

MCGARY MIDDLE SCHOOL

School Improvement Plan (SIP)

Planning Tools	SIP Schoolwide Strategic Planner (Comprehensive Support/Targeted Support: PAI 1 and 2)	Schoolwide Strategic Planner (SWP)
	Root Cause Tools	Self-Assessment Rubric (SIOT)
Management & Monitoring Tools	Planning and Monitoring (Short-Term Cycles)	Action Plan & Short-Term Monitoring
	TSI Subgroup Progress Monitoring (Medium- & Long-Term Goals)	Disaggregated Data (CSI/TSI Subgroups)
Optional Supporting Tools	Culture & Climate 3rd Strategy (Required for Priority: PAI 3)	Schoolwide Strategic Planner (C/C Planner)
	Root Cause Tools	SIOT Analysis
SIP Input	Site Council, Community Partners, Parents, McGary Staff, Social Worker, SEL Specialist	

**(stakeholder
input)**

**SIP Team
Members**

Kristine Eichholz, principal, Brooke Zirkelbach, assistant principal, Breanna Goldman, Academic Coach, Stephen Barker, Academic Coach

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>Staff members report that they love McGary and care about the students—see staff surveys. We have two strong community partners. We have one SE teacher trained in Readable English.</p>	<p>Reading levels, IREAD ELA and math scores, PLCs, classroom management, attendance, GAIN practices,</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>Teachers and staff want change, we have two coaches, PLC time, district coaches, We have Readable English for ELL and SE students.</p>	<p>Teacher absences, student absences, mindsets. No start date for Readable English.</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.		

Schoolwide Planner (Required for All Schools)

1. Vision

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

1b. School Vision: *Through building positive connections we meet students where they are and ensure academic growth.*

2. Mission

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

2b. School Mission: *The faculty and staff of McGary Middle School, in cooperation with parents and community leaders, provide a creative and secure atmosphere in which students develop socially, emotionally, and intellectually into caring and responsible young adults.*

Subgroup Focus (CSI/TSI):

3. Why is this our current reality?

3a. Root Findings: [1]

1) 18.62% of students were proficient on their ELA ILEARN

2) 7.56% of students were proficient on their Math ILEARN

3)

4)

3b. Data Sources: [2]

1. ELA ILEARN Scores

2.Math ILEARN Scores

3. NWEA Math Scores

4.NWEA English Scores

4. What are we going to do about it?

4a. Strategy/Intervention #1:

[Coaching Tracker](#) 6/6 PLCs will engage in at least one data analysis protocol to identify student learning gaps.

4b. Strategy or Intervention #2:

100% of teachers will have a high-leverage student-focused improvement goal.

						5b. Monitoring Strategy/Intervention #2: [3]					
Metric Type:	Implementation	Metric used:	PLC Learning Walk Tracker			Metric Type:	Implementation	Metric used:	Coaching Tracker		
Data Set	Baseline	Q1 Benchmark #1	Q1 Benchmark #2	Q1 Benchmark #3	End of Year	Data Set	Baseline	Q1 Benchmark #1	Q1 Benchmark #2	Q1 Benchmark #3	End of Year
Goal [4]	N/A	0/6	0/6	4/6	6/6	Goal [5]	N/A	0	0	50%	100%
Actual	N/A	0/6				Actual	N/A	0			

6. What is our target?


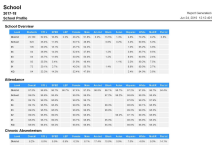
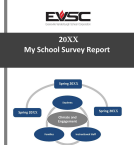
Data Set	Grade(s)	Actual (Previous Spr.)	Projected (NWEA Fall)	Projected (NWEA Wint.)	Projected (NWEA Spr.)	Actual (Current Spr.)	Goal (Current Spr.)	Goal (3-Year)	
Attendance Rate	K-12	#REF!				#REF!	94%	97%	
ILEARN English Proficiency	3-8	#REF!	#REF!	#REF!	#REF!	#REF!	20%	40%	
ILEARN Math Proficiency	3-8	#REF!	#REF!	#REF!	#REF!	#REF!	10%	20%	
SAT Reading CCR									
SAT Mathematics CCR									
4-Year Grad Rate									

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 SIP	School Profile	My School Survey				
Report(s)							

<--- Act and Assess: PM/Checkpoints/IDOE Monitoring/Self-Assessments/OTS Support/PLCs --->									
EVSC CORE VALUES:	*High Expectations*	*Equity & Empathy*	*Accountability*	*Respect & Relationships*	*Trust*				

Are we reaching our achievement goals?

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				19%	17.90%	19%			
	NWEA	Current Fall									
	NWEA	Current Winter									
	NWEA	Current Spring									
	ILEARN	Current Spring									
American Indian/Alaskan Native	ILEARN	Previous Spring				NA	0%	NA			
	NWEA	Current Fall									
	NWEA	Current Winter									
	NWEA	Current Spring									
	ILEARN	Current Spring									
Asian	ILEARN	Previous Spring				100%	100%	NA			
	NWEA	Current Fall									
	NWEA	Current Winter									
	NWEA	Current Spring									
	ILEARN	Current Spring									
Black	ILEARN	Previous Spring				7.70%	7.50%	12.80%			
	NWEA	Current Fall									
	NWEA	Current Winter									
	NWEA	Current Spring									
	ILEARN	Current Spring									
Hispanic	ILEARN	Previous Spring				25%	4.80%	25%			
	NWEA	Current Fall									
	NWEA	Current Winter									
	NWEA	Current Spring									
	ILEARN	Current Spring									
Multiracial	ILEARN	Previous Spring				16.70%	50%	50%			
	NWEA	Current Fall									
	NWEA	Current Winter									
	NWEA	Current Spring									
	ILEARN	Current Spring									
Native Hawaiian or Other Pacific Islander	ILEARN	Previous Spring				25%	0	0%			
	NWEA	Current Fall									
	NWEA	Current Winter									
	NWEA	Current Spring									
	ILEARN	Current Spring									
White	ILEARN	Previous Spring				26.20%	28.90%	18%			
	NWEA	Current Fall									
	NWEA	Current Winter									
	NWEA	Current Spring									
	ILEARN	Current Spring									
English Language Learner	ILEARN	Previous Spring				9.10%	4.30%	11.10%			
	NWEA	Current Fall									
	NWEA	Current Winter									
	NWEA	Current Spring									
	ILEARN	Current Spring									
Free/Reduced Lunch	ILEARN	Previous Spring				16.20%	14.90%	16.70%			
	NWEA	Current Fall									
	NWEA	Current Winter									
	NWEA	Current Spring									
	ILEARN	Current Spring									
Special Education	ILEARN	Previous Spring				5.30%	3.30%	3.60%			
	NWEA	Current Fall									
	NWEA	Current Winter									
	NWEA	Current Spring									
	ILEARN	Current Spring									

[illegible][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*	

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:	Through building positive connections we meet students where they are and ensure academic growth.

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>The faculty and staff of McGary Middle School, in cooperation with parents and community leaders, provide a creative and secure atmosphere in which students develop socially, emotionally, and intellectually into caring and responsible young adults.</i>

Subgroup Focus (CSI/TSI):

3. Why is this our current reality?

3a. Baseline	38% of McGary's students were chronically absent in the 2022-23 school year.			3c. Data Sources:
3b. Root Findings:				
1. Attendance has declined since the 2019-2020 school year				1. Decision Ed
2. Sense of belonging decreased to 31%				2. Panorama Survey
				3.
				4.

4. What are we going to do about it?

4a. Strategy/Intervention #1:	4b. Strategy or Intervention #2:
Target 20 Attendance Tracker The attendance intervention team will engage in target 20, check-in / check-out, student focus groups, and personal phone calls home to reduce the number of students with chronic absenteeism.	

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

5a. Monitoring Strategy/Intervention #1:						5b. Monitoring Strategy/Intervention #2:					
Metric Type:	Improvement	Metric used:	PowerSchool Attendance Report			Metric Type:		Metric used:			
Data Set	Baseline	Q1 Benchmark #1	Q2 Benchmark #2	Q3 Benchmark #3	End of Year	Data Set	Baseline	Q1 Benchmark #1	Q1 Benchmark #2	Q1 Benchmark #3	End of Year
Goal [10]	N/A	36%	34%	32%	28%	Goal [11]	N/A				
Actual	38%					Actual					

6. What is our target?

6a. School Smart Goal	Decrease the number of students having chronic absenteeism rate by 10%.
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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

Action Planning			Logistics				Short-Term Monitoring	
SIP Strategy	Progress	Specific, Actionable Steps toward Achieving S-SIP Strategy [12]	Target Date:	Person(s) Responsible: [13]			Are we doing it?	Notes
#1		What actions will we take to fully implement our strategy?	Due Date: [14]	Who is responsible for (and/or working on each action)?			Are we doing what we said we were going to do? [15]	Does the data indicate effectiveness? What adjustments need to be made?
6/6 PLCs will engage in at least one data analysis protocol to identify student learning gaps	1	Provide a copy of PLC+, Playbook, and Activator's Guide to all PLCs	9/1/23	Principal	Mentor Teacher		4. Action has been completed	
	2	Schedule mentor teachers to support all PLCs	8/15/23	Principal	Mentor Teacher		4. Action has been completed	
	3	Admin will visit PLCs one time per week (Divide w/Brooke)	Ongoing	Principal	AP		3. Implementation is ongoing with fidelity	
	4	Activator will complete a tracker	Ongoing	Principal	Mentor Teacher		3. Implementation is ongoing with fidelity	
	5	Mentor Teachers/Admin will develop and use PLC tracker during weekly visits	9/15/23	Principal	Mentor Teacher	AP	2. Implementation is in progress	
	6	District coaches will utilize tracker	9/15/23	Principal	District Coaches		1. Action has not been started	
	7	PLCs will meet four times per week	Ongoing	Principal	AP		3. Implementation is ongoing with fidelity	
	8	Work with Director of English Language Arts to develop coaching and support strategies (Meet w/Goldman, Eichholz, and ELA PLC)	Ongoing	Principal	Mentor Teacher	Director of ELA	3. Implementation is ongoing with fidelity	Valerie has provided PD on EL to ELA team. She is also working with Goldman and Eichholz on a weekly basis.
	9	PLCs will focus on the purpose, expectations, and roles during first two weeks	8/30/23	Principal	Mentor Teacher		4. Action has been completed	
	10	PLCs will transition to internalization documents	9/5/2023	Principal	AP	Mentor Teacher	2. Implementation is in progress	
	11	PLCs will work through modules and units	Ongoing	Principal	AP	Mentor Teacher	2. Implementation is in progress	
	12	Create systems and routines for weekly PLC visits for Coaches	9/15/2023	Principal	AP	Mentor Teacher	2. Implementation is in progress	
	13	Schedule quarterly PLC updates	8/29/2023	Principal	Mentor Teacher	AP	4. Action has been completed	Principal will compile and report out data quarterly.
	14	Coaches will create and present the PLC calendar to Activators	9/26/2023	Principal	Mentor Teacher	AP	2. Implementation is in progress	
	15	Develop and utilize coaching and action step tracker	9/29/2023	Principal		AP	2. Implementation is in progress	
	16	Develop and utilize instructional LW form	9/29/23	Principal	Mentor Teacher	AP	2. Implementation is in progress	
	17	Share instructional LW and PLC look fors with teachers	9/29/23	Principal	Mentor Teacher		2. Implementation is in progress	
	18	Schedule data chats after every NWEA Window	10/13/2023	Principal	Lead Coach		3. Implementation is ongoing with fidelity	
	19	PD on PEERS goals	1/2/2024	Principal	Mentor Teacher		1. Action has not been started	
	20	PD on Watching Teacher/Students	2/29/24	Principal	Mentor Teacher		1. Action has not been started	
	21	Jim Knight student surveys	3/8/2024	Principal	Mentor Teacher		1. Action has not been started	
	22	PD on data analysis protocol to identify student learning gaps	11/10/2023	Principal	Mentor Teacher		3. Implementation is ongoing with fidelity	
	23	Develop plan for NWEA Data chats	9/30/2023	Principal	Mentor Teacher	Lead Coach	3. Implementation is ongoing with fidelity	
	24	Develop plan for NWEA family communication	9/30/23	Principal	Mentor Teacher		3. Implementation is ongoing with fidelity	
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	30							
	31							
3 Year Timeline for Implementation, Review & Revision for Strategy 1								
Year 2		Create calendar for curriculum and PD prior to the start to the year						
Year 3		Have teachers collect data and plan for individualized interventions prior to the start of the school year.						
Action Planning			Logistics				Short-Term Monitoring	
SIP Strategy	Progress	Specific, Actionable Steps toward Achieving S-SIP Strategy [16]	Target Date:	Person(s) Responsible: [17]			Are we doing it?	Notes

#2		What actions will we take to fully implement our strategy?	Due Date: [18]	Who is responsible for (and/or working on each action?)				Are we doing what we said we were going to do? [19]	Does the data indicate effectiveness? What adjustments need to be made?
100% of teachers will have a high-leverage student-focused improvement goal.	1	Conduct PD on PEERs Goals	1/12/24	Principal	Mentor Teacher			1. Action has not been started	
	2	Conduct PD on Jim Knight's student surveys	2/29/24	Principal	Mentor Teacher			1. Action has not been started	
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3 Year Timeline for Implementation, Review & Revision for Strategy 1									
Year 2		100% of teachers will provide evidence of student growth on their PEERS goal.	1/5/2024	Principal	Mentor Teacher	AP			
Year 3		100% of teachers will develop quarterly PEERS goals supported by evidence of student growth. Students will set quarterly goals and self-monitor their goals throughout the year.	5/9/2025	Principal	Mentor Teacher	AP			
Action Planning			Logistics				Short-Term Monitoring		
SIP Strategy	Progress	Specific, Actionable Steps toward Achieving S-SIP Strategy [20]	Target Date:	Person(s) Responsible: [21]			Are we doing it?		Notes
#3		What actions will we take to fully implement our strategy?	Due Date: [22]	Who is responsible for (and/or working on each action?)			Are we doing what we said we were going to do? [23]		Does the data indicate effectiveness? What adjustments need to be made?
The attendance intervention will engage in Target 20, Check-in/Checkout, student focus groups, and personal phone calls to reduce the number of students with chronic absenteeism.	1	Develop a plan to address attendance.	9/29/23	Principal	Attendance PLC	Principal	2. Implementation is in progress		
	2	Teachers will engage in a data analysis process to look at trend data.	11/1/23	Principal	Mentor Teacher	Attendance PLC	1. Action has not been started		
	3	- Small groups (invite Kelsey and intern)	10/14/23	Principal	Mentor Teacher	Attendance PLC	1. Action has not been started		
	4	Create trackers and document all communication with students	10/31/23	Principal	Mentor Teacher	Attendance PLC	1. Action has not been started		
	5	Survey students to find out why they aren't attending	10/31/23	Principal	Mentor Teacher	Attendance PLC	1. Action has not been started		
	6	Create an incentive system for rewarding students for perfect attendance for 1 week, 2 weeks, 3 weeks	1/31/2024	Principal	Mentor Teacher	Attendance PLC	1. Action has not been started		
	7	Organize homeroom competitions	11/30/2023	Principal			1. Action has not been started		
	8	Schedule Communicate phone calls to communicate the importance of good attendance.	9/30/23	Principal			1. Action has not been started		

9	Schedule and make 7:45 calls to absent students	10/31/23	Teacher Assist.	Attendance PLC	Media Aide?		1. Action has not been started	
10	Conduct Informative Attendance PD for Staff	9/30/2023	Principal	Attendance PLC			2. Implementation is in progress	
11	Display signage that communicates the importance of attendance around the school	10/13/2023	Principal	Attendance PLC			1. Action has not been started	
12	Arrange for community partners to be mentors	10/20/2023	Principal				1. Action has not been started	
13	Communicate the importance of attendance to our students and families	Monthly	Principal	Attendance PLC	Teachers		2. Implementation is in progress	
14	For our strategies, we want to focus on Target 20, and then use multiple supports for those students: - CICO - Phone calls home when absent - Check barriers to attendance (motivation vs. logistical)	10/20/2023	Principal	Attendance PLC	Teachers		1. Action has not been started	
15	- Small groups (but who could run these, and when?)	10/27/2023	Principal	Social Worker			1. Action has not been started	
16	Create Attendance Videos	10/1/23	Principal	Teacher	Students		2. Implementation is in progress	
17	Develop Peer Mentoring After-school Program	10/27/2023	Principal	Attendance PLC	After-school Coordinator		2. Implementation is in progress	Had meeting with Boose Site Coordinator. 20 students selected. Waiting on after-school permission slips and parent phone calls.
18	Send Connect Ed. Attendance Reminders	10/27/2023	Principal				2. Implementation is in progress	
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3 Year Timeline for Implementation, Review & Revision for Strategy 1								
Year 2	Implement connecting Summer Attendance Campaign.		Principal	Mentor Teacher	Leadership Team	Community Partners		
Year 3	Implement Summer Connecting with Mentors		Principal	Leadership Team	Mentor Teacher	Community Partners		

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 I 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.	Student placement into RTI interventions is determined using NWEA as well as teacher input. If teachers are concerned about a student that is not already receiving support through Math or ELA interventions, they may refer them to the RTI Team. The RTI team includes grade level teachers, Curriculum Coaches, Assistant Principal, School Psychologist, RTI Intervention teacher as well as the school guidance counselor. The team meets once a month to discuss progress monitoring of RTI interventions. If students are not improving through Tier 1 or Tier 2 supports they are referred to school psychologist for further testing. Bi-Monthly MTSS/SEL meetings with stakeholders take place to provide needed supports and services to those students who are identified by data and concerns by staff members. Students identified by the MTSS/SEL team as needing close monitoring are placed in a daily check-in/check-out program. Starting in October, we will begin our "Just Words" training. Once this training takes place, we will conduct a screener and begin to offer Just Words and 95% to all of our students who are struggling or beginning readers.
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.	PLCs are implemented for all grade level teachers 6-8 as well as the related arts and attendance. All PLCs meet 4 days a week Monday through Thursdays. The RA teams also meet with the attendance PLC. Teams meet vertically as well with grade levels.
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.	School leadership also assists in the transition of our 8th graders into their freshman year of high school. Counselor meets with all 8th graders to discuss new concepts to them such as high school credits, diploma paths, graduation requirements, and freshman year course selections. Additionally, alternative high school options are presented to them by inviting to McGary, school representatives from these schools such as New Tech Institute, Medical Professions Academy, Early College High School, Shephard Law Academy. These representatives meet with selected students in order to present their individual programs. Counselor collaborates closely with high school counselors in the high school registration process. McGary facilitates the one-on-one meetings between high school counselors and all 8th graders and then follows up with all students to ensure that registration forms are brought back and returned to Harrison
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.	We offer after-school tutoring in ELA and math. In addition to this, we offer ILEARN tutoring. McGary has adopted EL, Eureka Math*2, and SciEd curriculum. We will also promote summer school for our 6-8 graders beginning in April.
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 Official meets 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 Official 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.	Our SIP goals determine what professional development we offer throughout the year. Teachers receive PD during PLC meetings from district personnel and internal coaches. Monthly PD sessions focus on 30 minutes of GAIN training and 30 minutes of instructional training. In addition to this, we offer weekly mini-PD sessions on high-leverage TLC strategies for new teachers, but all are invited to attend.
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.	HQ Staff Roster
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.	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.

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] 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)

[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] Juniors - 2023-2024 Cohort

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

[8] Juniors - 2023-2024 Cohort

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

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

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

Names can be adjusted by going to "Data" and then "Validation."

You can adjust the list of names for your school.

[14] Easy access to calendar:

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

[15] Each team member designated as responsible/accountable for each action step:

Enter in a value between 1-4 complete per action reflecting if the action step has not been started, implementation is in progress, implementation is ongoing with fidelity, or is complete.

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

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

Names can be adjusted by going to "Data" and then "Validation."

You can adjust the list of names for your school.

[18] Easy access to calendar:

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

[19] 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.

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

[21] 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.

[22] Easy access to calendar:

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

[23] 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.