

School Improvement Plan (SIP) Delaware Elementary School

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| <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>*All of Delaware Faculty & Staff Members *Delaware PTA Members *Delaware Site Council Members</p> | | <p>SIP Team Members</p> | <p>Interventionist, Staci Chambers - Social worker, Elizabeth Henry - School Psychologist, Elizabeth Smith - Special Education Coordinator, Lindsey Ritter - Social Emotional Learning Specialist, Kiley Pugh - Teacher, Emily Carnahan - Teacher, Olivia Frtch - Teacher, Elizabeth Stuckey - Teacher, Cathy Hoffman - Teacher, Jance Johnston - Teacher, Amy Freeman - Special Education Teacher, Kelsey Wright - Director of School Support, Dan Watson - District Learning</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 |
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| <p>Information gathered from teacher/team conferences and SIOT Google graffiti doc: sturdy foundation for implementing backward design, ensure student are getting at-bats are aligned to rigor of targets/standards, embedding multiple opportunities to interact with true intent of standard prior to the summative assesement, differentiation and remediation using skill and strategy based interventions/groupings stronghold in classrooms, strong sense of unity in the school with faculty, staff, families, and students, united faculty and staff, hardworking, dedicated faculty & staff, teachers aim to meet students where they are at: socially, emotionally, and academically, implementation of self-reg room and self-reg spaces in all classrooms, focused on building relationships with students while creating a classroom and school community, faculty and staff support each other, intentional effort to carve out PLC time throughout the day regardless of circumstances, cohesive learning environment with tight protocols in unprecedented time, increase in student engagement and decrease of student disengagement (student disciplinary issues) through integration of GAIN, collaboration with community partners like the Dream Center, data trackers to monitor behavior: TDoc, ODRs, self-reg room check-in with accessibility to back end of information</p> <p>Data Gathered from My School & Fall 2019/Winter 2020 Panorama Surveys: 93.8% of families believe our school is a supportive and inviting place to learn. 86.0% of our students believe most teachers have high expectations. 79.0% of our families believe they are provided with academic and social support. 83.8% of our families believe that teachers have good relationships with parents/guardians. 84.2% of our students believe that they follow school rules most of the time. 95.1% of families believe students follow school rules most of the time. 92.8% of our students think that learning is fun. 83.8% of students know that school staff care about them. 91.0% of our students think that learning is important to their future success. Teacher Student Relationships (Grade 3 - 5) - 78% (increase from 72%) Rigorous Expectations (Grades 3 - 5) - 79% Teacher Student Relationships (Grade 6) - 63% (increase from 49%) Rigorous Expectations (Grade 6) - 75% (increase from 73%) Sense of Belonging (Grade 6) - 60% (increase from 35%)</p> | <p>Information gathered from teacher/team conferences and SIOT Google graffiti doc: ideas/resources for intervening with struggling readers, avoid students falling behind due to circumstances like COVID, increase family involvement, better communication between teachers and special education teachers/support staff, dig deeper into content, find best practices to support all learners, better understand EL curriculum if needed to support in core instruction/small small groups (related arts team), promote positivity regarding the unique circumstances we are in as a society, reinforce SEL</p> <p>Data Gathered from My School & Fall 2019/Winter 2020 Panorama Surveys: 61.5% of our staff believe this school does a good job of handling student behavior problems. (increase from 34.3%) 65.3% of our students believe this school does a good job of handling student behavior problems. (increase from 59.9%) 81.0% of our families believe this school does a good job of handling student behavior problems. (increase from 68.4%) 61.4% of students believe they get along well with other students at this school. 76.8% of students believe they feel welcome at this school. 78.3% of students believe most teachers in this school care for me. 41.7% of staff believes families feel ownership in this school. (increase from 28.1%) 61.5% of our staff believe that students follow school rules most of the time. (increase from 45.5%) 84.2% of students believe that students follow school rules most of the time. (increase from 78.5%) 53.8% of our students like school. 68.0% of staff believe that students think students care about others. 55.9% of students think that other students care about them. 73.7% of students believe they set learning goals for their schoolwork. 80.0 of staff believe students set learning goals for their schoolwork. Emotion Regulation (Grades 3 - 5) - 40% (decrease from 48%) Emotion Regulation (Grade 6) - 40% (decrease from 42%) Educating All Students - 76% (decrease from 83%)</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 |

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| <p>Information gathered from teacher/team conferences and SIOT Google graffiti doc: two blocks of supplemental instructional support times built in schedule to support students with their individual needs, develop system to track student data, set SMART goals, refine protocol to monitor student goals, implementing EL curriculum, utilizing Orton-Gillingham, gather and monitor data via ESGI, administration, central office, and other teacher in building supportive in processes, flexibility because of circumstances this school year, smaller class sizes due to social distancing, freedom to explore virtual learning options, innovate and create novel activities accessible in any environment, teamwork approach from administration, related arts/core teachers, and students, community partners embracing challenges with Delaware</p> <p>Data Gathered from My School & Fall 2019/Winter 2020 Panorama Surveys: 76.8% of students feel welcome at school. 79.0% of families believe they are provided with academic and social support. 79.3% of families believe they are well informed about how their child is doing. 74.4% of families believe they are provided with information to help their child at home. 63.2% of our families feel ownership in this school. 66.7% of parents/legal guardians believe they play an active role in decision-making in our school. 74.7% of families believe they have opportunities to provide input into decision at school. 77.2% of families believe that extra efforts are made to welcome and reach out to all families. 78.1% of staff think that students like school. Compassion - 64% (Grades 3 - 5) - Ranges from 58% - 71% Self-Management - 64% (Grades 3 - 5) - Ranges from 31% - 79% Social Awareness - 63% (Grades 3 - 5) - Ranges from 52% - 83% Self-Management - 63% (Grade 6) - Ranges from 40% - 79% Social Awareness - 54% - Ranges from 39% - 72% Equity - 49% (Grade 6) - Ranges from 25% - 56% Compassion - (Grade 6) 45% - Ranges from 33% - 60%</p> | <p>Information gathered from teacher/team conferences and SIOT Google graffiti doc: fluidity of COVID prompting a sense urgency paralleled with uncertainties among educators, adequately preparing for the array of scenarios faced in today's world, election of 2020 and impact of educational policies, racial tensions, equipping ourselves with tools necessary and talking points to address injustices in the world in the classroom, divisiveness of our country, student absences due to being quarantined, mitigating social, emotional, and academic challenges that have been lifted through COVID, special needs students facing challenges with components of technology</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 | | |
| <p>1. Teams are neither consistently tracking, analyzing, or using data to intentionally drive instruction during core curriculum nor are they differentiating instruction equitably for all subgroups: Teachers will use student evidence of learning to remediate within core instruction in both reading and math.</p> | | |
| <p>2. Group plans and SEL curriculum are in place and utilized, but students still lack strategies to regulate their own emotions, and emotional regulation data from Panorama Survey Results depict that students struggle with self-regulation: All students will interact daily with their peers using their own intrinsic coping skills.</p> | | |
| <p>3.</p> | | |

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

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| Previous School Year Report(s) | School Improvement Plan | School Profile | My School Survey | Gallup Poll |
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<--- 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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| 1a. District Vision: | <i>Excellence in Student Achievement</i> |
| 1b. School Vision: | <i>Instill the values of education and perseverance to prepare students to be college, career, and life ready.</i> |

2. Mission

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| 2a. District Mission: | <i>Providing Outstanding Educational Opportunities Through Shared, Committed Responsibility</i> |
| 2b. School Mission: | <i>Strive for excellence in guiding students to reach exceptional potentials.</i> |

Subgroup or Improvement Focus:

Bottom 25%
 Top 75%
 Other: Special Education

3. Why is this our current reality?

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| 3a. Root Findings: | 3b. Data Sources: |
| Students lack strategies to regulate their own emotions. | 1. As a whole, only 40.3% of students report that they are able to regulate their emotions. 2019 Fall Panorama Survey - Emotion Regulation - 44% of students responded favorably that they are able to regulate their emotions when needed. 2. 134 unique students utilized the SRR during the 2019-20 school year while we were in session |

4. What are we going to do about it?

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| 4a. Strategy/Intervention #1: | 4b. Strategy or Intervention #2: |
| All students will interact daily with their peers using their own intrinsic coping skills. | |

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

| 5a. Monitoring Strategy/Intervention #1: | | | | | | | 5b. Monitoring Strategy/Intervention #2: | | | | | | | | | |
|--|---|---|----------------|----------------|------------------------|--------------|--|--------------|---|-----------|----------|--------------|--------------|--------------|--------------|-------------|
| Metric Type: | Improvement | Metric used: | | | | | Metric Type: | | Metric used: | | | | | | | |
| | | -Monthly monitoring of the following on TDoc & SRR Check-In connected to the following: -student regulates him/herself -students were prompted to self-regulate | Data Set | Baseline | Benchmark #1 | Benchmark #2 | Benchmark #3 | Benchmark #4 | End of Year | Data Set | Baseline | Benchmark #1 | Benchmark #2 | Benchmark #3 | Benchmark #4 | End of Year |
| Goal [9] | N/A | TBD | TBD | TBD | TBD | TBD | TBD | TBD | TBD Based Upon Sept. & Oct. Baseline Data | Goal [10] | N/A | | | | | |
| Actual | Unique number of students who utilized the SRR per month | Sept.: 17 Oct.: 27 | Nov.: Dec.: | Jan.: Feb.: | Mar.: Apr.: May: | | | | | Actual | | | | | | |
| | TBD ___/___ or ___% students checking into the SRR require prompting to self-regulate | Sept.: 8/16 - 50% Oct.: 14/21 - 67% | Nov.: Dec.: | Jan.: Feb.: | Mar.: Apr.: May: | | | | | | | | | | | |
| | ___/___ or ___% students checking into the SRR recognize that they need to self-regulate. | Sept.: 8/16 - 50% Oct.: 7/21 - 33% | Nov.: Dec.: | Jan.: Feb.: | Mar.: Apr.: May: | | | | | | | | | | | |

6. What is our target?

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| 6a. School Smart Goal | <i>52% of students will report on 2021 Spring Panorama that they are able to regulate their emotions when needed.</i> |
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7. What is our ultimate goal?

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| 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:

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 [11] | Target Date: | Person(s) Responsible: [12] | | | | Are we doing it? | Notes |
| #1 | | What actions will we take to fully implement our strategy? | Due Date: [13] | Who is responsible for (and/or working on each action?) | | | | Are we doing what we said we were going to do? [14] | Does the data indicate effectiveness? What adjustments need to be made? |
| Teachers will use student evidence of learning to remediate within core instruction in both reading and math. | 1 | Define evidence of learning with teams | 10/1/20 | Principal | | | | 2. Implementation is in progress | |
| | 2 | Revisit learning continuum Google Doc for student groupings and share with teams | 10/1/20 | Principal | | | | 4. Action has been completed | |
| | 3 | Devise protocol for discerning options for specialized instruction | 10/1/20 | Principal | PDS | | | 2. Implementation is in progress | |
| | 4 | Develop plan to assess progress: dates collected, data source, short, medium, or long-term, baseline score, data reporting (who generates reports, to whom are the reports delivered, and in what format), schedule time for sharing and interpreting information, determine goal (what will success look like for what time period?) | 10/2/20 | Principal | | | | 4. Action has been completed | |
| | 5 | Create progress monitoring data tracker | 10/5/20 | Principal | Teachers | | | 2. Implementation is in progress | |
| | 6 | Set timeline and create calendar for administering assessment | 10/5/2020 | Principal | | | | 4. Action has been completed | |
| | 7 | Develop process and tool for analyzing data | 10/5/2020 | Principal | Teachers | | | 2. Implementation is in progress | |
| | 8 | Create calendar/schedule for team data analysis and sharing | 10/5/20 | Principal | | | | 4. Action has been completed | |
| | 9 | Determine goal setting protocols with each teacher (sp. ed. & homeroom)/student | 10/5/20 | Principal | PLCs | | | 2. Implementation is in progress | |
| | 10 | Create and utilize data collection form to track, monitor, and evaluate monthly progress and mastery of reading/math skills | 10/15/2020 | Principal | Teachers | | | 2. Implementation is in progress | |
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| 3 Year Timeline for Implementation, Review & Revision for Strategy 1 | | | | | | | | | |
| Year 2 | | | | | | | | | |
| Year 3 | | | | | | | | | |
| Action Planning | | | Logistics | | | | | Short-Term Monitoring | |
| SIP Strategy | Progress | Specific, Actionable Steps toward Achieving S-SIP Strategy [15] | Target Date: | Person(s) Responsible: [16] | | | | Are we doing it? | Notes |
| #2 | | What actions will we take to fully implement our strategy? | Due Date: [17] | Who is responsible for (and/or working on each action?) | | | | Are we doing what we said we were going to do? [18] | Does the data indicate effectiveness? What adjustments need to be made? |
| | 1 | EL PD - training regarding EL curriculum and implementation | 5/22/20 | Principal | PDS | Teachers | | 4. Action has been completed | |
| | 2 | Distribution of teacher and student materials - manuals, tradebooks, workbooks, & digital overview sheets | All Year | Principal | Meida Aide | | | 3. Implementation is ongoing with fidelity | |
| | 3 | PD regarding overview sheets and digital resources | 8/18/20 | Principal | | | | 4. Action has been completed | |
| | 4 | Develop calendar and protocol/question stems for monthly EL tour (meeting with teachers) | 11/2/20 | Principal | PDS | | | 1. Action has not been started | |
| | 5 | Finalize process and form for EL implementation support checks | 11/2/20 | Principal | DSS | | | 1. Action has not been started | |
| | 6 | Unpackage two hour reading block to intentionally schedule time to implement the EL Module Lessons and ALL Block/ Skills Block lessons with integrity | 11/2/20 | Principal | PDS | Teachers | | 2. Implementation is in progress | |
| | 7 | Crosscheck grading practices with student progress reports. Provide access to standard links on EL Overview sheets. | 11/2/20 | Principal | PDS | | | 2. Implementation is in progress | |

All teachers will provide students with rigorous, collaborative tasks by implementing the EL Module Lessons and ALL Block/ Skills Block lessons

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| 3 Year Timeline for Implementation, Review & Revision for Strategy 1 | | | | | | | | | |
| Year 2 | | | | | | | | | |
| Year 3 | | | | | | | | | |

| Action Planning | | | Logistics | | | | Short-Term Monitoring | |
|-----------------|----------|--|----------------|---|------|----------|---|---|
| SIP Strategy | Progress | Specific, Actionable Steps toward Achieving S-SIP Strategy [19] | Target Date: | Person(s) Responsible: [20] | | | Are we doing it? | Notes |
| #3 | | What actions will we take to fully implement our strategy? | Due Date: [21] | Who is responsible for (and/or working on each action)? | | | Are we doing what we said we were going to do? [22] | Does the data indicate effectiveness? What adjustments need to be made? |
| | 1 | Intentional PD around district SEL curriculum | All Year | Principal | SELI | | 3. Implementation is ongoing with fidelity | |
| | 2 | Develop and maintain SEL curriculum portal for Delaware teachers | All Year | Principal | SELI | | 3. Implementation is ongoing with fidelity | |
| | 3 | Provide PD regarding format and key features of SEL curriculum | 8/28/20 | Principal | SELI | | 4. Action has been completed | |
| | 4 | Develop timeline for implementing SEL curriculum in classrooms | 8/28/20 | Principal | SELI | | 4. Action has been completed | |
| | 5 | Refine TDoc, ODR, and SRR check-in forms | 9/11/20 | Principal | SELI | Data SSS | 4. Action has been completed | |
| | 6 | Add "teacher directed refuel" & "student directed refuel" to SRR check-in form | 9/11/20 | Principal | SELI | Data SSS | 4. Action has been completed | |
| | 7 | Create data collection platform to monitor the following: ODRs (month, grade level, teacher, time, location, etc.), TDoc (month, grade level, teacher, time, location, etc.), & SRR (month, grade level, teacher, reason (specifically teacher directed/student directed refueling break), and zone, etc.) | 9/18/20 | Principal | SELI | Data SSS | 4. Action has been completed | |
| | 8 | Develop calendar and protocols (questions/document) to capture current reality, monitor, and drill down into behavior data to plan for targeted SEL support to address individual teacher, student, and student group needs | 10/2/20 | Principal | SELI | | 2. Implementation is in progress | |
| | 9 | Provide PD around modifications to ODR, TDoc, & SRR check-in forms | 10/2/20 | Principal | SELI | | 2. Implementation is in progress | |
| | 10 | Develop protocol to communicate weekly and monthly data to faculty and staff | 10/2/2020 | Principal | SELI | | 2. Implementation is in progress | |
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All students will interact daily with their peers using their own intrinsic coping skills.

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| 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 | | | | | | | | | | | | | | | | |
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| 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) | 33.7% | 32.8% | 38.8% | 7.3% | 42.7% | 28.6% | 34.0% | 27.5% | 41.4% | 0.0% | 25.4% | | 48.1% | 36.1% | 31.3% | 27.3% |
| District (Fall) | 59.2% | 47.1% | 73.5% | 27.7% | 64.3% | 23.8% | 60.7% | 57.8% | 60.7% | 44.0% | 37.8% | 66.7% | 45.7% | 66.2% | 52.8% | 19.9% |
| School (Winter) | | | | | | | | | | | | | | | | |
| District (Winter) | | | | | | | | | | | | | | | | |
| School (Spring) | | | | | | | | | | | | | | | | |
| District (Spring) | | | | | | | | | | | | | | | | |

| Met/Exceeded Projected Growth | | | | | | | | | | | | | | | | |
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| 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) | 40.5% | 42.3% | 28.1% | 30.4% | 44.2% | 53.8% | 39.8% | 41.4% | 39.5% | 100.0% | 49.1% | | 31.8% | 38.6% | 37.8% | 40.0% |
| District (Fall) | 47.8% | 46.4% | 49.4% | 43.6% | 48.5% | 45.2% | 47.9% | 48.5% | 47.1% | 52.6% | 46.8% | 53.7% | 44.9% | 48.5% | 44.9% | 43.1% |
| School (Winter) | | | | | | | | | | | | | | | | |
| District (Winter) | | | | | | | | | | | | | | | | |
| School (Spring) | | | | | | | | | | | | | | | | |
| District (Spring) | | | | | | | | | | | | | | | | |

| Projected Proficiency (ILEARN or SAT) | | | | | | | | | | | | | | | | |
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| 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) | 21.9% | 22.4% | 18.2% | 2.7% | 30.2% | 0.0% | 22.9% | 15.6% | 29.5% | 0.0% | 20.0% | | 18.2% | 24.2% | 22.2% | 10.0% |
| District (Fall) | 45.5% | 33.0% | 60.1% | 15.8% | 50.7% | 11.3% | 47.0% | 44.4% | 46.7% | 42.1% | 24.3% | 59.1% | 32.1% | 52.2% | 38.7% | 12.7% |
| School (Winter) | | | | | | | | | | | | | | | | |
| District (Winter) | | | | | | | | | | | | | | | | |
| School (Spring) | | | | | | | | | | | | | | | | |
| District (Spring) | | | | | | | | | | | | | | | | |

NWEA MAP Growth: Math

Title I Schoolwide Planning Comprehensive Needs Assessment

DATA COLLECTION/ANALYSIS

| | | |
|--|-------------------------|--|
| <p>Tiered Model of Support (RTI) (SW tiered model to address problem behavior and early intervention)</p> | <p>District:</p> | <p>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.</p> |
| | <p>School:</p> | <p>Delaware implements a number of core components of RtI. Both grade level teams and RtI (MTSS/Academy/Grade Level) teams meet regularly to support the work. We begin by assessing and screening students according to EVSC benchmark criteria to determine student placement in the tiers. Interventionists are trained to lead groups and to progress monitor. Teams determine most appropriate research-based intervention, enrichment, or strategy/skill/method and group according to student need. They then meet to set goals and regularly thereafter to discuss each student's progress in multiple developmental areas. Teachers lead intentional guided groups four or five days weekly for 30 to 40 minutes. Increasingly intense interventions are planned for students not making sufficient progress. Next steps for Delaware this year include intentional monitoring of fidelity and instruction of interventions through adopting an MTSS model. Teachers have access to a digital nomination for for behavior and academics. PLCs, the principal, PDS, school social worker, school counselor, social emotional learning interventionist, social emotional learning specialist, psychologist, and special education coordinator will meet biweekly to disaggregate student academic and behavioral data to create plans and interventions to best support students.</p> <p>Delaware has a full time social emotional learning interventionist. By collaborating and seeking community funding, she and I have added to our sensory/self-regulation room and Minds In Motion room to Delaware. Both these rooms provide a space and outlet for our Tier II and III students to get their minds and bodies focused and ready to learn. Delaware's social emotional learning coach also tracks behavior data via digital LLB and ODR forms developed in partnership with Delaware's elearning coach. She is able to intervene and provide supports to students. She pulls this data to share with Delaware's Multi-Tiered Support Team and Social Emotional Learning Team. She also coordinate restorative practice with students to students and teachers to students. Our social emotional learning interventionist has also been instrumental in rolling out group plans and SEL curriculum at Delaware and in EVSC. She also continues to support PBIS/GAIN initiatives at Delaware. Delaware has allotted a 40 minute block of time entitled GAIN to enable teachers to integrate the SEL curriculum as well as teambuilding and classbuilding and/or skills/strategies based small groups. Along with a social emotional learning interventionist, Delaware has a full time Youth First Social Worker. Delaware's social worker carries a caseload at Delaware and meets with students throughout the day while also reaching out to community partners to provide resources to and for students and families. The social emotional learning coach, YouthFirst social worker, counselor, social emotional learning specialist in EVSC, school psychologist, and North Attendance District Special Education Coordinator, PDS, and I all meet biweekly to discuss students and their social, emotional, behavioral, and academic health. Delaware rolled out EVSC SEL Foundations I - IV year with a focus on stress load, self-regulation, biological levels and stressors, distinguishing between stress behavior and misbehavior, recognizing and reframing the stress cycle, and helping students feel safe, calm, and comfortable so that they can be calm, alert, and ready to learn. The following PD has also been rolled out: verbal/nonverbal communication, attunement and coregulation, and developing positive relationships. Delaware will continue with components of SEL curriculum with a focus on connecting activities, refueling breaks, mini lessons, continual daily skills practice, and PBIS integration.</p> |

PROFESSIONAL PRACTICE

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| <p>Transition (Pre-K and Middle/HS) (Assisted Preschool children in transition to elementary school, students to MS/HS)</p> | <p>District:</p> | <p>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 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.</p> |
| | <p>School:</p> | <p>Delaware hosts an open house (virtually) prior to school starting. Kindergarten students and their parents, however, are able to visit classrooms and tour the school. Delaware faculty and staff also schedule student supply drop off. By having an open house (virtually) prior to school beginning and having supply drop off, families are able to bring supplies and meet with teachers (homeroom and related arts teachers). Teachers are able to confer with families and share kindergarten behavioral and academic expectations while also expounding upon school rules, routines, procedures (group plans), and other pertinent processes. After school has started, kindergarten teachers facilitate one on one conferences (virtually) with parents to share student performance, growth, and goals for further social/emotional and cognitive achievement.</p> |

PERSONNEL POLICY AND PROCEDURE

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| <p>Data coaches / PLCs (PD opportunities to staff to improve instruction using assessment data)</p> | <p>District:</p> | <p>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.</p> |
| | <p>School:</p> | <p>EVSC has structured supports for schools. Delaware is part of Zone 2 with three other schools. Data, academic, elearning coaches, and strategists meet with teams regularly to provide PD on tools to assist teachers with analyzing and using data to drive their instruction. Through the coaches' and strategists' PD, along with PD I provide, and coaching/feedback cycles differentiated, PD is able to transpire. PLCs meet at least four days per week and utilize EVSC curriculum maps, unpackage standards, create learning targets, and embed a progression of skill(s) to develop Math unit planning calendars that are relevant, motivating, and engaging. For reading, Delaware utilizes EL curriculum (content-based literacy, reading foundations skills block, additional language and literacy (ALL) block,) Heggerty Phonemic Awareness, small, guided skills-based reading groups with an array of resources embedded into instruction. Using the backward design process with curriculum maps and unit planner, along with data analyzing protocols, enables teachers to create aligned assessments to collect and analyze data in order to adjust instruction.</p> |
| <p>Recruitment and Retention</p> | <p>District:</p> | <p>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.</p> |

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| (Aided in recruitment and retention of effective teachers - high needs subjects) | School: 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 Zone 2 Director of School Support and I meet at least one time per week. She and I utilize a focused agenda to hone in on the needs of Delaware, review data, monitor implementation of action steps in the SIP, set goals, and identify adjustments that need to be made and district support(s) that may be needed. My DSS also embeds biweekly principal meetings in the schedule. This time allows me to meet with other principals in Zone 2 to share strategies for change and alignment for school improvement. I also have the opportunity to meet with the superintendent and other district leaders at least two times per year to delve into data and goals set for Delaware. Delaware's leadership team has transitioned to an MTSS model. This team meets biweekly to ensure Delaware is working toward its SIP goals and reviews social/emotional/behavioral/academic data. |
| FAMILY AND COMMUNITY ENGAGEMENT | | |
| SWP Development (SWP is developed with involvement of parents and other community members) | School: | Delaware is fortunate to have several community partners and organizations supporting the work in our SIP. The site coordinator and I host monthly site council meetings to listen to and incorporate stakeholder voice. Delaware recently formed a PTA as well. This team of parents and teachers also meets monthly. Through these meetings I am able to share the work of the SIP, and the community partners share their beliefs and are thought partners toward our goals. |
| 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: | Delaware recently established a PTA. The PTA board and I meet monthly, and PTA hosts monthly meetings open to all members. These meetings enable PTA and Delaware teachers and administrators to work together to improve Delaware. |
| Activities (Activities that have shown to be effective at increasing family and community engagement in the school, including family literacy programs) | District: | District-wide Parent Engagement: Through a series of open meetings and communications, parents across the district will have an opportunity to increase their literacy around EVSC school and district initiatives, including, but not limited to, use of data to improve student outcomes, enrichment and special programming, and brain development and social emotional learning. The EVSC Parent Advisory team will work with district leadership to inform decisions around programming and communications. At the school level, staff will conduct welcoming environment assessments and use the information to strengthen their school climates and build relationships with parents. Schools will also intentionally work to increase enrollment and use of the EVSC parent portal. |
| | School: | Delaware has a site coordinator and social emotional learning interventionist. They are both integral members of the school team to focus on parent and family training to support students' academic experiences in school. The social emotional learning interventionist also acts as a strategic and intentional liaison to increase communication between school and home to support student achievement and progress. She assists in building parents' capacities to better support students while honing in on specific social, emotional, and academic needs of students. She meets with families at various times before/after school hours and/or during weekends/summer. Delaware hosts monthly family nights centered around literacy. Teachers share strategies and techniques with families to help parents further support students reading and learning at home while also enhancing curriculum being introduced and taught at school. Families also have the opportunity to enroll and set up their RDS access to allow them to check student behavior and academic progress. Delaware also collaborates with the YMCA and Dream Center to host monthly sessions themed around literacy while also promoting family, the well-being of children, and community. |
| PLANNING TEAM | | |
| Stakeholder Input (Parents, teachers, admin community) | School: | Delaware's PTA convenes monthly to discuss school improvement and parent engagement. Teachers meet daily to discuss student improvement and engagement. Teachers also meet in Delaware's data room to dig into data to ensure their work continues to align with the work in our SIP and EVSC's continuous improvement plan. My site coordinator and I meet monthly with Delaware's site council to raise awareness about the work transpiring with teachers and students at Delaware. Other community partners, like the Dream Center, my PDS, and social emotional learning coach, and I meet biweekly to discuss the academic, behavioral, and social/emotional health of the school. In essence we are working as a community RtI/MTSS team to enhance the work of the students, families, and teachers. Delaware's leadership team and I also meet biweekly to gauge the health and wellness of Delaware's teachers, students, and families in relationship to engagement, student behavioral and academic growth and goal setting, and the social/emotional well being of all involved in the work of the SIP. |
| Public access | District: | A PDF of the school SIP is posted on the school website in the fall after submission to IDOE for access to parents and the public. The SIP document is a living google doc and district staff have access or can be easily supplied access if needed. |
| | School: | Parents and community partners have access to Delaware's SIP at PTA, Site Council, and Community RtI/MTSS meetings. |
| COORDINATION | | |
| | District: | SIPs are developed in coordination with the district Continuous Improvement Plan as an overarching document which coordinates across multiple programs, including social emotional supports. Focusors of School Support access other programs and services as needed to support individual school needs. |

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| <p>Coordination of Programs (Developed in coordination with other programs, services and resources)</p> | <p>School: In order to align to EVSC's Continuous Improvement Plan three big bets of student learning through GAIN, human capital, and infrastructure, Delaware's SIP is specifically honing in on hope, engagement, and self-management. A forty minute block of time was added to the daily schedule to ensure students are receiving social emotional curriculum as well as targeted instruction based on student needs. During this time teachers and students are also able to engage with each other by integrating teambuilding/classbuilding/community building to the daily/weekly schedules. Delaware's full time counselor, social emotional learning interventionist, and YouthFirst social worker also support student needs. Two district social emotional learning specialist (SELS) consults with the principal and social emotional learning interventionist on a weekly basis. The SELS also confer and collaborate with the leadership team comprised of the principal, professional development specialist (PDS), social emotional learning interventionist, counselor, social worker, school psychologist, and district special education coordinator on a biweekly basis. The GAIN team also meets monthly. The GAIN team is comprised of the SELS, social emotional learning interventionist, homeroom, special education, title, and related arts teachers, the PDS, and principal. This team reviews the following: previous month's action step items and captures effectiveness, GAIN Goals action items and progress, data reports/summaries and plan action step items according to data drill down; Top 6+ ODRs, and system wide observation and practices. The team also uses a focused agenda to hone in on family/community engagement. Delaware director of school support (DSS) coordinates weekly meetings to check-in with the principal and assess action step progress on the SIP. The DSS also facilitates monthly meetings with the principal and district academic, elearning, and data coaches. The district support team (DST) for Zone 2 meetings enable the principal to have thought partners to problem solve and troubleshoot in order to align district and SIP initiatives to the work at Delaware. PD with this team is then developed and rolled out to teachers in order to support both teachers and students while enhancing students' learning. A leadership team also meets biweekly. This team includes: the principal, PDS, social emotional learning interventionist, counselor, social worker, special education coordinator, and teachers. This team references behavioral and academic data while reflecting as they collaborate to develop and refine strategies and processes to align to EVSC's CIP and the Delaware's SIP and best support students and their unique needs. Their ultimate goal is to personify Delaware's mission and vision of: strive for excellence in guiding students to reach exceptional potentials, and instill the values of education and perseverance to prepare students to be college, career, and life ready.</p> |
| <p>Addressing High-Risk Needs (Mental health, instructional support/mentoring, non academic skill improvement)</p> | <p>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.</p> <p>School: Delaware has a full time social emotional learning interventionist. By collaborating and seeking community funding, she and I have added to our sensory/self-reg room and Minds In Motion room at Delaware. Both these rooms provide a space and outlet for our Tier II and III students to get their minds and bodies focused and ready to learn. Delaware's social emotional learning interventionist also tracks behavior data via digital LLB and ODR forms developed in partnership with Delaware's elearning coach. She is able to intervene and provide supports to students. She pulls this data to share with Delaware's leadership and GAIN teams as well as PLCs. She also coordinates restorative practice with students to students and teachers to students. Our social emotional learning coach has also been instrumental in rolling out group plans and SEL curriculum at Delaware and in EVSC. She also continues to support PBIS/GAIN initiatives at Delaware. Delaware has allotted a 40 minute block of time entitled GAIN to enable teachers to integrate the SEL curriculum as well as teambuilding and classbuilding and/or skills/strategies based small groups. Along with a social emotional learning interventionist, Delaware has a full time YouthFirst social worker. This group collects, accesses, and utilizes behavioral and academic data while reflecting as they collaborate to develop and refine strategies and processes to align to EVSC's CIP and the Delaware's SIP and best support students and their unique needs. Delaware's social worker carries a caseload at Delaware and meets with students throughout the day while also reaching out to community partners to provide resources to and for students and families. The social emotional learning interventionist, YouthFirst social worker, counselor, social emotional learning specialist in EVSC, school psychologist, and North Attendance District special education coordinator, PDS, and principal all meet biweekly to discuss students and their social, emotional, behavioral, and academic health. Delaware rolled out EVSC SEL Foundations I - IV year with a focus on stress load, self-regulation, biological levels and stressors, distinguishing between stress behavior and misbehavior, recognizing and reframing the stress cycle, and helping students feel safe, calm, and comfortable so that they can be calm, alert, and ready to learn. The following PD has also been rolled out: verbal/nonverbal communication, attunement and coregulation, and developing positive relationships. Delaware will continue with components of SEL curriculum with a focus on connecting activities, refueling breaks, mini lessons, continual daily skills practice, and PBIS integration.</p> |
| <p>Coordination of Funds (Describe how Title I funds will be coordinated with local, state and federal programs)</p> | <p>District: The Deputy Superintendent of Teaching and Learning coordinates use of funds based on the Continuous Improvement Plan needs assessment priorities, school based needs assessments and input from Focusors of School Support. Title II funds are utilized to offer district coaching support and leadership development to address needs of Title I schools. Title IV funds are utilized to offer additional supports for social emotional learning for most in need Title I schools.</p> |

[HQ Staff Roster Link](#)

https://docs.google.com/spreadsheets/d/1cGVlhaxd_7hkBb709UeMDQensaXUq87SlcvMPQc3s/edit?usp=sharing_eip&ts=5f65063c&urp=gmail_link&qxids=7757

| <p align="center">Title I Funded Positions and SIP Alignment</p> | | | | |
|---|----------------------------------|---|---|---|
| <p align="center">Title</p> | <p align="center">FTE</p> | <p align="center">Description and Alignment</p> | <p align="center">Strategy 1</p> | <p align="center">Strategy 2</p> |
| <p>Behavior Interventionist</p> | <p align="center">0.4</p> | <p>Supports FBA's for students, assists teachers and staff members with implementation of PBIS/GAIN/SEL curriculums, conducts PBIS/SEL meetings, tracks monitors, and shares behavior data with team, works with student groups and individuals on Tier 2 and Tier 3 behaviors, and facilitates implementations and use of sensory and Minds in Motion rooms.</p> | | <p align="center">x</p> |
| <p>Para Professional</p> | <p align="center">0.28</p> | <p>Support student learning by pushing into classrooms to work with students, or pulling small instructional groups for additional support working in close, frequent proximity and under the direct supervision of a certified teacher.</p> | <p align="center">x</p> | |
| <p>Instructionalist</p> | <p align="center">1</p> | <p>Delivers instruction to accelerate achievement and address achievement gaps including small groups, supplemental instructional support, social emotional learning, differentiated and intensive instruction (RTI support)</p> | <p align="center">x</p> | |
| <p>Instructionalist</p> | <p align="center">1</p> | <p>Delivers instruction to accelerate achievement and address achievement gaps including small groups, supplemental instructional support, social emotional learning, differentiated and intensive instruction (RTI support)</p> | <p align="center">x</p> | |

Waivers, Provisions, and Assurances

- [X] No statutes and rules will be suspended from operation from this school.
- [X] Curriculum and information regarding the location of a copy of the curriculum is available for members of the public.
- [X] Assessments besides state assessments are used at this school.
- [X] Plan to be submitted to the governing body and made available to all interested members of the public and in an easily understood format.
- [X] Provisions are in place to maintain a safe and disciplined learning environment for students and teachers.
- [X] Provisions are in place for the coordination of technology initiatives.
- [X] A professional development program exists pursuant to IC 20-19-2-11 and IC 20-20-31.
- [X] The plan complies with the board's core principles for professional development.
- [X] Exclusive Representative supports the professional development component of this plan.
- [X] 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] What will it take to operationalize your strategy? Backwards map here by your strategy into smaller, individual action steps.

[12] 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.

[13] Easy access to calendar:

Double click in each cell

below to pull up and select from a calendar.

[14] 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.

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

[16] 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.

[17] Easy access to calendar:

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

[18] 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.

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

[20] 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.

[21] Easy access to calendar:

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

[22] 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.