CAZE ELEMENTARY SCHOOL
School Improvement Plan (SIP)

| Planning Tools | SIP Schoolwide Strategic Planner (Comprehensive Support/Targeted Support: PAI 1 and 2) | **Schoolwide Strategic Planner (SWP)** |
| | Root Cause Tools | **Self-Assessment Rubric (SIOT)** |

| Management & Monitoring Tools | Planning and Monitoring (Short-Term Cycles) | **Action Plan & Short-Term Monitoring** |
| | TSI Subgroup Progress Monitoring (Medium- & Long-Term Goals) | **Disaggregated Data (CSI/TSI Subgroups)** |

| Optional Supporting Tools | Culture & Climate 3rd Strategy (Required for Priority: PAI 3) | **Schoolwide Strategic Planner (C/C Planner)** |
| | Root Cause Tools | **SIOT Analysis** |

| **SIP Input** | | |

SIP Input (stakeholder input)	Admin team with Z2 support, Caze's leadership team, and Cougar Club PTA
SIP Team Members	Kendra Renfrow, Barb Lynn, Ali Dressler, Kelsey Wright, Kristal Dellay, Cindy Evans, Amy Freeman, Holly Pate, Sandy Moore, Lindsay Ritter

SIOT (Strengths, Improvements, Opportunities, and Threats)

While using your previous SIP and relevant data (NWEA, IREAD-3, MySchool Survey, Panorama, Big 5 Reports, GTIC, 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

*Caze teachers value time spent in PLC (Fall & Spring Survey, 100% strongly agree/agree)
*Ended the year with teacher leaders committing to Activating/Co-Activating their PLC processes with a focus on instruction and student learning starting with EL
*Caze Spring Panorama ranked highest in the zone for Sense of Belonging and Emotional Regulation (just below the district average). Overall SEL score outperforms the district at 70% favorable student responses.
*73% of teachers at Caze are optimistic their school will improve in the future (however has declined from last three administrations)
*ODRs and Suspensions are minimal and students remaining in class is prioritized. (752 teacher requests for support, 161 ODRs, 25 OSS as of 5/11/23)
*Routines were put in place to improve curricular pacing and procedures such as small groups
*The GAIN team spent this year defining what HEART values look like at Caze, providing an avenue for conversations around areas of improvement such as high expectations.
*25% of 2nd graders passed IREAD and 20% are on track to pass
*K-2 NWEA growth??
*My School Survey (2023)
  95% of parents feel welcomed when they're in school.
  90.2% of families feel like their child likes school.
  90% of families feel their child looks forward to coming to school most days.
  91.8% of families think their child thinks learning is fun.
	*The gap between Caze and the EVSC percent of students at or above national norm RIT has grown over the last three years in reading and math
	*The Spring percent of students passing IREAD3 has decreased since 2017 (60, 51, 45, 51, 41, 31)
	  -38% of K-2 students show proficiency on grade level foundational reading skills
	  -TSI subgroup performance on IREAD remained lower than the overall pass rate (Sped25%, Black9%)
	*22-23 ILEARN- 8.4% in ELA and 12.3% in math were proficient
	  -O% Sped and 0% ELL in both subjects
	  -Black subgroup (TSI) 5.3% ELA, 9.2% math
	*Spent this year building instructional monitoring systems in grades 3-5 for 3 standards per grade. Room for improvement in terms of launch, consistency, vertical alignment and what we do if students are not yet proficient (Consider K-2 writing as well).
	*When observing instruction, there was a lack of consistency in regards to release to students and maintaining grade level expectations
	*My School Survey (2023)
	  -Safe School Environment questions decreased from 2022-2023.
	    *This school is a safe place to learn.
	    *Students feel safe in this school.
	    *This school does a good job of handling student behavior problems.
	  -73.2% of families feel ownership in this school.
	  -Student Engagement: Emotional/Affective questions decreased
	    *52.9% of students feel like other students care about them.
	    *62.4% of students like school. (decrease of 12% from '22)
	    *69% of students feel included in classroom discussions (decrease of 11% from '22).
		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?
		
		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?

Opportunities	Threats	Questions for Reflection
*The teacher with the highest % of students on benchmark with K-2 skills will be released to work in small groups with students and can be leveraged to support this work with other K-2 staff. Time to PLC with grades K-2 and lead grade-band GPLC *Conditions and culture have greatly improved at Caze- the opportunity is present to increase an instructional and student learning focus for all students. Teachers who completed PLC and coaching survey display a buy in for the following work: *Opportunity to systematize instructional walkthroughs and individual teacher development and support (what is different for 6 new teachers?) *Opportunity to systematize PLC development and support *Maintaining special education students in the core with a shift from resource to inclusion using grade level content *Proactive planning time with PLCs and TOR (focus on data protocol) *HEART lessons are the hypothesized catalyst for improved student perception data in Feb and data declined after these stopped for testing- opportunity to continue this work and study the impact on positive student perception (especially during testing) *Opportunity to continue to develop peer-to-peer respect and soft skills *Opportunity to align Caze's vision and mission along with the values work done this year to root staff and school improvement work moving forward	*Student attendance is at an historic low of 91.4% days attended *Academic goals set for student achievement overall and for subgroups is indicative of a culture of low expectations *Shift in leadership, 6 new teachers and new math curriculum will require time and learning that could impact SIP traction next year if not intentional *Due to schedule, special ed teacher is not always able to be the co-teacher during inclusion (common morning planning should be used to ensure quality support) *Title funding hinging on completion of FRL form completion- percentages are declining but poverty is not	**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? **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?

Reflection

1. There is a need to increase teacher knowledge of curriculum and getting to instructional strategies such as intentional scaffolding vs over-scaffolding

2. Need for instructional strategy focus on 1) What we're releasing 2) When/frequency and how and 3) Monitoring for learning to make decisions about support and extensions

3. High expectations is a cross-cutting need across all strategy development and action planning

4. Student attendance is a barrier to learning

Schoolwide Planner (Required for All Schools)

1. Vision

1a. District Vision:	*Empowering our students to thrive in life.*
1b. School Vision:	*At Caze Elementary School, we believe a shift in practice is essential to achieve aligned, standard-based, student-centered, classrooms where all students think at a high level through ownership, collaboration and reasoning.*

2. Mission

2a. District Mission:	*Preparing every student to excel in our global society through world-class learning experiences.*
2b. School Mission:	*At Caze Elementary, we challenge students of all abilities to grow and excel academically, social, and emotionally, so that we will become the higest achieving Title I elementary school in Evansville, Indiana*

Subgroup Focus (CSI/TSI): ATSI = Black, SE

3. Why is this our current reality?

3a. Root Findings: [1]	3b. Data Sources: [2]
Inconsistent PLCs, planning and data review protocols	1. Master schedule past 3 years
Students do not yet carry the cognitive load in most classrooms	2. WT, MI SRA
Evidence of teachers consistently monitoring for comprehension and providing support for student struggle is limited.	3. WT, MI SRA
Minimal coaching and feedback cycles for staff on implementation of T1 instruction	4. PLC coaching last year for all teams, only 4 teachers received official coaching cycle.
Teachers sometimes find it challenging to hold all students to high academic standards. Academic goals set for student achievement overall and for subgroups is indicative of a culture of low expectations	5. Panorama, NWEA, IXL

4a. Strategy/Intervention #1:
PLC's will collaboratively plan and analyze multiple sources of data, using it to ensure students do the thinking and show mastery of essential learning targets.

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

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

Metric Type:	*Improvement*	Metric used:	K-2 Skills Tracker: *% proficient on or above grade level, per benchmark*	
Data Set	Baseline Aug 21- Sep 1	Benchmark #2 Dec. 4-15	Benchmark #3 Feb 27-Mar 10	End of Year Apr 29 - May10
Goal [5]	N/A	55% at/above grade level	70% at/above grade level	*80% of K-2 students will be at or above grade level on decoding.*
Actual	30.88% of K-2 students are at or above grade level on decoding.			

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

Metric Type:	*Improvement*	Metric used:	NWEA Achievement	
Data Set	Baseline/BOY	Benchmark #2/Winter	Benchmark #3/Spring	
Goal [6]	N/A	Reading: 33rd %ile Math: __ %ile	Reading: 35th %ile Math: __ %ile	
Actual	Reading: 30th %ile Math: 28th %ile	Reading: Math:		

5a. Monitoring Strategy/Intervention #1: [7]

Metric Type:	*Improvement*	Metric used:	PLC Scoring Rubric (Score 1-3 earned in 7 categories, Total # out of 21 possible)

Data Set	Baseline	September	October	November	December	January	February	March	April	May- EOY
Goal [8]	N/A	14.03 Average	14.56 Average	15.09 Average	15.62 Average	16.15 Average	16.68 Average [9]	17.21 Average	17.74 Average	*Average: 18.3* K- 18 1- 15 2- 21 3- 21 4- 18 5- 17
Actual	**Average- 13.5** K- 14 1- 10 2- 15 3- 15 4- 14 5- 13	**14.2 Average** K- 14 1- 10 2- 16 3- 17 4- 14 5- 14								Average: K- 1- 2- 3- 4- 5-
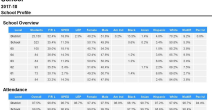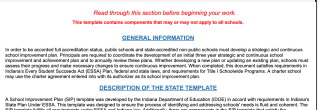
6. What is our target?

Data Set	Grade(s)	Actual (Prev. Spr.)	Projected (NWEA Fall)	Projected (NWEA Wint.)	Projected (NWEA Spr.)	Actual (Current Spr.)	Goal	Goal (3-Year)	
Attendance Rate	K-12	#REF!				#REF!	**95%**		
Chronic Attendance	K-5	**51%**					**38%**		
ILEARN English Proficiency	3-5	**#REF!** *3: 8.9%* *4: 5.7%* *5: 10.7%*	**#REF!** *3: 18/62 (29%)* *4: 5/49 (10.2%)* *5:14/57 (24.6%)*	#REF!	#REF!	#REF!	**25% (43/168)** *3: 20/62 (32%)* *4: 6/49 (12%)* *5: 17/57 (30%)*		
ILEARN Math Proficiency	3-5	**#REF!** *3: 13.3%* *4: 17%* *5: 7.1%*	**#REF!** *3: 18/62 (29%)* *4: 1/49 (2%)* *5: 3/57 (5.3%)*	#REF!	#REF!	#REF!	**19% (32/168)** *3: 21/62 (34%)* *4: 4/49 (8%)* *5: 7/57 (12%)*		

NWEA Metric		Actual (Spring '23)	Actual (Fall '23)	GOAL (Winter '23)	Actual (Winter '23)	GOAL (Spring '24)	Actual (Spring '24)	Goal (3-Year)	
NWEA: ELA (@ or above 50th%ile)	K-5	K: 37.3% 1: 32.8% 2: 30.4% 3: 26.1% 4: 22.2% 5: 15.8%	K: 32/86 (37.2%) 36% 1: 18/68 (26.5%) 31% 2: 10/71 (14.1%) 17% 3: 23/62 (37.1%) 39% 4: 9/49 (18.4%) 18% 5: 19/57 (33.3%) 33%	K: 44/86 (51%) 1: 21/68 (31%) 2: 14/71 (20%) 3: 26/62 (42%) 4: 11/49 (22%) 5: 22/57 (39%)	K: 1: 2: 3: 4: 5:	**PLCs will set goals in January**	K: 1: 2: 3: 4: 5:	K: 1: 2: 3: 4: 5:	
NWEA: Math (@ or above 50th%ile)	K-5	K: (/67)40.3% 1: (/67)49.3% 2: (/56)32.1% 3: (/46)10.9% 4: (/54)20.4% 5: (/56)14.3%	K: 24/86 (27.9%) 28% 1: 27/68 (39.7%) 46% 2: 17/70 (24.3%) 24% 3: 20/62 (32.3%) 33% 4: 3/49 (6.1%) 10% 5: 10/57 (17.5%) 19%	K: 28/86 (33%) 1: 30/68 (44%) 2: 20/70 (29%) 3: 23/62 (37%) 4: 5/49 (10%) 5: 13/57 (23%)	K: 1: 2: 3: 4: 5:		K: 1: 2: 3: 4: 5:	K: 1: 2: 3: 4: 5:	

7. What is our ultimate goal?

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

Other Resources

Report(s)	Previous SIP	School Profile	My School Survey	CNA SIP	

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

EVSC CORE VALUES: *High Expectations*   *Equity & Empathy*   *Accountability*   *Respect & Relationships*   *Trust*

Disaggregated Data (Required for CSI/TSI Schools)

Are we reaching our achievement goals?

			English-Language Arts												Mathematics							
Group	Assessment	Term	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Total	Goal (Yr. 1)	Goal (Yr. 3)	Group	Assessment	Term	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Total	Goal (Yr. 1)	Goal (Yr. 3)
Overall	ILEARN	Previous Spring										Overall	ILEARN	Previous Spring									
	NWEA	Current Fall											NWEA	Current Fall									
	NWEA	Current Winter											NWEA	Current Winter									
	NWEA	Current Spring											NWEA	Current Spring									
	ILEARN	Current Spring											ILEARN	Current Spring									
American Indian/Alaskan Native	ILEARN	Previous Spring										American Indian/Alaskan Native	ILEARN	Previous Spring									
	NWEA	Current Fall											NWEA	Current Fall									
	NWEA	Current Winter											NWEA	Current Winter									
	NWEA	Current Spring											NWEA	Current Spring									
	ILEARN	Current Spring											ILEARN	Current Spring									
Asian	ILEARN	Previous Spring										Asian	ILEARN	Previous Spring									
	NWEA	Current Fall											NWEA	Current Fall									
	NWEA	Current Winter											NWEA	Current Winter									
	NWEA	Current Spring											NWEA	Current Spring									
	ILEARN	Current Spring											ILEARN	Current Spring									
Black	ILEARN	Previous Spring										Black	ILEARN	Previous Spring									
	NWEA	Current Fall											NWEA	Current Fall									
	NWEA	Current Winter											NWEA	Current Winter									
	NWEA	Current Spring											NWEA	Current Spring									
	ILEARN	Current Spring											ILEARN	Current Spring									
Hispanic	ILEARN	Previous Spring										Hispanic	ILEARN	Previous Spring									
	NWEA	Current Fall											NWEA	Current Fall									
	NWEA	Current Winter											NWEA	Current Winter									
	NWEA	Current Spring											NWEA	Current Spring									
	ILEARN	Current Spring											ILEARN	Current Spring									
Multiracial	ILEARN	Previous Spring										Multiracial	ILEARN	Previous Spring									
	NWEA	Current Fall											NWEA	Current Fall									
	NWEA	Current Winter											NWEA	Current Winter									
	NWEA	Current Spring											NWEA	Current Spring									
	ILEARN	Current Spring											ILEARN	Current Spring									
Native Hawaiian or Other Pacific Islander	ILEARN	Previous Spring										Native Hawaiian or Other Pacific Islander	ILEARN	Previous Spring									
	NWEA	Current Fall											NWEA	Current Fall									
	NWEA	Current Winter											NWEA	Current Winter									
	NWEA	Current Spring											NWEA	Current Spring									
	ILEARN	Current Spring											ILEARN	Current Spring									
White	ILEARN	Previous Spring										White	ILEARN	Previous Spring									
	NWEA	Current Fall											NWEA	Current Fall									
	NWEA	Current Winter											NWEA	Current Winter									
	NWEA	Current Spring											NWEA	Current Spring									
	ILEARN	Current Spring											ILEARN	Current Spring									
English Language Learner	ILEARN	Previous Spring										English Language Learner	ILEARN	Previous Spring									
	NWEA	Current Fall											NWEA	Current Fall									
	NWEA	Current Winter											NWEA	Current Winter									
	NWEA	Current Spring											NWEA	Current Spring									
	ILEARN	Current Spring											ILEARN	Current Spring									
Free/Reduced Lunch	ILEARN	Previous Spring										Free/Reduced Lunch	ILEARN	Previous Spring									
	NWEA	Current Fall											NWEA	Current Fall									
	NWEA	Current Winter											NWEA	Current Winter									
	NWEA	Current Spring											NWEA	Current Spring									
	ILEARN	Current Spring											ILEARN	Current Spring									
Special Education	ILEARN	Previous Spring										Special Education	ILEARN	Previous Spring									
	NWEA	Current Fall											NWEA	Current Fall									
	NWEA	Current Winter											NWEA	Current Winter									
	NWEA	Current Spring											NWEA	Current Spring									
	ILEARN	Current Spring											ILEARN	Current Spring									

Are we reaching our growth goals?

			English-Language Arts												Mathematics							
Group	Assessment	Term	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Total	Goal (Yr. 1)	Goal (Yr. 3)	Group	Assessment	Term	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Total	Goal (Yr. 1)	Goal (Yr. 3)
Overall	ILEARN	Previous Spring										Overall	ILEARN	Previous Spring									
	NWEA	Current Fall											NWEA	Current Fall									
	NWEA	Current Winter											NWEA	Current Winter									
	NWEA	Current Spring											NWEA	Current Spring									
	ILEARN	Current Spring											ILEARN	Current Spring									
American Indian/Alaskan Native	ILEARN	Previous Spring										American Indian/Alaskan Native	ILEARN	Previous Spring									
	NWEA	Current Fall											NWEA	Current Fall									
	NWEA	Current Winter											NWEA	Current Winter									
	NWEA	Current Spring											NWEA	Current Spring									
	ILEARN	Current Spring											ILEARN	Current Spring									
Asian	ILEARN	Previous Spring										Asian	ILEARN	Previous Spring									
	NWEA	Current Fall											NWEA	Current Fall									
	NWEA	Current Winter											NWEA	Current Winter									
	NWEA	Current Spring											NWEA	Current Spring									
	ILEARN	Current Spring											ILEARN	Current Spring									
k	ILEARN	Previous Spring										k	ILEARN	Previous Spring									
	NWEA	Current Fall											NWEA	Current Fall									

Group	Assessment	Timeframe								Group	Assessment	Timeframe							
Black	NWEA	Current Winter								Black	NWEA	Current Winter							
	NWEA	Current Spring									NWEA	Current Spring							
	ILEARN	Current Spring									ILEARN	Current Spring							
Hispanic	ILEARN	Previous Spring								Hispanic	ILEARN	Previous Spring							
	NWEA	Current Fall									NWEA	Current Fall							
	NWEA	Current Winter									NWEA	Current Winter							
	NWEA	Current Spring									NWEA	Current Spring							
	ILEARN	Current Spring									ILEARN	Current Spring							
Multracial	ILEARN	Previous Spring								Multracial	ILEARN	Previous Spring							
	NWEA	Current Fall									NWEA	Current Fall							
	NWEA	Current Winter									NWEA	Current Winter							
	NWEA	Current Spring									NWEA	Current Spring							
	ILEARN	Current Spring									ILEARN	Current Spring							
Native Hawaiian or Other Pacific Islander	ILEARN	Previous Spring								Native Hawaiian or Other Pacific Islander	ILEARN	Previous Spring							
	NWEA	Current Fall									NWEA	Current Fall							
	NWEA	Current Winter									NWEA	Current Winter							
	NWEA	Current Spring									NWEA	Current Spring							
	ILEARN	Current Spring									ILEARN	Current Spring							
White	ILEARN	Previous Spring								White	ILEARN	Previous Spring							
	NWEA	Current Fall									NWEA	Current Fall							
	NWEA	Current Winter									NWEA	Current Winter							
	NWEA	Current Spring									NWEA	Current Spring							
	ILEARN	Current Spring									ILEARN	Current Spring							
English Language Learner	ILEARN	Previous Spring								English Language Learner	ILEARN	Previous Spring							
	NWEA	Current Fall									NWEA	Current Fall							
	NWEA	Current Winter									NWEA	Current Winter							
	NWEA	Current Spring									NWEA	Current Spring							
	ILEARN	Current Spring									ILEARN	Current Spring							
Free/Reduced Lunch	ILEARN	Previous Spring								Free/Reduced Lunch	ILEARN	Previous Spring							
	NWEA	Current Fall									NWEA	Current Fall							
	NWEA	Current Winter									NWEA	Current Winter							
	NWEA	Current Spring									NWEA	Current Spring							
	ILEARN	Current Spring									ILEARN	Current Spring							
Special Education	ILEARN	Previous Spring								Special Education	ILEARN	Previous Spring							
	NWEA	Current Fall									NWEA	Current Fall							
	NWEA	Current Winter									NWEA	Current Winter							
	NWEA	Current Spring									NWEA	Current Spring							
	ILEARN	Current Spring									ILEARN	Current Spring							

<--- 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:	*At Caze Elementary School, we believe a shift in practice is essential to achieve aligned, standard-based, student-centered, classrooms where all students think at a high level through ownership, collaboration and reasoning.*

2. Mission

2a. District Mission:	*Preparing every student to excel in our global society through world-class learning experiences.*
2b. School Mission:	*At Caze Elementary, we challenge students of all abilities to grow and excel academically, social, and emotionally, so that we will become the higest achieving Title I elementary school in Evansville, Indiana*

Subgroup Focus (CSI/TSI):

3. Why is this our current reality?

3a. Baseline

3b. Root Findings:	3c. Data Sources:
1. 51% chronic absenteeism	1. Attendance Reports
2 Teachers sometimes find it challenging to hold all students to high academic standards.	2. WT, Panorama
3 Students do not feel consistently respected by their peers.	3. Panorama, Student Survey, My School Survey
4. Student leadership is not leveraged consistently	4. Referrals (Self-Reg, Discipline, and Counselor)

4. What are we going to do about it?

4a. Strategy/Intervention #1: Theory of Change

Staff will emphasize the HEART value- High Expectations- to cultivate a positive culture and ensure positive outcomes and achievement for all students.

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

5a. Monitoring Strategy/Intervention #1: School Survey (Panorama)

Metric Type:	*Improvement*	Metric used:	Student Survey: High Expectations Category		
Data Set	Baseline (Pano Spring '23)	Baseline (St. Survey Fall '23)	Benchmark #1 (February-ish)	End of Year (End of Year '24)	
Goal [10]	N/A	75%	78%	82%	
Actual	72%	80%			

Metric Type:	Improvement	Metric used:	Teacher Survey: Q.6: How possible do you think it is for your students to change...their intelligence?	
Data Set	Baseline Pano. (Winter '23)	Benchmark #2 Pano. (Winter '24)	End of Year (May '24)	
Goal [11]	N/A	79%	81%	
Actual	77%			

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 --->

C CORE VALUES: *High Expectations*   *Equity & Empathy*   *Accountability*
Respect & Relationships   *Trust*

Action Planning			Logistics				Short-Term Monitoring	Notes
SIP Strategy	**Progress**	**Specific, Actionable Steps toward Achieving S-SIP Strategy [12]**	**Target Date:**	**Person(s) Responsible: [13]**			**Are we doing it?**	**Notes**
#1		What actions will we take to fully implement our strategy?	**Due Date: [14]**	Who is responsible for (and/or working on each action?)			Are we doing what we said we were going to do? [15]	Does the data indicate effectiveness? What adjustments need to be made?
PLC's will collaboratively plan and analyze multiple sources of data, using it to ensure students do the thinking and show mastery of essential learning targets.	1	Activator development for EL Module and unit internalization	6/22/23	Principal	Strategist		4. Action has been completed	Had PD's on 5/16 and 6/22 for activators. Link to slides
	2	Ensure PLCs meeting regularly with schedule and PLC calendars/planners	7/21/23	Principal			3. Implementation is ongoing with fidelity	PLC's meet every day while students are at specials, unless we have power plans or PD's during the morning common planning time. PLC calendars are checked every Friday morning for next week's plan. Link to planners
	3	EL Module and unit internalization	7/28/23	Principal	Mentor Teacher	Leadership Team	3. Implementation is ongoing with fidelity	Utilized on all modules and units and then priority lessons within units. Link to folders
	4	Teachers will utilize PLC planners to track lessons taught and work to be done during PLC's.	8/7/23	Principal	Leadership Team		3. Implementation is ongoing with fidelity	Link to planners Renfrow checks for completion every Friday for the next week.
	5	Principal and coach will attend PLC's weekly to monitor PLC practices and provide coaching to PLC's.	8/11/23	Principal	Mentor Teacher		3. Implementation is ongoing with fidelity	Link to PLC notes for principal
		Coaching staff will conduct monthly focused walkthroughs.	8/15/2023	Principal	AP	Mentor Teacher	Strategist	3. Implementation is ongoing with fidelity	August 16- Culture & Climate/Conditions for Learning September 20- All Block/Skills Block October 30- Eureka Math December 11- Module February 5- Accountability: Engagement/Students Doing the Thinking March 11-
	6	Activator development for PLC norms and commitments	8/17/23	Principal	Strategist		4. Action has been completed	Link to slides Launch/Commitments: Aug 3 Norms: Aug 17 Framework: Sept 14
	7	Teachers will use EL lesson internalization during PLC's when preparing to teach high-leverage lessons.	8/21/23	Principal	Mentor Teacher	Leadership Team	3. Implementation is ongoing with fidelity	These are put on calendars when internalizig modules. Lesson internalization is then completed in PLC prior to lesson. Link to folders
	8	Principal will go into classes to see lessons that PLC's internalized and provide feedback to PLCs.	8/21/23	Principal			3. Implementation is ongoing with fidelity	Adding in notes on PLC Hub, when done. Will be intentionally doing this bi-weekly in semester 2. Link to PLC Monitoring Hub
	9	Using walkthrogh data, admin/coach will provide coaching cycles for teachers. All teachers will have a minimum of one coaching cycle for the year.	8/21/2023	Principal	AP	Mentor Teacher	3. Implementation is ongoing with fidelity	Link to coaching tracker Barb, Ali, and Kendra are the main coaching team. Looping in Barrett and Cole, in smaller capacity.
	10	PLC's will utilize the data analysis protocol when looking at student work samples from high-leverage lessons and assessments	9/5/23	Principal	Mentor Teacher	Leadership Team	2. Implementation is in progress	These are put on calendars for assessments and CFU's from
	11	PLC's will use data from student work to guide flex days	Ongoing	Principal	Mentor Teacher	Leadership Team	2. Implementation is in progress	
	12	K-2 teachers will utilize skills block 1.5 lessons at teacher table	9/5/2023	Principal	Mentor Teacher	Reading Specialist	3. Implementation is ongoing with fidelity	
	13	K-2 teachers will use the skills tracker spreadsheet to track progression of student foundational reading skills and to track % of students at benchmark	9/15/2023	Principal	Mentor Teacher	Reading Specialist	3. Implementation is ongoing with fidelity	
	14	3-5 Teachers will have data chats with students to go over NWEA progress and create goals	11/17/2023	Principal			2. Implementation is in progress	
	15	Admin will provide coverage for power plans to allow time for module internalization prior to each new module.	10/30/2023	Principal			3. Implementation is ongoing with fidelity	Power plans for 5th grade the week of 9/18. K-2 will have theirs week of Oct 2 and 3-5 the week of Oct. 30.
	16	Observe in classrooms during Flex Days and provide feedback	10/16/23	Principal	Mentor Teacher		2. Implementation is in progress	
	17	During SpEd PLC's, look at academic data for this subgroup and set rigorous goals	11/20/23	Principal	Amy Freeman	SpEd Team	2. Implementation is in progress	SpEd PLC Notes
	18	PLC's will set EOY goals, benchmark goals, and action plans to meet goals	11/3/23	Principal	Leadership Team		2. Implementation is in progress	
	19							
	20							
	21							
	22							
	23							
	24							
	Year 2							
	Year 3							
Action Planning			**Logistics**				**Short-Term Monitoring**	

SIP Strategy	Progress	Specific, Actionable Steps toward Achieving S-SIP Strategy [16]	Target Date:	Person(s) Responsible: [17]				Are we doing it?	Notes
#2		What actions will we take to fully implement our strategy?	Due Date: [18]	Who is responsible for (and/or working on each action?)				Are we doing what we said we were going to do? [19]	Does the data indicate effectiveness? What adjustments need to be made?
Cultivate a positive culture with an emphasis on our HEART value of high expectations for all students and staff	1	Attendance committee monitoring of attendance with follow up with families	8/7/23	Principal				3. Implementation is ongoing with fidelity	
	2	Modeling HEART values in morning meetings/ bi-weekly videos	8/7/23	Principal	AP			3. Implementation is ongoing with fidelity	
	3	Blitz to introduce HEART values/group plans/high expectations	8/7/23	Principal	AP			3. Implementation is ongoing with fidelity	
	4	Mini meetings with every student(performed by counselor)	8/7/23	Principal				4. Action has been completed	
	5	Monitoring referral data to watch for decrease in behaviors, suspensions, etc.	10/16/23	AP				3. Implementation is ongoing with fidelity	
	6	PD for staff for high expectations	9/18/2023	Principal	AP			1. Action has not been started	
	7	HEART monitors -growing student leadership roles	9/25/2023	Principal	AP			3. Implementation is ongoing with fidelity	
	8	Communicate High expectations for parent involvement re: student attendance	9/13/23	Principal	AP			1. Action has not been started	
	9	SE Inclusion implementation 2023-24 school year	8/7/23	Principal	AP			2. Implementation is in progress	
	10		12/6/2023	Principal	AP				
	11	Share student accountability processes/resources for students to rank themselves (i.e. data trackers for students)	9/25/2023	Principal	AP			2. Implementation is in progress	
	12	Lessons to teach about high expectations(GAIN created) taught month	9/18/2023	Principal	AP			3. Implementation is ongoing with fidelity	
	13								
	14	Challenges to display outside classrooms to show high expecation steps toward growth	10/16/2023	AP				3. Implementation is ongoing with fidelity	
	15	Student and staff surveys (formerley called Panorama Surveys)(Fall, Winter, Spring)						3. Implementation is ongoing with fidelity	
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	3 Year Timeline for Implementation, Review & Revision for Strategy 1								
	Year 2								
	Year 3								

SIP Requirements	
Curriculum and Interventions	EVSC curriculum and interventions align with Indiana Academic Standards. Primary resources: Reading/ELA: Open Up Resources (Science of Reading aligned) and Zaner Bloser HW (gr. 3), Math: Eureka Math Squared, Science: Mystery Science, Social Studies: Discovery Ed/EVSC Curriculum, Visual arts, music, health and physical education: EVSC Curriculum resources; Interventions: IXL, 95%, Just Words, Orton Gillingham Complete list of EVSC curriulum is available on the EVSC website under Academics.
Assessments (in addition to state assessments)	NWEA Computer Adaptive Assessment (Benchmark) is given to all K-10 students three times per year to identify students' instructional level and monitor student growth. PSAT (Benchmark) is administered to 8th and 9th grade students to align interventions and prepare for PSAT (gr. 10) and SAT. Achieve 3000 (Benchmark) is administered to grades 6-8 to identify instructional reading level and monitor growth. Students in grades K-2 are screened to determine tendencies of dyslexia (common formative) and students in K, 2, 4 and 7 are screened or assessed to determine eligibility for high ability services. Gr. 2 take early IREAD to determine need for support. Common formative and summative teacher or curriculum developed assessments aligned with Indiana Academic Standards are available within the EVSC curriculum.
Instructional Program	MTSS (Multi-tied System of Support) model: Tier I: high expectations for academic achievement are made clear and supported with scaffolding and resources using a variety of instructional strategies to meet diverse needs of students. MTSS multi-faceted team considers student data to evaluate, monitor and identify most in need students who require support in mastering grade level content or students who demonstrate advanced levels of achievement. Tier II or III supports provide evidence-based strategies and the team monitor progress to adjust supports as needed. The MTSS team also considers factors that inhibit academic achievement including attendance and work to put strategies in place for individual student improvement.
Coordination of Technology	EVSC provides robust support for integration of technology into the instructional program with professional development and training for teachers and staff, and dedicated technology specialists who support staff and infrastructure.
Career Awareness and Development	EVSC counseling curriculum and services are based on the ASCA model and includes career-focused classroom lessons at all levels as well as a variety of integrated opportunities including career fairs, job site tours, career based clubs, guest speakers and a robust offering of CTE courses.
Safe and Disciplined Environment	GAIN (Growth in Academics through Neuroeducation) provides professional development for staff and GAIN Self-Reg curriculum to support students in the development of self-regulation and future-ready skills that lead to academic success, career readiness, and ability to contribute positively to their communities. The MTSS team work with students who need additional Tier II and Tier III support to be successful. School rules and attendance, discipline and bullying policies are accessible on the EVSC website.
Cultural Competency	Teachers utilize information from all students about their cultural heritages and incorporate this knowledge into classrooms in sensitive and useful ways that enhance learning for all students.
Attendance	EVSC Core Attendance Task Force works with schools to support schools to proactively improve attendance. The Truancy Roundtable works with community partners including the court system to put strategies in place to address chronic absenteeism. The school MTSS team address attendance as an obstacle to academic achievement and monitor data, determine need and strategies and monitor progress.
Parent and Family Engagement	District Family and Community Engagement (FACE) Team work with schools to support asset based two-way communication, cultivate trust and relationships, and support equity-focused family engagement with academic excellence for all students as the goal.
Secondary Schools	EVSC offers a wide variety of advanced placement, dual credit and advanced Career and Technical Education opportunities and students are encouraged through academic counseling services to seek advanced coursework. All course offerings are available on the EVSC website under Academics, Curriculum, HS course catalog.

Title 1 Schoolwide Additional Information

	District	School
Schoolwide Reform Strategies **Strategies to address the needs of all students** **Effective Timely Assistance**	EVSC implements an MTSS model of support. All students receive Tier I core instruction with robust expectations with scaffolding and resources to support academic achievement. There is a clear, data driven process for Tier II and Tier III identification (K-8), and evidence based reading and math intervention support based on need. All primary grade teachers (K-2) are trained in LETRS, a scientifically based approach to reading instruction. GAIN (Growth in Academics through Neuroeducation) provides regular professional development and technical assistance for staff. Tier I GAIN Self-Regulation curriculum supports students in development of skills leading to academic success. GAIN Support Specialists work with school teams to utilize data to identify students who need additional supports and develop plans for evidence-based Tier II and III supports. Each school with elementary grades has at least one teacher being trained in Science of Reading certification through Mount St. Joseph University.	The MTSS team meets regularly to look at referrals to the SEL team, create FBBP's, review behavioral data, and offer suggestions on how to respond to specific students. All teacher teach 20 minutes of SEL lessons each day in all grades. We have meetings twice a month. We triangulate data (NWEA, ILEARN, skill mastery, foundational skill cycles) to determine which students could benefit from interventions. Teachers progress monitor monthly for students in interventions. MTSS team monitors progress and makes adjustments as needed.
Assessment (SW model of teacher inclusion in decision model	EVSC implements Professional Learning Communities and teachers have embedded, protected time during the day to meet. Teacher teams regularly review student data (individual, class and grade) to plan for and adjust instruction to move all students to mastery of standards. PLCs determine need for remediation or enrichment or refer students to the MTSS team for additional support.	
Transition (Pre-K and Middle/HS) **(Assist Preschool children in transition to elementary school, students to MS/HS)**	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. Schools host family nights for new students transitioning to the school. School attendance district feeder schools plan and coordinate activities to support successful transition to middle and high school.	College and career readiness program instituted with 4th and 5th grade attending periodic field trips to various area colleges, universities, trade schools. 5th Grade students visit high school programs and visit our feeder school, McGary Middle School in the second semester. Pre-K students, at Caze, are transitioned into their K teachers room at the end of each school year to meet their teacher. Non- Caze Pre-K students attend an Open House prior to the school year starting to acclimate to school, meet teachers, and familiarize familiarize themselves with outside support agencies and community partners.
Increase Learning Time	EVSC provides a robust summer program for students in Title I schools that prioritizes most in need K-8 students. The summer program utilizes evidence based practices and provides reading and math curriculum with a STEM focus. EVSC provides a district Early Learning program for most in need students and prioritizes students who live in a Title I school elementary attendance district for enrollment. 21st Century schools provide additional after school learning opportunities for students.	
Schoolwide Plan **(District technical support, grant activities, monitoring, evaluation)**	Chief Administrative Officials 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. The Director of Title I Support works with schools to ensure monitor Title I required grant activities.	
High quality, on-going Professional Development	EVSC implements a job embedded coaching model to support teachers in improving instruction and meeting the needs of all students. Teachers particpate in PLCs and summer PD opportunities to learn new strategies, skills and curriculum. Chief Administrative Officers work directly with Title I principals to provide coaching and on-going professional development. Paraprofessionals receive training based on their specific role.	
Recruitment and Retention **(Recruitment and retention of effective teachers - high needs subjects)**	EVSC Executive Director of Human Resources and the Assist. Superintendent of Talent collaborate with higher education partners to recruit HQ staff to Title I schools. HR prioritizes offers for early contracts to new hires in Title I schools and hires Flex teachers to work in Title I schools prior to placement. Teachers in Title I schools receive additional compensation based on teaching in a high needs school. Human Resources staff work directly with certified staff holding emergency licensure to expedite transition to HQ and monitor non-HQ teachers in Title I schools yearly. Paraprofessionals meet the current requirements for Title I.	
SWP Development **(SWP is developed with involvement of parents and other community members)**	Schools survey families and community partners yearly to gather input for SIP/Title I strategies. In addition, EVSC surveys families yearly (My School Survey) and results are provided to schools. Schools work with School Community Councils, parent organizations and familes to collect input for the SWP.	SIP is shared with Family Engagement Team, Cougar Club, and 21st Century Partner Organizations within scheduled meetings on the first Monday of each month, giving time for feedback and alignment of resources toward our School-Wide goals.
Access to SIP **(Available to families, staff, community)**	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 staff have access or can be easily supplied access if needed.	Families may access the School SIP on the school website. It is also shared at the community partner meetings, Those wanting access may also ask our office staff to review a copy and discuss with principal or Social Worker (as Family engagment co-chair).

FACE Activities (Activities that have shown to be effective at increasing family and community engagement in the school, including family literacy programs)	District-wide Parent Engagement: The EVSC FACE Team will work with district and school leadership to inform decisions around family engagement programming and communication with families. Parents are informed regarding academic assessment results through direct communication including phone calls, texts and emails. The Director of Title I Support provides assistance in planning evidence based family engagement activities that focus on increasing family capacity to support learning at home.	
Coordination of Programs (Developed in coordination with other programs, services and resources)	SIPs are developed in coordination with the district Continuous Improvement Plan as an overarching document which coordinates across mulitple programs. Chief Administrative Officers access other departments, programs and services as needed to support individual school needs.	
Coordination of Funds (Describe how Title I funds will be coordinated with local,state and federal programs)	The Director of Title I Related Grants coordinates use of funds based on the Continuous Improvement Plan, needs assessment priorities, school based needs assessments and input from Chief Administrative Officers. A federal grants team meets monthly to review alignment of funds.	

HQ Staff Roster Link

Title I Funded Positions and SIP Alignment				
Title	FTE	Strategy 1	Strategy 2	Description and Alignment
Assistant Principal	1	☑	☑	Additional admin support assigned as needed. Will support Title I school with responsibilities such as classroom walkthroughs and data collection, teacher and PLC feedback, professional development, teacher evaluation and support, assisting the building principal in the implementation of the school's improvement plan. Supporting students and families with disciplinary and attendance issues.
Instructionalist	1	☑	☑	Instructionalist will deliver instruction to accelerate achievement and address achievement gaps including small groups, supplemental instructional support, social emotional learning, differentiated and intensive instruction (RtI support).
Mentor Teacher	1	☑	☑	Mentor teacher will provide job-embedded professional development at the teacher, classroom and PLC level through mentoring, coaching, and modeling use of data, high level engagement strategies and instructional best practice. Mentors spend half their day providing instruction.
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Waivers, Provisions, and Assurances

- ☑ No statutes and rules will be suspended from operation from this school.

- ☑ Curriculum and information regarding the location of a copy of the curriculum is available for members of the public.

- ☑ Assessments besides state assessments are used at this school.

- ☑ Plan to be submitted to the governing body and made available to all interested members of the public and in an easily understood format.

- ☑ Provisions are in place to maintain a safe and disciplined learning environment for students and teachers.

- ☑ Provisions are in place for the coordination of technology initiatives.

- ☑ A professional development program exists pursuant to IC 20-19-2-11 and IC 20-20-31.

- ☑ The plan complies with the board's core principles for professional development.

- ☑ Exclusive Representative supports the professional development component of this plan.

- ☑ 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] 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?

[8] 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."

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[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."

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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)

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

[13] 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.

[14] Easy access to calendar:

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

[15] 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.

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

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

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