

# GLENWOOD LEADERSHIP ACADEMY

## School Improvement Plan (SIP)

<b>Planning Tools</b>	<p>SIP Schoolwide Strategic Planner (Comprehensive Support/Targeted Support: PAI 1 and 2)</p> <p>Root Cause Tools</p>	<p><b>Schoolwide Strategic Planner (SWP)</b></p> <p><b>Self-Assessment Rubric (SIOT)</b></p>
<b>Management &amp; Monitoring Tools</b>	<p>Planning and Monitoring (Short-Term Cycles)</p> <p>TSI Subgroup Progress Monitoring (Medium- &amp; Long-Term Goals)</p>	<p><b>Action Plan &amp; Short-Term Monitoring</b></p> <p><b>Disaggregated Data (CSI/TSI Subgroups)</b></p>
<b>Optional Supporting Tools</b>	<p>Culture &amp; Climate 3rd Strategy (Required for Priority: PAI 3)</p> <p>Root Cause Tools</p>	<p><b>Schoolwide Strategic Planner (C/C Planner)</b></p> <p><b>SIOT Analysis</b></p>
<b>SIP Input</b>	<p>GLA worked to collect feedback from stakeholders including students, families, staff, district</p>	

## **SIP Input (stakeholder input)**

GLA worked to collect feedback from stakeholders including students, families, staff, district members, community partners, and GLA leadership. Students provided feedback during student focus groups. Staff members worked together in PLCs to discuss and provide specific feedback. Families, community members, and district members gave feedback using surveys. Finally, GLA leadership met to identify strengths, improvements, opportunities, and threats.

## **SIP Team Members**

Angie Oliver, Amber Santana, Jessa Jines, Kyle Lawton, Liz Joyce, Jackie Kuhn, Trisha Young, Kalyn Herrmann, Kristen Arnold, Jill Johnson, Holly Pate, Amy Walker, Sandy Moore, Valerie McClellan

## 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><b>Students</b> - Strong positive relationships between students to teachers, students to students, and students to office, Students believe their teachers work hard to make them eager to learn and to make learning fun, Students feel a connection with the school</p> <p><b>Families</b> - GLA has great communication with families, Extra opportunities and services are available for students, Families think highly of staff and leadership</p> <p><b>Staff</b> - Relationships, Staff wellness and support, Rigorous curriculum, PD opportunities and chances to collaborate, Support by coaches, admin, and staff</p> <p><b>District</b> - Strong coach: teacher relationships, Strong community partners, Intentional goal setting and action planning with students resulting in academic growth, School climate (intentional actions mapped out from SRA feedback), Input/feedback from all stakeholders resulting in increased buy-in, Low staff turnover</p> <p><b>Community Partners</b> - Welcoming to community partners, Addressing the needs of the whole child</p>	<p><b>Students</b> - Students with dress code was different or what there was no dress code, Students complain that Top Dog is difficult to achieve, Lunches could be improved, Certain teachers are unfair or unable to regulate</p> <p><b>Families</b> - Focusing on achieving mastery not effort, Facilities and equipment, Reputation, Opportunities for sports</p> <p><b>Staff</b> - Facility (fix things and be cleaner), Consistency in discipline with follow up afterwards, Room 6 expectations need tightened, PD throughout the year, Consistent expectations and consequences for adults as well as students, Special education - funding and streamlined identification and support, More action of MTSS, Class size, Parent involvement, Training around Special Ed</p> <p><b>District</b> - Intentionality/sense of urgency, Student attendance, Student grade level proficiency in reading and math</p>	<p><b>Strengths:</b>            What are your school's primary strengths?            What data supports these strengths?            What knowledge, skills and mindsets do you have that can help you with successful implementation of your school improvement plan?            What resources do you have available?            What is your greatest achievement?</p> <p><b>Improvements:</b>            What are your school's primary areas for improvement?            What data supports the need for improvement?            What knowledge, skills, and mindsets are you missing?            What should you stop/avoid doing?            In what areas do you need more training?</p>
Opportunities	Threats	Questions for Reflection
<p><b>Students</b> - Students report the need for more access to counselors, Teachers need to review student work and involve students in reviewing grades, Requests for self-paced learning, Expectations in band class for all students</p> <p><b>Families</b> - Reach out to families who do not communicate, The need for more programs: athletics, art, spanish, cooking, etc.</p> <p><b>Staff</b> - PD in summer, Community Partnerships - mentoring in/out of school and summer programs, Admin presence in the classroom more, Collaboration between staff and decision makers, Parent involvement, Training around Special ed.</p> <p><b>District</b> - Strong community partnerships, Summer PD, New Math curriculum, New member of leadership team, Majority of staff returning</p> <p><b>Community Partners</b> - A desire for an increase in student enrollment in after school programs</p>	<p><b>Students</b> - High levels of students disrupting class causes a delay or lack of learning, Students have difficulty focusing due to personal situations, Teachers treat some students differently, Teachers lack understanding of how to support students' academic and social/emotional needs</p> <p><b>Families</b> - Perception of the community, Employee turnover, Negative perception of the school, Inconsistent communication regarding grades/academics, Younger students picking up poor behaviors in the K-8 building, Affordable quality housing.</p> <p><b>Staff</b> - Student homelife and trauma, Community perception, Facilities (broken blinds, lockers not working, carpets, bathrooms, common door locks), Lack of district equity in regards to support and proper staffing, Class size</p> <p><b>District</b> - New math curriculum, Disruption to the classroom, New member of the leadership team, Students' external environment(s)</p> <p><b>Community Partners</b> - New students are unable to enroll in after school programs</p>	<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>
Reflection		
1. Continued effort to increase student achievement by building teacher efficacy around the implementation of standards based curriculums with fidelity.		
2. Continued effort to build teacher efficacy around standards based instruction with a student-centered focus.		
3. Continued effort to effectively implement REST practices in order develop and maintain a safe and clam learning environment that will increase student instructional time in the classroom.		

## Schoolwide Planner (Required for All Schools)

### 1. Vision

1a. District Vision:	<i>Empowering our students to thrive in life.</i>
1b. School Vision:	<i>Growing the WHOLE child through EQUITABLE support</i>

### 2. Mission

2a. District Mission:	<i>Preparing every student to excel in our global society through world-class learning experiences.</i>
2b. School Mission:	<i>Inspiring and Empowering students through inovative instruction and meaningful relationships to REACH their academic poentnial</i>

### Subgroup Focus (CSI/TSI): Black, Multiracial, White, ELL, Special Ed, F/R

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

3a. Root Findings: [1]	3b. Data Sources: [2]
1. Students are not performing at proficiency in reading and math	1. NWEA Reading (24.7%) NWEA Math (28.9%)
2. Students are not mastering grade level content	2. ILEARN ELA (8.7%) ILEARN Math (10.3%)
3. Students are not being held accountable for doing the thinking	3. Walkthrough Data - Student-centered classrooms observed 56.7% of the time
4. Classroom instruction is mostly teacher led and does not include high quality tasks	4. Walkthrough Data - High quality tasks observed 51.4% of the time

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


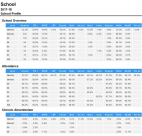
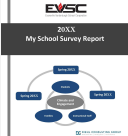
4a. Strategy/Intervention #1:	4b. Strategy or Intervention #2:
<i>Teachers will increase student achievement by implementing standards based curriculum with integrity and fidelity.</i>	<i>Teachers will plan and deliver instruction with a student-centered focus.</i>

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

5a. Monitoring Strategy/Intervention #1: [3]										5b. Monitoring Strategy/Intervention #2: [4]						
Metric Type:	Improvement	Metric used:	NWEA ELA/Math Growth (75th percentile) and Skills Block benchmarking for (K-2)							Metric Type:	Improvement	Metric used:	Walkthrough form: Average of 4 Academic Indicators (Strong Evidence) Backend of Walkthroughs for Data			
	K-2 Skills- % Students Proficient			K-8 NWEA Growth (from last benchmark)												
Data Set	BOY (Baseline)	MOY	EOY	BOY Baseline		MOY		EOY			Data Set	4 Indicators tracking:	Baseline - End of Q1	Quarter 2	Quarter 3	Quarter 4
Goal [5]	N/A	Encoding: K: 36% 1st: 27% 2nd: 26% K-2: 30%  Decoding: K: 36% 1st: 42% 2nd: 47% K-2: 42%	Encoding: K: 41% 1st: 32% 2nd: 31% K-2: 35%  Decoding: K: 41% 1st: 47% 2nd: 52% K-2: 47%	N/A		ELA K: 62% 1: 36% 2: 22% 3: 10% 4: 18% 5: 28% 6: 16% 7: 28% 8: 23%	Math K: 46% 1: 65% 2: 31% 3: 13% 4: 9% 5: 16% 6: 12% 7: 31% 8: 23%	ELA K: 67% 1: 41% 2: 27% 3: 15% 4: 23% 5: 33% 6: 21% 7: 33% 8: 28%	Math K: 51% 1: 70% 2: 41% 3: 18% 4: 14% 5: 21% 6: 17% 7: 36% 8: 28%	Goal [6]	Indicator #1: The enacted lesson intentionally targets the aspect(s) of rigor called for by the standard(s) being addressed.  Indicator #2: Teachers provide appropriate scaffolds to allow students to deepen and demonstrate their level of content knowledge.	N/A	Average Strong Evidence for the four indicators: 50%	Average Strong Evidence for the four indicators: 62%	Average Strong Evidence for the four indicators: 75%	
Actual	Encoding: K: 31.25% 1st: 22.22% 2nd: 20.83% K-2: 24.67%  Decoding: K: 31.25% 1st: 37.04% 2nd: 41.67% K-2: 36.67%	Encoding: K: 31.25% 1st: 22.22% 2nd: 20.83% K-2: 24.67%  Decoding: K: 31.25% 1st: 37.04% 2nd: 41.67% K-2: 36.67%	Encoding: K: 31.25% 1st: 22.22% 2nd: 20.83% K-2: 24.67%  Decoding: K: 31.25% 1st: 37.04% 2nd: 41.67% K-2: 36.67%	ELA K: 57% 1: 31% 2: 17% 3: 5% 4: 13% 5: 23% 6: 11% 7: 23% 8: 18% K-8: 30%	Math K: 41% 1: 60% 2: 26% 3: 8% 4: 4% 5: 11% 6: 7% 7: 26% 8: 18% K-8: 29%	ELA K: 67% 1: 41% 2: 27% 3: 15% 4: 23% 5: 33% 6: 21% 7: 33% 8: 28%	Math K: 51% 1: 70% 2: 41% 3: 18% 4: 14% 5: 21% 6: 17% 7: 36% 8: 28%	ELA K: 67% 1: 41% 2: 27% 3: 15% 4: 23% 5: 33% 6: 21% 7: 33% 8: 28%	Math K: 51% 1: 70% 2: 41% 3: 18% 4: 14% 5: 21% 6: 17% 7: 36% 8: 28%	Actual	Indicator #3: The teacher intentionally uses a variety of grouping strategies (partners, triads, homogeneous, heterogeneous, random, etc.).  Indicator #4: Students engage in purposeful academic discussions building upon one another's ideas.	Average Strong Evidence for the four indicators: 37.5%	Average Strong Evidence for the four indicators: 41.1%*  *Incomplete, as of 12/5/2023	Average Strong Evidence for the four indicators:	Average Strong Evidence for the four indicators:	

### 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!	18%	38%	
ILEARN Math Proficiency	3-8	#REF!	#REF!	#REF!	#REF!	#REF!	20%	40%	
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)	<a href="#">Previous SIP</a>	<a href="#">School Profile</a>	<a href="#">My School Survey</a>						
									
<--- Act and Assess: PM/Checkpoints/IDOE Monitoring/Self-Assessments/OTS Support/PLCs --->									
EVSC CORE VALUES:		*High Expectations*	*Equity & Empathy*	*Accountability*	*Respect & Relationships*			*Trust*	



<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*	

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

### 1. Vision

1a. District Vision:	<i>Empowering our students to thrive in life.</i>
1b. School Vision:	<i>Growing the WHOLE child through EQUITABLE support</i>

### 2. Mission

2a. District Mission:	<i>Preparing every student to excel in our global society through world-class learning experiences.</i>
2b. School Mission:	<i>Inspiring and Empowering students through inovative instruction and meaningful relationships to REACH their academic poential</i>

### Subgroup Focus (CSI/TSI): Black, Multiracial, White, ELL, Special Ed, F/R

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

3a. Baseline	Students are spending an average of 18.7 minutes out of the classroom every time they are removed for self regulation support		
3b. Root Findings:	3c. Data Sources:		
1. Students are missing out on classroom instruction too often	1. Self reg data - Yearly average of 18.7 minutes out of the classroom; Chronic Absent data - 54.4% of students were chronically absent in 22-23		
2. Students do not have the skills needed for self regulation within the classroom	2. Panorama data - 38.3% favorable responses in Emotional Regulation		
3. Students are not being taught how to self regulate within the classroom	3. Self reg data - 583 instances of co-regulation outside of the classroom vs 37 inside the classroom		
4. Teachers are not consistently utilizing tier I self regulation strategies outlined in the SEL curriculum	4. Walkthrough data - Opportunities for self reg in the classroom was observed 52.5% of the 22-23 school year		

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

4a. Strategy/Intervention #1:	
<i>Teachers will implement strategies (REST) to create a safe and calm learning environment resulting in maximized instructional time.</i>	

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

5a. Monitoring Strategy/Intervention #1:					5b. Monitoring Strategy/Intervention #2:							
Metric Type:	Improvement	Metric used:	Average minutes spent out of the classroom due to a response call			Metric Type:	Improvement	Metric used:	Walkthrough			
Data Set	Baseline (End of Q1)	End of Q2	End of Q3	End of Q4		Data Set			Baseline (End of Q1)	End of Q2	End of Q3	End of Q4
Goal [11]	N/A	13.8 minutes	11.8 minutes	9.8 minutes		Goal [12]	Indicator #1: Classroom structures and routines are in place and evident  Indicator #2: The teacher provides supports, encouragement, and opportunities (including for refueling) equally well for all students in the class, across all sub-groups		N/A	55%	65%	75%
Actual	15.8 minutes	17.8 minutes*  *(Incomplete, Recorded As of 12/5/2023)				Actual	Indicator #3: Students and their teacher demonstrate a joy for learning through positive relationships and strong classroom culture  Indicator #4: Students are engaged in the work of the lesson from start to finish; there is a sense of urgency about how time is used.		Average Strong Evidence for the four indicators: 46.5%			

### 6. What is our target?

6a. School Smart Goal	By the end of the 23-24 school year, we will decrease the average time students spend out of the classroom as a result of a response call by ____%, measured through call records, in comparison to the beginning of the 23-24 school year.
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### 7. What is our ultimate goal?

7a. District Ultimate Goal:	<i>Will this help us ensure every student at every grade level is on track to graduate ready for college or career?</i>
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<--- Act and Assess: PM/Checkpoints/IDOE Monitoring/Self-Assessments/OTS Support/PLCs --->

EVSC CORE VALUES:	*High Expectations*	*Equity & Empathy*	*Accountability*	*Respect & Relationships*	*Trust*
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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 increase student achievement by implementing standards based curriculum with integrity and fidelity.	1	Work with Instruction Partners for Internalizing Modules/units/lessons	All Year	Angie	Jessa	Trisha	Kalyn	3. Implementation is ongoing with fidelity	
	2	Coaching cycles with all teachers	All Year	All Coaches				3. Implementation is ongoing with fidelity	<a href="#">Coaching Tracker 23-24</a>
	3	Math curriculum implementation	All Year	All Coaches	Teachers	Trisha		2. Implementation is in progress	<a href="#">Eureka Math Squared GLA PD</a> <a href="#">Internalization Protocols for Eureka</a>
	4	Skills Block benchmarking	Three times a year	Jessa	Liz	Kalyn		3. Implementation is ongoing with fidelity	<a href="#">Skills Block Tracker K-2</a> <a href="#">GLA Intervention Tracker 3-5</a>
	5	NWEA Data review (including subgroup)	Three times a year	All Coaches	Teachers			3. Implementation is ongoing with fidelity	<a href="#">NWEA Tracker with Goals</a>
	6	Work with Instruction Partners for Internalizing Modules/units/lessons	All Year	Angie	Jessa	Trisha	Kalyn	3. Implementation is ongoing with fidelity	
	7	Intentional use of Flex Days	All Year	All Coaches	Teachers	Trisha	Kalyn	2. Implementation is in progress	
	8	Consistent use of walkthrough tool to collect classroom data	All Year	All Coaches	Amber	Angie		3. Implementation is ongoing with fidelity	
	9	Walkthrough data reviews	All Year	Angie	All Coaches	Amber		3. Implementation is ongoing with fidelity	<a href="#">Walkthrough Form</a>
	10	Skills Block 1.5 Implementation for K-2 and Interventions in 3-5	All Year	Jessa	Kalyn	Liz	Teachers	2. Implementation is in progress	<a href="#">Extra Planning Time for Teachers</a> <a href="#">K-2 PD</a> <a href="#">3-5 PD</a>
	11	Coaching Framework PD	August	Kyle	Liz			2. Implementation is in progress	<a href="#">Coaching Framework PD</a>
	12	IREAD Tracker and Action Plan	September	Jessa	Liz	Teachers		2. Implementation is in progress	<a href="#">GLA IREAD Tracker</a>
	13	Master RTI List with Groups and Teachers	September	Jessa	All Coaches	Teachers		2. Implementation is in progress	<a href="#">Intervention Groups</a>
	14	RTI Attendance Tracker	September	Jessa				1. Action has not been started	
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3 Year Timeline for Implementation, Review & Revision for Strategy 1									
	Year 2	Teachers will increase student achievement by engaging students in high-quality, rigorous tasks where students own the thinking							
	Year 3	Teachers will increase student achievement by implementing data protocols in PLCs to determine instructional effectiveness and provide remediation and enrichment opportunities							
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?
	1	Create a walkthrough tool that captures student centered instruction	9/11/23	Jessa				3. Implementation is ongoing with fidelity	<a href="#">Walkthrough Form</a>
	2	Work with Instruction Partners for Internalizing Modules/units/lessons	All Year	Angie	Jessa	Trisha	Kalyn	3. Implementation is ongoing with fidelity	
	3	Teaming PD	All Year	Jessa	Kyle	Liz		2. Implementation is in progress	<a href="#">Teaming Faculty Meeting 11.1.23</a>

Teachers will plan and deliver instruction with a student-centered focus.

4	Coaching cycles with all teachers	All Year	All Coaches				3. Implementation is ongoing with fidelity	<a href="#">Coaching Tracker 23-24</a>
5	Creating data protocols and teaching PLCs how to utilize	10/13/23	All Coaches	Trisha			1. Action has not been started	
6	Data protocols in PLC (reviewing skills block data and priority standards data)	All Year	All Coaches	Teachers			3. Implementation is ongoing with fidelity	
7	Intentional use of Flex Days	All Year	All Coaches	Teachers	Trisha	Kalyn	2. Implementation is in progress	
8	Teachers participate in summer planning days	8/3/23	Jessa	Teachers			4. Action has been completed	<a href="#">EL GLAPD</a> <a href="#">Internalization Protocols for EL</a>
9	Small group instruction based on data	All Year	All Coaches	Teachers			2. Implementation is in progress	<a href="#">Intervention PD</a> <a href="#">Intervention Responses and Follow Up</a>
10	Intentional review of data for targeted subgroups in SIP check ins	All Year	Jackie	Trisha	Angie	Amber	1. Action has not been started	
11	Consistent use of walkthrough tool to collect classroom data	All Year	All Coaches	Amber	Angie		3. Implementation is ongoing with fidelity	<a href="#">Walkthrough Form</a>
12	Walkthrough data reviews	All Year	Angie	All Coaches	Amber		3. Implementation is ongoing with fidelity	<a href="#">Walkthrough Form</a>
13	Extended Planning Time Bi-Weekly	All Year	Jessa				3. Implementation is ongoing with fidelity	<a href="#">Extended Vacation 23-24</a>
14	BOY Faculty Meeting Breakout	August	Teachers				4. Action has been completed	<a href="#">Kagan Strategies</a>
15	Summer Kagan PD	July	Angie	Jessa	Teachers		4. Action has been completed	
16	PLC Pre-Assessment Survey with Bullpup Leadership Team	September	Angie	Amber	Jessa	All Coaches	4. Action has been completed	<a href="#">PLC Pre-Assessment Survey Results</a>
17	PLC Cycle Calendars	September	Jessa	All Coaches	Teachers		3. Implementation is ongoing with fidelity	<a href="#">PLC Cycle Calendars</a>
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**3 Year Timeline for Implementation, Review & Revision for Strategy 1**

<b>Year 2</b>	Teachers will consistently engage in lesson internalization protocols in order to identify the critical learning and plan for appropriate instructional strategies that increase student engagement							
<b>Year 3</b>	Teachers will plan and deliver instruction that allows students to work independently from the teacher as they persevere with challenging tasks							

**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	MTSS Summer Conference	July	Amber	Angie	Jessa	All Coaches	4. Action has been completed	<a href="#">Conference Info</a>
	2	MEFS Benchmarking	August	Amber	Jessa	Liz		4. Action has been completed	<a href="#">MEFS Data</a>
	3	School Wide BOY Blitz	August	Amber	Angie	Teachers	All Coaches	4. Action has been completed	<a href="#">BOY Blitz</a>
	4	Coaching cycles with Behavior Specialist	August	Amber	Jessa	All Coaches	Teachers	2. Implementation is in progress	<a href="#">Coaching Tracker 23-24</a>
	5	MTSS Meetings	August	Angie	Amber	All Coaches		3. Implementation is ongoing with fidelity	<a href="#">MTSS Agenda</a>
	6	PBIS Rewards	August	Amber	All Coaches			2. Implementation is in progress	<a href="#">PBIS Rewards Program</a>
	7	Self Reg Room	August	Amber				2. Implementation is in progress	
	8	K-4 REACH Academy	August	Amber	Angie			2. Implementation is in progress	
	9	Walkthrough	August	Amber	Angie	All Coaches		3. Implementation is ongoing with fidelity	<a href="#">Walkthrough Form</a>
	10	BLT Meetings/Subcommittees	August	Angie	Amber	Jessa	All Coaches	3. Implementation is ongoing with fidelity	<a href="#">BLT Agenda</a> BLT Hub
	11	Cognimoves	August	Teachers	Amber			1. Action has not been started	<a href="#">Cognimoves (K,1,3)</a>
	12	PLC with AP (RESST Strategies)	August	Amber	Teachers			3. Implementation is ongoing with fidelity	<a href="#">Behavior Support Systems</a>
	13	BOY Faculty meeting break outs	August	Amber	Teachers			4. Action has been completed	<a href="#">Breakout 1 Brain or Behavior</a> <a href="#">Breakout 2 SEL, Diversity, and Inclusion</a>
	14	GPLC (RESST)	August	Angie	Amber	Jessa	Teachers	1. Action has not been started	

Teachers will implement strategies (REST) to create a safe and calm learning environment that maximizes instructional time.	15	New Teacher PLC	August	Amber	Jessa	Angie	Teachers	3. Implementation is ongoing with fidelity	<a href="#">New Teacher Orientation</a>
	16	Attendance Case Manager	11/30/23	Michelle				3. Implementation is ongoing with fidelity	
	17	Attendance gotchas	Ongoing	Amber				2. Implementation is in progress	
	18	Incentivizing families	Ongoing	Amber				2. Implementation is in progress	
	19	5-8 REACH Academy	11/10/2023	Amber	Staci			2. Implementation is in progress	
	20	Love and Logic PD	11/29/23	Angie	Amber	Jessa		4. Action has been completed	<a href="#">Love and Logic Strategies Staff Development</a>
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	<b>3 Year Timeline for Implementation, Review &amp; Revision for Strategy 1</b>								
	Year 2	At GLA, teachers will implement strategies (REST) to help students develop their executive functioning skills in order to maximize learning potential.							
	Year 3	At GLA, teachers will implement strategies (REST) to help students learn how to use their executive functioning skills to access higher order thinking and apply their knowledge to solve real world problems.							

## SIP Requirements

<b>Curriculum and Interventions</b>	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 and Op Sci-Ed (gr. 6-8), 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 curriculum is available on the EVSC website under Academics.
<b>Assessments (in addition to state assessments)</b>	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.
<b>Instructional Program</b>	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.
<b>Coordination of Technology</b>	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.
<b>Career Awareness and Development</b>	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.
<b>Safe and Disciplined Environment</b>	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.
<b>Cultural Competency</b>	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.
<b>Attendance</b>	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.
<b>Parent and Family Engagement</b>	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.
<b>Secondary Schools</b>	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
<b>Schoolwide Reform Strategies</b> <b>Strategies to address the needs of all students</b> <b>Effective Timely Assistance</b>	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.	RTI Academic and SEL supports-(MTSS) are supported with the same methodology. Our MTSS committee is dedicated to ensure quality and accountability. Schoolwide data analysis is used to determine Tier I interventions. A specific period is dedicated to Tier 2/3 supports and interventions and enrichments. As an example, schoolwide data analysis revealed a need for more intensive SEL intervention; as a result SEL training is being provided across all grade levels. Students are nominated by teachers or staff members or through an analysis of data for Tier 2 and Tier 3 supports. A three member coaching team supports Tier I instruction and Title I funds support a SEL behavior interventionist.
<b>Assessment (SW model of teacher inclusion in decision model)</b>	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.	At GLA, teachers meet in PLCs daily to review student data, internalize lessons, and make adjustments to instruction. All PLCs occur at the same time in order to allow for vertical planning across grade levels. PLCs work collaboratively to assess student learning and determine interventions and/or refer students for MTSS.
<b>Transition (Pre-K and Middle/HS)</b> <b>(Assist Preschool children in transition to elementary school, students to MS/HS)</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. 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.	The school works with EVSC preschools to successfully enroll and transition Pre-K students to Kindergarten. Potter's Wheel, a community partner also leads a new program for incoming kindergarten students called Baby Bullpups. During this program, incoming K-students are introduced to basic foundational academic and social and emotional skills. Families have the opportunity to meet staff and tour the building. In addition, Potter's Wheel is initiating a Pre-School/Pre-K program specifically for future GLA Bullpups. Students in 8th grade attend transition activities at Bosse High School (local feeder school); however they also attend tours/presentations for Early College High School, New Tech High School, Shephard Law Academy, etc. Students also have the opportunity to attend the Bulldog Academy, a summer transition program for students who would benefit from additional credit to prevent adverse consequences from initial failure. GLA also provides Algebra for ALL 8th grade students.
<b>Increase Learning Time</b>	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.	After school programs are intentionally selected to align to the SIP for both academics and SEL training. Tutoring is offered at all grade levels and also occurs prior to each athletic event coordinated with homework time/study tables. College Mentors, Diamonds, YCAP, and programs at Caldwell Family Learning Center align with SIP goals. YMCA Summer Learning Loss program assists with K-3 students staying on track and at grade level providing 20 additional school days during summer programming.
<b>Schoolwide Plan</b> <b>(District technical support, grant activities, monitoring, evaluation)</b>	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.	The SIP is monitored and revised monthly with the Director of School Support, School Support Strategist, and School Support Specialist. The GLA Leadership team monitors the action plan weekly.
<b>High quality, on-going Professional Development</b>	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.	GLA has a master teacher and two mentor teachers who engage teachers in regular coaching cycles focused on student centered goals. Teachers work with their coach to improve instructional practices in order to raise student achievement. The master teacher supports the two mentor teachers and acts as a coach for them. In addition, professional development is provided during regular guided PLCs based on school wide walkthrough data trends. The School Support Specialist works directly with the Master Teacher to provide coaching and on-going professional development. The Chief Administrative Officer works directly with the Principal to provide coaching through regularly scheduled check ins.
<b>Recruitment and Retention</b> <b>(Recruitment and retention of effective teachers - high needs subjects)</b>	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.	GLA has had the opportunity for early contract hires and a flex teacher. Flex teachers are utilized to minimize staff impact of unfilled substitute positions. Through this work, flex teachers see every classroom in the building during their training, which makes them stronger candidates for classrooms. Reciprocity exists for teacher candidates both in terms of training and support. While it may be more challenging to work in Title I environments, it is also more rewarding with regard to development of staff and support structures. There are partnerships with two local universities where there's a variety of collaboration occurring to recruit potential educators. Several introductory courses have fieldwork take place in the building that builds potential relationships for potential job candidates. Principal and Leadership Team members travel to both local universities to provide expertise with professional development and conduct mock interviews.



## 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.

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*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.