

WASHINGTON MIDDLE SCHOOL

School Improvement Plan (SIP)

Planning Tools	<p>SIP Schoolwide Strategic Planner (Comprehensive Support/Targeted Support: PAI 1 and 2)</p> <p>Root Cause Tools</p>	<p>Schoolwide Strategic Planner (SWP)</p> <p>Self-Assessment Rubric (SIOT)</p>
Management & Monitoring Tools	<p>Planning and Monitoring (Short-Term Cycles)</p> <p>TSI Subgroup Progress Monitoring (Medium- & Long-Term Goals)</p>	<p>Action Plan & Short-Term Monitoring</p> <p>Disaggregated Data (CSI/TSI Subgroups)</p>
Optional Supporting Tools	<p>Culture & Climate 3rd Strategy (Required for Priority: PAI 3)</p> <p>Root Cause Tools</p>	<p>Schoolwide Strategic Planner (C/C Planner)</p> <p>SIOT Analysis</p>
SIP Input		

**SIP input
(stakeholder
input)**

Staff & Families

**SIP Team
Members**

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Jenny Oberst, Ryan Merriweather

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
<p>46% of teachers at WMS have 10+ years of experience.</p> <p>In the Fall of 2022, 64% of students stated that they have a positive relationship with their teacher.</p> <p>In the Fall of 2022, 50% of incoming 6th graders felt like they belonged at WMS.</p> <p>The overall attendance rate at WMS is 95.1% during the 2022-23 SY.</p> <p>WMS has an MTSS team in place.</p> <p>A curriculum for ELA and Math has been implemented.</p> <p>In the Spring of 2023, 72% of WMS met their growth goal in NWEA Mathematics.</p>	<p>In the Spring of 2023, 46.6% of students stated that they have a positive relationship with their teacher.</p> <p>By Spring of 2023, only 36% of 6th graders felt like they belonged at WMS.</p> <p>Spring of 2023, only 38% of students have confidence in their emotional regulation.</p> <p>In the Spring of 2023, 44% of students met their growth goal in NWEA Reading.</p>	<p>Strengths: What are your school's primary strengths? What data supports these strengths? What knowledge, skills and mindsets do you have that can help you with successful implementation of your school improvement plan? What resources do you have available? What is your greatest achievement?</p> <p>Improvements: What are your school's primary areas for improvement? What data supports the need for improvement? What knowledge, skills, and mindsets are you missing? What should you stop/avoid doing? In what areas do you need more training?</p>
Opportunities	Threats	Questions for Reflection
<p>A common PLC time is needed for all teachers in common content areas.</p> <p>Consistent training and feedback is vital for high quality implementation of the new curricula.</p> <p>RTI support/instruction has been streamlined to one teacher.</p> <p>District aligned support to the school improvement plan.</p> <p>Partnerships with parents and the community</p> <p>New teachers and staff</p>	<p>Excessive amount of students with IEPs, 504s and ILPs.</p> <p>New teachers and staff</p> <p>Increased number of non-English speaking students who have language barriers.</p> <p>Time needed for new teachers to internalize new curricula and resources.</p> <p>The number of suspensions and expulsions are higher than our similar school and in some cases higher than the district.</p>	<p>Opportunities: What opportunities are present to impact successful school improvement plan implementation? What is going on around you that seems to be useful? What district resources are available to support your work? What could be done today that isn't being done? Who can support you and how?</p> <p>Threats: What obstacles might impact your school improvement plan implementation? What political, economic, social, technological, demographic or legal trends might impact your school improvement plan implementation? Are there any standards, policies, and/or legislation changing that might negatively impact you?</p>
Reflection		
1.		
2.		
3.		

Are we reaching our achievement goals?

			English-Language Arts								
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				24.10%	31.80%	23.80%			
	NWEA	Current Fall									
	NWEA	Current Winter									
	NWEA	Current Spring									
	ILEARN	Current Spring									
American Indian/Alaskan Native	ILEARN	Previous Spring				100%	NA	NA			
	NWEA	Current Fall									
	NWEA	Current Winter									
	NWEA	Current Spring									
	ILEARN	Current Spring									
Asian	ILEARN	Previous Spring				100%	NA	NA			
	NWEA	Current Fall									
	NWEA	Current Winter									
	NWEA	Current Spring									
	ILEARN	Current Spring									
Black	ILEARN	Previous Spring				12.50%	17.60%	16%			
	NWEA	Current Fall									
	NWEA	Current Winter									
	NWEA	Current Spring									
	ILEARN	Current Spring									
Hispanic	ILEARN	Previous Spring				25%	28.60%	29.40%			
	NWEA	Current Fall									
	NWEA	Current Winter									
	NWEA	Current Spring									
	ILEARN	Current Spring									
Multiracial	ILEARN	Previous Spring				16.70%	28.60%	27%			
	NWEA	Current Fall									
	NWEA	Current Winter									
	NWEA	Current Spring									
	ILEARN	Current Spring									
Native Hawaiian or Other Pacific Islander	ILEARN	Previous Spring				0%	0%	0%			
	NWEA	Current Fall									
	NWEA	Current Winter									
	NWEA	Current Spring									
	ILEARN	Current Spring									
White	ILEARN	Previous Spring				34.10%	42.20%	28%			
	NWEA	Current Fall									
	NWEA	Current Winter									
	NWEA	Current Spring									
	ILEARN	Current Spring									
English Language Learner	ILEARN	Previous Spring				0%	0%	17%			
	NWEA	Current Fall									
	NWEA	Current Winter									
	NWEA	Current Spring									
	ILEARN	Current Spring									
Free/Reduced Lunch	ILEARN	Previous Spring				21.50%	22.70%	24%			
	NWEA	Current Fall									
	NWEA	Current Winter									
	NWEA	Current Spring									
	ILEARN	Current Spring									
Special Education	ILEARN	Previous Spring				0%	3.70%	9.1%			
	NWEA	Current Fall									
	NWEA	Current Winter									
	NWEA	Current Spring									
	ILEARN	Current Spring									

Are we reaching our growth goals?

[illegible]

<p align="center">← Act and Assess: PM/Checkpoints/IDOE Monitoring/Self-Assessments/OTS Support/PLCs →</p>						
EVSC CORE VALUES:	*Students Come First*	*Intentionality*	*Responsibility*	*Collaboration*	*Great People Matter*	

Schoolwide Planner (Required for All Schools)

1. Vision

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

1b. School Vision: *Preparing Students for high school, college, and careers*

2. Mission

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

2b. School Mission: *Washington Middle School strives towards equity and excellence for all children while promoting accountability, respect, motivation to learn, and success in achieving our personal best.*

Subgroup Focus (CSI/TSI):

3. Why is this our current reality?

3a. Root Findings: [1]

1. There is a need to build more time capacity for common PLC collaboration.
2. 26% of students passed ILEARN English
3. 19% of students passed ILEARN Math
4. School attendance rate of 91.9% was lower than the district at 92.7%

3b. Data Sources: [2]

1. Schoolwide Schedule
2. School Profile Data
3. School Profile Data
4. School Profile Data

4. What are we going to do about it?

4a. Strategy/Intervention #1: Teachers will strengthen the norms and practices of the PLC process in order to implement the curricula with integrity.

4b. Strategy or Intervention #2: Staff will provide wrap-around supports to reduce the number of chronically absent students.

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

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

Metric Type:	Improvement	Metric used:	PLC Walkthrough			
Data Set	Baseline	Benchmark #1 Jan. 31	Benchmark #2 Feb. 28	Benchmark #3 Mar. 31	Benchmark #4 Apr. 30	End of Year May 17
Goal [5]	N/A					
Actual						

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

Metric Type:	Improvement	Metric used:	Attendance Reports - % chronically absent students			
Data Set	Baseline	Benchmark #1 Nov.	Benchmark #2 Jan.	Benchmark #3 March	End of Year May	
Goal [6]	N/A	35%	30%	20%	10%	
Actual	41%	29%				


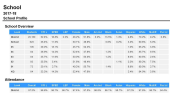

6. What is our target?

Data Set	Grade(s)	Actual (Previous Spr.)	Projected (NWEA Fall)	Projected (NWEA Wint.)	Projected (NWEA Spr.)	Actual (Current Spr.)	Goal (Current Spr.)	Goal (3-Year)	
Attendance Rate	K-12	#REF!				#REF!			
ILEARN English Proficiency	3-8	#REF!	#REF!	#REF!	#REF!	#REF!			
ILEARN Math Proficiency	3-8	#REF!	#REF!	#REF!	#REF!	#REF!			
SAT Reading CCR	11 [7]	#REF! [8]				#REF!			
SAT Mathematics CCR	11 [9]	#REF! [10]				#REF!			
4-Year Grad Rate	12	#REF!				#REF!			

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				
							

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100
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<--- Act and Assess: PM/Checkpoints/IDOE Monitoring/Self-Assessments/OTS Support/PLCs --->

EVSC CORE VALUES:

High Expectations

Equity & Empathy

Accountability

Respect & Relationships

Trust

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

1. Vision

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

1b. School Vision: *Preparing students for high school, college, and careers*

2. Mission

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

2b. School Mission: *Washington Middle School strives towards equity and excellence for all children while promoting accountability, respect, motivation to learn, and success in achieving our personal best.*

Subgroup Focus (CSI/TSI):

3. Why is this our current reality?

3a. Baseline

3b. Root Findings:

1. Perception of teachers regarding overall school climate was the lowest of all other data point categories at 55% favorable
2. Only 30.5% of students believe they have a strong sense of belonging in the school
3. 33.2% of students were suspended during the 22-23 SY compared to 12.9% of students from a similar school
4. 47% of students responded favorably in regards to Teacher-Student relationships

3c. Data Sources:

1. Staff Panorama Data
2. School Profile Data
3. School Profile Data
4. Staff Panorama Data

4. What are we going to do about it?

4a. Strategy/Intervention #3: Teachers will implement GAIN instructional practices in order to improve student-teacher relationships and student sense of belonging.

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

5a. Monitoring Strategy/Intervention #1:

Metric Type:	Improvement	Metric used:	Sense of Belonging Survey - targeted questions from Panorama			
Data Set	Baseline	Benchmark #1	Benchmark #2	End of Year		
		11/3	1/29	5/6		
Goal [11]	N/A	50%	65%	80%		
Actual	30.50%	29%				

5b. Monitoring Strategy/Intervention #2:

Metric Type:	Improvement	Metric used:	Teacher-Student Relationships Survey - targeted questions from Panorama			
Data Set	Baseline	Benchmark #1	Benchmark #2	End of Year		
		11/3	1/29	5/6		
Goal [12]	N/A	50%	65%	80%		
Actual	47%	40%				

6. What is our target?

6a. School Smart Goal

7. What is our ultimate goal?

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

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

EVSC CORE VALUES:

High Expectations

Equity & Empathy

Accountability

Respect & Relationships

Trust

Action Planning			Logistics					Short-Term Monitoring	
SIP Strategy	Progress	Specific, Actionable Steps toward Achieving S-SIP Strategy [13]	Target Date:	Person(s) Responsible: [14]				Are we doing it?	Notes
#1		What actions will we take to fully implement our strategy?	Due Date: [15]	Who is responsible for (and/or working on each action?)				Are we doing what we said we were going to do? [16]	Does the data indicate effectiveness? What adjustments need to be made?
Teachers will strengthen the norms and practices of the PLC process in order to implement the curricula with integrity.	1	Instructional Leadership Team Meetings: Monthly	7/18/23	Lead Coach	Principal			3. Implementation is ongoing with fidelity	
	2	PLC Meetings & Daily Intentions	8/11/23	Lead Coach	Principal			3. Implementation is ongoing with fidelity	
	3	Content Alignment Meetings	8/11/23	Lead Coach	Principal			3. Implementation is ongoing with fidelity	
	4	Coaching Support Form	8/14/23	Lead Coach	Principal			3. Implementation is ongoing with fidelity	
	5	Coaching Tracker	9/22/23	Lead Coach	Principal			2. Implementation is in progress	
	6	Curriculum Walkthrough Tool	8/14	Lead Coach	AP	Principal		3. Implementation is ongoing with fidelity	
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	3 Year Timeline for Implementation, Review & Revision for Strategy 1								
Year 2									
Year 3									

Action Planning			Logistics					Short-Term Monitoring	
SIP Strategy	Progress	Specific, Actionable Steps toward Achieving S-SIP Strategy [17]	Target Date:	Person(s) Responsible: [18]				Are we doing it?	Notes
#2		What actions will we take to fully implement our strategy?	Due Date: [19]	Who is responsible for (and/or working on each action?)				Are we doing what we said we were going to do? [20]	Does the data indicate effectiveness? What adjustments need to be made?
Staff will provide wrap-around supports to reduce the number of chronically absent students.	1	Identify Chronically Absent Students	8/14/23	Leadership Team	AP	Principal		4. Action has been completed	
	2	Develop CICO with students	9/24/23	Leadership Team	AP	Principal		2. Implementation is in progress	
	3	Support Staff/Mentors: Guidance Provided	9/24/23	Leadership Team	AP	Principal		4. Action has been completed	
	4	Parent Resources Provided	9/21/23	Leadership Team	Lead Teacher			4. Action has been completed	
	5	MTSS Attendance Meetings	8/16/23	Leadership Team	AP			3. Implementation is ongoing with fidelity	
	6	District Attendance Team Meetings: Monthly	10/3	AP	Principal			3. Implementation is ongoing with fidelity	
	7	House Top Attendance Competitions: Monthly	10/3	Lead Teacher	Principal			2. Implementation is in progress	
	8	Attendance Lessons		Counselor	AP	Principal		4. Action has been completed	
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	3 Year Timeline for Implementation, Review & Revision for Strategy 1								
	Year 2								
	Year 3								
Teachers will implement GAIN instructional practices in order to improve student-teacher relationships and student sense of belonging.	Action Planning			Logistics				Short-Term Monitoring	
	SIP Strategy	Progress	Specific, Actionable Steps toward Achieving S-SIP Strategy [21]	Target Date:	Person(s) Responsible: [22]			Are we doing it?	Notes
	#3		What actions will we take to fully implement our strategy?	Due Date: [23]	Who is responsible for (and/or working on each action?)			Are we doing what we said we were going to do? [24]	Does the data indicate effectiveness? What adjustments need to be made?
	1		GAIN Instructional Practices PD: Staff Meetings	9/27/23	AP	Principal	Specialist	2. Implementation is in progress	
	2		House Meetings & Points Tracking	8/16/23	Lead Coach	Principal		2. Implementation is in progress	
	3		Student House Leaders	9/22/23	Lead Coach	Principal		3. Implementation is ongoing with fidelity	
	4		House Highlights & Recognition of Students	8/29/23	Lead Coach	Lead Teacher		3. Implementation is ongoing with fidelity	
	5		Quarterly Pep Assemblies: House Competitions	9/8/23	Lead Teacher	Principal		3. Implementation is ongoing with fidelity	
	6		Student Advisory Meetings: GAIN Homeroom Lessons	8/11	Lead Coach			2. Implementation is in progress	
	7		Restorative Practices: Restorative Education Assignments	8/11	AP	Principal		3. Implementation is ongoing with fidelity	
	8		Strategic Leadership Team Meetings	9/19/23	Leadership Team	AP	Principal	3. Implementation is ongoing with fidelity	
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	3 Year Timeline for Implementation, Review & Revision for Strategy 1								
	Year 2								

Year 3								
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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), Math: Eureka Math Squared, Science: Op Sci-Ed, Social Studies: Discovery Ed/EVSC Curriculum, Visual arts, music, health and physical education: EVSC Curriculum resources; Interventions: IXL, Achieve 3000, Just Words Complete list of EVSC curriculum 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-tiered 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.	Students are assigned to ACHIEVE 300 and IXL interventions based on their needs. Students their intervention time built within their schedule five days/week. Adjustments are made to intervention groups based on NWEA benchmark data. Interventions for social emotional, behavioral academic, and family needs are discussed and implemented during a weekly MTSS meeting.
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.	Teachers have embedded time within the master schedule to review instructional lessons, review data to plan for instructional adjustments, and determine student need for interventions or enrichment.
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.	In a non-COVID school year, 5th grade students from feeder schools attend a Bootcamp in the Spring to introduce them to our school, the dress code, locker combinations, support staff and other topics. Students at WMS meet individually with our counselor to discuss high school courses, EVSC alterantive programs, and career paths. Students are offered an opportunity to take summer classes at Bosse for an introductory high school credit. 8th grade students are offered the Mayor's Work Ethic Certificate for grades, attendance, behavior and community service. If we are unable to conduct visits in person in the Spring, virtual tools and presentations will be utilized to prepare for transition.
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.	Summer programming is provided for students who demonstrate additional academic need based on NWEA assessment benchmarks and student grades. These decisions are made based on student academic progress in their Math and Language content.
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.	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 meets monthly with Chief Administrative Officials to monitor school progress. The Superintendent and district executive leadership team meet at least yearly with school administrative teams to review data, SIP goals, strategies and action plans and to determine ways to support school level implementation of SIPs.
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 participate 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.	Teachers receive on-going professional development during their embedded PLC and summer PD opportunities. In addition, teachers receive on-going PD during schoolwide staff meetings.
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.	The principal and leadership team ensure the success of newly hired staff. New teachers receive immediate classroom and planning support through their PLC and school academic coach. In addition, new teachers are provided the opportunity to observe other (experienced) teachers as a means to improve their practice as they develop their own skill set as a teacher.
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 families to collect input for the SWP.	All families are invited to our annual Title I meeting to share their input on school goals and policies. In addition, schoolwide goals are shared with community partners to gather input during our monthly site council meetings.
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.	A PDF of the school SIP is available on the school official website. The SIP is also available to staff if needed or requested.

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] Juniors - 2023-2024 Cohort

[8] Previous Year NWEA (Spring) Projected Proficiency for SAT

[9] Juniors - 2023-2024 Cohort

[10] Previous Year NWEA (Spring) Projected Proficiency for SAT

[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] 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)

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

[14] 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.

[15] Easy access to calendar:

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

[16] 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.

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

[18] 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.

[19] Easy access to calendar:

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

[20] 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.

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

[22] 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.

[23] Easy access to calendar:

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

[24] 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.