

LODGE COMMUNITY 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)**

Teachers, staff, parents via a Title I meeting and community via Sit Council Meeting.

**SIP Team
Members**

Amy Bonenberger (Principal); Sara Leslie (Assistant Principal); Melissa Daniels, Julie Faucett, Ashley Porter (Master Teachers); Kathryn Mull (Reading Specialist); Jackie Kuhn (Chief Administrative Officer); Trisha Young (School Support Strategist); Kalyn Herrmann (School Support Specialist); Kristen Arnold (Exceptional Learner Specialist); Jill Johnson (Behavior Specialist); Valerie McClellan, Sandy Moore (ELA Content Directors); Holly Pate, Amy Walker (Math Content Directors)

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>Students - Field day, teachers who can, teachers take the time to talk to students, teachers communicate high expectations, fun activities, related arts</p> <p>Leadership - Cohesive leadership team, Teachers are adaptable and work well with coaches, Grade level teams have improved in working well together, Strong and knowledgeable coaching staff, Strong use of EL curriculum, Use of team members and their knowledge/skills, Strong MTSS committee, We work based off data, Working with families to address student and family needs, Try to fill gaps for families and students, Monthly activities for community building</p> <p>Staff - Strong sense of relationships, Strong student/teacher relationships, SEL team, MTSS process, PD is available, We show academic growth</p> <p>Families - Welcoming environment for students and families, Teachers have strong relationships with parents, Parents understand the academic information shared, Students follow schools rules, Students know the staff at the school care about them, Students complete their schoolwork most of the time, The school is a safe place for students to learn.</p> <p>Community Partners - YWCA staff enjoy working with the students and the staff at Lodge, Lodge staff are supportive of our programs and work together to provide support to students and their families.</p> <p>District Support - Consistent leadership team, Knowledgeable coaches, Strong coach/teacher relationships, RTI processes are in place, They have a headstart on internalization processes, Strong use of data, Strong NWEA growth</p>	<p>Students - Some teachers are mean, Food isn't good, Bathrooms are dirty, Disrespectful behavior between teachers and students, Teachers are sometimes unable to control their emotions, Teachers need to work on their communication skills.</p> <p>Leadership Team - Family communication with small specific feedback, Belief in students that they can achieve, Students come into school behind and gaps aren't closing, Staff needs a better understanding of GAIN, Connecting students to the work we're doing (themes, etc.), Parent communication vs student communication regarding attendance, Incentives to get teachers here, Following through with PBIS points rewards.</p> <p>Staff - Classroom management training for office calls, Button pushed too often, Retention of students and teachers, Communication</p> <p>Families - Family ownership, Families being active decision makers and having the opportunity to give input, Staff needs to create a more challenging learning environment</p> <p>Community Partners - Transportation issues for after school and partners would like help increasing the number of students in programs</p> <p>District Support - PLC expectations, Teacher retention</p>	<p>Strengths: What are your school's primary strengths? What data supports these strengths? What knowledge, skills and mindsets do you have that can help you with successful implementation of your school improvement plan? What resources do you have available? What is your greatest achievement?</p> <p>Improvements: What are your school's primary areas for improvement? What data supports the need for improvement? What knowledge, skills, and mindsets are you missing? What should you stop/avoid doing? In what areas do you need more training?</p>
Opportunities	Threats	Questions for Reflection
<p>Students - Field trips, more sports, school welcome sign</p> <p>Leadership - PD on parent/family communication, Demonstrate wins in data to increase belief in school growth, New community partners, New grant opportunities, STEM Lab, Helping students believe they can achieve, Building a shared vision for improvement, Consistent use and messaging around PBIS points and rewards</p> <p>Staff - Field trips, Community outreach around parent education, community garden, english reading program, Cultural awareness</p> <p>Families - Majority of families say 'students enjoy coming to school and think learning is fun,' Providing families with more academic support and information on how to help students at home</p> <p>Community Partners - Looking for ways to increase number of students enrolled in programs, Office could provide students with program information when they enroll at Lodge</p> <p>District Support - Large coaching team, Reading Specialist, New math curriculum, Toyota grant, Guest speakers, IP contract</p>	<p>Students - Unsafe neighborhood, Threats and fights between students feel unsafe</p> <p>Leadership - Teachers not believing Lodge will improve, Students come in far below grade level, Language gaps, Culture gaps, Students coming in with no English background, Transient rate - 41%, Staff turnover, Students don't always believe they can achieve, The neighborhood served, Tardy rate</p> <p>Staff - Transient population, Rewritten standards, social media, soci-economic status</p> <p>Families - Lack of community support, Lack of involving parents in decision making</p> <p>Community Partners - Transportation issues</p> <p>District Support - New middle school teachers, Various coaching models/processes, Transient population, New math curriculum, new systems platform</p>	<p>Opportunities: What opportunities are present to impact successful school improvement plan implementation? What is going on around you that seems to be useful? What district resources are available to support your work? What could be done today that isn't being done? Who can support you and how?</p> <p>Threats: What obstacles might impact your school improvement plan implementation? What political, economic, social, technological, demographic or legal trends might impact your school improvement plan implementation? Are there any standards, policies, and/or legislation changing that might negatively impact you?</p>

Reflection

1. Securing a cooperative grant with Toyota Foundation and the Driving Possibilities initiative is creating new opportunities for students, families and staff.
2. Having the support of an external partner (Instruction Partners) and a culture of coaching will support successful SIP implementation..
3. The ESL population continues to grow and become more diverse. With limited human resource support for students in the classrooms, I am concerned about growth of this subgroup.

Schoolwide Planner (Required for All Schools)

1. Vision

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

1b. School Vision: *Lodge Students Aspire, Aim and Achieve*

2. Mission

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

2b. School Mission: *Lodge Community School believes in equitable opportunities that foster: *ownership of learning, *collaborative communities, *social, emotional and cognitive growth; resulting in individuals who Aspire, Aim and Achieve.*

Subgroup Focus (CSI/TSI): Special Ed, Free/Reduced Lunch

3. Why is this our current reality?

3a. Root Findings: [1]

- Students are not performing at proficiency in reading or math
- Students are not making enough growth in academic performance
- Students are not consistently being exposed to on grade level content
- PLCs are not planning for release around the most critical content of the lesson

3b. Data Sources: [2]

- ILEARN ELA: 14.7%
ILEARN Math: 9.2%
- ELA NWEA Growth: 50.4%
Math NWEA Growth: 62.1%
- Observation data
Focus group - perception data
- Teacher feedback, PLC observations

4. What are we going to do about it?

4a. Strategy/Intervention #1:

Teachers will strategically plan for engagement that positively impacts student growth in reading and math.

4b. Strategy or Intervention #2:

Teachers will include appropriate scaffolds to enhance learning and assist in the mastery of grade-level skills and tasks for all students.

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

5a. Monitoring Strategy/Intervention #1: K-2 Skills Block, and Math Standards Tracking
3-8 Priority Standards Tracking (Reading and Math) [3]

Metric Type:	Improvement	Metric used:	Walkthrough % of Yes and Mostly: (1) Students doing the majority of the work of the lesson (2) Students use the text and/or models and representations to provide evidence, confirm ideas, and/or clarify and answer questions			
Data Set	Baseline (IP WTs - Aug 29th)	Benchmark #1 Middle of Year	Benchmark #2 End of Year			
Goal [5]	N/A	(1) 40% (2) 25%	(1) 60% (2) 50%			
Actual	(1) 25% (2) 0%					

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

Metric Type:	Improvement	Metric used:	NWEA Subgroup Growth: The % of students with a 60th percentile or higher in growth			
Data Set	Baseline August		Benchmark #1 Winter NWEA		EOY Spring NWEA	
	Reading	Math	Reading	Math	Reading	Math
Goal [6]	N/A	N/A	ELL: 43% SE: 51% F/R: 40% All Students: 39%	ELL: 34% SE: 43% F/R: 37% All Students: 39%	ELL: 48% SE: 55% F/R: 45% All Students: 44%	ELL: 39% SE: 48% F/R: 42% All Students: 44%
Actual	ELL: 38.2% SE: 45.3% F/R: 34.4% All Students: 34.2%	ELL: 28.9% SE: 37.7% F/R: 32.1% All Students: 33.8%	ELL: xx% SE: xx% F/R: xx% All Students: xx%	ELL: xx% SE: xx% F/R: xx% All Students: xx%	ELL: xx% SE: xx% F/R: xx% All Students: xx%	ELL: xx% SE: xx% F/R: xx% All Students: xx%

6. What is our target?


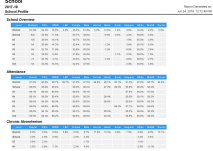
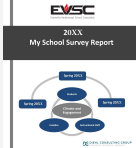
Data Set	Grade(s)	Actual (Previous Spr.)	Projected (NWEA Fall)	Projected (NWEA Wint.)	Projected (NWEA Spr.)	Actual (Current Spr.)	Goal (Current Spr.)	Goal (3-Year)	
Attendance Rate	K-12	#REF!				#REF!			
ILEARN English Proficiency	3-8	#REF!	#REF!	#REF!	#REF!	#REF!	20%	30%	
ILEARN Math Proficiency	3-8	#REF!	#REF!	#REF!	#REF!	#REF!	15%	25%	
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

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

<p align="center">← Act and Assess: PM/Checkpoints/IDOE Monitoring/Self-Assessments/OTS Support/PLCs →</p>						
EVSC CORE VALUES:	*Students Come First*	*Intentionality*	*Responsibility*	*Collaboration*	*Great People Matter*	

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

1. Vision

1a. District Vision:	<i>Empowering our students to thrive in life.</i>
1b. School Vision:	<i>Lodge Students Aspire, Aim and Achieve</i>

2. Mission

2a. District Mission:	<i>Preparing every student to excel in our global society through world-class learning experiences.</i>
2b. School Mission:	<i>Lodge Community School believes in equitable opportunities that foster: *ownership of learning, *collaborative communities, *social, emotional and cognitive growth; resulting in individuals who Aspire, Aim and Achieve.</i>

Subgroup Focus (CSI/TSI): Special Ed, Free/Reduced Lunch

3. Why is this our current reality?

3a. Baseline	In Spring of 2023, an average of 54% of students responded favorably in the area of sense of belonging on the Panorama student survey		
3b. Root Findings:	<div> <div>1. Students do not have positive teacher student relationships</div> <div>2. Students feel disrespected by peers</div> <div>3. Students don't always look forward to coming to school</div> <div>4. Teachers need classroom management support to keep students in the classroom</div> </div>		
3c. Data Sources:	<div> <div>1. Panorama Data 68% positive response rate in Teacher Student Relationships</div> <div>2. Panorama Data 3-5: 29% 6-8: 32%</div> <div>3. My School Survey: 77%</div> <div>4. Staff Focus Group - Perception data</div> </div>		

4. What are we going to do about it?

4a. Strategy/Intervention #1:	4b. Strategy or Intervention #2:
Lodge staff will promote a sense of belonging through a focus on building positive relationships within the building.	

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

5a. Monitoring Strategy/Intervention #1: Panorama and GAIN survey					5b. Monitoring Strategy/Intervention #2:						
Metric Type:	Improvement	Metric used:	Percent of positive results as indicated on Panorama		Metric Type:		Metric used:				
Data Set	Baseline Spring 2023 Panorama	Benchmark #1 Fall Student Survey 3-5 Results 6-8 Results	Benchmark #2 Winter Survey 3-5: Link to Give Students Link to Backend 6-8: Link to Give Students Link to Backend (Same as 3-5 Backend)	EOY Spring Panorama		Baseline	Benchmark #1	Benchmark #2	Benchmark #3	Benchmark #4	End of Year
Goal [11]	N/A	How often are people disrespectful to others at your school?' 3-5: 34% 6-8: 37% Sense of Belonging Category 3-5: 75% 6-8: 43% Teacher Student Relationships Category 3-5: 89% 6-8: 57%	How often are people disrespectful to others at your school?' 3-5: 39% 6-8: 42% Sense of Belonging Category 3-5: 80% 6-8: 48% Teacher Student Relationships Category 3-5: 92% 6-8: 63%	How often are people disrespectful to others at your school?' 3-5: 44% 6-8: 47% Sense of Belonging Category 3-5: 85% 6-8: 53% Teacher Student Relationships Category 3-5: 95% 6-8: 68%	N/A						
Actual	How often are people disrespectful to others at your school?' 3-5: 29% 6-8: 32% Sense of Belonging Category 3-5: 70% 6-8: 38% Teacher Student Relationships Category 3-5: 84% 6-8: 52%	How often are people disrespectful to others at your school?' 3-5: 28% 6-8: 17% Sense of Belonging Category 3-5: 58% 6-8: 36% Teacher Student Relationships Category 3-5: 75% 6-8: 45%	How often are people disrespectful to others at your school?' 3-5: 6-8: Sense of Belonging Category 3-5: 6-8: Teacher Student Relationships Category 3-5: 6-8:	How often are people disrespectful to others at your school?' 3-5: 6-8: Sense of Belonging Category 3-5: 6-8: Teacher Student Relationships Category 3-5: 6-8:							

6. What is our target?

6a. School Smart Goal	
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7. What is our ultimate goal?

7a. District Ultimate Goal:	<i>Will this help us ensure every student at every grade level is on track to graduate ready for college or career?</i>
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<--- Act and Assess: PM/Checkpoints/IDOE Monitoring/Self-Assessments/OTS Support/PLCs --->

EVSC CORE VALUES: *High Expectations* *Equity & Empathy* *Accountability* *Respect & Relationships* *Trust*

Action Planning			Logistics				Short-Term Monitoring	
SIP Strategy	Progress	Specific, Actionable Steps toward Achieving S-SIP Strategy [12]	Target Date:	Person(s) Responsible: [13]			Are we doing it?	Notes
#1		What actions will we take to fully implement our strategy?	Due Date: [14]	Who is responsible for (and/or working on each action?)			Are we doing what we said we were going to do? [15]	Does the data indicate effectiveness? What adjustments need to be made?
Teachers will strategically plan for engagement that positively impacts student growth in reading and math.	1	PLC Calendars	8/1/23	Trisha	All Coaches	Classroom Teachers	3. Implementation is ongoing with fidelity	
	2	PLC Protocols	Ongoing	Leadership Team	District Team		2. Implementation is in progress	
	3	Module & Lesson Internalization PD	Ongoing	Leadership Team	District Team		2. Implementation is in progress	
	4	Work with IP	Ongoing	Leadership Team	District Team		3. Implementation is ongoing with fidelity	
	5	PD: Teaming Strategies	9/6/23	Leadership Team			4. Action has been completed	
	6	Development of Walkthrough Tool	9/22/23	Amy	All Coaches	Trisha	4. Action has been completed	
	7	Utilizing Walkthrough tool to capture trend data	Ongoing	Amy	Sara	All Coaches	2. Implementation is in progress	
	8	Just in time PD based on trends of WT	Ongoing	All Coaches			1. Action has not been started	
	9	PLC coaching support from IP	Ongoing	Leadership Team	District Team		2. Implementation is in progress	
	10	Coaching cycles	Ongoing	All Coaches	Trisha	Kalyn	3. Implementation is ongoing with fidelity	
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	3 Year Timeline for Implementation, Review & Revision for Strategy 1							
	Year 2	Teachers will plan for students to engage in high-quality, rigorous tasks that positively impact student growth in reading and math.						
	Year 3	Teachers will plan for students to work independently from the teacher in order for students to own the thinking in a student-centered classroom						
Action Planning			Logistics				Short-Term Monitoring	
SIP Strategy	Progress	Specific, Actionable Steps toward Achieving S-SIP Strategy [16]	Target Date:	Person(s) Responsible: [17]			Are we doing it?	Notes
#2		What actions will we take to fully implement our strategy?	Due Date: [18]	Who is responsible for (and/or working on each action?)			Are we doing what we said we were going to do? [19]	Does the data indicate effectiveness? What adjustments need to be made?
	1	MLL PD	Ongoing	Leadership Team				
	2	Scaffolding PD	Ongoing	Leadership Team				
	3	Walkthrough: Identify Questions to track	8/4/23	Leadership Team			4. Action has been completed	
	4	Walkthrough: Form creation / Summary creation	8/11/23	Trisha	Danielle		4. Action has been completed	
	5	Focus Groups of subgroups (MLL, SE, F/R)	Quarterly	Kalyn	Danielle		2. Implementation is in progress	
	6	Subgroup PD at faculty meetings	Ongoing	Amy			1. Action has not been started	
	7	K-2 Skills Tracker Benchmark Data Review	Quarterly	Julie	Katie	Kalyn	2. Implementation is in progress	
	8	PLC Observations	Ongoing	Leadership Team			1. Action has not been started	
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Teachers will include appropriate scaffolds to enhance learning and assist in the mastery of grade-level skills and tasks for all students.	11							
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	3 Year Timeline for Implementation, Review & Revision for Strategy 1							
	Year 2	Teachers will plan and deliver instruction that is student-centered						
	Year 3	Teachers will enhance student learning through the incorporation of cooperative learning strategies that allow students to persevere in challenging tasks						
Action Planning			Logistics			Short-Term Monitoring		
SIP Strategy	Progress	Specific, Actionable Steps toward Achieving S-SIP Strategy [20]	Target Date:	Person(s) Responsible: [21]			Are we doing it?	Notes
#3		What actions will we take to fully implement our strategy?	Due Date: [22]	Who is responsible for (and/or working on each action?)			Are we doing what we said we were going to do? [23]	Does the data indicate effectiveness? What adjustments need to be made?
Lodge staff will promote a sense of belonging through a focus on building positive relationships within the building.	1	Community Building Committee	Ongoing					
	2	Community Building around building relationship						
	3	Review of the Why and How with staff						
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3 Year Timeline for Implementation, Review & Revision for Strategy 1								
Year 2	Lodge staff will decrease chronic absenteeism by implementing proactive attendance strategies with at risk students							
Year 3	Lodge staff will increase overall attendance rates by promoting a sense belonging through the development and implementation of family engagement programs							

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 and Op Sci-Ed (gr. 6-8), 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.	Lodge has weekly MTSS meetings that support both academic and social emotional needs of students. Meetings are designed to focus on newly nominated students with a monthly review of each grade levels.
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.	Teachers have weekly coaching meetings, participate in a variety of leadership committees to enhance the school culture/climate and contribute to academic development of instruction. Teachers meet in PLCs daily where they meet to review data and make instructional decisions.
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.	Students in 8th grade have the opportunity to hear from all high school programs and attend open house events. Students are also invited to programs at Bosse to assist with the transition. Parents are invited to multiple events including Open House to meet teachers and gather information about school. Incoming kindergarten students have the opportunity to participate in a summer K Camp for 4 weeks in conjunction with EVSC summer school. In 2022 Lodge added a Pre-K program for 3 and 4 yr olds. We will include the students in spring activities to prepare them for kindergarten.
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.	Lodge is able to provide students with various after school learning opportunities through programs such as the Boys and Girls Club, STEM Lab, Cooking Club, LiveWires, Girl Scouts, Cub Scouts, and more. In addition, certain teachers provide tutoring sessions after school a few days a week.
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.	The SIP is reviewed bi-weekly at Leadership meetings and reviewed to maintain or make course corrections throughout the year.
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.	Weekly Team level PLC/faculty meetings include PD related to SIP strategies. The master teachers meet with individual teachers to provide job embedded support. The mentor and teacher set a coaching goal that is directly related to impacting student growth. The mentor teacher works closely with the teacher to collect and review data, co-teach, model, provide resources, and more.
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.	Concentrated effort to onboard new staff through preschool PD, assigned mentors, bi-weekly new staff PD and regular new staff check ins.
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.	Lodge attempts to schedule monthly or alternating month school wide family engagement events in person or virtually. We utilize our Facebook page for live events of videos for parents. We also have numerous athletic events for parents to attend.
Access to SIP (Available to families, staff, community)	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.	SIP strategies are shared with parents via the school website and family engagement activities.

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

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

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

You can adjust the list of names for your school.

[14] Easy access to calendar:

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

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

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

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

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

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

You can adjust the list of names for your school.

[18] Easy access to calendar:

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

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

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

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

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

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

You can adjust the list of names for your school.

[22] Easy access to calendar:

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

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

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