

Evans 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>Evans Faculty Parents</p>	<p>SIP Team Members</p>	<p>Toni Hamilton- Principal Tera Babb- Asst. Principal, Jennifer Oberst- Master Teacher, Amanda Schreiber - Mentor Teacher, Rachel Davidson- Master Teacher, Kelsey Wright- Director of School Transformation, Krystal Dellay- School Support Strategist Cindy Evans- School Support Specialist</p>	

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

Teacher Input

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"> -No decline in NWEA -6th grade NWEA Reading Scores increased by 9.1% and meeting growth by 29% -IREAD scores: % passing increased by 13.7% from Spring 2021 to spring 2022. -Intentional IREAD groups (bubble students) that began in September, IREAD Warm-ups in classrooms everyday that were digital. -Growth of foundational skills cycles in K-1 -19% of improvements in 1st grade on the dyslexia screener and 17% in Kdg. -Targeted walk-throughs -GPLC was still happening in 2020/2021 -EL implementation and curriculum understanding has deepened -data usage? 	<ul style="list-style-type: none"> -High number of special education students and more purposeful IEP and alignment of tier 1 curriculum with scaffolding - Staff owning the data tracker -Increase staff awareness of placement in microphases/cycles -NWEA testing environment -Groups plans posted and referenced -Clear guidance on level calls and strategies to proactively and reactively respond to student behavior - OSS Total = 69 (18.6%) -- 162 day data ODRs 2019-20 = 502 20-21 = 83 21-22 = 205 * Highest offenses = UFA & fighting 	<p>Strengths:</p> <ul style="list-style-type: none"> 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>Improvements:</p> <ul style="list-style-type: none"> What are your school's primary areas for improvement? What data supports the need for improvement? What knowledge, skills, and mindsets are you missing? What should you stop/avoid doing? In what areas do you need more training?
Opportunities	Threats	Questions for Reflection
<ul style="list-style-type: none"> -2nd grade being very intentional with placement, instruction and IREAD -WIDA can-do descriptors incorporated into EL planning and implementation. -Taking walkthrough data to guide coaching with teams -Reboot the coaching model to use the knowledge base to gain a plan -Reset the self-reg stations in the rooms -GPLC with math -Intentional planning with coaches for K-6 -Teacher voice in collaboration and alignment of curriculum 	<ul style="list-style-type: none"> - Having high expectations for students and be mindful of staff /student talk -No transportation if students miss the bus or are suspended from the bus -Chronic absentnessism 46.7% of students have missed 10 or more days (209/448) -Winter panorama data showed a decline of 41% in school climate -New teachers on all grade levels except for 6th grade and 8 new to grade levels 	<p>Opportunities:</p> <ul style="list-style-type: none"> 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>Threats:</p> <ul style="list-style-type: none"> What obstacles might impact your school improvement plan implementation? What political, economic, social, technological, demographic or legal trends might impact your school improvement plan implementation? Are there any standards, policies, and/or legislation changing that might negatively impact you?

Reflection

1. Reset culture and climate at Evans to strengthen sense of belonging for both students and staff (thinking Tier 1 expectations/practices)	STRATEGY #2: Teachers will consistently implement Tier 1 practices and establish effective conditions for learning so students feel safe and connected.
2. Strengthen the norms and practices of PLCs to ensure we maintain a focus on high expectations and student learning	STRATEGY #1: Strengthen norms and practices of PLCs to ensure we maintain high expectations and student learning.
3. Empower teacher leaders as professionals to be accountable to each other for the work on behalf of our students	

Schoolwide Planner (Required for All Schools)

1. Vision

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

1b. School Vision: *Students and teachers at Evans School will thrive in a caring, respectful, safe, encouraging environment where everyone demonstrates success and development of their unique strengths and abilities in preparation for their future goals and aspirations.*

2. Mission

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

2b. School Mission: *Our goal at Evans Elementary School is to provide a quality education through shared responsibility in a safe and supportive environment for all students. Our mission is to provide each student with a well balanced, innovative, and rigorous education through a model of continuous collaboration and goal setting. At Evans School, we use research-based best practices and instructional strategies to support individual student growth. We will achieve this by being responsive to the unique, individual needs of each student. Our vision: Students and teachers at Evans School will thrive in a caring, respectful, safe, encouraging environment where everyone demonstrates success and development of their unique strengths and abilities in preparation for their future goals and aspirations. At Evans School, Cubs Persevere through challenges, are Accountable for their work and actions, and are Welcoming to all students in a Safe environment.*

Subgroup or Improvement Focus: SE, F/R, Black, White

Bottom 25% Top 75% Other:

3. Why is this our current reality?

3a. Root Findings: [1]

1. New teachers on all grade levels except for one grade and 8 teachers new to grade levels.
2. Daily built in PLC time needed d/t Covid; Got away from PLC practices
3. Data discussions needed, following up with walkthroughs as well as PLC leaders, PDSA cycle
4. Unnecessary form of compliance in filling out data discussion protocol notes

3b. Data Sources: [2]

- PLC Composition:**
- * 7 out of 8 PLC teams are newly formed
 - * 13 new staff members
 - * Best practices of PLCs were not able to be a focus due to schedule/COVID.
- NWEA Data (Students Meeting Growth Fall '21-Spring '22)**
- * Math = 35.3%
 - * Reading = 25.8%
- ILEARN Data (Total Students Proficient)**
- * ELA = 12.10%
 - * Math = 16.47%

5. Academic outcomes are not where they need to be.

4. What are we going to do about it?

4a. Strategy/Intervention #1:

Strengthen norms and practices of PLCs to ensure we maintain high expectations and student learning.

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

5a. Monitoring Strategy/Intervention #1: Strengthen norms and practices of PLCs to ensure we maintain high expectations and student learning. [3]

Metric Type:	Implementation	Metric used:	PLC Notes	PLC Rubric	PLC Summary Data					Metric Type:	Improvement	Metric used:	Teacher PLC Survey	Teacher PLC Survey Data
Data Set	SEPTEMBER (Baseline)	OCTOBER 28th	NOVEMBER 18th	DECEMBER 16th	JANUARY 27th	FEBRUARY 24th	MARCH 24th	APRIL 28th	MAY 19th	Data Set	Baseline (Week of Sept. 26)	Benchmark #1 (Week of Nov. 28th)	Benchmark #2 (Week of Feb. 27th)	Benchmark #3 (Week of May 8th)
Goal [4]	N/A	K: 5 1: 11 2: 11 3: 5 4: 5 5: 6	K: 7 1: 14 2: 12 3: 7 4: 7 5: 9	K: 8 1: 14 2: 12 3: 8 4: 8 5: 9	K: 9 1: 14 2: 13 3: 9 4: 9 5: 11	K: 10 1: 15 2: 13 3: 10 4: 10 5: 12	K: 11 1: 15 2: 13 3: 11 4: 11 5: 12	K: 12 1: 15 2: 14 3: 12 4: 12 5: 12	6/6 PLCs Rubric score at least 12/15 (80%)	Goal [5]	N/A			
Actual	K: 5 1: 11 2: 11 3: 5 4: 5 5: 6 Total: 49% @ prof.	K: 8 1: 11 2: 12 3: 5 4: 7 5: 6 Total: 54% @ prof.	K: 7 1: 14 2: 12 3: 7 4: 7 5: 9 Total:	K: 8 1: 14 2: 12 3: 8 4: 8 5: 9 Total:	K: 9 1: 14 2: 13 3: 9 4: 9 5: 11 Total:	K: 10 1: 15 2: 13 3: 10 4: 10 5: 12 Total:	K: 11 1: 15 2: 13 3: 11 4: 11 5: 12 Total:	K: 12 1: 15 2: 14 3: 12 4: 12 5: 12 Total:		Actual	83.20%			
Metric Type:	Improvement	Metric used:	K-2 Benchmarks % on grade level			Metric Type:	Improvement	Metric used:	NWEA: % of S projected proficiency on ILEARN 2023					
Data Set	BOY (baseline)	Benchmark #1 11/28-12/2	Benchmark #2 3/6-3/10	EOY 5/8-5/12	Data Set	FALL '22 (baseline)	WINTER '22	SPRING '23						
Goal [6]	N/A	K-2: 65%	K-2: 55%	K-2: 65%	Goal [7]	N/A	3: 17.3% 4: 29.2% 5: 28.2% 6: 34.4%	3: 26.9 4: 33.8% 5: 33.8% 6: 49.1%						
Actual	K-2: 27.27% K: 70% 1: 0% 2: 5.88%	K-2: K: 70% 1: 25% 2: 14%	K-2: K: 73% 1: 30% 2: 18%	K-2: K: 75% 1: 35% 2: 20%	Actual	3: 8.9% 4: 21.2% 5: 15.3% 6: 21%	3: 4: 5: 6:	3: 4: 5: 6:						

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	90.69% (74270/81897.5)				(/)		

ILEARN English Proficiency	3-8	12.05% (30/249)	16.80% (43/256)	(/)	(/)	(/)		
ILEARN Math Proficiency	3-8	16.47% (41/249)	9.77% (25/256)	(/)	(/)	(/)		
SAT Reading OCR	11 [8]	(/ [8])				(/)		
SAT Mathematics OCR	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 SEI	School Profile	My School Survey	Gallup Poll	NWEA Projections	
						

<--- Act and Assess: PM/Checkpoints/DOE 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:	<i>Empowering our students to thrive in life.</i>
1b. School Vision:	<i>Students and teachers at Evans School will thrive in a caring, respectful, safe, encouraging environment where everyone demonstrates success and development of their unique strengths and abilities in preparation for their future goals and aspirations.</i>

2. Mission

2a. District Mission:	<i>Preparing every student to excel in our global society through world-class learning experiences.</i>
2b. School Mission:	<i>Our goal at Evans Elementary School is to provide a quality education through shared responsibility in a safe and supportive environment for all students. Our mission is to provide each student with a well balanced, innovative, and rigorous education through a model continuous collaboration and goal setting. At Evans School, we use research-based best practices and instructional strategies to support individual student growth. We will achieve this by being responsive to the unique, individual needs of each student. Our vision: Students and teachers at Evans School will thrive in a caring, respectful, safe, encouraging environment where everyone demonstrates success and development of their unique strengths and abilities in preparation for their future goals and aspirations. At Evans School, Cubs Persevere through challenges, are Accountable for their work and actions, and are Welcoming to all students in a Safe environment.</i>

Subgroup or Improvement Focus: SE, F/R, Black, White

Bottom 25%
 Top 75%
 Other:

3. Why is this our current reality?

3a. Baseline		3c. Data Sources:
3b. Root Findings:		
Half of the teachers feel connected/like they belong. (Strategy #2)		Panorama Winter '22 (Teachers) "Belonging"
Students don't feel respected by their peers and teachers. (Strategy #2)		Panorama Spring '22 (Students) "Belonging" * Evans = 49% (-16%); District = 64% Panorama Spring '22 (Students) "School Safety" * Evans = 53% (-5%); District = 64%
Overall school climate / vibe is lower than in previous years.		Panorama Winter '22 (Teachers) "School Climate" (regarding themselves) * 48% Total (- 19%); 58% District
Not all teachers have a shared belief in what we're trying to accomplish as a school, a belief in each other, or a belief in the students.		
Less than 1/2 of the students feel supported by their peers. (Strategy #2)		Panorama Winter '22 (Teachers) "School Climate" (regarding students) * 48% Total (- 19%); 58% District
Less than 1/2 of the students are excited about school. (Strategy #2)		
Most teachers are stressed, overwhelmed and exhausted at work.		Panorama Winter '22 (Teachers) "Well-Being"
Tier 1 strategies aren't being used consistently. (Strategy #1)		GAIN Tier 1 Walkthrough Data (2021-22 SY)

4. What are we going to do about it?

4a. Strategy/Intervention #1:	Teachers will consistently implement Tier 1 practices and establish effective conditions for learning so students feel safe and connected.
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5. How will we know if it's working?

5a. Monitoring Strategy/Intervention #1: Teachers will consistently implement Tier 1 practices and establish effective conditions for learning so students feel safe and connected.

Metric Type:	Implementation	Metric used:	SIP Strategy #2 Walkthrough (NEW)		SIP Strategy #2 Walkthrough Data (NEW)	
Data Set	Baseline September	October/November week of 10/31	December week of 12/5	February week of 2/27	April	May
Goal [1]	N/A	55%	75%	100%	100%	100%
Actual	51.30%					

6. IMPACT DATA: Are we reaching our goals?

Panorama	Goal	Actual (Spring 2022)	Benchmark #1 Fall 2022	Benchmark #2 Winter 2023	Actual Spring 2023	GOAL	Panorama	Goal	Winter Panorama 2022	Winter Panorama 2023	GOAL
Overall Teacher-Student Relationships (Students)	Increase % from 65% (Spring '22) to 77% (Spring '23).	Gr. 3-5: 65% Gr. 6: 70%	Gr. 3-5: 71% Gr. 6: 80%	Gr. 3-5: Gr. 6:	Gr. 3-5: Gr. 6:	Gr. 3-5: 77% Gr. 6: 85%	Overall Sense of Belonging (Teachers)	Increase % from 69% (Spring '22) to 71% (Spring '23).	69%		71%
Overall School Safety (Students)	Increase % from 53% (Spring '22) to 64% (Spring '23).	Gr. 3-5: 53% Gr. 6: 64%	Gr. 3-5: 46% Gr. 6: 61%	Gr. 3-5: Gr. 6:	Gr. 3-5: Gr. 6:	Gr. 3-5: 64% Gr. 6: 70%	Overall School Climate (Teachers)	Increase % from 48% (Spring '22) to 58% (Spring '23).	48%		58%
Overall Sense of Belonging (Students)	Increase % from 49% (Spring '22) to 64% (Spring '23).	Gr. 3-5: 49% Gr. 6: 45%	Gr. 3-5: 57% Gr. 6: 55%	Gr. 3-5: Gr. 6:	Gr. 3-5: Gr. 6:	Gr. 3-5: 64% Gr. 6: 60%					

7. What is our ultimate goal?

7a. District Ultimate Goal:	<i>Will this help us ensure every student at every grade level is on track to graduate ready for college or career?</i>
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<--- Act and Assess: PM/Checkpoints/IDOE Monitoring/Self-Assessments/OTS Support/PLCs --->

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3. Why is this our current reality?

3a. Baseline		3c. Data Sources:	
3b. Root Findings:	Half of the teachers feel connected/like they belong. (Strategy #2)		Panorama Winter '22 (Teachers) "Belonging"
	Students don't feel respected by their peers and teachers. (Strategy #2)		Panorama Spring '22 (Students) "Belonging" * Evans = 49% (-15%); District = 64% Panorama Spring '22 (Students) "School Safety" * Evans = 53% (-5%); District = 64%
	Overall school climate / vibe is lower than in previous years.		Panorama Winter '22 (Teachers) "School Climate" (regarding themselves) * 48% Total (-19%); 58% District
	Not all teachers have a shared belief in what we're trying to accomplish as a school, a belief in each other, or a belief in the students.		
	Less than 1/2 of the students feel supported by their peers. (Strategy #2)		Panorama Winter '22 (Teachers) "School Climate" (regarding students) * 48% Total (-19%); 58% District
	Less than 1/2 of the students are excited about school. (Strategy #2)		
	Most teachers are stressed, overwhelmed and exhausted at work.		Panorama Winter '22 (Teachers) "Well-Being"
	Tier 1 strategies aren't being used consistently. (Strategy #1)		GAIN Tier 1 Walkthrough Data (2021-22 SY)

4. What are we going to do about it?

4b. Strategy or Intervention #2:	Increase all levels of relationships across the building to increase sense of belonging.
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5. How will we know if it's working?

5b. Monitoring Strategy/Intervention #2: Increase all levels of relationships across the building to increase sense of belonging.

Staff-Staff Relationships		Teacher PLC Survey (2 Sense of Belonging questions)			Students' Sense of Belonging				Student Survey			
Metric Type:	<i>Improvement</i>	Metric used:	Sense of Belonging: "How connected do you feel to others adults at your school?" (Teachers Winter '22)			Metric Type:	<i>Improvement</i>	Metric used:	Sense of Belonging Q1: "How well do people at your school understand you as a person?"			
Data Set	Baseline September	Benchmark #1	Benchmark #2	EOY	Data Set	Baseline Spring '22 Pano	Baseline Fall '22 Pano	Benchmark #1	Benchmark #2	Spring '23 Pano	EOY	
		Week of Nov. 28th	Week of Feb. 27th	Week of May 8th				Week of Nov. 28th	(Week of Feb. 27th)	(4/3-4/14)	(Week of May 8th)	
Goal [1]	N/A				Goal [2]	N/A		Gr. 3-5:	Gr. 3-5:	Gr. 3-5:	Gr. 3-5:	
								Gr. 6:	Gr. 6:	Gr. 6:	Gr. 6:	
Actual	61%				Actual	Gr. 3-5: 50%	Gr. 3-5: 56%	Gr. 3-5:	Gr. 3-5:	Gr. 3-5:	Gr. 3-5:	
						Gr. 6: 41%	Gr. 6: 50%	Gr. 6:	Gr. 6:	Gr. 6:	Gr. 6:	
Metric Type:	<i>Improvement</i>	Metric used:	Sense of Belonging: "How well do your colleagues at school understand you as a person?" (Teachers Winter '22)			Metric Type:	<i>Improvement</i>	Metric used:	Sense of Belonging Q4: "Overall, how much do you feel like you belong at your school?"			
Data Set	Baseline September	Benchmark #1	Benchmark #2	EOY	Data Set	Baseline Spring '22 Pano	Baseline Fall '22 Pano	Benchmark #1	Benchmark #2	Spring '23 Pano	EOY	
		Week of Nov. 28th	Week of Feb. 27th	Week of May 8th				Week of Nov. 28th	(Week of Feb. 27th)	(4/3-4/14)	(Week of May 8th)	

Goal [3]	N/A				Goal [4]	N/A		Gr. 3-5: Gr. 6:	Gr. 3-5: Gr. 6:	Gr. 3-5: Gr. 6:	Gr. 3-5: Gr. 6:
Actual	58%				Actual	Gr. 3-5: 52% Gr. 6: 44%	Gr. 3-5: 60% Gr. 6: 66%	Gr. 3-5: Gr. 6:	Gr. 3-5: Gr. 6:	Gr. 3-5: Gr. 6:	Gr. 3-5: Gr. 6:
Teacher-Student Relationships											
Metric Type:	Improvement	Metric used:	Teacher-Student Relationships Q4: "How respectful is your teacher towards you?"								
Data Set	Baseline Spring '22 Pano	Baseline Fall '22 Pano	Benchmark #1 Week of Nov. 28th	Benchmark #2 (Week of Feb. 27th)	Spring '23 Pano (4/3-4/14)	EOY (Week of May 8th)					
Goal [5]	N/A		Gr. 3-5: Gr. 6:	Gr. 3-5: Gr. 6:	Gr. 3-5: Gr. 6:	Gr. 3-5: Gr. 6:					
Actual	Gr. 3-5: 73% Gr. 6: 83%	Gr. 3-5: 82% Gr. 6: 87%	Gr. 3-5: Gr. 6:	Gr. 3-5: Gr. 6:	Gr. 3-5: Gr. 6:	Gr. 3-5: Gr. 6:					
Student-Student Relationships											
Metric Type:	Improvement	Metric used:	Sense of Belonging Q3: "How much respect do students at your school show you?"								
Data Set	Baseline Spring '22 Pano	Baseline Fall '22 Pano	Benchmark #2 Week of Nov. 28th	Spring '23 Pano (4/3-4/14)	Benchmark #5 (Spring '23 Pano)	EOY (Week of May 8th)					
Goal [6]	N/A		Gr. 3-5: Gr. 6:	Gr. 3-5: Gr. 6:	Gr. 3-5: Gr. 6:	Gr. 3-5: Gr. 6:					
Actual	Gr. 3-5: 29% Gr. 6: 48%	Gr. 3-5: 41% Gr. 6: 45%	Gr. 3-5: Gr. 6:	Gr. 3-5: Gr. 6:	Gr. 3-5: Gr. 6:	Gr. 3-5: Gr. 6:					
Metric Type:	Improvement	Metric used:	School Safety Q1: "How often are people disrespectful to others at your school?" (sometimes, frequently, almost always) ** Looking for a decrease in percentage **								
Data Set	Baseline Spring '22 Pano	Baseline Fall '22 Pano	Benchmark #2 Week of Nov. 28th	Spring '23 Pano (4/3-4/14)	Benchmark #5 (Spring '23 Pano)	EOY (Week of May 8th)					
Goal [7]	N/A		Gr. 3-5: Gr. 6:	Gr. 3-5: Gr. 6:	Gr. 3-5: Gr. 6:	Gr. 3-5: Gr. 6:					
Actual	Gr. 3-5: 75% Gr. 6: 80%	Gr. 3-5: 77% Gr. 6: 78%	Gr. 3-5: Gr. 6:	Gr. 3-5: Gr. 6:	Gr. 3-5: Gr. 6:	Gr. 3-5: Gr. 6:					

6. IMPACT DATA: Are we reaching our goals?

Panorama	Goal	Actual (Spring 2022)	Benchmark #1 Fall 2022	Benchmark #2 Winter 2023	Actual Spring 2023	GOAL	Panorama	Goal	Baseline (Spring 2022)	EOY (Winter 2023)	GOAL
Overall Teacher-Student Relationships (Students)	Increase % from 65% (Spring '22) to 77% (Spring '23).	Gr. 3-5: 65% Gr. 6: 70%	Gr. 3-5: 71% Gr. 6: 80%	Gr. 3-5: Gr. 6:	Gr. 3-5: Gr. 6:	Gr. 3-5: 77% Gr. 6: 85%	Overall Sense of Belonging (Teachers)	Increase % from 69% (Winter '22) to 71% (Winter '23).	69%		71%
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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 --->

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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?
Strengthen norms and practices of PLCs to ensure we maintain high expectations and student learning.	1	PLC leaders - meeting monthly to receive PLC+ PD		Mentor Teacher				3. Implementation is ongoing with fidelity	
	2	Resetting PLC expectations, compelling purpose, norms	8/18/22	Lead Coach	Mentor Teacher			4. Action has been completed	
	3	GPLC -- Rubric & Self-Assessment	9/29/22	Lead Coach				4. Action has been completed	
	4	PLC goal setting--based PLC rubric (focus on instruction)	10/27/22	Lead Coach	Mentor Teacher	Mentor Teacher		1. Action has not been started	Grade level SIP goal setting 9/15 and 9/22
	5	PLC coaching on status of PLC and support needed		Lead Coach	Mentor Teacher			2. Implementation is in progress	
	6	Score each PLC via the PLC rubric for baseline	9/30/22	Lead Coach	Mentor Teacher			4. Action has been completed	
	7	Score each PLC via the PLC rubric monthly	5/12/23	Lead Coach	Mentor Teacher			3. Implementation is ongoing with fidelity	
	8	PLCs self-evaluate based on the PLC rubric Dec., March, May	5/12/23	Lead Coach	Mentor Teacher			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?
Teachers will consistently implement Tier 1 practices and establish effective conditions for learning so students feel safe and connected.	1	Classroom environment -- 1 pager (what it should look like)	10/30/22	AP	Lead Coach			2. Implementation is in progress	
	2	Gather data around Tier 1 Practices using the Conditions for Learning Walkthrough	5/12/23	Leadership Team				3. Implementation is ongoing with fidelity	
	3	Differentiated individual or PLC coaching around the Conditions for Learning/Tier 1 Practices based on walkthrough data	2022-11-07	Leadership Team				2. Implementation is in progress	
	4	PD around RESST including looks like/sounds like/feels like for WT	11/3/22	Lead Teacher	Mentor Teacher			2. Implementation is in progress	non-verbal communication , verbal communication , attuning , co-regulating
	5	Gain Team will look at ODR data monthly - dissagregated and Big 5		Lead Coach				3. Implementation is ongoing with fidelity	
	6								
	7								
	8								
	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 [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	(T-T) PLC Teacher Perception Survey (2 Panorama questions)	9/12/22	AP	Lead Coach			2. Implementation is in progress	Every other month

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:	Students receive targeted interventions 5 days a week based on their areas of need for both reading and math. Reading interventions take place in grades 1-6 and kindergarten is added the second semester. Students in grades 2-6 receive math interventions. These decisions are based on NWEA testing and teacher knowledge of students. In addition, there is a tiered support to behavior interventions as well. Tier 1 supports are provided by the SEL interventionist and PBIS/SEL coach. Students recieve SEL curriculum embedded through their morning meetings. The SEL team meets bi-weekly to discuss Tier II and Tier III students and develop plans to provide additional supports for the students. The Self-Reg room is also used as an identified need for Tler II and Tier III students. These students have assigned times throughout the day to meet with a SEL Interventionist where they learn self-reg strategies.

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:	We offer a Kdg Roundup and provide individual tours upon request. Our 6th grade students are invited to a teambuilding day before school begins. Data is shared across grade levels and buildings to help with transitions.

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:	The PDS and Master Teacher meet with the District Data Coach to receive PD and materials for the staff. Information is delivered to staff in PLCs and/or Guided PLCs, faculty meetings. The mentor teacher provide an additional layer of teacher support in PLCs and throughout the day.
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:	SIP is a standing item on our Leadership Agenda. We review the action planner and make adjustments accordingly.

FAMILY AND COMMUNITY ENGAGEMENT

SWP Development (SWP is developed with involvement of parents and other community members)	School:	Parents are given the opportunity to provide input via email/phone calls, or family engagement events. Stakeholders are given the opportunity to provide input during Site Council meeitngs.
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:	Our SIP goals are emailed out and displayed in the front foyer.
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.

(the school, including family literacy programs)		School:	Parents will be given opportunities to provide feedback throughout the year. In January an IREAD parent meeting is held to provide data and resources. During Family Nighth will have a Literacy /Math focus. Parents will be provided resources to help students. They will also be given information for EDease access.
PLANNING TEAM			
Stakeholder Input (Parents, teachers, admin community)	School:	Parents will be given a survey to complete. This will be sent via email and available at EOY school events. The school PLC Leaders team will provide input. Quarterly meetings/check ins lead by administration and teacher leaders provide building level support and decision making.	
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 members have access to SIP information through PTA, Site Council, and family events.	
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:	The school works closely with district support personnel and community partners to provide wraparound supports for our students. This includes the Youth First Social Worker, Southwest Behavioral Health, AARP, and YMCA.	
Addressing High-Risk Needs (Mental health, instructional support/mentoring, non academic skill improvement)	District:	EVSC implements an MTSS model of support for students based on our GAIN framework that includes academic and social emotional learning. All students have support for Tier I core instruction, a clear, data driven process for Tier II and Tier III identification (K-8), and reading and math intervention support based on need. All schools implement culturally responsive best practices. Schools utilize data to identify students who need additional supports and GAIN Specialists/coaches, Strategists and/or academic Interventionists are assigned to support students who require Tier II and Tier III supports. In addition, K-12 students will have Tier I GAIN curriculum that is research based. All staff participate in GAIN professional development. K-2 staff have received training on LETRS, a scientifically based approach to reading instruction.	
	School:	Tier 1 supports are provided by the SEL interventionist and PBIS/SEL coach. Students receive SEL curriculum embedded through their morning meetings. The SEL team meets bi-weekly to discuss Tier II and Tier III students and develop plans to provide additional supports for the students, i.e. check-ins, break passes, behavior tracking sheets, time in the Self-Reg room, etc. All teachers were provided with sensory boxes filled with sensory materials for students to utilize as a calm down strategy. Classrooms have calm down areas in their rooms. Tier 2 and 3 students are participating in SEL interventions 2-3 times a week. Related Arts teachers have a system for morning check ins for Tier 1 and Tier 2 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.	

Title I Funded Positions and SIP Alignment				
Title	FTE	Description and Alignment	Strategy 1	Strategy 2
Master Teacher	1	Work with grades K-6 to provide job-embedded PD. Will coach teachers through modeling, co-teaching, and direct support. Will work with the Mentor Coaches and support them with their work with teachers and their implementation of the Coaching Reboot. The Master Teacher also assists the GAIN Support Specialist with the GTIC and Tier 1 strategies.	x	x
Asst Principal	1	The Asst Principal will support the Master Teacher. The PDS will supervise the coaching model to improve the quality of core instruction. The Asst Principal oversees all of the MTSS process, schedules, and parent conferences.	x	x
Mentor Teacher	1	Work under the Master Teacher. Will work with grades K-6 to provide job-embedded PD and coach teachers through modeling, co-teaching, and direct support. Will focus on the implementation of the Coaching Reboot, establishing conditions for learning, and building positive relationships with teachers.	x	x
Para Professionals	1	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
GAIN Support Specialist	1	GAIN Support Specialist supports teachers by working with student behaviors. Works collaboratively with individual students, their teachers, and families to develop a plan for success and strengthen relationships. Monitors students behaviors and represents students and families during weekly student support team meetings. Will work in close frequent proximity under the direction and supervision of a the Master Teacher. The GSS will oversee SEL data.		x
Instructionalist/Reading Specialist	1	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

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