

Caze Elementary School School Improvement Plan (SIP)

<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>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. All K-2 students are screened using the AMIRA assessment for learning characteristics related to dyslexia.</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>SIOT 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. The districtwide Comprehensive Improvement Plan seeks to engage all stakeholders and learners in the educational process. GAIN (Growth In Academics through Neuroeducation) is the districtwide framework for approaching learning and supporting students.</p>
<p>SIP Input (stakeholder input)</p>	<p>Sheila Langston (Family Member), Terri Newman (Master Gardener), Amy Kehler (Master Gardener), Family Meeting Engagement Meeting attendees, Samantha Potts (School SW, Family Engagement Team Leader), ECHO Community Health Care -Guillermo Guevara</p>		<p>SIP Team Members</p>	<p>Joe Schlosser (Principal), Kendra Renfrow (AP), Ali Dressler (Mentor T), Krystal Delay (School Support Strategist), Cindy Evans (School Support Specialist), Kelsey Wright (Director of School Transformation)</p>

SIOT (Strengths, Improvements, Opportunities, and Threats) 21-22 Reflections

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

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

Analysis of Previous SY		
Strengths	Areas of Improvement	Questions for Reflection
<ul style="list-style-type: none"> -NWEA data fall-to-winter and winter-to-winter improving as a school -Subgroups of sped and ELL are showing higher growth on NWEA than their gen ed peers- belief is due to EL and follows EL study trends -School support (Mentor/master) knowledge around foundational skills, EL; support for teachers understanding microphases and how to move students -% of students in K flagged at/some risk for dyslexia is lower than district average and ranks at the top when compared to other title schools -Per Panorama, teacher school climate responses have increased 40% (42% to 82%) from spring 2019 -Teacher/Student relationships (3-5) rank in the 80th-99th percentile nationally and all other categories are above norm nationally (except school safety) 	<ul style="list-style-type: none"> -Approximately half of 2nd grade students at/some risk for dyslexia -Realign those administering interventions and amount of PD provided per data and leverage certified staff to deliver as many interventions as possible -Progress monitoring IXL with benchmark snapshots to drive instructional decisions and supports -Determine how to identify root cause for tier II/III students 3-5 (then look at K-2) -While school safety has improved 14% from fall 2021 it is the lowest category due to 32% of students responding favorable to "How often are people disrespectful to others at your school -The majority of ODRs come from one grade level this also correlates to student achievement data -Deepen teacher toolbox of writing components and strategies for improved student writing -66% of teachers (n=10) responded favorably that S can change their intelligence, how much talent they have 	<p>Strengths: What are your school's primary strengths? What data supports these strengths? What knowledge, skills and mindsets do you have that can help you with successful implementation of your school improvement plan? What resources do you have available? What is your greatest achievement?</p> <p>Improvements: What are your school's primary areas for improvement? What data supports the need for improvement? What knowledge, skills, and mindsets are you missing? What should you stop/avoid doing? In what areas do you need more training?</p>
Opportunities	Threats	Questions for Reflection
<ul style="list-style-type: none"> -Reset internal attendance supports and structures for students/families -New elementary schedule allowing teacher plan time every morning, GPLC, at least 3 days per week of PLC and teacher meetings, etc -Teacher leadership team reset will allow for communication and distribution of leadership across the building -Reset Caze coaching model utilizing lessons learned and partnership with EL -Reset Caze PLC protocols -Students do not yet carry the cognitive load in most classrooms. Evidence of teachers consistently monitoring for comprehension and providing support for student struggle is limited. 	<ul style="list-style-type: none"> -1/3 of students of Caze have missed 11+ days of school (103 students) -Limited pool of quality candidates and environment/pay competitive per market 	<p>Opportunities: What opportunities are present to impact successful school improvement plan implementation? What is going on around you that seems to be useful? What district resources are available to support your work? What could be done today that isn't being done? Who can support you and how?</p> <p>Threats: What obstacles might impact your school improvement plan implementation? What political, economic, social, technological, demographic or legal trends might impact your school improvement plan implementation? Are there any standards, policies, and/or legislation changing that might negatively impact you?</p>
Reflection		
1. Students should be able to do the thinking and teachers should be able to monitor for the learning with appropriate scaffolds as needed		
2. Teacher LT, PLCs and coaching are the vehicles to academic improvements this year and all are being reset		
3. There is a student perception of disrespect and not feeling understood		

Schoolwide Planner (Required for All Schools)

1. Vision

1a. District Vision:	<i>Empowering our students to thrive in life.</i>
1b. School Vision:	<i>At Caze Elementary School, we believe a shift in practice is essential to achieve aligned, standard-based, student-centered, classrooms where all students think at a high level through ownership, collaboration and reasoning.</i>

2. Mission

2a. District Mission:	<i>Preparing every student to excel in our global society through world-class learning experiences.</i>
2b. School Mission:	<i>At Caze Elementary, we challenge students of all abilities to grow and excel academically, social, and emotionally, so that we will become the highest achieving Title I elementary school in Evansville, Indiana</i>

Subgroup or Improvement Focus: (TSI from 19-19 data: Black and SE population subgroups)

3. Why is this our current reality?

3a. Root Findings: [1]	3b. Data Sources: [2]
1. Students do not yet carry the cognitive load in most classrooms.	1. MI SRA
2. Evidence of teachers consistently monitoring for comprehension and providing support for student struggle is limited.	2. MI SRA + WTs
3. Inconsistent PLC's, planning and data review protocols	3. Schedule last 2 years
4. While students are often provided grade level content they are not performing on grade level	4. NWEA: * Students at or above norm RIT in Reading = 31.5% (Spring '22). Increase of 0.3% from Spring '21. * Percent of students meeting growth in Reading = 48.2% (Spring '22). Decrease of 23% from Spring '21.

4. What are we going to do about it?

4a. Strategy/Intervention #1:
Teachers plan checks for student understanding to provide support for students who struggle.

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

5a. Monitoring Strategy/Intervention #1: Teachers plan checks for student understanding to provide support for students who struggle. [3]										
Metric Type:	Improvement	Metric used:	K-2 Skills Tracker: % proficient on or above grade level, per benchmark			Metric Type:	Improvement	Metric used:	3-5 Recurring standards across EL curriculum.	3-5 Data Tracking
Data Set	Baseline (Spr. '22) ?????	Baseline (Fall '22) (Aug. 22-Aug. 6)	Benchmark: Winter (Nov. 28-Dec.2)	Benchmark: Spring (March 6-10)	EOY/May 2023	Data Set	Module 1 (Baseline)	Module 2	Module 3	Module 4
Goal [4]	N/A		K-2: 45%	K-2: 55%	K-2: 65%	Goal [5]	N/A	3.RL.2.1: 50% 3.RN.2.2: 50% 3.W.3.2: 50% ----- 4.RF.5: 50% 4.W.4: 50% ----- 5.RN.2.1: 25% 5.W.4: 25%	3.RL.2.1: 75% 3.RN.2.2: 75% 3.W.3.3: 75% ----- 4.RF.5: 75% 4.W.4: 75% ----- 5.RN.2.1: 50% 5.W.4: 50%	3.RL.2.1: 100% 3.RN.2.2: 100% 3.W.3.1: 100% ----- 4.RF.5: 100% 4.W.4: 100% ----- 5.RN.2.1: 75% 5.W.4: 75%

Actual	K-2: 44.6% K: 80% 1st: 54.3% 2nd: 18.3%	1st/2nd: 24.94% 1st: 28.87% 2nd: 23.21%	K-2: K: 1: 2:	K-2: K: 1: 2:	K-2: K: 1: 2:	Actual	3.RL.2.1: 32% 3.RN.2.2: 22% 3.W.3.2: 15% ----- 4.RF.5: 49% 4.W.4: 34% ----- 5.RN.2.1: 12% 5.W.4: 9%	3.RL.2.1: XX% 3.RN.2.2: XX% 3.W.3.2: XX% ----- 4.RF.5: XX% 4.W.4: XX% ----- 5.RN.2.1: XX% 5.W.4: XX%	3.RL.2.1: XX% 3.RN.2.2: XX% 3.W.3.3: XX% ----- 4.RF.5: XX% 4.W.4: XX% ----- 5.RN.2.1: XX% 5.W.4: XX%	3.RL.2.1: XX% 3.RN.2.2: XX% 3.W.3.1: XX% ----- 4.RF.5: XX% 4.W.4: XX% ----- 5.RN.2.1: XX% 5.W.4: XX%
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6. What is our target?

Data Set	Grade(s)	Actual (Previous Spr.)	Projected (NWEA Fall)	Projected (NWEA Wint.)	Projected (NWEA Spr.)	Actual (Current Spr.)	Goal (Current Spr.)	Goal (3-Year)
Attendance Rate	K-12	92.05% (59120/64224)				(/)		
ILEARN English Proficiency	3-8	15.82% (25/158)	11.89% (18/154)	(/)	(/)	(/)		
ILEARN Math Proficiency	3-8	16.56% (26/157)	11.04% (17/154)	(/)	(/)	(/)		
SAT Reading CCR	11 [8]	(/ [7])				(/)		
SAT Mathematics CCR	11 [8]	(/ [9])				(/)		
4-Year Grad Rate	12	(/)				(/)		

7. What is our ultimate goal?

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

Other Resources

Report(s)	Previous SIP	School Profile	My School Survey	Gallup Poll	NWEA Projections

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

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

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

1. Vision

1a. District Vision:	<i>Empowering our students to thrive in life.</i>
1b. School Vision:	<i>At Caze Elementary School, we believe a shift in practice is essential to achieve aligned, standard-based, student-centered, classrooms where all students think at a high level through ownership, collaboration and reasoning.</i>

2. Mission

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Subgroup or Improvement Focus: (TSI from 19-19 data: Black and SE population subgroups)

3. Why is this our current reality?

3a. Baseline	54% of students feel a strong sense of belonging. 64% of students feel a strong sense of school safety.
3b. Root Findings:	3c. Data Sources:
1. Students do not feel consistently respected by their peers.	1. Panorama Spring '22 Students (School Safety: Caze = 56%, District = 64%)
2. Students do not consistently regulate their emotions.	2. Panorama Spring '22 Students (Emotional Regulation/Additional Question: Caze = 50%; District = 48%)
3. Teachers sometimes find it challenging to hold all students to high academic standards.	3. Panorama Winter '22 Teachers (Student Mindset: Caze = 74%; District = 69%)
4. Not all students and teachers feel a strong sense of belonging.	4. Panorama Spring '22 Students (Sense of Belonging: Caze = 64%; District = 64%)

4. What are we going to do about it?

Create a shared set of values so that students and staff have a strong sense of belonging and mutual respect where all students are held to the highest expectations.

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

5a. Monitoring Strategy/Intervention #1: Create a shared set of values so that students and staff have a strong sense of belonging and mutual respect where all students are held to the highest expectations.							Classroom Walkthrough		Survey Responses				Student Survey		
Metric Type:	Improvement	Metric used:	Panorama Student Survey Sense of Belonging: "How well do people at your school understand you as a person?" (completely, quite a bit)				Metric Type:	Improvement	Metric used:	Panorama Student Survey Sense of Belonging: "How much respect do students at your school show you?" (tremendous amount, quite a bit)					
Data Set	Baseline	Fall Pano '22 Mid Oct (10.17)	Benchmark #1 Mid Dec	Benchmark #2 Mid Feb	Spring Pano '23 (4/3-4/14)	End of Year	Data Set	Baseline	Fall Pano '22 Mid Oct (10.17)	Benchmark #2 Mid Dec	Benchmark #3 Mid Feb	Spring Pano '23 (4/3-4/14)	End of Year		
Goal [1]	N/A	60%	62%	64%	66%	68%	Goal [2]	N/A	49%	51%	53%	55%	57%		
Actual	58%	62%					Actual	47%	52%						
Metric Type:	Improvement	Metric used:	Panorama Student Survey Sense of Belonging: "Overall, how much do you feel like you belong at your school?" (completely, quite a bit)				Metric Type:	Improvement	Metric used:	Panorama Student Survey School Safety: "How often are people disrespectful to others at your school?" (almost never, once in a while)					
Data Set	Baseline	Fall Pano '22 Mid Oct (10.17)	Benchmark #2 Mid Dec	Benchmark #3 Mid Feb	Spring Pano '23 (4/3-4/14)	End of Year	Data Set	Baseline	Fall Pano '22 Mid Oct (10.17)	Benchmark #2 Mid Dec	Benchmark #3 Mid Feb	Spring Pano '23 (4/3-4/14)	End of Year		
Goal [3]	N/A	69%	70%	71%	72%	73%	Goal [4]	N/A	34%	38%	42%	46%	50%		
Actual	68%	66%					Actual	32%	22%						

6. IMPACT DATA: Are we reaching our goals?

Panorama Student Survey	GOAL	Actual (Fall 2021)	Actual (Spring 2022)	Benchmark #1 Fall 2022	Benchmark #2 Winter 2023	Actual Spring 2023	GOAL
Overall School Safety	Increase % from 56% (Spring '22) to 61% (Spring '23).	50%	56%	49%			61%
Overall Sense of Belonging	Increase % from 64% (Spring '22) to 69% (Spring '23).	67%	64%	66%			69%

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 [1]	Target Date:	Person(s) Responsible: [2]			Are we doing it?	Notes
#1		What actions will we take to fully implement our strategy?	Due Date: [3]	Who is responsible for (and/or working on each action?)			Are we doing what we said we were going to do? [4]	Does the data indicate effectiveness? What adjustments need to be made?
Teachers plan checks for student understanding to provide support for students who struggle.	Baseline	Gather anecdotal notes from PLCs to gauge where their planned checks for understanding are currently, develop a plan to continue. Revisit PLC planner with teams, whether they capture their planned checks in the planner or another tool they prefer-- gather data on what teams still need to be successful when planning checks for understanding.						
		BOY NWEA Data chat with ILEARN proficiency goals for 3-5, K-2 Learning Continuum/Foundations correlation	9/21/22	Specialist	Mentor Teacher		4. Action has been completed	
	1	3-5 Define planned checks in PLC planner/calendar for EL modules		Mentor Teacher			3. Implementation is ongoing with fidelity	
	2	3-5 Plan and hold data discussions on PLC calendar aligned to planned checks both prior to and after mid/end unit assessments					3. Implementation is ongoing with fidelity	
	3	3-5 Identify priority standard(s) per Module to: -define what it looks like when students show mastery -plan scaffolds for students -assess mastery per planned checks -assign items in IXL for core and/or remediation					3. Implementation is ongoing with fidelity	
	4	K-2 Accelerating cycles revisit in Skills Block					3. Implementation is ongoing with fidelity	
	5	K-2 Cycle assessment Data Dives	11/30/22				2. Implementation is in progress	
	6	1, 2 Adding fluency passage check for understanding (cycle 13 in 1st Grade)	week of 11/7/22				1. Action has not been started	
	7	Module 2 assessment test drive	2022-10-03				4. Action has been completed	
	8	Module 3 assessment test drive	12/7/22					
	9	Module 4 assessment test drive	3/15/23					
	10	MOY NWEA Data chat with ILEARN proficiency goals for 3-5, K-2 Learning Continuum/Foundations correlation	12/12/2022					
	11							
	12							
	13							
	14							
15								
3 Year Timeline for Implementation, Review & Revision for Strategy 1								
Year 2								
Year 3								

Action Planning			Logistics				Short-Term Monitoring	
SIP Strategy	Progress	Specific, Actionable Steps toward Achieving S-SIP Strategy [5]	Target Date:	Person(s) Responsible: [6]			Are we doing it?	Notes
#2		What actions will we take to fully implement our strategy?	Due Date: [7]	Who is responsible for (and/or working on each action?)			Are we doing what we said we were going to do? [8]	Does the data indicate effectiveness? What adjustments need to be made?
1		Create and administer survey to measure values that are important to Caze students.	9/12/22	GAIN Team	AP		4. Action has been completed	Link to survey
2		GAIN team will analyze student survey data	9/20/22	GAIN Team			4. Action has been completed	
3		Create and distribute Heart Monitors (student group) application and invite a wide variety of students to apply	9/21/22	GAIN Team			4. Action has been completed	Link to application
4		Form Heart Monitors student focus group/committee	9/30/22	GAIN Team	GAIN Support Staff	AP	4. Action has been completed	HEART Monitors list of students
5		Develop school values (HEART)- GAIN Team and Heart Monitors	10/7/22	GAIN Team	AP	Principal	Leadership Team	4. Action has been completed
6		Define what each value looks and sounds like (GAIN team and Heart Monitors)	10/18/22	GAIN Team				4. Action has been completed
7		HEART Monitors meet monthly	Ongoing beginning in October	AP				3. Implementation is ongoing with fidelity
8		GAIN team will create lessons for each value with the input of students	Monthly November-March	GAIN Team				4. Action has been completed
9		All staff will teach values lesson plans (all briefly the month of November and then one value a month through March)	November-April	AP				3. Implementation is ongoing with fidelity
Link to lessons Oct- Intro Nov- Respect & Relationships Dec- Trust Jan- Feb- March-								

Create a shared set of values so that students and staff have a strong sense of belonging and mutual respect where all students are held to the highest expectations.

10	Align Morning Meeting shout-outs and connecting activities to the value being taught that month	Ongoing beginning in November	AP	Principal			2. Implementation is in progress	
11	Create visuals to post in the hallways and classrooms	11/1/2022	GAIN Team	AP	Principal		2. Implementation is in progress	
12	Complete Panorama data dive and share celebrations and possible action steps with each homeroom.	Ongoing each survey window	AP	GAIN Support Staff			2. Implementation is in progress	
13	Have students complete a survey monthly to gauge the implementation of each value.	November-March	AP				3. Implementation is ongoing with fidelity	
14	GLT will review survey data and create groups	Ongoing	GAIN Team	GAIN Support Staff	AP		1. Action has not been started	
15	Select GAIN Hall of Fame students based on the school values	Ongoing beginning in November	AP				3. Implementation is ongoing with fidelity	
16	Staff will distribute HEART passes for students to take to the office to be read on the announcements when they are caught showing HEART.	Ongoing beginning in November	GAIN Team				1. Action has not been started	
17	Create a parent focus group and align values with what they look like/sound like at home	11/1/22	AP	GAIN Support Staff			1. Action has not been started	
18	Teach SEL curriculum daily with fidelity	Ongoing	AP	GAIN Support Staff			2. Implementation is in progress	
19	GAIN Team will bring back HEART actions, information, and lessons to their PLC's to communicate teacher actions.	Ongoing	GAIN Team				3. Implementation is ongoing with fidelity	
20	AP will conduct walkthroughs to give feedback aligned to what HEART looks/sounds like in classrooms	2023-01-09	AP				1. Action has not been started	
21	Create HEART buddies student mentors by pairing older/younger students	11/1/22	GAIN Team	GAIN Support Staff	AP		1. Action has not been started	
22	Create an onboarding for new students	11/15/22	GAIN Team	AP	Counselor		2. Implementation is in progress	
23	Change mantra that is said daily on the announcements	11/1/22	GAIN Team	Counselor			2. Implementation is in progress	
24	Have a contest to create a HEART logo	10/10/22	AP				1. Action has not been started	
25	Create a music video about HEART	1/9/22	GAIN Team				1. Action has not been started	
26	Encourage collaboration among students in classrooms by using cooperative learning structures and utilizing student leadership.	Ongoing	AP	Principal	Lead Coach		2. Implementation is in progress	
27	AP will conduct research around teacher mindset of high expectations for ALL students and use this research to form additional action items	9/15/22	AP	Strategist			4. Action has been completed	
28	Mid December student survey will include all questions under sense of belonging and school safety to act as a benchmark assessment.	12/1/22	AP				4. Action has been completed	Link to ideas
29								
30								
3 Year Timeline for Implementation, Review & Revision for Strategy 1								
Year 2								
Year 3								

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 MTSS model of support for students based on our GAIN framework that includes academic 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 culturally responsive best practices. Schools utilize data to identify students who need additional supports and GAIN Specialists/coaches, Strategiests and/or academic Interventionists are assigned to support students who require Tier II and Tier III supports. In addition, K-12 students will have Tier I GAIN curriculum that is research based. All staff participate in GAIN professional development. K-2 staff have received training on LETRS, a scientifically based approach to reading instruction.
	School:	The MTSS team meets regularly to look at referrals to the SEL team, create FBBP's, review behavioral data, and offer suggestions on how to respond to specific students. All teacher teach 20 minutes of SEL lessons each day in all grades. We have meetings twice a month. We triangulate data (NWEA, ILEARN, skill mastery, foundational skill cycles) to determine which students could benefit from interventions. Teachers progress monitor monthly for students in interventions. MTSS team monitors progress and makes adjustments as needed.

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 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:	College and career readiness program instituted with 4th and 5th grade attending periodic field trips to various area colleges, universities, trade schools. 5th Grade students visit high school programs and visit our feeder school, McGary Middle School in the second semester. Pre-K students, at Caze, are transitioned into their K teachers room at the end of each school year to meet their teacher. Non- Caze Pre-K students attend an Open House prior to the school year starting to acclimate to school, meet teachers, and familiarize familiarize themselves with outside support agencies and community partners.

PERSONNEL POLICY AND PROCEDURE

Data coaches / PLCs (PD opportunities to staff to improve instruction using assessment data)	District:	Each Title I school has assigned School Support Specialists or internal Master or Mentor teachers who support data curation, data presentation and analysis. These specialists 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:	Grade level/content PLCs meet daily to plan instruction & analyze data. Weekly guided PLCs are led by building and district coaches to support teachers with SIP strategies, RtI, classroom data analysis, & social emotional learning.
Recruitment and Retention (Aided in recruitment and retention of effective teachers - high needs subjects)	District:	HR department and Office of Schools and Instructional Core host recruitment events yearly to provide the opportunity for building administrators to screen potential candidates. Candidates are offered early hire positions (flex teacher) even prior to openings to ensure securing the most effective new staff for Title I schools. Teachers in Title I schools receive additional compensation based on teaching in a high needs school.
	School:	HQ staff list here
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 meets monthly with Directors of School Support to monitor school progress. The Superintendent and district executive leadership team meet at least yearly 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:	Principal meets monthly with DSS for SIP action and accountability with support weekly in-between. School Support Strategist meets with Mentor Teacher weekly to monitor for support. Caze Leadership Team provide input on SIP as benchmarks become available to discuss trends and making improvements as necessary based on ongoing data. Additional time given to share results with GAIN Team, Family Engagement Team, Cougar Club, and 21st Century Partner Organizations.

FAMILY AND COMMUNITY ENGAGEMENT

SWP Development (SWP is developed with involvement of parents and other community members)	School:	SIP is shared with Family Engagement Team, Cougar Club, and 21st Century Partner Organizations within scheduled meetings on the first Monday of each month, giving time for feedback and alignment of resources toward our School-Wide goals.
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:	SIP is shared with the school site council at a Family Engagement Meeting. This is open to all families, community partners, and staff. The SIP is posted on the school website.

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 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 FACE Team, including the Director of Title I Support and the Family and Community Engagement Liason collect input from a wide range of stakeholders regarding parent engagement, communication with families, and parent policies. Schools will also intentionally work to increase enrollment and use of the EVSC parent portal.
	School:	Stakeholders meet at least once a semester to review relevant data around programming, provide input and improvement suggestions, and assist in creating welcoming, varied, and exciting programming that students and families want to be a part of.
PLANNING TEAM		
Stakeholder Input (Parents, teachers, admin community)	School:	Cougar Club (PTA) members, Parents, Teachers, Community Partners, and other employees meet once per semester to provide input on effectiveness and quality of programming for students. This collective also discusses future goals for programming as well as the current status to ensure quality for all students. My School Survey also goes out to all families once per year to gather stakeholder perception data to inform our school improvement planning
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:	Families may access the School SIP on the school website. It is also shared at the community partner meetings, Those wanting access may also ask our office staff to review a copy and discuss with principal or Social Worker (as Family engagement co-chair).
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 multiple programs, including social emotional supports. Directors of School Support access other programs and services as needed to support individual school needs.
	School:	After school programs are intentionally selected to align to the SIP for both academics and SEL training such as Family First monthly parenting sessions with licensed social workers. After school programing is offered at all grade levels. The following Community partners are leveraged to provide quality programs such as: Master Gardeners, AARP, YMCA, YCAP, and YMCA Summer Learning Loss program assisting with K-2 students staying on track and at grade level providing 20 additional school days during summer programming.
Addressing High-Risk Needs (Mental health, instructional support/mentoring, non academic skill improvement)	District:	EVSC implements an MTSS model of support for students based on our GAIN framework that includes academic 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 culturally responsive best practices. Schools utilize data to identify students who need additional supports and GAIN Specialists/coaches, Strategists and/or academic Interventionists are assigned to support students who require Tier II and Tier III supports. In addition, K-12 students will have Tier I GAIN curriculum that is research based. All staff participate in GAIN professional development. K-2 staff have received training on LETRS, a scientifically based approach to reading instruction.
	School:	Tier 1 and II supports are provided by the SEL Specialist. Students receive differentiated SEL interventions from the SEL specialist and SEL interventionist(part time) based on recommendations made by staff and classroom observations. In addition to daily classroom SEL instruction, small groups of students will meet for additional SEL lessons in areas of need identified by referral data.
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.

Title I Funded Positions and SIP Alignment				
Title	FTE	Description and Alignment	Strategy 1	Strategy 2
Title I Support Assistant Principal		Support the development and implementation of SEL Framework for all grades. The AP will coach, mentor, and model instruction where necessary at each grade level. The AP leads the MTSS (RTI & SEL) Team for Tier 2 and Tier 3 supports.	x	x
Academic Coach/Mentor Teacher		The academic coach supports daily PLCs, leads weekly Guided PLCs to support the SIP strategy, and provides professional development as needed (data dives, unit/lesson planning, student data tracking, assessment analysis, etc.) The academic coach supports plans, models, and provides feedback to individual teachers.	x	
Title Instructionalist		The title instructionalist provides Tier II intervention for students. The instructionalist also provides Tier I remediation and classroom supports for small groups.	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.

Principal Signature of Assurance

Date