

School Improvement Plan (SIP) Tekoppel Elementary School

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| <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>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>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.</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>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. Social-Emotional Learning Professional Development is conducted four times per year for the entire district.</p> |
| <p>SIP Input (stakeholder input)</p> | | <p>SIP Team Members</p> | | |

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"> -Tekoppel's data (NWEA and like schools) do not seem far off from school like us -2018 IREAD proficiency score/percentage is much higher than similar school in district -Teachers are ready and willing to learn new skills (four (4) teachers have participated in guided reading cohort), K-2 are all involved in the phonics training offered by EVSC -Tekoppel hosts pre-service teachers throughout the grade levels from University of Evansville and University of Southern Indiana -100% teachers have been trained in using the EVSC SEL curriculum -Leadership maintains active role in SIP planning and monitoring -One-to-one technology -Mentor teacher/instructionalist on staff -K-3 teachers run reading groups consistently | <ul style="list-style-type: none"> -Tracking data on NWEA to track performance and growth at the grade levels - Getting kids to see school as a fun place to be -My School Survey - 61.4% students like school -Monitoring cooperative learning (Teachers & Students) My school survey - "I feel included in classroom discussion and group work" *2016- 81.4% *2018-78.9% -Data collection on students doing the thinking -Follow through with data collection on evidence of learning -Inconsistently use backward planning and unpacking of the standards -My School Survey (H4) *students/I think that other students care about me* steady decrease from 2018. | <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"> -SEL 100% of the teaching staff have been trained in EVSCs SEL Curriculum -Tekoppel has the opportunity to give an overview of the SEL curriculum training to its support staff (e.g. assistants) -Teachers have the opportunity to use their knowledge of cooperative learning to implement the Kagan structures -Tekoppel has an instructional/mentor teacher to help lead small group guided reading, offer training in guided reading, coach teachers in the VTL process -VTL coaching--Tekoppel's mentor teacher and principal -Title I has family engagement as a focus this year -Tekoppel will implement small group guided reading groups in K-2 to reduce Tier 2 placements | <ul style="list-style-type: none"> -Attitudes of some staff - Panorama Teacher Study - 39% feel the attitudes of colleagues is not all positive. -Testing (reading level benchmarking, NWEA, IREAD, ILEARN, High Ability) -Class Size with social distancing -Overall Moral - Panorama Teacher Study - 50% feel the working environment at our school is not all positive. -New teachers (lack of: Kagan training, Guided Reading/Small Group, PBIS, implementing EVSCs SEL curriculum/Blitz Days, use of curriculum maps), -Sporadic use of the EVSC district assessments -larger excess rate at beginning of 2020 -Panorama H5 Students/I think learning is interesting, decrease since 2018 | <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.
- 2.
- 3.

Schoolwide Planner (Required for All Schools)

1. Vision

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|----------------------|--|
| 1a. District Vision: | <i>Excellence in Student Achievement</i> |
| 1b. School Vision: | <i>Focus on RESULTS by examining evidence of student learning to inform and improve our professional practice.</i> |

2. Mission

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|-----------------------|---|
| 2a. District Mission: | <i>Providing Outstanding Educational Opportunities Through Shared, Committed Responsibility</i> |
| 2b. School Mission: | <i>Ensure that ALL students learn at high levels.</i> |

Subgroup or Improvement Focus:

Bottom 25%
 Top 75%
 Other:

3. Why is this our current reality?

| 3a. Root Findings: [1] | 3b. Data Sources: [2] |
|--|---|
| 1. Percent of students meeting expected growth in Math is 54.7% and Reading is 56.5%; 2019-20 VTL learning walk data indicated students need opportunities to evidence their learning. | 1. 2019-20 VTL Learning Walks; NWEA Projected Growth 2019-20 Fall to Winter |
| 2. | 2. |
| 3. | 3. |
| 4. | 4. |

4. What are we going to do about it?

| 4a. Strategy/Intervention #1: | 4b. Strategy or Intervention #2: |
|--|----------------------------------|
| Support the development of students doing the thinking through evidence of learning while maximizing instruction at the level of the standard. | |

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 Growth and walkthrough spreadsheet | | | | Metric Type: | | Metric used: | | | | |
| 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 to Winter 2020-21 Math: 54.7 Reading: 56.5 | Winter to Spring 2020-21 Math: 55.7 Reading: 57.5 | Fall to Spring 2020-21 Math: 57.7 Reading: 59.5 | | | Goal [6] | N/A | | | | | |
| Actual | Students meeting projected growth 2019-20 Fall to Winter: Math: 54.7 Reading: 56.5 | | | | | | Actual | | | | | | |


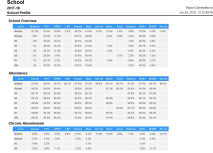
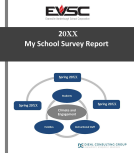
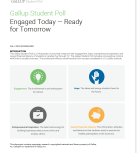
6. What is our target?

| Data Set | Baseline | Goal (EOY) | Stretch Goal (EOY) | Goal (3-Year) | Actual (EOY) |
|--------------------------|-----------------------------|------------|--------------------|---------------|--------------|
| Attendance Rate | 97.98% (71515.5/72991.5) | 98.00 | 98.50 | | |
| ELA Performance [7] | 42.86% (87/203) | 44.86% | 46.86% | | |
| ELA Growth | | | | | |
| Math Performance [8] | 41.67% (85/204) | 43.67% | 45.67% | | |
| Math Growth | | | | | |
| 4-Yr Grad Rate (HS only) | | | | | |

7. What is our ultimate goal?

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|-----------------------------|---|
| 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> |
|-----------------------------|---|

Other Resources

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|--|---|--|---|---|--|
| Previous School Year Report(s) | School Improvement Plan | School Profile | My School Survey | Gallup Poll | |
| |  |  |  |  | |
| <--- 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>Excellence in Student Achievement</i> |
| 1b. School Vision: | <i>Focus on RESULTS by examining evidence of student learning to inform and improve our professional practice.</i> |

2. Mission

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| 2a. District Mission: | <i>Providing Outstanding Educational Opportunities Through Shared, Committed Responsibility</i> |
| 2b. School Mission: | <i>Ensure that 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. 2020 My School Survey |
| 1. 67.6% of Tekoppel families feel ownership in this school | | 2. 2019 Fall Panorama |
| 2. 62.2 % of students responded favorably to questions in the Sense of Belonging category | | 3. |
| 3. | | 4. |
| 4. | | |

4. What are we going to do about it?

| | |
|--|---|
| 4a. Strategy/Intervention #1: | 4b. Strategy or Intervention #2: |
| Families will be supported with intentional communication and awareness of opportunities to be engaged in their child's education. | Students will increase sense of belonging through social-emotional strategies |

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

| 5a. Monitoring Strategy/Intervention #1: | | | | | | | 5b. Monitoring Strategy/Intervention #2: | | | | | | |
|--|--|--|--|--|--------------|-------------|--|--|-----------------------|---------------------------|--------------|--------------|-------------|
| Metric Type: | Improvement | Metric used: | 2020 My School Survey | | | | Metric Type: | Improvement | Metric used: | 2020-21 Parorama Survey | | | |
| 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 [9] | N/A | Fall Parent Event Exit Ticket 68.6% | Winter Parent Event Exit Ticket 69.8% | Spring Parent Event Exit Ticket 70.8% | | | Goal [10] | N/A | Fall Panorama 63.2 | "Spring Panorama 65.2" | | | |
| Actual | 67.6% of Tekoppel families feel ownership in this school | | | | | | Actual | 62.2 % of students responded favorably to questions in the Sense of Belonging category | | | | | |

6. What is our target?

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|-----------------------|--|
| 6a. School Smart Goal | |
|-----------------------|--|

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> |
|-----------------------------|---|

<--- Act and Assess: PM/Checkpoints/IDOE Monitoring/Self-Assessments/OTS Support/PLCs --->

EVSC CORE VALUES:
 Students Come First
 Intentionality
 Responsibility
 Collaboration
 Great People Matter

Progress Monitoring Toward Goals

Monitoring of Progress (Medium & Long Term Goals)

NWEA MAP Growth: Reading

| Met/Exceeded Average Achievement | | | | | | | | | | | | | | | | |
|----------------------------------|---------|-----------|------------|-------|-------|-------|---------|-------|--------|------------|-------|-------|-------|-------|--------|-----------|
| Term(s) | Overall | F/R Lunch | Paid Lunch | SE | GE | ELL | Non ELL | Male | Female | Am. Indian | Black | Asian | Hisp. | White | Multi. | Pac. Isl. |
| School (Fall) | 53.9% | 49.0% | 66.7% | 32.6% | 57.1% | 50.0% | 54.0% | 50.8% | 57.0% | 66.7% | 36.1% | | 52.9% | 55.7% | 59.3% | |
| District (Fall) | 59.2% | 47.3% | 73.1% | 28.8% | 63.9% | 25.8% | 60.7% | 57.4% | 61.0% | 47.8% | 38.8% | 67.0% | 46.0% | 65.9% | 53.0% | 17.4% |
| School (Winter) | | | | | | | | | | | | | | | | |
| District (Winter) | | | | | | | | | | | | | | | | |
| School (Spring) | | | | | | | | | | | | | | | | |
| District (Spring) | | | | | | | | | | | | | | | | |

| Met/Exceeded Projected Growth | | | | | | | | | | | | | | | | |
|-------------------------------|---------|-----------|------------|-------|-------|-------|---------|-------|--------|------------|-------|-------|-------|-------|--------|-----------|
| Term(s) | Overall | F/R Lunch | Paid Lunch | SE | GE | ELL | Non ELL | Male | Female | Am. Indian | Black | Asian | Hisp. | White | Multi. | Pac. Isl. |
| School (Fall) | 41.1% | 39.5% | 45.3% | 38.2% | 41.5% | 33.3% | 41.2% | 38.9% | 43.2% | 50.0% | 37.0% | | 60.0% | 41.2% | 33.3% | |
| District (Fall) | 46.8% | 45.5% | 48.3% | 41.5% | 47.7% | 42.8% | 47.0% | 47.2% | 46.4% | 47.1% | 46.0% | 51.0% | 43.2% | 47.6% | 44.3% | 40.2% |
| School (Winter) | | | | | | | | | | | | | | | | |
| District (Winter) | | | | | | | | | | | | | | | | |
| School (Spring) | | | | | | | | | | | | | | | | |
| District (Spring) | | | | | | | | | | | | | | | | |

| Projected Proficiency (ILEARN or SAT) | | | | | | | | | | | | | | | | |
|---------------------------------------|---------|-----------|------------|-------|-------|-------|---------|-------|--------|------------|-------|-------|-------|-------|--------|-----------|
| Term(s) | Overall | F/R Lunch | Paid Lunch | SE | GE | ELL | Non ELL | Male | Female | Am. Indian | Black | Asian | Hisp. | White | Multi. | Pac. Isl. |
| School (Fall) | 39.4% | 34.3% | 52.1% | 14.3% | 42.5% | 0.0% | 40.0% | 35.1% | 43.0% | 66.7% | 20.8% | | 54.5% | 40.5% | 37.5% | |
| District (Fall) | 44.8% | 32.6% | 58.9% | 15.3% | 49.8% | 12.7% | 46.3% | 43.1% | 46.5% | 47.1% | 24.8% | 59.5% | 32.3% | 51.3% | 37.4% | 9.0% |
| School (Winter) | | | | | | | | | | | | | | | | |
| District (Winter) | | | | | | | | | | | | | | | | |
| School (Spring) | | | | | | | | | | | | | | | | |
| District (Spring) | | | | | | | | | | | | | | | | |

NWEA MAP Growth: Math

| Action Planning | | | Logistics | | | | Short-Term Monitoring | |
|--|---|--|-----------------|---|----------------|-----------|---|---|
| SIP Strategy | Progress | Specific, Actionable Steps toward Achieving S-SIP Strategy [11] | Target Date: | Person(s) Responsible: [12] | | | Are we doing it? | Notes |
| #1 | | What actions will we take to fully implement our strategy? | Due Date: [13] | Who is responsible for (and/or working on each action?) | | | Are we doing what we said we were going to do? [14] | Does the data indicate effectiveness? What adjustments need to be made? |
| Support the development of students doing the thinking through evidence of learning while maximizing instruction at the vel of the standard. | 1 | Coaching and feedback cycle with focus on Evidence of Learning | ongoing | Principal | Mentor Teacher | | 2. Implementation is in progress | https://docs.google.com/document/d/1LggTHq74SctmUyysqnlGgJPjW_NExAa8QkPzIzFKPLc/edit |
| | 2 | Refresher PD on Evidence of Learning and coaching cycle | 8/26/20 | Principal | Mentor Teacher | | 4. Action has been completed | |
| | 3 | Quarterly PD to introduce strategy for gathering Evidence of Learning | 5/21/2021 | Principal | Mentor Teacher | | | |
| | 4 | Teacher self-assessment reflection regarding Evidence of Learning | BOY and EOY | Principal | Mentor Teacher | | | |
| | 5 | Teachers will use Fall NWEA data to target students | 10/8/20 | Principal | Mentor Teacher | Teachers | | |
| | 6 | During staff meetings, teachers will update spreadsheet to provide information on targeted students | | Principal | Mentor Teacher | Teachers | | |
| | 3 Year Timeline for Implementation, Review & Revision for Strategy 1 | | | | | | | |
| | Year 2 | Continue with NWEA Screening and Student Growth goal tracking; evaluate walkthrough data to determine which VTL indicator should be implemented | | | | | | |
| | Year 3 | Review progress from years 1 and 2, revise as needed | | | | | | |
| Action Planning | | | Logistics | | | | Short-Term Monitoring | |
| SIP Strategy | Progress | Specific, Actionable Steps toward Achieving S-SIP Strategy [15] | Target Date: | Person(s) Responsible: [16] | | | Are we doing it? | Notes |
| #2 | | What actions will we take to fully implement our strategy? | Due Date: [17] | Who is responsible for (and/or working on each action?) | | | Are we doing what we said we were going to do? [18] | Does the data indicate effectiveness? What adjustments need to be made? |
| Families will be supported with intentional communication and awareness of opportunities to be engaged in their child's education. | 1 | Quarterly Family Engagement Opportunities in report cards | | Principal | | | | |
| | 2 | Family Involvement Survey | | | | | | |
| | 3 | Parent learning opportunities: How to help my child with homework | | | | | | |
| | 4 | Virtual Family Engagement events | | | | | | |
| | 5 | Share Tekoppel school data virtually (e.g. IDOE Report Card, IREAD, ILEARN, NWEA) with community/families/PTA | | | | | | |
| | 6 | | | | | | | |
| | 7 | | | | | | | |
| 3 Year Timeline for Implementation, Review & Revision for Strategy 1 | | | | | | | | |
| | Year 2 | Continue to seek new ways to grow an inclusive culture of family engagement | | | | | | |
| | Year 3 | Review progress from years 1 and 2 to review and revise as needed | | | | | | |
| Action Planning | | | Logistics | | | | Short-Term Monitoring | |
| SIP Strategy | Progress | Specific, Actionable Steps toward Achieving S-SIP Strategy [19] | Target Date: | Person(s) Responsible: [20] | | | Are we doing it? | Notes |
| #3 | | What actions will we take to fully implement our strategy? | Due Date: [21] | Who is responsible for (and/or working on each action?) | | | Are we doing what we said we were going to do? [22] | Does the data indicate effectiveness? What adjustments need to be made? |
| Students will increase sense of belonging through social-emotional strategies. | 1 | Each student in the school will receive at least one postcard from a staff member throughout the year. (The postcard will be independent of academics and behavior letting the student know they are valued at Tekoppel. Leadership will design 2 different postcards and provide address labels and stamps. Teachers will mail 3-4 postcards a month focusing on students who need extra encouragement first.) | Once a semester | Principal | teachers | | | |
| | 2 | Teachers will continue to implement SEL curriculum | ongoing | teachers | | | | |
| | 3 | Revise/reinforce Group Plan | ongoing | teachers | | | | |
| | 4 | Panorama Survey 3-5 | Fall and Spring | Principal | Mentor Teacher | teachers | | |
| | 5 | Analyze Panorama Student Survey | Fall and Spring | Principal | Mentor Teacher | | | |
| | 6 | Identify students who are at risk in category of Sense of Belonging and provide monthly small group | monthly | Principal | Mentor Teacher | counselor | | |
| | 7 | | | | | | | |

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|---|--|--|--|--|--|--|--|--|
| 8 | | | | | | | | |
| 3 Year Timeline for Implementation, Review & Revision for Strategy 1 | | | | | | | | |
| Year 2 | Continue to seek student input on creating a sense of belonging culture at Tekoppel | | | | | | | |
| Year 3 | Continue to create and build opportunities to promote a sense of belonging at Tekoppel | | | | | | | |

Title I Schoolwide Planning Comprehensive Needs Assessment

DATA COLLECTION/ANALYSIS

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| Tiered Model of Support (RTI) (SW tiered model to address problem behavior and early intervention) | District: | EVSC implements an RTI model (MTSS) of support for students including instruction, PBIS 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 PBIS with culturally responsive best practices. Schools utilize data to identify students who need additional supports and Social Emotional Learning Specialists/coaches are assigned to support students who require Tier II and Tier III supports. In addition, during the 2019-20 school year, K-5 students will have Tier I SEL curriculum that is research based. All staff participate in SEL professional development. During the 19-20 school year, all Kindergarten staff will be trained on LETRS, a scientifically based approach to reading instruction. | | |
| | School: | All tier 1 students receive at least 90 minutes of instruction per day. All K-2 students are benchmarked with the Fountas and Pinnell Benchmarking system to determine comprehension levels. Instructionalists, RtI assistants, and homeroom teachers create RtI groups. Instruction is based on state approved/scientific curriculum. Tier 2 students receive up to 120 minutes of instruction a week and are progress monitored every 4-6 weeks. | | |

PROFESSIONAL PRACTICE

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|--|------------------|---|--|--|
| 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 Focusor 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 services 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. | | |

PERSONNEL POLICY AND PROCEDURE

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| Data coaches / PLCs (PD opportunities to staff to improve instruction using assessment data) | District: | Each Title I school has an assigned data coach who supports data curation, data presentation and analysis, freeing teachers from these tasks. Data coaches 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 instructional/mentor teacher to work with teachers to create assessments in Edulastic. This format allows for students to experience online testing while providing teachers real time feedback on material covered. | | |
| Recruitment and Retention (Aided in recruitment and retention of effective teachers - high needs subjects) | District: | HR department and Office of Academic Affairs host a minimum of 2 recruitment events yearly to provide the opportunity for building administrators to screen potential candidates. Teachers in priority status schools (includes all 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: | Focusors 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 and district executive leadership team meet two times per year 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: | Principial, leadership team, district academic coach, and DSS all monitor and offer course suggestions on Tekoppel's SIP. | | |

FAMILY AND COMMUNITY ENGAGEMENT

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|---|------------------|---|--|--|
| SWP Development (SWP is developed with involvement of parents and other community members) | School: | Parents will have the opportunity to engage in the Parent Involvement Survey given in 9/2019. This data will be used to make goals for communicating with families, ideas for parenting classes, and opportunities to rank family events in terms of what is relevant to them. | | |
| 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: | 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 will 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 EVSC Parent Advisory team will work with district leadership to inform decisions around programming and communications. At the school level, staff will conduct welcoming environment assessments and use the information to strengthen their school climates and build relationships with parents. Schools will also intentionally work to increase enrollment and use of the EVSC parent portal. | | |
| | School: | Tekoppel will sponsor the following events: virtual family engagement opportunities once a quarter. Teachers will reach out to each family via postcard once a semester to give compliments and praise on their students. The family engagement team is currently on the lookout for other virtual ideas to try. | | |

PLANNING TEAM

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

[1] Highlight the root cause findings on the "Self-Assessment" tab, and use the space below to explain your rationale.

[2] Checkpoint metrics should align to these data sources to allow for frequent progress monitoring.

[3] What will we look during in consistent, short-term cycles to know our strategy is working?

Reflection: Be sure to consider alignment and intentionality.

Is the determined metric aligned to the baseline, root findings, strategy, goal, and ultimate outcome?

Is it realistic?

Do you need any support from district office to align systems necessary to ensure this measure is continuously easy to access on short cycles?

[4] What will we look during in consistent, short-term cycles to know our strategy is working?

Reflection: Be sure to consider alignment and intentionality.

Is the determined metric aligned to the baseline, root findings, strategy, goal, and ultimate outcome?

Is it realistic?

Do you need any support from district office to align systems necessary to ensure this measure is continuously easy to access on short cycles?

[5] How much do you expect your short-term baseline do grow by the end of your first designated improvement planning cycle? Think in shorter intervals of time than "by the end of the year."

It may make sense for your school to align your cycles to when you will have benchmark data.

Example:

4.1 of 5 by 10/22/2014 - Presenting Instructional Content Indicator (School Walkthroughs)

[6] How much do you expect your short-term baseline do grow by the end of your first designated improvement planning cycle? Think in shorter intervals of time than "by the end of the year."

It may make sense for your school to align your cycles to when you will have benchmark data.

Example:

4.1 of 5 by 10/22/2014 - Presenting Instructional Content Indicator (School Walkthroughs)

[7] ILEARN Projected Proficiency Rate from Previous Winter NWEA

[8] ILEARN Projected Proficiency Rate from Previous Winter NWEA

[9] How much do you expect your short-term baseline do grow by the end of your first designated improvement planning cycle? Think in shorter intervals of time than "by the end of the year."

It may make sense for your school to align your cycles to when you will have benchmark data.

Example:

4.1 of 5 by 10/22/2014 - Presenting Instructional Content Indicator (School Walkthroughs)

[10] How much do you expect your short-term baseline do grow by the end of your first designated improvement planning cycle? Think in shorter intervals of time than "by the end of the year."

It may make sense for your school to align your cycles to when you will have benchmark data.

Example:

4.1 of 5 by 10/22/2014 - Presenting Instructional Content Indicator (School Walkthroughs)

[11] What will it take to operationalize your strategy? Backwards map here by your strategy into smaller, individual action steps.

[12] Use the pull down menu in each cell below (see down arrow) to select the appropriate names.

Names can be adjusted by going to "Data" and then "Validation."

You can adjust the list of names for your school.

[13] Easy access to calendar:

Double click in each cell

below to pull up and select from a calendar.

[14] Each team member designated as responsible/accountable for each action step:

Enter in a value between 1-4 complete per action reflecting if the action step has not been started, implementation is in progress, implementation is ongoing with fidelity, or is complete.

[15] What will it take to operationalize your strategy? Backwards map here by your strategy into smaller, individual action steps.

[16] Use the pull down menu in each cell below (see down arrow) to select the appropriate names.

Names can be adjusted by going to "Data" and then "Validation."

You can adjust the list of names for your school.

[17] Easy access to calendar:

Double click in each cell
below to pull up and select from a calendar.

[18] Each team member designated as responsible/accountable for each action step:

Enter in a value between 1-4 complete per action reflecting if the action step has not been started, implementation is in progress, implementation is ongoing with fidelity, or is complete.

[19] What will it take to operationalize your strategy? Backwards map here by your strategy into smaller, individual action steps.

[20] Use the pull down menu in each cell below (see down arrow) to select the appropriate names.

Names can be adjusted by going to "Data" and then "Validation."

You can adjust the list of names for your school.

[21] Easy access to calendar:

Double click in each cell
below to pull up and select from a calendar.

[22] Each team member designated as responsible/accountable for each action step:

Enter in a value between 1-4 complete per action reflecting if the action step has not been started, implementation is in progress, implementation is ongoing with fidelity, or is complete.