

School Improvement Plan (SIP) Glenwood Leadership Academy

<p>Planning Tools</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>Curriculum & Location</p>	<p>EVSC uses a research-based instructional design system to create and implement each grade level's curriculum based on Indiana College and Career Readiness Standards. Curriculum is regularly evaluated and modified if needed to ensure effectiveness and that it addresses the learning needs of all students. Curriculum is housed in Google Drive where all faculty may access multiple resources.</p> <p>Curriculum guides for high schools are available on their websites. These guides include information on the course offerings as well as diploma requirements. High school courses are reviewed yearly and there is a process for adding new courses. EVSC is intentional in ensuring a wide variety of courses to meet the needs of all students.</p>
<p>Management & Monitoring Tools</p>	<p>Planning and Monitoring (Short-Term Cycles)</p> <p>Quarterly Progress Monitoring (Medium- & Long-Term Goals)</p>	<p>Project Planner & Monitoring</p> <p>Quarterly Progress Monitoring</p>	<p>Assessments</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>Optional Supporting Tools</p>	<p>Culture & Climate 3rd Strategy (Required for Priority: PAI 3)</p> <p>Root Cause Tools</p>	<p>Schoolwide Strategic Planner</p> <p>SIOT Analysis</p>	<p>Social Emotional Learning / Cultural Competency</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>SIP Input (stakeholder input)</p>	<p>In collaboration with the EVSC, GLA has conducted a teacher meeting(8-14-20) and a survey is posted on our website for parents and our site council with the intent to collect input on the SIP strategies and action plan.</p>		<p>SIP Team Members</p>	<p>Angie Oliver, Devon Simon, Tera Babb, Amber Santana, Jessa Jines, Jackie Kuhn, Jacob VanWinkle</p>

SIOT (Strengths, Improvements, Opportunities, and Threats)

While using your previous SIP and relevant data (NWEA, IREAD-3, MySchool Survey, Gallup, Panorama, Big 5 Reports, SET, etc), answer the following questions:

1. List school's primary strengths and areas of improvement from the previous SY - forces or barriers working for or against the School Improvement Plan implementation (SIP).
2. List school's key opportunities and threats from the previous SY - political, economic, social, technological, demographic or legal trends that are or may impact school's ability to achieve SIP implementation.
3. After completing the SIOT analysis, what are the highest leverage school improvement strategies for the current SY?
4. Are there any opportunities we can take advantage of because of a strength?
5. Are there any threats compounded by a weakness?

Analysis of Previous SY

Strengths	Areas of Improvement	Questions for Reflection
<p>*Learning Sciences International partnership improved the lens of which instruction is viewed and provided tools on instructional strategies to coach teachers towards more cognitively complex learning which is evidenced within ongoing monitoring cycles.</p> <p>*Culture of feedback resulting in consistent coaching</p> <p>*Instructional and conditions trend data is collected to guide professional development for staff</p> <p>*Teachers receive intentional coaching and feedback</p> <p>* Student instructional minutes lost due to behavior concerns have decreased due in part to self regulation stations within the classroom, lack of student movement throughout the day, intentional focus on whole child development including SEL curriculum and refueling,</p> <p>*Adult/Student relationships are strong and both adults and students work consistently to continue to develop through a growth mindset that is reinforced</p> <p>*Positive culture and climate among staff and students that allows everyone to feel safe and challenged to reach their potential as educators and students.</p>	<p>*Teachers lack efficacy around standards based content, data cycles, building assessments, and determining next instructional steps</p> <p>*Students producing evidence of learning at or above the level of the standard</p> <p>*Consistent utilization of resources by all grade levels that address student adverse childhood experiences and trauma that have become a barrier for learning in the classroom.</p> <p>*Students at GLA have a difficult time reaching calm so they can self regulate and access their executive functioning skills.</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>*Leverage the PLC's to increase data conversations that lead to increased Tier I student taxonomy and autonomy through ongoing monitoring and tracking cycles</p> <p>*Utilize the GAIN team to increase the understanding of PBIS classroom practices leading to decreased loss of instructional minutes.</p> <p>*Utilize the MTSS team to more intentionally meet the academic and social/emotional needs of the whole child at GLA.</p> <p>*Process for teachers that capitalizes on the positive instructional shift that is occurring at GLA</p> <p>*Streamlined tiered system of coaching support and feedback based on teacher needs</p>	<p>*Preconceived ideas of GLA that negatively impact the community perception</p> <p>*Social Distancing and its impact on collaborative learning and teaming</p> <p>*Professional Development opportunities (SEL and Instructional) decrease from 45 minutes biweekly to 15 minutes biweekly</p> <p>*70% transiency rate makes it challenging to build a foundation on positive relationships</p> <p>*Teachers are all departmentalized</p> <p>*Decreased collaborative planning time</p> <p>*Increased learning loss due to school closure</p> <p>*Lack of End of year student data to gauge current levels of proficiency.</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. Efficacy around standards based content, data cycles, assessments, and determining instructional steps is an important practice to develop.
2. Continued efforts to produce and /or have opportunities for students to produce evidence at the level of the standard is needed.
3. Ability to self regulate and arrive at calm in order to learn / engage in the content is a prioritized goal for students

Schoolwide Planner (Required for All Schools)

1. Vision

1a. District Vision:	<i>Excellence in Student Achievement</i>
1b. School Vision:	<i>Through our commitment to learn, serve, and lead, Glenwood Leadership Academy will become the highest growth K-8 school.</i>

2. Mission

2a. District Mission:	<i>Providing Outstanding Educational Opportunities Through Shared, Committed Responsibility</i>
2b. School Mission:	<i>Inspiring and empowering students through innovative instruction and meaningful relationships to REACH their academic potential.</i>

Subgroup or Improvement Focus:

<input checked="" type="checkbox"/> Bottom 25%	<input checked="" type="checkbox"/> Top 75%	<input checked="" type="checkbox"/> Special Education	<input checked="" type="checkbox"/> Black	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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3. Why is this our current reality?

3a. Root Findings: [1]	3b. Data Sources: [2]
1. Students' ability to self regulate and arrive at calm in order to learn / engage in the content is in an emerging / developmental phase.	1. Panorama Survey - 30% of students report they are able to arrive at calm after they are dis-regulated. - "Are you able to get out of a bad mood: 38% of students remain calm when students are bothering them
2. Teacher efficacy around standards based content, data cycles, assessments, and determining instructional steps needs reestablished.	2. NWEA Growth Metrics Teacher Experience: 72% staff have less than 5 years of teaching experience Rigor Walk #3 Score 0.75 /3 on Monitoring to Take Action
3.	3
4.	4.

4. What are we going to do about it?

4a. Strategy/Intervention #1:	4b. Strategy or Intervention #2:
Our GLA school community will continue to focus on building positive relationships in order to create an equitable learning environment that fosters students' ability to self-regulate.	Teachers will build efficacy around developing standards based assessments, utilizing data cycles, and determining next instructional steps through our intentional focus on the backwards design model.

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

5a. Monitoring Strategy/Intervention #1: [3]					5b. Monitoring Strategy/Intervention #2: [4]				
Metric Type:	<i>Improvement</i>	Metric used:	Panorama (Staff/Student Relationships) & GLA Student Screener		Metric Type:	<i>Improvement</i>	Metric used:	GLA Summative Assessment Dashboard	
Data Set	Baseline & Benchmark #1 (October 5-16)	Benchmark #2 (1/12-1/26)	Benchmark #3 (4/1-4/15)	End of Year & Benchmark #4 (May 17-28)	Data Set	Baseline Benchmark #1 (Oct. 19 - Oct. 23rd)	Benchmark #2 (Jan 11th - Jan 15th)	Benchmark #3 (Mar. 15 - Mar. 19th)	End of Year & Benchmark #4 (May 11th - May 21st)

<p>Goal [5]</p>	<p>N/A</p>	<p><i>Student-teacher relationships (Panorama)</i> (3-5) 75% (6-8) 65%</p> <p><i>Equitable Learning Environment (Screener)</i> (3-5) 63% (6-8) 80%</p> <p><i>Self Regulation (Screener)</i> (3-5) 40% (6-8) 43%</p>	<p><i>Student-teacher relationships (Panorama)</i> (3-5) 78% (6-8) 70%</p> <p><i>Equitable Learning Environment (Screener)</i> (3-5) 68% (6-8) 83%</p> <p><i>Self Regulation (Screener)</i> (3-5) 45% (6-8) 46%</p>	<p><i>Student-teacher relationships (Panorama)</i> (3-5) 80% (6-8) 75%</p> <p><i>Equitable Learning Environment (Screener)</i> (3-5) 70% (6-8) 85%</p> <p><i>Self Regulation (Screener)</i> (3-5) 50% (6-8) 50%</p>		<p>Goal [6]</p>	<p>N/A</p>	<p>ELA K: 25% / 2 1: 25% / 2 2: 25% / 2 3: 25% / 2 4: 25% / 2 5: 25% / 2 6: 25% / 2 7: 25% / 2 8: 25% / 25</p> <p>Math K: 25% / 2 1: 25% / 2 2: 25% / 2 3: 25% / 2 4: 25% / 2 5: 25% / 2 6: 25% / 2 7: 25% / 2 8: 25% / 2</p> <p>GLA ELA 25% / 2</p> <p>GLA Math 25% / 2</p>	<p>ELA K: 43% / 3.5 1: 43% / 3.5 2: 43% / 3.5 3: 43% / 3.5 4: 43% / 3.5 5: 43% / 3.5 6: 43% / 3.5 7: 43% / 3.5 8: 43% / 3.5</p> <p>Math K: 43% / 3.5 1: 43% / 3.5 2: 43% / 3.5 3: 43% / 3.5 4: 43% / 3.5 5: 43% / 3.5 6: 43% / 3.5 7: 43% / 3.5 8: 43% / 3.5</p> <p>GLA ELA 43% / 3.5</p> <p>GLA Math 43% / 3.5</p>	<p>ELA K: 63% / 5.0 1: 63% / 5.0 2: 63% / 5.0 3: 63% / 5.0 4: 63% / 5.0 5: 63% / 5.0 6: 63% / 5.0 7: 63% / 5.0 8: 63% / 5.0</p> <p>Math K: 63% / 5.0 1: 63% / 5.0 2: 63% / 5.0 3: 63% / 5.0 4: 63% / 5.0 5: 63% / 5.0 6: 63% / 5.0 7: 63% / 5.0 8: 63% / 5.0</p> <p>GLA ELA 63% / 5.0</p> <p>GLA Math 63% / 5.0</p>	
<p>Actual</p>	<p><i>Student-teacher relationships (Panorama)</i> (3-5) 73% (6-8) 62%</p> <p><i>Equitable Learning Environment (Screener)</i> (3-5) 61.1% (6-8) 76.92%</p> <p><i>Self Regulation (Screener)</i> (3-5) 34.7% (6-8) 41.3%</p>	<p><i>Student-teacher relationships (Panorama)</i> (3-5) (6-8)</p> <p><i>Equitable Learning Environment (Screener)</i> (3-5) (6-8)</p> <p><i>Self Regulation (Screener)</i> (3-5) (6-8)</p>	<p><i>Student-teacher relationships (Panorama)</i> (3-5) (6-8)</p> <p><i>Equitable Learning Environment (Screener)</i> (3-5) (6-8)</p> <p><i>Self Regulation (Screener)</i> (3-5) (6-8)</p>	<p><i>Student-teacher relationships (Panorama)</i> (3-5) (6-8)</p> <p><i>Equitable Learning Environment (Screener)</i> (3-5) (6-8)</p> <p><i>Self Regulation (Screener)</i> (3-5) (6-8)</p>		<p>Actual</p>	<p>ELA K: 22.77% / 1.82 1: 13.85% / 1.10 2: 13.85% / 1.10 3: 6.06% / 0.48 4: 4.73% / 0.37 5: 5.51% / 0.44 6: 4.29% / 0.34 7: 17.76% / 1.42 8: 21.88% / 1.75</p> <p>Math K: 18.30% / 1.46 1: 8.88% / 0.71 2: 8.46% / 0.67 3: 4.69% / 0.37 4: 0.0% / 0.0 5: 0.0% / 0.0 6: 0.0% / 0.0 7: 0.0% / 0.0 8: 0.0% / 0.0</p> <p>GLA ELA 12.54% / 1.0 GLA Math 4.03% / 0.32</p>				

6. What is our target?

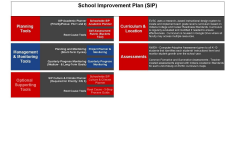
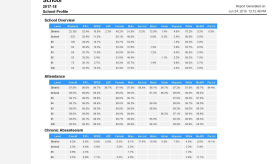
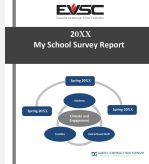
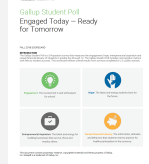
Data Set	Baseline	Goal (EOY)	Stretch Goal (EOY)	Goal (3-Year)	Actual (EOY)	Subgroup Goal Setting		
Attendance Rate	97.69% (63473.5 / 64977)	98%	99%	99%		Subgroups	Baseline	Goal (EOY)
ELA Performance [7]	18.38% (43/234)	23%	25%	35%		Black	ELA 15% Math 10%	ELA 20% Math 15%
ELA Growth						Special Ed	ELA 3% Math 3%	ELA 8% Math 8%
Math Performance [8]	11.81% (28/237)	16%	18%	28%				

Math Growth										
4-Yr Grad Rate (HS only)										

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

Previous School Year Report(s)	School Improvement Plan	School Profile	My School Survey	Gallup Poll
				

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

EVSC CORE VALUES: *Students Come First* *Intentionality* *Responsibility* *Collaboration* *Great People Matter*

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

1. Vision

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3. Why is this our current reality?

3a. Baseline		
3b. Root Findings:	3c. Data Sources:	
1. Students do not produce and /or have inconsistent opportunities to produce evidence at the full level of the standard	3. Rigor Walk #3 Scores - 60% Retrieval level tasks / 40% Tasks aligned to full target & standard NWEA Growth Met (Winter-Winter) - K-8 Reading: 48.9% - K-8 Math: 45.5%	
2.	2.	
3.	3.	
4.	4.	

4. What are we going to do about it?

4a. Strategy/Intervention #3:	4b. Strategy or Intervention #4:
Students will produce evidence of learning at or above the level of the standard through our intentional focus on standard-based instruction.	

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

5a. Monitoring Strategy/Intervention #1:					5b. Monitoring Strategy/Intervention #2:							
Metric Type:	Improvement	Metric used:	GLA Summative Assessment Dashboard			Metric Type:	Metric used:					
Data Set	Baseline Benchmark #1 (Oct. 19 - Oct. 23rd)	Benchmark #2 (Jan 11th - Jan 15th)	Benchmark #3 (Mar. 15 - Mar. 19th)	Benchmark #4 (May 11th - May 21st)	Data Set	Baseline	Benchmark #1	Benchmark #2	Benchmark #3	Benchmark #4	End of Year	
Goal [9]	N/A	ELA K 1 2 3 4 5 6 7 8 Math K 1 2 3 4 5 6 7 8 GLA ELA GLA Math	ELA K 1 2 3 4 5 6 7 8 Math K 1 2 3 4 5 6 7 8 GLA ELA GLA Math	ELA K 1 2 3 4 5 6 7 8 Math K 1 2 3 4 5 6 7 8 GLA ELA GLA Math	Goal [10]							

Actual	<p>ELA K: 22.77% / 1.82 1: 13.85% / 1.10 2: 13.85% / 1.10 3: 6.06% / 0.48 4: 4.73% / 0.37 5: 5.51% / 0.44 6: 4.29% / 0.34 7: 17.76% / 1.42 8: 21.88% / 1.75</p> <p>Math K: 18.30% / 1.46 1: 8.88% / 0.71 2: 8.46% / 0.67 3: 4.69% / 0.37 4: 0.0% / 0.0 5: 0.0% / 0.0 6: 0.0% / 0.0 7: 0.0% / 0.0 8: 0.0% / 0.0</p> <p>GLA ELA 12.54% / 1.0 GLA Math 4.03% / 0.32</p>					Actual						
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6. What is our target?

Data Set	Baseline	Goal (EOY)	Stretch Goal (EOY)	Goal (3-Year)	Actual (EOY)	Subgroup Goal Setting		
						Subgroups	Baseline	Goal (EOY)
Attendance Rate	97.69% (63473.5 / 64977)	98%	99%	99%				
ELA Performance [11]	18.38% (43/234)	23%	25%	35%	Black	ELA 15% Math 10%	ELA 20% Math 15%	
ELA Growth					Special Ed	ELA 3% Math 3%	ELA 8% Math 8%	
Math Performance [12]	11.81% (28/237)	16%	18%	28%				
Math Growth								
4-Yr Grad Rate (HS only)								

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: *Students Come First* *Intentionality* *Responsibility* *Collaboration* *Great People Matter*

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?
Our GLA school community will continue to focus on building positive relationships in order to create an equitable learning environment that fosters students' ability to self-regulate.	1	GLA Long Range PD Planner	Ongoing	Leadership Team			2. Implementation is in progress	
	2	GAIN Team	8/18/2020	Lead Coach			3. Implementation is ongoing with fidelity	GAIN Dashboard
	3	MTSS (Weekly)	9/16/2020	AP			3. Implementation is ongoing with fidelity	MTSS Tier 2 MTSS Tier 3
	4	Top Dog	9/4/2020	Lead Coach			3. Implementation is ongoing with fidelity	
	5	Staff Self Care	9/24/2020	Lead Coach			3. Implementation is ongoing with fidelity	
	6	PBIS Store	Ongoing	Lead Coach			2. Implementation is in progress	
	7	PBIS Rewards	9/1/2020	Lead Coach			3. Implementation is ongoing with fidelity	
	8	School Self Reg Spaces (interventionist office, main office)	8/19/2020	Specialist			3. Implementation is ongoing with fidelity	
	9	Leadership Team Meetings	8/24/2020	Principal			3. Implementation is ongoing with fidelity	Leadership Team Agenda
	10	School Support Squad Meeting (Monthly)	9/28/2020	Leadership Team			3. Implementation is ongoing with fidelity	
	11	Screener Data Chats	10/27/2020	Lead Coach			3. Implementation is ongoing with fidelity	Screener Chats
	12	Panorama Snap Shots	11/2/2020	Lead Teacher			2. Implementation is in progress	Panorama Snapshots
	13							
	14							
	15							
	16							
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	27							
	28							
	29							
	30							
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?
	1	GLA Long Range PD Planner	Ongoing	Leadership Team			3. Implementation is ongoing with fidelity	
	2	Summative Assessment Testing Windows Created	9/18/2020	Leadership Team			4. Action has been completed	Summative Assessment Resources Summative Assessment Dashboard
	3	Monthly Tiered Coaching Cycles	Ongoing	Lead Coach			3. Implementation is ongoing with fidelity	Coaching Tool
	4	Vertical Plans- Building Grade Level Summative Assessments	10/12/2020	Lead Coach			4. Action has been completed	
	5	Summative Preliminary Data Chat 1 (Lead Coach will lead collaborative conversation around evidence of mastery and help teachers input data)	10/30/2020	Mentor Teacher			4. Action has been completed	Summative Assessment Cover Sheet
	6	Summative Data Chat 1 (Master Teacher will lead teams in presenting data and producing action steps)	11/5/2020	Lead Coach			4. Action has been completed	GLA Summative Backwards Design
	7	Action Plan Follow up: Individual check-in with all staff for progress and support with action steps from Data Chat 1	12/11/2020	Lead Coach			4. Action has been completed	Summative Assessment Dashboard

Students will produce evidence of learning at or above the level of the standard through our intentional focus on standard-based instruction.

12	Summative Data Chat 2 (Master Teacher will lead teams in presenting data and producing action steps)	1/29/2021	Lead Coach				1. Action has not been started
13	<i>Potential Actions from Data Chat 2</i>						
14	<i>Potential Actions from Data Chat 2</i>						
15	Summative Preliminary Data Chat 3 (Lead Coach will lead collaborative conversation around evidence of mastery and help teachers input data)	4/9/2021	Mentor Teacher				1. Action has not been started
16	Summative Data Chat 3 (Master Teacher will lead teams in presenting data and producing action steps)		Lead Coach				1. Action has not been started
17	<i>Potential Actions from Data Chat 3</i>						
18	<i>Potential Actions from Data Chat 3</i>						
19	Summative Preliminary Data Chat 4 (Lead Coach will lead collaborative conversation around evidence of mastery and help teachers input data)	4/28/2021					1. Action has not been started
20	Summative Data Chat 4 (Master Teacher will lead teams in presenting data and producing action steps)						1. Action has not been started
21	<i>Potential Actions from Data Chat 4</i>						
22							
23							
24							
25							
26							
27							
28							
29							
30							
3 Year Timeline for Implementation, Review & Revision for Strategy 1							
Year 2							
Year 3							

Progress Monitoring Toward Goals

Monitoring of Progress (Medium & Long Term Goals)

NWEA MAP Growth: Reading

Met/Exceeded Average Achievement																
Term(s)	Overall	F/R Lunch	Paid Lunch	SE	GE	ELL	Non ELL	Male	Female	Am. Indian	Black	Asian	Hisp.	White	Multi.	Pac. Isl.
School (Fall)	23.5%	24.3%	19.6%	13.5%	26.7%	3.9%	27.4%	20.7%	26.3%	100.0%	21.4%		7.1%	38.7%	27.0%	8.3%
District (Fall)	58.9%	46.6%	73.1%	25.7%	64.4%	22.4%	60.4%	57.1%	60.7%	37.9%	35.9%	71.2%	45.6%	66.2%	51.7%	23.2%
School (Winter)																
District (Winter)																
School (Spring)																
District (Spring)																

Met/Exceeded Projected Growth																
Term(s)	Overall	F/R Lunch	Paid Lunch	SE	GE	ELL	Non ELL	Male	Female	Am. Indian	Black	Asian	Hisp.	White	Multi.	Pac. Isl.
School (Fall)	33.2%	33.0%	34.4%	35.5%	32.4%	33.3%	33.2%	39.3%	27.8%	100.0%	28.6%		30.6%	42.3%	41.4%	20.0%
District (Fall)	49.6%	47.8%	51.6%	45.2%	50.3%	46.3%	49.7%	50.0%	49.1%	57.1%	47.1%	55.8%	47.9%	50.6%	45.8%	45.3%
School (Winter)																
District (Winter)																
School (Spring)																
District (Spring)																

Projected Proficiency (ILEARN or SAT)																
Term(s)	Overall	F/R Lunch	Paid Lunch	SE	GE	ELL	Non ELL	Male	Female	Am. Indian	Black	Asian	Hisp.	White	Multi.	Pac. Isl.
School (Fall)	12.3%	11.2%	17.9%	3.1%	15.6%	2.4%	14.4%	6.7%	17.7%		15.0%		0.0%	17.5%	7.4%	10.5%
District (Fall)	46.7%	33.8%	61.4%	15.4%	52.2%	11.2%	48.1%	45.2%	48.2%	34.8%	23.9%	66.7%	32.9%	53.8%	38.6%	16.2%
School (Winter)																
District (Winter)																
School (Spring)																
District (Spring)																

NWEA MAP Growth: Math

Title I Schoolwide Planning Comprehensive Needs Assessment

DATA COLLECTION/ANALYSIS

Tiered Model of Support (RTI) (SW tiered model to address problem behavior and early intervention)	District:	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 2019-20 school year, K-5 students will have Tier I SEL curriculum that is research based. All staff participate in SEL professional development. During the 19-20 school year, all Kindergarten staff will be trained on LETRS, a scientifically based approach to reading instruction.
	School:	RTI Academic and SEL supports are supported with the same methodology. Both have committees 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 seven member coaching team supports Tier I instruction and Title I funds support a behavior interventionist. 1003a funds support a SEL specialist to assist teachers with interventions 2 and 1/2 days a week.

PROFESSIONAL PRACTICE

Transition (Pre-K and Middle/HS) (Assisted Preschool children in transition to elementary school, students to MS/HS)	District:	For any students attending EVSC pre-K programs, Kindergarten teachers will have access to GOLD assessment reports for individual children. The Focusor of Early Learning Initiatives regularly collaborates with appropriate Headstart leadership to encourage ongoing 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.
	School:	The school works with EVSC preschools to successfully enroll and transition Pre-K students to Kindergarten. Potter's Wheel, a community partner also initiated 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. 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, the IB program, 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.

PERSONNEL POLICY AND PROCEDURE

Data coaches / PLCs (PD opportunities to staff to improve instruction using assessment data)	District:	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.
	School:	PD on academic instruction and social and emotional learning is presented bi-weekly in GPLC with master teachers. Learning Sciences Institute also provides leadership training for our leadership team to assist with the creation and implementation of value added professional development aligned to our SIP. GPLC includes opportunities for planning and development of lessons, assessments, and data conversations. Teachers have protected plan time daily.
Recruitment and Retention (Aided in recruitment and retention of effective teachers - high needs subjects)	District:	HR department and Office of Academic Affairs host a minimum of 2 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.
	GLA HQ Staff	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. HQ staff list here.
SW plan monitored and revisited (DSS and Leadership team, Performance management)	District:	Focusors 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.
	School:	The SIP is monitored and revised monthly with the Director of School Support. The GLA Leadership team monitors the action plan weekly.

FAMILY AND COMMUNITY ENGAGEMENT

SWP Development (SWP is developed with involvement of parents and other community members)	School:	In collaboration with the EVSC, GLA has conducted a teacher meeting(8-14-20) and information is posted on our website for parents and our site council with the intent to collect input on the SIP strategies and action plan.
Availability (Available to LEA, parents and the public)	District:	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.
	School:	In collaboration with the EVSC, GLA has conducted a teacher meeting(8-14-20) and information is posted on our website for parents and our site council with the intent to collect input on the SIP strategies and action plan.

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] ILEARN Projected Proficiency Rate from Previous Winter NWEA

[8] ILEARN Projected Proficiency Rate from Previous Winter NWEA

[9] How much do you expect your short-term baseline do grow by the end of your first designated improvement planning cycle? Think in shorter intervals of time than "by the end of the year."

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)

[10] 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)

[11] ILEARN Projected Proficiency Rate from Previous Winter NWEA

[12] ILEARN Projected Proficiency Rate from Previous Winter NWEA

[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.