

# Academy for Innovative Studies HS School Improvement Plan (SIP)

<p style="text-align: center;"><b>Planning Tools</b></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;"><b>Schoolwide Strategic Planner</b></p> <hr/> <p style="text-align: center;"><b>Self-Assessment Rubric (Buckets Tool)</b></p>	<p style="text-align: center;"><b>Curriculum &amp; Location</b></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;"><b>Management &amp; Monitoring Tools</b></p>	<p style="text-align: center;">Planning and Monitoring (Short-Term Cycles)</p> <p style="text-align: center;">Quarterly Progress Monitoring (Medium- &amp; Long-Term Goals)</p>	<p style="text-align: center;"><b>Project Planner &amp; Monitoring</b></p> <hr/> <p style="text-align: center;"><b>Quarterly Progress Monitoring</b></p>	<p style="text-align: center;"><b>Assessments</b></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;"><b>Optional Supporting Tools</b></p>	<p style="text-align: center;">Culture &amp; Climate 3rd Strategy (Required for Priority: PAI 3)</p> <p style="text-align: center;">Root Cause Tools</p>	<p style="text-align: center;"><b>Schoolwide Strategic Planner</b></p> <hr/> <p style="text-align: center;"><b>SIOT Analysis</b></p>	<p style="text-align: center;"><b>Social Emotional Learning / Cultural Competency</b></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;"><b>SIP Input (stakeholder input)</b></p>	<p style="text-align: center;">Families and staff</p>		<p style="text-align: center;"><b>SIP Team Members</b></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>Lots of flexibility for incoming students, especially when they come late in the quarter/differentiated. Relationship building among staff</p> <p>Relationship building with students</p> <p>Students like coming here and feel at home here. Safety - excessive fighting and distressing to our introverted students.</p> <p>Trust issues between students and administration (inequitable consequences for similar behaviors)</p> <p>Lack of consequences for serious behaviors</p> <p>External stressors and conflicts resulting in altercations between students.</p> <p>Bathrooming (procedures and students waiting in the hallway being disruptive)</p> <p>New teachers are struggling to acclimate - very little interaction among new and veteran staff members</p>	<p>Lack of training, resources and practice (for teaching staff) in implementing SEL lessons with fidelity</p> <p>Training in mindfulness (and mandating that every teacher does it after the lunch period is over). Downtown support</p> <p>Teacher training (and buy-in)</p> <p>Ensuring we are equitably staffed (15:1 seems high for the prevalence of intense behaviors)</p> <p>Teachers need to try creating lessons that are engaging - this can reduce behaviors in the classroom</p>	<p><b>Strengths:</b> 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><b>Improvements:</b> 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>
	L	Questions for Reflection
<p>Kids can earn more credits than in a traditional school</p>	<p>Lack of training, resources and practice (for teaching staff) in implementing SEL lessons with fidelity</p> <p>Training in mindfulness (and mandating that every teacher does it after the lunch period is over). Downtown support</p> <p>Teacher training (and buy-in)</p> <p>Ensuring we are equitably staffed (15:1 seems high for the prevalence of intense behaviors)</p> <p>Teachers need to try creating lessons that are engaging - this can reduce behaviors in the classroom. Last years goals were to increase the graduation rate by 30% and the actual result was an increase of nearly 50%. Rate was 22% the year prior and 42% this past year. A goal for last year as well was to decrease low level referrals by providing social emotional interventions. This goal was not met as the system was never effectively developed or implemented.</p>	<p><b>Opportunities:</b> What opportunities are present to impact successful school improvement plan implementation? Teacher attendance is inconsistent at best. What is going on around you that seems to be useful? New teachers have been hired and are willing to be coached. What district resources are available to support your work? SEL personnel, Strategist, and District Support Specialist. What could be done today that isn't being done? Who can support you and how?</p> <p><b>Threats:</b> What obstacles might impact your school improvement plan implementation? New leadership as well as several new teachers and other staff members. What political, economic, social, technological, demographic or legal trends might impact your school improvement plan implementation? Socio economic status of the majority of our students is low. Are there any standards, policies, and/or legislation changing that might negatively impact you?</p>

2.

3.

## Schoolwide Planner (Required for All Schools)

### 1. Vision

1a. District Vision:	<i>Empowering our students to thrive in life.</i>
1b. School Vision:	<b>AIS HS provides a safe and encouraging learning environment where students develop the skills needed to successfully move on to higher learning or</b>

### 2. Mission

2a. District Mission:	<i>Preparing every student to excel in our global society through world-class learning experiences.</i>
2b. School Mission:	<b>The faculty and staff of the Academy for Innovative Studies model and urge students to attend, improve, and succeed.</b>

### 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. Current data shows last year's graduation rate to be 18%; SAT Reading proficiency is 4.7% and SAT Math proficiency is 15%	1. AIS High School Profile
2. There is no data that shows any evidence of teachers using varied instructional strategies to meet diverse student needs. Learning walks were not performed on a regular basis which may have resulted in a markedly low level of student achievement.	2. Walk through data and lack of data
3.	3.
4.	4.

### 4. What are we going to do about it?

4a. Strategy or Intervention #1: Improve both the numbers of high impact strategies teachers use and the consistency in which they use them.	4b. Strategy or Intervention #2:

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

5a. Monitoring Strategy/Intervention #1: [3]							5b. Monitoring Strategy/Intervention #2: [4]						
Metric Type:	Implementation	Metric used: Learning walk data analysis					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	20% Positive Data	35% Positive Data	50 % Positive Data	65% Positive Data	75 % Positive Data	Goal [6]	N/A					
Actual							Actual						


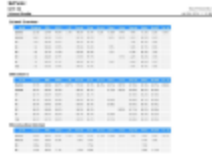



### 6. What is our target?

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	86.95% (47356.5/54466.5)				86%	89%	93%
ILEARN English Prof	3-8	3.25% (4/123)	5.80% (4/69)	(/)	(/)		15%	33%
ILEARN Math Profic	3-8	0.83% (1/120)	1.61% (1/62)	(/)	(/)		15%	33%
SAT Reading CCR	11 [7]	4.76% (1/21) [8]				23%	15%	33%
SAT Mathematics CC	11 [9]	[10]				8%	15%	33%
4-Year Grad Rate	12	42.17% (35/83)				18%	50%	75%

### 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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### Other Resources

Report(s)	<a href="#">Previous SIP</a>	<a href="#">School Profile</a>	<a href="#">My School Survey</a>	<a href="#">Getup Post</a>	<a href="#">NWEA Projections</a>		
							
<--- Act and Assess: PM/Checkpoints/IDOE Monitoring/Self-Assessments/OTS Support/PLCs --->							
<b>EVSC CORE VALUES:</b>		<b>*Students Come First*</b>	<b>*Intentionality*</b>	<b>*Responsibility*</b>	<b>*Collaboration*</b>	<b>*Great People Matter*</b>	

## 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>AIS HS provides a safe and encouraging learning environment where students develop the skills needed to successfully move on to higher learning or begin careers in the workplace.</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>The faculty and staff of the Academy for Innovative Studies model and urge students to attend, improve, and succeed.</i>

### Subgroup or Improvement Focus:

Bottom 25%    
  Top 75%    
  Other:

### 3. Why is this our current reality?

3a. Baseline	Last year's Out of School Suspension number was 134, In school Suspension was 155, and the expulsion number was 24	
3b. Root Findings:	1. Current year data shows office referrals significantly higher than the same time period last year. 2. Panorama data shows less than 50% of students surveyed did not answer favorably in the areas of self management, emotional regulation, or sense of belonging. 3. 4.	3c. Data Sources: 1. Discipline Data 2. Panorama Data 3. 4.

### 4. What are we going to do about it?

4a. Strategy/Intervention #1: By administrative staff consistently holding students accountable for their behavior, we will reduce the number Office Discipline Referrals (ODR) in an effort to provide a more conducive learning environment for all students. This will also lead to a reduction in the occurrences of students being suspended from school and/or expelled.	4b. Strategy or Intervention #2: By teachers consistently holding students accountable for their behavior, we will reduce the number of Low Level Behavior (LLB) incidents in an effort to improve the classroom learning environment.
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### 5. How will we know if it's working?

5a. Monitoring Strategy/Intervention #1:							5b. Monitoring Strategy/Intervention #2:						
Metric Type:	Improvement	Metric used:	ODR data				Metric Type:	Improvement	Metric used:	LLB incident data			
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	350 ODRs	500 ODRs	750 ODRs	900 ODRs	1000 Total ODRs	Goal [2]	N/A	75 LLBs	110 LLBs	150 LLBs	165 LLBs	175 LLBs total
Actual							Actual						

### 6. What is our target?

6a. School Smart Goal	By May 2023, there will be a decrease in the number of office discipline referrals (ODR) by 15% each quarter resulting in a 45% reduction by the end of the school year.
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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*
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Action Planning			Logistics				Short-Term Monitoring		
SIP Strategy	Progress	Specific, Actionable Steps toward Achieving S-SIP Strategy [1]	Target Date:	Person(s) Responsible: [2]			Are we doing it?	Notes	
#1		What actions will we take to fully implement our strategy?	Due Date: [3]	Who is responsible for (and/or working on each action?)			Are we doing what we said we were going to do? [4]	Does the data indicate effectiveness? What adjustments need to be made?	
Strategy/Interventio	1	Share finalized SIP with leadership team	9/26/22	Principal	AP				
	2	Share finalized SIP with staff	9/26/22	Principal	AP				
	3	Begin classroom management professional learning during school wide PLCs	9/19/22	Strategist	Principal			2. Implementation is in progress	
	4	Begin book study using Marzano's "Classroom Management that Works"	10/19/22	Principal	Strategist			1. Action has not been started	
	5	Review weekly ODR data as a leadership team comparing it to the previous week.	10/1/22	Principal	AP	Strategist	GAIN Staff	1. Action has not been started	
	6	Begin Tier 1 GAIN training with teachers during after school learning sessions every other Wednesday.	10/2/22	GAIN Staff	Principal	AP		2. Implementation is in progress	
	7	Identify trend patterns and/or students from ODR data	10/2/22	AP	Principal			2. Implementation is in progress	
	8	Share the tracking data with all staff at faculty meeting after each quarter ends. (10/6/22, 12/16/22, 3/10/23/5/24/23)	11/1/22	AP	Principal			1. Action has not been started	
	9	Teachers will implement strategies learned from the book study resulting in a decrease in student low level behaviors.	11/1/22	Teachers	Principal			1. Action has not been started	
	10	Administrative staff will conduct weekly learning walks utilizing the previously developed learning walk tool.	10/10/2022	Principal	AP			1. Action has not been started	
	11	Learning walk data will be analyzed and used to inform upcoming professional development sessions.	10/17/2022	Principal	AP			1. Action has not been started	
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<b>3 Year Timeline for Implementation, Review &amp; Revision for Strategy 1</b>									
<b>Year 2</b>									
<b>Year 3</b>									
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?	
Strategy or Interven	1	Share finalized SIP with leadership team	9/26/22	Principal					
	2	Share finalized SIP with staff	9/26/22	Principal					
	3	Begin weekly review of teacher low level behavior entries looking for patterns and those more frequently experiencing problems.	10/2/22	Principal	AP			1. Action has not been started	
	4	Share the tracking data with all staff at faculty meeting after each quarter ends (10/6/22, 12/16/22, 3/10/23/5/24/23).	10/10/22	Principal	AP			1. Action has not been started	
	5	Begin book study of Harry Wong's "The First Days of School"	10/10/22	Strategist				1. Action has not been started	

6	Utilizing the implementation resources from "The First Days of School", teachers will develop procedures specific for their classroom.	2022-10-17	Teachers	Leadership Team			1. Action has not been started	
7	Teachers will implement, practice and consistently utilize the developed protocols.	2022-10-31	Teachers	Leadership Team			1. Action has not been started	
8	Administrative staff will conduct weekly learning walks utilizing the previously developed learning walk tool	10/6/22	Principal	AP			1. Action has not been started	
9	Learning walk data will be analyzed and used to inform upcoming professional development sessions.	10/17/22	Principal	AP			1. Action has not been started	
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<b>3 Year Timeline for Implementation, Review &amp; Revision for Strategy 1</b>								
<b>Year 2</b>								
<b>Year 3</b>								

Action Planning				Logistics			Short-Term Monitoring	
SIP Strategy	Progress	Specific, Actionable Steps toward Achieving S-SIP Strategy [9]	Target Date:	Person(s) Responsible: [10]			Are we doing it?	Notes
#3		What actions will we take to fully implement our strategy?	Due Date: [11]	Who is responsible for (and/or working on each action?)			Are we doing what we said we were going to do? [12]	Does the data indicate effectiveness? What adjustments need to be made?
	1	Share finalized SIP with Leadership Team	9/26/22	Principal				
	2	Share finalized SIP with staff	9/26/22	Principal				
	3	Begin schoolwide PLC meetings around best practice instructional strategies from evidenced based resources including a weekly book study during PLCs with the Doug Lemov's "Teach Like a Champion".	9/26/22	Strategist	Principal		2. Implementation is in progress	Book arrived last week.
	4	Have academic learning sessions for teachers every other week after school on Wednesdays guiding implementation of evidence based strategies.	9/21/22	Strategist	Principal		2. Implementation is in progress	
	5	Teachers will implement updated instructional practices from their development sessions.	10/10/22	Principal	AP		1. Action has not been started	
	6	Administrative staff will conduct weekly learning walks utilizing the previously developed learning walk tool	10/6/22	Principal	AP		1. Action has not been started	
	7	Learning walk data will be analyzed and used to inform upcoming professional development sessions.	10/17/22	Principal	AP		1. Action has not been started	
	8	Review and revisit expectations for 90 minute block of instruction based upon content area skill mastery. (planning link is in the notes to the right).	10/6/22	Principal				
	9							
	10							
	11							
	12							
	13							

Strategy or Intervention #3: Improve both the numbers of high impact strategies teachers used





## Title I Schoolwide Planning Comprehensive Needs Assessment

### DATA COLLECTION/ANALYSIS

<b>Tiered Model of Support (RTI) (SW tiered model to address problem behavior and early intervention)</b>	<b>District:</b>	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.
	<b>School:</b>	AIS follows the district model for RTI / PBIS (GAIN) / SEL. Our GAIN (formerly PBIS) / SEL team meets monthly with our AIS full-time SEL Specialist. Executive members of the GAIN / SEL team meet bi-weekly and all members of the GAIN / SEL team meet monthly to share data and plan for PD on best practices with an emphasis on tier II and III students. The HS data and meeting agendas are loaded on spreadsheets and made available to central office administrators to provide guidance as needed.

### PROFESSIONAL PRACTICE

<b>Transition (Pre-K and Middle/HS) (Assisted Preschool children in transition to elementary school, students to MS/HS)</b>	<b>District:</b>	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.
	<b>School:</b>	The AIS HS works closely with our AIS MS for those students who will transition from 8th to 9th grade here. Both the high school and the middle school have a separate counselor, but they work closely with one another to share effective support for each 8th grader who will remain at AIS. The AIS HS social worker meets with each new student and parent/guardian to cover all the social-emotional expectations for the school; and, the counselor meets with the new student and parent/guardian during the enrollment process to cover all the academic expectations for the school. Families/Students receive a folder of information that includes a school calendar, Indiana's general high school diploma requirements, a bell schedule, behavioral expectations, dress code guidelines, behavioral process when students are not meeting expectations, a weekly tracking sheet where students will record their weekly progress, criteria to return to prior school, and a copy of our compact. We also provide information related to our social media accounts so that families know where we will post support resources throughout the year. And new students are given a current student to serve as an AIS Ambassador who ensures the new student has a lunch buddy. When families repeatedly cancel and reschedule meetings, we will hold online enrollments replacing the in-person meetings with families and students; and, the folder of info was replaced with a Google Slide deck with embedded links to complete required forms..

### PERSONNEL POLICY AND PROCEDURE

<b>Data coaches / PLCs (PD opportunities to staff to improve instruction using assessment data)</b>	<b>District:</b>	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.
	<b>School:</b>	--Historically, the instructional model of AIS HS relied heavily on online coursework and student self-pacing. However, a deep-dive into school data (specifically th number of credits earned) by data coaches indicated that most students do not earn their credits in self-paced online courses. So, "pure" classes were designed where all students in the room were taking the same course. And, the teacher embedded an all-group lesson on the day's content followed by small-group and independent work time. --PD will be delivered instructional coaching conversations, monthly faculty meetings, and the reading of professional articles sent to teacher via email that pertain to our improvement areas.
<b>Recruitment and Retention (Aided in recruitment and retention of effective teachers - high needs subjects)</b>	<b>District:</b>	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.
	<b>School: <a href="#">HQ staff list here</a></b>	
<b>SW plan monitored and revisited (DSS and Leadership team, Performance management)</b>	<b>District:</b>	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.
	<b>School:</b>	

### FAMILY AND COMMUNITY ENGAGEMENT

<b>SWP Development (SWP is developed with involvement of parents and other community members)</b>	<b>School:</b>	AIS High School has a family engagment team that meets regularly to plan, promote, and implement family engagement strategies and events. Families provide input in decisions through in-person conferences, surveys, and phone communications with administrators. The AIS HS Family Engagement team consistently analyzes the processes and outcomes in order to modify for better engagement. AIS HS uses social media to demonstrate the student-centered culture and climate by posting pictures of groups of students or individual students who are meeting behavioral and academic expectations.
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<b>Availability</b> (Available to LEA, parents and the public)	<b>District:</b>	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.
	<b>School:</b>	The AIS HS School Improvement Plan (SiP) is posted prominently in the areas where families would frequently visit--the attendance office, the high school main office, the conference rooms, the principals' offices, and the cafeteria. The SIP is posted in a reader-friendly format for families to better understand the strategies being implemented for improvement. Messaging about our family engagement efforts is posted in those areas as well, in the slide deck of info shared with new families, in the enrollment folder, on our website, and on our Facebook.
<b>Activities</b> (Activities that have shown to be effective at increasing family and community engagement in the school, including family literacy programs)	<b>District:</b>	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.
	<b>School:</b>	Enrollment meetings require the student and a parent/guardian to attend. The social worker goes over all behavioral expectations and recommends services matching the need; and, the counselor goes over the academic expectations and explains how instruction unfolds at AIS. AIS HS seeks family input on school matter through electronic surveys that are sent to all families who have an email in our system; it is hard for many families to attend an in-person meeting at the school, but answering monthly surveys is a convenient way to have a voice in school matters. The creation of slide-decks for new families has proven to be helpful--a set of slides is sent to the parents' email and student's email to go over the policies, procedures, and general information about how our school operates. AIS HS regularly pushes out parent-centered articles about how to set students up for success at school.

### PLANNING TEAM

<b>Stakeholder Input</b> (Parents, teachers, admin community)	<b>School:</b>	
<b>Public access</b>	<b>District:</b>	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.
	<b>School:</b>	The AIS HS School Improvement Plan (SiP) is posted prominently in the areas where families would frequently visit--the attendance office, the high school main office, the conference rooms, the principals' offices, and the cafeteria. The SIP is posted in a reader-friendly format for families to better understand the strategies being implemented for improvement. It is on our school website and links are shared out periodically on Facebook page.

### COORDINATION

<b>Coordination of Programs</b> (Developed in coordination with other programs, services and resources)	<b>District:</b>	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.
	<b>School:</b>	Alternative schools work collaboratively through the SIP process with our Directors of School Support and the School Support Strategist to examine our data, identify strengths, identify challenges, and analyze for root causes. The process leads to preliminary areas where there is opportunity to improve. AIS HS mirrors the process with AIS teachers. The proposed SIP is shared out with teachers and families asking for feedback before a working SIP goes into action.
<b>Addressing High-Risk Needs</b> (Mental health, instructional support/mentoring, non academic skill improvement)	<b>District:</b>	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.
	<b>School:</b>	AIS HS utilizes its full-time EVSC Social Worker and full-time Social-Emotional Learning Specialist as resources for our at-risk students; AIS HS works closely with the juvenile court system to provide supports to students who have already broken the law; AIS HS works closely with the EVSC Directors of Exceptional Learners so that we are meeting the needs of all of our students. And, AIS HS works closely with the EVSC Chief Diversity, Equity, and Inclusion Officer.
<b>Coordination of Funds</b> (Describe how Title I funds will be coordinated with local, state and federal programs)	<b>District:</b>	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.

[HQ Staff Roster Link](#)

### Title I Funded Positions and SIP Alignment

Title	FTE	Description and Alignment	Strategy 1	Strategy 2
Social Worker	1	Direct case manager working with students, families, school counselor, staff, and outside agencies to coordinate services for students and families	x	x
GAIN Interventionist	1	GAIN Support Specialist supports teachers by working with student behaviors. Works collaboratively with individual students, their teachers, and families to develop a plan for success and strengthen relationships. Monitors students behaviors and represents students and families during weekly student support team meetings.	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.

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*Principal Signature of Assurance*

*Date*