

Dexter 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>Stakeholder input for the SIP occurred in pLC grade level meetings, Leadership Meetings, and the Title I Parent Meeting.</p>		<p>SIP Team Members</p>	<p>Brian Baumeier, Molly Gray, Dan Watson, Jodi Wells, Tammy Dexter, Beth Samelak, Brittony Rodgers, Brooke Havill, Donna Adams, Lindsey Jaebker, Karen Nutt, Julie Ann Shaw, Morgan Wessel.</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

Analysis of Previous SY		
Strengths	Areas of Improvement	Questions for Reflection
<ul style="list-style-type: none"> -Rigorous Reading/ELA curriculum across all grades levels -Rigorous Math curriculum across K-2 (Zearn) and then 3-5 (Pearson) -Low turnover of staff members -Full time coach 	<ul style="list-style-type: none"> - Intentionally monitor student learning to better inform instructional decisions - Pacing with curriculum - Implementing small group instruction based on data gathered - Data chats among grade levels - Progress Monitoring regularly 	<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"> - Weekly PLCs - looking forward to PLCs 4 days/ week for the 22-23 SY - Interventionists utilized for interventions more often instead of coverage -Some staff have already developed habits and procedures for progress monitoring - Vertical alignment because of consistent curriculums - Structured system for managing Tier 1 behaviors - Strengthen data protocols for microphases to strengthen reading foundations - strengthen skills to intentionally monitor student learning in real time 	<ul style="list-style-type: none"> - Closed/Fixed mindsets - Teacher absences: When no substitutes are available, interventionists have to be pulled to cover. - Student attendance -Reading gaps as evidenced by current Microphase data. 	<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>
Monitoring for learning strategies are not frequently utilized within daily lessons.		
Teachers do not feel they have the capacity to act on data in a timely manner.		
Instruction is still more teacher-centered rather than student-centered.		

Schoolwide Planner (Required for All Schools)

1. Vision

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

1b. School Vision: *All students experiencing high levels of learning.*

2. Mission

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

2b. School Mission: *Strategically monitoring student learning to better inform instructional decisions.*

Subgroup or Improvement Focus:

Bottom 25% Top 75% Other:

3. Why is this our current reality?

3a. Root Findings: [1]

1. Monitoring-for-learning strategies are not frequently utilized within daily lessons.
2. Teachers do not feel they have the capacity to act on data in a timely manner.
3. Instruction more teacher-centered than student-centered
- 4.

3b. Data Sources: [2]

1. Root cause analysis completed during July PD.
2. Root cause analysis completed during July PD. Likert scale used to measure teachers perceptions around the four components of the Evidence of Learning cycle.
3. PLC conversations, coaching conversations
4. NWEA & ILEARN Data

4. What are we going to do about it?

4a. Strategy/Intervention #1:

Teachers will intentionally monitor student learning in real time and adjust instruction accordingly.

4b. Strategy or Intervention #2:

Teachers (K-2) will implement SKILLS block with integrity so students can progress steadily through designated microphases

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

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

Metric Type:	Improvement	Metric used:	Instructional Walkthroughs. % of time it's evident that teachers are intentionally monitoring student evidence to take action.			
Data Set	Baseline	Benchmark #1	Benchmark #2	Benchmark #3	Benchmark #4	End of Year
Goal [5]	N/A	40% (Sept. 30, 2022)	60% (Nov. 15, 2022)	70% (Jan. 20, 2023)	85% (Mar. 17, 2023)	100% (May 12, 2023)
Actual [7]	25% (21-22 data)	56% (14 total WTs)				

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

Metric Type:	Improvement	Metric used:	Microphase assessments - # of students at or above GL expectations			
Data Set	Baseline	Benchmark #1	Benchmark #2	Benchmark #3	Benchmark #4	End of Year
Goal [6]	BOY	40% (Nov. 2022)	45% (Feb. 2023)	50% (May 2023)		
Actual	16%					


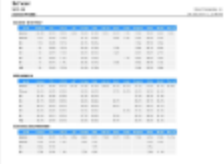



6. What is our target?

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	92.85% (54931/59161)				(/)	95%	98%
ILEARN English Prof	3-8	13.07% (20/153)	18.45% (31/168)	(/)	(/)	(/)	25%	51%
ILEARN Math Proficie	3-8	16.99% (26/153)	17.37% (29/167)	(/)	(/)	(/)	25%	51%
SAT Reading CCR	11 [8]	(/ [9])				(/)		
SAT Mathematics CC	11 [10]	(/ [11])				(/)		
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*	

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

1. Vision

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

1b. School Vision: *All students experiencing high levels of learning.*

2. Mission

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

2b. School Mission: *Strategically monitoring student learning to better inform instructional decisions.*

Subgroup or Improvement Focus:

Bottom 25% Top 75% Other:

3. Why is this our current reality?

3a. Baseline

3b. Root Findings:

1. Panorama Data shows that Sense of Belonging dropped from 12% from Spring '21 - Spring '22.

2. School-wide systems are either in the "initiating" or "Not Yet Started" phase.

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3c. Data Sources:

1. Spring 2022 Panorama

2. G-TIC

3.

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4. What are we going to do about it?

4a. Strategy/Intervention #1:

Staff will work collaboratively to re-align systems and school wide practices to the GAIN framework to increase student sense of belonging.

4b. Strategy or Intervention #2:

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

5a. Monitoring Strategy/Intervention #1:

Metric Type:	<i>Improvement</i>	Metric used:	Panorama Spring, school based survey utilizing same questions as Panorama How well do people at your school understand you as a person? How much support do the adults at your school give you? How much respect do students at your school show you? Overall, how much do you feel like you belong at your school?				
Data Set	Baseline	Benchmark #1	Benchmark #2	Benchmark #3	Benchmark #4	End of Year	
Goal [1]	N/A	60% (Nov. 22)	64% (Jan. 23)			68% (Spring Panorama)	
Actual	56.% (2022 Spring Panorama)	61%					

5b. Monitoring Strategy/Intervention #2:

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

6. What is our target?

6a. School Smart Goal

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 will intentionally monitor student learning in real time and adjust instruction accordingly.	1	Root Cause analysis (Fishbone Diagram, Driver Diagram)	7/21/22	Principal	Mentor Teacher	Teachers	4. Action has been completed	ev. 1, ev. 2, ev. 3, ev. 4, ev. 5	
	2	Implement Coaching for Improvement days/process to better support PLCs with necessary professional development based on data gathered in walkthroughs.	9/27/22	Principal	DSS	Mentor Teacher	Lead Coach	4. Action has been completed	9/27, 11/15, 1/26, 3/20
	3	C4I	11/15/22	Principal	DSS	Mentor Teacher	Lead Coach	1. Action has not been started	
		C4I	1/26/23	Principal	DSS	Mentor Teacher	Lead Coach	1. Action has not been started	
		C4I	3/20/23	Principal	DSS	Mentor Teacher	Lead Coach	1. Action has not been started	
	4	Instructional Walkthroughs	5/19/23	Principal	Mentor Teacher			2. Implementation is in progress	v1_WT form
	5								
	6	Use data to determine bottom 25% to intentionally provide additional supports when monitoring for learning.							
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	8	Guided PLC Professional Development - based on grade level need		Lead Coach					running record
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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 [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	Microphase benchmarks (4 per year)	5/19/23	Mentor Teacher	classroom teachers	Instructionalist	3. Implementation is ongoing with fidelity	
	2	Instructional Walkthroughs (during Skills Block)	5/19/23	Principal	Mentor Teacher		2. Implementation is in progress	
	3	Data Protocols						
	4							

Teachers (K-2) will implement SKILLS block with integrity so students can progress steadily through designated microphases

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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?
	1	GAIN team members completed the training module for The Foundational GIP 1-4.	9/30/22	Principal	GAIN team		4. Action has been completed	
	2	Certified staff have completed the training module for the GAIN Foundational practices #1 and #2 (Effective Verbal and Effective Nonverbal)	10/21/22	Principal			4. Action has been completed	Faculty Meetings: October 2022, November 2022, December 2022
		Certified staff have completed the training module for the GAIN Foundational practices #1 and #2 (Effective Verbal and Effective Nonverbal)	11/18/22	Principal			1. Action has not been started	
		Certified staff have completed the training module for the GAIN Foundational practices #1 and #2 (Effective Verbal and Effective Nonverbal)	12/16/22	Principal			1. Action has not been started	
	3	Realign current "Continuum of Behavior Response Matrix" to GAIN framework.	11/4/22	Principal	GAIN team		2. Implementation is in progress	Current Matrix (as of 9/6/22) We have an exemplar - just need to decide what we will/won't use
	4	Create an adult responsibility matrix for school wide locations that utilize the GAIN instructional practices	11/4/22	Principal	GAIN team		2. Implementation is in progress	We just need some images to use in the matrix.
	5	Create student survey for benchmark	10/28/22	Principal			4. Action has been completed	January Sense of Belonging survey
	6	Local Survey	Jan 2023					
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Staff will work collaboratively to re-align systems and school wide practices to the GAIN framework to

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:	Dexter implements an RTI model (MTSS) of support for students including instruction and GAIN. 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. Dexter utilizes Just Words, 95%, IXL for Tier II and Tier III supports.

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:	During the spring, Pre-K students have the ability to visit Kindergarten classrooms at Dexter. During these visit Kindergarten teachers are able to review behavioral and academic expectations with Pre-K students.

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:	PLCs meet a minium of 4 days per week. Grade levels intentionally monitor students data and then analyze NWEA and formative assessment data in order to adjust instruction and review key components of the math and reading curriculums. Dexter's Mentor Teacher collaborates with PLCs weekly to offer PD on SIP strategies and assist with data analysis.
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 Zone 1 Director of School Support and I meet at least one time per week. She and I utilize a focused agenda to hone in on the needs of Dexter, 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 monthly principal meetings in the schedule. This time allows me to meet with other principals in Zone 1 to share strategies for change and alignment for school improvement. I also have the opportunity to meet with the superintendent and other district leaders at least two times per year to delve into data and goals set for Dexter. Dexter's leadership team has transitioned to an MTSS model. This team meets biweekly to ensure Dexter is working toward its SIP goals and reviews social/emotional/behavioral/academic data.

FAMILY AND COMMUNITY ENGAGEMENT

SWP Development (SWP is developed with involvement of parents and other community members)	School:	Dexter has several community partners and organizations supporting the work in our School Improvement Plan. Dexter has a PTA that meets monthly. At those meetings, I am able to update progress on our SIP to parent and community members.
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 PTA board and Dexter administration meet monthly and PTA hosts monthly meetings open to all members. These meetings enable PTA, Dexter teachers and administrators to work together to improve Dexter.

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:	Dexter has a site coordinator, Title I interventionist, and mentor teacher. They are all integral members of the school team to focus on parent and family training to support students' academic experiences in school. The Title I interventionist also acts as a strategic and intentional liaison to increase communication between school and home to support student achievement and progress. Dexter plans to host 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 their RDS access to allow them to check student behavior and academic progress.

PLANNING TEAM

Stakeholder Input (Parents, teachers, admin community)	School:	In collaboration with the EVSC, Dexter has conducted teacher meetings, a parent meeting, a site council meeting to collect input on the SIP strategies and action plan.
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:	Dexter's SIP goals and strategies are communicated to stakeholders through our monthly newsletter. Progress toward SIP goals are also communicated through the school newsletter as the year progresses.

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:	Some after school programs are intentionally aligned to the SIP for both academics and SEL training. Tutoring is offered to students in 1st-5th grades. Diamonds, Girl Scouts and Boy Scouts provide mentoring. The MTSS team (Social Worker, Counselor, Psychologist) provide classroom guidance lessons as well as small group counseling/interventions differentiated for needs and aligned to academic and social emotional strategies within the SIP.
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:	Dexter's MTSS team meets biweekly to analyze student data and discuss the effectiveness of Tier II and Tier III interventions. Dexter implements the district's GAIN model. Students receive Tier I, researched-based SEL curriculum daily. Dexter's social worker, school counselor, and GAIN support specialist provides Tier II and Tier III supports for students. Our MTSS meets biweekly to analyze data and determine appropriate interventions based on student need.
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	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. Mentor teachers receive a \$5,000 stipend for additional time spent outside the classroom and additional responsibilities outside the regular contract hours.	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

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