

Fairlawn 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>SIP Team Members</p>	<p>Hannah Kirkman, Jared Turney, Elizabeth Joyce, Kelsey Wright, Kristal Dellay, Cindy Evans, Acacia Peak, Maggie Gahagen, Jamie Henson, Megan Cloum, Megan Harris, Michelle Wittman</p>	

SIOT (Strengths, Improvements, Opportunities, and Threats)

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

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

Analysis of Previous SY

Strengths	Areas of Improvement	Questions for Reflection
<ul style="list-style-type: none"> -Attendance is up (94.3%) -Staff retention -KG, 4, 5 FA-SP NWEA growth (KG had largest) -Staff voice consistent with positive culture/climate schoolwide-- wanting/open to change, sense of collaboration and teamwork a huge strength -4th grade math NWEA 70%+ met growth -Years of teacher experience higher -How much do you feel you belong in your school? (86% responded favorably) -56.8% first graders met their growth goal in both reading & math -ELL meeting growth in both math & reading NWEA in line with district %age -math ILEARN improved 5.79% -3rd grade-4th ILEARN scores in both reading & math increased -strong Skills Block beginning -SEL Skills Groups functioning to fit student/teacher/school needs 	<ul style="list-style-type: none"> -IREAD score outlier for Fairlawn typical data (drop 22.2%) -Student sense of belonging, school safety Panorama data down (Spring Panorama 3-5) -Consistent implementation of SEL curriculum (WT data showed stong at beginning of year, decline in winter and up some towards the end of year) -ELA ILEARN down 0.73% -All grades declined NWEA ELA 	<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"> -IREAD prep -Opportunity to partner with Evans to support IREAD prep -creation of attendance committee with secretary, counselor, nurse to reset attendance protocols/progress monitoring systems coming out of COVID -How can we create a more robust sense of belonging through spirit committees -Explain meaning of questions and responses with students on Panorama questions -emotional regulation -reframe teachers' perceptions of students abilities/capabilities -Creation and PM with SEL skills group -Curricular implementation of SEL -Data tracking SEL goals/skills group -Counselor, SEL, Social worker Skills Groups possible opportunity -Family/Community engagement 	<ul style="list-style-type: none"> -4 FMLAs. 2/4 filled at this time -New site coordinator -Amount of time EL curriculum could potentially consume -Teacher stressload 	<p>Opportunities: What opportunities are present to impact successful school improvement plan implementation? What is going on around you that seems to be useful? What district resources are available to support your work? What could be done today that isn't being done? Who can support you and how?</p> <p>Threats: What obstacles might impact your school improvement plan implementation? What political, economic, social, technological, demographic or legal trends might impact your school improvement plan implementation? Are there any standards, policies, and/or legislation changing that might negatively impact you?</p>

Reflection

1. Schoolwide goal more than likely focus around EL curriculum: implementation (walkthroughs--> plan for supporting PLCs) improvement (K-2 Skills benchmarks, 3-5 Unit 3 assessment per Module-->PLCs do PDSA around 5 questions) implementation (PLCs & components)
2. Want to develop teachers through PLCs/Coaching via PLC activators
3. SEL goal on student sense of belonging (maybe emotional regulation but it's been 2 years)

Schoolwide Planner (Required for All Schools)

1. Vision

1a. District Vision:	<i>Empowering our students to thrive in life.</i>
1b. School Vision:	Making DREAMS possible through being Data-Driven, Respectful, Engaged, Achievers, and Making Leaders

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>"In our community we will cultivate respectful and responsible citizens who are lifelong learners."</i>

3. Why is this our current reality?

3a. Root Findings: [1]	3b. Data Sources: [2]
1.8/9 teachers implemented Skills Block with criteria.	1. Skills Block walkthrough with criteria 21-22 school year
2.0 teachers in K-5 have taught EL Module	2. Current reality
3.0 teachers in 3-5 have taught ALL block piece of EL curriculum	3. Current reality
4. Performance data suggests the need for a high-quality curriculum.	4. Performance Data ILEARN '22 = 22.15% pass rate in ELA IREAD '22 = 37.5% pass rate NWEA (Met Growth in Reading) = 36.1%

4. What are we going to do about it?

4a. Strategy/Intervention #1:	4b. Strategy or Intervention #2:
Implement EL as designed by focusing on pacing and understanding the purpose for curriculum components so that students are consistently being challenged with a rigorous, engaging curriculum.	Develop PLC processes and practices as a vehicle for teachers and students to increase knowledge of where we're going and where we are (PLC Questions 1&2)

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

5a. Monitoring Strategy/Intervention #1: Implement EL as designed by focusing on pacing and understanding the purpose for curriculum components so that students are consistently being challenged with a rigorous, engaging curriculum. [3]

Metric Type:	Improvement	Metric used:	EL walkthrough (6 week increase in % of teachers implementing all components of EL Curriculum)			WT Data		
Data Set	Week of Sept. 5th (Baseline)	Week of Oct. 17th	Week of Nov. 28th	END OF SEM. 1	Week of Jan. 30th	Week of Mar. 13th	Week of May 8th	
Goal [4]	N/A	K-5 Mod: (65%)	K-5 Mod: (88%)	K-5 Mod: (100%)	K-2 Skills: (30%) 3-5 ALL: (33%)	K-2 Skills: (60%) 3-5 ALL: (66%)	K-2 Skills: (100%) 3-5 ALL: (100%)	
Actual	K-5 Mod: (47%) K-2 Skills: (0%) 3-5 ALL: (0%)	K-5 Mod: (64%)	K-5 Mod: ___/___	K-5 Mod: ___/___	K-2 Skills: ___/___ (%) 3-5 ALL: ___/___ (%)	K-2 Skills: ___/___ (%) 3-5 ALL: ___/___ (%)	K-2 Skills: ___/___ (%) 3-5 ALL: ___/___ (%)	

5b. Monitoring Strategy/Intervention #2: Develop PLC processes and practices as a vehicle for teachers and students to increase knowledge of where we're going and where we are (PLC Questions 1&2) [12]

Metric Type:	Implementation	Metric used:	PLC Rubric Monthly, Weekly Walkthrough Checklist Data, Score holistically at end of month					PLC Notes	PLC Summary Data	
Data Set	SEPTEMBER (Baseline)	October 28	November 25	December 16	January 27	February 24	March 31	April 28	May 19	
Goal [5]	N/A	6 PLCs = 9/9 (100%) (Conditions of PLC)	2/6 PLC's = 12/12 100% Focus on Instruction PLC Q1	4/6 PLC's = 12/12 100% Focus on Instruction PLC Q1	6/6 PLC's = 12/12 100% Focus on Instruction PLC Q1	1/6 PLC's = 15/15 100% Focus on Student Learning PLC Q2	3/6 PLC's = 15/15 100% Focus on Student Learning PLC Q2	4/6 PLC's = 15/15 100% Focus on Student Learning PLC Q2	6/6 PLC's = 15/15 100% Focus on Student Learning PLC Q2	
Actual	0%									

5b. Monitoring Strategy/Intervention #2: Develop PLC processes and practices as a vehicle for teachers and students to increase knowledge of where we're going and where we are (PLC Questions 1&2) [6]

Metric Type:	Improvement	Metric used:	NWEA: % of Students Meeting Achievement (RIT is at or above 50th percentile)	
Data Set	Spring '22 (Baseline)	Fall '22 (Baseline)	Winter '22	Spring '23
Goal [7]	N/A		K-5 TOTAL = 39.3%	K-5 TOTAL = 44.3%

Actual	Gr. K = 42.4%	Gr. K = 46.4%	Gr. K =	Gr. K =
	Gr. 1 = 16.9%	Gr. 1 = 38.1%	Gr. 1 =	Gr. 1 =
	Gr. 2 = 18.3%	Gr. 2 = 14.3%	Gr. 2 =	Gr. 2 =
	Gr. 3 = 28.8%	Gr. 3 = 26.5%	Gr. 3 =	Gr. 3 =
	Gr. 4 = 28.2%	Gr. 4 = 23.7%	Gr. 4 =	Gr. 4 =
	Gr. 5 = 36.4%	Gr. 5 = 31.0%	Gr. 5 =	Gr. 5 =
	TOTAL = 28.6%	TOTAL = 28.3%	TOTAL =	TOTAL =

6. IMPACT DATA: Are we reaching our goals?

Attendance Rate	K-12	93.70% (69097/73742)							
ILEARN English Proficiency	3-8	22.15% (33/149)	16.57% (28/169)	(/)	(/)	(/)			
ILEARN Math Proficiency	3-8	26.85% (40/149)	12.50% (21/168)	(/)	(/)	(/)			
3AT Reading CCR	11 [8]	(/) [5]				(/)			
3AT Mathematics CCR	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)	Review SLI	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>Making DREAMS possible through being Data-Driven, Respectful, Engaged, Achievers, and Making Leaders</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>"In our community we will cultivate respectful and responsible citizens who are lifelong learners."</i>

Subgroup or Improvement Focus:

Bottom 25%
 Top 75%
 Whole Student Body

3. Why is this our current reality?

3a. Baseline Overall 59.8% of Fairlawn students reported feeling a sense of belonging according to the 2022 Spring Panorama data.

3b. Root Findings:

- Not all students feel a strong sense of belonging.
- Not all students feel respected at school.

- Not all students feel like their teacher genuinely cares about them.

- A majority of students feel disrespected by others at school.

- SEL curriculum wasn't delivered consistently to students.

- Teacher voice indicated that wanting to increase student ownership, sense of belonging, and positive school experiences.

3c. Data Sources:

1. Sense of Belonging (Student Panorama)

- * Overall = 60.1% (fall) --> 59.8% (spring)
- * Grade 3 = 56.5% --> 67.6%
- * Grade 4 = 61.2% --> 50.0%
- * Grade 5 = 62.3% --> 59.2%

2. Teacher - Student Relationships

- * Grade 3 = 67.5% --> 76.7%
- * Grade 4 = 73.0% --> 61.8%
- * Grade 5 = 74.6% --> 75.4%

3. School Safety

- * Overall = 54.1% --> 52.6%
- * Grade 3 = 46.0% --> 51.1%
- * Grade 4 = 53.4% --> 53.9%
- * Grade 5 = 61.2% --> 53.1%

4. SEL Curriculum

- * Not a specific block of time built out in schedule (21-22)

- HK Teacher 1:1 check-ins before school started

4. What are we going to do about it?

4a. Strategy/intervention #1:

Create a positive, inclusive environment where students feel connected to each other and the community through purposeful interactions and experiences that foster a strong sense of belonging.

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

5a. Monitoring Strategy/Intervention #1: Create a positive, inclusive environment where students feel connected to each other and the community through purposeful interactions and experiences that foster a strong sense of belonging.

Metric Type:	Improvement	Metric used:	Panorama -- Sense of Belonging (4 questions)									
Data Set	Baseline	8/29/22	10/10/22	11/21/22	1/16/23	2/27/23	4/10/23 (Spr. '23. Pano)	5/22/23	Spring '23 Survey	Student Survey	Summary Data	
Goal [1]	N/A	8/29 = 63%	10/10 = 66%	11/21 = 69%	1/16 = 72%	2/27 = 75%	4/10 = 77%	5/22 = 79%	80%			
Actual	Spring '22 (60%)	70% (School)	62% (School) 66% (Pano)									

Metric Type:	Improvement	Metric used:	Panorama -- School Safety Question "Q1: "How often are people disrespectful to others at your school?" (almost never, once in a while)												
Data Set	8/29 (Baseline)	10/10 Fall '22 Pano	11/21	1/16	2/27	4/10/23 (Spr. '23. Pano)	End of Year 5/22/22	Data Set	8/29 (Baseline)	10/10 Fall '22 Panorama	11/21	1/16	2/27	4/10/23 (Spr. '23. Pano)	End of Year 5/22/22
Goal [2]	N/A	20%	23%	26%	29%	32%	35%	Goal [3]	N/A	64%	67%	70%	74%	78%	81%
Actual	32% (School) 18% (Pano)	29% (School) 32% (Pano)						Actual	71% (School) 61% (Pano)	73% (School) 67% (Pano)					

6. IMPACT DATA: Are we reaching our goals?

6a. School Smart Goal

Panorama STUDENTS	Goal	Actual (Fall 2021)	Actual Spring 2022	Benchmark #1 Fall 2022	Actual Spring 2023	Goal
Overall Sense of Belonging	Increase % from 60% (Spring '22) to 80% (Spring '23).	60%	60%	66%		80%

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?	
Implement EL as designed by focusing on pacing and understanding the purpose for curriculum components so that students are consistently being challenged with a rigorous, engaging curriculum.	1	Classroom & SE teachers will receive an intentional power plan once a grading period to focus on EL curriculum planning and supports as needed.	5/19/23	Principal	Specialist	AP		2. Implementation is in progress	Kirkman reached out and SE teachers voiced that they would like to see a SE all block pull out, K-2 grade PLC's voiced that they would like to see an EL module in action, 3-4 PLC's voiced that they would like to see an EL ALL block in action, 5 PLC voiced that they would like to see an ALL block in action, but would like debriefing time afterwards to ask questions about the module. Cindy reached out Delaware is going to host 3-5 all block and SE visits and Caze is going to host K-2 module visits.
	2	School visits will be scheduled to see EL in action for each K-5 PLC and SE teacher. PLC's/Teachers will be sent to see the EL piece (skills, all, or module) that they voiced would be most helpful for them.	10/7/22	Principal		AP Specialist		4. Action has been completed	
	3	EL Walkthroughs will be completed on a three week cycle that are targeted to checking the quality and implementation of the EL curriculum as designed during skills/all block and modules.	5/19/23	Principal	AP	Specialist	Strategist	2. Implementation is in progress	
	4	PLC Support - Cindy Evans & Hannah Kirkman will support on Tuesdays, Jared Turney will support on Wednesdays, & Hannah Kirkman will support on Thursdays. Support can focus around EL curriculum when needed.	8/22/22	Principal	AP	Specialist		3. Implementation is ongoing with fidelity	
	5	PLC Glows & Grows - Monthly Meeting - 10 Minutes - We will spend 10 minutes each month at our staff meeting for PLC's to share EL glows and grows so we can both learn and support each other as we learn this new curriculum.	10/3/22	Principal	Leadership Team			2. Implementation is in progress	
	6	Glows and Grows DocPLC Weekly EL Reflection - There will be a PLC glows and grows document for PLC's to chart their EL curriculum reflections each week linked in their PLC planners.	2022-10-03	Leadership Team				2. Implementation is in progress	
	7	SSS (Cindy) will work with admin to develop a plan for ongoing PD pushed into the PLC's and differentiated to meet their individual needs around EL curriculum based on walkthrough data. Admin can align coaching sessions with teachers based on these needs too.	2022-10-14	Principal	AP	Specialist		1. Action has not been started	
	8								
	9								
	10								
	11								
	12								
	13								
	14								
	15								
3 Year Timeline for Implementation, Review & Revision for Strategy 1									
Year 2			Move to phase two of EL implementation.			Principal	AP	Specialist	
Year 3			Move to phase three of EL implementation.			Principal	AP	Specialist	

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?	
Develop PLC processes and practices as a vehicle for teachers and students to increase knowledge of where we're going and where we are (PLC Questions 1&2)	1	The principal AND assistant principal will attend each district development session to receive professional development and participate in the book study PLC+.	5/19/23	Principal	AP			3. Implementation is ongoing with fidelity	
	2	The leadership team (made up of admin and PLC activators) will receive professional development and participate in the book study PLC+.	5/19/23	Principal	AP	Leadership Team		3. Implementation is ongoing with fidelity	
	3	PLC activators will push their new learning into their PLC's. The principal, AP, and specialist will push in supports and co-activate. Specialist and principal will push in on Tuesdays, AP on Wednesdays, & principal on Thursdays.	5/19/23	Principal	AP	Leadership Team	Specialist	1. Action has not been started	
	4	Principal, AP, & specialist will collect weekly data and notes on each PLC utilizing a PLC rubric and checklists. The team will design differentiated PD to push in to each PLC in order to meet their needs & to continue to move forward the PLC process.	10/14/22	Principal	AP	Specialist		1. Action has not been started	
	5	Weekly data points will then be used to score each PLC holistically each month.	10/14/22	Principal	AP	Specialist		1. Action has not been started	
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3 Year Timeline for Implementation, Review & Revision for Strategy 1									
Year 2			Maintain PLC learning and move on to learning/adding Q3, Q4, & Q5 to PLC process.						
Year 3			Maintaining our new learning, going through the whole PLC process on a consistent basis, & activators doing the driving themselves.						

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?	
Create a positive, inclusive environment where students feel connected to each	1	Admin team will deliver Panorama Survey with 3-5 every 6 weeks. - Kirkman 3rd grade + Meyer - Turney 4th Grade + Wittman	5/19/23	Principal	AP			2. Implementation is in progress	
	2	Build Survey for 3-5 to give every 6 weeks	8/29/22	AP				4. Action has been completed	
	3	Data collection script created to ensure identical verbiage is used for fidelity in data collection	8/29/22	AP				4. Action has been completed	Data Collection Script
	4	Placeholder - Data from SIP Survey		AP					
	5	Deliver professional development around Restorative Practices to the support team so that they can intentionally deliver restorative practices to students and teach them these skills consistently through the year to help improve student to student relationships.	10/28/22	Principal					1. Action has not been started
	6	The principal will lead the school in morning announcements shouting out student/staff birthdays, shouting out any upcoming events, shouting out the Fairlawn Falcons of the day, shouting out the Fairlawn Falcons of the month, & shouting out the Falcon Fun Friday winners. The admin will pull in a student leader each day to lead the school in the pledge of allegiance and the Fairlawn pledge. The principal will give a daily reminder/encouragement for all to have a good day of learning with their Fairlawn Family.	2022-08-15	Principal					3. Implementation is ongoing with fidelity
	7	Staff will begin to award Fairlawn Falcon shoutouts to students who are caught in a positive act.	2022-08-19	Principal					3. Implementation is ongoing with fidelity
	8	Fairlawn will have a family engagement event once per month.	8/12/22	Principal	AP	Family Engagement Committee	After School Coordinator		3. Implementation is ongoing with fidelity
	9	We will target the bottom 16% of students reporting a low sense of belonging. We will form groups based on data results to help increase their sense of belonging.	10/28/22	Principal	AP	Student Support Team	MTSS Team		1. Action has not been started
	10	We will target students who are showing that they need Tier 2 and 3 supports in the SEL area based on RDS and student support staff form. We will implement needed interventions and supports to help them feel more success at school. This could look like scheduled breaks, refueling plans, SEL groups, counseling, YF, SW, etc.	9/16/2022	Principal	AP	Student Support Team	MTSS Team		3. Implementation is ongoing with fidelity
	11	Fairlawn will start up a student council again so students can have a voice in the school, can take ownership, & can lead some school initiatives.	10/28/2022	Principal	AP	Teachers			1. Action has not been started
	12	Each teacher will have morning connection time during homeroom in order to build a sense of family/community within the classroom and help build both teacher/student and student/student relationships.	8/8/2022	Principal	AP	Teachers			3. Implementation is ongoing with fidelity

CULTURE/SEL TO BUILD other and the community through purposeful interactions and experiences that foster a strong sense of belonging.	13	In order to try to build school spirit, district spirit, and encourage students to think about their goals - we will start Future Falcon Friday which students and staff can wear a Fairlawn, McGary, Harrison, or any college shirt.	9/5/2022	Principal	AP			3. Implementation is ongoing with fidelity	
	14	Fairlawn will start a 5th & K, 4 & 1, 3 & 2 reading buddies in order to again help develop student ownership within the school, provide opportunities for students to lead, & develop student to student relationships.	10/28/2022	Principal	AP	Teacher		1. Action has not been started	
	15	K-5 classroom teachers will teach EVSC's SEL curriculum daily. K will get extra SEL curriculum daily instead of STEM elective.	2022-08-08	Principal	AP	Teacher		3. Implementation is ongoing with fidelity	
	16	Plan, schedule, & implement PD schoolwide to improve Tier 1 supports within the classroom and around building teacher/student relationships.	10/28/22	Principal	AP	Student Support Team		1. Action has not been started	
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	3 Year Timeline for Implementation, Review & Revision for Strategy 1								
	Year 2	Fairlawn will continue to work in this area, but will really target student to student relationships specifically.							
	Year 3	Fairlawn will maintain progress in culture/climate area and will reach a point where students are feeling ownership & building those relationships on their own without requiring intervention and co-building from adults.							

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:	We teach SEL curriculum to all students, do Cognimoves with grades K-2, and teach/practice self regulation skills to all. We do a morning connection question in Tier I with all students each morning. We have a MTSS team that meets bi-weekly to discuss students who need Tier II and Tier III interventions. We have a student support team made up of admin, SEL's, counselor, social worker, & AP that meets weekly to discuss tier I - III supports and interventions schol wide.

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 WeeCare preschool at Fairlawn. We have a kindergarten round up each year where all incoming kindergarten students and parents are invited to come to tour the school, learn about kindergarten, and find out more about our school. We also are in communication with preK agencies to get any data from them that may support our incoming kindergartners. Our 5th graders visit McGary Middle School each year in semester 2 to meet the staff, learn about expectations, and ask any questions. Additionally, representatives from McGary visit our school periodically to speak with 5th graders.

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:	Teachers meet in PLC's four times per week (mandatory) and a fifth time (optional if grade level team feels is needed). A PLC support schedule has been designed and implemented where they are receiving admin or coach support 3 out of their 4 PLC's per week. Fairlawn is doing targeted PD this year within the PLC to develop PLC activators to continue to grow in the work and improve the functions of our PLC's. We are receiving and delivering targeted whole group and differentiated small group around this topic.
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	We are very intentional about ensuring staff in our school feel supported and appreciated. Due to putting intentional efforts in the staff culture/climate within our building, Fairlawn has seen good results as far as staff retention during the recent years.
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:	Fairlawn's leadership team reviews the SIP every other week at some point during leadership meetings. The DSS team reviews the SIP monthly with Fairlawn administrators.

FAMILY AND COMMUNITY ENGAGEMENT

SWP Development (SWP is developed with involvement of parents and other community members)	School:	Fairlawn is having family engagement events monthly. We are having a Title I and SIP based meeting on 9/28 for parent and community partners to attend and provide feedback. We receive feedback through YF and SW frequently as they are community partners within our school and we utilize their feedback when planning our SIP too.
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:	We will communicate pieces of the SIP out to parents during one of our family engagement events on 9/28. We share it our with staff and then leadership team reviews it bi-weekly. It is posted on our school website for anyone to access when needed.

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:	We have a family engagement committee this year that is planning a family engagement activity once a month. We offer after school programs and have an after school coordinator that helps us target family engagement as well as a family community schools grant Pre-K and K family liason that helps advocate for parents, involve them in their student's education, and helps to support as needed.

PLANNING TEAM

Stakeholder Input (Parents, teachers, admin community)	School:	We wrote our SIP as a leadership team that included teachers, admin, district staff, & community partners. We received parent feedback and took this into account too.
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:	We share our SIP at a family night parent meeting in the fall. This will be held 9/28/22 for the 2022-23 school. Our SIP is also posted to our school's website for all to view.

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:	Our SIP is developed with the assistance of district staff such as DSS and data coach. We are conscious to align our SIP with the district's CIP.
Addressing High-Risk Needs (Mental health, instructional support/mentoring, non academic skill improvement)	District:	EVSC implements an MTSS model of support for students based on our GAIN framework that includes academic and social emotional learning. All students have support for Tier I core instruction, a clear, data driven process for Tier II and Tier III identification (K-8), and reading and math intervention support based on need. All schools implement culturally responsive best practices. Schools utilize data to identify students who need additional supports and GAIN Specialists/coaches, Strategists and/or academic Interventionists are assigned to support students who require Tier II and Tier III supports. In addition, K-12 students will have Tier I GAIN curriculum that is research based. All staff participate in GAIN professional development. K-2 staff have received training on LETRS, a scientifically based approach to reading instruction.
	School:	SEL team and RTI Team have combined to create our new MTSS Team to monitor the whole child. This team meets bi-weekly to look at referrals to the SEL team, create FBPP's, review behavioral data, and offer suggestions on how to respond to specific students. All teacher teach 20 minutes of SEL lessons each day in all grades. GradeK-2 students do Cognimoves 3 times daily. We triangulate data (NWEA, ISTEP, reading levels, running records) to determine which students could benefit from interventions. Teachers progress monitor monthly for students in interventions. RTI team monitors progress and makes adjustments as needed.
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
Assistant Principal	1	The AP will support the development and implementation of Professional Learning Communities at each grade level. The AP will coach, mentor, and model instruction where necessary at each grade level. The AP will assist in the oversight of Tier 2 and Tier 3 implementation in ELA and in the PBIS initiative.	X	X
SEL Interventionist	1	Social Emotional Learning Interventionist to assist students/staff on building positive relationships, train staff to monitor and manage student behavior to mitigate need for removal and loss of instructional time in close frequent proximity under the direct supervision of certified staff.	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