



Oregon-Davis
Jr./Sr. High School

**Oregon-Davis School
Corporation:
Oregon-Davis Jr-Sr
High School**

**CNA/SIP FINAL
REPORT**

The CNA/SIP final report, conducted by Equitable Education Solutions (EES), is a culmination of multiple proprietary processes engaged in by Oregon-Davis Jr-Sr High School and EES to identify (1) current status of practice (2) identify gaps and their root causes (3) develop a robust plan to move student achievement forward.

VISION OF EXCELLENCE

Desired State of Oregon-Davis Jr-Sr High School

SCHOOL PROFILE

Current State of Oregon-Davis Jr-Sr High School

CORE COMPETENCIES

Area Descriptions & Gap Analysis

APPENDICES

Appendix A – Student Group Data Dashboard

Appendix B – Report Card Analysis

Appendix C – Instructional Investigation

Appendix D – PD Plan & Implementation Roadmap

TABLE OF CONTENTS



EQUITABLE EDUCATION SOLUTIONS
PROMOTING LEARNING FOR ALL STUDENTS

**OREGON-DAVIS JUNIOR-SENIOR HIGH SCHOOL
SCHOOL IMPROVEMENT PLAN
SY 2019-2020**

The following comprehensive needs assessment and school improvement plan was prepared in partnership with *Equitable Education Solutions*. This comprehensive process intends to encompass all Every Student Succeeds Act (ESSA), Indiana Code, and Title I Schoolwide school improvement planning requirements for school year 2019-2020.

Section One: SIP with TSI Designation

The School Improvement Plan must be informed by a Comprehensive Needs Assessment. (*References: Every Student Succeeds Act, Title I Schoolwide Program*)

Ensure the School Improvement Plan and annual review are completed with input from a committee of persons interested in the school, including administrators, teachers, parents, and community leaders. (*References: Indiana Code 20-31-5-1, Every Student Succeeds Act, Title I Schoolwide Program*)

Comprehensive Needs Assessment – School Improvement Plan Committee		
Name	Team Member Role	Stakeholder Representation
Dr. Don Harman	Leadership Team Member	Superintendent
BJ Awald	Leadership Team Member	Counselor/Parent
Drew Carlin	Leadership Team Member	Assistant Principal/Teacher
Jerry Miller	Leadership Team Member	School Administrator/Teacher
Comprehensive Needs Assessment – School Improvement Plan Academic Subgroup Committee		
Name	Team Member Role	Stakeholder Representation
Dr. Don Harman	Leadership Team Member	Superintendent
BJ Awald	Leadership Team Member	Counselor/Parent
Drew Carlin	Leadership Team Member	Assistant Principal/Teacher
Jerry Miller	Leadership Team Member	School Administrator/Teacher
Casey Bodak	Planning Team Member	Teacher
Kerry Bradway	Planning Team Member	Teacher
Alivia Jensen	Planning Team Member	Teacher
Vinny Carrasco	Planning Team Member	Teacher
David Pinkham	Planning Team Member	Teacher
Nathan Werner	Planning Team Member	Teacher
Rhonda Cavinder	Planning Team Member	Teacher
Ron Heningsmith	Planning Team Member	Teacher
Linda Bajgrowicz	Planning Team Member	Teacher
Ryan Myers	Planning Team Member	Teacher
Jim Ash	Planning Team Member	Teacher
Tony Hutchinson	Planning Team Member	Teacher
Sara Wells	Planning Team Member	Teacher
Kristin Kubacki	Planning Team Member	Teacher
LaTasha Cotner	Planning Team Member	Teacher
Kathy Roberts	Planning Team Member	Teacher

Describe how the needs of high-risk students will be addressed through: mental health programs, instructional support and mentoring, and non-academic skill improvement strategies. Describe how Title I funds will be coordinated with other local, state, and federal funding and programs. Describe how the goals and priorities set forth in the school improvement plan will coordinate programs, services, and resources (e.g., violence prevention, nutrition, housing, Head Start, Adult Education, and Career and Technical Education). (*Title I Schoolwide Plan*)

Comprehensive Needs Assessment – School Improvement Plan Social-Emotional Subgroup Committee		
Name	Team Member Role	Group Representation
Dr. Don Harman	Leadership Team Member	Superintendent
BJ Awald	Leadership Team Member	Counselor/Parent

Describe the process for involving stakeholders and how their input was used to develop the (School Improvement) Plan. (Reference: Title I Schoolwide Program)

Describe the key findings from examination of student, teacher, school, and community strengths and needs. (References: Every Student Succeeds Act, Title I Schoolwide Program)

Where necessary, a school should attempt to engage in interviews, focus groups, or surveys, as well as review data on students, educators, and schools to gain a better understanding of the root causes of the identified needs. (References: Every Student Succeeds Act, Title I Schoolwide Program)

Engage a broad range of stakeholders in the Comprehensive Needs Assessment process, such as family members, educators, community partners, and students. (References: Every Student Succeeds Act, Title I Schoolwide Program)

Note specific areas where improvement is immediately needed. (Reference: Indiana Code 511 Indiana Administrative Code 6.2-3, Title I Schoolwide Program)

Teacher Stakeholder Group	Number of Participants: 13
Key Factors from Teacher Inquiry Form	
Strengths	Opportunities for Improvement
<ul style="list-style-type: none"> • Most teachers (10/13) reported agreed or strongly agreed that school safety procedures are implemented consistently and communicated clearly to students, parents and staff • Most teachers (10/13) reported that technology enhances the learning environment • Most teachers (7/13) reported that school improvement initiatives are clearly articulated to staff and consistently supported by the leadership team • Most teachers (8/13) reported that differentiation is a regular classroom practice • Most teachers (8/13) reported knowing about the families of their students • All teachers (13/13) reported that poverty had an impact on their students and most (11/13) identified challenges in the classroom as a result of poverty 	<ul style="list-style-type: none"> • Teachers were divided on whether or not there was clear alignment between curriculum mapping, instruction, and assessments focused on student progression through the academic standards (6 – agree; 4 – neither agree or disagree; 3 – disagree/13 total) • Most teachers did not report that students are actively engaged in their learning and able to communicate learning objectives (6 – neither agree or disagree; 4 disagree/13 total) • Most teachers reported not having scheduled collaboration time to analyze data (4 – neither agree or disagree; 5 – disagree; 1 – strongly disagree) • Teachers were split on whether or not professional development opportunities are beneficial and based on the needs of our staff and students (6 – agree or strongly agree; 6 – neither agree or disagree; 1 disagree) • Teachers were split on whether or not students had a positive relationship with at least one adult in the building (5 – agree; 5 neither agree or disagree; 3 disagree or strongly disagree) • Teachers were split on whether or not staff were aware of the behavioral impacts of poverty and are mindful when discipline issues arise (5 – agree or strongly agree; 5 - neither agree or disagree; 3 – disagree) • Most teachers (7/13) reported not having access to accurate student data to help drive instruction or compare student groups

Student Focus Group	Number of Participants: 10 (grades 7 – 12)
Key Factors from Student Focus Group	
Strengths	Opportunities for Improvement
<p>Middle school (5)</p> <ul style="list-style-type: none"> • Middle school students liked switching classes and liked their teachers • Middle school students liked having more freedom than elementary • Student reported getting to do [projects] in classes – • Middle school students liked to switch classes and be with different groups throughout the day • Soccer is available for middle school • High school students liked smaller school and ability to get to know each other • Classmates live near each other and many are related • Students liked the size of the school, cafeteria food was ok, there are no stairs and the building is easy to navigate • High school students liked their teachers • Students described the school as small, like a family, and good 	<ul style="list-style-type: none"> • Middle school students would like to change the lunch food to include more variety • Middle school students would like a greater variety of sports • High school students noted a high rate of teacher turnover (due to retirements, or moving to other schools) • High school students noted that first time teachers in their first year of practice are noticeably less confident • Students would like a later start time, to keep (favorite) teachers; go back to laptops instead of iPads that are less user-friendly (“wish we had keyboards”)
Educator Focus Group	Number of Participants: 5
Key Factors from Educator Focus Group	
Strengths	Opportunities for Improvement
<ul style="list-style-type: none"> • Really like the autonomy as a teacher (as long standards are being taught, there are no administrators micromanaging daily lessons) • Oregon-Davis has a small community feel and students have lots of relationships with each other (many students are related to each other) • Students mix well at lunch (grades 7-12; • Safety is school priority - Keep students safe and do your best to keep them informed of policies and procedures • There have been no issues with safety to date, but has been a focus of training • We feel like this year we are on the right track, for example, evaluations are happening (long and short before Xmas) [there was a high turnover of administrators in the last school year] 	<ul style="list-style-type: none"> • Would like to have one consistent message, one consistent principal; • There is little or no engagement from students and parents; parents of students who are involved in band, choir, or sports will be involved; community will show up for basketball; community has attended drama club activities • Same handful of parents attend conferences to hear good or bad (don’t want to hear the messy middle) • Open house night – mostly junior high students attend and parents who seem in support of school • Curriculum maps and pacing guide from textbook; maps are not daily; just unit standards curriculum maps don’t translate for new people; training needed (e.g. assessments, daily lesson)

<ul style="list-style-type: none"> • A professional collaboration last year included looking at power standards; it was well-received by staff and very beneficial • Proud of the fact [most] teachers have good connections with students due to small enrollment; there is a good ratio of teachers to students • Proud of being a graduate of Oregon-Davis and coming back to teach • Proud of students who are self-motivated and take pride in accomplishments; • There have been positive changes in students from the start of last year; students have a lot on their minds (outside of school); home lives can be challenging; there are somewhat limited resources for students and families outside of school • Have sensed an increase in the community's awareness of the school (beyond sports); perhaps due to the increase of teachers who are living within the community 	<ul style="list-style-type: none"> • We are a small rural community – poverty is a challenge for most students and families • We are not getting parent involvement because parents are working (industrial and factory work) and don't prioritize school over surviving • We are reactive, not proactive; some teachers behaviors might need to be addressed • Not sure of office procedures; two teachers had two days of orientation plus two days with all staff; plus unofficial mentors; would be good to have two hours of how to be a teacher e.g., how to use phone, where are the refrigerators, etc. • We are not building culture and many new teachers lack of confidence • No current quarterly assessment data now; use PIVOT at other times Lexile scores for reading • How can teachers make math real-world applications? • There does not appear to be consistent discipline among administrators • There is some concern about part-time administrators and the ability to support teachers or discipline consistently • There are too many new initiatives/additional work for teachers • Would like staff meetings to focus on discussion, needs of staff • Would like to see differentiated PD, e.g. levels of curriculum mapping help for teachers at beginning, middle, and finishing stages • Technology – not sure there are clear or consistent expectations for technology use in classrooms; (teachers observed different uses in classes) • Mentoring occurs, kind of on an ad hoc basis; not sure all teachers have clear, common expectations or have common
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	<p>knowledge of the Oregon-Davis community</p> <ul style="list-style-type: none"> • Teachers reported maintenance issues • There are missing relationships that tie the school community together; we would like to create a community within the school (e.g., “We are Bobcats”) for students to feel secure • There is a lot of transiency among our students, but not sure how to deal with it
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Date(s) of Instructional Examination	# of classrooms observed	Analysis of Classroom Examination
August 21, 2019	12	Classroom Examination Analysis is located in Appendix C of the CNA-SIP.

Section Two: SIP with TSI Designation

Vision of Excellence

The Vision of Excellence (VOE) aims to capture the desired state of the school building as it relates to the purpose of the school, aspirations and expectations for students, responsibilities of adults who work in the school, partnerships and collaborations to support the school's continuous improvement, intents and purposes of schoolwide programs and initiatives, and aspirational measures of success.

We are B.O.B.C.A.T.S.

Bringing Our Best Character, Attitude, Teamwork, and Scholarship.

We reinforce self-motivation and positive work ethic.

We empower students to become reflective critical thinkers and problem solvers.

We encourage students to engage in the world around them.

We develop college and career ready skills in every student.

We graduate students who are lifelong learners.

Examine relevant data to understand the most pressing needs of students, educators, and the overall school as well as the potential root causes of these needs. (References: Every Student Succeeds Act, Title I Schoolwide Program)

Current School Profile

The current school profile identifies each building's current educational state.

Vision

Through academic readiness and career development, we strive to teach next generation skills that benefit students and the community

Mission

Our mission is to develop students with strong character and a positive attitude who exhibit personal growth, citizenship, and academic mastery through collaborative, academic, and social opportunities.

Core Curriculum

Curriculum documents are available on a shared Google drive. Updated maps and proficiency scales are available for all courses.

Summative, Interim, and Formative Assessments

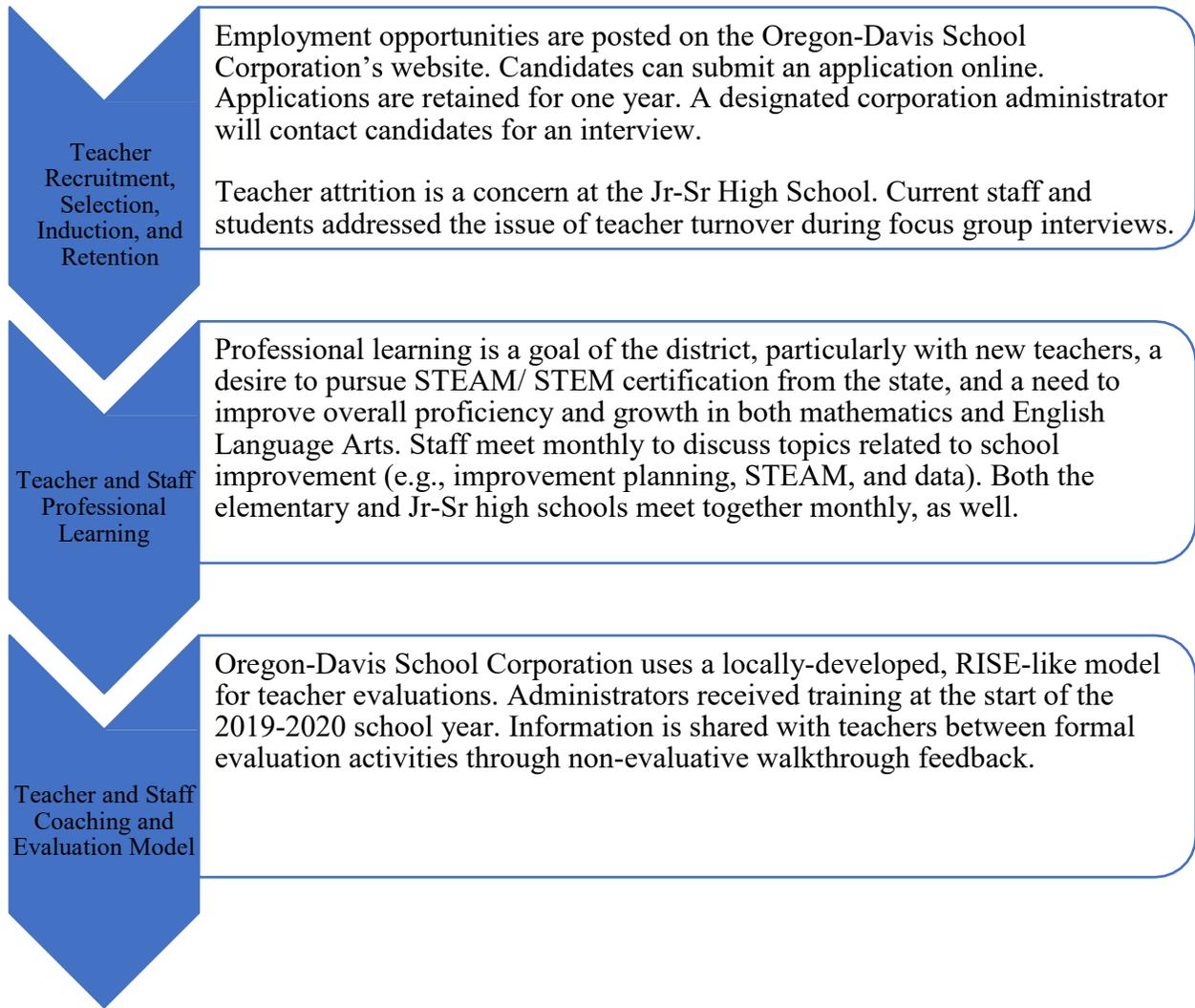
Each course includes its own formative and summative assessments. PIVOT is used schoolwide for interim assessments.

Targeted Academic Programs

Bobcat time is used to intervene or enrich students, based in part on performance on interim benchmark assessments.

Schoolwide Academic Programs

The Oregon-Davis Jr.-Sr. High School provides unique opportunities for our students from a swimming curriculum, an FFA program, agriculture courses, a band program, Advanced Placement (AP) and dual credit courses, a certified lifeguarding course, athletics, and a drama club. Our students also have access to one-to-one devices.





Family and Community Engagement Strategies

Parents are encouraged to discuss and/or help students, but shall not actually do the work for them. Involvement of parents, in supervision of and aiding in assignments, can bring about an understanding by the parents of classroom activities.

If a student is struggling in a class, the teacher will give notification to the parent via e-mail, phone call, or progress report. If there is a parental concern about their child's grade in a class, parents should feel free to contact that teacher to discuss the matter.

Partnerships with our community are vital to our success. We will maintain and/or develop partnerships that promote career and graduation pathways, provide our students with direct experiences with STEM/STEAM professionals, support extracurricular activities such as robotics and engineering clubs, provide internships or apprenticeships, and inspire/inform under-represented students in STEM/STEAM fields.



Community Partnerships

Current School Improvement Strategies/School Overview

Oregon-Davis Jr.-Sr. High School is part of the Oregon-Davis School Corporation located in Hamlet, Indiana (Starke County). The school is a consolidation of Oregon Township and Davis Township. The first graduating class was the class of 1964. After the consolidation, grades 9-12 were held in the Grovertown High School Building and grades 7-8 were held at the former Hamlet High School. The elementary was built in the early 1980s.

The junior-senior high building opened in the spring of 1971 with its first graduating class that May. The building has been renovated twice with the first renovation beginning in 1999. At this time, additional classrooms were added to the back of both the circles. The second renovation began in the spring of 2010 and was a smaller project enlarging existing classrooms. This was when Oregon-Davis became a New Tech High School (project based learning). The architectural design of the high school is two round domes. The folklore in the community is that the school was designed to look similar to the University of Notre Dame's Athletic & Convocation Center.

The community is rural with a strong economy in agriculture. There is only one factory in the community. As such, many of our students are from farm families, are active in organizations like 4-H, and we are starting to see an influx of migrant workers attending our school.

ODJSHS is a technology rich environment which utilizes one-to-one technology. Students are assigned iPads. Teachers are also assigned laptops and teaching classrooms are outfitted with projectors. We also utilize Canvas as a learning management system, wherein teachers catalogue/inventory lessons, activities, and assessments. As a school corporation, we utilize PIVOT Inspect as our formative assessment system to track student data and growth.

Parents have access to a wealth of knowledge about our school via our web site. Here they can find school menus, register for school, and access counseling information. Over the last year and a half, ODJSHS has increased its social media presence via Facebook, which has become a primary source for disseminating information to our parents and the community.

The building consists of grades 7-12. Over half of our students participate in Free/Reduced lunch programs. The majority of students are white (non-Hispanic).

Examine relevant data to understand the most pressing needs of students, educators, and the overall school as well as the potential root causes of these needs. (*References: Every Student Succeeds Act, Title I Schoolwide Program*)
Identify the racial, ethnic, language-minority, cultural, exceptional learning, and socioeconomic groups that are included in the school's student population. (*Reference: Indiana Code 20-31-6*)

A data dashboard which includes student demographics, staff demographics, and student behavior outcomes is located in **Appendix A** of this comprehensive needs assessment – school improvement plan.

A thorough data analysis of student academic outcomes disaggregated by subgroups is located in **Appendix B** of this comprehensive needs assessment – school improvement plan.

Section Three: SIP with TSI Designation

Examine relevant data to understand the most pressing needs of students, educators, and the overall school as well as the potential root causes of these needs. (*References: Every Student Succeeds Act, Title I Schoolwide Program*)

Describe the key findings and outcomes of the Comprehensive Needs Assessment, including but not limited to: the data sources used in the CNA process, a detailed analysis of data from all student subgroups, a summary of priorities that will be addressed in the school improvement plan including priorities that address (1) student achievement in relation to rigorous state academic standards and (2) the needs of those children who are failing or are at-risk of failing to meet the rigorous state academic standards. (*References: Every Student Succeeds Act, Title I Schoolwide Program*)

Focus Area Description #1	<p>In spring 2018, 43.7% of 7th and 8th grade students passed the English Language Arts portion of ISTEP+. Only 16.7% of students passed mathematics.</p> <p>In spring 2018, 56.1% of 10th grade students passed the English Language Arts portion of ISTEP+. Only 24.4% of students passed mathematics. In spring 2019, 48.1% of 10th grade students passed the English Language Arts portion of ISTEP+. No students passed mathematics.</p> <p>Mathematics proficiency is primary area of need as fewer students are consistently passing. However, English Language Arts proficiency is a concern, too, as fewer than half (50%) passed in 2018.</p>
Focus Area Description #2	<p>Based on the cumulative growth data for grades 7, 8, and 10, students are mostly demonstrating low growth (58% of students showed low growth in English Language Arts based on spring 2018 ISTEP+).</p> <p>Based on the cumulative growth data for grades 7, 8, and 10, students are mostly demonstrating low growth (68% of students showed low growth in Mathematics based on spring ISTEP+).</p>
Focus Area Description #3	<p>The graduation rate will improve and maintain at least a 90% rate. In spring 2018, 80% (36/45) of students graduated with either a Core 40 or Honors diploma.</p>
Focus Area of Identified Subgroup #4	<p>In spring 2018, 40% of 7th and 8th grade students who were identified for Free/Reduced lunch passed the English Language Arts portion of ISTEP+. Only 32.4% of students passed mathematics.</p> <p>Based on the cumulative proficiency data for student in grades 7, 8, and 10 who were identified for Free/Reduced lunch, 42.6% passed the English Language Arts portion of the ISTEP+ in spring 2018. Only 8% passed mathematics.</p> <p>Mathematics proficiency is primary area of need for all students including those identified for Free/Reduced lunch. English Language Arts proficiency is a concern, too.</p>

Where necessary, a school should attempt to engage in interviews, focus groups, or surveys, as well as review data on students, educators, and schools to gain a better understanding of the root causes of the identified needs. (*References: Every Student Succeeds Act, Title I Schoolwide Program*)

Note specific areas where improvement is immediately needed. (*References: Indiana Code 20-31-5-4, 511 Indiana Administrative Code 6.2-3, Every Student Succeeds Act*)

511 Indiana Administrative Code 6.2-3, Title I Schoolwide Program, Indiana Code 20-31-6

Core Competency Area Descriptions and Gap Analysis

Describe how the school will maintain a safe and disciplined learning environment for students and teachers. (References: 511 Indiana Administrative Code 6.2-3, Title I Schoolwide Program)

Safe Learning Environment

Prior to the 2016-2017 school year, our school began implementing a school-wide behavior plan. In this plan, we put an emphasis on developing positive relationships with our students. We have a system in place for teachers to nominate students of the month and make positive student referrals. We also provided staff with professional development in student behavior interventions and behavior modification techniques. This training occurred in conjunction with our special education co-op. We saw a reduction in the number of inappropriate behavior referrals during the first year of implementation.

As of 2019-2020 school year, Oregon-Davis Jr/Sr High School needs to work on creating an inclusive environment, where students are known by their first names by staff and just not as a general student. The school needs to create opportunities where students can have a mentor if there is a need so there is someone in the school for a student to connect to during the school day (whether the mentor would be a staff member or an older student).

As of 2019-2020 school year, Oregon-Davis Jr/Sr High School will work towards a multi-tiered behavior support system by beginning the steps of a Staffing System (where staff meet in regards to a behavior concern with a student, so as to design strategies to support the student in the school environment, in and out of the classroom). This system can lead to the staff in developing a tiered behavior support system (Tier 1 = whole classroom behavior support; Tier 2 = small group behavior support; Tier 3 = intensive one-on-one behavior support).

Safety procedures and policies regarding emergencies, severe weather, seclusion and restraint, harassment/bullying, etc., are available in our [school's student handbook](#).

	Benefits of the Current Plan for a Safe Learning Environment	Identified Gaps in the Current Plan for a Safe Learning Environment
Improving ELA and math proficiency	Staff recognize the need for a positive behavior plan that is consistently implemented. Teachers understand the importance of building relationships with students and leveraging relationships to improve student academic outcomes. Safety plans are in place in the case of a crisis situation.	A consistent plan does not yet exist.
Improve ELA and math growth		
Increase and maintain graduation rate		
Improve proficiency for students identified for Free/Reduced lunch		

Describe objectives for the school to achieve that are consistent with state academic standards and include improvement in at least the following areas: Attendance rate; The percentage of students meeting academic standards under the Indiana statewide testing program; and Graduation rate, for a secondary school. (References: 511 Indiana Administrative Code 6.2-3, Title I Schoolwide Program)

System for Attendance Practices		
<p>Student attendance has been under 95% for the past four years. We participate in a countywide initiative to curb truancy called Project Attend. With Project Attend, there are step-by-step instructions on what to do when students have missed a set number of days. This program is in partnership with DCS, local law enforcement, and county district attorney. We utilize our school resource officer to make home visits and check in on students.</p> <ol style="list-style-type: none"> 1. We get a daily attendance from the secretary as to who is or isn't here. It is marked according to codes (UX - unexcused). 2. Teachers may know of attendance issues through Project Attend. 3. We use Bobcats (resource time) to give them any additional help that may be required. <p>Current attendance information is available in our school's student handbook.</p>		
	Benefits of the Current System for Attendance Practices	Identified Gaps in the Current System for Attendance Practices
Improving ELA and math proficiency	There are some data resources and policies in place to address chronic absences.	While information may be available, teacher knowledge is inconsistent and may not be known.
Improve ELA and math growth		
Increase and maintain graduation rate		
Improve proficiency for students identified for Free/Reduced lunch		We need to look more closely at students in this subgroup to identify particular challenges and address more specifically.

Describe the school's curriculum. (References: 511 Indiana Administrative Code 6.2-3, Title I Schoolwide Program)

Curriculum		
<p>Oregon-Davis has worked with Equitable Education Solutions (EES) over the past year to develop curriculum that is both rigorous and aligned with state academic assessment. Curriculum maps are available to all staff. Teachers revise priority standards and maps and create/update proficiency scales and tiered assessments.</p> <p>Intervention is available for our students when needed. The first step an employee takes in academic intervention is to consult a fellow teacher to gain insight into the student. Following this the teacher will have a discussion with the student to set improvement goals for the class term.</p> <ul style="list-style-type: none"> • Vocational programs • Grad Pathways • AP & Dual Credit offerings 		
	Benefits of the Current Plan for Curriculum	Identified Gaps in the Current Plan for Curriculum
Improving ELA and math proficiency	Teachers recognize the importance and need for a strong, viable and guaranteed curriculum that focuses on a set of priority standards that can be progress monitored throughout the school year.	Refinement of curriculum, proficiency scales, and tiered assessment will lend to a stronger system of support for students, providing either intervention or enrichment. Tier I classroom instruction will be enhanced and opportunities to address student needs will be embedded into the core class.
Improve ELA and math growth		
Increase and maintain graduation rate		
Improve proficiency for students identified for Free/Reduced lunch		Data on students in our identified subgroup will identify specific needs for our students.

Describe the assessments that will be used in the school in addition to the statewide testing system. Provide a summary of how student learning data will be analyzed. (References: 511 Indiana Administrative Code 6.2-3, Title I Schoolwide Program)

System for Assessment aligned to Data Analysis		
<p>As current trends suggest, there is a need to address our free and reduced lunch and special education populations, as they both severely underperform on ISTEP+ assessments in Math and English Language Arts. This stands true at all grade levels, 7-12. Overall, however, we have a need to improve our overall ISTEP+ performance in all grade levels in mathematics and English Language Arts.</p>		
	Benefits of the Current Plan for Assessment	Identified Gaps in the Current Plan for Assessment
Improving ELA and math proficiency	<p>Staff understand that interim assessments are meant to monitor students' progress over the course of a school year using PIVOT, give them a chance to experience standardized examples, and help predict scores on state tests. We will be provided this development during monthly PDs and monthly teacher meetings.</p>	<p>The school expects teachers to use formative assessments to inform their teaching. Beyond this, no guidelines or specifics exist. We will be provided with this development during monthly PDs and monthly teacher meetings.</p> <p>Data discussions need to examine student groups such as Free/Reduced lunch to identify specific areas of need.</p>
Improve ELA and math growth		
Increase and maintain graduation rate		
Improve proficiency for students identified for Free/Reduced lunch		

Describe how the school will use instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education. Describe how the school will address the needs of all children, especially the needs of those at risk of not meeting the challenging state academic standards. (References: 511 Indiana Administrative Code 6.2-3, Title I Schoolwide Program)

Instruction		
<p>During the 2016-2017 school year, we implemented close reading strategies across the curriculum. Language arts teachers are committed to completing at least one close read each week, and other content areas at least twice a month. The objective is to have students engage in a regular and consistent activity to develop critical reading skills. We implement BOBCATS time for our junior high students at the end of the day. This time gives us the flexibility to address the needs of our students, focusing on everything from character education activities to enrichment and tutoring activities.</p> <ol style="list-style-type: none"> 1. Student-centered learning 2. “Staffing” Meetings 3. Informal assessments (exit tickets, etc.) 4. STEM activities 		
	Benefits of the Current Plan for Instruction	Identified Gaps in the Current Plan for Instruction
Improving ELA and math proficiency	<p>The culture of the building is positive and student-centered. A cohesive curriculum and engaging, effective instructional strategies has been the focus for over a year.</p>	<p>Staff needs time and support to delve into best instructional practices, particularly those that are engaging for students and address the needs of all learners. New staff need training on such practices such as close reading.</p> <p>The school will embed STEAM activities into current curriculum maps.</p>
Improve ELA and math growth		
Increase and maintain graduation rate		
Improve proficiency for students identified for Free/Reduced lunch		

When developing the SIP, consider methods to improve the cultural competency of the school's teachers, administrators, staff, parents, and students. Incorporate culturally appropriate strategies for increasing educational opportunities and educational performance for each group in the school's plan. Define areas in which additional professional development is necessary to increase cultural competency in the school's educational environment. (References: 511 Indiana Administrative Code 6.2-3, Title I Schoolwide Program)

Cultural Competency		
<p>Teachers build relationships with students and learn about their lives and interests. Relationships are built through parent contact, not only through reporting of negative consequences, but also successes, informing parents about the achievements their children are accomplishing in the classroom.</p> <p>Staff support students emotionally by having genuine conversations and learning about their lives outside of school (i.e., building relationships). Often, students are provided options to complete and submit work in alternative formats (i.e. oral reports, creating mp3 or videos, or some other format) in order to increase interest and buy-in.</p>		
	Benefits of the Current Plan for Cultural Competency	Identified Gaps in the Current Plan for Cultural Competency
Improving ELA and math proficiency	Teachers genuinely care about students.	Delving into data for all students and students in subgroups will help uncover specific needs.
Improve ELA and math growth		
Increase and maintain graduation rate	Students have alternate opportunities to earn credits toward graduation.	
Improve proficiency for students identified for Free/Reduced lunch		

Describe how the school will work to maximize the engagement of family members in the school through a parent and family engagement policy that includes a school-parent compact outlining shared responsibility for high student academic achievement. Describe the strategies that the school will use to increase family and community engagement, including family literacy programs. (References: 511 Indiana Administrative Code 6.2-3, Title I Schoolwide Program)

Family and Community Engagement		
<p>Parents have access to a wealth of knowledge about our school via our website. Here they can find school menus, register for school, and access counseling information. Over the last year and a half, our school increased its social media presence via Facebook, which has become a primary source for disseminating information to our parents and the community. We have over 650 followers; it is used as a communication tool with parents. We send a weekly email called Bobcat Blast to parents and community members.</p> <p>Parent attendance and participation is generally low for both Jr and Sr high school. Parent teacher conferences reach 40-50% attendance. Jr-Sr high school offers a FAFSA meeting, but attendance is low (3 parents last school year).</p>		
	Benefits of the Current Plan for Family Engagement	Identified Gaps in the Current Plan for Family Engagement
Improving ELA and math proficiency	We are constantly looking for ways to improve communication and involvement with our parents.	Staff need to continually engage parents and community members to enhance our STEAM programming and graduation pathways.
Improve ELA and math growth		
Increase and maintain graduation rate		
Improve proficiency for students identified for Free/Reduced lunch		We could investigate community resources that can be offered beyond the scope of services from our school staff.

Describe how the school will coordinate technology initiatives. (References: 511 Indiana Administrative Code 6.2-3, Title I Schoolwide Program)

Technology		
<p>Oregon-Davis Jr-Sr High School is a technology rich environment that utilizes one-to-one technology. All students are assigned an iPad. Teachers have laptops and teaching classrooms are outfitted with projectors. We also utilize Canvas as a learning management system, wherein teachers catalogue/inventory lessons, activities, and assessments. As a school corporation, we utilize PIVOT Inspect as our formative assessment system to track student data.</p> <p>We have a one-one initiative within our district and technology integration is a critical part of creating a STEM framework. There are 2 technology specialists in the district, a Technology Director and a Computer Technician. In the spring of 2017, we upgraded our Internet capacity from 150mbps to 300mbps and added another fiber connection from Mediacom to provide additional speed. This extra connection will also act as a backup if our CenturyLink fiber should go down.</p> <p>Smart boards and projectors are available in all classrooms. Student devices include iPads this school year (HS students had Macbooks last year). We purchased five Apple TVs for the 2017-2018 school year to pilot in certain classrooms. Teachers have reported better connections with iPads better and alignment with the Apple Classroom Manager.</p> <p>Everyone uses Google, Pivot, and Canvas (learning management like Blackboard or Moodle) to support initiative towards being paperless.</p>		
	Benefits of the Current Plan for Technology	Identified Gaps in the Current Plan for Technology
Improving ELA and math proficiency	There are many opportunities for students to use technology to enhance learning activities.	Not all Smartboards are functional. Some projectors are damaged (or bulbs are damaged) or unable to play video in certain formats.
Improve ELA and math growth		
Increase and maintain graduation rate		
Improve proficiency for students identified for Free/Reduced lunch		

Describe the courses that will allow all students to become eligible to receive an academic honors diploma. Describe how the school will promote opportunities for secondary education and workforce to students. Describe how all students will be encouraged to earn an academic honors diploma or complete the Core 40 curriculum. (References: 511 Indiana Administrative Code 6.2-3, Title I Schoolwide Program)

High School Diploma/Transitional Supports

The State of Indiana recognizes 13 College & Career Pathway Clusters. Within each cluster are College & Career Academic Pathways. Each student is administered a career interest inventory which is used to determine which College & Career Academic Pathway best fits the student’s interest. This information is used to develop a four year plan. Information on career clusters can be found at: <http://www.doe.in.gov/cte>.

In order to graduate from Oregon-Davis High School, a student must have completed a minimum of forty (40) credits for a General Diploma or a Core 40 Diploma, and forty-seven (47) credits for a Core 40 with Academic Honors, or a Core 40 with Technical Honors Diploma. (Two years of a World Language and/or a Career Academic Sequence, six credits in one subject area, are highly recommended for the Core 40 Diploma.) The coursework will cover a variety of subjects as determined by the State of Indiana and the Oregon-Davis Board of Trustees. In order for a student to be eligible for graduation, he/ she must have met all of the requirements outlined below by the date of graduation. Students who do not complete all requirements by graduation day will not be allowed to walk at graduation.

7th grade students feed from the elementary building into our junior/senior high school. Additional opportunities for 7th and 9th graders through orientation.

	Benefits of the Current Plan for Transitional Supports	Identified Gaps in the Current Plan for Transitional Supports
Improving ELA and math proficiency		Development of a guaranteed and viable curriculum, integrating STEAM activities, and developing a schoolwide system for data will ensure that each student’s progress is monitored and appropriate intervention or enrichment is provided when needed.
Improve ELA and math growth		
Increase and maintain graduation rate	Each student will participate in a graduation pathway. Staff will monitor progress.	
Improve proficiency for students identified for Free/Reduced lunch		

Describe the evidence-based interventions that will be used to improve the overall educational program, with a focus on improving the achievement of the school’s lowest-achieving students. Demonstrate how these evidence-based interventions are linked to the priorities identified through the CNA. (References: Every Student Succeeds Act, Title I Schoolwide Program) Describe the strategies, programs, and services that will be utilized as well as an overview of the activities that will be utilized to implement these strategies, programs, and services. Describe how the impact of professional development will be evaluated. Describe how professional development opportunities will be provided to staff to improve instruction using student assessment data. (Reference: 511 Indiana Administrative Code 6.2-3, Title I Schoolwide Program)

Comprehensive School Improvement CNA/SIP

Describe objectives for a three-year period of time.

Established objectives of continuous improvement in, at minimum, the areas of attendance rate, ISTEP+ proficiency rates, and graduation rates for the school to achieve over a three (3) year period and how the school expects to meet these objectives, with annual review and revision if necessary, to accomplish objectives. *(IC20-31-5, IC20-31-6, IAC 511 6.2-3-3)*

Describe objectives for the school to achieve that are consistent with state academic standards and include improvement in at least the following areas: Attendance rate; The percentage of students meeting academic standards under the Indiana statewide testing program; and Graduation rate, for a secondary school.

Specify how and to what extent the school expects to make continuous improvement in all areas of the education system where results are measured by setting benchmarks for progress on an individual school basis.

Describe how the SIP will be reviewed annually using data from the Indiana statewide testing program, other student performance data, and stakeholder perception data, and revised to accomplish the student achievement objectives of the school. *(References: Indiana Code 20-31-5-4, 511 Indiana Administrative Code 6.2-3, Every Student Succeeds Act, Title I Schoolwide Program)*

Describe how and when these evidence-based interventions will be implemented. *(References: Every Student Succeeds Act, Title I Schoolwide Program)*

Describe how the school, including in terms of programs and services, will provide opportunities for all children, including each of the subgroups of students, to meet the challenging state academic standards. *(References: Indiana Code 20-31-5-4, Title I Schoolwide Program)*

Specify how and to what extent the school expects to make continuous improvement in all areas of the education system where results are measured by setting benchmarks for progress on an individual school basis.

Describe how the impact of professional development will be evaluated.

(Reference: 511 Indiana Administrative Code 6.2-3, Title I Schoolwide Program)

<p>The professional development plan and implementation roadmap is located in Appendix E of the comprehensive needs assessment- school improvement plan.</p>

APPENDIX A
SCHOOL PROFILE

DATA
DASHBOARD



ISTEP+ Academic Outcomes-ELA							
		Elementary			Jr-Sr High		
		Pass Rate	Achievement Total Points	Growth Total Points	Pass Rate	Achievement Total Points	Growth Total Points
15-16	All Students	67.6%	67.6	103.1	55.3%	55.3	0
16-17	All Students	45.6%	45.6	78.3	42.2%	42.2	83.8
17-18	All Students	43.9%	43.9	63.3	61.8%	61.8	0
	Free/Reduced Lunch				38.2%	38.2	55.1

ISTEP+ Academic Outcomes-Mathematics							
		Elementary			Jr-Sr High		
		Pass Rate	Achievement Total Points	Growth Total Points	Pass Rate	Achievement Total Points	Growth Total Points
15-16	All Students	25.7%	25.7	56	10.6%	10.6	0
16-17	All Students	35.3%	35.3	93.3	13.3%	13.3	74.6
17-18	All Students	16.4%	16.4	32.1	32.4%	32.4	0
	Free/Reduced Lunch				2.9%	2.9	29.3

Please provide **Mathematics** data sources:

<i>Interim Assessment Data</i>	<i>Diagnostic Assessment Data</i>	<i>Formative Assessment Data</i>
<i>Classroom assessments</i> <i>PIVOT benchmark assessments</i>	<i>Classroom assessments</i> <i>PIVOT benchmark assessments</i>	<i>Classroom assessments</i> <i>PIVOT benchmark assessments</i>

Please provide **English Language Arts** data sources:

<i>Interim Assessment Data</i>	<i>Diagnostic Assessment Data</i>	<i>Formative Assessment Data</i>
<i>Classroom assessments</i> <i>PIVOT benchmark assessments</i>	<i>Classroom assessments</i> <i>PIVOT benchmark assessments</i>	<i>Classroom assessments</i> <i>PIVOT benchmark assessments</i>

Student Demographics

	15-16 School Year		16-17 School Year		17-18 School Year		18-19 School Year	
	# of students	Percentage	# of students	Percentage	# of students	Percentage		
All students (Gr 7-12)	247		264		251		236	
Free/Reduced Lunch	149	60.3%	131	49.6%	136	54.2%	127	53.8%

Student Attendance and Behavior

	Average daily attendance	% tardy	% of FRL students approaching chronically absent (missing 5-9% of total school days)	% of students chronically absent (missing 10% or more of total school days)	% of students truant
2015-2016	93.4%	NA	0%		NA
2016-2017	92.7%	NA	38%		NA
2017-2018	92.9%	NA	50%		NA

	SY15-16	SY16-17	SY17-18
	# of incidents	# of incidents	# of incidents
Number of students expelled or suspended involving drugs, weapons, or alcohol	2	4	4

	SY15-16	SY16-17	SY17-18
	# of consequences	# of consequences	# of consequences
Out of school suspension	38	23	21
In school suspension	67	29	45

Staff Demographics and Profile

	SY15-16		SY16-17		SY17-18	
	# of instructional staff	Percentage	# of instructional staff	Percentage	# of instructional staff	Percentage
All instructional staff	24		22		23	

	SY15-16			SY16-17			SY17-18		
	0-1	2-5	5+	0-1	2-5	5+	0-1	2-5	5+
For instructional staff									
# of years in the classroom	5	3	16	2	5	17			
# of years at this school									

	SY15-16			SY16-17			SY17-18		
	0-1	2-5	5+	0-1	2-5	5+	0-1	2-5	5+
For the Principal									
# of years as Principal		X			X			X	
# of years as Principal at this school		X			X			X	



Graduation (Four Year Cohort, High Schools Only)

	SY15-16			SY16-17			SY17-18		
	Cohort Count	Graduates	Graduate Rate 15-16	Cohort Count	Graduates	Graduate Rate 16-17	Cohort Count	Graduates	Graduate Rate 17-18
All students	54	42	77.8%	41	35	85.4%	45	36	80%
Free Only		16	66.7%		14	87.5%		16	84.2%

		All students	Free/Reduced Subgroup		All students	Free/Reduced Subgroup		All students	Free/Reduced Subgroup
15-16	% enrolled in AP	57.1%	NA	16-17	57.1%	NA	17-18	NA	NA
	% enrolled in CTE	69.34%	NA		70.83%	NA		50.6%	NA
	% enrolled in early college	NA	NA		NA	NA		NA	NA
	% enrolled in dual enrollment	NA	NA		NA	NA		NA	NA

Data from the 2018 Annual Performance Report, <https://compass.doe.in.gov/dashboard/apr.aspx?type=school&id=7831>



Appendix B

Report Card Analysis

OVERVIEW

The following proficiency graphs show student performance on ISTEP over a two-year period. Students are assigned a “prior year status” based on how they did on the previous year’s ISTEP (for 10th graders, the previous year is 8th grade or the spring 2016 assessment). The prior year status identifications are on the horizontal axis. The bars on the graph show how students performed on the 2017-2018 ISTEP. Green indicates proficiency and red indicates performance below proficiency.

ISTEP Proficiency-English Language Arts



ANALYSIS

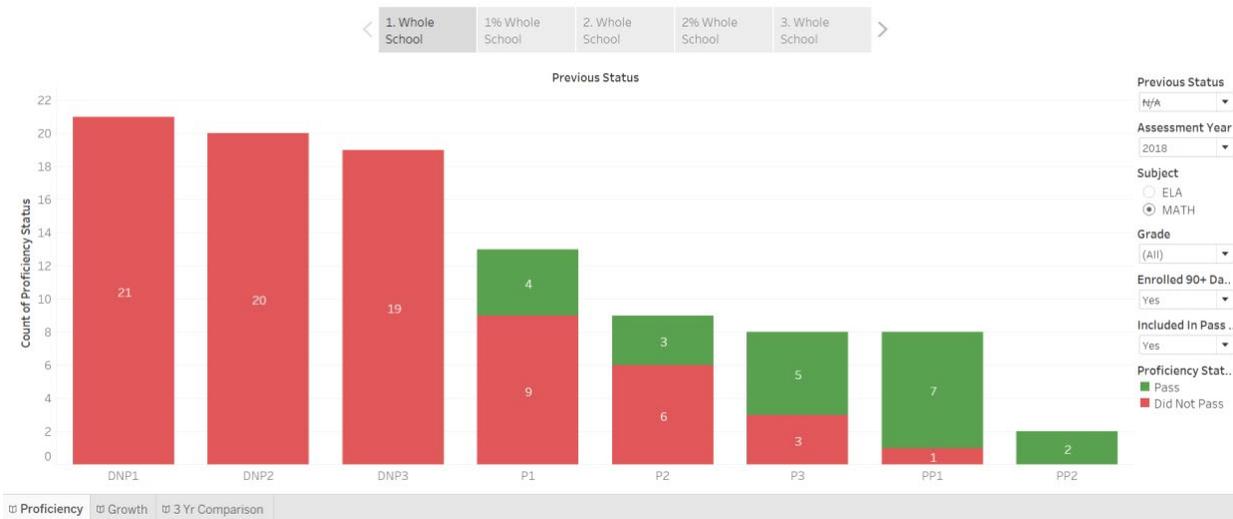
Ninety-nine (99) students were assessed in spring 2017 (or spring 2016 for tenth graders). Of those students, sixty-four (64) students passed (65% pass) and thirty-five (35) students did not pass (35% did not pass).

Of students who passed in 2017, forty-four (44) students passed in spring 2018 (44/64 or 69%).

Of students who did not pass in 2017, five (5) students passed in spring 2018 (5/35 or 14%).

ISTEP Proficiency-Mathematics

Proficiency



ANALYSIS

One hundred (100) students were assessed in spring 2017 (or spring 2016 for tenth graders). Of those students, sixty (60) students passed (60% pass) and forty (40) students did not pass (40% did not pass).

Of students who passed in 2017, twenty-one (21) students passed in spring 2018 (21/60 or 35%).

Of students who did not pass in 2017, zero (0) students passed in spring 2018 (0/40).

OVERVIEW

The following growth graphs show levels of growth during the 2017-2018 school year. The academic peer groups, shown on the horizontal axis, are determined by a student's performance on the 2016-2017 ISTEP (spring 2016 for tenth grade students). The bars signify high (green), standard (grey), and low (red) growth based on the progress students made during the 2017-2018 school year as determined by ISTEP results.

ISTEP Growth-English Language Arts



ANALYSIS

Ninety-nine (99) students were assessed in spring 2017 (or spring 2016 for tenth graders). Of those students, nineteen (19) students showed high growth, twenty-three (23) students showed standard growth, and fifty-seven (57) students showed low growth.

- High growth – 19/99 (19%)
- Standard growth – 23/99 (23%)
- **Low growth – 57/99 (58%)**

ISTEP Growth-Mathematics



ANALYSIS

One hundred (100) students were assessed in spring 2017 (or spring 2016 for tenth graders). Of those students, seventeen (17) students showed high growth, fifteen (15) students showed standard growth, and sixty-eight (68) students showed low growth.

- High growth – 17/100 (17%)
- Standard growth – 15/100 (15%)
- **Low growth – 68/100 (68%)**

3 Year Comparison – English Language Arts Proficiency

3 Yr Comparison



ANALYSIS

In looking at three-year trend data, the percentage of students who passed fluctuated from 62.12% to 41.94% to 47.5%. Less than half of students passed the ISTEP+ English/Language Arts assessment in 2018 and 2017.

Three-year trend data shows some fluctuation in students who did not pass, from 37.88% to 58.06% to 52.5%. More than half of students did not pass the ISTEP+ English/Language Arts assessment in 2018 and 2017.

3 Year Comparison – Math Proficiency

3 Yr Comparison



ANALYSIS

In looking at three-year trend data, the percentage of students who passed fluctuated from 19.83% to 26.55% to 21.78%. Less than thirty percent of students passed the ISTEP+ Mathematics assessment in 2018, 2017, and 2016.

Three-year trend data shows some fluctuation in students who did not pass, from 80.17% to 73.45% to 78.22%. More than seventy percent of students did not pass the ISTEP+ Mathematics assessment in 2018, 2017, and 2016.



Free/Reduced Lunch ELA Proficiency



ANALYSIS – Free Reduced Lunch Subgroup

Sixty-one (61) students were assessed in spring 2017 (or spring 2016 for tenth graders). Of those students, thirty-three (33) students passed (54% pass) and twenty-eight (28) students did not pass (46% did not pass).

Of students who passed in 2017, twenty-three (23) students passed in spring 2018 (23/33 or 69%).

Of students who did not pass in 2017, three (3) students passed in spring 2018 (3/28 or 11%).

Free/Reduced Lunch Math Proficiency



ANALYSIS – Free Reduced Lunch Subgroup

Sixty-two (62) students were assessed in spring 2017 (or spring 2016 for tenth graders). Of those students, seventeen (17) students passed (27% pass) and forty-five (45) students did not pass (73% did not pass).

Of students who passed in 2017, five (5) students passed in spring 2018 (5/17 or 29%).

Of students who did not pass in 2017, zero (0) students passed in spring 2018 (0/45).

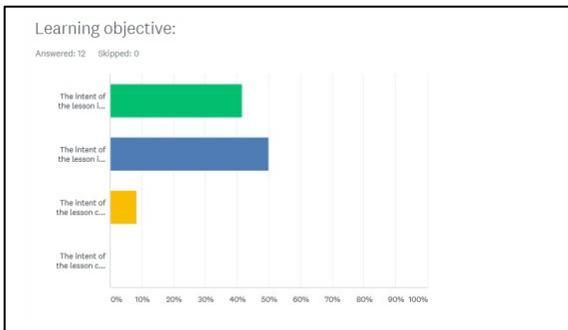
Appendix C: Instructional Investigation

Overview:

Equitable Education Solutions conducted instructional investigations in classes covering core subject areas such as English/Language Arts, math, Science, and Social Studies and some elective classes such as Spanish, and physical education. A total of twelve (12) classes were visited on August 21, 2019.

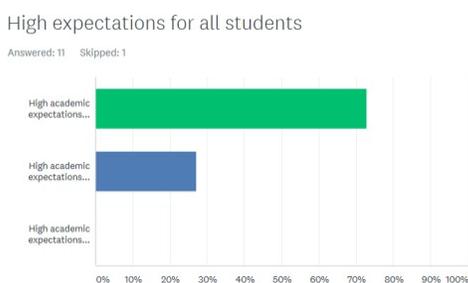
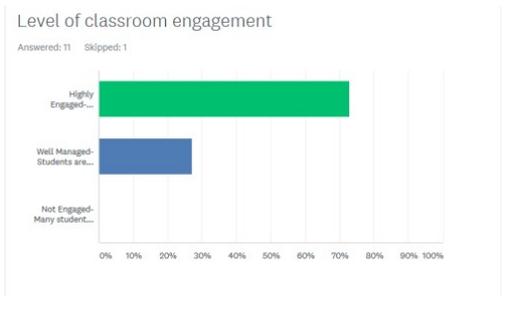
Instructional investigations are designed to look at what students are doing in the classroom, to what extent they are in charge of their learning, activities are differentiated for ability and interest, and feedback is used to drive the process and increase student outcomes. Each investigation takes five – fifteen minutes per classroom by a reviewer who is trained and experienced with the investigation format.

Strengths: Classroom instruction at Oregon-Davis Junior-Senior High School showed many promising practices. To an observer, learning objectives were clearly articulated, students appeared engaged in learning tasks*, and high expectations for all students were communicated.



Learning objectives were either posted in the classroom (5/12) or the actions of the teacher and/or students supported the learning objective (6/12).

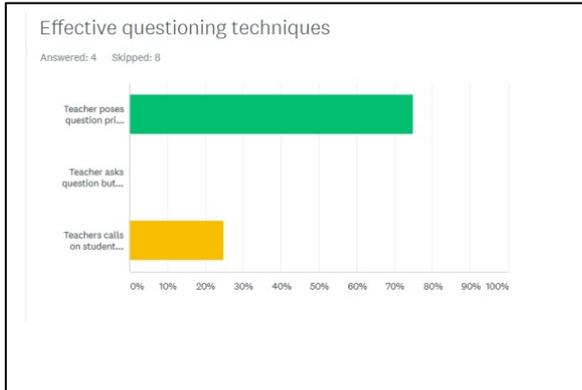
Students in most classrooms (8/11) demonstrated high engagement in learning tasks. Students had evidence of work (e.g., working on a device, creating a product, dialogue with teacher or another student) and responded quickly to teacher questions and prompts.



High expectations were clearly communicated within most classrooms (8/11), either visually or orally as evidenced by student engagement in the learning tasks. Students were able to disengage in a minority of classrooms (3/11).

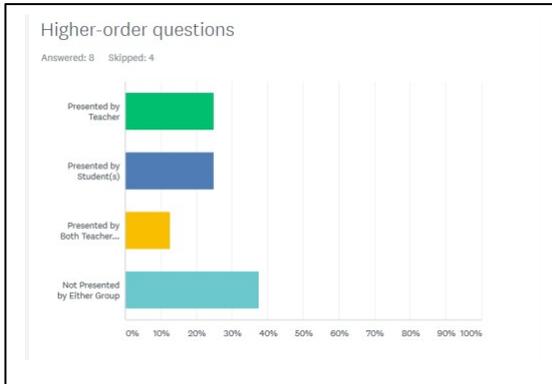
Opportunities for Improvement:

While engagement from students was generally high*, there was little diversity in use of instructional strategies that promoted strategic and rigorous thinking. Teacher-led inquiry was limited to a few classrooms. Strategic and rigorous questions were divided among teachers and students. There were limited opportunities for students to engage in critical-thinking and problem-solving types of thinking.



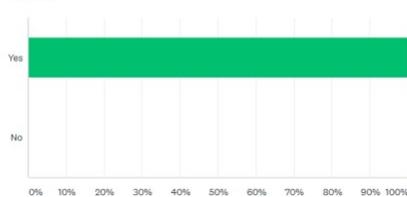
Effective questioning techniques, such as posing the question prior to calling on students, were observed in few classrooms (3/12).

Higher order questioning was observed in 5/12 classrooms, with student-led questions in two classrooms, teacher-led questioning in two classrooms, and both student and teacher questioning in one classroom.



Presents opportunities for critical thinking and problem-solving

Answered: 5 Skipped: 7



Less than half of classrooms presented any opportunity for critical thinking and problem-solving (5/12).

Analysis and Recommendations:

Recommendation 1:

Oregon-Davis Junior-Senior High School has started developing curriculum for each core subject area that aligns with Indiana Academic Standards. This includes identifying and unpacking 10-12 priority standards; creating a calendar and units of study for addressing standards, and developing maps with essential questions, enduring understandings, and instructional resources. Work should continue towards finalizing proficiency scales for priority standards, developing tiered assessments that address both the rigor and content of priority standards, and embedding Indiana's Employability and Social-Emotional Learning Standards.

Recommendation 2*:

Student engagement was generally high, though opportunities existed to further research and implement authentic engagement tasks into lessons. Practices can range from promotion of inquiry, use of questions, peer-to-peer collaboration to projects, hands-on projects, or interdisciplinary units of study. Such practices improve opportunities for problem-solving and critical-thinking.



EQUITABLE EDUCATION SOLUTIONS

Comprehensive Needs Assessment for School Improvement Planning

SESSIONS 9-12



EQUITABLE EDUCATION SOLUTIONS
PROMOTING LEARNING FOR ALL STUDENTS



STEP 1: SET PD GOALS

Given the school's improvement priorities based on a root cause analysis and core competency gap analysis, define goals for the evidence-based professional development plan. Provide a brief rationale for each professional development goal in relation to one or more of the school's focus areas of improvement.

STEP 2: DEFINE PD OPPORTUNITIES

For each of the school's professional development goals, define how administrators, teachers, and/or staff will receive professional development in terms of initial implementation, active application, and sustained practices by receiving ongoing coaching support for continuous school improvement.



STEP 3: DESCRIBE NECESSARY RESOURCES FOR PD

For each of the school's evidence-based professional development opportunities, identify the resources needed in order to effectively accomplish the overarching goal. Resources include time, talent, and treasure.



STEP 4: DETERMINE HOW TO EVALUATE THE IMPACT OF PD

For each of the school's professional development goals, define the method(s) for measuring the impact of the associated professional development. Map out an evaluation plan by identifying the individual(s) responsible for collecting, analyzing, and facilitating the review of data to assess the impact of the professional development as well as when this evaluation will occur.



EES Professional Development & Implementation Roadmap



EQUITABLE EDUCATION SOLUTIONS
PROMOTING LEARNING FOR ALL STUDENTS

PD Goal 1: Oregon-Davis Jr-Sr High School teachers will complete curriculum maps based on a cycle of refinement that will: (1) build capacity in deeply understanding core curricular elements, (2) create thematic, interdisciplinary units of study (STEAM), and (3) embed evidence-based literacy strategies throughout the content. Curriculum development occurs in tandem with professional learning opportunities on inquiry and project-based learning to engage students in rigorous critical thinking.

Rationale: Most courses have started developing curriculum maps, but there is little consistency in the format and alignment of curriculum maps across all courses and grade levels. Evidence from classroom investigations and focus group interviews with students, teachers, and administrators uncovered a need for focus on prioritized standards and development of lessons that are engaging and rigorous aligned with Indiana Academic and Employability Standards.

Initial PD Opportunities	Resources Needed for Initial PD	Follow-up PD to Support Implementation	Resources Needed for Follow-up PD
<p>Continued focused updating of the K-12 curriculum will align to the rigor of new Indiana standards, identifying what students should know and be able to do</p> <p>https://www.doe.in.gov/standards, https://www.doe.in.gov/wf-stem/employability-skills, https://www.doe.in.gov/sebw, and https://www.doe.in.gov/wf-stem/computer-science</p>	<p>Time, stipends for teachers</p>	<p>Administrators will conduct classroom walkthroughs will identify the extent to which learning expectations are clearly shared with students.</p> <p>Qualitative data will be collected and reviewed through surveys and meetings with mentor and new teachers.</p> <p>We will deploy surveys with teachers to glean information on the successes and challenges of curriculum development and refinement.</p>	<p>Time, stipends for teachers</p>



EES Professional Development & Implementation Roadmap

<p>Understand core curricular elements of an effective curriculum, http://www.ascd.org/publications/books/109004/chapters/What-Makes-a-Question-Essential%A2.aspx, http://blogs.edweek.org/edweek/finding_common_ground/2015/02/priority_standards_the_power_of_focus.html</p>	<p>Professional learning detailing curriculum map template with core components, curriculum map template with core components, and time for collaboration</p>	<p>Refine curriculum maps during professional collaborations; include all core curricular elements and, to the extent possible, develop interdisciplinary units of study</p>	<p>Curriculum map template</p>
<p>Create assessments aligned to curriculum, ensuring that both rigor and question styles match what students should know and be able to do. This, along with developing a mentor program, will help teachers provide appropriate intervention or enrichment to students to meet their needs</p>	<p>Time, stipends for teachers</p>	<p>Identify groups of students for Tier I and Tier II intervention based on data from benchmark assessments</p>	<p>Time, stipends for teachers</p>
<p>Create/refine tiered assessments for priority standards</p>	<p>Example tiered assessments, proficiency scales, curriculum maps, ILEARN resources, PLC collaboration</p>	<p>Implement tiered assessments into unit instruction in order to assess student learning progression of priority standards</p>	<p>Tiered assessments, proficiency scales, comprehensive curriculum maps, professional learning cycle</p>
<p>Implement a cycle of curriculum map refinement in a professionally collaborative setting</p>	<p>Comprehensive curriculum maps, refinement protocol</p>	<p>Ensure curriculum maps transfer to instruction during informal observations</p>	<p>Informal observation coaching cycle, curriculum maps</p>

EES Professional Development & Implementation Roadmap



EQUITABLE EDUCATION SOLUTIONS
PROMOTING LEARNING FOR ALL STUDENTS

Methods for Measuring PD Impact:

- 100% completion of one course curriculum map per teacher
- Use of tiered assessments in spring 2020

Plan for Measuring PD Impact:

- Non-evaluative classroom observation data

EES Professional Development & Implementation Roadmap



EQUITABLE EDUCATION SOLUTIONS
PROMOTING LEARNING FOR ALL STUDENTS

PD Goal 2: Oregon-Davis Jr-Sr High School will STEM/STEAM certification from the Indiana Department of Education by spring 2021. Teachers and administrators will understand and address the four domains of IDOE’s STEM framework (i.e., culture, curriculum, instruction, and partnerships) through targeted professional learning opportunities. OD’s STEAM framework will heighten student engagement through authentic and real-life problems that foster inquiry and hand-on projects, are inter-disciplinary, foster collaboration, teamwork, and a growth mindset.

Rationale: A STEM/STEAM framework for teachers leverage the training in Project Lead the Way and/or New Tech initiatives to create engaging and authentic learning opportunities.

Initial PD Opportunities	Resources Needed for Initial PD	Follow-up PD to Support Implementation	Resources Needed for Follow-up PD
Create a Makerspace lab for classes to utilize in order to engage in critical thinking and problem-solving learning activities	Time, schedule and check-out systems for Makerspace supplies/equipment, training for teachers on various ideas and activities for use	Analyze how/when teachers are utilizing the lab or integrating strategies into lesson	Time, schedule and check-out systems for Makerspace supplies/equipment, training for teachers on various ideas and activities for use
The STEAM district leadership will meet monthly and discuss action taken, create a timeline for full STEM certification, and support for teachers in utilizing the Makerspace lab and integrating effective, authentic, engaging tasks for students	Time, schedule and check-out systems for Makerspace supplies/equipment, training for teachers on various ideas and activities for use	Analyze how/when teachers are utilizing strategies into lesson; review timeline and identify barriers to successful, timely implementation	Time, schedule and check-out systems for Makerspace supplies/equipment, training for teachers on various ideas and activities for use
Update progress on the IDOE STEM Certification Rubric 2019	Time, subs for teachers	Assess strengths and weaknesses of current program and determine how to bridge the gap between current and future implementation	Time, subs for teachers
Focus on developing the culture and instruction domains of the IDOE STEM rubric	Time, subs for teachers	Monthly check-ins regarding progress of plan; address any challenges when presented	Time, subs for teachers

EES Professional Development & Implementation Roadmap



EQUITABLE EDUCATION SOLUTIONS
PROMOTING LEARNING FOR ALL STUDENTS

Hold monthly staff PD with all teachers to which at least some time is dedicated to progress towards STEM/STEAM certification	Time, subs for teachers	Analyze how/when teachers are utilizing strategies into lesson; review timeline and identify barriers to successful, timely implementation	Time, subs for teachers
Plan to implement at least one STEAM project by the end of 2020	Time, resources and materials for students	Engage in collaborative dialogue throughout planning and implementation to trouble-shoot and address needs as they arise.	Time
Identify and assess instructional strategies that enhance student engagement	Time, resources and materials for students	Conduct informal walkthroughs to collect data on strategy usage; collaboratively discuss the data and trends identified by walkthroughs	Time
Focus on rigor of work and the extent to which: rigor matches the standard, opportunities for students to move beyond proficiency exist, and problems presented require students to think critically	Time, PIVOT assessment data	Review curriculum documents and have targeted professional learning time that addresses gaps or areas in need of improvement	Time
Conduct a book study on thinking routines/reflective thinking, for example, <i>Visible Thinking</i> or <i>Cultures of Thinking</i> by Ron Ritchhart	Time, stipends and/or subs for teachers	Look for resources such as http://www.visiblethinkingpz.org/VisibleThinking_html_files/VisibleThinking1.html	Time

EES Professional Development & Implementation Roadmap



EQUITABLE EDUCATION SOLUTIONS
PROMOTING LEARNING FOR ALL STUDENTS

Methods for Measuring PD Impact:

- 100% completion of one course curriculum map per teacher
- Use of tiered assessments in spring 2020

Plan for Measuring PD Impact:

- Non-evaluative classroom observation data

EES Professional Development & Implementation Roadmap



EQUITABLE EDUCATION SOLUTIONS
PROMOTING LEARNING FOR ALL STUDENTS

PD Goal 3: Oregon-Davis Jr-Sr High School will develop a cohesive data system to review student progress on a regular basis. Teachers and administrators will participate in professional learning collaboration meetings focused on student data. This will enhance the overall educational experience of all students to ensure they are on track to meet graduation requirements, but will allow staff to disaggregate for student subgroups to identify patterns and trends in performance and respond to needs in a timely manner.

Rationale: Developing a system of data that is aligned to priority standards will provide information on how students are progressing in meeting proficiency. Instruction can be adjusted to meet the needs of students, including providing intervention and enrichment.

Initial PD Opportunities	Resources Needed for Initial PD	Follow-up PD to Support Implementation	Resources Needed for Follow-up PD
Establish a schoolwide need for data, identify strong data leaders within the building	Time, stipends for teachers, and/or subs	Review highlights from <i>Using Student Achievement Data to Support Instructional Decision Making</i> from the U.S. Department of Education (2009) with the Institute of Education Sciences Utilize Checklist for 5 recommendations (p. 9)	Copies of excerpts of data document
Designate time for staff to review and discuss data from classroom or benchmark assessments	Time, stipends for teachers, and/or subs	Analyze benchmark assessment data to ensure alignment to priority standards, performance of students, and examine effective instructional strategies	Time, stipends for teachers, and/or subs
Launch a schoolwide data system using PIVOT, providing time for teachers to create classroom assessments or assignments and develop a common framework for benchmark assessments	Time, stipends for teachers, and/or subs, external partner	Familiarize staff with PIVOT by creating at least one assessment to pilot by December 2019	Time, stipends for teachers, and/or subs, external partner

EES Professional Development & Implementation Roadmap



EQUITABLE EDUCATION SOLUTIONS
PROMOTING LEARNING FOR ALL STUDENTS

Work on defining and creating tiered assessments	Time, stipends for teachers, and/or subs	Develop and pilot 3 week formative assessments	Time, stipends for teachers, and/or subs
Implement an ongoing cycle of data review for instructional improvement	Time, stipends for teachers, and/or subs	Utilize data protocols to frame data conversations, for example, from the School Reform Initiative	Time, stipends for teachers, and/or subs
Teach students to own their own data	Time, resources for students to track data		
<p>Methods for Measuring PD Impact:</p> <ul style="list-style-type: none"> • 100% completion of proficiency scales for at least one course per teacher by spring 2020 • Use of tiered assessments in spring 2020 • Professional dialogue focused on review and analysis of data from benchmark assessments 		<p>Plan for Measuring PD Impact:</p> <ul style="list-style-type: none"> • Non-evaluative classroom observation data • Student achievement increases based on student benchmark assessment 	

EES Professional Development & Implementation Roadmap



EQUITABLE EDUCATION SOLUTIONS
PROMOTING LEARNING FOR ALL STUDENTS

Annual SMART GOAL 1: Oregon-Davis Jr-Sr High School will increase proficiency in both mathematics and English Language Arts, based on the ILEARN assessment, in spring 2020. Mathematics proficiency for grades 7, 8, and 10 will improve by 9.7%. English Language Arts proficiency for grades 7, 8, and 10 will improve by 6.6%.

Aligned Focus Area: Focus area number one specifically addressed the proficiency of students in grades 7, 8, and 10.

Timeline: September 2019 – November 30, 2021

<u>Improvement Strategy or Intervention</u>		<u>PD to be provided for strategy</u>		<u>Opportunities for district to provide support</u>
Key Action Steps <i>What specific strategies, activities, and changes in policies and practices need to be implemented to achieve desired outcomes?</i>	Person(s) Responsible <i>Who will ensure that the activity is implemented?</i>	Timeline for Activity <i>When exactly will this activity take place?</i>	Resources <i>What resources (time, money, people and materials) do you need to invest?</i>	Benchmark(s) of Success <i>How will we know what's in place and what's working? How will you know that you're making forward progress toward your target goal? What data will you collect and how will you collect it?</i>

Evidence Based Intervention:

Desimone, L., Porter, A.C., Garet, M., Yoon, K.S., and Birman, B. (2002). Effects of professional development on teachers' instruction: Results from a three-year longitudinal study. *Educational Evaluation and Policy Analysis*, 24, 81-112.

Luby, J., Belden, A., Botteron, K., Marrus, N., Harms, M., & Babb, C. et al. (2013). The Effects of Poverty on Childhood Brain Development. *JAMA Pediatrics*, 167(12), 1135. doi: 10.1001/jamapediatrics.2013.3139

EES Professional Development & Implementation Roadmap



EQUITABLE EDUCATION SOLUTIONS
PROMOTING LEARNING FOR ALL STUDENTS

<p>Continued focused updating of the K-12 curriculum will align to the rigor of new Indiana standards, identifying what students should know and be able to do</p>	<p>Principal</p>	<p>SY 2019-2020</p>	<p>Time Subs or stipends/benefits for teachers Curriculum mapping resources</p>	<p>Administrators will conduct classroom walkthroughs will identify the extent to which learning expectations are clearly shared with students</p> <p>Qualitative data will be collected and reviewed through surveys and meetings with mentor and new teachers</p> <p>We will deploy surveys with teachers to glean information on the successes and challenges of curriculum development and refinement</p>
<p>Create assessments aligned to curriculum, ensuring that both rigor and question styles match what students should know and be able to do</p>	<p>Principal</p>	<p>SY 2019-2020</p>	<p>Time Subs or stipends/benefits for teachers Curriculum mapping resources</p>	<p>Every teacher will create at least one assessment in PIVOT and pilot with students prior to December 15, 2019</p> <p>Professional learning collaboration will focus on issues related to the creation of such assessments and review of student responses</p>
<p>Implement a cycle of curriculum map refinement in a professionally collaborative setting</p>	<p>Principal</p>	<p>SY 2019-2020</p>	<p>Time Subs or stipends/benefits for teachers Curriculum mapping resources</p>	<p>Teachers will meet at least monthly to review and revise maps based on gaps between planning and implementation. Maps will be updated and shared via Google</p>



<p>Long-Term Vision of Success</p>	<p>Year 2 Goal</p> <p>Oregon-Davis Jr-Sr High School will increase proficiency in both mathematics and English Language Arts, based on the ILEARN assessment, in spring 2021. Mathematics proficiency for grades 7, 8, and 10 will improve by 9.7%. English Language Arts proficiency for grades 7, 8, and 10 will improve by 6.6%.</p>	<p>Year 3 Goal</p> <p>Oregon-Davis Jr-Sr High School will increase proficiency in both mathematics and English Language Arts, based on the ILEARN assessment, in spring 2022. Mathematics proficiency for grades 7, 8, and 10 will improve by 9.7%. English Language Arts proficiency for grades 7, 8, and 10 will improve by 6.6%.</p>
	<p>Resources Needed</p> <p>Time Subs or stipends/benefits for teachers Curriculum mapping resources</p>	<p>Resources Needed</p> <p>Time Subs or stipends/benefits for teachers Curriculum mapping resources</p>

EES Professional Development & Implementation Roadmap



EQUITABLE EDUCATION SOLUTIONS
PROMOTING LEARNING FOR ALL STUDENTS

Annual SMART GOAL 2: Oregon-Davis Jr-Sr High School will increase the percentage of students earning high growth in both mathematics and English Language Arts, based on the ILEARN assessment, in spring 2020. Mathematics growth for grades 7, 8, and 10 will improve by 11%. English Language Arts growth for grades 7, 8, and 10 will improve by 10.3%.

Aligned Focus Area: Focus area number two specifically addressed the growth of students in grades 7, 8, and 10.

Timeline: September 2019 – November 30, 2021

<u>Improvement Strategy or Intervention</u>		<u>PD to be provided for strategy</u>		<u>Opportunities for district to provide support</u>
Key Action Steps <i>What specific strategies, activities, and changes in policies and practices need to be implemented to achieve desired outcomes?</i>	Person(s) Responsible <i>Who will ensure that the activity is implemented?</i>	Timeline for Activity <i>When exactly will this activity take place?</i>	Resources <i>What resources (time, money, people and materials) do you need to invest?</i>	Benchmark(s) of Success <i>How will we know what's in place and what's working? How will you know that you're making forward progress toward your target goal? What data will you collect and how will you collect it?</i>
<p>Evidence Based Intervention:</p> <p>Luby, J., Belden, A., Botteron, K., Marrus, N., Harms, M., & Babb, C. et al. (2013). The Effects of Poverty on Childhood Brain Development. <i>JAMA Pediatrics</i>, 167(12), 1135. doi: 10.1001/jamapediatrics.2013.3139</p> <p>Summers, E. and Dickinson, G. (2012). A Longitudinal Investigation of Project-based Instruction and Student Achievement in High School Social Studies. <i>Interdisciplinary Journal of Problem-Based Learning</i>, 6(1).</p>				
Create a Makerspace lab for classes to utilize in order to engage in critical thinking and problem-solving learning activities	Principal	SY 2019-2020	Time, stipends for teachers, and/or subs, external partner, STEAM resources	Monitor use of lab and/or supplies Discuss both current and potential projects during monthly staff meeting to identify areas of success and areas of challenge in implementation

EES Professional Development & Implementation Roadmap



EQUITABLE EDUCATION SOLUTIONS
PROMOTING LEARNING FOR ALL STUDENTS

<p>The STEAM district leadership will meet monthly and discuss action taken, create a timeline for full STEM certification, and support for teachers in utilizing the Makerspace lab and integrating effective, authentic, engaging tasks for students</p>	<p>Principal</p>	<p>2019-2021</p>	<p>Time, stipends for teachers, and/or subs, external partner, STEAM resources</p>	<p>STEAM leadership will develop an action plan for each segment of STEM/STEAM certification planning and document progress made at monthly meetings</p>
<p>Hold monthly staff PD with all teachers to which at least some time is dedicated to progress towards STEM/STEAM certification</p>	<p>Principal</p>	<p>SY 2019-2020</p>	<p>Time, stipends for teachers, and/or subs, external partner, STEAM resources</p>	<p>Agendas, activities, and questions as well as key resources for teachers will be kept in a Google folder</p>
<p>Conduct a book study on thinking routines/reflective thinking, for example, <i>Visible Thinking</i> or <i>Cultures of Thinking</i> by Ron Ritchhart</p>	<p>Principal</p>	<p>2019 - 2021</p>	<p>Time, stipends for teachers, and/or subs, external partner, STEAM resources</p>	<p>Staff may participate in a book study regarding reflective strategies that can be embedded into instruction. Instructional walkthroughs will measure levels of use</p>
<p>Focus on developing the culture and instruction domains of the IDOE STEM rubric</p>	<p>Principal</p>	<p>2019-2021</p>	<p>Time, stipends for teachers, and/or subs, external partner, STEAM resources</p>	<p>STEAM leadership team will check progress of the action plan against the IDOE STEM/STEAM rubric on a monthly basis</p>



<p>Long-Term Vision of Success</p>	<p>Year 2 Goal Oregon-Davis Jr-Sr High School will increase the percentage of students earning high growth in both mathematics and English Language Arts, based on the ILEARN assessment, in spring 2021. Mathematics growth for grades 7, 8, and 10 will improve by 11%. English Language Arts growth for grades 7, 8, and 10 will improve by 10.3%.</p>	<p>Year 3 Goal Oregon-Davis Jr-Sr High School will increase the percentage of students earning high growth in both mathematics and English Language Arts, based on the ILEARN assessment, in spring 2022. Mathematics growth for grades 7, 8, and 10 will improve by 11%. English Language Arts growth for grades 7, 8, and 10 will improve by 10.3%.</p>
	<p>Resources Needed Time, stipends for teachers, and/or subs, external partner, STEAM resources</p>	<p>Resources Needed Time, stipends for teachers, and/or subs, external partner, STEAM resources</p>

EES Professional Development & Implementation Roadmap



EQUITABLE EDUCATION SOLUTIONS
PROMOTING LEARNING FOR ALL STUDENTS

Annual SMART GOAL 3: Students identified for the Free/Reduced lunch subgroup will improve proficiency in mathematics and English Language Arts as measured by ILEARN in spring 2020. Mathematics proficiency for students in the Free/Reduced lunch group will improve 10.6%. English Language Arts proficiency for students in the Free/Reduced lunch group will improve 7.0%.

Aligned Focus Area: Focus area number three specifically addressed the growth of students in grades 7, 8, and 10 identified for Free/Reduced lunch.

Timeline: September 2019 – November 30, 2021

<u>Improvement Strategy or Intervention</u>		<u>PD to be provided for strategy</u>		<u>Opportunities for district to provide support</u>
Key Action Steps <i>What specific strategies, activities, and changes in policies and practices need to be implemented to achieve desired outcomes?</i>	Person(s) Responsible <i>Who will ensure that the activity is implemented?</i>	Timeline for Activity <i>When exactly will this activity take place?</i>	Resources <i>What resources (time, money, people and materials) do you need to invest?</i>	Benchmark(s) of Success <i>How will we know what's in place and what's working? How will you know that you're making forward progress toward your target goal? What data will you collect and how will you collect it?</i>
<p>Evidence Based Intervention:</p> <p>Goddard, R., Hoy, W. and Hoy, A. (2000). Collective Teacher Efficacy: Its Meaning, Measure, and Impact on Student Achievement. <i>American Educational Research Journal</i>, 37(2), pp.479-507.</p> <p>Luby, J., Belden, A., Botteron, K., Marrus, N., Harms, M., & Babb, C. et al. (2013). The Effects of Poverty on Childhood Brain Development. <i>JAMA Pediatrics</i>, 167(12), 1135. doi: 10.1001/jamapediatrics.2013.3139</p>				
Establish a schoolwide need for data, identify strong data leaders within the building	Principal	2019 - 2021	Time, stipends for teachers, and/or subs, external partner	Professional collaboration will include significant dialogue around student learning based on student achievement data Data will be accessible for all staff

EES Professional Development & Implementation Roadmap



EQUITABLE EDUCATION SOLUTIONS
PROMOTING LEARNING FOR ALL STUDENTS

Launch a schoolwide data system using PIVOT, providing time for teachers to create classroom assessments or assignments and develop a common framework for benchmark assessments	Principal	2019 - 2021	Time, stipends for teachers, and/or subs, external partner	All teachers will become familiar with and create at least one assessment to pilot with class by December 2019
Work on defining and creating tiered assessments and implementing an ongoing cycle of data review for instructional improvement	Principal	2019 - 2021	Time, stipends for teachers, and/or subs, external partner	Tiered assessments and benchmark assessments will be available through PIVOT and/or Google folder
Teach students to own their own data	Principal	2019 - 2021	Time, resources for students to track data	Students will have binders (actual or online) to record and track data Students will be able to articulate expectations and progress towards meeting such standards



<p>Long-Term Vision of Success</p>	<p>Year 2 Goal Students identified for the Free/Reduced lunch subgroup will improve proficiency in mathematics and English Language Arts as measured by ILEARN in spring 2021. Mathematics proficiency for students in the Free/Reduced lunch group will improve 10.6%. English Language Arts proficiency for students in the Free/Reduced lunch group will improve 7.0%.</p>	<p>Year 3 Goal Students identified for the Free/Reduced lunch subgroup will improve proficiency in mathematics and English Language Arts as measured by ILEARN in spring 2022. Mathematics proficiency for students in the Free/Reduced lunch group will improve 10.6%. English Language Arts proficiency for students in the Free/Reduced lunch group will improve 7.0%.</p>
	<p>Resources Needed Time, stipends for teachers, and/or subs, external partner, resources for students to track data</p>	<p>Resources Needed Time, stipends for teachers, and/or subs, external partner, resources for students to track data</p>

EES Professional Development & Implementation Roadmap



EQUITABLE EDUCATION SOLUTIONS
PROMOTING LEARNING FOR ALL STUDENTS

ANNUAL SMART GOAL 1

Checkpoint 1

Timeline

PLAN

Benchmark of Success	
Staff Responsible for Progress Monitoring	
Staff to Involve in Progress Monitoring	
Data to be Reviewed During Progress Monitoring	
Date for Progress Monitoring	

STUDY

Data-Supported Lessons Learned	
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ACT

Revisions to Make to Improvement Strategies	
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Checkpoint 2

Timeline

PLAN

Benchmark of Success	
Staff Responsible for Progress Monitoring	
Staff to Involve in Progress Monitoring	
Data to be Reviewed During Progress Monitoring	
Date for Progress Monitoring	

EES Professional Development & Implementation Roadmap



EQUITABLE EDUCATION SOLUTIONS
PROMOTING LEARNING FOR ALL STUDENTS

STUDY

Data-Supported Lessons Learned

ACT

Revisions to Make to Improvement Strategies

Checkpoint 3

Timeline

PLAN

Benchmark of Success

Staff Responsible for Progress Monitoring

Staff to Involve in Progress Monitoring

Data to be Reviewed During Progress Monitoring

Date for Progress Monitoring

STUDY

Data-Supported Lessons Learned

ACT

Revisions to Make to Improvement Strategies

EES Professional Development & Implementation Roadmap



EQUITABLE EDUCATION SOLUTIONS
PROMOTING LEARNING FOR ALL STUDENTS

ANNUAL SMART GOAL 2

Checkpoint 1

Timeline

PLAN

Benchmark of Success	
Staff Responsible for Progress Monitoring	
Staff to Involve in Progress Monitoring	
Data to be Reviewed During Progress Monitoring	
Date for Progress Monitoring	

STUDY

Data-Supported Lessons Learned	
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ACT

Revisions to Make to Improvement Strategies	
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Checkpoint 2

Timeline

PLAN

Benchmark of Success	
Staff Responsible for Progress Monitoring	
Staff to Involve in Progress Monitoring	
Data to be Reviewed During Progress Monitoring	
Date for Progress Monitoring	

EES Professional Development & Implementation Roadmap



EQUITABLE EDUCATION SOLUTIONS
PROMOTING LEARNING FOR ALL STUDENTS

STUDY

Data-Supported Lessons Learned

ACT

Revisions to Make to Improvement Strategies

Checkpoint 3

Timeline

PLAN

Benchmark of Success

Staff Responsible for Progress Monitoring

Staff to Involve in Progress Monitoring

Data to be Reviewed During Progress Monitoring

Date for Progress Monitoring

STUDY

Data-Supported Lessons Learned

ACT

Revisions to Make to Improvement Strategies

EES Professional Development & Implementation Roadmap



EQUITABLE EDUCATION SOLUTIONS
PROMOTING LEARNING FOR ALL STUDENTS

ANNUAL SMART GOAL 3

Checkpoint 1

Timeline

PLAN

Benchmark of Success	
Staff Responsible for Progress Monitoring	
Staff to Involve in Progress Monitoring	
Data to be Reviewed During Progress Monitoring	
Date for Progress Monitoring	

STUDY

Data-Supported Lessons Learned	
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ACT

Revisions to Make to Improvement Strategies	
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Checkpoint 2

Timeline

PLAN

Benchmark of Success	
Staff Responsible for Progress Monitoring	
Staff to Involve in Progress Monitoring	
Data to be Reviewed During Progress Monitoring	
Date for Progress Monitoring	

EES Professional Development & Implementation Roadmap



EQUITABLE EDUCATION SOLUTIONS
PROMOTING LEARNING FOR ALL STUDENTS

STUDY

Data-Supported Lessons Learned

ACT

Revisions to Make to Improvement Strategies

Checkpoint 3

Timeline

PLAN

Benchmark of Success

Staff Responsible for Progress Monitoring

Staff to Involve in Progress Monitoring

Data to be Reviewed During Progress Monitoring

Date for Progress Monitoring

STUDY

Data-Supported Lessons Learned

ACT

Revisions to Make to Improvement Strategies