

McGary Middle School School Improvement Plan (SIP)

<p style="text-align: center;">Planning Tools</p>	<p style="text-align: center;">SIP Schoolwide Strategic Planner (Comprehensive Support/Targeted Support: PAI 1 and 2)</p> <p style="text-align: center;">Root Cause Tools</p>	<p style="text-align: center;">Schoolwide Strategic Planner</p> <hr/> <p style="text-align: center;">Self-Assessment Rubric (Buckets Tool)</p>	<p style="text-align: center;">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 style="text-align: center;">Management & Monitoring Tools</p>	<p style="text-align: center;">Planning and Monitoring (Short-Term Cycles)</p> <p style="text-align: center;">Quarterly Progress Monitoring (Medium- & Long-Term Goals)</p>	<p style="text-align: center;">Project Planner & Monitoring</p> <hr/> <p style="text-align: center;">Quarterly Progress Monitoring</p>	<p style="text-align: center;">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 style="text-align: center;">Optional Supporting Tools</p>	<p style="text-align: center;">Culture & Climate 3rd Strategy (Required for Priority: PAI 3)</p> <p style="text-align: center;">Root Cause Tools</p>	<p style="text-align: center;">Schoolwide Strategic Planner</p> <hr/> <p style="text-align: center;">SIOT Analysis</p>	<p style="text-align: center;">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 style="text-align: center;">SIP Input (stakeholder input)</p>	<p style="text-align: center;">Site Council, Community Partners, Parents, McGary Staff, Social Worker, SEL Specialist</p>		<p style="text-align: center;">SIP Team Members</p>	<p style="text-align: center;">Andrej Wright Principal, Amy Walker Assistant Principal, Breanna Goldman Curriculum Coach, Becky Berry Curriculum Coach</p>

SIOT (Strengths, Improvements, Opportunities, and Threats)

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

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

Analysis of Previous SY

Analysis of Previous SY		
Strengths	Areas of Improvement	Questions for Reflection
<p>MTSS is functioning with some fidelity and we will continue on building on its results next year. Coaching feedback was well received from staff. IXL and Achieve Data showed steady growth throughout the year and increased usage. Leadership was able to map out the year for PD. We now have a foundation to build on going into 22/23 . RTI growth with two content area teachers leading and students responding well to IXL. Out of school suspensions were lower than the similar school and district</p>	<p>Tightening up processes with improving action items and follow through. Increased communication to staff Aligning leadership responsibilities and being more specific in roles. Improve Culture and Climate in the building Celebrate successes SIP being tailored to McGary - Ownership equally with staff. Improve lesson planning process to ensure instructional time is maximized.</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>Teachers will receive more professional development tailored to their classroom needs through Guided PLC Roles Defined - Staying consistent with policies New hires EL curriculum structure provides new teachers with resources Lesson plan template provided to teachers Utilize the Twilight program more than last year</p>	<p>Teacher attendance and lack of subs available. Singleton PLCs Push back from teachers on having to submit lesson plans Time to complete walkthroughs</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		
1.		
2.		
3.		

Schoolwide Planner (Required for All Schools)

1. Vision

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

1b. School Vision: *Through building positive connections we meet students where they are and ensure academic growth.*

2. Mission

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

2b. School Mission: *The faculty and staff of McGary Middle School, in cooperation with parents and community leaders, provide a creative and secure atmosphere in which students develop socially, emotionally, and intellectually into caring and responsible young adults.*

Subgroup or Improvement Focus:

Bottom 25% Top 75% Other:

3. Why is this our current reality?

3a. Root Findings: [1]

1. Not seeing engagement in classrooms
2. Low achievement in ELA 17% and Math 7.8%
3. Spring to Spring for ELA 33% & Math 38%
4. 75% of teachers identified content planning as their highest area of need.

3b. Data Sources: [2]

1. Walk through data Q4
2. ILEARN Scores
3. NWEA
4. Google Survey

4. What are we going to do about it?

4a. Strategy/Intervention #1:

Teachers will follow lesson plan guidelines to improve classroom instruction.

4b. Strategy or Intervention #2:

Through implementation of quality lesson plans, instructional time will be maximized and all students will experience academic growth.

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

Metric Type:	Implementation	Metric used:	Through learning walks, admin will monitor lesson planning and implementation alignment.			
Data Set	Baseline	Benchmark #1	Benchmark #2	Benchmark #3	Benchmark #4	End of Year
Goal [5]	N/A		Q2 - Walkthrough 50% will show alignment	Q3 - Walkthrough 75% will show alignment		Q4 - Walkthrough 100% will show alignment
Actual	25% of teachers utilize an aligned lesson plan					

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

Metric Type:	Improvement	Metric used:	NWEA growth data			
Data Set	Baseline	End of 1st Sem	Benchmark #2	Benchmark #3	Benchmark #4	End of Year
Goal [6]	N/A	W-W Growth math 44% ELA 42%				S-S Growth math 50% ELA 50%
Actual	S-S Growth from 21-22math 38% ELA 33%					


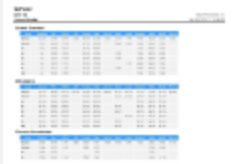



6. What is our target?

Data Set	Grade(s)	Actual (Previous Spr.)	Projected (NWEA Fall)	Projected (NWEA Wint.)	Projected (NWEA Spr.)	Actual (Current Spr.)	Goal (Current Spr.)	Goal (3-Year)
Attendance Rate	K-12	92.84% (56906/61295)				(/)		
ILEARN English Prof	3-8	17.03% (55/323)	27.64% (89/322)	(/)	(/)	(/)	19.03%	20.03%
ILEARN Math Proficie	3-8	7.81% (25/320)	6.88% (22/320)	(/)	(/)	(/)	9.81%	10.81%
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

	Previous BIP	School Profile	My School Survey	GetUp-Poll	NWEA Projections		
Report(s)							
<--- Act and Assess: PM/Checkpoints/IDOE Monitoring/Self-Assessments/OTS Support/PLCs --->							
EVSC CORE VALUES: *Students Come First* *Intentionality* *Responsibility* *Collaboration* *Great People Matter*							

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

1. Vision

1a. District Vision: *Empowering our students to thrive in life.*
 1b. School Vision: Through building positive connections we meet students where they are and ensure academic growth.

2. Mission

2a. District Mission: *Preparing every student to excel in our global society through world-class learning experiences.*
 2b. School Mission: *The faculty and staff of McGary Middle School, in cooperation with parents and community leaders, provide a creative and secure atmosphere in which students develop socially, emotionally, and intellectually into caring and responsible young adults.*

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. Sense of belonging from fall to spring dropped 6%		1. Panorama - School Health Survey
2. Chronic attendance		2. School Health Profile
3. Teacher-Student relationships from fall to spring dropped 9% and lower than our similiar school		3. Panorama - School Health Survey
4.		4.

4. What are we going to do about it?

4a. Strategy/Intervention #1:	4b. Strategy or Intervention #2:
Students and teachers will build positive connections through morning time SEL activities.	

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

5a. Monitoring Strategy/Intervention #1:							5b. Monitoring Strategy/Intervention #1:						
Metric Type:	Implementation	Metric used:	SEL Walk-through				Metric Type:	Improvement	Metric used:	Panorama & Self created google survey with same 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 [1]	N/A	Qtr. 2 75%	Qtr. 3 90%			EOY - 100% of teachers are implementing with fidelity	Goal [2]	N/A	BOY Panorama 40% - Sense of Belonging 50% - Student/Teache r Relationships	google Survey - Ja - Sense of Belon dent/Teacher Rel			Spring Panorama 50% - Sense of Belonging 60% - Student/Teache r Relationships
Actual	54% of teachers are implementing						Actual	34.3% - Sense of Belonging 47% - Student/Teache r Relationships					

6. What is our target?

6a. School Smart Goal

7. What is our ultimate goal?

7a. District Ultimate Goal: *Will this help us ensure every student at every grade level is on track to graduate ready for college or career?*

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

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

Action Planning			Logistics				Short-Term Monitoring	
SIP Strategy	Progress	Specific, Actionable Steps toward Achieving S-SIP Strategy [1]	Target Date:	Person(s) Responsible: [2]			Are we doing it?	Notes
#1		What actions will we take to fully implement our strategy?	Due Date: [3]	Who is responsible for (and/or working on each action?)			Are we doing what we said we were going to do? [4]	Does the data indicate effectiveness? What adjustments need to be made?
Teachers will follow lesson plan guidelines to improve classroom instruction.	1	Guided Group and Grow Session 1: lesson plan template components and must haves.	8/22/22	Mentor Teacher	Mentor Teacher		4. Action has been completed	
	2	Guided Group and Grow Session 2: Intentional Questioning	9/6/22	Mentor Teacher	Mentor Teacher		4. Action has been completed	
	3	Guided Group and Grow Session 3: Gradual Release/Formative Assessments	9/19/22	Mentor Teacher	Mentor Teacher		4. Action has been completed	
	4	Guided Group and Grow Session 4: Kagan Teaser	10/3/22	Mentor Teacher	Mentor Teacher		4. Action has been completed	
	5	Inbetween Group and Grows - Coaches will conduct a walkthrough and have a coaching conversation with each teacher.	8/23- 9/5	Mentor Teacher	Mentor Teacher		4. Action has been completed	
	6	Inbetween Group and Grows - Coaches will conduct a walkthrough and have a coaching conversation with each teacher.	9/7 - 9/18	Mentor Teacher	Mentor Teacher		4. Action has been completed	
	7	Inbetween Group and Grows - Coaches will conduct a walkthrough and have a coaching conversation with each teacher.	9/20 - 10/2	Mentor Teacher	Mentor Teacher		4. Action has been completed	
	8	Coaches created lesson plan templates for teachers to utilize	8/11/22	Mentor Teacher	Mentor Teacher		4. Action has been completed	
	9	Plan for where lesson plans are housed	8/22/22	Principal	AP		4. Action has been completed	
	10	Administrators meet with teachers to discuss roll out	8/18/2022	Principal	AP		4. Action has been completed	
	11	Administrators will ask teachers to begin uploading lesson plans to predetermined location	10/12/2022	Principal	AP		4. Action has been completed	
	12	Administrators will check the lesson plan folder frequently	10/12/2022	Principal	AP		2. Implementation is in progress	
	13	Administrator will create a walkthrough form to gauge lesson plan work implementation in the classroom	10/12/2022	Principal	AP		4. Action has been completed	
	14	Group and Grow Session 5: Management and Class Setup of Kagan	10/17/2022	Mentor Teacher	Mentor Teacher		1. Action has not been started	
	15	Group and Grow Session 6:	10/31/2022	Mentor Teacher	Mentor Teacher		1. Action has not been started	
	16	Group and Grow Session 7:	11/14/2022	Mentor Teacher	Mentor Teacher		1. Action has not been started	
	17	Group and Grow Session 8:	11/28/2022	Mentor Teacher	Mentor Teacher		1. Action has not been started	
	18	Inbetween Group and Grows - Coaches will conduct a walkthrough and have a coaching conversation with each teacher.	10/17-10/28	Mentor Teacher	Mentor Teacher		1. Action has not been started	
	19	Inbetween Group and Grows - Coaches will conduct a walkthrough and have a coaching conversation with each teacher.	10/31-11/11	Mentor Teacher	Mentor Teacher		1. Action has not been started	
	20	Inbetween Group and Grows - Coaches will conduct a walkthrough and have a coaching conversation with each teacher.	11/14-11/25	Mentor Teacher	Mentor Teacher		1. Action has not been started	
	21	Inbetween Group and Grows - Coaches will conduct a walkthrough and have a coaching conversation with each teacher.	11/28-12/9	Mentor Teacher	Mentor Teacher		1. Action has not been started	
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3 Year Timeline for Implementation, Review & Revision for Strategy 1								
Year 2								
Year 3								
Action Planning			Logistics				Short-Term Monitoring	
SIP Strategy	Progress	Specific, Actionable Steps toward Achieving S-SIP Strategy [5]	Target Date:	Person(s) Responsible: [6]			Are we doing it?	Notes
#2		What actions will we take to fully implement our strategy?	Due Date: [7]	Who is responsible for (and/or working on each action?)			Are we doing what we said we were going to do? [8]	Does the data indicate effectiveness? What adjustments need to be made?

Through implementation of quality lesson plans, instructional time will be maximized and all students will experience academic growth.	1	Beginning quarter 2, admin will complete 4 walkthroughs on each teacher to check if lesson plan is aligned to instruction.	12/20/2022	Principal	AP		2. Implementation is in progress
	2	Quarter 3 walk-throughs	3/24/2023	Principal	AP		1. Action has not been started
	3	Quarter 4 walk-throughs	5/25/2023	Principal	AP		1. Action has not been started
	4	Administrators will check the lesson plan folder frequently	10/12/2022	Principal	AP		2. Implementation is in progress
	5	Administrator will create a walkthrough form to gauge lesson plan work implementation in the classroom	10/12/2022	Principal	AP		4. Action has been completed
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3 Year Timeline for Implementation, Review & Revision for Strategy 1							
Year 2							
Year 3							

Action Planning			Logistics			Short-Term Monitoring	
SIP Strategy	Progress	Specific, Actionable Steps toward Achieving S-SIP Strategy [9]	Target Date:	Person(s) Responsible: [10]		Are we doing it?	Notes
#3		What actions will we take to fully implement our strategy?	Due Date: [11]	Who is responsible for (and/or working on each action?)		Are we doing what we said we were going to do? [12]	Does the data indicate effectiveness? What adjustments need to be made?
Students and	1	Email teachers every Friday the slides for the SEL lessons for the upcoming week.	Ongoing	AP		2. Implementation is in progress	
	2	Create SEL walkthrough form	10/12/2022	AP		4. Action has been completed	
	3	SEL monthly walkthroughs to monitor teacher compliance	Ongoing	AP	Principal	1. Action has not been started	
	4	Guided PLC to walk through a SEL lesson together	2022-10-06	AP		2. Implementation is in progress	
	5	Create Google Panorama Survey for students	9/19/22	Lead Coach		4. Action has been completed	
	6	Administer Google Panorama Survey	1/5/23	AP	Teachers	1. Action has not been started	
	7	Completion of G-Tic	9/20/2022	AP	Leadership Team	4. Action has been completed	
	8	Gain team created & first meeting set	2022-09-27	AP	Leadership Team	3. Implementation is ongoing with fidelity	
	9	Gain team meetings once a month to discuss implementation of SEL lessons	Ongoing	AP	Leadership Team	3. Implementation is ongoing with fidelity	
	10	GAIN team will discuss Panorama data at team meetings	Ongoing	AP	Leadership Team	1. Action has not been started	
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	13						
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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:	Student placement into RTI interventions is determined using NWEA as well as teacher input. If teachers are concerned about a student that is not already receiving support through Math or ELA interventions, they may refer them to the RTI Team. The RTI team includes grade level teachers, Curriculum Coaches, Assistant Principal, School Psychologist, RTI Intervention teacher as well as the school guidance counselor. The team meets once a month to discuss progress monitoring of RTI interventions. If students are not improving through Tier 1 or Tier 2 supports they are referred to school psychologist for further testing. Bi-Monthly MTSS/SEL meetings with stakeholders take place to provide needed supports and services to those students who are identified by data and concerns by staff members. Students identified by the MTSS/SEL team as needing close monitoring are placed in a daily check-in/check-out program.

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:	School leadership also assists in the transition of our 8th graders into their freshman year of high school. Counselor meets with all 8th graders to discuss new concepts to them such as high school credits, diploma paths, graduation requirements, and freshman year course selections. Additionally, alternative high school options are presented to them by inviting to McGary, school representatives from these schools such as New Tech Institute, Medical Professions Academy, Early College High School, Shephard Law Academy. These representatives meet with selected students in order to present their individual programs. Counselor collaborates closely with high school counselors in the high school registration process. McGary facilitates the one-on-one meetings between high school counselors and all 8th graders and then follows up with all students to ensure that registration forms are brought back and returned to Harrison

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:	Professional Development on monitoring was provided to staff at the beginning of the school. There is also ongoing professional development throughout the school year with the PLC Leadership team. School leadership team participates in ongoing PD with district coaches
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:	Ongoing SIP review occurs on a regular basis during weekly Leadership Team meetings as well as SIP review with individual PLC's.

FAMILY AND COMMUNITY ENGAGEMENT

SWP Development (SWP is developed with involvement of parents and other community members)	School:	We invite parents and community members to participate in SIP development through community fairs, Site Council meetings, and After-school Network / Big Round Table meetings.
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:	Parents and community partners receive SIP information at PTSA meetings and strategically-placed family events such as Open House.

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 evaluate parental involvement programs through a parental survey at the end of the year.
PLANNING TEAM		
Stakeholder Input (Parents, teachers, admin community)	School:	Parents, teachers, and community members are involved through Mccary Pride Committee , Site Council, and yearly surveys.
Public access	District:	A PDF of the school SIP is posted on the school website in the fall after submission to IDOE for access to parents and the public. The SIP document is a living google doc and district staff have access or can be easily supplied access if needed.
	School:	Parents and community members have access to SIP information through PTSA, Site Council, and all family events.
COORDINATION		
Coordination of Programs (Developed in coordination with other programs, services and resources)	District:	SIPs are developed in coordination with the district Continuous Improvement Plan as an overarching document which coordinates across multiple programs, including social emotional supports. Directors of School Support access other programs and services as needed to support individual school needs.
	School:	Our school works closely with the office of transformation and use their supports frequently throughout the year. We also work closely with Mass Insight with the implementation of the vision of teaching and learning. We have school based committees made up of teacher leaders and administrators that lead the work in RTI, PBIS, and SEL needs throughout the year.
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:	All students will also participate in social emotional learning lessons throughout the year. The staff receives quarterly social emotional training to implement with our students. The school has a behavior interventionist, social worker, and school counselor to help support the social emotional needs of the students. There are specific community partners that come to work with the students with specific needs in the area of social emotional learning. Our school has implemented a connections program in order to provide every student with an adult mentor within the school. We also have a SEL tier two intervention team that looks at finding effective interventions for our high need students.
Coordination of Funds (Describe how Title I funds will be coordinated with local, state and federal programs)	District:	The Director of Title Related Grants coordinates use of funds based on the Continuous Improvement Plan needs assessment priorities, school based needs assessments and input from Directors of School Support. Title II funds are utilized to offer district coaching support and leadership development to address needs of Title I schools. Title IV funds are utilized to offer additional supports for social emotional learning for most in need Title I schools.

Title I Funded Positions and SIP Alignment				
Title	FTE	Description and Alignment	Strategy 1	Strategy 2
Mentor Teacher	1	Work under the Master Teacher. Will work with grades 6-8 to provide job-embedded PD and coach teachers through modeling, co-teaching, and direct support. Will focus on the implementation of the Coaching Reboot, establishing conditions for learning, and building positive relationships with teachers.	X	X
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
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

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