School Name: Aspire Charter Academy

School Number: 9685

Street Address: 4900 W. 15th Ave.

City: Gary

Zip Code: 46406

COMPREHENSIVE NEEDS ASSESSMENT/SCHOOL IMPROVEMENT PLAN

For implementation during the following years: 2020-2023, 2021-2024, 2022-2025, 2023-2026 (Highlight implementation years)

---------------------- CONTACT INFORMATION ----------------------

Principal: ReNae Robinson
Telephone: 219-944-7400   Email: 76.rrobinson@nhaschools.com

Superintendent: ReNae Robinson
Telephone: 219-944-7400   Email: 76.rrobinson@nhaschools.com

Read through this document before beginning your work.

--- BASIC REQUIREMENTS ---

Principals are required to coordinate the development of an initial three (3) year strategic and continuous school improvement and achievement plan and to annually review these plans. Whether developing a new plan or updating an existing plan, schools must assess their progress and make necessary changes to ensure continuous improvement.

When completed, this document satisfies requirements in Indiana's Every Student Succeeds Act (ESSA) Plan, federal and state laws, and requirements for Title I Schoolwide Programs. This template contains components that may or may not apply to all schools at all times. **Indication as to who is required to complete a section is noted at the beginning of each Core Element area.**

Common abbreviations used in the plan are:

ESSA   Every Student Succeeds Act – replaced No Child Left Behind in the reauthorization of federal education law
TSI   Targeted Support and Improvement – federal government school designation under ESSA
ATSI   Additional Targeted Support and Improvement – federal government school designation under ESSA
CSI   Comprehensive Support and Improvement – federal government school designation under ESSA

Who is required to submit a school improvement plan (SIP)? **All public schools and state-accredited nonpublic schools**
Who is required to submit a comprehensive needs assessment (CNA)? **Schools that receive Title I funds AND schools classified as TSI, ATSI, and/or CSI**
Who is required to use the Indiana Department of Education's SIP template? **Schools classified as TSI, ATSI and/or CSI**
Who is required to use the Indiana Department of Education's CNA template? **Schools classified as CSI**
 Charter schools, classified as CSI and that receive Title I funds, must complete a CNA/SIP using this template.

If you are unsure of your school's identification as TSI, ATSI, and/or CSI, you can find out HERE. (Highlight answer choices below.)

This is an initial three (3) year plan. **Yes** No	This is a review/update of a plan currently in use. Yes **No**

This school is identified as the following by the federal government: (Highlight all that apply) **TSI, ATSI, CSI**

(TSI/ATSI only) Underperforming student groups identified by the federal government: (highlight all that apply) **SpEd, ELL, F/R, Hisp, Wht, Blk, Multiracial, Asian, AI/AN, NHPI**

This school receives Title IA funding. **Yes** **No**   Is the school's Title I program **S**chool**w**ide or **T**argeted **A**ssistance? **SW** TA
If you are unsure about Title IA funding and/or the type of program, contact your federal programs specialist.

--- PLANNING COMMITTEE [Required for all] ---

Schools that are required to conduct a comprehensive needs assessments (CNA) and/or school improvement plan (SIP) must assess the school's needs using a committee of stakeholders, including, but not limited to teachers, administrators, parents, and community and business leaders. Some schools may opt to have separate committees for conducting the needs assessment and developing the school improvement plan, while others may not. Simply indicate if a member serves on either or both in the "Committee(s)" column. Many schools may have subcommittees to focus on prioritized areas such as language arts, math, attendance, etc. Indicate this in the "CNA/SIP Subcommittee(s)" column below. To be sure the needs of each underperforming student group are addressed, **schools classified as TSI or ATSI must have a subcommittee for each underperforming group**.

List members of the committee below and highlight the committee(s) on which they serve. If a member serves on more than one subcommittee, list all those on which the member serves.

Member Name	Title	Committee(s)	CNA/SIP Subcommittee(s)
Sample: *Alma Smith*	*Teacher*	*CNA,SIP, BOTH*	*ELA, Black, Spec. Ed.*
ReNae Robinson	Principal	**CNA, SIP, Both**	
Sophia Hughes	Dean	**CNA, SIP, Both**	
Ashley Pratt	Dean	**CNA, SIP, Both**	
Jenetta Ross	Dean	**CNA, SIP, Both**	
Diane Hobbs	Title I Student Family Liaison	**CNA, SIP, Both**	
Denina White	Teacher	**CNA, SIP, Both**	
Anita Castro	Teacher	**CNA, SIP, Both**	

Brittany Jackson	Teacher	**CNA, SIP, <mark>Both</mark>**	
Velisa Davis	Teacher	**CNA, SIP, <mark>Both</mark>**	
Diana Hubbard	Teacher	**CNA, SIP, <mark>Both</mark>**	
Faye Patton	Curriculum & Instruction Specialist	**CNA, SIP, <mark>Both</mark>**	
Tranita Stovall	Teacher	**CNA, SIP, <mark>Both</mark>**	
Joshua Reese	ABSS	**CNA, SIP, <mark>Both</mark>**	
D'Juana Anderson	Title I Paraprofessional	**CNA, SIP, <mark>Both</mark>**	
Joi Johnson	Teacher	**CNA, SIP, <mark>Both</mark>**	
Denise Dillard	Board Member	**CNA, SIP, <mark>Both</mark>**	
Arlinda Murphy	Library Technology Specialists	**CNA, SIP, <mark>Both</mark>**	
Jaclyn Smith-Cunningham	Curriculum & Instruction Specialist	**CNA, SIP, <mark>Both</mark>**	
Andrea Durr	Attendance Liaison	**CNA, SIP, <mark>Both</mark>**	
		CNA, SIP, Both	
		CNA, SIP, Both	
		CNA, SIP, Both	
		CNA, SIP, Both	
		CNA, SIP, Both	

--- ALIGNMENT [optional] ---

A systems-based approach to continuous school improvement involves alignment across the district. While still being attentive to their unique needs, schools should align curricular, instructional, and assessment programs with the district's vision, mission, and goals.

Assess the school's alignment with the district using this page. If necessary, work with district personnel to make necessary changes before moving forward with the needs assessment. If there is not enough room to type or cut-and-paste the information below, attach appropriate documents.

District Vision:

School Vision: Our school is a community of students, parents, educators, and civic leaders who work collaboratively to empower students to excel academically to be college ready and morally sound and productive citizens in our society.

District Mission:

The mission of Aspire Charter Academy is to offer high quality education that emphasizes the learning of core academic knowledge and foundational character values. Parents, students, and staff work together to create a safe and caring environment where quality scholarship, punctuality, and good citizenship are developed; and to encourage in our pupils the desire and capacity to be life-long learners.

School Mission:

The mission of Aspire Charter Academy is to offer high quality education that emphasizes the learning of core academic knowledge and foundational character values. Parents, students, and staff work together to create a safe and caring environment where quality scholarship, punctuality, and good citizenship are developed; and to encourage in our pupils the desire and capacity to be life-long learners.

District Goals:

Does the school's vision support the district's vision? *(highlight response)*   Yes   No
Does the school's mission support the district's mission? *(highlight response)*   Yes   No
Do the school's mission and vision support district goals? *(highlight response)*   Yes   No

If the school's mission, vision, and/or goals are not aligned with those of the district, what steps will the school take to do so?

Link additional information here (if necessary):

SECTION A: Review Essential Information

All schools are required to provide basic information about the following **core elements**: curriculum; assessment; safe and disciplined learning environment; technology; cultural competency; parental involvement; secondary offerings; and career awareness and development. <u>Information requested in the following sections is intended to promote discussion about how the core element might be aiding or inhibiting continuous school improvement efforts. Responses are NOT to monitor compliance</u>. After discussion, place an 'x' in the last column if the items should be considered by the school's planning team when reviewing data and/or developing school goals. Do this for all tables where the 'x' column exists.

Core Element 1: Curriculum [Required for all]

List primary curriculum resources (i.e. adopted materials) and supplementary materials such as online subscriptions or other such materials used by the majority of teachers. Subject/courses should include: English/language arts, math, social studies, science, visual arts, music, health, and physical education. Assess the degree to which these resources are aligned with the Indiana Academic Standards. Consider the need to keep, replace, or discontinue use of materials that are not <u>essential</u> for instruction. If room does not allow for all resources to be listed below, continue the list on a separate page and attach it to this document. Secondary schools may attach or link course descriptions. (<u>For 'X' column, right click and</u> ✔)

Subject/Course	Grades	Resource Name	Aligned to IAS	Tier (highlight all that apply)	Rationale for Resource Use	Continue Use?	X
Reading	K-8	NHA Reading and Writing Curriculum	Yes	Tier 1, 2, 3	The NHA Reading Curriculum is centered around Structured Literacy. Curriculum binders that include lesson plans and all materials are core components of the reading and writing program	Yes No	❑

Math	K-5	Bridges in Mathematics	**Yes** No	**Tier 1, 2,** 3	Problem-based curriculum that allows access for all while maintaining the rigor of state academic standards	**Yes** No	❏
Math	6-8	Illustrative Mathematics	**Yes** No	**Tier 1, 2,** 3	Problem-based curriculum that allows access for all while maintaining the rigor of state academic standards	**Yes** No	❏
Social Studies	K-5	Studies Weekly	**Yes** No	**Tier 1,** 2, 3	Studies Weekly is a core component of Social Studies and complements Indiana Department of Education resources	**Yes** No	❏
Social Studies	6-8	McGraw Hill (Discovering World Geography: Western Hemisphere, Discovering World Geography: Eastern Hemisphere, Discovering Our Past: A History of the United States)	**Yes** No	**Tier 1,** 2, 3	Textbooks are a core component of Social Studies program	**Yes** No	❏
Science	K-8	Learning.com	**Yes** No	**Tier 1,** 2, 3	Addresses computer science standards	**Yes** No	❏
Science	K-2	Picture Perfect Science	Yes No	**Tier 1,** 2, 3	Provides 5E instruction while incorporating literacy and engineering	**Yes** No	❏
Reading	6-8	Novel Study	**Yes** No	**Tier 1, 2,** 3	The novels and teacher curriculum are intended to address the state standards through engaging text.	**Yes** No	❏
Reading	K-8	Reading Mastery	**Yes** No	**Tier 1, 2,** 3	Research based intervention program intended to build students foundational reading skills in fluency, comprehension, vocabulary, and spelling.	**Yes** No	❏
Reading	3-8	Corrective Reading	**Yes** No	**Tier 1, 2,** 3	Research based intervention program intended to build students foundational reading skills in fluency, comprehension, vocabulary, and spelling.	**Yes** No	❏

Reading	K-8	Haggerty	<mark>Yes</mark> No	<mark>Tier 1, 2, 3</mark>	Research based supplemental reading program intended to build students foundational reading skills in fluency.	<mark>Yes</mark> No	❏
Reading	K-8	Lexia /Core 5	<mark>Yes No</mark>	Tier 1, 2, 3	Research based instruction that is rigorous and personalized to build skills for student reading development..	<mark>Yes</mark> No	❏
Math	K-8	DreamBox	<mark>Yes</mark> No	<mark>Tier 1, 2, 3</mark>	Intervention program that adapts to each child based in their independent progress and provides parents and teachers in-the-moment data for academic growth.	<mark>Yes</mark> No	❏
			Yes No	Tier 1, 2, 3		Yes No	❏
			Yes No	Tier 1, 2, 3		Yes No	❏
Place link here (if necessary) ->							

Core Element 1: Curriculum [Required for all]   *continued*

Best Practice/Requirements Self-Check	Yes/No	X
The school uses district-established curriculum that is aligned to the Indiana Academic Standards.	<mark>Yes</mark> No	❏
Pacing guides and/or curriculum maps are used to plan and teach a standards-based curriculum.	<mark>Yes</mark> No	❏
Teachers and staff are engaged in cross grade-level articulation of standards.	<mark>Yes</mark> No	❏
A culturally responsive curriculum is used to ensure all students' cultural differences are recognized and appreciated.	<mark>Yes</mark> No	❏

The public may view the school's curriculum in the following location(s):

The public may view the school's curriculum on Aspire Charter Academy's website, https://www.nhaschools.com/schools/Aspire-Charter-Academy/en

Core Element 2: Instructional Program [Required for all]

Schools are required to address the learning needs of all students and develop strategies, programs, and services to address such needs. Sound instructional practices are essential for students to reach the highest levels of academic achievement. **Assess your practices using the chart below.**

Best Practice/Requirements Self-Check	Yes/No		X
The school has a process for identifying the exceptional learning needs of students who are highly proficient and at risk of failure.	Yes	No	❏
A process for coordinating instructional services (e.g. Head Start, adult education, etc.) is in place.	Yes	No	❏
A variety of instructional strategies are employed to meet the diverse learning needs of students.	Yes	No	❏

Teachers use strategies that monitor and adjust instruction during lessons (e.g. adjusted based on checks for understanding).	Yes	No	❏
Teachers ensure students are engaged in cognitively complex tasks (including varying depth of knowledge) during instruction.	Yes	No	❏
Teachers use instructional strategies that ensure students have multiple means of accessing instructional content.	Yes	No	❏
Instructional strategies provide students with multiple options for demonstrating their knowledge.	Yes	No	❏
Instructional strategies foster active participation by students during the instructional process.	Yes	No	❏
Teachers and staff promote authentic learning and student engagement across all content areas.	Yes	No	❏
Strategies and instructional methods ensure equity of opportunity for all students during the learning process.	Yes	No	❏
Instructional strategies assist with bridging the cultural differences in the learning environment.	Yes	No	❏
Teachers and staff integrate evidence-based strategies during Tier II and Tier III instruction.	Yes	No	❏
Teachers work collaboratively to support and refine instructional effectiveness (e.g. with feedback, coaching, etc).	Yes	No	❏
High expectations for academic achievement are made clear to students and supported with adequate scaffolding and resources.	Yes	No	❏

For Title I schools with Schoolwide Programs only:
Describe activities and programs implemented at the school to ensure that students who have difficulty mastering proficient and advanced levels of academic achievement are provided with effective and timely additional assistance.

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The school provides assistance in accelerating students in all content areas. The school staff have many opportunities to learn how to identify academically struggling students and they are aware of the assistance that is available to struggling students. The school utilizes many data points to identify students who are experiencing difficulty mastering the state's academic achievement standards at an advanced or proficient level, including the analysis of: failing the ILEARN, scoring below the 50th percentile on the Northwest Evaluation Association Measures of Academic Progress or Primary Grades Assessment, teacher recommendation, observed atypical behavior, flat or declining test scores, a decline of a student not making typical growth with classwork, students not demonstrative mastery of concepts in formative assessments, and/or student classroom engagement. The school has implemented programs to serve students at-risk of academic failure, as well as students with special needs. The interventions provided to students in need of timely and additional assistance are

evaluated for their effectiveness in helping students master the state's academic achievement standards. These interventions include activities that are inside and outside the regular classrooms. Students who are having difficulty masting state academic standards receive the following timely additional supports:

- Differentiated instruction in the regular classroom in each core content area by teachers and supplemental staff. Differentiated instructional strategies for students include but are not limited to additional repetition of content expectations, small group and individual strategies, and making a match between what the student knows, how the instruction is being given, and the task that is being assigned.
- Customized intervention during workshop time;
- At Risk Teachers and Academic Specialists provide intensive instructional lessons in reading, language areas, and math to identified at-risk students on a daily basis;
- Paraprofessionals provide instructional lessons in reading and math to identified students having difficulty mastering standards on a daily basis;
- Achievement and Behavior Support Specialists (ABSS) provide direct services to students through individualized behavioral planning for identified students and assists students in the responsible thinking process allowing students to be proactive in making choices leading to academic success;
- Student Family Liaison who seeks partnerships with community agencies to ensure there is a connection between services provided at the school and in the home to remove barriers to success;
- Social Worker and Counselor who works with students and families to remove social-emotional barriers to success;
- Supplemental subscriptions and intervention program materials to differentiate instruction and reinforce content;
- Before and after school programs are hosted for continued support in core areas for at-risk students;
- Summer learning programs are hosted for continued support in core areas for at-risk students.

Additional student services are monitored regularly to ensure students are receiving support appropriate to their identified needs and to track their continued progress. Staff discuss student progress regularly during team data meetings to address any necessary changes to duration and strategies for each individual student. As students reach their goals that are moved into less intensive services. If it is determined that students require continued additional support, the goal plan, workshop time, and instructional strategies are adjusted.

Core Element 3: Assessment [Required for all]

List the assessments used in addition to the following statewide assessments: ILEARN, IREAD, I AM, ISPROUT, and PSAT. Include type of assessment (benchmark, common formative, or summative) and a brief rationale for their use. Consider the need to keep, replace, or discontinue use of each assessment based on the value and use of the data it provides.

Assessment Name	Grade(s)	Frequency/Use	Type and Rationale for Use	Continue Use		X
Numeracy Assessment	K-2	3 times/year	Benchmark; Provides a summative assessment of standards taught up to that point	**Yes**	No	❑
Interim Assessment (Math & ELA)	2-8	1 time/year for grade 2 ELA 3 times/year for grades 3-8	Benchmark; Provides a summative assessment of standards taught up to that point	**Yes**	No	❑
Unit Post-Assessment (Math)	1-8	After each unit of instruction	Summative; Assesses student mastery of current unit standards following instruction	**Yes**	No	❑
Unit and Weekly Quizzes	K-8	2-4 times throughout each unit of instruction (Math) Quizzes are given weekly (ELA)	Common Formative; Assesses student understanding of key concepts throughout the unit	**Yes**	No	❑
Daily Exit Ticket (All subjects)	K-8	Daily	Common Formative; Assesses student understanding of key concepts throughout the unit	**Yes**	No	❑
IN State Testing Mock Test (Social Studies)	5	1 time/year	Mock test mimics ILEARN for 5th grade and gives data to use to inform instruction and predict success	Yes	**No**	❑
Mock State Assessment (Science)	4, 6	Summative	Guide instruction and assess student's preparation for state test	Yes	**No**	❑
aimswebPlus (Reading)	K-8	Fall, Winter, and Spring	Reading Fluency	**Yes**	No	❑
Corrective Reading	3-8	Benchmark	Reading Fluency and Comprehension	**Yes**	No	❑
Reading Mastery	K-8	Benchmark	Reading Fluency and Comprehension	**Yes**	No	❑

Best Practice/Requirements Self-Check	Yes/No	X
A system is in place to use assessment data to make decisions about programs, practices, and instruction.	Yes No	❑
The school uses assessment data to identify students for Tier II and Tier III instruction.	Yes No	❑
Locally created assessments are reviewed and revised regularly to ensure priority standards are being measured at the appropriate levels of depth and rigor.	Yes No	❑

Continued from Core Element 3: Assessment

For Title I schools with Schoolwide Programs only:
Describe opportunities and expectations for teachers to be included in decision-making related to the use of academic assessment results, where the intent is improved student achievement.

Teachers have significant input into school-based academic assessments. Each grade level has shared planning time and is expected to spend time each week reviewing student needs, developing instructional strategies to address those needs, and assessment to ensure needs are met. Additionally, teachers choose to implement, as appropriate, tests and assessments that measure student performance with respect to the school's curriculum. The school uses state test data (ILEARN) and NWEA proficiency scores to determine which students to refer to the intervention program. Through the formative assessment process and progress monitoring teachers work collaboratively to identify student's learning progress. When students have mastered content (as measured by progress monitoring tools, ILEARN, and NWEA) they are moved out of the intervention program and are continued to be monitored through regular meetings between intervention and general education staff. Students who continue to show learning gaps (as measured by progress monitoring tools, ILEARN, and NWEA) remain in the program and are offered additional support time.

Core Element 4: Coordination of Technology Initiatives [Required for all]

Briefly describe how technology is used by students to increase learning.

At Aspire Charter Academy, technology is used to foster collaboration and for teachers to engage students during lessons. The staff receives intensive training on how to communicate with students (via technology) for instructional purposes and for safety measures. Technology is also used for a second dose of instruction in ELA (Lexia) and Math (Dreambox).

Best Practice/Requirements Self-Check	Yes/No	X
The school has a process for integrating technology into the instructional program to promote learning.	Yes No	❏
A plan is in place to provide in-service training in the use of technology.	Yes No	❏
Protocols and criteria are used to review and select technology hardware, software, and instructional programs.	Yes No	❏
There are established procedures for maintaining technology equipment.	Yes No	❏
Sufficient infrastructure exists to support instructional, assessment, and operational needs.	Yes No	❏

Core Element 5: Career Awareness and Development [Required for all]

Answer the questions for the grade levels in your school.

Grades K-5 only

What career awareness activities are provided for students? (Highlight all that apply)	
Not currently implementing career awareness activities	Career Day/Fair or Community Day
Career Simulation (JA/Biztown, etc.)	Career-focused clubs (Robotics, agricultural garden, STEM, etc.)
Career-focused classroom lessons	Guest speakers

Other

If "Not currently implementing career exploration activities" was indicated above, explain why.

Grades 6-8 only

What career awareness activities are provided for students? (Highlight all that apply)	
Not currently implementing career information activities.	Career-related courses
Career-focused classroom lessons	Job-site tours
Guest speakers	Career Day/Fair or Community Day
Career-focused clubs (i.e., Robotics, Agriculture Garden, STEM, etc.)	Online career navigation program
Other	

If "Not currently implementing career exploration activities" was indicated above, explain why.

Grades 9-12 only (add others in blanks as necessary)

What career awareness activities are provided for students? (Highlight all that apply)	
Not currently implementing career information activities.	Career-related courses
Job-site tours	Job-site tours
Guest speakers	Career Day/Fair or Community Day
Career-focused clubs (i.e., Robotics, Agriculture Garden, STEM, etc.)	Online career navigation program
Industry-related Project-Based Learning	Other (list)
Online career navigation program	Other (list)
Job shadowing	Other (list)

If "Not currently implementing career exploration activities" was indicated above, explain why.

Core Element 6: Safe and Disciplined Environment [Required for all]

All schools are required to develop a school safety plan. That plan is not part of this document. Since student safety and social-emotional well-being are crucial factors in learning, the questions below are intended to promote conversation about how the school's environment adds to or takes away from student learning.

Best Practice/Requirements Self-Check	Yes/No	X
Practices are in place to develop and maintain a positive school climate between staff, students, and families.	Yes No	❏
A Multi-tiered System of Support (MTSS) provides students with academic, behavioral, and social-emotional care and early intervention.	Yes No	❏
Discipline rules are established, and copies of the rules are made available to students and their parents/guardians.	Yes No	❏
Discipline rules to prevent bullying are in place and include education, parental involvement, and intervention.	Yes No	❏
A suicide awareness and prevention policy is in place and staff have been appropriately trained.	Yes No	❏
High expectations for behavior and attendance are communicated to families and consistently reinforced by all staff.	Yes No	❏
All staff express belief that all children can learn and consistently encourage students to succeed.	Yes No	❏
The school develops staff capacity to create positive classroom and school climates that are culturally responsive.	Yes No	❏

Briefly answer the following:

What practices are in place to maintain a safe environment?

Our school follows the Behave with Care Model to support student behavior, discipline and overall school culture. In addition to our Behave with Care Model our teachers create their own classroom management system with students to develop consequences as well as rewards. Our doors remain locked and visitors must be buzzed in through the main office. All visitors must sign in using Raptor. We limit interruptions to the school day in order to protect the instructional time for our students. In order to keep our students safe during morning arrival, we have staff who work outdoors to ensure our scholars make it into the school. Our students are also dismissed in an orderly environment using our driveline system. Our students are dismissed by assigned numbers to their cars in the driveline, walkers are walked out by staff in groups and our daycare riders are picked up using a number system as well.

Core Element 7: Cultural Competency [Required for all]

List the racial, ethnic, language-minority, and socio-economic groups in your school's population. Provide strategies and indicate whether or not professional development is needed to successfully implement these strategies. Any such professional development should be detailed in the professional development plan portion of this document. Cultural competency considerations are embedded throughout this document.

Identify the racial, ethnic, language-minority, and socio-economic groups in your school by highlighting groups below.

American Indian/Alaskan Native	English Language Learner	Multiracial
Asian	Free/Reduced Lunch	Native Hawaiian or Other Pacific Islander
Black	Hispanic Ethnicity	White

Describe how racial, ethnic, language-minority, and socio-economic groups are identified.

Language-minority status is identified through the completion of the Home-Language Questionnaire.
Socio-economic status is identified through the completion of the Free and Reduced Lunch/Community Eligibility Provision applications.
Racial and ethnic status is identified after the student is accepted into the school through the completion of the admission form.

Describe strategies for increasing educational opportunities and performance for students in groups identified for the school?

An EL Coordinator has been hired for our English Language Learners in order to provide EL specific instruction to EL students, and the school provides additional intervention opportunities through one on one and small group instruction as well as supplemental grant funded materials. Intervention is in place to close the content deficit amongst identified and at-risk students and to increase student proficiency, including the use of grant funded interventionists and supplemental grant funded materials used during intervention instruction. Achievement and Behavior Support Specialists and other social-emotional staff provide additional support for at-risk students to address social emotional and behavioral needs in order to remove the barriers to academic participation.

What professional development might be necessary for staff to work effectively in cross-cultural situations?

Professional development focusing on building culture, climate, and positive interactions between teachers and students as it relates to effective communication would be beneficial for staff to work effectively in cross-cultural situations. Additional professional development on effectively utilizing technology, scaffolding and differentiation within the classroom would also ensure that all student groups are supported effectively in a virtual and hybrid learning environment.

What curriculum materials are used to ensure all students' cultural differences are recognized and appreciated?

Shared Reading, Read Aloud, and Independent Reading texts have been selected for grades K-5 that offer a wide range of culturally relevant texts and books that celebrate cultural differences. Literature Seminar for middle school (grades 6-8) offers a wide range of culturally relevant texts and books that celebrate cultural differences.

Core Element 8: Review Attendance [Required for all]

Reduction of absenteeism is a top priority for Indiana schools. Students are considered chronically absent when they are not in attendance for ten percent of the school year. This equates to approximately 18 days of school.

Number of students above 10% or more of the school year.   Last year: 34.7___   Two Years Ago: 29.1___   Three Years Ago: 48.4___

What may be contributing to the attendance trend?

At Aspire, many of our students are transient and removing students from school without actually taking the proper measure to withdraw students. In addition, over the last three years we have had to address level 6 behavior infractions with suspension. This unfortunately adds to our increase in our attendance data. However, we have noticed that the daily attendance rate has improved slightly due to our attendance committee and incentives for attendance.

What procedures and practices are being implemented to address chronic absenteeism?

All student absences are to be verified by communication from the parent to the school office and is kept for record-keeping purposes. If an absence is not verified by communication from the parent, the absence is considered unexcused. An absence may be excused if communication is provided by the parent within five days following the absence and meets the guidelines for an excused absence. If an absence is due to illness and lasts five days or more, a note from a physician may be requested. Absences are excused for personal illness or injury, funerals, doctor, or dental appointments which could not be arranged outside school hours, religious observances, or authorized absence approved by the principal. Parents and guardians are notified of attendance expectations through the Student and Parent Handbook as well as other forms of school communication. If a student is absent (excused and unexcused) for 10% of the total school days, the school will hold a parent meeting to discuss the absences, to provide additional resources to encourage student attendance, and to complete an Attendance Corrective Action Plan (ACAP). If a student is absent (excused and unexcused) for 18 days or more appropriate consequences will be taken by the school. Appropriate consequences may include a potential referral to the Juvenile Court of Bureau of Motor Vehicles with certified return receipt to parent. If a student has five or more days of unexcused absences in a school year, the student will also be referred to the Juvenile Court and Child Protection Services, if applicable.

The school has also developed a team approach to support student attendance, and works closely with classroom teachers, the Student Family Liaison, Attendance Liaison, and parents to identify and reduce barriers keeping students from attending school. The school has partnered with Communities in School to help address our chronic absenteeism as well and support families. The school also visits the homes of our families to discuss the barriers and the expectation for attendance. The school celebrates model attendance and incentivizes model attendance through attendance recognition and celebrations for students.

If procedures or practices to reduce chronic absenteeism are in place, how are the results monitored?

There is an Attendance Committee who meets monthly to review the attendance data along with the Building Leadership Team. In addition to the schools Attendance Committee there is an Attendance Liaison who meets weekly to review attendance, contact parents and send emails and letters to parents regarding attendance. The Attendance Committee sets goals that align to the Student Absenteeism plan to improve overall attendance. In addition, ACAPs are reviewed quarterly.b

Best Practice/Requirements Self-Check	Yes/No		X
The school has and follows a chronic absence reduction plan.	Yes	No	❑
A Multi-Tiered System of Support (MTSS) is in place to identify and help the academic, behavioral, and/or social emotional needs of chronically absent students.	Yes	No	❑

Core Element 9: Parent and Family Engagement [Required for all]

How does the school maximize family engagement to improve academic achievement?

Parent engagement programs are designed by stakeholders, including representative parents who serve on the School Improvement Committee. The School Improvement Committee analyzes academic, perception, and process data in order to determine needs related to parent and family engagement. In addition, parents provide input into the program design through several surveys and parent meetings. Parents will be involved by their continued participation on the school improvement team and also be attending the annual parent meetings in the spring and fall. They also participate in the parent and family engagement activities implemented to support the schoolwide goals. Parents who volunteer in the classroom will assist teachers in helping students meet their yearly goals as well as the overall schoolwide goals. They will work in small groups assisting in workshops and during reading circles. Parents will be invited to participate in the implementation of the schoolwide plan through other events and volunteer opportunities during the school year. Parent workshops are held and are aligned to the instructional strategies teams are implementing in the classroom.

In what ways are parents/families able to express ideas, concerns, and/or suggestions?

Parents/families are able to express their ideas, concerns and/or suggestions through parent surveys and suggestion boxes outside of the parent room. We have a chat and chew with the principal where parents/families are able to come in and share with the principal. We offer family engagement events that invite families into the school to participate in activities and share their thoughts there.

In what ways does the school involve parents/families to maintain or increase high levels of student attendance?

Attendance incentives are awarded to students with high levels of attendance, such as scholar dollars, dress down days, breakfast with parents and the principal, extra recess, and conferences with parents, in order to encourage daily attendance at school. Parents are notified early with attendance issues for immediate and proper intervention.

How do teachers and staff bridge cultural differences through effective communication?

   The teachers and staff plan positive interactions with all students to create a culture of mutual respect. Bridging cultural differences through communication is a monitor indicator for teachers and staff members (Classroom Culture). This practice enables all students to succeed.
Staff members use patience and understanding to make sure that communication is clear and understood. Staff are welcoming and encourage positive interactions when contacting parents. Teachers and staff also use progress report time and parent/student engagement to bridge cultural differences.

Core Element 9: Parent and Family Engagement [Title I Schoolwide only]

The following is specific to Title I Schoolwide Programs.

Describe strategies used to increase parental involvement.

 The school fosters parent engagement by providing materials and training to help parents work with their children to improve their children's achievement. The school recognizes the importance of effective communication and communicates information via SchoolMessenger (emails and texts), in-person meetings, direct emails from teachers, via principal and teacher newsletters, and to the extent practicable will provide information in several languages as appropriate. The school provides parents with newsletters in which information regarding current happenings in the school, strategies to increase student achievement, and community resources for parents and students are articulated. These newsletters are distributed via email, the school's website, and in print form available in the school's front office. The principal hosts informal "Coffee with the Principal" meetings and is encouraged to schedule additional time with school staff to discuss any topics as needed. Parents are provided with materials and training to enable and empower them to help their children increase their achievement through parent engagement events. All parents are invited to these events to help them better understand their key role in their children's education. All parents are also invited to attend the Title I Parent Meeting to learn about Title I, the School Improvement Plan, the Title I Parent Involvement Policy, the School-Parent Compact, the Homeless Dispute Resolution Process, etc. The school provides Parent Teacher Conferences twice per year where teachers communicate their child's academic progress, but also opportunities to volunteer in the classroom as well as specific meeting times and dates for them to participate and learn about their child's education via school email, teacher and principal newsletter, and SchoolMessenger (an automated communication system).

How does the school provide individual academic assessment results to parents/guardians?

 The school provides assistance to parents of children served by the school in understanding such topics as the state's academic content standards and student achievement standards, state and local academic assessments, and how to monitor a child's progress and work with educators to improve achievement for their children. The school wants parents to fully understand their child's test results so they can be an active participant in their academic success, so the school provides individual student academic assessment results (ILEARN, NWEA, and other formal and informal assessments) to all parents in a format that they can understand, including an interpretation of the results. This information will not only be translated in a language that parents can understand, but the educational language and acronyms will be communicated during parent learning events, parent trainings, parent-teacher conferences, principal settings, and other information and formal parent events. The school will accomplish this by providing assistance to parents, providing materials and training to help parents, training teachers and other staff in how to partner with parents, and providing information in several languages as appropriate.

How does the school involve parents in the planning, review, and improvement of the schoolwide plan?

At least annually the school, parents/guardians, and family members will be invited to evaluate the content and effectiveness of the school improvement plan. The school improvement plan is designed through stakeholders, including representative parents, who serve on the School Improvement Committee. The committee analyzes academic, perception, and process data in order to determine student needs as well as parent and family engagement. In addition, parents are introduced into the program through several surveys and parent meetings throughout the year. Parents are involved in the implementation of the schoolwide plan through their continued participation on the school improvement team and by attending the annual parent meetings in the spring and the fall. They also participate in parent and family engagement activities implemented to support the schoolwide goals. Parents who volunteer in the classrooms will assist teachers in helping students meet their yearly goals as well as the overall schoolwide goals. They will work in small groups assisting in workshops and during reading circles. Parents will be invited to participate in the implementation of the schoolwide plan through other events and volunteer opportunities during the school year. Feedback from parents on the annual evaluation of the schoolwide plan will be solicited formally through annual surveys and meeting surveys as well as informally from principal meetings and parent teacher conferences, as well as their participation on the schoolwide team. The parent feedback will be incorporated into the review process and the schoolwide plan and programs are adjusted accordingly.

Core Element 10: Provision for Secondary Schools [Secondary schools only]

How do course offerings allow all students to become eligible to receive an academic honors diploma?

    Not applicable - Aspire Charter Academy serves students in grades Kindergarten through eight.

How are all students encouraged to earn an Academic Honors Diploma or complete the Core 40 curriculum?

    Not applicable - Aspire Charter Academy serves students in grades Kindergarten through eight.

How are advanced placement, dual credit, international baccalaureate, and CTE opportunities promoted?

    Not applicable - Aspire Charter Academy serves students in grades Kindergarten through eight.

Graduation rate last year: ___   **Percent of students on track to graduate in each cohort: ___**

Not applicable - Aspire Charter Academy serves students in grades Kindergarten through eight.

Core Element 11: Provision for Title I Schools Operating a Schoolwide Program

This section applies only to schools that receive Title I funding and operate a Schoolwide Program

Describe how your school coordinates and integrates Federal, State, and local funds and resources, such as in-kind services and program components.

Aspire Charter Academy ensures that the use of all federal, state, and local funds is coordinated to ensure focus on the goals, strategies, and action activities identified in the schoolwide plan in order to upgrade the school's entire educational program. Furthermore, coordination and integration of all federal, state, and local services and programs are ensured through collaboration among administration, staff, parents, and other stakeholders as part of the school's improvement planning process. Specifically, the school utilizes funds from State and local sources to support the goals identified.

Provide a list of programs that will be consolidated under the schoolwide plan (if applicable).

Not applicable.

Describe the school's plan for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a state-run preschool program.

> Aspire Charter Academy has a dedicated Admissions Representative who works with area preschools, daycares, Head Start programs, etc., to ensure kindergarten readiness. The AR meets with community members/preschools to discuss Preschool Transition, including informing parents about the school, inviting parents, students, and preschool staff to visit the school, and delineation of information regarding the skills/knowledge students will need when they enter the kindergarten classroom. Information packets delivered to parents & area preschools contain info about kindergarten readiness, activities to prepare children for kindergarten, and commonly asked questions regarding preschool transition.

Describe strategies used to attract high-quality teachers to your school and/or district. Examples could include: Mentoring and induction programs; recruitment incentives; high-quality professional development; partnerships with teacher preparation programs; and, career pathways for teacher leaders.

> Aspire Charter Academy holds as a top priority the recruiting, hiring, and retention of high quality and fully licensed teachers to service its students. Efforts made by the school and its management partner, National Heritage Academies, include establishing close relationships with local universities and colleges with teacher education programs; advertising position through online college postings, the NHA website, and online internal newsletters sent to all school and NHA employees; offering a competitive salary and benefits packages including reimbursement benefit for continuing education; providing a comprehensive orientation, mentoring and induction that facilitates a successful transition into teaching; providing opportunities for teachers to improve their instructional skills through a comprehensive professional development program; including teachers in the continuous improvement planning process and other school initiatives and activities.

SECTION B: Needs Assessment

Every school is required to address the learning needs of all students, including programs and services for exceptional learners (special education and high ability). Below is a list of possible sources of data to help evaluate your school's current performance in the steps below. Schools are not required to use each of these, but data must be used in determining where improvement is needed immediately. **This information is necessary when performing the Gap Analysis and Root Cause Analysis. Mark "X' next to each source of data used in the following steps and attach or link the data reviewed for this plan.**

Aspire SIP Data Available on the Continuous Improvement Data Hub through SLE on myNHA.

	General Academic		Specific Student Groups				General School Data
X	Statewide Assessments		Statewide Assessment Data	X	ELL Assessment(s)	X	Student Attendance
	Federal (ESSA) Data		Federal (ESSA) Data		Individual Education Plans (IEPs)	X	Discipline/Behavior
	Districtwide Assessments		IAM Assessment		Individual Learning Plans (ILPs)	X	Parent/Student Surveys
	Dyslexia Assessment(s)		Aptitude Assessment(s)		Staff Training	X	Staff Attendance
	Common Formative Assessments		Special Education Compliance Rpt				
	PSAT/SAT/ACT						
List Other Data Sources Below							
Link Data Here ---->							

Be sure no personally identifiable student information is included in any/all linked or uploaded data.

Step 1: Review Potential Issues from the Core Elements

In this section, the committee should begin reviewing the information from the core elements in Section A. Look back at the information in Section A. If there were items checked (X) for further discussion, note them below and discuss them considering the following two questions:

> **Do these issues significantly impact our current school goals as strengths or problems?**
> **Do these issues present significant strengths or problems not already addressed by goals in our current school improvement plan?**

If there is an issue that fits one of the above, note the issue and consider it when determining whether to conduct a Gap Analysis.

Step 2: Evaluate Progress on Current School Goals

If there is evidence that current school goals are priorities where improvement is needed immediately, schools should continue working toward meeting these goals. The section below is a brief review of current goals. This is intended to help you decide if these goals should continue to be the focus of improvement efforts. To analyze the progress of current goals and look for any gaps in performance, the committee should use a variety of data. **Schools with identified underperforming student groups must analyze data about these groups, including but not limited to: assessment, attendance, and behavior**. **All** schools are required to consider the needs of exceptional learners (special education and high ability) using data to assess their progress.

Review current goals using data referenced above. Current goals may need to be modified based on your findings. This is done in the Goals section.

Goal 1   Measurable outcome met?   **Yes   No**

Aspire Charter Academy will increase student proficiency in ELA and Math. Aspire Charter Academy will achieve 43% in ELA and 34% in Math overall proficiency, while increasing the school's proficiency rate to 38% by 2025-2026.

  If the goal was met, how will the school further improve or sustain this level of performance?

If the goal was not met, should the school continue to work toward this goal?   **Yes   No**
If the goal was not met and it will continue to be a goal, conduct a root cause analysis to determine why (see Section C).

Goal 2   Measurable outcome met?   **Yes   No**

   Aspire students with IEPs will average a 100% rate of growth from Fall to Spring as measured by the ELA NWEA for the 2023-2024 school year. By 2025-2026 students with IEPs will average a 120% rate of growth.

If the goal was met, how will the school further improve or sustain this level of performance?

If the goal was not met, should the school continue to work toward this goal?   **Yes   No**
If the goal was not met and it will continue to be a goal, conduct a root cause analysis to determine why (see Section C).

Goal 3   Measurable outcome met?   **Yes   No**

   Aspire Charter Academy will reduce chronic absenteeism rate by 8% by the end of the 2025-2026 school year.

If the goal was met, how will the school further improve or sustain this level of performance?

If the goal was not met, should the school continue to work toward this goal?   **Yes   No**
If the goal was not met and it will continue to be a goal, conduct a root cause analysis to determine why (see Section C).

SECTION C: Analysis

Step 1: Conduct a Gap Analysis

A Gap Analysis is a procedure for determining needs by highlighting differences between a school's desired performance and its actual performance. Data about the school's current performance should drive discussions about these differences.

In Sections A and B, the committee analyzed the school's performance in a number of areas. This included core elements of the school and current school goals. For the first column the committee should consider two questions:

1) Are our current goals still areas where improvement is needed immediately?

2) What concerns did we find when studying the core elements that might be serious enough to need improvement immediately?

Now the committee will conduct a Gap Analysis to identify the most significant barriers to the school's success.

Here's an **example** of how a committee member might explain the gap analysis process:

During our discussion about the core elements we felt student misbehavior has gotten worse. If that's the case, it is counter to what we believe. We

are committed to providing all students with a safe and disciplined learning environment. We want to find out if discipline is a real problem based on data. We'll state our commitment about a safe environment in the 1st column. It is not a current goal, so we'll put "No" in the 2nd column. We'll collect discipline data and summarize our findings in the 3rd column. We'll compare what we're committed to regarding student safety with what the data shows. We'll state our finding in the 4th column. If there is a significant difference between what we are committed to and what is actually happening, we'll consider this a gap and put a check in the 5th column. Lastly, we'll compare this with other gaps we found on this chart. We'll prioritize these in the final (6th) column (rank your priorities).

| 1	2	3	4	5	6
Desired Performance Indicators Based on Prioritized Goals/Characteristics	**Current Goal**	**Actual Performance Based on School Data**	**Brief Description Comparing Current Performance to Desired Performance**	**Gap**	**Priority**
A safe and disciplined school environment provides an education-al atmosphere conducive to learning and personal well-being.	*No*	*In-school suspensions increased 15% over the last 2 years. Suspensions & expulsions increased 8% & 4% re-respectively. Survey: 45% of students do not feel safe at school.*	*We are committed to a learning environment that ensures safety and well-being for all. Data indicates that students do not feel safe and that suspensions and expulsions have increased.*	**X**	*1*

There is no requirement for the number of performance indicators you investigate. **Schools with identified underperforming student groups must include a desired performance indicator relevant to each of these groups.**

GAP ANALYSIS TEMPLATE

Desired Performance Based on Prioritized Goals/Characteristics	Part of the Current Goal?	Actual Performance Based on School Data	Brief Description Comparing Current Performance to Desired Performance	Gap	Priority
An effective school has a safe and disciplined school environment. This type of environment encourages students to make good choices and follow the behavior expectations of the school.	**Yes** No	Our data reveals that our suspension rate has increased over the last year. We had 181 days of out of school suspension for students in the 22-23 school year.	We are committed to decreasing the number of suspensions which has a direct impact on student achievement and attendance. Our goal is to decrease our suspension rate 50% over the next three years. The social and emotional needs of our students had a direct impact on our suspensions. There were several level 6 infractions that contributed to the high number of days out. In addition we will utilize a school based matrix for discipline based on the level of infraction.	X	1
An effective school has regular attendance (93% or higher) in order to increase student achievement.	**Yes** No	The current attendance reflects that 34.7% of K-8 students are not attending school on a regular basis.	We are committed to increasing our attendance to ensure that all students achieve growth in reading and math. By the 2025-2026 school year our daily attendance rate will be 93%. Our attendance rate took a slight decline from last school year. Last year, at this time our daily attendance rate was 91.3%. Our average daily percentage rate, to date, is 91. 1%.	x	2
In an effective school, diverse learners achieve at high levels regardless of their academic deficiencies.	**Yes** No	Our current proficiency rate for ELA is 28% and 19 % for Math. This percentage rate is for the whole student population of Aspire Charter	It is our desire for our diverse learners to demonstrate growth in ELA and Math. We are committed to closing gaps and moving towards proficiency with training teachers and providing intense intervention to our	X	3

		Academy. . The current data reflects that 0.2% of our students with IEPs were proficient on ILEARN in ELA and 0% proficient in Math.	scholars.		
In an effective school, teacher performance affects student achievement.	<mark>Yes</mark> No	Currently we have three teachers listed in the 2 categories of the 9 box rating system and 1 teacher listed in the 1 category.	During the 2023-2024 school year at least 50% of the lower category teachers will improve to move upward on the 9 box.		4
	Yes No				
	Yes No				

List the top 3 or 4 on the next page in the column, *Identified Priorities from Previous Chart*.
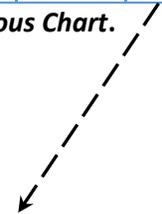
Step 2: Conduct Root Cause Analyses

Based on review of data from the Gap Analysis, **list at least 3 priorities where improvement is needed immediately in the chart below.** Schools classified at TSI/ATSI should consider priorities pertaining to the underperforming groups for which they have been identified.

Determine the root cause(s), or underlying cause(s), for the gaps in the prioritized areas.
A Root Cause Analysis is a process for determining underlying causes for problems. The recommended tool for this is 5-Whys. An illustration of this process is found **HERE**. Although conducting a root cause analysis is required, schools may use any recognized method/tool of their choice. CSI and TSI/ATSI schools must attach documentation of their root cause analysis (e.g. Word/Google document, pdf, photo of wall chart, etc.).

Identified Priorities from Previous Chart	List Root Cause(s)
See Link ➡	*Root Cause Analysis*
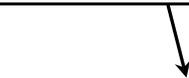
Write your Goal(s) from these.   *Develop strategies from these.*

SECTION D: School Improvement Plan and Professional Development Plan

The school improvement and professional development plans are developed once immediate needs are identified. The plans are developed from these needs and are the filter through which most decisions are made. The school improvement plan and professional development plan drive all aspects of continuous improvement efforts for the school.

1.   Develop school improvement plan goals from the identified priorities. Based on your review of data, goals may be:
     a.   A continuation of existing goals and/or

b.   New goals, based on areas where improvement is needed immediately.

2.   Develop a professional development plan, basing professional development goals on:

      a.   Strategies in the school improvement plan;

      b.   Other areas, apart from the improvement plan, where professional development is a priority.

3.   Identity and note possible funding sources from local, state, and federal resources that may support the plan(s).

Possible Funding Sources		
Title IA Title II Title III Title IV School Improvement (SIG)	McKinney-Vento High Ability Early Literacy Twenty-first Century After School Program Rural and Low-Income Schools Program	General funds Head Start

School Improvement Plan

Using the Goal Template

Goals

Are a result of identified priorities (where improvement is needed immediately)

Are based on a 3-year plan, starting with the current year (Goal 1) and followed by succeeding years ("Yr 2" and "Yr 3").

Evidence-Based Strategy

A strategy is a specific plan of action to accomplish a goal. Strategies must be supported by evidence considered to be strong or moderate. Find

out about evidence-based interventions HERE. In the school improvement plan, check if professional development is needed to successfully implement the strategy. These activities may be replicated and expanded on in the professional development plan.

Strategy Action Steps

Action steps are specific actions necessary to implement a strategy. In the template, schools may have more or less than four (4) action steps. Space is provided for four. Add additional steps if needed.

GOAL 1	By Spring 2022, 70% of students in grades 6-8 who are identified as in need of special education services in mathematics, will demonstrate mathematical proficiency as measured by the ILEARN assessment.			
Data Checkpoints (dates)	**November 1**	**February 15**	**May 25**	
Evidence at Checkpoints	Math scores on interim test	Math scores on interim test	Math scores on interim test	
Evidence-Based Strategy 1	Implemented blended instructional models in mathematics classes in grades 5-8. Bottge, Brian A., et al. "Effects of Blended Instructional Models on Math Performance." *Exceptional Children,* vol. 8, no. 4, June 2014, pp. 423-437., doi: 10,1177/0014402914527240.			PD Needed: <mark>Yes</mark> No *(Highlight)*
Strategy Action Steps	**Required Activity**	**Start/End Dates**	**Person(s) Responsible**	**Evidence of Success**
Action Step 1	Conduct on-going, job-embedded training for teachers and instructional support staff.	August 2021- May 2020	Leadership Team, Math Department Chairs	85% of teachers implemented blended instructional model lessons as determined by information from observations by coaches and the administrator.
Yr. 2 Measurable Objective	By Spring 2023, 74% of students in grades 6-8 who are identified as in need of special education services in mathematics, will demonstrate mathematical proficiency as measured by the ILEARN assessment.			
Yr. 3 Measurable Objective	By Spring 2024, 79% of students in grades 6-8 who are identified as in need of special education services in mathematics, will demonstrate mathematical proficiency as measured by the ILEARN assessment.			

OPTION: As an option to the Goal Template format below, you may use the CNA/SIP Planning Calendar.

AFTER BEGINNING WORK ON THE CALENDAR,save and paste LINK TO YOUR CNA/SIP PLANNING CALENDAR HERE TO ACCESS IT FROM HERE IN THE FUTURE>

IF YOU WISH TO CONTINUE USING THE FORMAT IN THIS TEMPLATE, CONTINUE ON THE NEXT PAGE.

CURRENT YEAR GOAL 1	Aspire Charter Academy will increase student proficiency in ELA and Math. Aspire Charter Academy will achieve 33% in ELA and 24 % in Math overall proficiency, while increasing the school's proficiency rate to 26% by 2023-2024			
Data Checkpoints (dates)	Interim 1 (November & December)	Interim 2 (January & March)	Interim 3 (April)	State Test Assessment
Evidence at Checkpoints	Scores on Interim Test	Score on Interim Test	Score on Interim Test	State Assessment data
Evidence- Based Strategy 1 (must cite study)	Implementation of Science of Reading.			**PD Needed:** <mark>Yes</mark> No
Strategy Action Steps	**Required Activity**	**Start/End Dates**	**Person(s) Responsible**	**Evidence of Success**
Action Step 1	Conduct on-going, content embedded professional development in differentiated training and universal learning design for teachers and instructional support staff.	August 2023-2026	Leadership Team	100 % of teachers will implement the science of reading instructional model lessons as determined by information from observations by coaches and the administrator.
Action Step 2	Data Dive will identify students that scored 3.0 and higher & 2.5 and lower to develop next steps for instruction.	Quarterly	Teacher, Students, & Dean	Students will score 3.0 or higher on the Math and ELA interim.
Action Step 3	Walkthroughs to support teachers and staff with	Weekly	Administration Team	Effective rating for staff in the categories of teaching,

	implementation			planning and assessing as noted on the NHA Classroom Framework.
Action Step 4				
Strategy 2 (must reference source)	Implementation of cognitive based math strategies (Math Stories, Dreambox, Bridges Intervention & Illustrative math) K-8.			**PD Needed:** <mark>Yes</mark> No
Strategy Action Steps	**Required Activity**	**Start/End Dates**	**Person(s) Responsible**	**Evidence of Success**
Action Step 1	Conduct on-going, job-embedded training for teachers and instructional support staff.	Quarterly	Leadership Team	100 % of teachers will implement cognitive based math instructional model lessons as determined by information from observations by coaches and the administrator.
Action Step 2	Data Dive will identify students that scored 3.0 and higher & 2.5 and lower to develop next steps for instruction.	Quarterly	Teacher, Students, & Dean	Students will score 3.0 or higher on the Math and interim.
Action Step 3	Walkthroughs to support teachers and staff with implementation.	Weekly	Administration Team	Effective rating for staff in the categories of teaching and assessing as noted on the NHA Classroom Framework.
Action Step 4				
Strategy 3 (must reference source)	Implementation of daily reading intervention and Lexia in grade K-8.			**PD Needed:** <mark>Yes</mark> No

Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
Action Step 1	Conduct on-going, job-embedded training for teachers and instructional support staff.	August 2023-June 2026	Dean Ross and Dean Pratt	100% of intervention support staff will implement daily reading intervention determined by observations from the administration team.
Action Step 2	Data Dive will identify students that did and did not meet their reading goal to develop next steps for instruction.	Bi-Weekly (Progress Monitoring) Benchmarking (F, W, S)	Teacher, Interventionists, Students & Dean	Student's individual words/sounds per minute goal being met.
Action Step 3	Walkthroughs to support teachers and staff with implementation.	Weekly	Administration Team	Effective rating for staff in the categories of teaching and assessing as noted on the NHA Classroom Framework.

This Goal for Year 2	Aspire Charter Academy will increase student proficiency in ELA and Math. Aspire Charter Academy will achieve 38% in ELA and 29 % in Math overall proficiency, while increasing the school's proficiency rate to 33 % by 2024-2025.
This Goal for Year 3	Aspire Charter Academy will increase student proficiency in ELA and Math. Aspire Charter Academy will achieve 43% in ELA and 34 % in Math overall proficiency, while increasing the school's proficiency rate to 38% by 2025-2026.

CURRENT YEAR GOAL 2	Aspire students with IEPs will average a 100% rate of growth from Fall to Spring as measured by the ELA NWEA for the 2023-2024 SY.			
Data Checkpoints (dates)	November	February	May	
Evidence at Checkpoints	Interim 1 (November & December)	Interim 2 (January & March)	Math and ELA scores on the NWEA (F, W, S)	
Evidence- Based Strategy 1 (must cite study)	**Differentiated instruction of ELA and Math using scaffolding strategies.**			PD Needed: <mark>Yes</mark> No
Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
Action Step 1	Conduct on-going, job-embedded training focusing on differentiated instruction and Universal design for learning in order to support teachers and instructional support staff.	August 2023-June 2026	Director of Special Education, Dean of Special Education	Implement core curricular instructional model lessons as determined by information from observations by coaches and the administrator.
Action Step 2	NWEA data dive will identify students who scored below grade level.	Fall, Winter, and Spring	Teachers, paraprofessionals, students	Implement individualized student plans based on Lexia and NWEA individual plans
Action Step 3	Addressing unique learning styles and abilities to access the curriculum.	Weekly	Teachers, paraprofessionals	Weekly Progress Monitoring and Administration observations
Action Step 4	Walkthroughs to support teachers and staff with implementation and	Weekly	Administration Team	Effective rating for staff in the categories of teaching and assessing as noted on

	modeling instruction.			the NHA Classroom Framework.
Strategy 2 (must reference source)	**Implementation of reading intervention with the diverse learner population.**			**PD Needed:** <mark>Yes</mark> No
Strategy Action Steps	**Required Activity**	**Start/End Dates**	**Person(s) Responsible**	**Evidence of Success**
Action Step 1	Conduct on-going, job-embedded training for teachers and instructional support staff.	August 2023-June 2026	Dean	100% of intervention support staff will implement daily reading intervention determined by observations from the administration team.
Action Step 2	Data Dive will identify students that did and did not meet their reading goal to develop next steps for instruction.	Bi-Weekly (Progress Monitoring) Benchmarking (F, W, S)	Teacher, Interventionists, Students & Dean	Student's individual words per minute goal being met.
Action Step 3	Walkthroughs to support teachers and staff with implementation.	Weekly	Administration Team	Effective rating for staff in the categories of teaching and assessing as noted on the NHA Classroom Framework.
Action Step 4				
This Goal for Year 2	Aspire students with IEPs will average a 110% rate of growth from Fall to Spring as measured by the ELA NWEA for the 2024-2025 school year.			
This Goal for Year 3	Aspire students with IEPs will average a 120% rate of growth from Fall to Spring as measured by the ELA NWEA for the 2025-2026 school year.			

CURRENT YEAR GOAL 3	Aspire Charter Academy will reduce chronic absenteeism rate by ==4%== by the end of the 2023-2024 school year.			
Data Checkpoints (dates)	Ongoing Weekly Checkpoints			
Evidence at Checkpoints	==93%== daily attendance rate			
Evidence- Based Strategy 1 (must cite study)	Aspire Charter Academy formed an attendance team: Principal, Teachers, Paraprofessional, ABSS, Registrar and Parent Liaison.		**PD Needed: Yes No**	
Strategy Action Steps	**Required Activity**	**Start/End Dates**	**Person(s) Responsible**	**Evidence of Success**
Action Step 1	Conduct a weekly attendance check for each class.	September 30, 2023 - June 2026	Administration Team, Attendance Team & Committee, Office Administrator, and Attendance Liaison	Classes with 95% or higher weekly attendance.
Action Step 2	Communities in School Partnership with a focus on wraparound services to support student needs outside of academics.	March 2023-June 2026	CIS Site Coordinator, Administration Team, Parent Family Liaison & School Social Worker	==35%== of the students will be removed from the chronic absenteeism list.
Action Step 3	Attendance data dive will identify students with chronic absence issues.	Monthly	Administration Team, Attendance Team & Committee, Office Administrator,	The chronic absenteeism rate will be reduced monthly.

	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
Action Step 4	Promote shared accountability and continuous improvement through home visits and parent communication.	Ongoing	Attendance Committee, Parent Liaison, ABSS	Increased attendance daily percentage and reduction in the chronic absenteeism rate.
Strategy 2 (must reference source)	Conduct on-going, job-embedded training for teachers and instructional support staff focusing on chronic absenteeism.			**PD Needed:** <mark>Yes</mark> No
Strategy Action Steps	**Required Activity**	**Start/End Dates**	**Person(s) Responsible**	**Evidence of Success**
Action Step 1	Provide personalized early outreach for students with chronic absence issues.	Quarterly	All staff	Decrease in chronic absenteeism rate. Increase in daily attendance rate.
Action Step 2	Develop responses to student barriers for attending school on a regular basis.	Quarterly	All Staff	Decrease in chronic absenteeism rate. Increase in daily attendance rate.
Action Step 3	Chronic Absenteeism Plan	First Quarter of School	All Staff	Decrease in chronic absenteeism rate. Increase in daily attendance rate.
Action Step 4	Communities in School Partnership with a focus on wraparound services to support student needs outside of academics.	March 2023 - June 2026	CIS Site Coordinator, Administration Team, Parent Family Liaison & School Social Worker	Decrease in chronic absenteeism rate. Increase in daily attendance rate.
This Goal for Year 2	Aspire Charter Academy will reduce chronic absenteeism rate by <mark>6%</mark> by the end of the 2024-2025 school year.			
This Goal for Year 3	Aspire Charter Academy will reduce chronic absenteeism rate by <mark>8%</mark> by the end of the 2025-2026 school year.			

Professional Development Plan

Professional development and training are not the same. Training involves a short-term goal that has an immediate impact on some aspect of a job, such as learning to use an on-line gradebook or attendance program. Professional development is career focused, and impacts a worker's effectiveness in performance. Development occurs over time and requires job-embedded coaching and collaboration.

Write professional development goals below. These should connect with and support the school improvement plan.

Professional Development Goal 1	Improve student learning and outcomes by using research based strategies to deliver professional development which leads to more engaged students, better grades, better scores on standardized tests, and overall improvement in school performance and ratings.	**Linked SIP Goals** <mark>Yes</mark> No
Possible Funding Source(s)	General Funds, Title I, Title II	
Evidence of Impact	Application of new methods and/or materials exhibited through unit plans, instructional materials, video of lessons, observations by supervisor and/or mentor.	

Plan for coaching and support during the learning process:

Administration will provide weekly coaching sessions for staff. Coaching will include but not limited to lesson planning, classroom culture, implementation of curriculum, instructional, assessment strategies and data dives.

How will effectiveness be sustained over time?

Aspire Charter Academy will maintain growth at the ==75th percentile== over the next three years to the ==2025-2026== school year while also increasing the school's proficiency rate to ==38%== by ==2025-2026.==

Professional Development Goal 2	Professional learning to improve evidence-based and high-leverage practices for students with disabilities in all instructional settings.	**Linked SIP Goals** <mark>Yes</mark>　No
Possible Funding Source(s)	General Funds	
Evidence of Impact	Expanding staff learning opportunities to diverse, exceptional learners and At-Risk students. To enable all students to achieve success from balanced literacy and instruction in all content areas. Provide ongoing, current training that promote and develop programs that support students' diverse learning, cultural, educational, social, behavioral, and safety needs. Provide support for our population of students with disabilities.	

Plan for coaching and support during the learning process:

Administration will provide weekly coaching sessions for staff. Coaching will include but not limited to lesson planning, classroom culture, implementation of curriculum, instructional/assessment strategies and data dives.

How will effectiveness be sustained over time?

Effectiveness will be sustained over time by measuring educator effectiveness using the classroom framework rubric and measuring student growth on state mandated assessments.

Professional Development Goal 3	Staff will participate in professional development to reduce chronic absenteeism and improve student attendance. Staff will continue to implement multi-tiered systems of support for students' attendance needs. This involves weekly monitoring, group support and mentoring for identified students.	Linked SIP Goals Yes No
Possible Funding Source(s)	General funds	
Evidence of Impact	Over the next 3 years, Aspire Charter Academy will maintain an annual attendance rate of no less than 96%.	

Plan for coaching and support during the learning process:
The attendance committee, attendance liaison, and leadership team will conduct a school practice self assessment within the team to develop the student absenteeism plan.

The staff will also routinely unpack, analyze and utilize data to inform action.
Organize a systemic school wide response and policy/practice improvement.
Promote shared accountability and continuous improvement.

How will effectiveness be sustained over time?

Effectiveness will be sustained over time by utilizing the attendance committee to continue encouraging students to come to school everyday.
Sustainment strategies are the following:
- Meeting with parents to discuss the attendance per NHA. (back to school night, open house, title 1 meetings, parent/teacher conferences and school messenger.
- Offer before and after school programs.
- Create bulletin boards, banners and posters that reflect attendance messaging and pictures of students who attend school at least 96% of the school year.
- Call students when they miss school and welcome them back when they return.
- Create friendly competition among classrooms, offering raffles, parties, dress down days and other incentives.
- Recognize students and parents at assemblies for good attendance and in our school newsletter.
- Engage neighborhood businesses in promoting good attendance through donations.
- Partner with Truancy Courts