

Tekoppel 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>Kimberly Sergesketter, Julie Ruminer, Rachel Michalak, Shelby Preston, Tina Blackwell, Hannah Greenwell, Ange Dierks, Charley Todd</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
<p>Principial and expanded leadership team support the school improvement efforts. Increased staff buy-in with school improvement strategies and implementation. Roles and responsibilities area always being defined for school leaders with regular check-ins for monitoring and accountability. Full-time GSS (GAIN support specialist) at Tekoppel. SEL instructional time is embedded into master schedule. There are 2 full-time instructionalists and 2 full-time RtI assistants at Tekoppel for reading interventions. Pre-service teachers in the building from University of Southern Indiana. Leadership team maintains an active role in SIP planning and monitoring. Tekoppel has one-to-one technology. Implementation of district approved EL curriculum (reading) for KG-5. Tekoppel has a mentor teacher with experience in EL curriculum (reading). Reading small groups (in homeroom and RtI interventions) are currently occurring throughout the building.</p>	<p>32% of students responded favorably to "How often did you remain calm, even when someone was bothering you or saying bad things?" Continue to increase teacher knowledge of the behavior management cycle. Consistency of coaching support due to the needs that come with the lack of teacher experience. Consistant use of data and improvement systems that are leveraged to target individualized support of PLCs and that teachers are aligned to an instructional vision. The development of using backward planning and unpacking of teh standards. The development of using unit planning. Increase teacher knowledge of informal and formal data types.</p>	<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
<p>School schedule allows for a block of time each day that creates intentional time for social-emotional learning to occur, including self-regulation strategies. Mentor teacher has focus to provide PLC support and other supports as needed. 2 insturctionalists and 2 RtI assistants available to work with small groups throughout the day and in the building. All 3rd grade students meet with a certified teacher for small group reading in preparation for IREAD and ILEARN. PLC events are calandered ahead of time. EL Curriculum with common assessments. GSS (gain support specialist) full-time EVSC/Youth First social worker full-time. REACH grant has provided after-school support for students 2022-2023. Weekly PLC check-ins with Mr. White</p>	<p>Students are feeling that they are unable to stay calm when others are upset. Capacity to offer extended professional development for teachers due to lack of build-in teacher release time (calendar restraints) and/or lack of available substitute teachers. Quantity of developmental needs is high due to high staff replacements for this academic year (at least 9 new staff members). The need to pull adults for coverage or implementing rolling coverage plans. Constraints on PLC time due to daily scheudles (e.g. rolling coverage, absences). Students are not performing at expected rate. Overall, 31.7% passed ELA ILEARN and 41.3% passed MATH ILEARN. 26.4% of students passed both sections.</p>	<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

Every teacher will receive ongoing coaching support aligned to identified needs to implement high quality, data focused, standards-based instruction leading to increased student achievement.

Increase the number of students that perform within the growth catagories of Math and English on NWEA RIT.

Reduce the amount of instructional time list and lack of student engagement/participation due to student disregulation.

Schoolwide Planner (Required for All Schools)

1. Vision

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

1b. School Vision: *Focus on RESULTS by examining evidence of student learning to inform and improve our professional practice.*

2. Mission

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

2b. School Mission: *Ensure that ALL students learn at high levels.*

Subgroup or Improvement Focus:

Bottom 25% Top 75% Other:

3. Why is this our current reality?

3a. Root Findings: [1]

1. 46.5% of students at grade level RIT Spring 2022
2. 25.2% of students in 3-5 Passed ILEARN in reading
3. 64.2% of students in 3rd grade passed IREAD
4. 32% of students responded favorably to "How often did you remain calm, even when someone was bothering you or saying bad things?"

3b. Data Sources: [2]

1. NWEA Spring 2022
2. ILEARN 2021-2022
3. IREAD 2021-2022
4. Panorama

4. What are we going to do about it?

4a. Strategy/Intervention #1:

Teachers will increase the percent of students meeting grade level growth by providing students with a comprehensive, standards-based curriculum through tier one instruction.

4b. Strategy or Intervention #2:

Through the use of SEL lessons and self-regulation strategies, students will increase their perception of "How often did you remain calm, even when someone was bothering you or saying bad things?"

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

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

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

Metric Type:	Improvement	Metric used:	NWEA % of students meeting Fall-Spring growth goal				Metric Type:	Improvement	Metric used:	Panorama Emotional Regulation/Additional Questions				
Data Set	Baseline	Benchmark #1	Benchmark #2	Benchmark #3	Benchmark #4	End of Year	Data Set	Baseline	Benchmark #1	Benchmark #2	Benchmark #3	Benchmark #4	End of Year	
Goal [5]	N/A	Fall-Fall 2022: 42% of students met their Fall-Spring Reading Growth Goal in the 2021-2022 School year 49% of students met their Fall-Spring MathGrowth Goal in the 2021-2022 School year	Fall-Winter 2022: 43% of students met their Fall-Spring Reading Growth Goal in the 2021-2022 School year 50% of students met their Fall-Spring MathGrowth Goal in the 2021-2022 School year			Fall-Spring 2023: 44% of students met their Fall-Spring Reading Growth Goal in the 2021-2022 School year 51% of students met their Fall-Spring MathGrowth Goal in the 2021-2022 School year	Goal [6]	N/A	Fall 2022 Panorama: 33%				Spring 2023 Panorama: 34%	

Actual	41.7% of students met their Fall-Spring Reading Growth Goal in the 2021-2022 School year	46.2% of students met their Fall 2021-Fall 2022 Reading Growth Goal						Actual	32% of students responded favorably to "How often did you remain calm, even when someone was bothering you or saying bad things?"	Fall 2022 Panorama: 40%				
	48.5% of students met their Fall-Spring MathGrowth Goal in the 2021-2022 School year	47.7% of students met their Fall 2021-Fall 2022 Math Growth Goal												

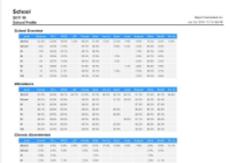
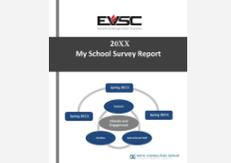
6. What is our target?

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	93.94% (73860.5/78623.5)				(/)		
ILEARN English Prof	3-8	25.22% (58/230)	29.11% (62/213)	(/)	(/)	(/)		
ILEARN Math Proficie	3-8	34.35% (79/230)	22.43% (48/214)	(/)	(/)	(/)		
SAT Reading CCR	11 [7]	(/)[8]				(/)		
SAT Mathematics CC	11 [9]	(/)[10]				(/)		
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		
							

<--- 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:	<i>Empowering our students to thrive in life.</i>
1b. School Vision:	<i>Focus on results by examining evidence of student learning to inform and improve our professional practice.</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>Tekoppel wants to ensure ALL students learn at high levels.</i>

Subgroup or Improvement Focus:

Bottom 25%
 Top 75%
 Other:

3. Why is this our current reality?

3a. Baseline				3c. Data Sources:
3b. Root Findings:				
1.	Panorama Spring 2022: 56.1% responded favorably to "When members of the community are in this school, they feel welcome"			1. Panorama Spring 2022
2.				2.
3.				3.
4.				4.

4. What are we going to do about it?

4a. Strategy/Intervention #1:	4b. Strategy or Intervention #2:
When families are in the school, staff will ensure they feel welcome. ("When members of the community are in this school, they feel welcome.")	

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

5a. Monitoring Strategy/Intervention #1:							5b. Monitoring Strategy/Intervention #2:						
Metric Type:	Improvement	Metric used:	Panorama				Metric Type:	Improvement	Metric used:	Panorama			
Data Set	Baseline	Benchmark #1	Benchmark #2	Benchmark #3	Benchmark #4	End of Year	Data Set	Baseline	Benchmark #1	Benchmark #2	Benchmark #3	Benchmark #4	End of Year
Goal [1]	N/A					58.% respond favorably to "When members of the community are in this school, they feel welcome"	Goal [2]	N/A					
Actual	Panorama Spring 2022: 56.1% responded favorably to "When members of the community are in this school, they feel welcome"						Actual						

6. What is our target?

6a. School Smart Goal	
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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 --->

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 increase the percent of students meeting grade level growth by providing students with a comprehensive, standards-based curriculum through tier one instruction.	1	Through coaching, teachers will implement "students do the thinking" strategy	5/1/23	Principal	Mentor Teacher	Specialist		
	2	Implement three (3) Kagan strategies at faculty meetings to support students doing the thinking	11/29/23	Principal	Mentor Teacher	Specialist		
	3	Mentor teacher will support in PLCs the standards based curriculum (K-5)	5/1/23	Mentor Teacher				
	4	Leadership will participate in a PLC+ book study	12/2	Principal	Leadership Team			
	5	PLC coaching and walkthrougs will take place to better support teams.	5/1/23	Principal	Mentor Teacher	Specialist		
	6	Learning walks will be conducted to collect data.	Quarterly	Principal	Mentor Teacher	Specialist		
	7	Teacher documentation of progress and frequency of instruction for "bubble kids".	Monthly					
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3 Year Timeline for Implementation, Review & Revision for Strategy 1								
Year 2		Continue to refine the PLC process in terms of unit planning with common formative assessments (CFA)						
Year 3		Continue to refine the formal data protocol of CFAs						

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	Tier 1 SEL Blitz School-Wide at the beginning of the year and after winter/spring breaks.	Ongoing	Teacher	Principal	Mentor Teacher		
	2	Identify students at risk in emotional regulation category (Panorama)	10/6/22	GSS	Social Worker	Counselor		
	3	Small group skill development in emotional regulation, created from action step #2	Ongoing	GSS	Social Worker	Counselor		
	4	Individual skill development in emotional regulation, created from action step #2	Ongoing	GSS	Social Worker	Counselor	Teacher	
	5	School-wide daily implementation of SEL curriculum	Ongoing	Teacher	GSS			

welcome.")

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3 Year Timeline for Implementation, Review & Revision for Strategy 1								
Year 2	Tekoppel will continue to seek/connect with community partners to provide resources for families							
Year 3	Tekoppel will seek to establish a community site council							

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:	All tier 1 students receive at least 120 minutes of instruction per day in reading. Instruction is based on state approved/scientific curriculum. Tier 2 students receive targeted interventions up to 5 days (120) minutes a week based on their areas of need for both reading and math. Reading interventions take place in grades 1-5 and kindergarten is added the second semester. Tier 2 reading interventions are provided by 2 instructionalists and 2 Rtl assistants. The instructionalists and Rtl assistants generate the schedule and plans. KG-2 students are benchmarked within EL, based on the Science of Reading. The model uses Ehri's Phases and the Scarborough's Rope. Students are assigned a phase after the benchmark assessment and then target specific skills from the data. This is done BOY, MOY, and EOY by the homeroom teacher. 3-5 students are grouped based on classroom teacher observation, NWEA scores, and EL Module assessments. Rtl progress monitoring occurs every 2 weeks. Students in grades 2-5 receive math interventions provided by the homeroom teacher. These decisions are based on NWEA testing and teacher knowledge of students. Tier 1 supports are provided by the GSS. Students receive SEL curriculum embedded through their morning meetings/class meetings. The MTSS team meets bi-weekly to discuss Tier 2 and Tier 3 students and develop plans to provide additional support for students. The SRR (self-regulation room) is also used as an identified need for Tier 2 and Tier 3 students. These students have assigned times throughout the day to meet with a GSS where they learn self-regulation strategies. Instructionalists, Rtl asistatns, and homeroom teachers work together to create Rtl groups.

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:	The kindergarten PLC will contact area head starts and Pre-K programs to create/share a "school ready" checklist to share with families. Furthermore, kindergarten teachers will reach out to local pre-school servcies to invite them to kindergarten orientation activities. The leadership team will contact feeder middle schools to create/share a "school ready" checklist to share with families at the middle school visitation. (Helfrch Park) Data is shared across the grade levels to help with transitions between academic years.

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:	In addition to the above statement, Tekoppel uses their principal and mentor teacher to work with teachers to analyze formal and informal data to ensure Tier 1 and Tier 2 instruction is data-based in guided PLCs and PLC check-ins.
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:	Principal, Mentor Teacher, Leadership Team, District Academic Coach, and DSS all monitor and offer course suggestions on Tekoppel's SIP.

FAMILY AND COMMUNITY ENGAGEMENT

SWP Development (SWP is developed with involvement of parents and other community members)	School:	Parents will have the opportunity to engage in a Parent Involvement Survey. This data will be used to make goals for communicating with families, ideas for parenting classes (with social worker), and opportunities to rank family events in terms of what is relevant to them.
Availability	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.

(Available to LEA, parents and the public)	School:	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.
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:	Tekoppel will sponsor the following events: family reading night, family math night, STEM/Fine Arts night. Title I compact will be sent out.
PLANNING TEAM		
Stakeholder Input (Parents, teachers, admin community)	School:	Tekoppel will utilize the family engagement team.
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:	
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:	Families will be supported with intentional communication and awareness of opportunities to be engaged in their child's education. Opportunities will be communicated and organized by the family engagement committee.
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:	Tekoppel's counselor and social worker will continue to work to build relationships with DCS along with local health professionals to assist students in their academic and personal needs. During the 22-23 school year, KG-5 classes will provide SEL training for students 20 minutes per school day. KG-2 students will engage in CogniMoves, a program provided by GAIN. In addition, SEL verbage and strategies will be embedded through the day and supported by the GSS on site.
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	
Mentor Teacher	1	The mentor teacher will provide PLC support to all grade-levels focused on field tested best practices and tracking data to determine effectiveness in the classroom. The mentor teacher will provide embedded PD, coach teachers, and model instructions in the classroom.	x	
Instructionalist	1	The instructionalist will deliver instruction to accelerate achievement and address achievement gaps including small groups, supplemental instructional support, and differentiated and intensive instruction (RTI support).	x	
Paraprofessional	1	The paraprofessional supports 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	

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