

FAIRLAWN 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)**

Administration, District, Teachers, Community Partners (YF and SW), Parent & Student Voice Input

**SIP Team
Members**

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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
<ul style="list-style-type: none"> - At the end of the 22-23 SY almost all teachers show implementation of EL reading curriculum with integrity consistently when teaching the module component. - Spring '23, a coaching system was launched to provide all teachers individualized coaching utilizing partnership principles and SMARTE goals. - Biweekly Activator meetings developed PLC leaders and thus improving PLC foundational components (Preparation, Norms/Values/Protocols, & CC of the PLC) - All Fairlawn teachers value time spent in PLC (Fall & Spring Survey) - Panorama data show that conditions are in place with teachers- Fairlawn scored significantly higher than the district on T Winter in every category. <ul style="list-style-type: none"> - 81% of students feel their teacher encourages them to do their best - 80% of students feel their teacher has high expectations for them - 95% of teachers feel respected by their colleagues (+9%) - 100% of teachers feel that the working environment is positive - +14% in Student Mindset category - 89% of teachers believe that their school will improve - Staffing coverage and support has proven to be more consistent this year supported by intentional scheduling and resources. - My School Survey (2023) <ul style="list-style-type: none"> - 94.1% of families believe when S are in this school they feel welcome. - 92% of families feel welcome. - 69.5% (increase of 17%) of students set learning goals for school work. 	<ul style="list-style-type: none"> - The gap between Fairlawn and the EVSC percent of students at or above national norm RIT has grown over the last three years in reading and math - The Spring percent of students passing IREAD3 has decreased since 2017 (77, 60, 57, 60, 37, 34) - Historic low Spring+Summer IREAD Pass Rate (41.4%) - Approximately 20% of K-2 students show proficiency on grade level foundational reading skills - Historic low on 22-23 ILEARN percent of students proficient on ILEARN in reading (11.7%) and math (17.8%). - Inconsistencies exist across teachers and walkthroughs when looking for Skills and ALL block criteria. - Walkthrough data shows few students doing the thinking and rare for teachers to be observed monitoring for learning (mostly for student compliance) - PLC observations show that most PLCs do not yet meet expectations in the areas of Focus on Instruction and Focus on Student Learning - 23-24: 4 out of 6 activators are new - 53% of teachers feel comfortable having a student who can't communicate well due to home language (-23%) - Within 5 months (Jan-May), teachers asked for help with students' behavior over 1800 times (not counting refueling). Of these calls, less than 10% resulted in an office referral. - Of the 531 ODRs (to date) 54% resulted from unsafe physical actions - My School Survey (2023) <ul style="list-style-type: none"> - 78.4% of families feel they are provided with information to help their child at home. - 65.3% of families feel ownership in this school. - 65.2% of families feel they play an active role in decision-making in school. - 59.7% of students like school. - 58.7% of students look forward to coming to school most days. <ul style="list-style-type: none"> -- Families → 84.6% -- Staff → 100% - 54.9% of students think other students care about them. - ILEARN (2023) <ul style="list-style-type: none"> - ELA <ul style="list-style-type: none"> - Overall = 11.67% - SE = 5% - ELL = 0% - Math <ul style="list-style-type: none"> - Overall = 17.78% - SE = 7.5% - ELL = 0% 	<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
<ul style="list-style-type: none"> - Entering Vision/Mission/Values reset- major opportunity to norm high expectations and increased consistency across the school - Leverage PLC structures, buy-in and foundation to continue to improve PLC processes focused on instruction and student learning - Leverage additional Flex days within the EL curriculum to improve student proficiency on priority standards and skills (reading foundations, writing, comprehension) per student data - Leverage individual coaching system to improve instructional strategies aligned to SIP and intentionally support new teachers - District and school expertise available to build staff mindset, confidence, skill set and persistence to support students' behavioral cycle to regulation in the classroom or self-reg room vs office. - Additional need to focus on peer-to-peer - Improve family engagement and partnership connected to student learning. (58% of teachers feel like families have opportunities to provide input into decisions at school) - Additional PD/support for ELL student 	<ul style="list-style-type: none"> - Student attendance is at an historic low of 93.5% days attended - Every team except K has either a new teacher or new to grade level; Need to onboard and build skill in areas that may have been recognized as school strengths from 22-23 - Per classroom observation and goal setting conversations, an obstacle may be a staff culture of low expectations or cultural competency. - Teacher calls for student support and peer-to-peer conflict (drama) results in student loss of instructional time. - There is a decline in some student perception data - 22% of students feel people are almost never/once in a while disrespectful to others at school (-10%) - 44% of students feel respected by their peers (-7%) <ul style="list-style-type: none"> -10% → "How well do people understand you as a person?" -13% → "Overall, how much do you feel like you belong at your school?" -16% → "How excited would you be to have your teacher again?" - 28% → "How supportive are students in their interactions with each other?" 	<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. Continue to develop teacher EL curriculum implementation knowledge (with the goal of effectively releasing to students) & maintaining instructional practices that allow students to think at high levels around the most important things.		
2. Continue to develop PLCs with data protocols & student work analysis is a focus leading to goal setting from a common challenge.		
3. Fairlawn needs to establish a calm, structured and safe learning environment where everyone is online and ready to learn and teachers have high expectations for all students.		

Schoolwide Planner (Required for All Schools)

1. Vision

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

1b. School Vision: *Empowering everyone to achieve their potential.*

2. Mission

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

2b. School Mission: *Providing opportunities for everyone to meet high expectations and individual goals, while fostering a safe, respectful, and equitable learning environment.*

Subgroup Focus (CSI/TSI):

3. Why is this our current reality?

3a. Root Findings:
[1]

1. 6 teachers are new to EL curriculum (Approx 1/3 of cert teachers)
2. Walkthrough data suggest that teachers aren't consistently releasing to students effectively at high levels
3. Performance data suggest the need for high quality curriculum and instruction
4. 4 out of 6 PLC activators are new to the role and every team except K has either a new teacher or new to grade level

3b. Data Sources: [2]

1. Current reality
2. Walkthrough data from 22-23 school year: Walkthrough data shows few students doing the thinking and rare for teachers to be observed monitoring for learning (mostly for student compliance)
3. The gap between Fairlawn and the EVSC percent of students at or above national norm RIT has grown over the last three years in reading and math; The Spring percent of students passing IREAD3 has decreased since 2017 (77, 60, 57, 60, 37, 34)
Historic low Spring+Summer IREAD Pass Rate (41.4%); Approximately 20% of K-2 students show proficiency on grade level foundational reading skills; Historic low on 22-23 ILEARN percent of students proficient on ILEARN in reading (11.7%) and math (17.8%).
4. Current reality

4. What are we going to do about it?

4a. Strategy/Intervention #1:

Implement EL as designed while effectively releasing to students in a way that allows students to think at high levels around the most important things.

4b. Strategy or Intervention #2:

Continue to develop PLCs as a vehicle for teachers to increase knowledge around what students learned, how to move learning forward, as well as knowing who benefited and who did not.

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

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

Metric Type:	Improvement	Metric used:	Walkthrough Data: # of classrooms where ALL Students are doing the thinking	
Data Set	Baseline End of Q1	Benchmark #1 End of Q2	Benchmark #2 End of Q3	End of Year
Goal [5]	N/A	5/16	10/16	16/16
Actual	2/16			

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

Metric Type:	Improvement	Metric used:	PLC Rubric Monthly, Weekly Walkthrough Checklist Data, Score holistically at end of month			
Data Set	Baseline (August)	Benchmark #1 (October)	Benchmark #2 (December)	Benchmark #3 (March)	End of Year (May)	
Goal [6]	N/A	Average Score: 12.2	Average Score: 14.2	Average Score: 16.2	Average Score: 18.3	
Actual	Average Score: 10.5	Average Score: 11.3				

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	Goal (3-Year)	
Attendance Rate	K-12	93.66% (72783.5 / 77707)				(/)	97%		
Chronic Attendance	K-5	37%					27%		

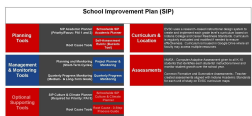
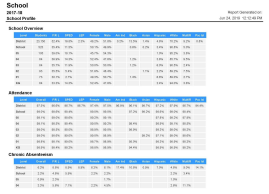
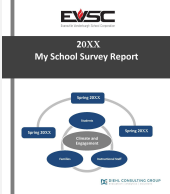
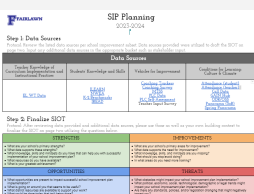
ILEARN English Proficiency	3-5	11.67% (21/180) 3: 14.35 4: 8.8% 5: 11.9%	15.27% (31/203) 3: 8/75 (10.7%) 4: 12/68 (17.6%) 5: 11/60 (18.3%)	(/)	(/)	(/)	29% (58/203) 3: 14/75 4: 24/68 5: 20/60	
ILEARN Math Proficiency	3-5	17.78% (32/180) 3: 12.9% 4: 26.5% 5: 11.9%	10.24% (21/205) 3: 11/76 (14.5%) 4: 5/68 (7.4%) 5: 5/61 (8.2%)	(/)	(/)	(/)	32% (67/205) 3: 26/76 4: 19/68 5: 22/61	
NWEA Metric		Actual (Spring '23)	Actual (Fall '23)	GOAL (Winter '23)	Actual (Winter '23)	GOAL (Spring '24)	Actual (Spring '24)	Goal (3-Year)
NWEA: ELA (@ or above 50th%ile)	K-5	K: 39.6% 1: 25.0% 2: 14.1% 3: 22.9% 4: 25.4% 5: 17.5%	K: 35/61 (57.4%) 64% 1: 22/55 (40%) 40% 2: 17/66 (25.8%) 29% 3: 11/75 (14.7%) 16% 4: 21/68 (30.1%) 21% 5: 14/60 (23.3%) 23%	K: 46/61 (75%) 1: 25/55 (45%) 2: 25/66 (38%) 3: 15/75 (20%) 4: 26/68 (38%) 5: 20/60 (33%)	K: 1: 1: 2: 3: 4: 5:	K: 1: 1: 2: 3: 4: 5:	K: 1: 1: 2: 3: 4: 5:	K: 1: 1: 2: 3: 4: 5:
NWEA: Math (@ or above 50th%ile)	K-5	K: 54.7% 1: 47.1% 2: 16.9% 3: 18.6% 4: 32.8% 5: 17.5%	K: 34/61 (55.7%) 56% 1: 24/55 (43.6%) 45% 2: 20/66 (30%) 30% 3: 15/76 (19.7%) 20% 4: 10/68 (14.7%) 16% 5: 16/61 (26.2%) 28%	K: 41/61 (67%) 1: 29/55 (53%) 2: 24/66 (36%) 3: 24/76 (32%) 4: 16/68 (24%) 5: 19/61 (31%)	K: 1: 1: 2: 3: 4: 5:	K: 1: 1: 2: 3: 4: 5:	K: 1: 1: 2: 3: 4: 5:	K: 1: 1: 2: 3: 4: 5:

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	SIP Planning Document	
					

<--- 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											
Domain	Assessment	Term	Grade 3	Grade 4	Grade 5	Grade 6	Grade 8	Total	Goal (No. 4)	Goal (No. 5)	
Domain	Assessment	Term	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Total	Goal (No. 4)	Goal (No. 5)

[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: *Empowering everyone to achieve their potential.*

2. Mission

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

2b. School Mission: *Providing opportunities for everyone to meet high expectations and individual goals, while fostering a safe, respectful, and equitable learning environment.*

Subgroup Focus (CSI/TSI):

3. Why is this our current reality?

3a. Baseline 22-23 Teacher Request for Student Support: 4,464 times

3b. Root Findings:

1. Data from last year shows a high amount of teachers reaching out for support, a high amount of students out of the classroom, and a lack of a system to effectively help kids stay calm, alert, and online.
2. Data from the 22-23 school year show a lack of consistent group plans in place at Fairlawn.
3. Teachers aren't consistently sure on how to support student behaviors.
4. "Inconsistency in student supports provided from support staff members led to frustration for teachers and students"

3c. Data Sources:

1. Within 5 months (Jan-May), teachers asked for help with students' behavior over 1800 times (not counting refueling). Of these calls, less than 10% resulted in an office referral. Of the 531 ODRs (to date) 54% resulted from unsafe physical actions
2. Administration observations, GTIC, staff voice
3. ODR data, support calls data, teacher voice, survey voice, administration observation
4. Support call data, teacher voice, student voice, administration observation

4. What are we going to do about it?

4a. Strategy/Intervention #1:

Staff will consistently hold all students to high expectations, ultimately creating a calm, structured and safe learning environment where everyone is online and ready to learn.

4b. Strategy or Intervention #2:

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

5a. Monitoring Strategy/Intervention #1:

Metric Type:	Improvement	Metric used:	Walkthrough Indicator: # of classrooms that are calm, structured, and safe where students are online and ready to learn. (Identified by "Yes")			
Data Set	Baseline	End of Q1:	End of Q2:	Benchmark #3	Benchmark #4	End of Year
Goal [7]	N/A	11/21	21/21	21/21	21/21	
Actual	7/21	8/21		Revisit to see if can shift to focus on holding to HE; shift to Culture of Learning		

5b. Monitoring Strategy/Intervention #2:

Metric Type:		Metric used:				
Data Set	Baseline	Benchmark #1	Benchmark #2	Benchmark #3	Benchmark #4	End of Year
Goal [8]	N/A					
Actual						

6. What is our target?

6a. School Smart Goal Reduction of Teacher Request for Student Support [Define number per baseline]

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 [9]	Target Date:	Person(s) Responsible: [10]				Are we doing it?	Notes
#1		What actions will we take to fully implement our strategy?	Due Date: [11]	Who is responsible for (and/or working on each action?)				Are we doing what we said we were going to do? [12]	Does the data indicate effectiveness? What adjustments need to be made?
Implement EL as designed while effectively releasing to students in a way that allows students to think at high levels around the most important things.	1	Coaching: All teachers coaching session monthly based around their individual goals/needs/supports/plans.	9/5/23	Principal	AP			3. Implementation is ongoing with fidelity	
	2	EL/skills/all block walkthroughs will be completed as needed and aligned to feedback as well as coaching cycles depending on needs and goals.	9/15/23	Principal	AP	DSS	Strategist	3. Implementation is ongoing with fidelity	Walkthrough Form
	3	Module walkthroughs will be completed as needed and aligned to feedback as well as coaching cycles depending on needs and goals.	10/27/23	Principal	AP	DSS	Strategist	2. Implementation is in progress	
	4	School-wide professional development aligned to building wide trends from EL, skills, and/or all block walkthroughs will be designed and delivered to staff.	10/31/23	Principal	AP			1. Action has not been started	
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	15								
	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 [13]	Target Date:	Person(s) Responsible: [14]				Are we doing it?	Notes	
#2		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?	
Continue to develop PLCs as a vehicle for teachers to increase knowledge around what students learned, how to move learning forward, as well as knowing who benefited and who did not.	1	Continue to develop PLC activators to 'activate' the full PLC cycle by providing bi-weekly professional development to activators.	8/18/23	Principal	Strategist			3. Implementation is ongoing with fidelity		
	2	PLC activators will push their new learning into their PLC's. The principal and AP will push in supports and co-activate. Principal and AP will provide feedback to activators regarding PLC's. Notes will be tracked on the PLC tracker by administration.	8/21/23	Principal	AP			3. Implementation is ongoing with fidelity		
	3	Weekly data points will then be used to score each PLC holistically each month.	9/5/23	Principal	AP	Specialist		2. Implementation is in progress		
	4	Aministration strategically looks at PLC calendars weekly to map out the times they push in so that they can intentionally support the highest leverage PLC activities.	8/18/23	Principal	AP			3. Implementation is ongoing with fidelity		
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	3 Year Timeline for Implementation, Review & Revision for Strategy 1									
	Year 2			Maintaining our new learning, going through the whole PLC process on a consistent basis, & activators doing the driving themselves.						
Year 3										

Action Planning			Logistics					Short-Term Monitoring		
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SIP Strategy	Progress	Specific, Actionable Steps toward Achieving S-SIP Strategy [17]	Target Date:	Person(s) Responsible: [18]				Are we doing it?	Notes
#3		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?
Staff will consistently hold all students to high expectations, ultimately creating a calm, structured and safe learning environment where everyone is online and ready to learn.	1	A team will rewrite the school vision, mission, and core values to include high expectations and to help us all move in the same direction.	8/7/23	Principal	AP	Leadership Team		4. Action has been completed	
	2	Core values that include high expectations will be taught to students and included in different aspects of our school - Fairlawn pledge, leaders of the month, HEART lessons, Fantastic Falcons HEART passes, morning announcements, etc.	8/7/23	Principal	AP	Leadership Team		3. Implementation is ongoing with fidelity	
	3	Group plans will be created, taught to all staff and students, and implemented consistently with fidelity.	8/11/23	Principal	AP	Leadership Team		3. Implementation is ongoing with fidelity	
	4	A system for support and communication will be created and rolled out - (23-24 Falcon Form).	8/11/23	Principal	AP	Leadership Team		4. Action has been completed	
	5	Culture/climate walkthroughs will be completed as needed and aligned to feedback as well as coaching cycles depending on needs and goals.	8/18/23	Principal	AP	DSS	Strategist	3. Implementation is ongoing with fidelity	
	6	School-wide professional development aligned to building wide trends from the culture/climate walkthroughs will be designed and delivered to staff.	9/6/2023	Principal	AP			1. Action has not been started	
	7	A team will revise the behavior matrix ensuring it aligns to our revised school vision, mission, core values, and group plans. The new behavior matrix will be rolled out to staff, reviewed, and implemented by all.	8/7/2023	Principal	AP	Leadership Team		4. Action has been completed	
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	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: EVSC curriculum resources (K-1), Great Minds Eureka Math (gr. 2) and Savvas, 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.	We teach SEL curriculum to all students, do Cognimoves with grades K-2, and teach/practice self regulation skills to all. We do a morning connection question in Tier I with all students each morning. We have a MTSS team that meets bi-weekly to discuss students who need Tier II and Tier III interventions. We have a student support team made up of admin, SEL's, counselor, social worker, & AP that meets monthly to discuss tier I - III supports and interventions school wide. Every student who qualifies and needs a Reading intervention receives one.
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.	PLC's meet once a day at Fairlawn Monday through Thursday - that time is built in the master schedule. On Friday's, school committees meet in the morning before student arrival, so teachers have the choice to flip their planning period to the PLC time within the master schedule that day OR meet on Friday for an additional PLC. Their team makes the decision and they do it based on need. Administrators and PLC activators lead data chats throughout the year within PLC's. The MTSS committee is continuously looking at student data - at least bi-weekly. Our support team frequently tracks and reviews data as well to help make needed adjustments.
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.	We offer WeeCare preschool at Fairlawn. We have a kindergarten round up each year where all incoming kindergarten students and parents are invited to come to tour the school, learn about kindergarten, and find out more about our school. We also are in communication with preK agencies to get any data from them that may support our incoming kindergartners. This past summer we added a KCAMP to our summer school to support incoming Kindergarten students. Our 5th graders get visited by McGary staff - both in person and virtually - to learn about McGary and middle school in general. Our school host monthly family nights where all students - returning and new - can come get to know Fairlawn and enjoy monthly events together.
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.	Fairlawn is a summer school site and has a good amount of students attend summer school. We added KCAMP to our summer school programs this year.
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 Zone 2 team reviews the SIP monthly with Fairlawn administrators and adjust/revise the plan as needed based on data.
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.	Administrators at Fairlawn have a coaching system implemented where all teachers receive a one thirty minute coaching session monthly with administrators. Administrators also both push into PLC's to support weekly. Administrators lead bi-weekly professional development with PLC activators bi-weekly, co-teaching PD monthly, and schoolwide PD monthly. Teachers participate daily in PLC's. Administrators utilize Title I dollars to provide some PD over the summer for teachers.
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.	We are very intentional about ensuring staff in our school feel supported and appreciated. Due to putting intentional efforts in the staff culture/climate within our building, Fairlawn has seen good results as far as staff retention during the recent years.
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.	Fairlawn is having family engagement events monthly for the second year in a row. We are having a Title I and SIP based meeting for parent and community partners to attend and provide feedback. We receive feedback through YF and SW frequently as they are community partners within our school and we utilize their feedback when planning our SIP too.

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

[10] 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.

[11] Easy access to calendar:

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

[12] 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.

[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.