School Improvement Plan (SIP)
Academy for Innovative Studies (MS)

Planning Tools	SIP Schoolwide Strategic Planner (Comprehensive Support/Targeted Support: PAI 1 and 2)	**Schoolwide Strategic Planner**	Curriculum & Location	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.
	Root Cause Tools	**Self-Assessment Rubric (Buckets Tool)**		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.
Management & Monitoring Tools	Planning and Monitoring (Short-Term Cycles)	**Project Planner & Monitoring**	Assessments	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.
	Quarterly Progress Monitoring (Medium- & Long-Term Goals)	**Quarterly Progress Monitoring**		Common Formative and Summative Assessments - Teacher created assessments aligned with Indiana Academic Standards for each unit of study on EVSC curriculum maps.
Optional Supporting Tools	Culture & Climate 3rd Strategy (Required for Priority: PAI 3)	**Schoolwide Strategic Planner**	Social Emotional Learning / Cultural Competency	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.
	Root Cause Tools	**SIOT Analysis**		
SIP Input (stakeholder input)	Parents, Community Partners, Staff		SIP Team Members	Hannah Kirkman, Audra Offutt, Matthew Beck, Carrie French, Matressa Morgan, Stacie Evans, Chelsey Bowlds, Andrea Kneubuhler

SIOT (Strengths, Improvements, Opportunities, and Threats)

While using your previous SIP and relevant data (NWEA, IREAD-3, MySchool Survey, Gallup, Panorama, Big 5 Reports, SET, etc), answer the following questions:
1. List school's primary strengths and areas of improvement from the previous SY - forces or barriers working for or against the School Improvement Plan implementation (SIP).
2. List school's key opportunities and threats from the previous SY - political, economic, social, technological, demographic or legal trends that are or may impact school's ability to achieve SIP implementation.
3. After completing the SIOT analysis, what are the highest leverage school improvement strategies for the current SY?
4. Are there any opportunities we can take advantage of because of a strength?
5. Are there any threats compounded by a weakness?

Analysis of Previous SY

Strengths	Areas of Improvement	Questions for Reflection
The AIS MS team continues to be strong in the area of building relationships with students. Student voice shares that one of the reasons they like AIS and feel like they do better here is because they feel as though the staff cares about them. Student voice shares that they feel as though there is at least one adult they can go to in the building if they need something. Last year, during the 2019-2020 school year, AIS MS staff did show growth and progress on their SIP goals. One of our goals was that by the end of the third gradind period of the 19-20 school year, 40% of students would share that they felt challenged to do their best at AIS MS. We exceeded this goal at that time as 76% of students shared that statement! Another one of our goals was that by the end of the third grading period of the 19-20 school year, 62% of students would share that their teacher makes them explain their thinking. We exceeded this goal at that time as 64% of students shared that statement! We also continue to make growth in social emotional learning as a school. Last year we found success with the self-regulation station, SEL curriculum, mindful based stress reduction student services, and much more. As a team, we do feel as though we are strong in this area within our personal knowledge that we have learned through professional development and within the structures we have created to help meet student social emotional needs in our school. Last year, during the 2019-2020 school year, AIS MS staff did show growth and progress on their SIP goals in this area too. AIS MS staff had a goal to decrease office documented referrals by 5% each grading period. Our goal for the end of the first grading period was 365 ODR's or less and our reality was 298 ODR's. Our goal for the end of the second grading period was 498 ODR's or less and our reality was 333 ODR's. Our goal for the end of the third grading period was 574 ODR's or less and our reality was 475 ODR's. As you can see, we exceeded our goal in this area each grading period! During a leadership committee meeting activity, the teachers and support staff on this committee agreed with the above strengths and also noted that as a team we are very supportive to one another and truly function as a unified team.	Last year we didn't meet our SIP goal pertaining to classrooms being consistently rigorous showing students doing the thinking at high levels on a consistent basis. By the end of the third grading period during the 2019-2020 school year according to walkthrough data and teacher input we only had 36% of classrooms consistently meeting this and our goal at that time was 54%. When we switched to a virtual setting so quickly last year, we also noticed that we lack online strategies and tools as well when it came to creating rigorous lessons. We have a need to grow in the area of creating learning tasks that allow students to think at high levels whether we are learning together in person or in a virtual setting. Although we made significant progress last year in the social emotional learning piece and we decreased our referrals, we still have a need to continue to focus on building relationships with students and using social emotional learning supports to help increase student self-regulation skills. During a 2020 Winter Panorama survey, only 28% of students reported that during the past thirty days, they remained calm even when someone was bothering them or said bad things. In that same survey, only 31% of students reported that during the past thirty days, they kept their temper in check. Student voice states relationships with staff are strong, but the data in the My School Survey shows a need for improvement in this area. On the 2020 My School Survey report, only 43.4% of students reported that they feel as though staff and students get along well with each other. On the 2020 My School Survey report, only 50% of students reported that they feel as though most teachers in this school care for them.	**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	Threats	Questions for Reflection
We have returned all AIS MS teachers and most support staff, as we only lost a PD sub and one teaching assistant from last year. Some of the changes we made due to help meet Covid-19 guidelines are potential opportunities to help our overall school environment such as capping our overall numbers to 70 students, limited transitions for students during the day, and students having their own space/area/materials throughout the day. We have found a way to still have targeted and professional development this school year as we plan to do this quarterly. We still have the opportunity to work with Andrea Kneubuhler and Audra Offutt as they continue to be district supports for us this school year. AIS MS still has multiple supports in place for students to help with this social emotional learning needs such as the self-regulation station, SEL curriculum, mindful based stress reduction skills, etc. The SEL's, social worker, and counselor have a plan in place for this school year to be able to offer all of these SEL supports to students on a consistent weekly basis despite whether we are in person or in a virtual setting.	We will continue to receive students throughout the year which will lead to an environment that is constantly changing and our numbers will increase through the year eventually leading to bigger classrooms. We will continue to receive at-risk students coming to us with intense academic, social, emotional, and/or behavioral needs. In order to create a schedule that met Covid-19 guidelines, we lost a lot of time that we dedicated to professional development and PLC's in the past. A potential threat is changing back and forth from virtual learning to in person learning as change is hard on our students and these big changes can be disruptive to the learning environment. If we were to move to a virtual setting this year, internet issues or a lack of internet for students is a potential threat.	**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?

Reflection

1. Reflecting on our work from last school year, we acknowledge how powerful the office supervision schedule was as it allowed administration to complete more informal walkthroughs on a consistent basis providing feedback and coaching to teachers on a consistent basis. The administrator was able to formally evaluate & hold post conferences in person with everyone once and with four staff members twice. The administrator was able to complete informal classroom walkthroughs and provide immediate feedback to teachers 73 times during the first grading period, 7 times during the second grading period, and 35 times during the third grading period. The administrator was able to meet with each teacher one on one for coaching at least once a month last year except the month of December and except when we were on virtual learning.

2. Reflecting on our work from last school year, we acknowledge how targeted, consistent, and powerful the professional development was that we planned and delivered on through the year. We did everything we said we would professional development wise in last school years school improvement plan and we feel as though this professional development did help contribute to our schools growth last year.

3. Reflecting on our work from last school year, we acknowledge how much getting rid of "time outs" and replacing that need with the self-regulation station helped our students and our school. This 15 minute station provides focused opportunities for students to get to calm by learning and practices self regulation skills. This is a huge need for our students and student voice, teacher voice, self-regulation station data, and office documented referral data all show how positive of an impact this station had on our school last year.

Schoolwide Planner (Required for All Schools)

1. Vision

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

2. Mission

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

Subgroup or Improvement Focus:

☐ Bottom 25%	☐ Top 75%	☑ Other: All staff and students

3. Why is this our current reality?

3a. Root Findings: [1]	3b. Data Sources: [2]
1. Some teachers still fear that asking more of students academically will lead to outbursts and break "the calm" environment.	1. Classroom walkthrough data, teacher voice, leadership committee voice
2. The majority of teachers lack knowledge of best practices, skills, strategies, and tools for planning and executing rigorous lessons in both the in person and virtual settings.	2. Classroom walkthrough data, teacher voice, leadership committee voice, teacher survey results
3. 18.5% of AIS MS students met their projected growth in Math and 20.3% of AIS MS students met their projected growth in ELA for the NWEA Winter to Winter benchmark during the 19-20 school year.	3. School Health Profile NWEA Data
4.	4.

4. What are we going to do about it?

4a. Strategy/Intervention #1:	4b. Strategy or Intervention #2:
AIS MS admin and district coach will implement personalized coaching sessions quarterly with teachers to focus on implementing classroom tasks that require students to think at high levels.	

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

5a. Monitoring Strategy/Intervention #1: [3]

Metric Type:	*Improvement*	Metric used:		By the end of the 2020-21 school year, 75% of classrooms will be consistently rigourous showing students doing the thinking at high levels according to classroom walkthrough data.
Data Set	**Baseline**	**Quarter 1**	**Quarter 2**	**Quarter 3**	**Quarter 4/ End of Year**
Goal [5]	N/A	40%	50%	60%	75%
Actual	36%	36%			

5b. Monitoring Strategy/Intervention #2: [4]

Metric Type:		Metric used:	
Data Set	**Baseline**	**Benchmark #1**	**Benchmark #2**	**Benchmark #3**	**Benchmark #4**	**End of Year**
Goal [6]						
Actual						

6. What is our target?

Data Set	Baseline	Goal (EOY)	Stretch Goal (EOY)	Goal (3-Year)	Actual (EOY)
Attendance Rate	93.16% (61297.5/65801.5)	94%	95%	96%	
ELA Performance [7]	3.80% (3/79)	5.8 %	8%	10%	
ELA Growth					
Math Performance [8]	2.47% (2/81)	5%	7%	9%	
Math Growth					
4-Yr Grad Rate (HS only)					

7. What is our ultimate goal?

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

Other Resources

	School Improvement Plan	School Profile	My School Survey	Gallup Poll	
Previous School Year Report(s)					
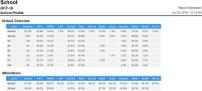
<--- Act and Assess: PM/Checkpoints/IDOE Monitoring/Self-Assessments/OTS Support/PLCs --->

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

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

1. Vision

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

2. Mission

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

Subgroup or Improvement Focus:

☐ Bottom 25%	☐ Top 75%	☑ Other: All Staff & Students

3. Why is this our current reality?

3a. Baseline	During a 2020 Winter Panorama survey, only 28% of students reported that during the past thirty days, they remained calm even when someone was bothering them or said bad things. In that same survey, only 31% of students reported that during the past thirty days, they kept their temper in check. On the 2020 My School Survey report, only 43% of students reported that they feel as though staff and students get along well with each other. On the 2020 My School Survey report, only 50% of students reported that they feel as though most teachers in this school care for them.

3b. Root Findings:	**3c. Data Sources:**
1. Students currently lack the skills to self-regulate or resolve conflict independently.	1. Panorama Student & Teacher Survey Data, My School Student & Teacher Survey Data, Office Documented Referrals Data, Self-Regulation Station Data, Teacher and Student Voice.
2. Every student is coming to AIS MS from a negative school experience (expulsion/manifestation) and this can sometimes cause their perception of school and staff members to be negative, potentially affecting relationships at the beginning of their time at AIS MS.	2. Office Documented Referral Data, Student Voice
3.	3.
4.	4.

4. What are we going to do about it?

4a. Strategy/Intervention #1:	**4b. Strategy or Intervention #2:**
AIS MS will utilize SEL curriculum and supports to focus on building relationships with students and increasing student self-regulation skills.	

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

5a. Monitoring Strategy/Intervention #1:

Metric Type:	*Improvement*	Metric used:	By the end of the 2020-2021 school year, 32% of students will report that during the past thirty days, they remained calm even when someone was bothering them or said bad things. 35% of students will report that during the past thirty days, they kept their temper in check. 47% of students will report that they feel as though staff and students get along well with each other. 54% of students will report that they feel as though most teachers in this school care for them. The metric used will be a survey that students will take at the end of each 9 week grading period.

Data Set	Baseline	Quarter 1	Quarter 2	Quarter 3	Quarter 4/ End of Year	
Goal [9]	N/A	First - 29%, Second - 32%, Third - 44%, Fourth - 51%	First - 30%, Second - 33%, Third - 45%, Fourth - 52%	First - 31%, Second - 34%, Third - 46%, Fourth - 53%	First - 32%, Second - 35%, Third - 47%, Fourth - 54%	
Actual	First - 28%, Second - 31%, Third - 43%, Fourth - 50%	st - 50% nd - 52% rd - 62% Fourth - 87%				

5b. Monitoring Strategy/Intervention #2:

Metric Type:		Metric used:		

Data Set	Baseline	Benchmark #1	Benchmark #2	Benchmark #3	Benchmark #4	End of Year
Goal [10]	N/A					
Actual						

6. What is our target?

6a. School Smart Goal	By the end of the 2020-2021 school year, 32% of students will report that during the past thirty days, they remained calm even when someone was bothering them or said bad things. 35% of students will report that during the past thirty days, they kept their temper in check. 47% of students will report that they feel as though staff and students get along well with each other. 54% of students will report that they feel as though most teachers in this school care for them.

7. What is our ultimate goal?

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

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

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

Action Planning			Logistics				Short-Term Monitoring	
SIP Strategy	Progress	Specific, Actionable Steps toward Achieving S-SIP Strategy [11]	Target Date:	Person(s) Responsible: [12]			Are we doing it?	Notes
#1	🟩	What actions will we take to fully implement our strategy?	Due Date: [13]	Who is responsible for (and/or working on each action?)			Are we doing what we said we were going to do? [14]	Does the data indicate effectiveness? What adjustments need to be made?
AIS MS admin and district coach will implement personalized coaching sessions quarterly with teachers to focus on implementing classroom tasks that require students to think at high levels.		1	Create classroom walk through form with identifed measures for a rigourous classroom to collect school-wide data.	Sept. 2020	Principal	Leadership Team		4. Action has been completed	
		2	Create student survey questions around high expectations and rigor in the classroom. The survey questions that the leadership team created for this area were: "I feel most teachers in this school have high expectations for me." - Last year 55% of students stated this on My School Survey. The other survey question selected was "I feel challenged to do my best at this school". Last year 52% of students stated this on My School Survey.	Sept. 2020	Principal	Leadership Team		4. Action has been completed	At the end of the first grading period 90% of students shared via a survey that they feel challenged to do their best at AIS MS! At the end of the first grading period, 90% of student shared via a survey that they feel that most teachers at AIS MS have high expectations for them.
		3	Set dates and send calendar invites for quarterly PD's.	Sept. 2020	Principal	Lead Coach		4. Action has been completed	
		4	Qtr. 1 PD on breaking down the standard and target/task alignment. Include online strategies that can be incorporated for each content area. WIN/Resource/Art/PE - October 2 2-3, Math PLC - October 7 2-3, ELA PLC - October 19 2 - 3	10/19/20	Principal	Lead Coach		4. Action has been completed	
		5	Complete learning walk form on every classroom every week each grading period.	5/1/20	Principal			3. Implementation is ongoing with fidelity	
		6	Qtr. 2 PD on breaking down the standard and target/task alignment. Include online strategies that can be incorporated for each content area. WIN/Resource/Art/PE - November 18 2-3, Math PLC - November 20 2-3, ELA PLC - December 2 2 - 3	1/2021	Principal	Lead Coach		2. Implementation is in progress	
		7	Qtr. 3 PD on breaking down the standard and target/task alignment. Include online strategies that can be incorporated for each content area. WIN/Resource/Art/PE - February 5 2-3, Math PLC - February 10 2-3, ELA PLC - February 12 2 - 3	4/2/2021	Principal	Lead Coach		1. Action has not been started	
		8	Qtr. 4 PD on breaking down the standard and target/task alignment. WIN/Resource/Art/PE - April 2 2-3, Math PLC - April 5 2-3, ELA PLC - April 7 2 - 3	5/14/21	Principal	Lead Coach		1. Action has not been started	
		9	Survey students at the end of each nine weeks to get their feedback on the selected student survey questions around high expectations and rigor in the classroom.	5/28/21	Principal	Lead Teacher		3. Implementation is ongoing with fidelity	
		10	Set dates and calendar invites for optional monthly teacher professional develop/support/coaching sessions.	Sept. 2020	Principal			4. Action has been completed	
		11	Create survey to survey teacher needs monthly before the optional teacher professional development/support/coaching sessions.	Sept 2020	Principal			4. Action has been completed	
		12	Survey teachers once a month to find out needs for professional development/support/coaching.	5/28/2021	Principal			3. Implementation is ongoing with fidelity	
		13	AIS MS teachers will be offered optional professional development/support/coaching sessions via Webex once a month. These sessions will be designed around teacher needs as represented by the monthly survey data/feedback.	5/28/2021	Principal	Lead Coach	Leadership Team	3. Implementation is ongoing with fidelity	
		14	There will be a resource bank created on our staff Google Classroom where the principal, lead coach, and teachers can add resources from the new learning this school year so teachers have a place to reference the material again if needed. Staff will add to this through the year as new learning/professional development occurrs.	5/28/2021	Principal	Leadership Team	Lead Coach	3. Implementation is ongoing with fidelity	
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3 Year Timeline for Implementation, Review & Revision for Strategy 1						
Year 2	Teachers will be leading a student centererd classroom that incorporates tasks that require students to think at high levels on a consistent basis in the majority of their classes in both an in person setting or a virtual setting depending on needs.					
Year 3	Teachers will be leading a student centererd classroom that incorporates tasks that require students to think at high levels on a consistent basis in all of their classes in both an in person setting or a virtual setting depending on needs.					

Action Planning			Logistics					Short-Term Monitoring	
SIP Strategy	Progress	Specific, Actionable Steps toward Achieving S-SIP Strategy [15]	Target Date:	Person(s) Responsible: [16]				Are we doing it?	Notes
#2		What actions will we take to fully implement our strategy?	Due Date: [17]	Who is responsible for (and/or working on each action?)				Are we doing what we said we were going to do? [18]	Does the data indicate effectiveness? What adjustments need to be made?
AIS MS will utilize SEL curriculum and supports to focus on building relationships with students and increasing student self-regulation skills.	1	AIS MS will continue to utilize a self regulation station for students where they will continue to learn and practice self regulation skills, get to calm, refuel, and return back to class alert and ready to learn. AIS MS has an in person station prepared and also has a virtual self regulation station that students can use both in the classroom safely in their own space or at home outside of school hours or if they are ever in a remote or virtual setting.	5/28/21	Principal	Specialist	Leadership Team	Lead Teacher	3. Implementation is ongoing with fidelity	
	2	AIS MS will revise school wide and classroom group plans to incorporate our new policies in place due to Covid-19.	August	Principal	Specialist	Leadership Team		4. Action has been completed	
	3	AIS MS will teach, utilize, and implement the new & revised classroom and school wide group plans on a daily basis.	August	Principal	Specialist	Leadership Team		3. Implementation is ongoing with fidelity	
	4	AIS MS will continue to incorporate breathing brain breaks at the start and end of every class and before lunch dismissal. AIS MS will continue to incorporate movement brain breaks in the middle of a long block of class.	August	Principal	Specialist	Leadership Team		3. Implementation is ongoing with fidelity	
	5	AIS MS staff will continue to teach the SEL curriculum to students, so all students will get a 20 minute social emotional learning lesson daily. They will then continue to receive an additional MIND UP lesson on Mondays. AIS MS is prepared to teach this content in an in person, remote, or virtual learning situation.	August	Principal	Specialist			3. Implementation is ongoing with fidelity	
	6	AIS MS staff will continue to do morning connections daily with their students to connect and create a team environment. This will also help to increase the amount of positive student-teacher relationships. A resource of morning connection questions for the year was provided to teachers during the Back to School teacher work days. Teachers have a plan to continue these if students are in a remote or virtual learning setting as well.	August	Principal	Specialist	Leadership Team		3. Implementation is ongoing with fidelity	
	7	Every student will continue to receive mindful based stress reduction skills from our social worker, our counselor, or one of our SEL's. This team has prepared a plan where they will offer this service if we are in person, virtual, or aremote setting.	2020-09-01	Principal	Specialist			3. Implementation is ongoing with fidelity	
	8	A GAIN SEL team made up of admin, family engagement coordinator, teachers, SEL's, a social worker, and a counselor will meet every Thursday from 2 - 3 to discuss and plan needed professional development for the entire MS team, to look at data to find trends/make plans, to discuss and plan needed whole school student strategies, and to look at high risk students who need even additional support. This team writes needed refueling plans or function based behavior plans for students and roles out to staff.	9/3/20	Principal	Specialist	Lead Teacher		3. Implementation is ongoing with fidelity	
	9	Students will take a survey at the end of each grading period so we can track progress on self-regulation skills.	5/28/21	Principal	Lead Teacher			3. Implementation is ongoing with fidelity	
	10	The self-regulation station data and of the ODR data will be reviewed each month by the GAIN SEL team and we will share takeaways out with our entire staff. If trends surface up, we will devise a plan to address those too.	11/2/2020	Principal	Specialist	Lead Teacher		3. Implementation is ongoing with fidelity	
	11	The survey for students to take at the end of each grading period will be created.	September	Principal	Leadership Team			4. Action has been completed	
	12	AIS MS is starting a monthly Diamond club that students can earn each month by earning zero office referrals per month AND passing all of their classes per month. They have a fresh start each month to earn it for that month. If they earn it, they will receive a principal positive phone call home, 100 Diamond Mine stamps, a group picture posted on wall and social media, a free dress pass for the first Friday of the next month, and a special lunch treat for the first Friday of the next month.	October	Principal	Leadership Team			3. Implementation is ongoing with fidelity	
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3 Year Timeline for Implementation, Review & Revision for Strategy 1

Year 2	Teachers and students will utilize skills to self-regulate on a consistent basis in and out of school.						
Year 3	Teachers and students will utilize skills to help others in need co-regulate on a consistent basis in and out of school.						

Action Planning			Logistics		Short-Term Monitoring	
SIP Strategy	Progress	Specific, Actionable Steps toward Achieving S-SIP Strategy [19]	Target Date:	Person(s) Responsible: [20]	Are we doing it?	Notes
#3		What actions will we take to fully implement our strategy?	Due Date: [21]	Who is responsible for (and/or working on each action?)	Are we doing what we said we were going to do? [22]	Does the data indicate effectiveness? What adjustments need to be made?
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3 Year Timeline for Implementation, Review & Revision for Strategy 1

Year 2							
Year 3							

Progress Monitoring Toward Goals
Monitoring of Progress (Medium & Long Term Goals)

NWEA MAP Growth: Reading

Met/Exceeded Average Achievement

Term(s)	Overall	F/R Lunch	Paid Lunch	SE	GE	ELL	Non ELL	Male	Female	Am. Indian	Black	Asian	Hisp.	White	Multi.	Pac. Isl.
School (Fall)	5.1%	6.3%	0.0%	5.6%	4.8%		5.1%	6.5%	0.0%		0.0%		0.0%	7.1%	16.7%	
District (Fall)	58.4%	45.2%	73.1%	20.4%	65.4%	13.2%	59.8%	56.5%	60.2%	0.0%	30.5%	79.0%	44.7%	66.8%	49.0%	35.8%
School (Winter)																
District (Winter)																
School (Spring)																
District (Spring)																

Met/Exceeded Projected Growth

Term(s)	Overall	F/R Lunch	Paid Lunch	SE	GE	ELL	Non ELL	Male	Female	Am. Indian	Black	Asian	Hisp.	White	Multi.	Pac. Isl.
School (Fall)	34.5%	34.8%	33.3%	30.8%	37.5%		34.5%	34.8%	33.3%		45.5%		0.0%	18.2%	50.0%	
District (Fall)	54.2%	51.8%	56.8%	50.9%	54.8%	54.5%	54.2%	54.7%	53.6%	100.0%	48.9%	63.8%	55.1%	55.7%	48.3%	55.6%
School (Winter)																
District (Winter)																
School (Spring)																
District (Spring)																

Projected Proficiency (ILEARN or SAT)

Term(s)	Overall	F/R Lunch	Paid Lunch	SE	GE	ELL	Non ELL	Male	Female	Am. Indian	Black	Asian	Hisp.	White	Multi.	Pac. Isl.
School (Fall)	2.6%	3.1%	0.0%	5.6%	0.0%		2.6%	3.2%	0.0%		0.0%		0.0%	0.0%	16.7%	
District (Fall)	49.2%	35.5%	64.7%	15.7%	55.5%	8.3%	50.6%	47.9%	50.5%	0.0%	22.9%	75.8%	33.7%	57.3%	40.1%	28.3%
School (Winter)																
District (Winter)																
School (Spring)																
District (Spring)																

NWEA MAP Growth: Math

Progress Monitoring Toward Goals

Monitoring of Progress (Medium & Long Term Goals)

Met/Exceeded Average Achievement

Term(s)	Overall	F/R Lunch	Paid Lunch	SE	GE	ELL	Non ELL	Male	Female	Am. Indian	Black	Asian	Hisp.	White	Multi.	Pac. Isl.
School (Fall)	5.0%	6.1%	0.0%	5.3%	4.8%		5.0%	3.2%	11.1%		0.0%		0.0%	7.1%	14.3%	
District (Fall)	51.9%	37.4%	68.0%	12.5%	59.2%	13.5%	53.1%	53.9%	49.8%	20.0%	21.6%	92.1%	33.2%	61.0%	41.3%	19.2%
School (Winter)																
District (Winter)																
School (Spring)																
District (Spring)																

Met/Exceeded Projected Growth

Term(s)	Overall	F/R Lunch	Paid Lunch	SE	GE	ELL	Non ELL	Male	Female	Am. Indian	Black	Asian	Hisp.	White	Multi.	Pac. Isl.
School (Fall)	16.7%	16.7%	16.7%	23.1%	11.8%		16.7%	8.7%	42.9%		25.0%		0.0%	18.2%	0.0%	
District (Fall)	39.1%	40.1%	38.1%	42.1%	38.6%	46.7%	38.9%	38.6%	39.7%	33.3%	41.9%	50.0%	40.3%	38.6%	36.4%	48.9%
School (Winter)																
District (Winter)																
School (Spring)																
District (Spring)																

Projected Proficiency (ILEARN or SAT)

Term(s)	Overall	F/R Lunch	Paid Lunch	SE	GE	ELL	Non ELL	Male	Female	Am. Indian	Black	Asian	Hisp.	White	Multi.	Pac. Isl.
School (Fall)	0.0%	0.0%	0.0%	0.0%	0.0%		0.0%	0.0%	0.0%		0.0%		0.0%	0.0%	0.0%	
District (Fall)	28.5%	14.8%	43.8%	4.5%	32.9%	5.7%	29.2%	29.9%	27.0%	0.0%	6.7%	71.4%	12.6%	35.0%	20.7%	5.8%
School (Winter)																
District (Winter)																
School (Spring)																
District (Spring)																

Title I Schoolwide Planning Comprehensive Needs Assessment

DATA COLLECTION/ANALYSIS

Tiered Model of Support (RTI) (SW tiered model to address problem behavior and early intervention)	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 2019-20 school year, K-5 students will have Tier I SEL curriculum that is research based. All staff participate in SEL professional development. During the 19-20 school year, all Kindergarten staff will be trained on LETRS, a scientifically based approach to reading instruction.
	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 the 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 has a GAIN SEL team that discusses which students need additional supports and puts those in place. This team also discusses strategies that would be helpful for our entire school and student population. This team creates plans and shares out with staff as needed. This team writes a function based behavior plan or a refueling plan for those students who need additional supports as well. This team meets weekly on Thursdays after school.

PROFESSIONAL PRACTICE

Transition (Pre-K and Middle/HS) (Assisted Preschool children in transition to elementary school, students to MS/HS)	District:	For any students attending EVSC pre-K programs, Kindergarten teachers will have access to GOLD assessment reports for individual children. The Focusor 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, students family, and traditional school are all invited. At this meeting, we review a document that represents the students progress, data, and things that we have learned about them during their time at AIS. We also review their individual plans - ISP, IEP, 504, FBBP, Refueling Plan, 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 Harwood. 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 (PD opportunities to staff to improve instruction using assessment data)	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 had to make some revisions to the master schedule in order to meet Covid-19 guidelines/safety regulations. We did lose some professional development and PLC time; however, we have found a way to still offer targeted and differentiated professional development on a quarterly basis that algins with our SIP strategies as described in the action planning and short term monitoring sesction. Optional support sessions will be provided for staff on a monthly basis as welll and these support sessions will focus on providing support and professional development that is ligned to our SIP strategies.
Recruitment and Retention (Aided in recruitment and retention of effective teachers - high needs subjects)	District:	HR department and Office of Academic Affairs host a minumum of 2 recruitment events yearly to provide the opportunity for building administrators to screen potential candidates. Teachers in priority status schools (includes all Title I schools) receive additional compensation based on teaching in a high needs school.
	School: HQ staff list here	HQ AIS Diamond Link
SW plan monitored and revisited (DSS and Leadership team, Performance management)	District:	Focusors of School Support meet with building administrators and leadership team at least 2 times per month to monitor the SIP implementation and results, adjust action planning and short term monitoring based on data. The Superintendent and district executive leadership team meet two times per year with school administrative teams to review data, SIP goals, strategies and action plans and to determine ways to support school level implementation of SIPs.
	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 make needed adjustments when appropriate. The DSS and administrator review and discuss the SIP frequently during principal check in meetings.

FAMILY AND COMMUNITY ENGAGEMENT

SWP Development (SWP is developed with involvement of parents and other community members)	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. Link to survey is HERE. 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 survey sharing how they think we could improve our school as well. If we can't have parent events in person this year due to Covid-19 we will still have them virtually and still get feedback virtually.

Availability **(Available to LEA, parents and the public)**	**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:	AIS Diamond MS has learning sessions where we touch on the SIP at every family event that we have. If we can't do this in person this year, we will still offer these learning sessions virtually. Eventually the SIP is available online as well.
Activities **(Activities that have shown to be effective at increasing family and community engagement in the school, including family literacy programs)**	**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. Our counselor will help families get needed food and clothing supports set up. During our family nights, the administrator teaches parents how to utilize different programs with their students at home - this may be done virtually this year depending on Covid-19 needs. Families are also taught how to access parent RDS from home in order to check their students progress at school.

PLANNING TEAM

Stakeholder Input **(Parents, teachers, admin community)**	**School:**	Teachers and staff are included in data review and planning monthly during team and committee meetings. 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 - this year all may be held virtually depending on Covid-19 needs.
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:	The SIP is presented to parents and community members during our December family night - this year we may present in a virtual format depending on Covid-19 needs. It is presented to all staff during team 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. Eventually our SIP is posted online on our school website.

COORDINATION

Coordination of Programs **(Developed in coordination with other programs, services and resources)**	**District:**	SIPs are developed in coordination with the district Continuous Improvement Plan as an overarching document which coordinates across mulitple programs, including social emotional supports. Focusors 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 **(Mental health, instructional support/mentoring, non academic skill improvement)**	**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 utlize data to identify students who need additional supports and Social Emotional Learning Specialists/coaches are assigned to support students who require Tier II and Tier III supports. In addition, during the 2019-20 school year, K-5 students will have Tier I SEL curriculum that is research based. All staff participate in SEL professional development. During the 19-20 school year, all Kindergarten staff will be trained on LETRS, a scientifically based approach to reading instruction.
	School:	The GAIN SEL committee is made up of administration, family engagement coordinator, SEL's, teachers, a social worker, and a counselor 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 GAIN SEL team receive additional and indivualized supports and some receive a function based behavior plan or a refueling plan. We also have a partnership with YouthFirst and they help us provide more intensive support to students in need. We have a self regulation station available to students where they learn self regulation skills, practice them, utilize them, and return to class back to calm. Our SEL's, social worker, and counselor provide mindful based stress reduction therapy to all students this year. Our students receive a 20 minute social emotional curriculum lesson each day at school and an additional MIND UP lesson on Monday. Students participate in breathing and movement brain breaks daily at school.
Coordination of Funds **(Describe how Title I funds will be coordinated with local,state and federal programs)**	**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 Focusors of School Support. Title II funds are utilized to offer district coaching support and leadership development to address needs of Title I schools. Title IV funds are utilized to offer additional supports for social emotional learning for most in need Title I schools.

HQ Staff Roster LInk

Title I Funded Positions and SIP Alignment				
Title	**FTE**	**Description and Alignment**	**Strategy 1**	**Strategy 2**
Teachers	N/A	PD Stipends for summer professional development for teachers to work on content planning with a focus on increasing the rigor as well as professional development for teachers to continue building their knowledge around social emotional learning.	X	X
Professional Development Sub	N/A	PD sub will be used to provide coverage for staff for professional development and to reduce uncovered teacher absences based on fill rate data.	X	X
Social Worker	1	Direct case manager working with students, families, school counselor, staff, and outside agencies to coordinate services for students and families and for students to increase positive relationshps between students and teachers in order to overcome obstacles.		X

Paraprofessional	1	Paraprofessional works with students who need a smaller setting that day or various reasons. She works with them one on one or in small groups as they are with her in an alternative environment for that particular day, class, classes, etc.	X	X

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 state assessments 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.

[X] Provisions are in place to maximize parental participating in the school.

Hannah E. Kirkman

9-18-20

Principal Signature of Assurance   *Date*

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

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

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

Reflection: Be sure to consider alignment and intentionality.

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

Is it realistic?

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

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

Reflection: Be sure to consider alignment and intentionality.

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

Is it realistic?

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

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

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

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

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

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

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

[7] ILEARN Projected Proficiency Rate from Previous Winter NWEA

[8] ILEARN Projected Proficiency Rate from Previous Winter NWEA

[9] 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)

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

[12] 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.

[13] Easy access to calendar:

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

[14] 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.

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

[16] 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.

[17] Easy access to calendar:

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

[18] 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.

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

[20] 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.

[21] Easy access to calendar:

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

[22] 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.