

# School Improvement Plan (SIP)

School Name

<p><b>Planning Tools</b></p>	<p>SIP Schoolwide Strategic Planner (Comprehensive Support/Targeted Support: PAI 1 and 2)</p> <p>Root Cause Tools</p>	<p>Schoolwide Strategic Planner</p> <p>Self-Assessment Rubric (Buckets Tool)</p>	<p><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><b>Management &amp; Monitoring Tools</b></p>	<p>Planning and Monitoring (Short-Term Cycles)</p> <p>Quarterly Progress Monitoring (Medium- &amp; Long-Term Goals)</p>	<p>Project Planner &amp; Monitoring</p> <p>Quarterly Progress Monitoring</p>	<p><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.</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><b>Optional Supporting Tools</b></p>	<p>Culture &amp; Climate 3rd Strategy (Required for Priority: PAI 3)</p> <p>Root Cause Tools</p>	<p>Schoolwide Strategic Planner</p> <p>SLOT Analysis</p>	<p><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. Social-Emotional Learning Professional Development is conducted four times per year for the entire district.</p>
<p><b>SIP Input</b> (stakeholder input)</p>			<p><b>SIP Team</b> (List team members)</p>	<p>Ellen Timmons, Molly Gourley, Sonya Kirwer, Maisie Lee, Stacy Watson, Kevin Brackman, Tammy Nolan, Anne Fox, Kristy Offerman, Robert White</p>



**EVSC SIOT 2018-2019**

**Instructions: SIOT Activity (Strengths, Improvements, Opportunities, and Threats)**  
**Using your 17-18 SIP and relevant data (NWEA, IREAD, MySchool Survey, Gallup, Panorama, Big 5 Reports, SET, etc)**  
**List school's primary strengths and areas of improvement from SY 17-18 - forces or barriers working for or against the School Improvement Plan implementation (SIP).**  
**List school's key opportunities and threats from SY 17-18 - political, economic, social, technological, demographic or legal trends that are or may impact school's ability to achieve SIP implementation.**  
**After completing the SIOT analysis, what are the highest leverage school improvement strategies for SY 18-19? Are there any opportunities we can take advantage of because of a strength? Are there any threats compounded by a weakness?**

SY 2017-18 SIOT Analysis		Questions for Reflection
Strengths	Areas of Improvement	
<ul style="list-style-type: none"> <li>-Understanding expectations--faculty uses MindUP learning in classrooms (teacher manuals and chimes are provided to all teachers), K-1 will follow EVSC SEL curriculum, SEL- 90% of staff are favorable toward the belief that SEL helps student academics and behavior</li> <li>-PBIS Consistent Implementation (PRIDE Paws Reinforcement System-PRIDE Paws are pieces of paper that carry a positive message and a place to write the recipients' name. PRIDE Paws are given to the students to recognize them when they have performed positive behavior expectations at school, as defined on the PBIS matrix.)</li> <li>-High percentage of teachers have been trained in Kagan Structures--19/22 teachers trained in Days 1 &amp; 2 and Days 3 &amp; 4</li> <li>-Mind Up training (3 trainers to work to get the new teachers trained in MindUP before the end of 1st Q)</li> <li>-Use of Kagan Strategies (Are we using this? checklist?), Kagan- 85% of staff said students are somewhat/quite supportive in their interactions with each other (Panorama for SEL)</li> <li>5/7 grades 1 &amp; 2 teachers are being trained in small group/guided reading with the K-3 Reading Director (2/7 have already been trained), thus, 100% of the 1st and 2nd grade teachers will be training in small group/guided reading.--Tekoppel will also train the Title I instructional to this cohort</li> <li>-Teacher developing/implementing co-teaching with SE</li> </ul>	<ul style="list-style-type: none"> <li>-SEL Focus--SEL- 50% of staff feel that SEL professional development has been relevant to the content they teach (SEL survey)</li> <li>-Tekoppel has a focus on incorporating cooperative learning in the content areas. Continous professional development will need to be implemented to continue this focus. Plans are to deliver PD in faculty meetings once a month.</li> <li>-Tracking data on NWEA to track performance and growth at the grade levels</li> <li>-Getting kids to see school as a fun place to be - My School Survey - 61.4% students like school</li> <li>-Monitoring cooperative learning (Teachers &amp; Students), My school survey _"I feel included in classroom discussion and group work"</li> <li>*2016- 81.4%</li> <li>*2018-78.9%</li> <li>-Diving into NWEA data right after assessments--District Data Coach and the PLCs will use the NWEA data (BOY, MOY, EOY) as a basis to form/make adjustments to small groups in math and reading and Tier 2 groupings</li> <li>I-improve academics both ELA &amp; Math</li> <li>-Working with students 1 v 1-(SEL survey) 85% of staff believe it is important/extremely important to hire specialists to help students</li> </ul>	<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>
Opportunities	Threats	
<ul style="list-style-type: none"> <li>-Mini Kagan Training--principal will lead professional development monthly in class/team building during faculty meetings</li> <li>-SEL - Mind Up (Implement with greater fidelity) Tekoppel has 3 new teachers who have not been trained in the MindUP curriculum.</li> <li>-Teachers have the opportunity to use their knowledge of cooperative learning to implemnt the Kagan structures</li> <li>-Tekoppel has an academic coach to help lead SIP</li> <li>-Tier 2 PBIS</li> <li>-SEL Training</li> <li>-VTL coaching--Tekoppel's academic coach and principal</li> <li>-PBIS has family engagement as a focus this year</li> <li>-Tekoppel will implement the "Reading Blitz" (having instructional, 2 RtI asstants, and academic coach for a session lead a small reading group daily) to reduce Tier 2 placments</li> </ul>	<ul style="list-style-type: none"> <li>-Attitudes of some staff - Panorama Teacher Study - 39% feel the attitudes of colleagues is not all positive.</li> <li>-Testing (reading level benchmarking, NWEA, IREAD, ILEARN, High Ability)</li> <li>-Class Size</li> <li>-Starting as Title school--although an opportunity to, the startup/implementation process is new</li> <li>-Resistance to change</li> <li>-Overall Moral - Panorama Teacher Study - 50% feel the working environment at our school is not all positive.</li> <li>-New teachers' (lack of: Kagan training, Guided Reading/Small Group, PBIS, use of curriculum maps)</li> </ul>	<p><b>Opportunities:</b>            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><b>Threats:</b>            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>
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**1a. EVSC Vision: Excellence in Student Achievement**

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

**2a. EVSC Mission: Providing Outstanding Educational Opportunities Through Shared, Committed Responsibility**

**2b. School Mission or Mantra:** Tekoppel wants to ensure that ALL students learn at high levels

**3. WHAT is our current reality?**

3a. Baseline:		
Attendance	Baseline	
Attendance Rate	98.2% (86,104/87,728)	
Culture & Climate [2]	Baseline	
School defined data point		
ISTEP+ (2018)	Baseline	
ELA & Math (% Passed both)	48%(114/238)	
ISTEP+ (2018) Schoolwide	English [4]	Math [5]
Performance (% Passing)	59%(141/238)	60%(145/242)
Growth (% High/Standard)		
ISTEP+ (2018) Subgroups [6]	English [7]	Math [8]
Free/Reduced Lunch	56%(100/180)	55%(102/184)
Students with Disabilities	13%(5/38)	21%(8/39)
English Language Learners	0%(0/2)	0%(0/2)
Ethnicity: American Indian	0% (0/0)	0% (0/0)
Ethnicity: African American	36%(5/14)	29%(4/14)
Ethnicity: Asian	0%(0/1)	0%(0/1)
Ethnicity: Hispanic	55%(6/11)	55%(6/11)
Ethnicity: Multiracial	63%(12/19)	74%(14/19)
Ethnicity: Native Hawaiian/Pacific Islander	0% (0/0)	0% (0/0)
Ethnicity: White	61%(118/193)	61%(121/197)

3b. WHY is this our current reality? [10]	
Root Finding: [12]	Data Source: [13]
Many teachers bring elements of the instructional vision to the classroom through attempting some strategies for pacing and rigor.	work makes the (teacher) think: (2016-90.2%, 2017-01.9%, 2018-87.9%) and Students know that they will learn something new & important: (2016-91.7%, 2017-88.2%, 2018-85.5%)
Tekoppel misses significant opportunities to involve families in reaching their SIP goals; the school may not consistently update parents	decision: Parents/Families feeling welcome(2016-97.4%, 2017-96.3%, 2017-94.3%)--- Community members feeling welcome (2016-97.3%, 2017-92.9%, 2018-86.6%)

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

4a. Strategy/Intervention 1:
Support the development of "students doing the thinking" in classrooms by maximizing students' opportunities to discuss, analyze, and use content.

4b. Strategy/Intervention 2:
Students will engage in social-emotional learning strategies to learn in a supportive atmosphere.

4c. Strategy/Intervention 3: Culture & Climate (Required for Targeted and Comprehensive)

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

Monitoring for Strategy/Intervention 1: [1]		
Improvement Metric		
Metric Used: Mass insight quarterly review		
Baseline	Year End Goal	
0% at the start of school year 2018.	100% of teachers will have completed one face to face coaching cycle	
Benchmarks	Goal [3]	Actual
October 2018	25% of teachers a face to face coaching cycle	
January 2018	25% of teachers a face to face coaching cycle	
March 2019	25% of teachers a face to face coaching cycle	
May 2019	25% of teachers a face to face coaching cycle	

Monitoring for Strategy/Intervention 2: [9]		
Improvement Metric		
Metric Used: Student completed surveys		
Baseline	Year End Goal	
Based on 2017-2018 Decision Ed (Big 5 Report), Tekoppel averages 15 ODRs (office of discipline referrals) per month	< 13 ODRs per month	
Benchmarks	Goal [11]	Actual
October 2018	<20 ODRs monthly	
January 2018	<17 ODRs monthly	
March 2019	<15 ODRs monthly	
May 2019	<13 ODRs monthly	

Monitoring for Strategy/Intervention 3: [14]		
Improvement Metric		
Metric Used: artifacts collection		
Baseline	Year End Goal	
My School Survey: Parents (legal guardians) play an active role in decision-making in our school--2018: 67.7%		
Benchmarks	Goal [15]	Actual

**6. What is our target?**

Goals					
Category	Baseline	Goal (EOY)	Stretch Goal (EOY)	Goal (3-Year)	Actual (EOY)
Attendance Rate	98.2% (86,104 /87,728)	98.40%	98.60%	98.00%	
ELA Performance	59% (141/238)	61.00%	63.00%	65.00%	
ELA Growth					
Math Performance	60% (145/242)	62.00%	64.00%	66.00%	
Math Growth					

**7. Our ultimate goal?**

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

**1a. EVSC Vision: Excellence in Student Achievement**

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

**2a. EVSC Mission: Providing Outstanding Educational Opportunities Through Shared, Committed Responsibility**

**2b. School Mission or Mantra:** *Tekoppel wants to ensure that ALL students learn at high levels*

**3. WHAT is our current reality?**

Leadership misses opportunities to leverage existing or potential partnerships to accelerate progress to SIP goals	Utilized the MY SCHOOL SURVEY data to determine decision: Parents play an active role in decision-making in our school (2016-81.2%, 2017-71.4%, 2018-67.7%)

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

The Tekoppel community will experience an inclusive culture where participation of community, parents, and family are welcome.

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

<b>October 2018</b>	Collection of three forms of evidence (e. g. agenda, attendance, & meeting notes with questions/comments attached)	
<b>January 2019</b>	Collection of three forms of evidence (e. g. agenda, attendance, & meeting notes with questions/comments attached)	
<b>March 2019</b>	Collection of three forms of evidence (e. g. agenda, attendance, & meeting notes with questions/comments attached)	
<b>May 2019</b>	Collection of three forms of evidence (e. g. agenda, attendance, & meeting notes with questions/comments attached)	

**6. What is our target?**


**7. Our ultimate goal?**


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

EVSC CORE VALUES:

\*Students Come First\*

\*Intentionality\*

\*Responsibility\*

\*Collaboration\*

\*Great People Matter\*

# Progress Monitoring Toward Goals

## Monitoring of Progress (Medium & Long Term Goals)

### Priority Area of Improvement 1: English/Language Arts

NWEA (ELA)														
Term	NWEA	K	1	2	3	4	5	6	7	8	9	10	Total	
Fall	National Avg	141 [16]	161	175	188	198	206							178
	Met National Avg (School) [18]	28.60%	42.90%	43.90%	64.70%	45.90%	56.80%							47.10%
	Met National Avg (District)	39.80%	53.60%	47.90%	52.80%	53.80%	49.10%							49.50%
	Met Projected Growth (School) [20]													
	Met Projected Growth (District)													
Winter	Goal (School created)													
	National Avg	[22]												
	Met National Avg (School) [24]													
	Met National Avg (District)													
	Met Projected Growth (School) [26]													
Spring	Met Projected Growth (District)													
	Goal (School created)													
	National Avg	[28]												
	Met National Avg (School) [30]													
	Met National Avg (District)													

ISTEP+ PROFICIENCY (ELA)													
Term	Assessment(s)	K	1	2	3	4	5	6	7	8	9	10	Total
Fall	NWEA - Projection	[34]			68.0%	55.0%	59.0%						61.0%
Winter	NWEA - Projection				0.0%	0.0%	0.0%	0.0%	0.0%	0.0%			0.0%
	School Goal (MOY)				0.0%	0.0%	0.0%	0.0%	0.0%	0.0%			0.0%
Spring	NWEA - Projection	[36]											
	School Goal (EOY)				0.0%	0.0%	0.0%	0.0%	0.0%	0.0%			0.0%

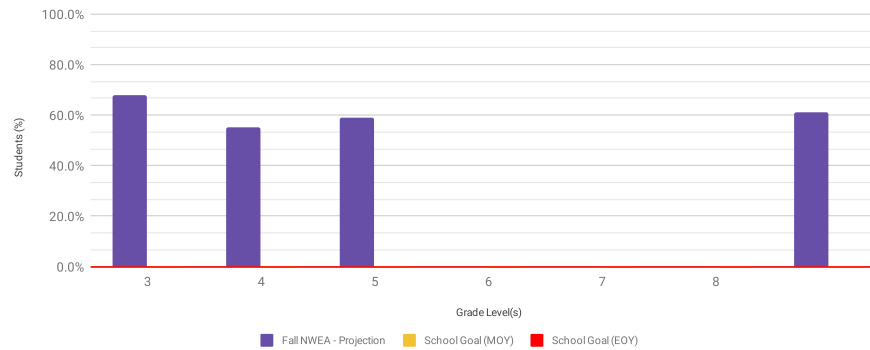
### Priority Area of Improvement 2: Mathematics

NWEA (MA)													
Term	NWEA: RIT Score(s)	K	1	2	3	4	5	6	7	8	9	10	Total
Fall	National Avg	140 [17]	162	177	190	202	211						180
	Met National Avg (School) [19]	36.60%	44.00%	37.90%	54.40%	49.30%	48.10%						45.10%
	Met National Avg (District)	37.90%	52.00%	47.10%	46.90%	49.70%	46.30%						46.60%
	Met Projected Growth (School) [21]												
	Met Projected Growth (District)												
Winter	Goal (School created)												
	National Avg	[23]											
	Met National Avg (School) [25]												
	Met National Avg (District)												
	Met Projected Growth (School) [27]												
Spring	Met Projected Growth (District)												
	Goal (School created)												
	National Avg	[29]											
	Met National Avg (School) [31]												
	Met National Avg (District)												

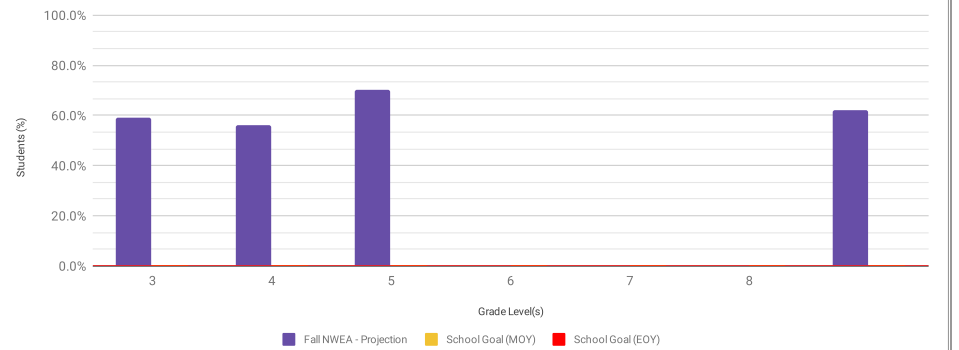
ISTEP+ PROFICIENCY (MA)													
Term	Assessment(s)	K	1	2	3	4	5	6	7	8	9	10	Total
Fall	NWEA - Projection	[35]			59.0%	56.0%	70.0%						62.0%
Winter	NWEA - Projection				0.0%	0.0%	0.0%	0.0%	0.0%	0.0%			0.0%
	School Goal (MOY)				0.0%	0.0%	0.0%	0.0%	0.0%	0.0%			0.0%
Spring	NWEA - Projection	[37]											
	School Goal (EOY)				0.0%	0.0%	0.0%	0.0%	0.0%	0.0%			0.0%

Graph of Results

ISTEP+ PROFICIENCY (ELA)



ISTEP+ PROFICIENCY (MA)



Action Planning			Logistics			Short-Term Monitoring		Notes
S-SIP Strategies	Specific, Actionable Steps toward Achieving S-SIP Strategy [38]	Target Date:	Person(s) Responsible: [39]			Are we doing it?		Notes
What actions will we take to fully implement our strategy?		Due Date: [40]	Who is responsible for (and/or working on each action?)			Are we doing what we said we were going to do? [41]		Does the data indicate effectiveness? What adjustments need to be made?
Support the development of "students doing the thinking" in classrooms maximizing students' opportunities to discuss, analyze, and use content.	Administration and Academic Coach will receive professional development on the Vision for Teaching and Learning process	7/31/18	Principal	Academic Coach		4. Action has been completed		
	Learning Walks with "coaching conversations" (face-to-face coaching)	10/5/18	Principal	Academic Coach				
	Learning Walks with "recap e-mails" coaching feedback	10/5/18	Principal	Academic Coach				
	Learning Walks with "coaching conversations" (face-to-face coaching)	12/19/18	Principal	Academic Coach				
	Learnign Walks with "recap e-mails" coaching feedback	12/19/18	Principal	Academic Coach				
	Learning Walks with "coaching conversations" (face-to-face coaching)	3/22/19	Principal	Academic Coach				
	Learning Walks with "recap e-mails" coaching feedback	3/22/2019	Principal	Academic Coach				
	Learning Walks with "coaching conversations" (face-to-face coaching)	5/17/2019	Principal	Academic Coach				
	Learning Walks with "recap e-mails" coaching feedback	5/17/2019	Principal	Academic Coach				
<b>3 Year Timeline for Implementation, Review &amp; Revision for Strategy 1</b>								
<b>Year 2</b>	Continue to grow professional development opportunities based on "action steps" from the coaching cycles							
<b>Year 3</b>	Continue to grow a culture of professional development that is directed by teachers' needs based on action step data							
What actions will we take to fully implement our strategy?		Due Date:	Who is responsible for (and/or working on each action?)			Are we doing what we said we were going to do?		Does the data indicate effectiveness? What adjustments need to be made?
Students will engage in social-emotional learning strategies to learn in a supportive atmosphere.	Kagan Cooperative Learning Days 1 & 2	7/31/2018	Principal			4. Action has been completed		
	Kagan Cooperative Learning Days 3 & 4	7/31/2018	Principal			4. Action has been completed		
	Team Building professional development for staff	10/5/18	Principal					
	Class Building professional developemnt for staff	10/5/2018	Principal					
	Students (grade 3-5) complete Student Schoolwork Survey	10/4/2018	Principal	Homeroom teachers				
	Team Building professional development for staff	12/19/2018	Principal					
	Class Building professional developemnt for staff	12/19/18	Principal					
	Students (grade 3-5) complete Student Schoolwork Survey	1/25/19	Principal					
	Team Building professional development for staff	3/22/19	Principal	Homeroom teachers				
	Class Building professional developemnt for staff	3/22/2019	Principal					
	Students (grade 3-5) complete Student Schoolwork Survey	5/17/2019	Principal	Homeroom teachers				
	Team Building professional development for staff	5/17/2019	Principal					
	Class Building professional developemnt for staff	5/17/2019	Principal					
Devoted time segment in the monthly faculty meeting to celebrate teacher/student successes using cooperative learning structures (e.g. share out via testimonies, videos)	Monthly	Principal	Faculty					
<b>Year 2</b>	Continue to have teachers trained in cooperative learning strategies							
<b>Year 3</b>	Continue with refresher trainings for cooperative learning							
What actions will we take to fully implement our strategy?		Due Date:	Who is responsible for (and/or working on each action?)			Are we doing what we said we were going to do?		Does the data indicate effectiveness? What adjustments need to be made?
	Establish initial contact with PTA (parent teacher association) executive board	8/31/2018	Principal			4. Action has been completed		

The Tekoppel community will experience an inclusive culture where participation of community, parents, and family are welcome.	Create a parent/family advisory board with a representative from each grade level	8/31/2018	Principal				2. Implementation is in progress	
	Meet with parent/family advisory board	10/31/2018	Principal	Family Team				
	Meet with parent/family advisory board	12/19/2018	Principal	Family Team				
	Meet with parent/family advisory board	3/22/2019	Principal	Family Team				
	Meet with parent/family advisory board	5/17/2018	Principal					
	Share Tekoppel school data (e.g. IDOE Report Card, ISTEP+, ILEARN, NWEA) with community/families/PTA	12/19/2018	Principal					
	Share Tekoppel school data (e.g. IDOE Report Card, ISTEP+, ILEARN, NWEA) with community/families/PTA	5/17/2019	Principal					
	Create a parental involvement policy & school/student/family compact	9/28/2018	Principal	Family Team				
	Plan and implement quarterly Family Engagement Night-mathematics	12/19/2018	Principal	Family Team				
	Plan and implement quarterly Family Engagement Night-reading	3/22/2019	Principal	Family Team				
	Plan and implement quarterly Family Engagement Night-social studies	5/17/2019	Principal	Family Team				
	Provide evidence that Tekoppel has reached out to parents/families of limited English proficient students in a language that they can understand about how they can be involved in their child's education	12/19/2018	Principal	Family Team				
	Provide evidence that Tekoppel has reached out to parents/families of limited English proficient students in a language that they can understand about how they can be involved in their child's education	5/17/2019	Principal	Family Team				
<b>3 Year Timeline for Implementation, Review &amp; Revision for Strategy 3</b>								
<b>Year 2</b>	Continue to grow the parent/family advisory board							
<b>Year 3</b>	Continue to seek for new ways to grow an inclusive culture of family engagement							

## Title I Schoolwide Planner Comprehensive Needs Assessment

DATA COLLECTION/ANALYSIS		
<b>Tiered Model of Support (RTI)</b> <i>(SW tiered model to address problem behavior and early intervention)</i>	<b>District:</b>	EVSC implements an RTI model (MTSS) of support for students including instruction, PBIS and social emotional learning. All students have support for Tier I core instruction, a clear, data driven process for Tier II and Tier III identification (K-8), and reading and math intervention support based on need. All schools implement PBIS with culturally responsive best practices. Schools utilize data to identify students who need additional supports and Social Emotional Learning Specialists/coaches are assigned to support students who require Tier II and Tier III supports. In addition, during the 2018-19 school year, K-1 students will have Tier I SEL curriculum that is research based. All staff participate in SEL professional development.
	<b>School:</b>	(Describe school specific process for RTI academic and SEL supports.) All tier 1 students receive at least 90 minutes of instruction per day, tier 2 students are benchmarked with Fountas and Pinnell Benchmarking system to determine comprehension levels, RtI coordinator and assistants create RtI groups, instruction is based on state approved/scientific curriculum, tier 2 students receive up to 120 minutes of instruction a week, tier 2 students are progress monitored every other week
PROFESSIONAL PRACTICE		
<b>Transition (Pre-K and Middle/HS)</b> <i>(Assisted Preschool children in transition to elementary school, students to MS/HS)</i>	<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>	(Describe how school assists students in successful transitions, such as Head Start or other Pre-K program transition activities, sharing of student records, etc.) Leadership team will contact area Head Starts and Pre-K programs to create/share a "school ready" checklist with families at kindergarten round-up. Leadership team contacts feeder middle school to create/share a "school ready" checklist to share with families at the middle school visitation. Reach out to local pre-school services and invite them to kindergarten orientation events.
PERSONNEL POLICY AND PROCEDURE		
<b>Data coaches / PLCs</b> <i>(PD opportunities to staff to improve instruction using as</i>	<b>District:</b>	Each Title I school has an assigned data coach who supports data curation, data presentation and analysis, freeing teachers from these tasks. Data coaches work to build data fluency and skill in using data to inform instruction in teachers. Teachers have embedded, protected time during the day to meet regularly in Professional Learning Communities. A primary objective of the PLCs is to review assessment data and plan for and adjust instruction to move all students to mastery of CCR standards.
	<b>School:</b>	(Describe professional development plan for school aligned to SIP strategies, unless specifically in strategies.) In addition to the above statement, Tekoppel uses their academic coach to work with teachers to create assessments in Edulastic. This format allows for students to experience online testing while providing teachers real time feedback on material covered. The Tekoppel master schedule allows for teachers to meet daily for 40 minutes in a PLC and another 40 minutes as a personal plan.
<b>Recruitment and Retention</b> <i>(Aided in recruitment and retention of effective teachers</i>	<b>District:</b>	HR department and Office of Academic Affairs host a minimum of 3 recruitment events yearly to provide the opportunity for building administrators to screen potential candidates. Teachers in priority status schools (includes all Title I schools) receive additional compensation based on teaching in a high needs school.
	<b>School:</b>	Teachers will receive additional compensation for staying at a title school, Tekoppel hosts pre-service teachers from University of Southern Indiana (e.g. student teachers, reading methods), Tekoppel administration participates in the EVSC recruitment fairs, Tekoppel administration participates in the USI faculty meetings yearly, USI faculty are asked/invited to conduct professional development at Tekoppel, additional compensation, student-teachers, talk to colleges to recruit, district recruitment events, new teacher meetings/mentors.
<b>SW plan monitored and revisited</b> <i>(DSS and Leadership team, Performance management)</i>	<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 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.
	<b>School:</b>	(Describe school process for monitoring and revisiting SIP throughout the year.)
FAMILY AND COMMUNITY ENGAGEMENT		



## Title I Schoolwide Planner Comprehensive Needs Assessment

DATA COLLECTION/ANALYSIS		
<b>SWP Development</b> <i>(SWP is developed with involvement of parents and other community members)</i>	<b>School:</b>	(Describe the involvement/input process for parents and community members in SIP development.)
<b>Availability</b> <i>(Available to LEA, parents and the public)</i>	<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>	(Describe meetings or other access parents and community partners may have to SIP information.)
<b>Activities</b> <i>(Activities that have shown to be effective at increasing family and community engagement in the school, including family literacy programs)</i>	<b>District:</b>	District-wide Parent Engagement: Through a series of open meetings and communications, parents across the district will have an opportunity to increase their literacy around EVSC school and district initiatives, including, but not limited to, use of data to improve student outcomes, enrichment and special programming, and brain development and social emotional learning. The EVSC Parent Advisory team will work with district leadership to inform decisions around programming and communications. At the school level, staff will conduct welcoming environment assessments and use the information to strengthen their school climates and build relationships with parents. Schools will also intentionally work to increase enrollment and use of the EVSC parent portal.
	<b>School:</b>	Meetings with PTA Executive Board, parent teacher conferences, sponsor math/reading/science/social studies events, Youth First Parenting classes,
PLANNING TEAM		
<b>Stakeholder Input</b> <i>(Parents, teachers, admin community)</i>	<b>School:</b>	Meetings with PTA Executive Board, parent teacher conferences, sponsor math/reading/science/social studies events, Youth First Parenting classes, Site Council meetings
<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>	(Describe meetings or other access parents and community partners may have to SIP information.)
COORDINATION		
<b>Coordination of Programs</b> <i>(Developed in coordination with other programs, services and resources)</i>	<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>	Tekoppel will have two self-contained special education rooms (life skills) starting 8/2018,
<b>Addressing High-Risk Needs</b> <i>(Mental health, instructional support/mentoring, non academic skill improvement)</i>	<b>District:</b>	EVSC implements an RTI model (MTSS) of support for students including instruction, PBIS and social emotional learning. All students have support for Tier I core instruction, a clear, data driven process for Tier II and Tier III identification (K-8), and reading and math intervention support based on need. All schools implement PBIS with culturally responsive best practices. Schools utilize data to identify students who need additional supports and Social Emotional Learning Specialists/coaches are assigned to support students who require Tier II and Tier III supports. In addition, during the 2018-19 school year, K-1 students will have Tier I SEL curriculum that is research based. All staff participate in SEL professional development.
	<b>School:</b>	(Describe any school specific SEL supports.) Tekoppel's counselor will work to build relationships with DCS along with local health professionals to assist students in their academic and personal needs. The principal has embraced MindUp training and models for teachers bi-monthly in staff meetings. Teachers use MindUp in the classroom to start the day and at key transitions. During the 18-19 school year, K-1 classes will provide SEL training for students 20 minutes per day.
<b>Coordination of Funds</b> <i>(Describe how Title I funds will be coordinated with local, state and federal programs)</i>	<b>District:</b>	The Deputy Superintendent of Teaching and Learning 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 Schoolwide Planner Comprehensive Needs Assessment

**DATA COLLECTION/ANALYSIS**

Highly Qualified Staff Roster - TEK HQ 18-19

## 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 ISTEP+ 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.

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*Principal Signature of Assurance*

*Date*

[1] 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?

[2] (Required for Targeted and Comprehensive)

[3] 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)

[4] Priority Area of Improvement (PAI 1): ISTEP+ Post-Rescore  
= # Students Passing / # Students Tested (w/o Undetermined)

[5] Priority Area of Improvement (PAI 2): ISTEP+ Post-Rescore  
= # Students Passing / # Students Tested (w/o Undetermined)

[6] Subgroups need to have at least 20 students. OPAR will complete for schools and reformat if not applicable.

[7] Priority Area of Improvement (PAI 1): ISTEP+ Post-Rescore  
= # Students Passing / # Students Tested (w/o Undetermined)

[8] Priority Area of Improvement (PAI 2): ISTEP+ Post-Rescore  
= # Students Passing / # Students Tested (w/o Undetermined)

[9] 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?

[10] You will be supported in the root findings analysis process by your DSS utilizing the "Self-Assessment Rubric" tab.

[11] 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)

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

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

[14] 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?

[15] 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)

[16] Do Not Remove Formulas.

[17] Do Not Remove Formulas.

[18] # of Students with RIT score equal or higher than National Avg / # of Students with RIT score

[19] # of Students with RIT score equal or higher than National Avg / # of Students with RIT score

[20] # of Students Met or Exceeded their Growth Goal / # of Total Students with Growth.

[21] # of Students Met or Exceeded their Growth Goal / # of Total Students with Growth.

[22] Do Not Remove Formulas.

[23] Do Not Remove Formulas.

[24] # of Students with RIT score equal or higher than National Avg / # of Students with RIT score

[25] # of Students with RIT score equal or higher than National Avg / # of Students with RIT score

[26] # of Students Met or Exceeded their Growth Goal / # of Total Students with Growth.

Fall to Winter NWEA Administrations.

[27] # of Students Met or Exceeded their Growth Goal / # of Total Students with Growth.

Fall to Winter NWEA Administrations.

[28] Do Not Remove Formulas.

[29] Do Not Remove Formulas.

[30] # of Students with RIT score equal or higher than National Avg / # of Students with RIT score

[31] # of Students with RIT score equal or higher than National Avg / # of Students with RIT score

[32] # of Students Met or Exceeded their Growth Goal / # of Total Students with Growth.

Fall to Spring NWEA Administrations.

[33] # of Students Met or Exceeded their Growth Goal / # of Total Students with Growth.

Fall to Spring NWEA Administrations.

[34] Do Not Remove Formulas.

[35] Do Not Remove Formulas.

[36] Do Not Remove Formulas.

[37] Do Not Remove Formulas.

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

[39] 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.

[40] Easy access to calendar:

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

[41] 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.