School Name: Andrew J Brown Academy

School Number: 9615

Street Address: 3600 N German Church Rd

City: Indianapolis

Zip Code: 46235

COMPREHENSIVE NEEDS ASSESSMENT/SCHOOL IMPROVEMENT PLAN

For implementation during the following years: 2019-2022, <mark>2020-2023</mark>, 2021-2024, 2022-2025 (<mark>Highlight</mark> implementation years)

----------------------- **CONTACT INFORMATION** -----------------------

Principal: Phobie Perkins
Telephone: 317-891-0730   Email: 49.pperkins@nhaschools.com

Superintendent: Staci Bennett
Telephone: 317-891-0730   Email: sbennett@nhaschools.com

Contact for Grants: Nicole Neuman
Telephone: 616-929-1082   Email: nneuman@nhaschools.com

Read all the way 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 designation under ESSA

Who is <u>required to submit</u> a school improvement plan (<u>SIP</u>)? **All public and private schools**
Who is <u>required to submit</u> a comprehensive needs assessment (<u>CNA</u>)? **Schools that receive Title I funds <u>AND</u> schools classified as TSI, ATSI, and/or CSI**
Who is <u>required to use</u> the Indiana Department of Education's <u>SIP template</u>? **Schools classified as TSI, ATSI and/or CSI**
Who is <u>required to use</u> the Indiana Department of Education's <u>CNA template</u>? **Schools classified as CSI**

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 only) Underperforming student groups identified by the federal government: (highlight all that apply) **ELA, Math, Attend., Grad., Spec. Ed., ELL, Free/Red., Hisp., Black, White, Multi-Racial, Asian, Am. Indian/AK Nat., Native HI/Other Pac. Is.**	
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 comprised 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 sub-committees to focus on prioritized areas such as language arts, math, attendance, etc. Indicate this in the "CNA/SIP Sub-committee(s) column below. To be sure the needs of each underperforming student group are addressed, **schools classified as TSI or ATSI must have a sub-committee 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 Sub-committee(s)
Sample: *Alma Smith*	*Teacher*	*CNA,SIP, BOTH*	*ELA, Black, Spec. Ed.*
Staci Bennett	Superintendent	**CNA, SIP, Both**	
Kristin Young	Dean	**CNA, SIP, Both**	
Terri McLucas	Dean	**CNA, SIP, Both**	
Marquita Robinson	Parent	**CNA, SIP, Both**	
Kryslyn Swain	Teacher	**CNA, SIP, Both**	
Dawn Snorden	Paraprofessional	**CNA, SIP, Both**	
Thomas Brown	Board Member	**CNA, SIP, Both**	
Johani Johnson	Wellness Committee Member	**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:
To better
educate more
students

School Vision:
To better
educate more
students

District Mission:

AJB will…

· provide students with a challenging academic program.

· develop students' abilities to master fundamental academic skills.

· increase academic achievement.

· instill a sense of family, community, and leadership within our students.

School Mission:
   AJB will…

· provide students with a challenging academic program.

· develop students' abilities to master fundamental academic skills.

· increase academic achievement.

· instill a sense of family, community, and leadership within our students.

District Goals:

Does the school's vision support the district's vision?   Yes   No
Does the school's mission support the district's mission?   Yes   No
Does the school's mission and vision support district goals?   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?

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. 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. 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 essential 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.

Subject/Course	Grades	Resource Name	Aligned to IAS	Tier (highlight all that apply)	Rationale for Resource Use	Continue Use?	X
Sample: *Reading*	*1-6*	*ABC Reading is Fun*	*Yes*	*Tier 1, 2, 3*	*Textbook and readers are core component of reading 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	
Math	K-8	DreamBox	Yes No	Tier 1, 2, 3	Intervention program that adapts to each child based in their independent	Yes No	

					progress and provides parents and teachers in-the-moment data for academic growth.		
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	
Science	3-8	STEMscopes	Yes No	Tier 1, 2, 3	Digital and hands-on tool for science instruction	Yes No	
Reading	3-8	Reading Mastery	Yes No	Tier 1, 2, 3	Research based supplemental reading program intended to build students foundational reading skills in fluency, comprehension, vocabulary, and spelling.	Yes No	
Reading	K-8	Corrective Reading	Yes No	Tier 1, 2, 3	Research based supplemental reading program intended to build students foundational reading skills in fluency, comprehension, vocabulary, and spelling.	Yes No	
Reading	K-8	NHA ELA Curriculum	Yes No	Tier 1, 2, 3	This program is based around Balanced Literacy and has the components of guided reading, word works, close reading, graphic organizers, and structured literature.	Yes No	
Reading	K-8	Lexia	Yes No	Tier 1, 2, 3	Research based instruction that is rigorous and personalized to build skills for student reading development..	Yes No	
Reading		Haggerty	Yes No	Tier 1, 2, 3	Research based supplemental reading program intended to build students foundational reading skills in fluency.	Yes No	

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

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

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

The public may view the school's curriculum on Andrew J Brown Academy's website, https://www.nhaschools.com/schools/andrew-j-brown-academy/en/academics

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.

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 illustrating 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	

Commented [1]: school to answer

Commented [2]: @49.jhill@nhaschools.com @49.ccummings@nhaschools.com I'm not super familiar with this other than coordinating our Head Start MOU, can you explain why this is "no" please?

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.

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 mastering 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;
- 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 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), the frequency with which these are administered, and a brief rationale for their use. To find out more about formative, interim, and summative assessments, click **HERE**. 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	Type and Rationale for Use	Continue Use		X
Numeracy Assessment (Math)	K-2	3 times/year	Benchmark; Provides a summative assessment of standards taught up to that point	Yes	No	
Interim Assessment (Math)	3-8	3 times/year	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; Assess student mastery of current unit standards following instruction	Yes	No	
Unit Quizzes (Math)	K-8	2-4 throughout each unit of instruction	Common Formative; Assess student understanding of key concepts throughout the unit	Yes	No	
Daily Exit Ticket (Math)	K-8	Daily	Common Formative; Assess student understanding of key concepts throughout the unit	Yes	No	
IN State Testing Mock Test (Social Studies)	5	Other	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	
Interim Assessment (Reading)	2-8	1 time/year for grade 2, 3 times/year for grades 3-8	Benchmark; Provides a summative assessment of standards taught up to that point	Yes	No	
Weekly Assessments (Reading)	K-8	Weekly	Common Formative; Assess student understanding of key concepts throughout the unit	Yes	No	
Daily Exit Tickets	K-8	Daily	Common Formative; Assess student understanding of key concepts throughout the unit	Yes	No	
aimswebPlus	K-2	3 times/year	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	

	Yes/No	X
Locally created assessments are reviewed and revised regularly to ensure priority standards are being measured at the appropriate levels of depth and rigor.	<mark>Yes</mark> No	

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 invention 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.

Best Practice/Requirements Self-Check	Yes/No	X
The school has a process for integrating technology into the instructional program to promote learning.	<mark>Yes</mark> No	
A plan is in place to provide in-service training in the use of technology.	<mark>Yes</mark> No	
Protocols and criteria are used to review and select technology hardware, software, and instructional programs.	<mark>Yes</mark> No	
There are established procedures for maintaining technology equipment.	<mark>Yes</mark> No	
Sufficient infrastructure exists to support instructional, assessment, and operational needs.	<mark>Yes</mark> 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	<mark>Career Day/Fair or Community Day</mark>
Career Simulation (JA/Biztown, etc.)	Career-focused clubs (Robotics, agricultural garden, STEM, etc.)
<mark>Career-focused classroom lessons</mark>	Guest speakers
Other	

If "Not currently implementing career exploration activities" was checked 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
<mark>Career-focused classroom lessons</mark>	Job-site tours
<mark>Guest speakers</mark>	<mark>Career Day/Fair or Community Day</mark>
Career-focused clubs (i.e., Robotics, Agriculture Garden, STEM, etc.)	Online career navigation program
Other	

If "Not currently implementing career exploration activities" was checked 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)	
<mark>Not currently implementing career information activities.</mark>	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	
Online career navigation program	
Job shadowing	

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

The school serves grades K-8 only.

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 supports (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	

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.

For our ELL students, our teachers are trained in SIOP and our ELL teachers meet with students daily to increase their language development. For all students, including at risk students, we provide intervention and small group instruction. We also utilize multiple online programs that provide leveled instruction such as Lexia, and DreamBox.

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

Cultural awareness professional development is necessary and will be taking place this school year. How our actions/words can be interpreted by others can be misunderstood because of cultural differences. Our staff is very inclusive but cultural understanding is lacking. We need to become more culturally competent not only among staff but between staff and our families. Our school could be more informed about the LGBTQ community especially in regard to our middle school students.

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

Our reading texts provide a variety of characters and settings that provide cultural familiarity to students. We incorporate learning about different holidays and traditions in our Social Studies classes. We celebrate Hispanic Heritage Month and Black History Month, which provides a plethora of learning and research opportunities for students. Additionally, our moral focus provides character building in areas of self-growth, acceptance, and compassion for others.

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 absent 10% or more of the school year.   Last year: _15% (115)__   Two Years Ago: 19% (157)___   Three Years Ago: _20% (149)__

 What may be contributing to the attendance trend?

 Note: due to COVID, the 2019-20 chronic absenteeism rate is as of March 13, 2020.

Although last year's chronic absenteeism rate was as of March 13, 2020 due to Covid, we are still seeing a downward trend of chronic absenteeism. This is due to our high fidelity from our attendance team. They meet frequently to discuss ways to reduce absences as stated below.

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 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, the school Social Worker, and parents to identify and reduce barriers keeping students from attending school. The school celebrates model attendance, and incentivises 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?

The school has also developed a team approach to support with student attendance, and works closely with classroom teachers, the Student Family Liaison, the school Social Worker, and parents to identify and reduce barriers keeping students from attending

school. The school celebrates model attendance, and incentivises model attendance through attendance recognition and celebrations for students.

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 supports (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 and families are given several surveys throughout the year to provide input. There are opportunities for completion following events, online and through the AJB app.

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

Parents and guardians work very closely with our attendance team to ensure that their scholars maintain satisfactory attendance. Communication from the front office staff to the families is sent via postal mail, shared in documented phone conversations and in one-on-one encounters. Quarterly, there are parent attendance meetings for families with less than satisfactory attendance patterns with guest presenters from the Mayor's office to discuss truancy.

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

We have multiple staff who speak a variety of languages available to assist in translation services for a warm welcome when parents are in the building. When contacting parents individually, we are careful to acknowledge the home language listed in our database. Our School Messenger calls are delivered weekly in English and in Spanish. We ensure that our printed communication is distributed in multiple languages, such as our monthly newsletter, event flyers and building signage. We strive to make everyone feel welcome and appreciated.

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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 newsletter 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 are 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 are 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 provide 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 - Andrew J Brown 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 - Andrew J Brown Academy serves students in grades Kindergarten through eight.

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

Not applicable - Andrew J Brown Academy serves students in grades Kindergarten through eight.

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

Not applicable - Andrew J Brown 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.

Andrew J Brown 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.

Andrew J Brown 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 teachers leaders.

Andrew J Brown 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.

Provide a list of all instructional staff. Include licensure/certification and current class/subject areas being taught. To provide this information, you may include a link, attach the information to this document, or list the information in the table below

Staff Name	Licensure/Certification	Assigned Class/Subject
Gardner, Latahua	Early Childhood Education	Kindergarten
Turner, Jalice	Substitute Permit/Emergency Permit	Kindergarten
Hopkins, Makeeisha	Early Childhood Education	Kindergarten
Buntin, Whitney	Emergency Permit	First Grade
Riley, Jasmine		First Grade
Hunter, Sidney		First Grade
Scott, Ladonna		Second Grade
Thomas, Beverly		Second Grade
Fox, Gail		Second Grade
Sprout, Jennifer		Third Grade
TBD		Third Grade
Washington, Dr. JoAnn		Third Grade

Vishney, Dama		Fourth Grade
Dial, Noah		Fourth Grade
TBD		Fourth Grade
Allicock, Rose		Fifth Grade
TBD		Fifth Grade
TBD		Fifth Grade
Hendricks-Gilbet, Neiko		6th Math
Swain, Kryslyn		6th ELA
Grima, Matthew		6th Science/Social Studies
Hinton, Camille		7th-8th Science
Wilson, Anna		7th-8th ELA
Sandlin, Nathan		7th-8th Math
Jones, John		7th-8th Social Studies
TBD		Self Contained Resource
TBD		K-2 Resource Teacher
Woodard, Gina		3-5 Resource Teacher
Neal, Latoya		6-8 Resource Teacher
Johnson, Johanni		Physical Education
Abou-Afia, Megan		Technology/Media
Lewis, Alex		Music/Band
Hollowell, Khiry		Art
Floyd, Bryson		EL
Escoto, Adrianne		EL
Peacock, Cocoa		EL

Luna, Anna Marie		EL

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.

Andrew J Brown SIP Data: https://drive.google.com/drive/folders/1mpO0CUhkdFmQsoq-8vnKR75r_2bZM1YO?usp=sharing

	General Academic and Schoolwide		WIDA		Special Education		High Ability
X	Statewide Assessments		Individual Learning Plans (ILPs)		IAM Assessment		Aptitude Assessment (e.g. CogAT)
X	Districtwide Assessments		Performance Gap Data		Individual Education Plans (IEPs)		Current High Ability Grant
	Assessment by Student Group		ESL Staff Training	X	Performance Gap Data		Performance Gap Data
	Common Formative Assessments		Service Delivery Model		Special Education Training for Staff		High Ability Training for Staff
	PSAT/SAT/ACT Assessments		Federal (ESSA) Grade for Group		Approved Testing Accommodations		Service Delivery Model
	Dyslexia Screening Data		Current Title III Grant	X	Federal (ESSA) Grade for Group		
	Common Formative Assessments		Parental Involvement		IEP Compliance Report		

X	Attendance Reports – general and by student groups	X	WIDA		Special Education Staff Assignments		
X	Survey of Students, Staff, Parents, and/or Community	**Be sure there is no personally identifiable information for students in any/all linked/uploaded data.**		X	Population Proportionality		
X	Staff Attendance			X	Suspension Subgroup 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**. <u>All</u> <u>schools are required to consider the needs of exceptional learners (special education and high ability) using data to assess their progress</u>.

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**

Based on the results of the ILearn Assessment (2020-2021), students will achieve at least an average of 25% proficiency in ELA and 31% proficiency in Math.

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

If the goal was not met, explain why.
The goal is new as of the 2020-21 school year.

If the goal was not met, should the school continue to work toward this goal?   **Yes**   No

Goal 2   Measurable outcome met?   **Yes**   <mark>No</mark>

Students who have not reached English language proficiency will increase an average of 1 level on WIDA ACCESS from levels 1-3 and .5 levels from levels 4-5

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

If the goal was not met, explain why.
The goal is new for the 2020-21 school year. The reason that we are imposing the new goal is because our ELLs, historically, perform lower in writing on WIDA, which in turn affects their writing scores on the state assessment. They perform lower on WIDA because they lack the academic vocabulary needed to write towards the prompts given in WIDA. Since the students' overall WIDA score has writing weighted at 35% of the total score, this is something that keeps a number of our students from moving into higher levels of mastery as measured by WIDA. This goal was created in collaboration with our charter school authorizer and is aligned with our charter school goal as well.

If the goal was not met, should the school continue to work toward this goal?   <mark>Yes</mark>   **No**

Goal 3   Measurable outcome met?   **Yes**   <mark>No</mark>

Andrew J. Brown will Reduce Student Discipline Referrals resulting in suspension or expulsion by 10%.

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

If the goal was not met, explain why.
The goal is new as of the 2020-21 school year.

If the goal was not met, should the school continue to work toward this goal?   <mark>Yes</mark>   **No**

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 to 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 findings 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 misbehavior resulting in suspensions and expulsions has 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.**

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GAP ANALYSIS TEMPLATE

Desired Performance Indicators Based on Prioritized Goals/Characteristics	Part of Current Goal?	Actual Performance Based on School Data	Brief Description Comparing Current Performance to Desired Performance	Gap	Priority
Based on the results of the ILearn Assessment (2020-2021), students will achieve at least an average of 25% proficiency in ELA and 31% proficiency in Math.	**Yes** No	Andrew J. Brown achieved 23.3% proficiency in ELA and 28.3% in MATH.	Andrew J. Brown achieved 23.3% proficiency in ELA compared to the state average of 47.9%. AJB achieved 28.3% proficiency in MATH compared to the state average of 47.8. Based on the results of ILearn (2020-2021), Andrew J. Brown will achieve at least an average of 25% proficiency in ELA and 31% proficiency in MATH.	X	1
Students who have not reached English language proficiency will increase an average of 1 level on WIDA ACCESS from levels 1-3 and .5 levels from levels 4-5	**Yes** No	For 2019-2020 school year. Students increased. Levels 1-3 0.70 Levels 4-5 0.06	For 2019-2020 school year. Students increased. Levels 1-3 had an average increase of 0.70. Levels 4-5 had an average increase of 0.06. Students who have not reached English language proficiency will increase an average of 1 level on WIDA ACCESS from levels 1-3 and .5 levels from levels 4-5	X	2
Andrew J. Brown will Reduce Student Discipline Referrals resulting in suspension or expulsion by 10%.	**Yes** No	28.3 suspension/expulsions. The total suspension/expulsions for last year were 209 events.	28.3 suspension/expulsions. The total suspension/expulsions for last year were 209 events. Andrew J. Brown will Reduce Student Discipline Referrals resulting in suspension or expulsion by 10%.	X	3

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)
Based on the results of the ILearn Assessment (2020-2021), students will achieve at least an average of 25% proficiency in ELA and 25% proficiency in Math.	*2018-2019 school year ILearn has several tests invalidated due to writing. Students needed to focus on key ideas and lacked academic vocabulary.*
Students who have not reached English language proficiency will increase an average of 1 level on WIDA ACCESS from levels 1-3 and .5 levels from levels 4-5	*2018-2019 school year ILearn has several tests invalidated due to writing. Students needed to focus on key ideas and lacked academic vocabulary.* *This is a new goal for this coming academic year. This has been created due to the EL population growing from 13% roughly five years ago to nearing 50% this year.* *We also felt this important due to the increased ESSA requirements and WIDA being included in the Federal School grade.* *We will look at our strategies of instruction for bilingual students access including our intervention tools, SIOP and hiring more bilingual staff.*
Andrew J. Brown will Reduce Student Discipline Referrals resulting in suspension or expulsion by 10%.	*Data indicates that AJB has a disproportionate suspension/expulsion rate amongst African American male students, especially African American males with Individual Education Plans given data compared to other sub groups. There were 28.3 instances of suspension/expulsions. The total number of level 5 and 6 referrals for all students last year was 209 incidents. We have incorporated the IDI Cultural Awareness program to further gather data to*

	identify/support this analysis.
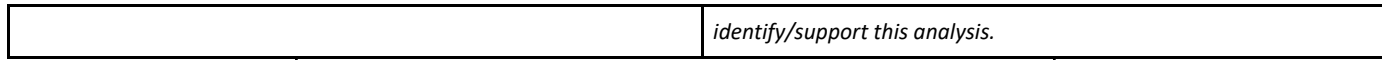
The admin team will continue to monitor classroom and behavior management systems and cycles. Admin will also continue to monitor the implementation of the behave with care system and restorative practices.

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

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.

EXAMPLE: 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: Yes 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 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 2022, 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 2022, 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.			

GOAL 1	Based on the results of the ILearn Assessment (2020-2021), students will achieve at least an average of 25% proficiency in ELA and 31% proficiency in Math.			
Data Checkpoints (dates)	Interim 1	Interim 2	Interim 3	

Evidence at Checkpoints	66% of students in yellow or green.	66% of students in yellow or green.	66% of students in yellow or green.	
Evidence- Based Strategy 1	During 03 and wing meetings, teachers and Deans will analyze data from weekly assessments. How are students making their learning visible to teachers?			PD Needed: Yes No
Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
Action Step 1	Collect weekly assessment data in a data tracker that is accessible to leadership team	September 4, 2020-biweekly	Grade level teachers and leadership team	Data collected in a timely manner
Action Step 2	Data analyzes Meeting: 1. Identify the number of students who represent 66% of each classroom in grades 3-8. 2. Determine the number of students who demonstrated mastery on weekly assessments	September 4, 2020 - Weekly	Grade level teachers and leadership team	At least 66% of the students demonstrate mastery on each assessment
Action Step 3	Determine teacher next steps if the majority of the students did not achieve mastery (re-teach, re-group, tutoring, etc.)	September 4, 2020 - weekly	Grade level teachers and leadership team	Weekly assessments aligned to interim 3
Evidence- Based Strategy 2	How are students making their learning visible to teachers?			PD Needed: Yes No

Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
Action Step 1	Teacher leaders will present exemplars in PLC, wing meetings and staff meetings. Dean or Academic team will videotape lessons to check for student critical thinking mastery.			Probing questions: * reverse gradual release (you do, we do, I do) *Utilization of targeted manipulatives, * gathering student evidence of problem solving technique, *sharing of students problem solving ideas (cognitive inquire) * anchor charts should show students exemplars *shared out notices and wonders.

Evidence- Based Strategy 3	Decode vocabulary with questions and prompts			PD Needed: Yes No
Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success

	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
Action Step 1	Survey teachers on levels of understanding of what this strategy means and consists of.	October 31, 2020	Team One and Academic Team	Survey results - discussed in PLC, wing meetings and 03
Action Step 2	Identify words students would not recognize. Provide explicit instruction on each term utilizing the academic test vocabulary. We will tier the words in			Monthly Academic Vocabulary Tracking Sheet provided to Deans

	matters of importance as it relates to the likely hood of state examinations.			

GOAL 2	Students who have not reached English language proficiency will increase an average of 1 level on WIDA ACCESS from levels 1-3 and .5 levels from levels 4-5			
Data Checkpoints (dates)	by 9/1/20	by September 30, 2020	Mid/Late Fall	
Evidence at Checkpoints	WIDA Screener	Fall NWEA	Interims/Aimsweb	
Evidence- Based Strategy 1	Use WIDA domains levels to group students. ELL Teachers will provide push in and pull out service to ELL students.			PD Needed: Yes No
Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
Action Step 1	Create ILPs and share domain levels with teachers	8/17/20-9/30/20	ELL Team	Can Do reports for each grade level.
Action Step 2	Create Small groups based on WIDA and NWEA	8/28/20 - ongoing	ELL Team	Anecdotal notes/formative assessment
Action Step 3	Participate with Grade Level Data Dives	8/30/20 & 10/30/20	ELL Team	Update small groups based on data.test.mapnwea.org perryela 7686
Action Step 4	Teachers will use SIOP Strategies when planning and implementing lessons	8/30/20 - ongoing	Teaching and Intervention Staff	Formative assessments

Commented [3]: I have made these goals for ELL teachers. If you want them for all teachers I can change it.

Commented [4]: I added teachers as well

Commented [5]: PD for ELL Teachers is not required, but SIOP for new teachers would be beneficial.

Evidence- Based Strategy 2	Scaffolded SIOP Strategies for Teachers and Interventionist			PD Needed: <mark>Yes</mark> No
Strategy Action Steps	**Required Activity**	**Start/End Dates**	**Person(s) Responsible**	**Evidence of Success**
Action Step 1	Dedicate one pillar meeting a month to focusing on one SIOP strategies.	10/1/20- ongoing	Deans & Coaches	Tracked through observation notes.

GOAL 3	Andrew J. Brown will Reduce Student Discipline Referrals resulting in suspension or expulsion by 10%.			
Data Checkpoints (dates)	by 09/30/20	by 1/30/21	by 3/30/21	by 5/30/21
Evidence at Checkpoints	School-wide SLE Behavior Report Review	School-wide SLE Behavior Report Review	School-wide SLE Behavior Report Review	School-wide SLE Behavior Report Review
Evidence- Based Strategy 1	School Team will refine the PLC process for teacher teams, implementing a strategic behavior data analysis weekly, directed by school leadership, to identify student needs and support intervention adjustment.		PD Needed: <mark>Yes</mark> No	
Strategy Action Steps	**Required Activity**	**Start/End Dates**	**Person(s) Responsible**	**Evidence of Success**
Action Step 1	Present & Discuss AJB Disproportionality Plan	09/21/20-09/30/20	Leadership Team	Cameras on and enriched discussion about Disproportionality and what it looks like at AJB
Action Step 2	Train Dispro Team and Teachers on the SRSS Screening Tool & Interventions	9/30/20-12/18/20	Admin, SRSS Screening Specialist, & Dispro Team	Dispro Team & 100% of Classroom Teachers Trained on the Screening Tool

Action Step 3	Discipline Referral Review and Intervention Planning	Weekly- 10/30/20-5/30/21	Grade Level PLC Team Members	Number of Discipline Referrals Decreased by grade level
Action Step 4	Building-wide Monthly Review of School Wide Discipline Data in SLE	Monthly- 10/30/20-5/30/21	Leadership Team	Number of Discipline Referrals Decreased by building compared to same time previous year

Evidence- Based Strategy 2	School team will implement an early screening tool to support early identification and intervention of students with risk for social/emotional needs (SRSS).			PD Needed: ==Yes== No
Strategy Action Steps	**Required Activity**	**Start/End Dates**	**Person(s) Responsible**	**Evidence of Success**
Action Step 1	Dispro Team Trained on the SRSS Screening Tool	9/30/20-10/30/20	Admin & SRSS Screening Specialist	Sign-in sheets for Dispro Team Training Sessions
Action Step 2	Initial Screening of Tier 2 Students	10/30/20-11/30/20	Dispro Team	Tier 2 student Screening Results and Intervention Plans
Action Step 3	100% of Classroom Teachers Trained on the SRSS Screening Tool	11/30/20- 12/18/20	Dispro Team led by Admin	Sign-in sheets for Teacher Training Sessions
Action Step 4	Teachers track and update interventions as needed with support from Dispro Team	12/18/20-05/30/20	Classroom Teachers assisted by Dispro Team	Teachers' Tracking Sheets of Social Emotional Needs and Interventions

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		**Linked SIP Goals** **Yes** No
Possible Funding Source(s)	Title II	
Evidence of Impact		
Plan for coaching and support during the learning process: Continued Data Dives around NWEA, Achieve 3000, iReady and weekly assessments. Leadership will meet with staff during 03's and analyze data for plan for lessons. Continued Data Dives and PLC		
How will effectiveness be sustained over time? Continued coaching and support from Leadership Team and Academic Team. Intentional interventions around data points.		

Professional Development Goal 1A	Decode vocabulary with questions and prompts	Linked SIP Goals **<mark>Yes</mark>** **No**
Possible Funding Source(s)	None Needed	
Evidence of Impact	See increase in writing mastery and scores over time due to the understanding of academic vocabulary.	

Plan for coaching and support during the learning process:
Continued support and coaching from Dean during wing meetings and 03

How will effectiveness be sustained over time?
Continued instruction of tiered academic vocabulary.

Professional Development Goal 2	Scaffolded SIOP Strategies for Teaching and Intervention Staff	Linked SIP Goals **Yes** No
Possible Funding Source(s)	General funds, Title III, NESP	
Evidence of Impact	Students who have not reached English language proficiency will increase an average of 1 level on WIDA ACCESS from levels 1-3 and .5 levels from levels 4-5	

Plan for coaching and support during the learning process:
Showing evidence of SIOP Strategies within the learning env. (IE language objective on white board)
Utilization of bilingual material to establish language issue vs learning issues

How will effectiveness be sustained over time?
Students will increase .5 on WIDA annually.

Professional Development Goal 3	The School Team will refine the PLC process for teacher teams, implementing a strategic behavior data analysis weekly, directed by school leadership, to identify student needs and support intervention adjustment.	**Linked SIP Goals** <mark>Yes</mark> No
Possible Funding Source(s)	None needed	
Evidence of Impact	Rich discussions during regarding data and interventions supports Increase in student data (growth)	

Plan for coaching and support during the learning process:
Pillar meetings will be held to train staff on effective and intentional PLC

How will effectiveness be sustained over time?
Deans will attend PLC and Common Preps to model and explain expectations

Professional Development Goal 3A	School team will implement an early screening tool to support early identification and intervention of students with risk for social/emotional needs (SRSS).	Linked SIP Goals **Yes** No
Possible Funding Source(s)	Sped Budget	
Evidence of Impact	Cameras on and enriched discussion about Disproportionality and what it looks like at AJB Number of Discipline Referrals Decreased by grade level Number of Discipline Referrals Decreased by building compared to same time previous year	

Plan for coaching and support during the learning process:
Train Dispro Team and Teachers on the SRSS Screening Tool & Interventions

How will effectiveness be sustained over time?

Teachers track and update interventions as needed with support from Dispro Team
Building-wide Monthly Review of School Wide Discipline Data in SLE