# Delaware Elementary School
# School Improvement Plan (SIP)

## Planning Tools

SIP Schoolwide Strategic Planner (Comprehensive Support/Targeted Support: PAI 1 and 2)

**Schoolwide Strategic Planner**

Root Cause Tools

**Self-Assessment Rubric (Buckets Tool)**

## 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.

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**

Quarterly Progress Monitoring (Medium- & Long-Term Goals)

**Quarterly Progress 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. All K-2 students are screened using the AMIRA assessment for learning characteristics related to dyslexia.

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**

Root Cause Tools

**SIOT Analysis**

## 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. 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.

## SIP Input (stakeholder input)

Site Council, PTA members, All Delaware teachers and support staff, Delaware Community Learning Center Coordinator, Assistant Director of Neuroeducation, GAIN SSS

## SIP Team Members

Julie Underwood, Elizabeth Rennels, Kristal Dellay, Cindy Evans, Kelsey Wright, Jennifer Hamilton, Brandon Stewart

# 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 |
|---|---|---|
| -Consistent leadership that is systems and data driven<br>-Systems are fluid enough to make changes to positively impact students<br>-Hardworking and dedicated faculty and staff<br>-Culture of "open door classrooms" and coaching<br>-Comprehensive EL reading curriculum grades K-6<br>-Small group instruction based upon data occurs regularly<br>-District model self-regulation room for student skill development<br>-MTSS team that views comprehensive SEL and academic data to makes remediation and intervention decisions based on the whole child<br>-New teacher cohort support and PD<br>-KG NWEA Scores improved drastically for both Math and Reading (Over 20% in each category)<br>-Consistent improvement in NWEA Scores school-wide when compared to Fall 2021 and Winter 2022<br>-Students met and exceeded expected growth across the board during NWEA for both Math and Reading<br>1st grade EL Skills Tracker shows a major close of gaps in students abilities<br>- 90% of students in Gr. 3-5 answered favorably: "How respectful is your teacher towards you?" (extremely, quite)<br>- 85% of students in Gr. 6 answered favorably: "How many of your teachers are respectful to you?" (all, most) | -Student proficiency in ELA and Math on NWEA and ILEARN<br>-Sped subgroup proficiency<br>-Teacher ownership in improvement and coaching model<br>-Refine PM systems and action steps after analyzing data at the MTSS tier II/II level<br>-Teacher ownership of tier I PM and instructional adjustments to increase student achievement<br>-IREAD scores dropped nearly 10%<br>-Attendance for 2022 is the lowest (%) than any of the last 10 years<br>-Positive teacher reports on school climate dropped by 14% (How optimistic are you that your school will improve in the future dropped by 26%, N=12. How positive are the attitudes of your colleague is 20% respond favorably)<br>-EL Tracking: Data shows inconsistency in effective tracking | **Strengths:**<br>What are your school's primary strengths?<br>What data supports these strengths?<br>What knowledge, skills and mindsets do you have that can help you with successful implementation of your school improvement plan?<br>What resources do you have available?<br>What is your greatest achievement?<br><br>**Improvements:**<br>What are your school's primary areas for improvement?<br>What data supports the need for improvement?<br>What knowledge, skills, and mindsets are you missing?<br>What should you stop/avoid doing?<br>In what areas do you need more training? |
| **Opportunities** | **Threats** | **Questions for Reflection** |
| -Teacher utilization of backwards design foundation that already exists at Delaware to utilize data collected during EL Modules, Skills and ALL Block to drive tier 1 student differentiation<br>-Leverage Summer EL PD to drive PLC calendars, planning & data protcols<br>-Delegation to teacher leaders across teams<br>-Reset of "Fun Committee"<br>-Network of zone building and district based coaches to meet teacher needs as applied to new EL curriculum<br>-PLC time back in the day: primarily used for collaborative planning time | -Impact of drop in student attendance the last 2 years- how do we reset for these kids?<br>-Culture of low academic student expectations from some staff<br>-Inconsistent 1st grade team (Anyone else?)<br>-2nd graders entering 3rd grade who haven't mastered foundational skills (Insert data point)<br>-Lack of some students' self-reg skills<br>-Student mobility- (Data to back this?)<br>- 7 new staff to Delaware, 6 staff to new grade levels | **Opportunities:**<br>What opportunities are present to impact successful school improvement plan implementation?<br>What is going on around you that seems to be useful?<br>What district resources are available to support your work?<br>What could be done today that isn't being done?<br>Who can support you and how?<br><br>**Threats:**<br>What obstacles might impact your school improvement plan implementation?<br>What political, economic, social, technological, demographic or legal trends might impact your school improvement plan implementation?<br>Are there any standards, policies, and/or legislation changing that might negatively impact you? |

## Reflection

1. Walkthroughs show EL implementation at integrity within phase one. Ready for deepining implementation and onboarding new teachers/new to grade levels

2. With new teachers, teachers new to grade levels and PLC time back in the day there is a need to reset how the time is used to drive student outcomes

3. Student perception of positive peer-to-peer relationships is affecting their sense of belonging and school safety per Panorama

3. Positive, professional staff culture has room for improvement and cross-cuts everything else

# Schoolwide Planner (Required for All Schools)

## 1. Vision

| | |
|---|---|
| **1a. District Vision:** | *Empowering our students to thrive in life.* |
| **1b. School Vision:** | *Instill the values of education and perseverance to prepare students to be college, career, and life ready.* |

## 2. Mission

| | |
|---|---|
| **2a. District Mission:** | *Preparing every student to excel in our global society through world-class learning experiences.* |
| **2b. School Mission:** | *Strive for excellence in guiding students to reach exceptional potentials.* |

## Subgroup or Improvement Focus:

| ☐ Bottom 25% | ☐ Top 75% | ☑ Other: SE |
|---|---|---|

## 3. Why is this our current reality?

| 3a. Root Findings: [1] | 3b. Data Sources: [2] |
|---|---|
| 1. Student proficiency in ELA and Math on NWEA and ILEARN | .ILEARN Data (Total Proficient, Spring '22)<br>* ELA = 17.19%<br>* Math = 19.91%<br>**NWEA Data** (Meeting Growth, Spring '22)<br>* Reading = 46.5%<br>* Math = 50.9% |
| 2. Sped subgroup proficiency | **ILEARN Data** (SE Total Proficient, Spring '22)<br>* ELA = 1.89%<br>* Math = 7.55%<br>**NWEA Data** (SE Meeting Growth, Spring '22)<br>* Reading = 38.0%<br>* Math = 40.0% |
| 3. Teacher ownership of tier I PM and instructional adjustments to increase student achievement | 20-21 Walkthrough Form Data - Teacher Monitoring for Action was only monitored **5%** of the time |
| 4. EL implementation of Skills Block/ALL Block inconsistent | * ALL Components of Skills Block Met with Criteria (Accountable Independent Reading): = 5.94%<br>* ALL Components of Skills Block Met with Criteria (Fluency): 7.33%<br>* ALL Components of Skills Block Met with Criteria (Writing): 5.24%<br>* ALL Components of Skills Block Met with Criteria (Word Work): 12.57%<br>* ALL Components of Skills Block Met with Criteria (Teacher Table): 13.09% |
| 5. Teacher utilization of backwards design foundation that already exists at Delaware to utilize data collected during EL Modules, Skills and ALL Block to drive tier 1 student differentiation | 5. Historical PD and 21-22 WTs |
| 6. PLC time back in the school day | 6. PLC/Plan Times |

## 4. What are we going to do about it?

| 4a. Strategy/Intervention #1: | 4b. Strategy or Intervention #2: |
|---|---|
| Teachers will implement ALL components of EL curriculum with integrity. | Teachers will use evidence of student learning to differentiate support in both reading and math. |

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

**5a. Monitoring Strategy/Intervention #1:** Teachers will implement ALL components of EL curriculum with integrity. [3]

| Metric Type: | *Improvement* | Metric used: | EL Walkthrough FORM (quarterly increase in % of teachers implementing all components of EL Curriculum with integrity) | EL WT Summary Data |
|---|---|---|---|---|
| **Data Set** | **Baseline** | **Benchmark #1 Oct** | **Benchmark #2 Dec** | **Benchmark #3 March** |
| **Goal [5]** | N/A | K-6 Mod: (72%)<br>K-2 Skills: (63%)<br>3-5 ALL: (27%) | K-6 Mod:83%<br>K-2 Skills: 75%<br>3-5 ALL: 47% | K-6 Mod: 100%<br>K-2 Skills: 100%<br>3-5 ALL: 87% |
| **Actual** | K-6 Module: (66%)<br>K-2 Skills: (25%)<br>3-5 ALL: (7%) | K-6 Module: (83%)<br>K-2 Skills: (62.5%)<br>3-5 ALL: (26.6%) | K-6 Module: __/__<br>K-2 Skills: __/__<br>3-5 ALL: __/__ | K-6 Module: __/__<br>K-2 Skills: __/__<br>3-5 ALL: __/__ |

(Benchmark #4 May/EOY)
Goal: K-6 Mod:100% / K-2 Skills: 100% / 3-5 ALL: 100%
Actual: K-6 Module: __/__ / K-2 Skills: __/__ / 3-5 ALL: __/__

| Metric Type: | *Improvement* | Metric used: | 3rd Tracking System | 4th Tracking System |
|---|---|---|---|---|
| **Data Set** | **Module 1 (Baseline)** | **Module 2** | **Module 3** | **Module 4** |

**5b. Monitoring Strategy/Intervention #2:** Teachers will use evidence of student learning to differentiate support in both reading and math. [4]

| Metric Type: | *Improvement* | Metric used: | Increase in % of students meeting academic benchmarks K-2 --> EL benchmark assessments | |
|---|---|---|---|---|
| **Data Set** | **Baseline (Spring '22)** | **Baseline/Benchmark #1 Aug. 22 - Aug. 26** | **Benchmark #2 Nov. 28 - Dec. 2** | **Benchmark #3 March 6 - 10** |
| **Goal [6]** | N/A | | K-2nd: 42%<br>K: 70%<br>1st: 40%<br>2nd: 15% | K-2nd: 48%<br>K: 70%<br>1st: 50%<br>2nd: 25% |
| **Actual** | K-2nd = 16.9%<br>K = 29.4%<br>1st = 17.9%<br>2nd = 0% | K-2nd = 37.69<br>K = 66.67%<br>1st = 38.78%<br>2nd = 5.13% | K-2nd:<br>K:<br>1st:<br>2nd: | K-2nd:<br>K:<br>1st:<br>2nd: |

(Benchmark #4 May 8 - 12)
Goal: K-2nd: 61% / K: 75% / 1st: 60% / 2nd: 50%
Actual: K-2nd: / K: / 1st: / 2nd:

| Metric Type: | *Improvement* | Metric used: | 5th Tracking System | 6th Tracking System |
|---|---|---|---|---|
| **Data Set** | **Module 1 (Baseline)** | **Module 2** | **Module 3** | **Module 4** |

| Goal [7] | Tracking Identified Priority Standards | 3.RL.2.1: 50%<br>3.RN.2.2: 50%<br>3.W.3.2: 50%<br>----<br>4.RL.2.2: 50%<br>4.RN.2.1: 50%<br>4.W.5: 50% | 3.RL.2.1: 76%<br>3.RN.2.2: 75%<br>3.W.3.2: 75%<br>----<br>4.RL.2.2: 75%<br>4.RN.2.1: 75%<br>4.W.5: 75% | 3.RL.2.1: 100%<br>3.RN.2.2: 100%<br>3.W.3.2: 100%<br>----<br>4.RL.2.2: 100%<br>4.RN.2.1: 100%<br>4.W.5: 100% | | Goal [8] | Tracking Identified Priority Standards | 5.RN.2.1: 50%<br>5.W.4: 50%<br>----<br>6.RL.2.1: 50%<br>6.RN.2.2: 50%<br>6.W.6.1.a: 50% | 5.RN.2.1: 75%<br>5.W.4: 75%<br>----<br>6.RL.2.1: 75%<br>6.RN.2.2: 75%<br>6.W.6.1.a: 75% | 5.RN.2.1: 100%<br>5.W.4: 100%<br>----<br>6.RL.2.1: 100%<br>6.RN.2.2: 100%<br>6.W.6.1.a: 100% | |
| Actual | | 3.RL.2.1: 48% (24/50)<br>3.RN.2.2: 22% (10/45)<br>3.W.3.2: 50% (25/50)<br>----<br>4.RL.2.2: 27% (13/48)<br>4.RN.2.1:<br>4.W.5: | 3.RL.2.1:<br>3.RN.2.2:<br>3.W.3.2:<br>----<br>4.RL.2.2:<br>4.RN.2.1:<br>4.W.5: | 3.RL.2.1:<br>3.RN.2.2:<br>3.W.3.2:<br>----<br>4.RL.2.2:<br>4.RN.2.1:<br>4.W.5: | 3.RL.2.1:<br>3.RN.2.2:<br>3.W.3.2:<br>----<br>4.RL.2.2:<br>4.RN.2.1:<br>4.W.5: | | Actual | | 5.RN.2.1:<br>5.W.4:<br>----<br>6.RL.2.1:<br>6.RN.2.2:<br>6.W.6.1.a: | 5.RN.2.1:<br>5.W.4:<br>----<br>6.RL.2.1:<br>6.RN.2.2:<br>6.W.6.1.a: | 5.RN.2.1:<br>5.W.4:<br>----<br>6.RL.2.1:<br>6.RN.2.2:<br>6.W.6.1.a: | 5.RN.2.1:<br>5.W.4:<br>----<br>6.RL.2.1:<br>6.RN.2.2:<br>6.W.6.1.a: | |

## 6. IMPACT DATA: Are we reaching our goals?

| 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 | 92.65%<br>(58109.5/62716) | | | | (/) | | | |
| ILEARN English Proficiency | 3-8 | 17.19% (38/221) | 25.00% (52/208) | (/) | (/) | (/) | 27.96% | 37% | |
| ILEARN Math Proficiency | 3-8 | 19.91% (44/221) | 13.33% (28/210) | (/) | (/) | (/) | 27% | 37% | |
| SAT Reading CCR | 11 [9] | (/) [10] | | | | (/) | | | |
| SAT Mathematics CCR | 11 [11] | (/) [12] | | | | (/) | | | |
| 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* | *Responsibility* | *Collaboration* | *Great People Matter* |
|---|---|---|---|---|---|

# Schoolwide Planner (Required for All Schools)
## DELAWARE'S INFORMATION 22-23

## 1. Vision

| | |
|---|---|
| 1a. District Vision: | *Empowering our students to thrive in life.* |
| 1b. School Vision: | *Instill the values of education and perseverance to prepare students to be college, career, and life ready.* |

## 2. Mission

| | |
|---|---|
| 2a. District Mission: | *Preparing every student to excel in our global society through world-class learning experiences.* |
| 2b. School Mission: | *Strive for excellence in guiding students to reach exceptional potentials.* |

## Subgroup or Improvement Focus:

| ☐ Bottom 25% | ☐ Top 75% | ☑ Other: SE |
|---|---|---|

## 3. Why is this our current reality?

| 3a. Root Findings: [1] | 3b. Data Sources: [2] |
|---|---|
| 1. School climate is low. Positive, professional culture could improve. | **Panorama Winter '22 Teachers "School Climate"** <br> * 14% decrease since last survey; Delaware = 45%; District = 58% |
| '2. Teachers don't always feel trusted to teach how they think is best. Positive, professional culture could improve. District initiative/data point. | **Panorama Winter '22 Teachers "School Climate"** |
| '3.Teachers are stressed and overwhelmed at work. Positive culture could improve. | **Panorama Winter '22 Teachers "Well-Being"** <br> * Delaware = 57%; District = 62% |
| | **GRADES 3-5** <br> **Panorama Spring '22 Students "School Safety"** <br> * Delaware = 54% (decrease of 3%); District = 64% <br> **Panorama Spring '22 Students "Sense of Belonging"** <br> * Delaware = 55% (decrease of 6%); District = 64% <br> **GRADE 6** <br> **Panorama Spring '22 Students "School Safety"** <br> * Delaware = 60% (decrease of 10%); District = 52% <br> **Panorama Spring '22 Students "Sense of Belonging"** <br> * Delaware = 43% (decrease of 9%); District = 40% |
| 4. Students feel disrespected by their peers at school. <br><br> 5. ODRs have increased from previous school year. | **RDS ODR Data** <br> * **TOTAL**: 20-21SY = 832; 21-22SY = 1649 total (98% increase in total ODRs) <br> * **UPA**: 20-21SY = 241; 21-22SY = 511 (112% increase) <br> * **Disruption**: 20-21SY = 179; 21-22SY = 310 (73% increase) <br> * **Disrespect**: 20-21SY = 91; 21-22 Y = 174 (91% increase) |

## 4. What are we going to do about it?

**4a. Strategy/Intervention #1:**

**Increase positive peer-to-peer relationships in order to improve sense of safety and belonging for all students.**

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

**5a. Monitoring Strategy/Intervention #1: Increase positive peer-to-peer relationships in order to improve sense of safety and belonging for all students. [3]** — [Student Survey] — [Survey Data]

| Metric Type: | *Improvement* | Metric used: | School Safety: "How often are people disrespectful to others at your school?" *(sometimes, frequently, almost always)* | | | | Metric Type: | *Improvement* | Metric used: | Sense of Belonging: "How well do people at your school understand you as a person?" *(completely understand, understand. quite a bit)* | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Data Set | Baseline EOY '22 | Panorama Fall '22 | Beg. of Dec. | Beg. of Feb. | Panorama Spr. '23 (4/3-4/14) | May/EOY | Data Set | Baseline EOY '22 | Panorama Fall '22 | Beg. of Dec. | Beg. of Feb. | Panorama Spr. '23 (4/3-4/14) | May/EOY |
| Goal [4] | N/A | | 70% | 50% | 40% | 25% | Goal [5] | N/A | | 58% | 70% | 75% | 80% |
| Actual | 3rd-5th: 78% <br> 6th: 83% | 3rd-5th: 76% <br> 6th: 79% | | | | | Actual | 3rd-5th: 47% <br> 6th: 48% | 3rd-5th: 48% <br> 6th: 62% | | | | |
| Metric Type: | *Improvement* | Metric used: | Sense of Belonging: "How much respect do student at your school show you?" *(tremendous, quite a bit)* | | | | Metric Type: | *Improvement* | Metric used: | Sense. of Belonging: "Overall, how much do you feel like you belong at your school?" *(completely, quite a bit)* | | | |
| Data Set | Baseline EOY '22 | Panorama Fall '22 | Beg. of Dec. | Beg. of Feb. | Panorama Spr. '23 (4/3-4/14) | May/EOY | Data Set | Baseline EOY '22 | Panorama Fall '22 | Beg. of Dec. | Beg. of Feb. | Panorama Spr. '23 (4/3-4/14) | May/EOY |
| Goal [6] | N/A | | 50% | 65% | 75% | 80% | Goal [7] | N/A | | 60% | 70% | 75% | 80% |
| Actual | 3rd-5th: 42% <br> 6th: 40% | 3rd-5th: 47% <br> 6th: 50% | | | | | Actual | 3rd-5th: 53% <br> 6th: 46% | 3rd-5th: 59% <br> 6th: 60% | | | | |

| Metric Type: | *Improvement* | Metric used: | ODRs: Decrease in number of peer-peer related referrals | [ODR Backend] | Peer-Peer Totals |
|---|---|---|---|---|---|
| Data Set | Baseline EOY '22 | Q1 | Q2 | Q3 | Q4 | EOY Total |

| Goal [8] | N/A | 28 | 24 | 20 | 16 | 00 |
|---|---|---|---|---|---|---|
| Actual | 130 | | | | | |

## 6. IMPACT DATA: Are we reaching our goals?

| Panorama STUDENTS | Goal | Actual (Fall 2021) | Actual (Spring 2022) | Benchmark #1 Fall 2022 | Benchmark #2 Winter 2023 | Actual Spring 2023 | GOAL |
|---|---|---|---|---|---|---|---|
| Overall School Safety | Increase % from 57% (Spring '22) to 64% (Spring '23). | 60% | 56% | 53% | | | 64% |
| Overall Sense of Belonging | Increase % from 49% (Spring '22) to 64% (Spring '23). | 59% | 52% | 57% | | | 64% |

## 7. What is our ultimate goal?

| 7a. District Ultimate Goal: | 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* | *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 will implement ALL components of EL curriculum with integrity. | 1 | Provide PD on PLC Planner with a focus on backward design with access to a calendar and progress monitoring assessment guide | 7/21/22 | DSS | Principal | Principal | Specialist | 3. Implementation is ongoing with fidelity | |
| | 2 | K-2 Skills Block PD | 8/23/22 | Principal | AP | | | 2. Implementation is in progress | |
| | 3 | Continual weekly scheduled checks for curriculum planning, progress monitoring, and data reflection with next steps | 8/25/22 | Principal | AP | Specialist | | 2. Implementation is in progress | |
| | 4 | Support new teachers through mentorships and ongoing PDSAs | 9/1/22 | Principal | AP | | | 3. Implementation is ongoing with fidelity | |
| | 5 | Through activators and catalysts conitnue to focus on building a professional culture of shared leadership by helping to drive adult learning to ultimately impact student learning | 9/1/22 | Principal | AP | | | 3. Implementation is ongoing with fidelity | |
| | 6 | PLCs will develop primary and secondary norms and a compelling purpose to orient and motivate the work in PLCs | 9/1/22 | Principal | AP | Specialist | | 4. Action has been completed | |
| | 7 | Activators will guide PLCs to reflect upon current practices and the two main purposes of a PLC in order to capitalize on new opportunities while implementing the five questions to ensure ALL students are engaged in equitable, rigorous, curriculum-aligned tasks. | 9/14/22 | Principal | AP | | | 2. Implementation is in progress | |
| | 8 | Develop and refine walkthorugh and PLC forms to gather data on practices in order to support implementation through coaching frameworks connected to Delaware's SIP and EVSC's CIP | 10/3/22 | Principal | AP | | | 2. Implementation is in progress | |
| | 9 | | | | | | | | |
| | 10 | | | | | | | | |
| | 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 | Grade level teams determine 2-3 priority standards (Ficiton, NF, Writing) to monitor student proficiency toward mastery- Reference ILEARN Blueprints | 9/16/22 | Principal | AP | Specialist | | 2. Implementation is in progress | |
| | 2 | Grade level teams finalize system to PM | 9/23/22 | Principal | AP | Specialist | | 2. Implementation is in progress | |
| | 3 | Sped student TOR at least one student per grade level to goal-set and PM toward goal | 9/23/22 | Principal | AP | | | 2. Implementation is in progress | |
| | 4 | PLCs create SMARTE goals and plan (calendar) to monitor and assess student progress for growth & proficiency. | 10/20/22 | Principal | AP | Specialist | | 1. Action has not been started | |
| | 5 | Provide scaffolded PD in PLCs to create a shift from simply planning curriculum and CFUs to determining mastery while using student data and analysis tools to move learning forward | 10/26/22 | Principal | AP | Specialist | | 2. Implementation is in progress | |
| | 6 | PLCs designate time in PLCs to pivot discussions around to instructional moves based on student performance on CFUs and tracking priority standards | 11/3/22 | Principal | AP | Specialist | | 2. Implementation is in progress | |
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| 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 [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? |
| Increase positive peer-to-peer relationships in order to improve sense of safety and belonging for all students. | 1 | Define times for SEL curriculum on schedule and provide access to refined SEL Curriculum resources | 8/22/22 | Principal | AP | Specialist | 3. Implementation is ongoing with fidelity | |
| | 2 | Refine restorative practice protocols and system for documention of follow up from TDocs/ODRs (specific focus on peer to peer situations) | 10/4/22 | Principal | AP | Specialist | 1. Action has not been started | |
| | 3 | GSSS coaching teachers to navigate peer-peer situations | 10/4/22 | Principal | AP | Specialist | 1. Action has not been started | |
| | 4 | Social Groups with Counselor, SW and GSSS per Panorama data and Tdoc/ODRs/SEL Consult Form, and develop follow up protocol to communicate focus lesson gist/next steps with teachers | 10/12/22 | Principal | AP | Specialist | Strategist | 2. Implementation is in progress |
| | 5 | Utilize Panorama Data to create focus groups | 10/18/22 | Principal | AP | Specialist | 1. Action has not been started | |
| | 6 | Develop a calendar to meet with focus groups, administer google form quesitonnaire, and review data | 10/18/22 | Principal | AP | Specialist | 1. Action has not been started | |
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| 3 Year Timeline for Implementation, Review & Revision for Strategy 1 | | | | | | | | |
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| Year 2 | | | | | | | | |
| Year 3 | | | | | | | | |

# Title I Schoolwide Planning Comprehensive Needs Assessment

## DATA COLLECTION/ANALYSIS

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| | **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 cullturally 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. |
| **Tiered Model of Support (RTI)** **(SW tiered model to address problem behavior and early intervention)** | **School:** | Delaware implements a number of core components of RtI. Both grade level teams and RtI (MTSS/Academy/Grade Level) teams meet regularly to support the work. We begin by assessing and screening students according to EVSC benchmark criteria to determine student placement in the tiers. Interventionists are trained to lead groups and to progress monitor. Teams determine most appropriate research-based intervention, enrichment, or strategy/skill/method and group according to student need. They then meet to set goals and regularly thereafter to discuss each student's progress in multiple developmental areas. Teachers lead intentional guided groups four or five days weekly for 30 to 40 minutes. Increasingly intense interventions are planned for students not making sufficient progress.  Continued steps for Delaware this year include intentional monitoring of fidelity and instruction of interventions through adopting an MTSS model.  Teachers have had extensive training from the both the district and school level regarding an array of Tier II or III academic and SEL interventions. Teachers have access to a digital nomination form for behavior and academics.  PLCs, the principal, PDS, school social worker, school counselor, GAIN student support specialists, psychologist, and special education coordinator will meet biweekly to disaggregate student academic and behvioral data to create plans and interventions to best support students.  Delaware has a full time GAIN SSS.  By collaborating and seeking community funding, Delaware has added to our sensory/self-regulation room, Minds In Motion space, and outdoor classroom/sensory courtyard.  These rooms provide a space and outlet for our Tier II and III students to get their minds and bodies focused and ready to learn.  Delaware's social emotional learning specialist also tracks behavior data via digital Teacher Documentation forms, ODR forms as well as the Delaware GAIN/SEL Trackers developed in partnership with district officials.  Our GAIN SSS is able to intervene and provide supports to students.  He pulls this data to share with Delaware's Mulit-Tiered Support Team and Social Emotional Learning Team.  He also coordinates restorative practice with students to students and teachers to students.  Our GAIN SSS  is instrumental in supporting in rolling out group plans and SEL curriculum at Delaware and in EVSC.  He also supports GAIN initiatives at Delaware.  Delaware has allotted a 20 minute block of time entitled SEL to enable teachers to integrate the SEL curriculum as well as teambuilding and classbuilding and/or skills/strategies based small groups.  Each grade level also has two 30 - 40 minute blocks of time specifically for Supplemental Instructional Support for academic and SEL supports.  Along with a GAIN SSS, Delaware has a full time Youth First Social Worker.  Delaware's social worker carries a caseload at Delaware and meets with students throughout the day while also reaching out to community partners to provide resources to and for students and families.  The GAIN SSS, YouthFirst social worker, counselor, social emotional learning specialist in EVSC, school psychologist, and North Attendance District Special Education Coordinator, PDS, and I all meet biweekly to discuss students and their social, emotional, behavioral, and academic health. |

## PROFESSIONAL PRACTICE

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| | **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. |
| **Transition (Pre-K and Middle/HS)** **(Assisted Preschool children in transition to elementary school, students to MS/HS)** | **School:** | Delaware hosts an open house prior to school starting.  Kindergarten students and their parents, however, are able to visit classrooms, tour the school, and meet with teachers individually during the spring/summer prior to the new school year.  Delaware faculty and staff also schedule student supply drop off.  By having an open house (prior to school beginning and having supply drop off, families are able to bring supplies and meet with teachers (homeroom and related arts teachers).  Teachers are able to confer with families and share kindergarten behavioral and academic expectations while also expounding upon school rules, routines, procedures (group plans), and other pertinent processes.  After school has started, kindergarten teachers facilitate one on one conferences with parents to share student performance, growth, and goals for further social/emotional and cognitive achievement. |

## PERSONNEL POLICY AND PROCEDURE

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| | **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. |
| **Data coaches / PLCs** **(PD opportunities to staff to improve instruction using assessment data)** | **School:** | EVSC has structured supports for schools.  Delaware is part of Zone 2 with three other schools.  District coaches and strategists meet with teams regularly to provide PD on tools to assist teachers with analyzing and using data to drive their instruction.  Through the coaches' and strategists' PD, along with PD I provide, and differntiated coaching/feedback cycles, PD is able to transpire.  PLCs meet at least four days per week at the beginning of the day, during the time that students are at related arts, and after lunches.  PLCs utilize EVSC curriculum maps, unpackage standards, create learning targets, and embed a progression of skill(s) to develop math unit planning calendars that are relevant, motivating, and engaging.  For reading, Delaware utilizes EL curriculum (content-based literacy, reading foundations skills block, additional language and literacy (ALL) block,) Heggerty Phonemic Awareness, small, guided skills-based reading groups with an array of resources embedded into instruction.  Using the backward design process with curriculum maps and unit planner, along with data analyzing protocols, enables teachers to create and/or access aligned assessments to plan and collect and analyze data in order to adjust instruction. |

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| **Recruitment and Retention**<br>**(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**<br>**(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 Zone 2 Director of School Support and I meet regularly.  She and I utilize a focused agenda to hone in on the needs of Delaware, review data, monitor implementation of action steps in the SIP, set goals, and identify adjustments that need to be made and district support(s) that may be needed.  My DSS also embeds principal meetings in the schedule.  This time allows me to meet with other principals in Zone 2 to share strategies for change and alignment for school improvement.  I also have the opportunity to meet with the superintendent and other district leaders throughout the year to delve into data and goals set for Delaware.  Delaware's leadership team has transitioned to an MTSS model that embeds EVSC GAIN, SEL. RtI, and Leadership team notions.  This team meets biweekly to ensure Delaware is working toward its SIP goals and reviews social/emotional/behavioral/acadamic data. |

## FAMILY AND COMMUNITY ENGAGEMENT

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| **SWP Development**<br>**(SWP is developed with involvement of parents and other community members)** | **School:** | Delaware is fortunate to have several community partners and organizations supporting the work in our SIP.  The Community Learning Center Coordinator and I host monthly site council meetings to listen to and incorporate stakeholder voice.  Delaware recently formed a PTA as well.  This team of parents, teachers, and community leaders also meets monthly.  Through these meetings I am able to share the work of the SIP, and the community partners share their beliefs and are thought partners toward our goals. |
| **Availability**<br>**(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:** | Delaware hs a newly established a PTA.  Along with the Site Council, The PTA board and I meet monthly, and PTA hosts monthly meetings open to all members.  These meetings enable PTA and Delaware teachers and administrators to work together to improve Delaware.  Both parents and community members actively participate in both meetings and activities and the work at Delaware. |
| **Activities**<br>**(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:** | Delaware has a Community Learning Center Coordinator (CLCC) and a GAIN Student Support Specialist (GAIN SSS). They are both integral members of the school team to focus on parent and family training to support students' academic and SEL experiences in school.  The social emotional learning specialist also acts as a strategic and intentional liaison to increase communication between school and home to support student achievement and progress.  He assists in building teachers' and parents' capacities to better support students while honing in on specific social, emotional, and academic needs of students.  The CLCC and GAIN SSS meet with families at various times before/after school hours and at community events on the weekends/in summer.  Delaware hosts monthly family nights centered around literacy.  Teachers share strategies and techniques with families to help parents further support students reading and learning at home while also enhancing curriculum being introduced and taught at school.  Families also have the opportunity to enroll and set up thier RDS access to allow them to check student behavior and academic progress.  Delaware also collaborates with the YMCA and Dream Center to host monthly sessions themed around literacy while also promoting family, the well-being of children, and community. |

## PLANNING TEAM

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| **Stakeholder Input**<br>**(Parents, teachers, admin community)** | **School:** | In order to get stakeholder input, Delaware's PTA and Site Council convene monthy to discuss school improvement and parent engagement.  Teachers meet daily to discuss student improvement and engagement.  Teachers also meet in Delaware's data room to dig into data to ensure their work continues to align with the work in our SIP and EVSC's continuous improvement plan.  Delaware's Community Learning Center Coordinator and I meet monthly with Delaware's site council to raise awareness about the work transpiring with teachers and students at Delaware.  Other community partners, like the Dream Center, my PDS, and social emotional learning specialist, and I meet biweekly to discuss the academic, behavioral, and social/emotional health of the school.  In essence we are working as a community RtI/MTSS team to enhance the work of the students, families, and teachers.  Delaware's MTSS team and I also meet biweekly to gauge the health and wellness of Delaware's teachers, students, and families in relationship to engagement, student behavioral and academic growth and goal setting, and the social/emotional well being of all involved in the work of the SIP. |
| **Public access** | **District:** | A PDF of the school SIP is posted on the school website in the fall after submission to IDOE for access to parents and the public. The SIP document is a living google doc and district staff have access or can be easily supplied access if needed. |
| | **School:** | Parents and community partners have access to Delaware's SIP at PTA, Site Council, and Community RtI/MTSS meetings. |

## COORDINATION

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| | **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. Directors  of School Support access other programs and services as needed to support individual school needs. |

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| **Coordination of Programs**<br>**(Developed in coordination with other programs, services and resources)** | School: | Delaware's SIP aligns to EVSC's Continuous Improvement Plan three big bets of student learning through GAIN, human capital, and infrustructure  A 20 minute block of time was added to the daily schedule to ensure students are receiving social emotional curriculum.  During this time teachers and students are also able to engage with each other by integrating teambuilding/classbuilding/community building to the daily/weekly schedules.<br>Delaware's full time counselor, GAIN student support specialist, and YouthFirst social worker also support student needs.  The school and district social GAIN SSS consult with the principal.  The district SELS also confer and collaborate with the MTSS team comprised of the principal, assistant principal, GAIN SSS, counselor, social worker, school psychologist, and district special education coordinator on a biweekly basis.  The GAIN team also meets monthly.  The GAIN team is comprised of the district GAIN SSS, homeroom, special education, title, and related arts teachers, the assistant principal, and principal.  This team reviews the following: previous month's action step items and captures effectiveness, GAIN Goals action items and progress, data reports/summaries and plan action step items according to data drill down; Top ODRs per Decision Ed, and system wide observations and practices.  The team also uses a focused agenda to hone in on family/community engagement.<br>Delaware director of school support (DSS) coordinates meetings to check-in with the principal and assess action step progress on the SIP.  The DSS also facilitates monthly meetings with the principal and district support coaches.  The district support team (DST) for Zone 2 meetings enable the principal to have thought partners to problem solve and troubleshoot in order to align district and SIP initiatvies to the work at Delaware.  PD with this team is then developed and rolled out to teachers in order to support both teachers and students while enhancing students' learning.<br>An MTSS team also meets biweekly.  This team includes: the principal, assisant principal, social emotional learning specialis, counselor, social worker, psychologist, and special education coordinator.  This team references behavioral and academic data while reflecting as they colloaborate to develop and refine strategies and processes to align to EVSC's CIP and the Delaware's SIP and best support students and their unique needs.  Following the MTSS biweekly meetings, grade level PLC PD meetings take place on a biweekly basis as well.  The grade level PLC PD enable teachers to provide input, feedback, and ownership in meeting students' needs socially, emotionally, and acdemically. The ultimate goal is to personify Delaware's mission and vision of: strive for excellence in guiding students to reach exceptional potentials, and instill the values of education and perseverance to prepare students to be college, career, and life ready. |
| | 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 cullturally 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. |
| **Addressing High-Risk Needs**<br>**(Mental health, instructional support/mentoring, non academic skill improvement)** | School: | Delaware has a full timeGAIN Student Support Specialist (GAIN SSS).  By collaborating and seeking community funding, numerous items have added to our sensory/self-reg room and Minds In Motion room at Delaware.  Both these rooms provide a space and outlet for our Tier II and III students to get their minds and bodies focused and ready to learn.  Delaware's social emotional learning specialist also tracks behavior data via digital LLB and ODR forms developed in partnership with district coaches.  He is able to intervene and provide supports to both students and parents.  The SELS pulls this data and utilizes the SEL Team Tracker to share with Delaware's MTSS team as well as PLCs.  He also coordinates restorative practice with students to students and teachers to students.  The GAIN SSS role has been designed to be instrumental in rolling out group plans and SEL curriculum at Delaware and in EVSC.  He also continues to support GAIN initiatives at Delaware.  Delaware has allotted a block of time entitled SEL to enable teachers to integrate the SEL curriculum as well as teambuilding and classbuilding and/or skills/strategies based small groups.  Along with a GAIN SSS, Delaware has a full time YouthFirst social worker.  This group collects, accesses, and utilizes behavioral and academic data while reflecting as they colloaborate to develop and refine strategies and processes to align to EVSC's CIP and the Delaware's SIP and best support students and their unique needs.  Delaware's social worker carries a caseload at Delaware and meets with students throughout the day while also reaching out to community partners to provide resources to and for students and families.  The GAIN SSS, YouthFirst social worker, counselor, other GAIN SSS in EVSC, school psychologist, and a district special education coordinator, assistant principal, and principal all meet biweekly to discuss students and their social, emotional, behavioral, and academic health.  A therapist from Southwestern Behavioral Health, Inc. is also starting to be at Delaware one day per week to confer with specific students to build their skillsets in regard to navigating social cues and coping skills.  Delaware will continue with components of SEL curriculum with a focus on connecting activities, refueling breaks, mini lessons, continual daily skills practice, and GAIN integration. |
| **Coordination of Funds**<br>**(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. |

| Title I Funded Positions and SIP Alignment | | | | |
|---|---|---|---|---|
| **Title** | **FTE** | **Description and Alignment** | **Strategy 1** | **Strategy 2** |
| Instructionalist | 1 | | | |
| Instructionalist | 1 | | | |
| Instructionalist | 1 | | | |
| Title I Support Assistant | 1 | | | |

## 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.

Julie A. Underwood

9-23-22

_Principal Signature of Assurance_                                        _Date_