

Cedar Hall Community 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>Cedar Hall Staff Cedar Hall Students Cedar Hall Site Council & Community Partners Cedar Hall Parents & Guardians</p>		<p>SIP Team Members</p>	<p>Josh Allen, Jessica Hopkins, Tiffany Dix, Julie Ruff, Jackie Kuhn, Trisha Young, Kalyn Herrmann, Annie Pentell, Grade Level Teams</p>

SIOT (Strengths, Improvements, Opportunities, and Threats)

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

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

Analysis of Previous SY

Strengths	Areas of Improvement	Questions for Reflection
<ul style="list-style-type: none"> * Grade level / content area PLCs meet daily * Conditions for learning are established for positive student outcomes * Staff culture is supportive and progressive * Clear use and support of PBIS/GAIN by adults (and students) * Social Emotional Learning specialist support for staff & students * Ongoing "best practices" professional development embedded into staff meetings/PLCs * Instructional leaders are knowledgeable of best practices * Principal daily check-ins with academic team * Well-distributed leadership * Strong data use practices in the area of culture and climate * Title assistants and instructionalists available for small group support * Summer planning time to prepare for new curriculum * Very little teacher turnover this year 	<ul style="list-style-type: none"> * Student-teacher relationships * Academic standards alignment (vertical) * Consistency of classroom strategies for student ownership implemented (kagan, balanced math, guided reading) * Instruction is overall inconsistent and below the level of the rigor demanded by the standards * Purposeful teaming opportunities for students * Purposeful monitoring to take action * Using data effectively to drive RtI, including core instruction * High expectations for academic success isn't present for all staff * Use of an equity lens to create systems that ensure high academic and behavior expectations for all students * Consistent use of SEL curriculum, extended to middle school students * Identifying and monitoring priority standards * Implementation of new curriculum 	<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"> * New adoption of ELA curriculum to provide rigorous, standards based instruction * Consistent monitoring/feedback cycles by academic coaches * Culture of continuous improvement through frequent feedback * Self reg room and self reg stations available for students * Continued use of Guided Reading in K-4 * Continue formalized coaching cycles to improve instruction tied to school-wide PD * Continue to strengthen Tier I instruction by ensuring the following: standards based student evidence, organizing students to achieve the standard, monitoring to take action within a lesson * Opportunities to evaluate student evidence of learning during PLCs * Underdeveloped executive functioning skills (K-8) * Implementation of SEL curriculum (K-8) * Embedded remediation/enrichment/intervention for all students in ELA and Math * Implementation of GAIN PD team geared towards establishing a foundation of Culturally Proficient teaching * Small group interventions and data protocol 	<ul style="list-style-type: none"> * Teacher attendance has been low * Students lack emotional regulation skills * Teachers are having to learn a rigorous new curriculum as they implement it * Large skills gaps * School climate is down among teachers * Students don't feel a sense of belonging at school * Community and home situations don't set students up for success * Transient population 	<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. We believe it is necessary to continue working towards student proficiency in math and reading with a focused effort on planning to the intent of standards.
2. We believe our students have the ability to bridge their learning gaps and we must help them to do so.
3. We believe our SEL curriculum has not been implemented with fidelity and students need to be provided with opportunities to develop SEL skills beyond the elementary level.

Schoolwide Planner (Required for All Schools)

1. Vision

1a. District Vision: *Empowering our students to thrive in life.*

1b. School Vision:

2. Mission

2a. District Mission: *Preparing every student to excel in our global society through world-class learning experiences.*

2b. School Mission:

Subgroup or Improvement Focus:

Bottom 25%
 Top 75%
 Other: Multiracial, Special ed

3. Why is this our current reality?

3a. Root Findings: [1]

1. The majority of K-8 students are not performing at proficiency in reading or math
2. Low percentage of students making projected growth goals
3. Lack of adjustment in instruction to meet student needs
4. Most tasks are low DOK levels (Retrieval)

3b. Data Sources: [2]

1. ILEARN and NWEA data
2. NWEA growth data
3. Walkthrough trend data
4. Walkthrough trend data

4. What are we going to do about it?

4a. Strategy/Intervention #1:

Using the backwards design model and appropriate scaffolding, teachers will plan for and engage students in tasks aligned to the intent of the standard.

4b. Strategy or Intervention #2:

Teachers will create small groups and provide differentiation based on student data resulting in increased student growth.

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

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

Metric Type: *Implementation* Metric used: Walkthrough trend data (scaffolding, alignment)

Data Set	Baseline	Benchmark #1	Benchmark #2	End of Year
Goal [5]	N/A	Appropriate Scaffolding: No Alignment:	Appropriate Scaffolding: No Alignment:	Appropriate Scaffolding: No Alignment:
Actual	Appropriate Scaffolding: 70% No Alignment: 5%	Appropriate Scaffolding: No Alignment:	Appropriate Scaffolding: No Alignment:	Appropriate Scaffolding: No Alignment:

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

Metric Type: *Improvement* Metric used: % of students who meet or exceed their projected growth on NWEA

Data Set	Baseline		Benchmark #1 - MOY		Benchmark #2 - EOY	
	Math	Reading	Math	Reading	Math	Reading
Goal [6]	K: N/A	K: N/A	K: N/A	K: N/A	K: N/A	K: N/A
	1: 28.6%	1: 41.9%	1: 28.6%	1: 41.9%	1: 28.6%	1: 41.9%
	2: 29.4%	2: 49.0%	2: 29.4%	2: 49.0%	2: 29.4%	2: 49.0%
	3: 47.3%	3: 57.1%	3: 47.3%	3: 57.1%	3: 47.3%	3: 57.1%
	4: 60.9%	4: 52.2%	4: 60.9%	4: 52.2%	4: 60.9%	4: 52.2%
	5: 48.9%	5: 46.8%	5: 48.9%	5: 46.8%	5: 48.9%	5: 46.8%
	6: 51.2%	6: 54.3%	6: 51.2%	6: 54.3%	6: 51.2%	6: 54.3%
	7: 62.0%	7: 43.8%	7: 62.0%	7: 43.8%	7: 62.0%	7: 43.8%
	8: 65.0%	8: 71.8%	8: 65.0%	8: 71.8%	8: 65.0%	8: 71.8%
Actual	Math	Reading	Math	Reading	Math	Reading
	K: N/A	K: N/A	K: N/A	K: N/A	K: N/A	K: N/A
	1: 28.6%	1: 41.9%	1: 28.6%	1: 41.9%	1: 28.6%	1: 41.9%
	2: 29.4%	2: 49.0%	2: 29.4%	2: 49.0%	2: 29.4%	2: 49.0%
	3: 47.3%	3: 57.1%	3: 47.3%	3: 57.1%	3: 47.3%	3: 57.1%
	4: 60.9%	4: 52.2%	4: 60.9%	4: 52.2%	4: 60.9%	4: 52.2%
	5: 48.9%	5: 46.8%	5: 48.9%	5: 46.8%	5: 48.9%	5: 46.8%
	6: 51.2%	6: 54.3%	6: 51.2%	6: 54.3%	6: 51.2%	6: 54.3%
	7: 62.0%	7: 43.8%	7: 62.0%	7: 43.8%	7: 62.0%	7: 43.8%
8: 65.0%	8: 71.8%	8: 65.0%	8: 71.8%	8: 65.0%	8: 71.8%	

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	89.93% (83081/92379)				(/)		
ILEARN English Prof	3-8	15.14% (48/317)	26.76% (80/299)	(/)	(/)	(/)	30%	60%

ILEARN Math Proficiency	3-8	12.66% (40/316)	9.03% (28/310)	(/)	(/)	(/)	25%	50%
SAT Reading CCR	11 [7]	(/) [8]				(/)		
SAT Mathematics CCR	11 [9]	(/) [10]				(/)		
4-Year Grad Rate	12	(/)				(/)		
Multi Racial	3-8	Math- 9.3% ELA- 16.3%					Math - 12.3% ELA - 19.3%	Math - 19% ELA - 26%
Special Ed	3-8	Math - 7.2% ELA - 8.7%					Math - 10.2% ELA - 11.7%	Math - 17% ELA - 18%

7. What is our ultimate goal?

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

Other Resources

	Previous SIP	School Profile	My School Survey	Gallup Poll	NWEA Projections	
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: *Empowering our students to thrive in life.*
 1b. School Vision:

2. Mission

2a. District Mission: *Preparing every student to excel in our global society through world-class learning experiences.*
 2b. School Mission:

Subgroup or Improvement Focus:

Bottom 25% Top 75% Other: Multiracial, Special ed

3. Why is this our current reality?

3a. Baseline 3rd-8th grade students responded positively to emotional regulation at 37% on the Panorama survey.

3b. Root Findings:

1. Leadership team capacity is low for additional walkthroughs and school-wide vision for SEL curriculum has not been created.
2. The PD provided has been focused on elementary.
3. Students report not having strong relationships with adults in the building.
4. Students do not feel they have the ability to self regulate.

3c. Data Sources:

1. Staff feedback
2. Teacher feedback
3. Panorama data
4. Panorama data

4. What are we going to do about it?

4a. Strategy/Intervention #1:

Teachers and staff will develop an equitable school environment through the implementation of SEL curriculum delivered with fidelity resulting in an increased student ability to self-regulate.

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

5a. Monitoring Strategy/Intervention #1.1:

5b. Monitoring Strategy/Intervention #1.2:

Metric Type:	Improvement	Metric used:	Panorama score of 50% or more in emotional regulation.				Metric Type:	Implementation	Metric used:	SEL Curriculum Walkthrough increase of 16% by EOY. SEL Walkthrough Form				
			3rd-5th Survey	6th-8th Survey										
Data Set	Baseline	Benchmark #1	Benchmark #2	Benchmark #3	Benchmark #4	End of Year	Data Set	Baseline	Benchmark #1	Benchmark #2	Benchmark #3	Benchmark #4	End of Year	
Goal [1]	37%	40% - Oct (Homegrown)	43% - Dec (MOY Homegrown)	46% - Mar (Homegrown)	50% - May (Homegrown)	50%	Goal [2]	End of September	Increase of 4% (end of Q1)	Increase of 4% (end of Q2)	Increase of 4% (end of Q3)	Increase of 4% (end of Q4)	Increase of 16% by EOY	
Actual	37%	43.40%					Actual	84.2% with 73.7% full engagement	77.4% with 71.7% full engagement					

6. What is our target?

6a. School Smart Goal *By Spring 2023, teachers will implement SEL curriculum with fidelity to increase students' ability to self regulate as evidenced by 50% of students responding favorably in the area of emotional regulation on the school screener.*

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?
Using the backwards design model and appropriate scaffolding, teachers will plan for and engage students in tasks aligned to the intent of the standard.	1	Daily PLCs with grade level teams	5/24/23	Lead Coach	Lead Coach		3. Implementation is ongoing with fidelity	PLC tracking sheet
	2	Develop walkthrough to capture trend data	9/15/22	Lead Coach	Strategist	Principal	4. Action has been completed	Walkthrough Form
	3	Walkthroughs capturing trend data	5/24/23	Principal	DSS		3. Implementation is ongoing with fidelity	Walkthrough Data
	4	Provide PD based on walkthrough trends	5/24/23	Lead Coach	Lead Coach		2. Implementation is in progress	
	5	Coaching cycles with teachers	10/15/22	Lead Coach	Lead Coach		1. Action has not been started	
	6	Backwards design focus in PLCs	5/24/23	Lead Coach	Lead Coach		3. Implementation is ongoing with fidelity	
	7	Revisit PLC structure with K-4 teams	10/1/22	Lead Coach	Principal		3. Implementation is ongoing with fidelity	
	8	Facilitated planning day for teachers	5/24/23	Principal	Lead Coach	Lead Coach	2. Implementation is in progress	
	9	Finalize walkthrough form.	9/20/22	Leadership Team			4. Action has been completed	
	10	Schedule and complete learning walk in late September or early October.	10/15/2022	Leadership Team			2. Implementation is in progress	
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3 Year Timeline for Implementation, Review & Revision for Strategy 1								
	Year 2	Teachers will vertically align instruction with other grade levels to identify and bridge learning gaps.						
	Year 3	Teacher teams will consistently incorporate data protocols to identify and bridge learning gaps.						

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	Teacher small group roll-out plan in PLCs with teams	8/29/22	Lead Coach	Lead Coach	Principal	2. Implementation is in progress	Small Group proposal for roll-out
	2	Create spreadsheet to capture RtI data	10/1/22	Lead Coach	Lead Coach		3. Implementation is ongoing with fidelity	
	3	Title Assistants and RA Teachers adding capacity in RtI	5/24/23	Principal	Title Assistants	RA Teachers	3. Implementation is ongoing with fidelity	
	4	3rd Grade focus on IREAD interventions	5/24/23	Lead Teacher	Lead Coach		3. Implementation is ongoing with fidelity	
	5	Developing progress monitoring protocol	10/31/22	Principal	Lead Coach	Lead Coach	2. Implementation is in progress	
	6	Teachers use data to identify students in need of interventions bi weekly	5/24/23	Lead Teacher	Lead Coach		3. Implementation is ongoing with fidelity	
	7	Determine students who need official interventions. K-2 use Amira to determine OG groups. 3- use IREAD Projections to determine small groups. Use NWEA to determine official RTI students.	10/31/22	Lead Teacher	Lead Coach	Lead Coach	3. Implementation is ongoing with fidelity	

Teachers will create small groups and provide differentiation based on student data resulting in increased student growth.

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3 Year Timeline for Implementation, Review & Revision for Strategy 1								
Year 2	Teachers will incorporate small group interventions during core instruction based on student data resulting in increased student mastery.							
Year 3	Teachers will monitor student learning during core instruction in order to provide interventions in the moment.							

Action Planning			Logistics				Short-Term Monitoring	
SIP Strategy	Progress	Specific, Actionable Steps toward Achieving S-SIP Strategy [9]	Target Date:	Person(s) Responsible: [10]			Are we doing it?	Notes
#3		What actions will we take to fully implement our strategy?	Due Date: [11]	Who is responsible for (and/or working on each action?)			Are we doing what we said we were going to do? [12]	Does the data indicate effectiveness? What adjustments need to be made?
	1	Developed daily middle school SEL presentations for teachers to use during the SEL class period. All materials are linked for teacher access.	8/4/22	Leadership Team			4. Action has been completed	Walkthroughs are being conducted and reviewed monthly.
	2	Create series plan for SEL curriculum (K-2, 3-5) similar to 6th-8th.	1/2/23	Leadership Team			1. Action has not been started	
	3	Design vision and 3 goals for 22-23	7/1/22	Leadership Team			4. Action has been completed	
	4	Design climate/culture PD series for 6-8	9/8/22	Leadership Team			1. Action has not been started	
	5	Principal and AP meet with middle school team to set focus for 6th-8th.	8/1/22	Principal	AP		4. Action has been completed	
	6	Staff Refresher and Year-long Vision Kickoff with focus on defining Equity	8/4/22	Leadership Team			4. Action has been completed	August - Equity PD
	7	Develop and deliver a series of PD on equity and creating an equitable environment.	12/30/22	Leadership Team	AP		2. Implementation is in progress	
	8	Develop and deliver a series of PD around the book "We Got This" by Cornelius Minor for middle school teachers.	4/30/23	Leadership Team	AP		1. Action has not been started	
	9	Create a SEL walkthrough form	8/31/22	AP	GSS		4. Action has been completed	SEL Walkthrough Form
	10	Conduct weekly fidelity checks utilizing SEL Curriculum Walkthrough Form.	ongoing	AP	GSS		3. Implementation is ongoing with fidelity	
Teachers and staff will develop an equitable school environment through the implementation of SEL curriculum done with fidelity	11	GAIN Enrichment Primers PD (Refresher)	9/19/2022	Leadership Team			4. Action has been completed	Primers Refresher PD
	12	Primers PD to full staff.	9/21/2022	Leadership Team			4. Action has been completed	Primers PD
	13	De-Escalation PD to full staff.	9/21/2022	Leadership Team			4. Action has been completed	De-Escalation PD
	14	Disruption PD to Peacemakers.	10/18/2022	AP			4. Action has been completed	Attuning PD

done with fidelity resulting in an increased student ability to self-regulate.

15	Attuning and Disruption PD to full staff.	10/12/2022	Leadership Team					4. Action has been completed	Attuning and Disruption PD
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3 Year Timeline for Implementation, Review & Revision for Strategy 3									
Year 2	Panorama Score of 75% or higher in emotional regulation. SEL Curriculum implemented with fidelity 95% of the time observed.	5/30/24	Leadership Team	AP					
Year 3	Panorama score of 90%+ in emotional regulation with decreases in tier 2/3 students identified by ODRs and SEL referrals.	5/30/25	Leadership Team	AP					

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 weekly to identify and monitor student progress/growth on district wide interventions and benchmark assessments. Data used to inform progress includes: benchmark assessment (NWEA), progress monitoring, and teacher input/recommendation. The GAIN Tier I team meets monthly to identify and monitor school wide progress on the "Big 5" data points. This data drives the focus for professional development and school wide student interventions. The SEL works with identified Tier II and III students to create supports for individual students and provides teacher support.

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:	Cedar Hall hosts a pre-K classroom in the building. The pre-k teacher and teaching assistant attend all staff meeting and professional development offered to Cedar Hall staff. Pre-k families are invited to participate in school sponsored family events (evening, during the school day, and open house). Cedar Hall collaborates with Central High School throughout the school year to prepare for the transition for our 8th grade class. The Central Link program visits campus to talk to 8th grade students about a variety of topics. School counselors from both school collaborate with 8th grade students to get input on preferences for their high school course schedules. 8th grade students visit the high school during the school day. They also have opportunity to attend family events specific to middle school students making the transition to high school.

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:	Cedar Hall has adopted the EL curriculum in grade K-7 for the ELA blocks. The academic coaches provide support/feedback to teachers on a regular coaching cycle. The data coach guides benchmark data analysis in PLCs, shares resources, and trend data to help inform instruction.
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:	The leadership team reviews and discusses the SIP weekly. A shared monitoring system is used to track the progress of the SIP strategies. The SIP guides professional development at staff meetings as well as professional development during PLCs.

FAMILY AND COMMUNITY ENGAGEMENT

SWP Development (SWP is developed with involvement of parents and other community members)	School:	Data collected from family surveys is used to develop school strategies, improvements, and set goals for the school improvement plan. Families also have the opportunity to give input at family events held throughout the school year. The school improvement plan is shared with parents and community partners at Site Council meetings. Cedar Hall has partnered with several community businesses to provide ongoing support for school improvement.
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:	The SIP is shared at the first Title 1 Meeting September and also at a Site Council meeting in the fall.

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:	Families provide feedback through parent surveys given at monthly family events. Parents have opportunity to suggest future topics and ideas to meet the needs of our families.
PLANNING TEAM		
Stakeholder Input (Parents, teachers, admin community)	School:	The school leadership team develops the SIP based on input from family surveys and school growth/achievement data. The team includes teachers, a parent, the family coordinator, school administration.
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 shared at the annual family Title I family night. It is also shared at Site Council. The SIP is posted on the 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 multiple programs, including social emotional supports. Directors of School Support access other programs and services as needed to support individual school needs.
	School:	SIP is developed in coordination with the school SEL Coach, the school leadership team, GAIN Tier I team, and aligned with the district CIP.
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:	Cedar Hall has secured a full time SEL Coach to support students and staff. The SEL works closely with school administration and the GAIN team to ensure supports are provided based on student data. The SEL provides embedded ongoing professional development for staff with regards to social emotional learning. Cedar Hall partners with Southwest Behavioral Health to provide onsite support for students.
Coordination of Funds (Describe how Title I funds will be coordinated with local, state and federal programs)	District:	The Director of Title Related Grants coordinates use of funds based on the Continuous Improvement Plan needs assessment priorities, school based needs assessments and input from Directors of School Support. Title II funds are utilized to offer district coaching support and leadership development to address needs of Title I schools. Title IV funds are utilized to offer additional supports for social emotional learning for most in need Title I schools.

[HQ Staff Roster Link](#)

Title I Funded Positions and SIP Alignment				
Title	FTE	Description and Alignment	Strategy 1	Strategy 2
Mentor Teacher	1	Mentor teacher will continue to provide classroom instruction half day and will also spend half day focused on field testing best practices and tracking data to determine effectiveness in the classroom. The mentor teacher will provide embedded PD, coach teachers, and model instruction in the classroom.	X	X
Mentor Teacher	1	Mentor teacher will continue to provide classroom instruction half day and will also spend half day focused on field testing best practices and tracking data to determine effectiveness in the classroom. The mentor teacher will provide embedded PD, coach teachers, and model instruction in the classroom.	X	X
Community Learning Center Coordinator	1	Develops and implements school based programs and services in partnership with community based organizations to support the needs of students and families.	X	X
Instructionalist	1	Instructionalist will deliver instruction to accelerate achievement and address achievement gaps including small groups, supplemental instructional support, social emotional learning, differentiated and intensive instruction (RtI support).	X	X
Instructionalist	1	Instructionalist will deliver instruction to accelerate achievement and address achievement gaps including small groups, supplemental instructional support, social emotional learning, differentiated and intensive instruction (RtI support).	X	X
Instructionalist	1	Instructionalist will deliver instruction to accelerate achievement and address achievement gaps including small groups, supplemental instructional support, social emotional learning, differentiated and intensive instruction (RtI support).	X	X
Instructionalist	1	Instructionalist will deliver instruction to accelerate achievement and address achievement gaps including small groups, supplemental instructional support, social emotional learning, differentiated and intensive instruction (RtI support).		X
School Social Worker	1	Direct case manager working with students, families, school counselor, staff, and outside agencies to coordinate services for students and families	X	X
Paraprofessional	1	Paraprofessional support student learning by pushing into classrooms to work with students, or pulling small instructional groups for additional support working in close, frequent proximity and under the direct supervision of a certified teacher	X	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