

DEXTER ELEMENTARY SCHOOL

School Improvement Plan (SIP)

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

**SIP input
(stakeholder
input)**

Stakeholder input for the SIP occurred in PLC grade level meetings, Leadership meetings, Title I Annual Parent meeting, and Family Survey results.

**SIP Team
Members**

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
Increase in Panorama - 3-5 students feel that their teacher is respectful towards them (87% from Spring '23 Panorama survey) - 3-5 students emotional regulation up 2% from 76% to 78% (Spring '23 Panorama survey) - 3-5 students school safety up 6% from 52% to 58% (Spring '23 Panorama survey) - 3-5 students rigorous expectations up 2% from 76% to 78% - Students have access to the self-reg room throughout the day (Student Focus Group Response) - Students feel teachers are encouraging (Student Focus Group Response) Year 4 of EL Implementation Parent interest has increased New math curriculum Coach entering second year	- 3-5 Students' Sense of Belonging, Question: "How much do you feel like you belong at your school? is down 9% from 71% to 62% (Spring '23 Panorama survey) - Decrease the number of suspensions. - K-2 Teacher Question, "Student can wait his/her turn even when they really want something" is down 16% from 79% to 63% - Teacher/Student Relationship, Question: "If you walked in upset, how concerned would your teacher be? is down 4% from 73% to 69% - Get training for all staff, including assistants, paras, etc. - Teachers greet students at the door each morning - Parent communication from SIOT - LINKED HERE	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? 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?
Opportunities	Threats	Questions for Reflection
- 7:35-8:00 is an opportunity to train staff members, have quick touchpoints, K-5 staff meetings - Full-social worker, GAIN support specialist, and counselor on staff - Common SEL time - Having an extra reading instructionalist - Instruction Partners - District support - Activators - Opportunities for students to lead - EQUITY! Every incoming 5th grader assigned a leadership role Parent interest has increased New math curriculum Coach entering second year	- Fixed mindset - New math curriculum on top of EL's pacing being adjusted - Uncovered classrooms - Staffing shortages - Students not getting their Tier 2 interventions	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? 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?
Reflection		
1. The work with Instruction Partners has helped provide a deeper lens of Equity. What does this mean for Dexter? How can we ensure our practices are equitable for all learners?		
2. The Activator/Leadership team needs to be leveraged to build capacity		
3.		

Schoolwide Planner (Required for All Schools)

1. Vision

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

1b. School Vision: *All students experiencing high levels of learning.*

2. Mission

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

2b. School Mission: *Strategically monitoring student learning to better inform instructional decisions.*

Subgroup Focus (CSI/TSI): TSI - black and special education

3. Why is this our current reality?

3a. Root Findings: [1]

1. New teachers did not have enough pd around the skills block component.
Data walls were not utilized frequently to impact instruction.
Materials/instruction was not always strategic or intentional in meeting student needs.
Follow up with expectations was not consistent.
Data protocols were not utilized in all grade levels.
Small groups were not happening consistently.

2. Gaps from foundations/skills are carrying over into third grade.
Lack of communication from 2nd grade teachers to 3rd grade teachers about student readiness/needs.
Lack of opportunity for all students to practice all IREAD components
Heggerty resource was not utilized.

3. 5th grade students were not exposed to all content.
Small groups did not happen.
ALL Block was not consistent.
Math: did not have a viable curriculum.
Lack of consistent feedback cycles for teachers and students.
NWEA data not directly used for informing student instruction. Data not visible to teachers.

4.

3b. Data Sources: [2]

1. Dexter did not meet 3 out of 4 benchmarks from Strategy 1: Teachers will intentionally monitor student learning in real time and adjust instruction accordingly.

2. 56% passing IREAD

3. Overall 13.8% Proficient ELA, Overall 19.8% proficient Math

4. What are we going to do about it?

4a. Strategy/Intervention #1:

Teachers will analyze student data from common assessments and provide targeted small group instruction.

4b. Strategy or Intervention #2:

Teachers will implement Eureka Math Squared with fidelity.

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

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

Metric Type:	Improvement	Metric used:	K-2 - Skills benchmark assessments - encoding 3 - IREAD pretests and then IREAD in March 4-5 - IXL Diagnostic data for ELA (% students on grade level)			
K-2 Data Set	Baseline 2022-23 EOY	Benchmark #1 8/21-9/1	Benchmark #2 12/4-12/15	Benchmark #3 2/26-3/8	Benchmark #4 4/29-5/10	End of Year
Goal [5]	N/A	N/A	K: 50% 1st: 35% 2nd: 15%	K: 65% 1st: 45% 2nd: 20%	K: 80% 1st: 54% 2nd: 25%	
Actual	28.50%	K: N/A 1st: 19% (11/59) 2nd: 8% (4/50)	K: 1st: 2nd:	K: 1st: 2nd:	K: 1st: 2nd:	

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

Metric Type:	Implementation	Metric used:	By May 2024, the average rating of math classrooms will be 1.5 (on a 0 - 3 point scale) as measured by the district's Math Observation Tool			
Data Set Strong Instruction Score	Baseline Aug 30-31	Benchmark #1 Nov. 7-9	Benchmark #2 Jan.	Benchmark #3 March	Benchmark #4 May	End of Year
Goal [6]	N/A	1.5-1.75	1.5-1.75	1.5-1.75	1.5/3.0	
Actual	1.75	0.96				


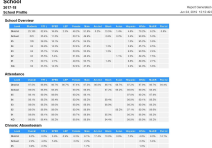
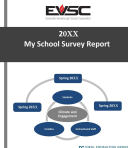
6. What is our target?

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!	25% (45/178)		
ILEARN Math Proficiency	3-8	#REF!	#REF!	#REF!	#REF!	#REF!	25% (45/178)		
SAT Reading CCR	11 [9]	#REF! [10]				#REF!			
SAT Mathematics CCR	11 [11]	#REF! [12]				#REF!			
4-Year Grad Rate	12	#REF!				#REF!			

7. What is our ultimate goal?

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

Other Resources

Report(s)	Previous SIP	School Profile	My School Survey				
							

<--- 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)

			Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Total	Scores (Yr. 1-7)	Scores (Yr. 9)	Group:		Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Total	Scores (Yr. 1-7)	Scores (Yr. 9)	
Overall		ILEARN	Previous Spring									Overall	ILEARN	Previous Spring									
		NWEA	Current Fall										NWEA	Current Fall									
		NWEA	Current Winter										NWEA	Current Winter									
		NWEA	Current Spring										NWEA	Current Spring									
		ILEARN	Current Spring										ILEARN	Current Spring									
American Indian/Alaskan Native		ILEARN	Previous Spring									American Indian/Alaskan Native	ILEARN	Previous Spring									
		NWEA	Current Fall										NWEA	Current Fall									
		NWEA	Current Winter										NWEA	Current Winter									
		NWEA	Current Spring										NWEA	Current Spring									
		ILEARN	Current Spring										ILEARN	Current Spring									
Asian		ILEARN	Previous Spring									Asian	ILEARN	Previous Spring									
		NWEA	Current Fall										NWEA	Current Fall									
		NWEA	Current Winter										NWEA	Current Winter									
		NWEA	Current Spring										NWEA	Current Spring									
		ILEARN	Current Spring										ILEARN	Current Spring									
k		ILEARN	Previous Spring								k	ILEARN	Previous Spring										
		NWEA	Current Fall										NWEA	Current Fall									

<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. Behaviors requiring high-level supports.
Lack of consistent capacity to respond to the level of needs.
The system for responding to behaviors has not been reviewed in 3+ years.

2. Chronically absent students. Many excused absences.
High number of exclusionary practices for some children

3. Lack of evidence of teachers using GAIN instructional practices

4. There is varying degrees of use of the SEL curriculum across the school

3c. Data Sources:

1. Out of school suspensions have remained between 75-80 over the past three years.
of ODRs;n # of OSS,

2. Unexcused absences only account for 20% of the chronically absent rate. Excused + OSS

3. SEL walk-throughs; anecdotal

4. SEL walk-throughs; anecdotal

4. What are we going to do about it?

4a. Strategy/Intervention #1:

Teachers will utilize the Core GAIN instructional strategies (Effective Non-Verbal & Verbal communication, Attuning, Co-Regulating)

4b. Strategy or Intervention #2:

Use attendance support system with variety of strategies specific to student need.

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

5a. Monitoring Strategy/Intervention #1:

5b. Monitoring Strategy/Intervention #2:

Metric Type:	Improvement	Metric used:	Culture/Climate Walkthrough Tool (Observed)				Metric Type:	Improvement	Metric used:	reduce # of chronically absent students			
% Chronically Absent Data Set	Baseline	Benchmark #1 12/4-12/15	Benchmark #2 March			End of Year May	Data Set	Baseline	Benchmark #1 Oct	Benchmark #2 Dec	Benchmark #3 Feb	Benchmark #4 Apr	End of Year
Goal [13]	NonVerbal: 43. % Verbal: 57% Attuning: 56% Co-Regulating: 39%	NV: 53% V: 65% A: 65% CR: 50%	NV: 63% V: 70% A: 70% CR: 60%			NV: 80% V: 80% A: 80% CR: 80%	Goal [14]	N/A	>120 students	>120 students	>120 students	>120 students	33% (120/363)
Actual	N/A	NV: V: A: CR:	NV: V: A: CR:			NV: V: A: CR:	Actual	44%	88 students 24%				

6. What is our target?

6a. School Smart Goal

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

SIP Check-In Notes		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
#1		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?
Teachers will analyze student data from common assessments and provide targeted small group instruction.	1	Q1							
	3	K-2 PD on cycle assessment data protocols	Sept 20	Mentor Teacher				4. Action has been completed	
	4	Skills Tier 1.5 modeling	on-going	Reading Specialist				4. Action has been completed	
	5	3rd IREAD benchmark data protocols	ongoing					3. Implementation is ongoing with fidelity	
	6	Plan use of small groups during FLEX day based on assessment data - grade3	ongoing	Mentor Teacher	Principal	Activator		2. Implementation is in progress	
	7	Plan use of small groups during FLEX day based on assessment data - grade4	ongoing	Mentor Teacher	Principal	Activator		1. Action has not been started	
	8	Plan use of small groups during FLEX day based on assessment data - grade5	ongoing	Mentor Teacher	Principal	Activator		1. Action has not been started	
	9	Set expectations for IXL usage	9/12/23	Principal	AP			4. Action has been completed	
	10	Walkthroughs for FLEX/small groups, Module, Fluency/Launch	on-going	Principal	AP			2. Implementation is in progress	
	11	Q2							
	12	Plan use of small groups during FLEX day based on assessment data - grade3 at least 1 time during Q2		Mentor Teacher				2. Implementation is in progress	
	13	Plan use of small groups during FLEX day based on assessment data - grade4 - at least 1 time during Q2		Principal				2. Implementation is in progress	
	14	Plan use of small groups during FLEX day based on assessment data - grade5 - at least 1 time during Q2		Principal				1. Action has not been started	
	15	Walk-throughs - K/2 Skills							
		Walk-throughs - module block/internalization process							
	16	Plan data protocols for K-2		Christy				3. Implementation is ongoing with fidelity	
		Introduce new Flex day template to Activators	12/8/2023	Principal				1. Action has not been started	
	19	Q3							
	20	Walkthroughs: Skills Block every two weeks	Ongoing	Christy	Jodi				
	21	Skills WT Data Review	Once per month						
	22	Lesson Internalization Walkthroughs	As Planned						
	23	FLEX Day Walkthroughs	Weekly						
		Grade level teams utilize FLEX template	Weekly						
		IXL Refresher PD - 4th & 5th							
		Christy leads skills cycle assessment protocols							
	24	Q4							
	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 [19]	Target Date:	Person(s) Responsible: [20]				Are we doing it?	Notes
#2		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	Q1							
	2	Schedule module/topic/lesson internalization						2. Implementation is in progress	
	3	Walkthroughs for Fluency/Launch	ongoing	Principal	AP	Specialist		3. Implementation is ongoing with fidelity	
	4	Baseline walk-through data	8/31/23	DSS	TNTP	Dir of Math		4. Action has been completed	
	5								

Teachers will implement Eureka Math Squared with fidelity.

6								
7								
8								
9	Q2							
10	District Math Walk-throughs	Nov 7 - 9	DSS	TNTP	Dir of Math		4. Action has been completed	
11	Building level fluency/launch walkthroughs	ongoing	Principal	AP	Specialist		2. Implementation is in progress	
12	Weekly meeting w/Mentor and Principal - use PLT tracker for discussion; follow-up	ongoing	Principal	Mentor Teacher			2. Implementation is in progress	
13	Fluency Internalizations (introduction)		Strategist	Mentor Teacher			3. Implementation is ongoing with fidelity	
14	Learn Internalizations		Strategist	Principal	Mentor Teacher	AP	2. Implementation is in progress	
15	Zone Math Walk-throughs	Dec 4	Principal	Mentor Teacher	Specialist	AP		
16	Q3							
17	District Math Walk-throughs	Jan 31-Feb 2	DSS	TNTP	Dir of Math			
18	Building level (fluency/launch?) walkthroughs	ongoing	Principal	AP	Specialist			
19								
20								
21								
22								
23	Q4							
24	District Math Walk-throughs	March	DSS	TNTP	Dir of Math			
25	Building level (fluency/launch?) walkthroughs	ongoing	Principal	AP	Specialist			
26	Zone Walkthroughs	4/29/24						
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 [23]	Target Date:	Person(s) Responsible: [24]			Are we doing it?	Notes
#3		What actions will we take to fully implement our strategy?	Due Date: [25]	Who is responsible for (and/or working on each action)?			Are we doing what we said we were going to do? [26]	Does the data indicate effectiveness? What adjustments need to be made?
	1	Target 20 - strategies		Counselor	Principal	Principal Intern	2. Implementation is in progress	
	2	Collect baseline data on GAIN instructional practices		Principal	AP	BSS	4. Action has been completed	C/C GAIN Instructional Practices WT Baseline Data
	3							C/C WT Tool
	4	Gain WT data tracker	on-going	Principal	AP	BSS	2. Implementation is in progress	GAIN Instr. Practices
	5							
	6							
	7							
	8							
	9							
	10							
	11							
	12	Q2						
	13	Relationship Mapping for 5 of Target 20 (based on Oct data)	11/6/2023	Principal	Counselor			
	14	GAIN Instr. Practices PD - nonverbal	Nov	Principal	AP	BSS	4. Action has been completed	
	15	GAIN Instr. Practices PD with Paras	on-going	BSS			4. Action has been completed	
	16	GAIN Insgtr Practices - verbal	12/12/2023	Principal	BSS		1. Action has not been started	
	17							
	18							
	19							
	20							
	21							
	22							

23	Q3							
24	GAIN Instr Practices PD							
25								
26								
27								
28								
29								
30								
3 Year Timeline for Implementation, Review & Revision for Strategy 1								
Year 2								
Year 3								

SIP Requirements

Curriculum and Interventions	EVSC curriculum and interventions align with Indiana Academic Standards. Primary resources: Reading/ELA: Open Up Resources (Science of Reading aligned) and Zaner Bloser HW (gr. 3), Math: Eureka Math Squared, Science: Mystery Science, Social Studies: Discovery Ed/EVSC Curriculum, Visual arts, music, health and physical education: EVSC Curriculum resources; Interventions: IXL, 95%, Just Words, Orton Gillingham Complete list of EVSC curriculum is available on the EVSC website under Academics.
Assessments (in addition to state assessments)	NWEA Computer Adaptive Assessment (Benchmark) is given to all K-10 students three times per year to identify students' instructional level and monitor student growth. PSAT (Benchmark) is administered to 8th and 9th grade students to align interventions and prepare for PSAT (gr. 10) and SAT. Achieve 3000 (Benchmark) is administered to grades 6-8 to identify instructional reading level and monitor growth. Students in grades K-2 are screened to determine tendencies of dyslexia (common formative) and students in K, 2, 4 and 7 are screened or assessed to determine eligibility for high ability services. Gr. 2 take early IREAD to determine need for support. Common formative and summative teacher or curriculum developed assessments aligned with Indiana Academic Standards are available within the EVSC curriculum.
Instructional Program	MTSS (Multi-tiered System of Support) model: Tier I: high expectations for academic achievement are made clear and supported with scaffolding and resources using a variety of instructional strategies to meet diverse needs of students. MTSS multi-faceted team considers student data to evaluate, monitor and identify most in need students who require support in mastering grade level content or students who demonstrate advanced levels of achievement. Tier II or III supports provide evidence-based strategies and the team monitor progress to adjust supports as needed. The MTSS team also considers factors that inhibit academic achievement including attendance and work to put strategies in place for individual student improvement.
Coordination of Technology	EVSC provides robust support for integration of technology into the instructional program with professional development and training for teachers and staff, and dedicated technology specialists who support staff and infrastructure.
Career Awareness and Development	EVSC counseling curriculum and services are based on the ASCA model and includes career-focused classroom lessons at all levels as well as a variety of integrated opportunities including career fairs, job site tours, career based clubs, guest speakers and a robust offering of CTE courses.
Safe and Disciplined Environment	GAIN (Growth in Academics through Neuroeducation) provides professional development for staff and GAIN Self-Reg curriculum to support students in the development of self-regulation and future-ready skills that lead to academic success, career readiness, and ability to contribute positively to their communities. The MTSS team work with students who need additional Tier II and Tier III support to be successful. School rules and attendance, discipline and bullying policies are accessible on the EVSC website.
Cultural Competency	Teachers utilize information from all students about their cultural heritages and incorporate this knowledge into classrooms in sensitive and useful ways that enhance learning for all students.
Attendance	EVSC Core Attendance Task Force works with schools to support schools to proactively improve attendance. The Truancy Roundtable works with community partners including the court system to put strategies in place to address chronic absenteeism. The school MTSS team address attendance as an obstacle to academic achievement and monitor data, determine need and strategies and monitor progress.
Parent and Family Engagement	District Family and Community Engagement (FACE) Team work with schools to support asset based two-way communication, cultivate trust and relationships, and support equity-focused family engagement with academic excellence for all students as the goal.
Secondary Schools	EVSC offers a wide variety of advanced placement, dual credit and advanced Career and Technical Education opportunities and students are encouraged through academic counseling services to seek advanced coursework. All course offerings are available on the EVSC website under Academics, Curriculum, HS course catalog.

Title 1 Schoolwide Additional Information		
	District	School
Schoolwide Reform Strategies Strategies to address the needs of all students Effective Timely Assistance	EVSC implements an MTSS model of support. All students receive Tier I core instruction with robust expectations with scaffolding and resources to support academic achievement. There is a clear, data driven process for Tier II and Tier III identification (K-8), and evidence based reading and math intervention support based on need. All primary grade teachers (K-2) are trained in LETRS, a scientifically based approach to reading instruction. GAIN (Growth in Academics through Neuroeducation) provides regular professional development and technical assistance for staff. Tier I GAIN Self-Regulation curriculum supports students in development of skills leading to academic success. GAIN Support Specialists work with school teams to utilize data to identify students who need additional supports and develop plans for evidence-based Tier II and III supports. Each school with elementary grades has at least one teacher being trained in Science of Reading certification through Mount St. Joseph University.	Dexter implements an RTI model (MTSS) of support for students including instruction and GAIN. 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. Dexter utilizes Just Words, 95%, IXL for Tier II and Tier III supports.
Assessment (SW model of teacher inclusion in decision model)	EVSC implements Professional Learning Communities and teachers have embedded, protected time during the day to meet. Teacher teams regularly review student data (individual, class and grade) to plan for and adjust instruction to move all students to mastery of standards. PLCs determine need for remediation or enrichment or refer students to the MTSS team for additional support.	PLCs meet a minium of 4 days per week. Grade levels intentionally monitor students data and then analyze NWEA and formative assessment data in order to adjust instruction and review key components of the math and reading curriculums. Dexter's Mentor Teacher & administrators collaborates with PLCs weekly to offer PD on SIP strategies and assist with data analysis.
Transition (Pre-K and Middle/HS) (Assist Preschool children in transition to elementary school, students to MS/HS)	For any students attending EVSC pre-K programs, Kindergarten teachers will have access to GOLD assessment reports for individual children. The Director of Early Learning Initiatives regularly collaborates with appropriate Headstart leadership to encourage on-going transition of students from Headstart to Kindergarten. Parent information and support is readily available for parents of students entering Kindergarten through multiple sources including district website, social media, schools and community agencies. Schools host family nights for new students transitioning to the school. School attendance district feeder schools plan and coordinate activities to support successful transition to middle and high school.	During the spring, Pre-K students have the ability to visit Kindergarten classrooms at Dexter. During these visit Kindergarten teachers are able to review behavioral and academic expectations with Pre-K students.
Increase Learning Time	EVSC provides a robust summer program for students in Title I schools that prioritizes most in need K-8 students. The summer program utilizes evidence based practices and provides reading and math curriculum with a STEM focus. EVSC provides a district Early Learning program for most in need students and prioritizes students who live in a Title I school elementary attendance district for enrollment. 21st Century schools provide additional after school learning opportunities for students.	
Schoolwide Plan (District technical support, grant activities, monitoring, evaluation)	Chief Administrative Officials meet with building administrators and leadership team at least 2 times per month to monitor the SIP implementation and results, adjust action planning and short term monitoring based on data. The Superintendent and district executive leadership team meet two times per year with school administrative teams to review data, SIP goals, strategies and action plans and to determine ways to support school level implementation of SIPs. The Director of Title I Support works with schools to ensure monitor Title I required grant activities.	
High quality, on-going Professional Development	EVSC implements a job embedded coaching model to support teachers in improving instruction and meeting the needs of all students. Teachers participate in PLCs and summer PD opportunities to learn new strategies, skills and curriculum. Chief Administrative Officers work directly with Title I principals to provide coaching and on-going professional development. Paraprofessionals receive training based on their specific role.	PLCs meet a minium of 4 days per week. Grade levels intentionally monitor students data and then analyze NWEA and formative assessment data in order to adjust instruction and review key components of the math and reading curriculums. Dexter's Mentor Teacher & administrators collaborates with PLCs weekly to offer PD on SIP strategies and assist with data analysis. Staff meetings utilizie a workshop approach. Teachers decide sessions to attend based on what they feel they need the most. These PD sessions relate to SIP goals (academic and/or behavior)
Recruitment and Retention (Recruitment and retention of effective teachers - high needs subjects)	EVSC Executive Director of Human Resources and the Assist. Superintendent of Talent collaborate with higher education partners to recruit HQ staff to Title I schools. HR prioritizes offers for early contracts to new hires in Title I schools and hires Flex teachers to work in Title I schools prior to placement. Teachers in Title I schools receive additional compensation based on teaching in a high needs school. Human Resources staff work directly with certified staff holding emergency licensure to expedite transition to HQ and monitor non-HQ teachers in Title I schools yearly. Paraprofessionals meet the current requirements for Title I.	
SWP Development (SWP is developed with involvement of parents and other community members)	Schools survey families and community partners yearly to gather input for SIP/Title I strategies. In addition, EVSC surveys families yearly (My School Survey) and results are provided to schools. Schools work with School Community Councils, parent organizations and families to collect input for the SWP.	In collaboration with the EVSC, Dexter has conducted teacher meetings, a parent meeting, a site council meeting to collect input on the SIP strategies and action plan.

Waivers, Provisions, and Assurances

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

Principal Signature of Assurance

Date

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

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

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

Reflection: Be sure to consider alignment and intentionality.

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

Is it realistic?

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

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

Reflection: Be sure to consider alignment and intentionality.

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

Is it realistic?

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

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

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

Example:

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

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

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

Example:

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

[7] 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)

[8] 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)

[9] Juniors - 2023-2024 Cohort

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

[11] Juniors - 2023-2024 Cohort

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

[13] 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)

[14] 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)

[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.

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

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

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[25] Easy access to calendar:

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below to pull up and select from a calendar.

[26] 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.

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

[28] 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."

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[29] Easy access to calendar:

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below to pull up and select from a calendar.

[30] 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.