

# ACADEMY FOR INNOVATIVE STUDIES

## School Improvement Plan (SIP)

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

**SIP input  
(stakeholder  
input)**

Sip team members contributed to the development of the SIP through participation in meetings, discussions, data review sessions and providing feedback to SIP drafts.

**SIP Team  
Members**

Jay Hille  
Keith Starr  
Matressa Morgan  
Mike Goedde  
Diana Symanowicz

## 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>*Our building's strengths continue to be building relationships &amp; offering behavior support</p>   | <p>-Defining specific roles within the building and being intentional with their time-<br/>Creating a system within the Wellness Center. Defining systems/on boarding process for transitions in and out of the building. -Continue to build a system to track data for academic growth.</p> | <p><b>Strengths:</b><br/>           What are your school's primary strengths?<br/>           What data supports these strengths?<br/>           What knowledge, skills and mindsets do you have that can help you with successful implementation of your school improvement plan?<br/>           What resources do you have available?<br/>           What is your greatest achievement?</p> <p><b>Improvements:</b><br/>           What are your school's primary areas for improvement?<br/>           What data supports the need for improvement?<br/>           What knowledge, skills, and mindsets are you missing?<br/>           What should you stop/avoid doing?<br/>           In what areas do you need more training?</p>  |
| Opportunities  | Threats  | Questions for Reflection   |
| <p>-Every student will meet with a member of the support team weekly bi-weekly<br/>           -Support staff has aligned their time around the Wellness Center.<br/>           -Every teacher has an built in coverage time<br/>           -Teachers now have the ability to assist with coverage.<br/>           The Support Staff is available to help with teachers who need classroom support with a student, so the student has time to deescalate before discussing discipline.<br/>           Entry and Exit Assessment</p> | <p>-Not having a true climate/culture established within the building -Lack of subs -<br/>           Grades impacting the returns of students</p>  | <p><b>Opportunities:</b><br/>           What opportunities are present to impact successful school improvement plan implementation?<br/>           What is going on around you that seems to be useful?<br/>           What district resources are available to support your work?<br/>           What could be done today that isn't being done?<br/>           Who can support you and how?</p> <p><b>Threats:</b><br/>           What obstacles might impact your school improvement plan implementation?<br/>           What political, economic, social, technological, demographic or legal trends might impact your school improvement plan implementation?<br/>           Are there any standards, policies, and/or legislation changing that might negatively impact you?</p> |
|  |  |  |
| 1.   |  |  |
| 2.   |  |  |
| 3.   |  |  |

## Schoolwide Planner (Required for All Schools)

### 1. Vision

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

1b. School Vision:

### 2. Mission

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

2b. School Mission:

### Subgroup Focus (CSI/TSI): Graduation Rate less than 67%; Bottom 5% of Title 1 Schools

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

3a. Root Findings: [1]

1. Inexperienced staff lacking classroom management leading to higher numbers of referrals
2. Lack of professional development aimed at classroom management given the higher numbers of tier 2/3 students.
- 3.
- 4.

3b. Data Sources: [2]

1. ODR's and low level referrals
- 2.
- 3.
- 4.

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

4a. Strategy/Intervention #1:

Implement consistent teacher support and development around GAIN practices to reduce Office Referrals.

4b. Strategy or Intervention #2:

Teachers utilize best practice instructional strategies resulting in more students passing more classes, and returning to their traditional school.

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

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

| Metric Type: | Improvement                  | Metric used: | Number of OSS and Expulsion   |              |   |                  |
|--------------|------------------------------|--------------|---|--------------|---|------------------|
| Data Set     | Baseline                     | Benchmark #1 | Benchmark #2  | Benchmark #3 | Benchmark #4  | End of Year      |
| Goal [5]     | N/A                          |              |   |              |   |                  |
| Actual       | OSS 64.1%<br>Expulsion 29.3% |              | OSS- Reduction of 5% by semester, EXP- Reduction of 4% per semester |              | OSS- Reduction of 4% by semester, EXP- Reduction of 5% per semester | OSS-54%, EXP-20% |

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

| Metric Type: | Improvement | Metric used: |              |              |              |             |
|--------------|-------------|--------------|--------------|--------------|--------------|-------------|
| Data Set     | Baseline    | Benchmark #1 | Benchmark #2 | Benchmark #3 | Benchmark #4 | End of Year |
| Goal [6]     | N/A         |              |              |              |              |             |
| Actual       |             |              |              |              |              |             |





### 6. What is our target?


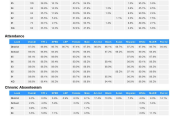


| Data Set                   | Grade(s) | Actual (Previous Spr.) | Projected (NWEA Fall) | Projected (NWEA Wint.) | Projected (NWEA Spr.) | Actual (Current Spr.) | Goal (Current Spr.) | Goal (3-Year) |  |
|----------------------------|----------|------------------------|-----------------------|------------------------|-----------------------|--------------------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

### 7. What is our ultimate goal?

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

### Other Resources

| Previous SIP  | School Profile  | My School Survey   | NWEA Projections  |  |  |  |
|---|---|--|---|--|--|--|
|  |  |  |  |  |  |  |

|  |   |   |  |   |         |  |  |
|--|---|---|--|---|---------|--|--|
| 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?

[illegible][illegible]

| English-Language Arts |            |      |         |         |         |         |         |         |       | Mathematics  |              |         |         |         |         |         |         |       |              |              |
|-----------------------|------------|------|---------|---------|---------|---------|---------|---------|-------|--------------|--------------|---------|---------|---------|---------|---------|---------|-------|--------------|--------------|
| Course                | Assessment | Term | Grade 3 | Grade 4 | Grade 5 | Grade 6 | Grade 7 | Grade 8 | Total | Goal (No. 1) | Goal (No. 2) | Grade 3 | Grade 4 | Grade 5 | Grade 6 | Grade 7 | Grade 8 | Total | Goal (No. 1) | Goal (No. 2) |

[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: *Empowering our students to thrive in life.*

1b. School Vision:

### 2. Mission

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

2b. School Mission:

### Subgroup Focus (CSI/TSI):

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

3a. Baseline

3b. Root Findings:

1. Inconsistent student onboarding program
2. Lack of proactive student counseling program

3

4.

3c. Data Sources:

1. Panorama/Observation
2. Observation

3.

4.

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

4a. Strategy/Intervention #1:

Create and implement a consistent and responsive student counseling program for those who most need it.

4b. Strategy or Intervention #2:

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

5a. Monitoring Strategy/Intervention #1:

| Metric Type: | Implementation | Metric used:  | Increase the number of proactive contacts with students by support staff that is aligned and documented in the students' Individual Service Plans. |   |  |  | Metric Type: | Improvement | Metric used: |              |              |              |             |
|--------------|----------------|---|--|---|--|--|--------------|-------------|--------------|--------------|--------------|--------------|-------------|
| 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 [11]    | N/A            | By October 6, 25% of contacts are reflected in student ISPs | By December 15, 25% of contacts are reflected in student ISPs  | By March 8, 25% of contacts are reflected in student ISPs | By May 24, 25% of contacts are reflected in student ISPs | 100% of ISPs contain documentation by support staff. | Goal [12]    | N/A         |              |              |              |              |             |
| Actual       | 0              | *Not Available Yet, in process of system development        |  |   |  |  | Actual       |             |              |              |              |              |             |

### 6. What is our target?

6a. School Smart Goal: *Will this bring community partners in the building to support our students? Is there away to track the community support to gauge if there is both behavior and academic growth from our students.*

### 7. What is our ultimate goal?

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

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

EVSC CORE VALUES:

\*High Expectations\*

\*Equity & Empathy\*

\*Accountability\*

\*Respect & Relationships\*

\*Trust\*



| Action Planning |  |   | Logistics      |   |            |                 | Short-Term Monitoring |   |   |  |
|-----------------|--|---|----------------|---|------------|-----------------|-----------------------|---|---|--|
| SIP Strategy    | Progress   | Specific, Actionable Steps toward Achieving S-SIP Strategy [13]   | Target Date:   | Person(s) Responsible: [14]                             |            |                 |                       | Are we doing it?                                    | Notes   |  |
| #1              |  | What actions will we take to fully implement our strategy?  | Due Date: [15] | Who is responsible for (and/or working on each action?) |            |                 |                       | Are we doing what we said we were going to do? [16] | Does the data indicate effectiveness? What adjustments need to be made? |  |
| #REF!           | 1  | Align AIS teacher development to Larry Bell curriculum.   | 10/2/23        | Leadership Team   | Strategist | Principal       |                       | 3. Implementation is ongoing with fidelity          |   |  |
|                 | 2  | Assign teachers an instructional coach.   | 10/1/23        | Principal   | AP         | Strategist      |                       | 2. Implementation is in progress                    |   |  |
|                 | 3  | Design coaching schedule for each instructional coach.  | 10/16/23       | Principal   | AP         | Strategist      |                       | 2. Implementation is in progress                    |   |  |
|                 | 4  | Coordinate instructional coaching PD for leaders.   | 11/1/23        | DSS   | Principal  |                 |                       | 2. Implementation is in progress                    |   |  |
|                 | 5  | Create debrief agenda for coaching meetings.  | 11/1/23        | Principal   |            |                 |                       | 2. Implementation is in progress                    |   |  |
|                 | 6  | Assign teachers to PLCs.  | 10/2/23        | Principal   | AP         |                 |                       | 4. Action has been completed                        | New Teachers are attending new teacher training during some PLC times.  |  |
|                 | 7  | Create PLC weekly schedule.   | 10/2/23        | Principal   | AP         | Leadership Team |                       | 2. Implementation is in progress                    |   |  |
|                 | 10   | Instructional coaches send standing meeting invites to coachees for a weekly observation debrief meeting. | 10/2/2023      | Leadership Team   | Principal  |                 |                       | 2. Implementation is in progress                    |   |  |
|                 | 11   | Admin will receive EVSC Coaching Framework Training   | 10/2/2023      | Strategist  |            |                 |                       | 4. Action has been completed                        |   |  |
|                 | 12   |   |                |   |            |                 |                       |   |   |  |
|                 | 13   |   |                |   |            |                 |                       |   |   |  |
|                 | 14   |   |                |   |            |                 |                       |   |   |  |
|                 | 15   |   |                |   |            |                 |                       |   |   |  |
|                 | 16   |   |                |   |            |                 |                       |   |   |  |
|                 | 17   |   |                |   |            |                 |                       |   |   |  |
|                 | 18   |   |                |   |            |                 |                       |   |   |  |
|                 | 19   |   |                |   |            |                 |                       |   |   |  |
|                 | 20   |   |                |   |            |                 |                       |   |   |  |
|                 | 21   |   |                |   |            |                 |                       |   |   |  |
|                 | 22   |   |                |   |            |                 |                       |   |   |  |
|                 | 23   |   |                |   |            |                 |                       |   |   |  |
|                 | 24   |   |                |   |            |                 |                       |   |   |  |
|                 | 25   |   |                |   |            |                 |                       |   |   |  |
|                 | 26   |   |                |   |            |                 |                       |   |   |  |
|                 | 27   |   |                |   |            |                 |                       |   |   |  |
|                 | 28   |   |                |   |            |                 |                       |   |   |  |
|                 | 29   |   |                |   |            |                 |                       |   |   |  |
|                 | 30   |   |                |   |            |                 |                       |   |   |  |
|                 | 3 Year Timeline for Implementation, Review & Revision for Strategy 1 |   |                |   |            |                 |                       |   |   |  |
|                 | Year 2   |   |                |   |            |                 |                       |   |   |  |
|                 | Year 3   |   |                |   |            |                 |                       |   |   |  |

| Action Planning |          |  | Logistics      |   |                 |  | Short-Term Monitoring |   |   |
|-----------------|----------|--|----------------|---|-----------------|--|-----------------------|---|---|
| SIP Strategy    | Progress | Specific, Actionable Steps toward Achieving S-SIP Strategy [17]  | Target Date:   | Person(s) Responsible: [18]                             |                 |  |                       | Are we doing it?                                    | Notes   |
| #2              |          | What actions will we take to fully implement our strategy?   | Due Date: [19] | Who is responsible for (and/or working on each action?) |                 |  |                       | Are we doing what we said we were going to do? [20] | Does the data indicate effectiveness? What adjustments need to be made? |
|                 | 1        | Determine scope and sequence of instructional topics for staff (PD) (Las Vegas PD, Larry Bell, Behaviors, etc) | 10/2/23        | Principal   | Leadership Team |  |                       | 2. Implementation is in progress                    |   |
|                 | 3        | Determine schedule and routine for learning walks.   | 10/2/23        |   | Leadership Team |  |                       | 3. Implementation is ongoing with fidelity          |   |
|                 | 4        | Create a data dashboard to highlight weekly implementation metrics to share with instructional coaching team.  | 11/1/23        |   | Principal       |  |                       | 3. Implementation is ongoing with fidelity          |   |
|                 | 5        |  |                |   |                 |  |                       |   |   |
|                 | 6        |  |                |   |                 |  |                       |   |   |
|                 | 7        |  |                |   |                 |  |                       |   |   |
|                 | 8        |  |                |   |                 |  |                       |   |   |
|                 | 9        |  |                |   |                 |  |                       |   |   |
|                 | 10       |  |                |   |                 |  |                       |   |   |
|                 | 11       |  |                |   |                 |  |                       |   |   |
|                 | 12       |  |                |   |                 |  |                       |   |   |
|                 | 13       |  |                |   |                 |  |                       |   |   |

| #REF!   | 14   |   |                |   |    |            |                       |   |   |
|---|--|---|----------------|---|----|------------|-----------------------|---|---|
|   | 15   |   |                |   |    |            |                       |   |   |
|   | 16   |   |                |   |    |            |                       |   |   |
|   | 17   |   |                |   |    |            |                       |   |   |
|   | 18   |   |                |   |    |            |                       |   |   |
|   | 19   |   |                |   |    |            |                       |   |   |
|   | 20   |   |                |   |    |            |                       |   |   |
|   | 21   |   |                |   |    |            |                       |   |   |
|   | 22   |   |                |   |    |            |                       |   |   |
|   | 23   |   |                |   |    |            |                       |   |   |
|   | 24   |   |                |   |    |            |                       |   |   |
|   | 25   |   |                |   |    |            |                       |   |   |
|   | 26   |   |                |   |    |            |                       |   |   |
|   | 27   |   |                |   |    |            |                       |   |   |
|   | 28   |   |                |   |    |            |                       |   |   |
|   | 29   |   |                |   |    |            |                       |   |   |
|   | 30   |   |                |   |    |            |                       |   |   |
|   | 3 Year Timeline for Implementation, Review & Revision for Strategy 1 |   |                |   |    |            |                       |   |   |
|   | Year 2   |   |                |   |    |            |                       |   |   |
|   | Year 3   |   |                |   |    |            |                       |   |   |
| Action Planning   |  |   | Logistics      |   |    |            | Short-Term Monitoring |   |   |
| SIP Strategy  | Progress   | Specific, Actionable Steps toward Achieving S-SIP Strategy [21]                                       | Target Date:   | Person(s) Responsible: [22]                             |    |            |                       | Are we doing it?                                    | Notes   |
| #3  |  | What actions will we take to fully implement our strategy?  | Due Date: [23] | Who is responsible for (and/or working on each action?) |    |            |                       | Are we doing what we said we were going to do? [24] | Does the data indicate effectiveness? What adjustments need to be made? |
| Create and implement a consistent and responsive counseling program for those who need it most. | 1  | Identify which staff members will be responsible for Behavior support of students.                    | 9/4/23         | Principal   | AP | Specialist |                       | 3. Implementation is ongoing with fidelity          |   |
|   | 2  | Create a priority list for students who most need proactive counseling and/or support services (MTSS) | 9/4/23         | Principal   | AP | Strategist |                       | 3. Implementation is ongoing with fidelity          |   |
|   | 3  |   |                |   |    |            |                       |   |   |
|   | 4  |   |                |   |    |            |                       |   |   |
|   | 5  |   |                |   |    |            |                       |   |   |
|   | 6  |   |                |   |    |            |                       |   |   |
|   | 7  |   |                |   |    |            |                       |   |   |
|   | 8  |   |                |   |    |            |                       |   |   |
|   | 9  |   |                |   |    |            |                       |   |   |
|   | 10   |   |                |   |    |            |                       |   |   |
|   | 11   |   |                |   |    |            |                       |   |   |
|   | 12   |   |                |   |    |            |                       |   |   |
|   | 13   |   |                |   |    |            |                       |   |   |
|   | 14   |   |                |   |    |            |                       |   |   |
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|   | 26   |   |                |   |    |            |                       |   |   |
|   | 27   |   |                |   |    |            |                       |   |   |
|   | 28   |   |                |   |    |            |                       |   |   |
|   | 29   |   |                |   |    |            |                       |   |   |
|   | 30   |   |                |   |    |            |                       |   |   |
|   | 3 Year Timeline for Implementation, Review & Revision for Strategy 1 |   |                |   |    |            |                       |   |   |
|   | Year 2   |   |                |   |    |            |                       |   |   |

|  |        |  |  |  |  |  |  |  |  |
|--|--------|--|--|--|--|--|--|--|--|
|  | Year 3 |  |  |  |  |  |  |  |  |
|--|--------|--|--|--|--|--|--|--|--|

## SIP Requirements

|   |   |
|---|---|
| <b>Curriculum and Interventions</b>                   | EVSC curriculum and interventions align with Indiana Academic Standards. Primary resources: Reading/ELA: Open Up Resources (Science of Reading aligned), 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<br>Complete list of EVSC curriculum is available on the EVSC website under Academics.  |
| <b>Assessments (in addition to state assessments)</b> | NWEA Computer Adaptive Assessment (Benchmark) is given to all K-10 students three times per year to identify students' instructional level and monitor student growth. PSAT (Benchmark) is administered to 8th and 9th grade students to align interventions and prepare for PSAT (gr. 10) and SAT. Achieve 3000 (Benchmark) is administered to grades 6-8 to identify instructional reading level and monitor growth. Students in grades K-2 are screened to determine tendencies of dyslexia (common formative) and students in K, 2, 4 and 7 are screened or assessed to determine eligibility for high ability services. Gr. 2 take early IREAD to determine need for support. Common formative and summative teacher or curriculum developed assessments aligned with Indiana Academic Standards are available within the EVSC curriculum. |
| <b>Instructional Program</b>                          | MTSS (Multi-tiered System of Support) model: Tier I: high expectations for academic achievement are made clear and supported with scaffolding and resources using a variety of instructional strategies to meet diverse needs of students.<br>MTSS multi-faceted team considers student data to evaluate, monitor and identify most in need students who require support in mastering grade level content or students who demonstrate advanced levels of achievement. Tier II or III supports provide evidence-based strategies and the team monitor progress to adjust supports as needed. The MTSS team also considers factors that inhibit academic achievement including attendance and work to put strategies in place for individual student improvement.   |
| <b>Coordination of Technology</b>                     | EVSC provides robust support for integration of technology into the instructional program with professional development and training for teachers and staff, and dedicated technology specialists who support staff and infrastructure.   |
| <b>Career Awareness and Development</b>               | EVSC counseling curriculum and services are based on the ASCA model and includes career-focused classroom lessons at all levels as well as a variety of integrated opportunities including career fairs, job site tours, career based clubs, guest speakers and a robust offering of CTE courses.   |
| <b>Safe and Disciplined Environment</b>               | GAIN (Growth in Academics through Neuroeducation) provides professional development for staff and GAIN Self-Reg curriculum to support students in the development of self-regulation and future-ready skills that lead to academic success, career readiness, and ability to contribute positively to their communities. The MTSS team work with students who need additional Tier II and Tier III support to be successful. School rules and attendance, discipline and bullying policies are accessible on the EVSC website.  |
| <b>Cultural Competency</b>                            | Teachers utilize information from all students about their cultural heritages and incorporate this knowledge into classrooms in sensitive and useful ways that enhance learning for all students.   |
| <b>Attendance</b>                                     | EVSC Core Attendance Task Force works with schools to support schools to proactively improve attendance. The Truancy Roundtable works with community partners including the court system to put strategies in place to address chronic absenteeism. The school MTSS team address attendance as an obstacle to academic achievement and monitor data, determine need and strategies and monitor progress.  |
| <b>Parent and Family Engagement</b>                   | District Family and Community Engagement (FACE) Team work with schools to support asset based two-way communication, cultivate trust and relationships, and support equity-focused family engagement with academic excellence for all students as the goal.   |
| <b>Secondary Schools</b>                              | EVSC offers a wide variety of advanced placement, dual credit and advanced Career and Technical Education opportunities and students are encouraged through academic counseling services to seek advanced coursework. All course offerings are available on the EVSC website under Academics, Curriculum, HS course catalog.  |

| Title 1 Schoolwide Additional Information  |   |  |
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| <p><b>Schoolwide Reform Strategies</b><br/> <b>Strategies to address the needs of all students</b><br/> <b>Effective Timely Assistance</b></p> | <p>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.</p> | <p>AIS middle school grades have an RTI committee that looks at the students who need more academic support in class and they make decisions for whole group strategies that the entire class would benefit from as well as individual interventions for ELA and/or Math that students would benefit from (tier 1) and they put these supports in place. This committee ensures teachers working on the interventions with students are progress monitoring as needed. AIS MS has a GAIN SEL team that discusses which students need additional support and puts those in place. This team also discusses strategies that would be helpful for our entire school and student population. This team creates plans and shares out with staff as needed. This team writes a function based behavior plan or a refueling plan for those students who need additional support as well. AIS high school grades have an Executive Leadership Team (ELT), a Growth in Academics through Innovation and Neuroeducation (GAIN) committee, a Special Education committee, and a Social Emotional Learning (SEL) committee whose members analyze academic and behavioral progress and make recommendations around Tier 1--class interventions, Tier 2--small group interventions, and Tier 3--individual interventions.</p> <p>All students are assigned a basic skills class where a special education teacher and/or a general education teacher can support them in developing deficient academic skills during the school day. Special Education teachers have resource classes where they implement push-in and pull-out methods of support for students.</p> <p>The use of diagnostic data is embedded in core classes to guide instruction in areas where most students have opportunity for growth.</p> <p>The use of diagnostic data is embedded in individual math and English courses so that all students work in their specific low growth areas of study.</p> <p>While most courses are designed to be completed in (9) weeks, some students remain in a course with the same teacher for (2) quarters to allow time to complete the coursework at a pace that is beneficial to the student.</p> <p>The AIS Special Education committee works to ensure that IEPs are sent to the teachers of each special education student and that a hard-copy of the "at-a-glance" pages are placed in the mailboxes of the teachers with a note asking that they ensure they are meeting the specific needs and implementing the interventions outlined in the IEP.</p> <p>Teachers utilize "Smart Pass" to regulate students' breaks. This ensures students are not out of class during each class period as well as prevents large numbers of students congregating.</p> <p>Communications to students and families occur when a student's grade percentage falls below 70%; teachers track the number of communications in the gradebook and place notes in the communication cell for students/parents/family members with details around academics and behavior.</p> |

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| <p>Assessment (SW model of teacher inclusion in decision model)</p> | <p>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.</p> | <p>Teachers meet twice a week in PLCs where they are expected to utilize data protocols or engage in data chats where student-evidence is at the center of determining what instructional decisions are to be made. Within a given unit of study, or quarterly checkpoint, all assessments listed above would be discussed to determine student specific and instructional next steps driven by the teacher team. Leadership teams that consist of teachers and other instructional leaders meet monthly to discuss school improvement planning, progress monitoring data and inform school-level decision making and next steps. Staff meetings are also being utilized to maximize time to analyze grade and school-level data for improved student achievement.</p> <p>For AIS, there are several teacher representatives on the leadership team that meets every other Monday for an hour. ELA, Math, general education, and special education teacher backgrounds are all represented on this committee. The leadership team helps make decisions schoolwide in all areas - academic, social, emotional, and behavioral. They help lead the work for the entire AIS team. There are also 3 different teachers who make up the RTI committee that meets once a month and helps make decisions regarding whole group academic strategies as well as individual interventions for students with the goal of improving student achievement. These teachers also represent ELA, Math, general education, and special education as far as their teacher background. Between those two committees alone, there are several teachers who help make decisions that will ultimately impact academics and student achievement. Both committees help look at student data, identify root causes, identify strengths/weaknesses, and then identify an action plan to roll out to staff so that we can all tackle it together again with the ultimate goal of helping every student show growth. We also have a GAIN SEL committee that meets every Thursday from 2 - 3 made up of 5 teachers (some also on the above leadership and RTI committees) from general education and special education backgrounds, Art, Social Studies, Science, Resource, ELA, and Math background as well. This committee focuses more on social emotional learning supports that are needed whole group/whole school wide as well as interventions that would benefit students who need more support. This committee writes and helps implement function based behavior plans as well as refueling plans. When a student grows in their social emotional area, they tend to grow academically as well. With all of these committees in place, we focus on the needs of the whole child and our entire team is involved and a part of this work to help each of our students grow in each area.</p> <p>The Executive Leadership Team (ELT) is composed of the principal, assistant principals and dean. The ELT meets weekly and follows an agenda where administrative, instructional, and general topics are discussed with an aim toward policy and procedures being outlined and shared including how to use assessment data.</p> <p>The Growth in Academic through Innovation and Neuroeducation (GAIN) committee is composed of the principal, assistant principal, the social worker, the counselor, the SEL Specialist, and (3) teachers—one in math, one in English, and one within electives. The GAIN committee meets biweekly and follows an agenda where the data for academics, behavior, attendance, and any disproportionality is analyzed with an aim toward interventions and celebrations around all aspects of academics including the messaging out of assessment data and the use of assessment data.</p> <p>The Safety Committee is composed of the principal, assistant principal, (2) teachers, and the EVSC Officers. The safety committee meets monthly with an aim toward policy and procedures being outlined and shared as well as organizing the state-required drills and safety measures that makeup our safety plan including purposeful efforts to work around the days where assessments are occurring.</p> <p>The Family Engagement team is comprised of the principal, the assistant principal, the family-student support staffer, and (2) teachers who meet monthly to create and send out monthly surveys to our families focused on various topics with an aim for input in decision-making including how to communicate assessment results and how they are used in the classroom.</p> <p>The Social Media team is comprised of the principal, principal's secretary, and (2) teachers who meet monthly with the aim of keeping our school webpage up-to-date with reader-friendly information around academics, behaviors, and social-emotional learning. They ensure that our social media presence includes test dates, information around testing results, and contact information for administrators with questions around assessment results.</p> <p>The principal and assistant principal send out surveys to teachers and staff for input in decision-making at the building level including questions around how to effectively use assessment data to guide instruction.</p> <p>The EVSC District sends our surveys to teachers and staff for input in decision-making at the district level including questions around how to effectively communicate assessment data and how it is used within each school.</p> <p>Faculty meetings include opportunities for all teachers to lift any topic for discussion with an aim to analyze problems and work together toward solutions including how to effectively use assessment data for intervention and to guide classroom instruction.</p> |
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|  | <p><b>Transition (Pre-K and Middle/HS)</b><br/> <b>(Assist Preschool children in transition to elementary school, students to MS/HS)</b></p> | <p>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.</p> | <p>AIS has now combined the middle school and the high school into one building. This creates an opportunity to make the transition from middle to high school easier, provided that the students from middle school do not return to their sending schools. AIS transitions are geared more toward students transitioning back to their traditional schools, other than from grade level to grade level or course to course. Exit criteria has been reviewed and revised over the past two years which has proven to be beneficial for the students. Curriculum and grading periods have also been matched to ensure that students are not only on the same page course work wise but also at the same point within the grading cycle..</p>   |
|  | <p><b>Increase Learning Time</b></p>   | <p>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.</p>  | <p>AIS efforts in increasing instructional time is primarily a focus on improving attendance that will allow students to receive instruction while not being chronically absent. Every week, attendance reports are run so that building admin can meet or attempt to contact students who are showing chronic absenteeism. Communications are documented in the "counseling" tab of RDS. Communications are sent to teachers so they can become a partner in the attempt to reach a student. Probation officers have offices in our building and meet regularly with students who are assigned to them who show any concerns around attendance. Administrators write handwritten notes to students who show improvement in their attendance after conferences. Attendance is monitored monthly by the AIS attendance committee. Also, the AIS attendance clerk, guidance counselor, and social worker help monitor student attendance on a weekly basis. This team brings concerns to the admin and shares a weekly report with the admin that lists student attendance as one of the data points for each student. If an intervention is needed before the attendance committee meets once a month, then the admin and counseling team intervenes appropriately and gets the needed support in place right away.</p> <p>AIS parents/families are contacted at least once per quarter by a teacher expressing praise and concern around attendance. AIS implemented a daily work ethic score in the gradebook so that students/parents/family members can easily see the level of effort that their student is putting in each day. AIS attendance system will send an automated phone call to the home of a student when that student does not show up for class. AIS administrators call parents of students with chronic absences.</p> <p>Anytime an AIS staff member has a concern with student attendance, the parent is contacted right away by the AIS attendance committee or by office or support staff. The parent is asked by the school to be a part of the plan needed to help improve their student's attendance. We ask the parent to help us determine needed supports that would help their child come to school more consistently and then we all work together as a team to provide those needed supports.</p> |

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|  | <p><b>Schoolwide Plan</b><br/>(District technical support, grant activities, monitoring, evaluation)</p> | <p>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.</p> | <p>In addition to those things listed in the first column, AIS has the following supports:<br/>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 Directors 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 support for social emotional learning for most in need Title I schools. School Improvement Plans are developed in coordination with the district Continuous Improvement Plan as an overarching document which coordinates across multiple programs, including social emotional support. Chief Academic Officers and School Support Strategist, access other programs and services as needed to support individual school needs.<br/>For AIS MS, technology is utilized on a daily basis. Each student has a thinkpad and charger that they utilize daily. Each teacher has a computer and a promethean board. Teachers have received training and are continuing to receive professional development in online tools and strategies that they can use to increase rigor and engagement in a school or virtual setting. Students utilize programs such as Achieve, IXL, Flocabulary, Google Classroom, Newsela, as well as many other types of programs and textbooks found online. Teachers and students use technology on a daily basis at AIS MS and some of our professional development is targeted to this area so we can continue to grow in it each year.</p> <p>Technology is embedded within all AIS High School courses. All students are assigned a device to use at school and take home daily. All classrooms utilize a Promethean Board to facilitate learning. Teachers use document cameras to project items, models, or handouts to students. Teachers embed the Indiana Career Explorer into coursework. And, all classes integrate various online diagnostics and/or programs into coursework. The school utilizes a website for detailed information to parents, students, and the community; the school uses Facebook to communicate chunks of information to parents, students, and the community. The school district uses an electronic gradebook that includes a "parent access" feature where students, parents, and family members can check student academic progress and behavior at any time.</p> <p>APEX is the online program that is often utilized at AIS HS as the foundation to courses. Teachers lead students through the APEX curriculum working to complete tasks as a whole group, in small groups, and individually. Teachers supplement student learning with teacher-created resources and/or hard copies of APEX study guides. All courses create and share out a course syllabus using state standard language along with the student expectations for each class period outlined by date so that students can pace themselves to complete the coursework within the designated time-frames.</p> <p>The majority of classes at AIS have a single course being taught in each class period with a teacher leading and guiding students through the coursework; however, we offer some self-paced APEX courses where students are working on various courses at their own pace with the teacher available for direct instruction. This allows students who are able to move at a faster pace to earn (or recover) more credits each semester.</p> <p>All AIS teachers use Google Classroom as their online "home base" so that students and families become very familiar with the features and processes of one platform that hosts all classwork and related documents. Google Classroom allows teachers to share items in their drive to students who are enrolled in the class.</p> |
|  | <p><b>High quality, on-going Professional Development</b></p>  | <p>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.</p>   | <p>Each Title I school, including AIS, has an assigned school support specialist or strategist who works with the Office of Performance, Assessment and Research to support data curation, data presentation and analysis, freeing teachers from these tasks. School specialists/strategists 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>  |



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| <p><b>Recruitment and Retention</b><br/>(Recruitment and retention of effective teachers - high needs subjects)</p> | <p>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.</p> | <p>EVSC's 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.</p> <p>Effectively creating a positive school image within the community through use of social media can dramatically change a community's perception of a school. With this in mind, our media team is regularly posting positive news, events, and projects that are occurring within AIS HS so that community members see the work here through a positive lens.</p> <p>AIS seeks to embed opportunities for students that exist within traditional schools which build positive relationships between students and staff like class officers, committee chairs, and principal-class chats.</p> <p>AIS teacher interviews include a folder of information whereby candidates can see a host of handouts including the past (3) year's worth of academic data, the past (3) year's worth of behavioral data, the past (3) year SIPs, and the behavioral flow-chart.</p> <p>AIS teachers can serve as chairs of committees which results in overall growth for the teacher in organization, supporting peers, and leading efforts for change.</p> <p>Our most in need schools have had the opportunity for early contract hires ensuring they secure high-quality candidates. Several are staffed with a flex teacher to cover any unfilled teacher absences minimizing staff impact of unfilled substitute positions.</p> <p>Through this work, flex teachers see every classroom in the building during their training, which makes them stronger candidates for classrooms. Reciprocity exists for teacher candidates both in terms of training and support. While it may be more challenging to work in Title I environments, it is also more rewarding with regard to development of staff and support structures. There are partnerships with two local universities where a variety of collaboration occurs to recruit potential educators. Several introductory courses have fieldwork take place in our Title I schools allowing for relationship building with potential future job candidates..</p> |
| <p><b>SWP Development</b><br/>(SWP is developed with involvement of parents and other community members)</p>        | <p>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.</p>  | <p>AIS shares a reader-friendly version of the SIP in its enrollment packet and the enrollment slides.</p> <p>An email survey is sent to families of AIS students asking for input including (3) strengths, (3) areas with potential to grow, and what (1) area would be the highest priority to improve.</p> <p>Positive changes that grew out of school improvement plans are posted on our webpage and on our Facebook page so that students, teachers, families, and the community can see how our combined efforts help to improve the school and student achievement.</p> <p>AIS urges families to complete the monthly surveys that our family engagement team sends out via email.</p>  |
| <p><b>Access to SIP</b><br/>(Available to families, staff, community)</p>   | <p>A PDF of the school SIP is posted on the school website for access to parents and the public in the fall after submission to IDOE. The SIP document is a living google doc and staff have access or can be easily supplied access if needed.</p>  | <p>The school improvement plan is shared with families at one of the family events each year. The school improvement plan is posted on the AIS website once it is finalized and approved. A parent survey is on the AIS website where families can give feedback on the school's goals and strategies as well as make suggestions on how the school can continue to improve.</p>  |

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| <p><b>FACE Activities</b><br/>(Activities that have shown to be effective at increasing family and community engagement in the school, including family literacy programs)</p> | <p>District-wide Parent Engagement: The EVSC FACE Team will work with district and school leadership to inform decisions around family engagement programming and communication with families. Parents are informed regarding academic assessment results through direct communication including phone calls, texts and emails. The Director of Title I Support provides assistance in planning evidence based family engagement activities that focus on increasing family capacity to support learning at home.</p> | <p>Families are invited to the building at several points during the year for activities. These events are focused on enrolling for the following year, graduation requirements, and academic success. All families have electronic parent access through PowerSchool, which allows them to monitor grades, attendance, behavior, and requirements for graduation. Additionally, Parent Access allows families to email teachers directly if concerns arise. Teachers utilize the class announcement features to communicate individual student progress to families and post information important for the entire class. The parent outreach committee and counselors regularly schedule events for parents to learn about accessing information, graduation requirements, college admissions, and FAFSA application.</p> <p>AIS teachers are required to make and document at least two parent contacts per week and many go over and above that expectation weekly. One of the reasons teachers call home consistently is to provide academic updates to the parent. Office and support staff contact families constantly too so that we can all be on the same page with the students goals and growth. An email goes out on Tuesdays to parents whose child is earning a F in a class, so that we can ensure parents are aware and can help us assist the student to bring up that failing grade. At family events, AIS staff provide learning sessions on ways for families to help their students make academic progress at home as well. Different programs are explained and taught to them so that they can use these programs at home to assist with their students' academic growth. We usually teach an online Math program they can access from home, an ELA one, and then the parent access system.</p> <p>There is a family engagement coordinator that assists families with resolution to problems and provides guidance around any concerns they may have. This person may schedule calls, in person appointments, or home visits with the appropriate staff person. Staff at the school are always available by phone, email and social media to review suggestions and parent concerns.</p> |
| <p><b>Coordination of Programs</b><br/>(Developed in coordination with other programs, services and resources)</p>   | <p>SIPs are developed in coordination with the district Continuous Improvement Plan as an overarching document which coordinates across multiple programs. Chief Administrative Officers access other departments, programs and services as needed to support individual school needs.</p>  |  |
| <p><b>Coordination of Funds</b><br/>(Describe how Title I funds will be coordinated with local, state and federal programs)</p>  | <p>The Director of Title I Related Grants coordinates use of funds based on the Continuous Improvement Plan, needs assessment priorities, school based needs assessments and input from Chief Administrative Officers. A federal grants team meets monthly to review alignment of funds.</p>  |  |

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| <a href="#">AIS HQ Staff Roster Link</a> |
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## Waivers, Provisions, and Assurances

- ☒ No statutes and rules will be suspended from operation from this school.
- ☒ Curriculum and information regarding the location of a copy of the curriculum is available for members of the public.
- ☒ Assessments besides state assessments are used at this school.
- ☒ Plan to be submitted to the governing body and made available to all interested members of the public and in an easily understood format.
- ☒ Provisions are in place to maintain a safe and disciplined learning environment for students and teachers.
- ☒ Provisions are in place for the coordination of technology initiatives.
- ☒ A professional development program exists pursuant to IC 20-19-2-11 and IC 20-20-31.
- ☒ The plan complies with the board's core principles for professional development.
- ☒ Exclusive Representative supports the professional development component of this plan.
- ☒ Provisions are in place to maximize parental participating in the school.

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*Principal Signature of Assurance*

*Date*

[1] Highlight the root cause findings on the "Self-Assessment" tab, and use the space below to explain your rationale.

[2] Checkpoint metrics should align to these data sources to allow for frequent progress monitoring.

[3] What will we look during in consistent, short-term cycles to know our strategy is working?

Reflection: Be sure to consider alignment and intentionality.

Is the determined metric aligned to the baseline, root findings, strategy, goal, and ultimate outcome?

Is it realistic?

Do you need any support from district office to align systems necessary to ensure this measure is continuously easy to access on short cycles?

[4] What will we look during in consistent, short-term cycles to know our strategy is working?

Reflection: Be sure to consider alignment and intentionality.

Is the determined metric aligned to the baseline, root findings, strategy, goal, and ultimate outcome?

Is it realistic?

Do you need any support from district office to align systems necessary to ensure this measure is continuously easy to access on short cycles?

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

It may make sense for your school to align your cycles to when you will have benchmark data.

Example:

4.1 of 5 by 10/22/2014 - Presenting Instructional Content Indicator (School Walkthroughs)

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

It may make sense for your school to align your cycles to when you will have benchmark data.

Example:

4.1 of 5 by 10/22/2014 - Presenting Instructional Content Indicator (School Walkthroughs)

[7] Juniors - 2023-2024 Cohort

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

[9] Juniors - 2023-2024 Cohort

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

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

It may make sense for your school to align your cycles to when you will have benchmark data.

Example:

4.1 of 5 by 10/22/2014 - Presenting Instructional Content Indicator (School Walkthroughs)

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

It may make sense for your school to align your cycles to when you will have benchmark data.

Example:

4.1 of 5 by 10/22/2014 - Presenting Instructional Content Indicator (School Walkthroughs)

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

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

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

You can adjust the list of names for your school.

[15] Easy access to calendar:

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

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

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

is ongoing with fidelity, or is complete.

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

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

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

You can adjust the list of names for your school.

[19] Easy access to calendar:

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

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

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

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

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

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

You can adjust the list of names for your school.

[23] Easy access to calendar:

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

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

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