of students will feel included in classroom discussion and group work. 72% of students will feel as though school work makes them think.
Benchmarks	Goal [3]	Actual
First Grading Period:	65% and 69%	
Second Grading Period:	66% and 70%	
Third Grading Period:	67% and 71%	
Fourth Grading Period:	68% and 72%	

Monitoring for Strategy/Intervention 2: [9]		
Metric Used:		
Baseline	Year End Goal	
Benchmarks	Goal [11]	Actual

Monitoring for Strategy/Intervention 3: [14]	
Improvement Metric	<i>Increase positive relationships between students and teachers.</i>

6. What is our target?

Goals					
Category	Baseline	Goal (EOY)	Stretch Goal (EOY)	Goal (3-Year)	Actual (EOY)
Attendance Rate	85% (13,296.5 /15,637)	87.00%	88.00%		
ELA Performance	10%(9/90)	12.00%	14.00%		
ELA Growth					
Math Performance	4%(4/92)	6.00%	8.00%		
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?

1a. EVSC Vision: Excellence in Student Achievement

1b. School Vision: *Excellence in student achievement.*

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

2b. School Mission or Mantra: *Providing outstanding educational opportunities through shared, committed responsibility.*

3. WHAT is our current reality?

have at least one adult in the building they can go to when they need to do so; however, students don't feel that way about the majority of staff and/or teachers as a whole.	Classroom & school walkthroughs by administrator, 17-18 My School Survey, Student voice

4. What are we going to do about it?

--

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

Metric Used: Students will be surveyed on the following statements at the end of each nine weeks.
 1. I feel most teachers in this school care for me.
 2. I have at least one adult at this school that I can go to when I need help.

Baseline		Year End Goal
<i>During the 2017-2018 school year, 67% of students reported that they felt most teachers in this school cared for them.</i>	<i>During the 2017-2018 school year, 79% of students reported that they have at least one adult at this school that they can go to when they need help.</i>	<i>By the end of the 2018-2019 school year, 71% of students will report that they feel most teachers in this school cares for them. 83% of students will report that they have at least one adult at this school that they can go to when they need help.</i>
Benchmarks	Goal [15]	Actual
<i>First Grading Period:</i>	68% and 80%	
<i>Second Grading Period:</i>	69% and 81%	
<i>Third Grading Period:</i>	70% and 82%	
<i>Fourth Grading Period:</i>	71% and 83%	

6. What is our target?

--

7. Our ultimate goal?

--

<--- Act and Assess: PM/Checkpoints/DOE Monitoring/Self-Assessments/OTS Support/PLCs --->

EVSC CORE VALUES:

Students Come First

Intentionality

Responsibility

Collaboration

Great People Matter

3 Year Timeline for Implementation, Review & Revision for Strategy 2								
Year 2								
Year 3								
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?		
Increase positive relationships between students and teachers.	Teachers will make and document at least two parent contacts per week utilizing the 2018-2019 parent contact log.	8/20/2018	Principal			3. Implementation is ongoing with fidelity		
	Teachers and students will participate in morning connections during breakfast time in every class.	8/8/2018	Principal			3. Implementation is ongoing with fidelity		
	Middle school staff will award students with diamond mine stamps paired with specific positive praise when students are making positive choices. Students will get to shop with these stamps in the Diamond Mine every other Friday during lunch. Half day students will be taken to the Diamond Mine every other Friday by the SEL before they leave.	8/8/2018	Principal	Lead Teacher	Leadership Team		3. Implementation is ongoing with fidelity	
	Teachers will do non-academic team building activities utilizing Kagan structures in class at least twice a week.	9/28/2018	Principal	Lead Teacher			2. Implementation is in progress	
	Staff will receive professional development on the learning cycle.	9/20/2018	Lead Teacher	District SEL			4. Action has been completed	
	Staff will receive professional development on building positive relationships with students.	9/27/2018	Lead Teacher				4. Action has been completed	
	Staff will receive professional development on verbal de-escalation strategies.	10/16/2018	YouthFirst Social Worker	Cross Pointe Staff			1. Action has not been started	
	Students will take student interest surveys and learning style surveys and this data will be shared with staff so they can utilize this knowledge to engage students in class but also to build relationships with students. New students will complete these surveys during the transition program after intake and the information will be shared with staff in a write up.	8/24/2018	Principal	Lead Teacher			3. Implementation is ongoing with fidelity	
	Staff will receive professional development on verbal and non-verbal communication.	11/1/2018	Principal				1. Action has not been started	
	Staff will receive professional development on attuning and co-regulation.	1/7/2019	Principal				1. Action has not been started	
3 Year Timeline for Implementation, Review & Revision for Strategy 3								
Year 2	Teachers and staff will know and utilize strategies to build positive relationships with all students at school.							
Year 3	Teachers and staff will know and utilize strategies to help all students co-regulate at school.							



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

Strengths	Areas of Improvement
<p>-Students showed growth in NWEA from previous year; Staff and student culture/climate is improving; Consistency in leadership; High retention rate of staff; Weekly professional development for staff; Formal monthly behavior and academic data chats with entire staff team; Teachers looking at data weekly; Bi-weekly academic and behavior data chats with students; PBIS and SEL teams are strong; Coaching sessions with administrator; High number of positive parent contacts from staff; Decrease in office documented referrals and out of school suspension days; We now have a social emotional learning coach for MS.</p>	<p>-Teacher/student relationships need to continue to improve; Student-student relationships; Student use of casual profanity; Student and teacher attendance; Academic growth needs to continue to improve; Office documented referrals need to continue to decrease; Teachers and students need to continue to work on social emotional learning/health; Differentiation and student engagement need to remain a focus; PLC's can continue to improve; Counseling team will continue to grow; Increase rigor in student assignments; Increase family engagement. Shift from teacher centered to student centered classrooms.</p>
Opportunities	Threats
<p>-We will have access to a DSS, lead coach, and technology coach this year; The administrator and two teachers were able to attend a four day Kagan training over summer and are going to bring their learning back to the MS team; New Math curriculum and resources.</p>	<p>-New ILEARN assessment; High turnover of student population; Students coming to us from a recent negative school experience (expulsion or manifestation); Students coming to us with a high amount of school absences due to behavioral issues; Public perception of school and students.</p>

Questions for Reflection

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?

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?

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?

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?

Potential High Leverage School Improvement Strategies

Some potential high leverage school improvement strategies would be to work on shifting from a teacher centered to student centered learning environment, to continue to improve teacher-student relationships, to create a cooperative learning environment, etc.

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	[20]						211	214	217			214
	Met National Avg (School) [22]							0.00%	15.80%	2.00%			5.50%
	Met National Avg (District)							49.80%	56.40%	56.40%			54.20%
	Met Projected Growth (School) [24]												
	Met Projected Growth (District)												
	Goal (School created)												
Winter	National Avg	[26]											
	Met National Avg (School) [28]												
	Met National Avg (District)												
	Met Projected Growth (School) [30]												
	Met Projected Growth (District)												
	Goal (School created)												
Spring	National Avg	[32]											
	Met National Avg (School) [34]												
	Met National Avg (District)												
	Met Projected Growth (School) [36]												
	Met Projected Growth (District)												
	Goal (School created)												

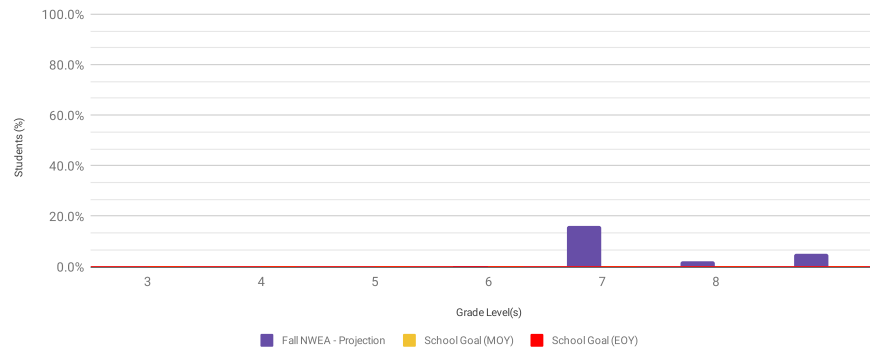
NWEA (MA)													
Term	NWEA: RIT Score(s)	K	1	2	3	4	5	6	7	8	9	10	Total
Fall	National Avg	[21]							218	223	226		222
	Met National Avg (School) [23]								0.00%	9.10%	7.80%		7.80%
	Met National Avg (District)								44.40%	51.00%	56.00%		50.50%
	Met Projected Growth (School) [25]												
	Met Projected Growth (District)												
	Goal (School created)												
Winter	National Avg	[27]											
	Met National Avg (School) [29]												
	Met National Avg (District)												
	Met Projected Growth (School) [31]												
	Met Projected Growth (District)												
	Goal (School created)												
Spring	National Avg	[33]											
	Met National Avg (School) [35]												
	Met National Avg (District)												
	Met Projected Growth (School) [37]												
	Met Projected Growth (District)												
	Goal (School created)												

ISTEP+ PROFICIENCY (ELA)													
Term	Assessment(s)	K	1	2	3	4	5	6	7	8	9	10	Total
Fall	NWEA - Projection	[38]						0.0%	16.0%	2.0%			5.0%
Winter	NWEA - Projection												
	School Goal (MOY)				0.0%	0.0%	0.0%	0.0%	0.0%	0.0%			0.0%
Spring	NWEA - Projection	[40]											
	ILEARN - Actual												
	School Goal (EOY)				0.0%	0.0%	0.0%	0.0%	0.0%	0.0%			0.0%

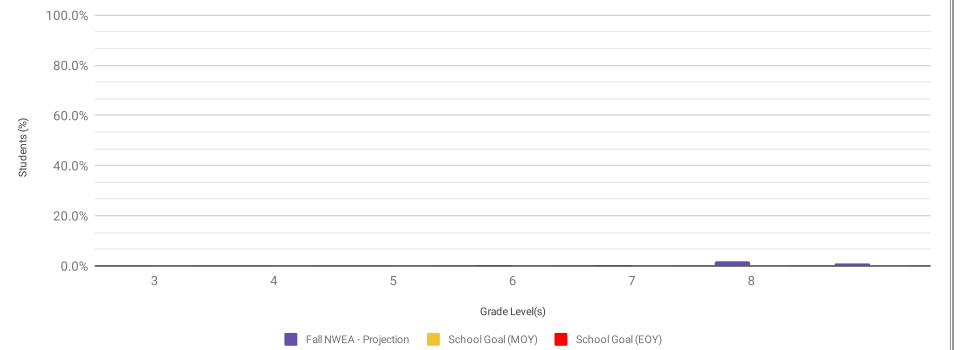
ISTEP+ Proficiency (MA)													
Term	Assessment(s)	K	1	2	3	4	5	6	7	8	9	10	Total
Fall	NWEA - Projection	[39]						0.0%	0.0%	2.0%			1.0%
Winter	NWEA - Projection												
	School Goal (MOY)				0.0%	0.0%	0.0%	0.0%	0.0%	0.0%			0.0%
Spring	NWEA - Projection	[41]											
	ILEARN - Actual												
	School Goal (EOY)				0.0%	0.0%	0.0%	0.0%	0.0%	0.0%			0.0%

Graph of Results

ISTEP+ PROFICIENCY (ELA)



ISTEP+ PROFICIENCY (MA)



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-1 students will have Tier I SEL curriculum that is research based. All staff participate in SEL professional development.
	School:	AIS MS has a RTI committee that looks at the students who need more academic support in class and they make decisions for whole group strategies that entire class would benefit from as well as individual interventions for ELA and/or Math that students would benefit from and they put these supports in place. This committee ensures teachers working on the interventions with students are progress monitoring as needed. AIS MS teachers are all on the schools PBIS Tier I team and they discuss and decide on strategies that would be helpful for our entire student population. This team meets weekly together on Thursday mornings. The Tier 2 team is our SEL team and this team discusses which students would benefit from Active - a social emotional learning intervention. This team also discusses students that may benefit from additional supports such as a function based behavior plan and this team puts those supports in place. This team meets weekly on Thursdays after school.

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:	Not only do we focus on supporting students to their transition to HS, but since we are an alternative school and have students constantly coming and going, we support them in their transition to us as well as back to a traditional school. When a student comes to us at AIS, their first day is in our transition program. In this program, they learn the school and classroom expectations as well as practice our different group plans by location (hallway, classroom, restroom, cafeteria, gym, etc.). These students also take a student interest, learning style, and triggers survey so that we can learn about them as well. The teacher utilizes restorative questioning to discuss why they were sent here as well as to discuss goal setting for when they are here. When they complete the transition, the teacher types up a write up about the student and sends it to all of the teachers that will have that student in class. This program allows the student to get to know us and also allows us to get to know the student before their actual first day in class. When a student is leaving us and returning to traditional school, the AIS MS administrator schedules a transition meeting for that student. The student, student's family, and traditional school are all invited. At this meeting, we review a document that represents the student's progress, data, and things that we have learned about them during their time at AIS. We also review their individual plans - ISP, IEP, 504, FBPP, etc. When a student is transitioning to HS, we ensure that our guidance counselor has been meeting with them to discuss credits, pathways, and assist with student goal setting. We set up visits for students to look at different high schools if they are considering an alternative high school such as AIS First. We reach out to the receiving high schools to ensure that they know our student is coming and to ensure that our families know all of the upcoming dates for orientation, enrollment, etc.

PERSONNEL POLICY AND PROCEDURE

Data coaches / PLCs <i>(PD opportunities to staff to improve instruction using as</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:	AIS Diamond MS has professional development built into their daily schedule from 7:20 - 7:50. On Mondays and Wednesdays teachers are in PLC's, on Tuesdays staff is in an academic based professional development, on Thursdays staff is in a behavioral based professional development, and on Fridays staff is in a team meeting, professional development, or data chat - whatever is needed most during that specific week. Our weekly professional development schedule is in alignment with our SIP strategies as described in the action planning and short term monitoring section. Additional professional development is provided on an individual basis during monthly coaching sessions between the administrator and staff member and this professional development is differentiated and based on needs of the individual staff members.

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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:	AIS Diamond HQ Link
SW plan monitored and revisited (DSS and Leadership team, Performance management)	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:	AIS Diamond MS has a leadership team that meets every other Monday during the school year and the SIP is always an item on the agenda. The leadership team ensures to look at it each meeting every other Monday to progress monitor it, discuss how the action planning is going, and makes needed adjustments when appropriate.
FAMILY AND COMMUNITY ENGAGEMENT		
SWP Development <i>(SWP is developed with involvement of parents and other community members)</i>	School:	There is a survey link on our school website that invites parents, families, and community partners to share their input regarding on how we can improve our school. We have parent nights throughout the year and at each one we have a learning session where I present to the parents and community partners how we are working on improving our school and I always have them complete a paper survey sharing how they think we could improve our school as well.
	Availability <i>(Available to LEA, parents and the public)</i>	District:
School:		AIS Diamond MS has learning sessions where we touch on the SIP at every family event that we have. We always have a Back to School night and a December family night. We do have monthly parent support group at times to as needed throughout the year.
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:	Families have vocalized how much they appreciate our communication at AIS as teachers are each making at least two family contacts per weeks and support staff are calling frequently as well. When a family is in need of support, our YouthFirst social worker will work with them to increase their knowledge on available resources within the community and will help get the needed information for these resources to our families. During our family nights such as back to school and our December family night, the administrator teaches parents how to utilize different programs with their students at home such as Achieve 3000, Activate, etc. Families are also taught how to access parent RDS from home in order to check their students progress at school.
PLANNING TEAM		
Stakeholder Input <i>(Parents, teachers, admin community)</i>	School:	Teachers and staff are included in data review and planning monthly during our weekly/daily meetings within our professional development schedule. Parents and community members are included in data review and planning if they attend our learning sessions that are open to all and held during any family event such as Back to School Night or December Night.
	Public access	District:
School:		The SIP is presented to parents and community members during our December family night. It is presented to all staff during morning meetings at school as soon as it has been approved. It is presented to the leadership team members every other Monday during meetings as it is a live document that we are constantly working on and/or monitoring.
COORDINATION		

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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:	Our SIP was developed in coordination with the district initiatives outlined in the CIP.
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:	All teachers are on the schools PBIS team and they meet weekly each Thursday for PD, data chats, team meetings, etc. A smaller group of teachers are on the SEL team and they meet weekly each Thursday to look at data, discuss students who may need more intense interventions, plan for more intensive interventions, and work with teachers who may need more differentiated PD around social emotional learning. Students who are identified by the SEL team get a seat in Activate, which is a social emotional learning intervention. We also have partnerships with Southwestern Mental Health and YouthFirst and they help us provide more intensive support to students in need.
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 - AIS Diamond HQ Link		

Waivers, Provisions, and Assurances

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

Principal Signature of Assurance

Date

[1] 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?

[2] (Required for Targeted and Comprehensive)

[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] Priority Area of Improvement (PAI 1): ISTEP+ Post-Rescore
= # Students Passing / # Students Tested (w/o Undetermined)

[5] Priority Area of Improvement (PAI 2): ISTEP+ Post-Rescore
= # Students Passing / # Students Tested (w/o Undetermined)

[6] Subgroups need to have at least 20 students. OPAR will complete for schools and reformat if not applicable.

[7] Priority Area of Improvement (PAI 1): ISTEP+ Post-Rescore
= # Students Passing / # Students Tested (w/o Undetermined)

[8] Priority Area of Improvement (PAI 2): ISTEP+ Post-Rescore
= # Students Passing / # Students Tested (w/o Undetermined)

[9] 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?

[10] You will be supported in the root findings analysis process by your DSS utilizing the "Self-Assessment Rubric" tab.

[11] 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)

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

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

[14] 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?

[15] 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)

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

[17] 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.

[18] Easy access to calendar:

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

[19] 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.

[20] Do Not Remove Formulas.

[21] Do Not Remove Formulas.

[22] # of Students with RIT score equal or higher than National Avg / # of Students with RIT score

[23] # of Students with RIT score equal or higher than National Avg / # of Students with RIT score

[24] # of Students Met or Exceeded their Growth Goal / # of Total Students with Growth.

[25] # of Students Met or Exceeded their Growth Goal / # of Total Students with Growth.

[26] Do Not Remove Formulas.

[27] Do Not Remove Formulas.

[28] # of Students with RIT score equal or higher than National Avg / # of Students with RIT score

[29] # of Students with RIT score equal or higher than National Avg / # of Students with RIT score

[30] # of Students Met or Exceeded their Growth Goal / # of Total Students with Growth.

Fall to Winter NWEA Administrations.

[31] # of Students Met or Exceeded their Growth Goal / # of Total Students with Growth.

Fall to Winter NWEA Administrations.

[32] Do Not Remove Formulas.

[33] Do Not Remove Formulas.

[34] # of Students with RIT score equal or higher than National Avg / # of Students with RIT score

[35] # of Students with RIT score equal or higher than National Avg / # of Students with RIT score

[36] # of Students Met or Exceeded their Growth Goal / # of Total Students with Growth.

Fall to Spring NWEA Administrations.

[37] # of Students Met or Exceeded their Growth Goal / # of Total Students with Growth.

Fall to Spring NWEA Administrations.

[38] Do Not Remove Formulas.

[39] Do Not Remove Formulas.

[40] Do Not Remove Formulas.

[41] Do Not Remove Formulas.