FWCS

WE ARE YOUR SCHOOLS

FORT WAYNE COMMUNITY SCHOOLS

School Improvement Planning

2020-21

Table of Contents

Introduction 2
The FWCS Change Theory Process 4
District Root Cause Analysis 6
Step 1A: Innovation/Vision – Cabinet 7
FWCS Beliefs, Assumptions, Systems 8
Part II 9
Step 1B: Innovation/Vision – Building - Instructions 10
Step 3: Theory of Change Questions - Instructions 20
Step 4A: District Professional Learning Cycle of Continuous Improvement 22
Step 4B: School Cycle of Continuous Improvement - Instructions 27
Step 5: Logic Model - Instructions 30
Introduction to Step 6: 12-Month Plan/Professional Learning Plan and 38
Step 6 Action Plan 1: 12-Month Plan/Professional Learning Plan 39
Step 7 Action Plan 1: Logic Model Monitoring 45
Step 6 Action Plan 2: 12-Month Plan/Professional Learning Plan 47
Step 7 Action Plan 2: Logic Model Monitoring 54
Step 6 Action Plan 3 (if necessary): 12-Month Plan/Professional Learning Plan 55
Step 7: Logic Model Monitoring 61
Part III 63
Description and Location of Curriculum 64
Titles and Descriptions of Assessments 64
Opportunities for Staff to be Included in Assessment Decisions 66
Plan for Submission/Updating of School Wide Plan 67
Timeline for Submission/Updating/SIP Plan 67
Effective, Properly-Licensed Teachers and HQ Paraprofessionals 68
Strategies to Attract Effective Teachers 69
Teacher Mentoring Program 70
Responsibilities of School, LEA and SEA 70
Coordination and Integration of Federal, State and Local Funds 71
Pre-K to K Transition Plan 71
6th Grade Transition Plan 72
Parental Participation and Community Involvement in Schools 72
Providing Individual Academic Assessment Results to Parents 72
Increasing the Amount of Learning Time and Providing Timely Assistance to Struggling Students 72
Technology as a Learning Tool (Wonder if this should be Leveraging Digital) 74
Safe and Disciplined Learning Environment 75
Attendance Rate 75
Core 40 and Honors Diplomas 76
Graduation 76
Cultural Competency 76
Additions to School Improvement Plans Demonstrating College and Career Preparation 77
Benchmarks for Improvement 78
Statutes and Rules to be Waived 78
Pyramid for Success™ Three Tier Model 79
High Ability Academic Emphasis 80
Comprehensive Needs Assessment 83
Key Areas of Focus for Improvement (Narrative) 85
Part IV 86
Appendices 86
FWCS Beliefs, Assumptions, Systems 87
District Resources 101

Introduction

FWCS is a "Learning System." In learning systems:

- All educators commit to **continuous learning** and to applying that learning to their own and others' performance.
- Individuals understand their role in and responsibility for helping the District achieve its **vision**, **mission**, **goals** and **objectives.**
- Educators at every level share responsibility for student and adult learning, dedicate themselves to **continuous improvement**, use **data** to drive decisions and monitor and adjust their practices based on **feedback**. Hirsh, S., Psencik, K. & Brown, F. (2014). *Becoming a Learning System.*

Within FWCS these attributes of a learning system are demonstrated through our District's school and department improvement processes.

School Improvement Planning within FWCS is focused on raising student achievement by utilizing a cycle of continuous improvement that:

- Provides opportunities for **all children** to **meet challenging state academic standards**.
- Uses methods and instructional strategies that **strengthen the school's academic program**, **increase** the amount and quality of **learning time** and provide **an enriched, accelerated and well-rounded curriculum**.
- Addresses the needs of all children, particularly those at risk of not:
    - Reading at or above grade level
    - Being proficient on the state assessment
    - Being disciplined or suspended proportionally to their peers.

This document is intended to provide a roadmap for constructing a school improvement plan that will fulfill federal, state and District requirements. It has been organized to follow the nine steps of the FWCS Change Theory Process.

Part I

Introduction
The FWCS Change Theory Process
District Root Cause Analysis
- Step 1A

District SMART Goals 2020-21
FWCS Beliefs, Assumptions, Systems

Part II

SIP - Steps IB – 7
- Instructions
- Templates

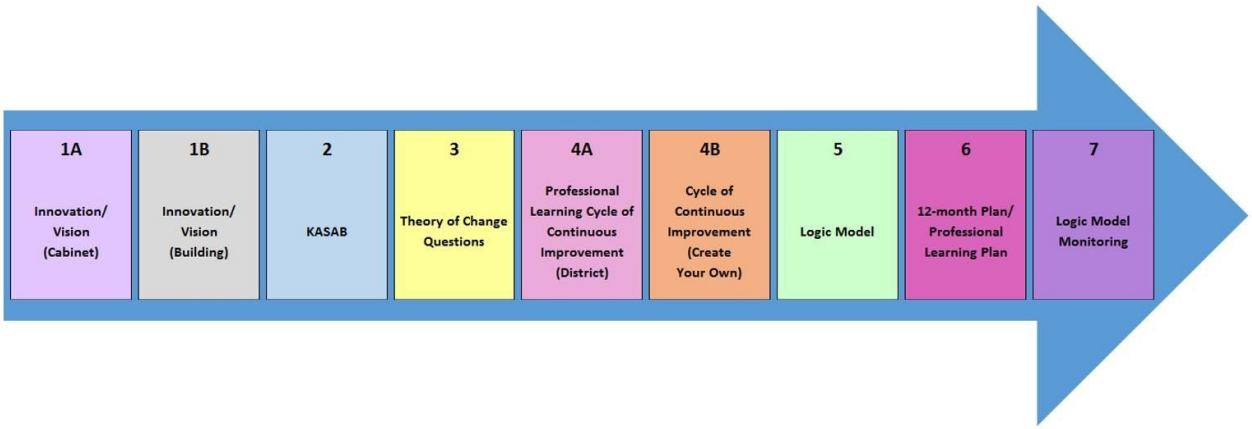
Part III

SIP - Required Components
- State
- Title I

Part IV

Appendices
- FWCS Beliefs, Assumptions, Systems
- District Resources

The FWCS Change Theory Process

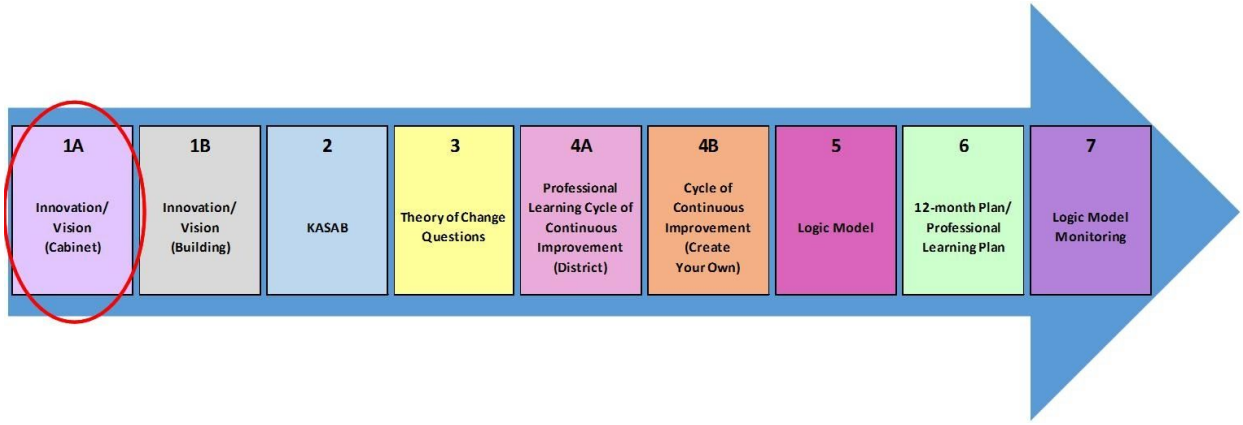


In an effort to meet the challenge of change, FWCS established a system in which all work is designed and implemented from a process with a clear vision and purpose that aligns to the **FWCS Mission: Educating all students to high standards**. The Theory of Change process is designed to instill a systemic design that engages stakeholders and establishes an outline for essential actions required for full implementation with fidelity.

The Change Theory ensures leadership articulates a clear vision and purpose for creating a sustainable culture that influences leadership effectiveness and student achievement. The template is designed to establish early and intermediate accomplishments that will set the stage for long-term results through the cycle of continuous improvement. The cycle instills a learning-focused system centered on knowledge, attitude, skills, aspirations, and behaviors. Hirsh, S., Crow, T. (2017). *Becoming a Learning Team*.

Monitoring the FWCS Change Theory through a cycle of continuous improvement will ensure all stakeholders at the building and district level engage in effective practices and experiences that yield **measurable results.**

District Root Cause Analysis



Step 1A: Innovation/Vision – Cabinet

Purpose:

To develop a clear and shared vision around an essential innovation.

Materials:

Chart Paper, markers, sticky notes.

Preparation:

Engage the vision team in study around the innovation (reading articles, observing classrooms, watching videos and PL opportunities).

Process:

1. Share with team the purpose of the session and the outcome expected.
2. Ask each team member to write on a post-it note individually, in one or two sentences, what the innovation really is.
3. Facilitate the team working together to synthesize what everyone said and come to agreement on one or two sentences that capture all the thinking.
4. Ask the team to follow the same procedure using sticky notes to identify the critical attributes of the innovation. (Again, not having any research to support the thinking might lead to a vision that is similar to what is currently in practice and getting the same results.)
5. Reflect on the work and create a plan to share feedback from all those impacted by the innovation.

District Focus Areas and Goals

1. 100% of students demonstrate ELA proficiency
2. 100% of students demonstrate Mathematics proficiency
3. 100% of students read at grade level
4. 100% of students demonstrate positive behavior

District Targets

Focus Area	Metric	2018-19 EOY Performance	Long-Term Target	2020-21 Target
English Language Arts	Percentage of Students Proficient	32.5%	76.5%	35.9%
English Language Arts	Percentage of Students Meeting their Conditional Growth Target(NWEA MAP Growth)	-	-	35%
Mathematics	Percentage of Students Proficient	26.9%	71.5%	30.6%
Mathematics	Percentage of Students Meeting their Conditional Growth Target(NWEA MAP Growth)	-	-	35%
Literacy	Percentage of All Students at Grade Level (NWEA MAP Fluency)	-	-	-
ELL Growth	Percentage of Students Achieving Growth >=0.2 Levels (WIDA)	54.4%	77.2%	59%
Positive Behavior Supports	Percentage of Students without a Referral	77.5%	88%	79.6%
Positive Behavior Supports	Total OSS Days	15,301	12,722	9,418(Only In-Person Students)
Attendance	Percentage of Model Attendees	60.7%	82.75%	65.1%

*When comparing to district benchmarks in Section 1B, schools must identify **level** averages (rather than district-wide averages displayed above).

FWCS Beliefs, Assumptions, Systems

In addition to data sources, the District has developed the following Beliefs, Assumptions and Systems to support the achievement of District Goals. You will also want to use these resources and integrate them into your goal setting process. Details and descriptions can be found in the Appendix.

1. Mission, Vision, Core Values
2. District Goals
3. FWCS Systems for Action
4. Moral Purpose / Triple P
5. FWCS Pyramid for Success
6. Vision for Learning / 21st Century Student Skills
7. Curriculum, Instruction, Assessment Matrix
8. FWCS Leadership Framework
9. FWCS Professional Learning Framework
10. FWCS Professional Learning System
11. Standards for Professional Learning
12. Cycle of Continuous Improvement for Educator Practices
13. Change Theory (Arrow)
14. Ron Edmond's quote

Part II

SIP - Steps IB – 7

- Instructions
- Templates

To be completed electronically
and submitted to the IDOE with Part III

FORT WAYNE COMMUNITY SCHOOLS
Snider High School
2020-2021 School Improvement Plan

Step 1B: Innovation/Vision – Building - Instructions

Data Reflection:

A. Begin by assessing your school's overall performance. Before completing the section below, examine your school's SIP profile, available in FWCS BI Reports. These dashboards are intended to provide aggregate performance in your building and among relevant subgroups with respect to overall FWCS SMART goals.

Focus Area	Metric	2020 EOY Performance (District- Level)	2019 EOY Performance (School)	2020 EOY Performance (School)
English Language Arts	Percentage of Students Proficient (ISTEP/ILEARN)	Elem: 33.5% Middle: 32.8% High: 29.9%	40.9%	N/A
English Language Arts	Percentage of Students Meeting their Conditional Growth Target(NWEA MAP Growth)	N/A	N/A	N/A
Mathematics	Percentage of Students Proficient (ISTEP/ILEARN)	Elem: 39.8% Middle: 28.6% High: 11.3%	15.8%	N/A
Mathematics	Percentage of Students Meeting their Conditional Growth Target(NWEA MAP Growth)	N/A	N/A	N/A
Literacy	Percentage of All Students at Grade Level (NWEA MAP Fluency)	N/A	N/A	N/A
ELL Performance	Percentage of Students Achieving Growth >=0.2 Levels (WIDA)	Elem: 67.1% Middle: 28.1% High: 36.5%	21.8%	21.43%
Positive Behavior Supports	Percentage of Students without a Disciplinary Referral	Elem: 83.3% Middle: 68.8% High: 71.0%	75.9%	83.1%
Positive Behavior Supports	Total OSS Days	Elem: 4,541 Middle: 4,510 High: 5455	1020	779
Attendance	Percentage of Model Attendees	Elem: 63% Middle: 58.9% High: 53.2%	51.7%	60.2%

FORT WAYNE COMMUNITY SCHOOLS
Snider High School
2020-2021 School Improvement Plan

With your QIT, use your SIP school profile to answer the following questions:

Data Reflection
● How did overall school performance change in the prior school year? Over the previous years? ● The OSS/Referral data drops due to the shortened school year. We were making progress on our OSS days by using a variety of restorative techniques as opposed to suspending students ● Positive behavior supports increase ● Model attendees increased ● Over the previous years: ● Overall lack of significant change in all categories
How does performance compare to District benchmarks? ● Need improvement in ELL ● Percentage of model attendees is above the benchmark ● We made progress in our OSS days and percentage of students without a referral
How does performance vary across demographic subgroups, and how does this compare to subgroup averages across your level in the District? ● Disproportionate ● AA/Multi-racial males higher discipline ● Across the district – no significant difference between our data and the secondary averages
● How does performance vary across grade levels, and how may this help action plans for the upcoming school year? ○ Attendance decreases senior year ○ Referrals are highest for freshmen and juniors ○ Orient freshmen on citizenship – MAKE IT MATTER. Credits ○ Attendance policy that works – make school matter senior year ○ We will be very specific and driven. If attendance is the issue, need to develop the plan. How do we make the kids WANT to be there? How can we be accountable for students in person and online for attendance?
● Where are your school's greatest strengths in performance? Where are the greatest challenges and focus areas for the upcoming school year? Higher in PBIS (s's without a referral) o Parental involvement, PTA, Boosters, more POSITIVE parent phone calls o Using power school and panthers pause to communicate with parents · Greatest Challenges: - Student Engagement in zoom/in-person, Teachers continue to work on how ● Parent engagement ● New staff members – Culture, legacy, procedural expectations, BUY-IN ○ Peer to peer, mentors, EVERY staff member has someone (#PantherPride) ○ New teachers use prep to watch other teachers

B. For each focus area and SIP target, identify your school's baseline performance, long-term goal, and target for the 2019-20 school year.

Focus Area	Metric	2018-19 EOY Performance (School)(Due to Covid)	Long Term Goal (2022-23)	2020-21 Target
English Language Arts	Percentage of Students Proficient (ISTEP/ILEARN)	40.9%	66.35%	46.8%
English Language Arts	Percentage of Students Meeting their Conditional Growth Target(NWEA MAP Growth)	N/A	N/A	35%
Mathematics	Percentage of Students Proficient (ISTEP/ILEARN)	15.8%	57.9%	24.2%
Mathematics	Percentage of Students Meeting their Conditional Growth Target(NWEA MAP Growth)	N/A	N/A	35%
Literacy	Percentage of All Students at Grade Level K-2(NWEA MAP Fluency)	N/A	N/A	N/A
ELL Performance (19-20)	Percentage of Students Achieving Growth >=0.2 Levels	21.43%	60.7%	37.1%
Discipline - All Students	Percentage of Students without a Referral	75.9%	87.95%	80.7%
Discipline - All Students	Total OSS Days (In Person Students Only)	1020	765	969
Attendance	Percentage of Model Attendees	57.4%	78.7%	61.7%

Due to the shortened in person school year last year please use data from 18-19 for English Language Arts/Math Proficiency, Discipline, and Attendance when setting your 2020-21 targets. Use 19-20 data for Ell Performance.

Persistent Attendee: Students with attendance rates of 96% or above, as reported to Indiana. This category includes both excused and unexcused absences, but does not include suspension days.
Improved Attendee: Any student whose attendance rate improves 3 percentage points or more from the previous school year.
Model Attendee: Any student who qualifies as a persistent or improved attendee.

For proficiency and proficiency-like metrics, long-term and 2018-19 targets will be set with the goal of cutting non-proficiency in half by 2022-23, and making equivalent progress in each year in-between. As an example:
A school has an ELA proficiency rate of 54% in 2017-18. (Baseline year)

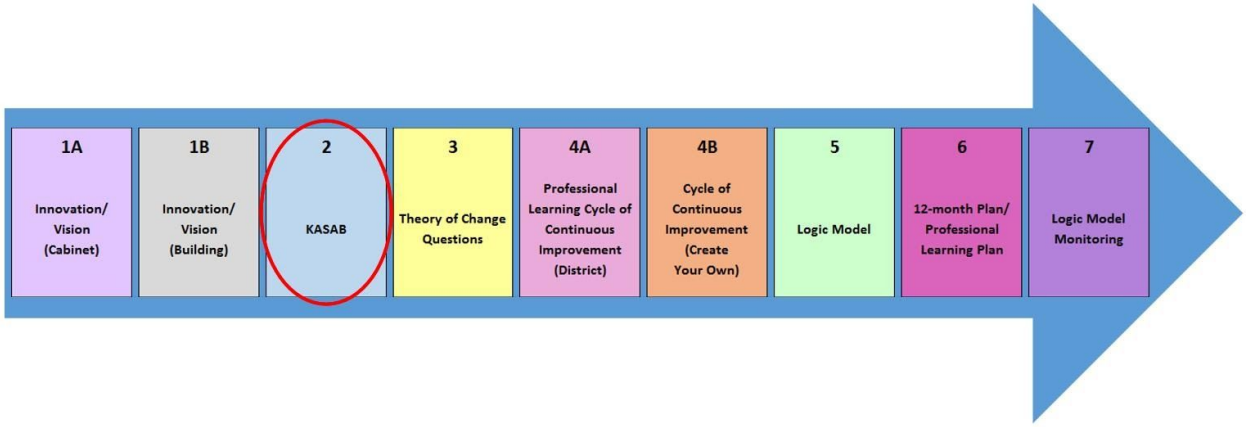
Long-term target
Non-proficiency: 100%-54%=46%
46%/2 = 23%
23% + 54% = **77%**

2018-19 Target
23%/5 years=4.6%
4.6% + 54% = **58.6%**
Metrics where targets can be set using this formula include:

• English Language Arts - Percentage of Students Proficient
• Mathematics- Percentage of Students Proficient
• Literacy- Percentage of All Students at Grade Level
• Percentage of Students without a Referral
• Percentage of Model Attendees

For other metrics, district-wide targets are established as follows:

Metric	Long-Term Target	2018-19 Target
ELA - Percentage of Students Achieving High Growth	45%	45%
Math- Percentage of Students Achieving High Growth	45%	45%
WIDA- % of Students Growing 0.5 Levels	Elementary: 70% Secondary: 35%	Elementary: 70% Secondary: 35%
Total OSS	25% Reduction from 2017-18	5% Reduction From 2017-18



Step 2: KASAB - Instructions

Purpose:

Clarify the vision by declaring the roles of those who are to implement the school improvement plan (SIP). Establish a KASAB to declare new and expected knowledge, attitudes, skills, aspirations, and behaviors essential to achieve the goals.

Materials:

- Sticky notes
- Chart paper
- Markers
- Pen and pencil

Preparation:

- Ensure everyone participating knows the process and purpose of a KASAB

Process:

1. Clarify the purpose of a KASAB. (A KASAB helps a team understand what shifts in adult practice are essential for the team to fully achieve its moral purpose or the goals of any SIP.)
2. Ask team members to work in small groups and to define the changes in Knowledge, Attitudes, Skills, Aspirations, and Behaviors that will result from the professional learning essential to achieve the SIP.
3. Facilitate the conversations to insure precise language is used. (Knowledge, Attitudes, Skills, Aspirations, and Behaviors)
4. Ensure everyone who is impacted by the SIP provides input into the KASAB and begins to see what they need to understand and learn well.

   Identify stakeholders: for example, interventionists, administrators, teachers, support staff, students, managers, directors, external support, etc.

Step 2 Instructions, continued

KASAB					
	Identify Stakeholders	Identify Stakeholders	Identify Stakeholders	Identify Stakeholders	Identify Stakeholders
Knowledge Conceptual understanding of information, theories, principles, and research					
Attitudes Beliefs about the value of particular information or strategies					
Skills Strategies and processes to apply knowledge					
Aspirations Desires, or internal motivation, to engage in a particular practice					
Behaviors Consistent application of knowledge and skills					

FORT WAYNE COMMUNITY SCHOOLS

Snider High School

2020-2021 School Improvement Plan

Step 2 KASAB Template to complete

District Focus Areas

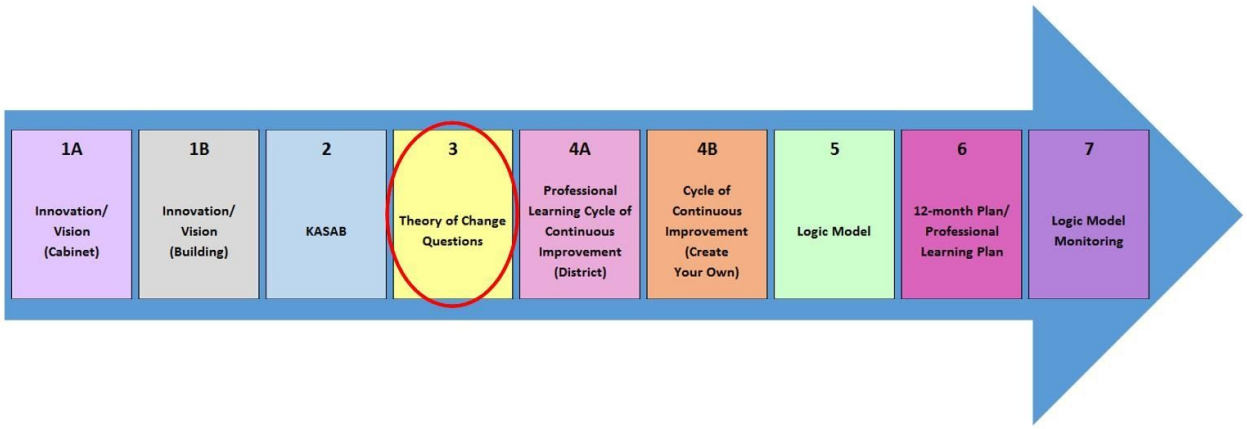
- 100% of students demonstrate ELA proficiency
- 100% of students demonstrate Mathematics proficiency
- 100% of students read at grade level
- 100% of students demonstrate positive behavior

	Students	Parents	Teachers	School Administrators	*Other (coach, interventionists, administrative assistants, support staff)
Knowledge Conceptual understanding of information, theories, principles, and research	Procedures The Why? GRIT Empathy Resources Know strengths/ weaknesses Able to communicate with teachers via zoom/e-mail /LMS appropriately	Know what words/acronyms mean Buy-in Know their s's strengths and weaknesses Knowledge of resources Able to access students information online (LMS and grades)	Know their role in the numbers Curriculum Learners Resources Brain research/best practices Communicating frequently with all via LMS	Understanding of strategies and techniques to model Know rules and procedures Know schedules and your people Understanding of t's strengths and weaknesses Have tools for feedback and evals School data Support of students and teachers in the blended model - reaching out to parents	Procedures The Why? GRIT Empathy Resources Know strengths/ weaknesses
Attitudes Beliefs about the value of particular information or strategies	Growth mindset Positivity Resilience Genuine trust in adults that they care about them	Cheerleaders for kid but be honest- excuse makers Expectations Parent not friend On the same team (assume positive intentions)	We can accomplish the goals All s's can learn All staff can improve Buy-in to goals	Believe in a culture of positive change Risk-taking – promote High expectations for all Knowledge of programs and presence Culture of care	Growth mindset Positivity Resilience Genuine trust in adults that they care about them
Skills Strategies and processes to apply knowledge	Problem solving Ready to learn Collaborative Personal responsibility Able to send professional/ appropriate e-mails and communication	Able and willing to assist child Able to check students grades, LMS pages, and contact teachers for assistance	Implement curriculum Classroom management Communication w/ all stakeholders Collaborative LMS management, digital communication, collaboration, and skills (and	Mediation Effective communicator Collaborative Provide T support in and outside class Positive feedback Time management/Proactive Creative in reaching out to virtual students, contacting students and parents	Problem solving Ready to learn Collaborative Personal responsibility

			can translate this to student knowledge)		
Aspirations Desires, or internal motivation, to engage in a particular practice	Pride Ownership Desire to be leaders Resilient	Be the biggest role model for their child Life-long learners	S's to be successful Professional pride Exceed expectations	Recognize T's and their work Support T's and their efforts Promote and support risk-taking Commit to Snider pride and culture Aspire to meaningful and prompt feedback Inclusive with all stakeholders	Pride Ownership Desire to be leaders Resilient
Behaviors Consistent application of knowledge and skills	Model citizens Model Students Servant leaders Active participant in outcomes/goals	Model it Follow up Consistent in what they do Partner w/teachers Monitor grades weekly Support child in all events	Consistent procedures for everything Implement all initiatives w/fidelity Self-reflective frequently Model expectations for s's Build relationships with S's and attend events	Provide flexible time for collab Consistent eval practices Be visible and present, engaged Empower others Endorse school pride Find fun/ be real	Model citizens Model Students Servant leaders Active participant in outcomes/goals

* The data from your KASAB may be used to write the required school narrative on the last page of Part III of the SIP. Add columns to the KASAB as needed.

Step 3: Theory of Change Questions - Instructions



Purpose:

Develop leaders' skills in establishing an effective theory of change to achieve goals established by their learning community. When working through a Theory of Change, team members consider barriers they will face when working toward

full implementation of the SIP to achieve their goals. Analyze the change process essential to achieve the goals.

Materials:

Chart paper, markers sticky notes.

Preparation:

Engage the vision team in study around the SIP

Process:

1. State the team's expectations: Team members will establish a theory of change to achieve the goals they have set as an organization. Team members will develop a clear theory of change before making decisions about the actions they will take to achieve their goals.

2. Explain that a theory of change clarifies all building blocks required to achieve a long-term outcome. This set of connected building blocks establishes a path to success.

3. Ask participants to work in small teams to answer each Theory of Change Question. If team members require additional research before the questions can be answered effectively, ask them to conduct their research and come prepared to share.

4. Consider the questions one at a time. Once each participant has answered, ask each small team to come to agreement.
    a. Ask each team to share results with the whole group.
    b. Find common ideas and come to consensus as a whole group.
    c. Answer the second question in the same way and proceed until all questions are answered.
    d. Ask each team member to reflect on his or her work, share it with the larger community, and make revisions in answers based on the best thinking of everyone.
    e. Use the theory of change to establish a clearly articulated plan of action.
    f. Implement the plan and reflect on the progress regularly.

Theory of Change Questions:

1. What is the current situation that we intend to impact?
2. What will it look like when we achieve the desired results?
3. What do we need to do to achieve that?
4. What behaviors need to change for that outcome to be achieved?
5. What knowledge or skills do people need before the behavior will change?
6. How will we measure our effectiveness?
7. How would we differentiate our work to meet their different needs?

Step 3 Template to complete

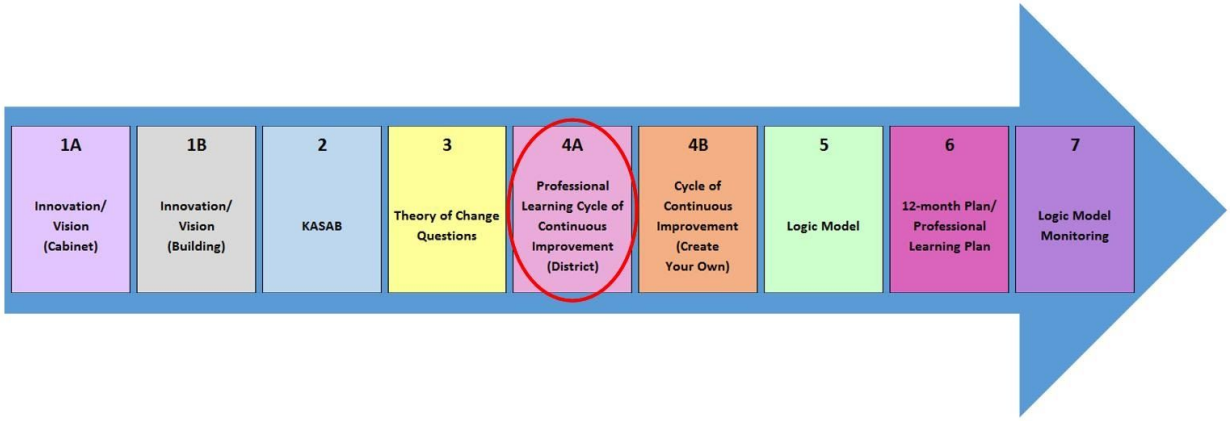
Theory of Change Questions:	
1. What is the current situation that we intend to impact?	Answer from the year before:We need to be great (make perception reality). We are creating a culture and climate of good citizenship, character, student centered instruction, creativity, excitement, and an environment that cares about the whole being. Current reality: How do we bring this back in a blended virtual world? The changes have definitely impacted the excitement, involvement and climate of Snider High School. We are working to re-engage families and students virtually, to slowly bring them back in person as we are able.
2. What will it look like when we achieve the desired results?	Better engagement in the blended learning model More classrooms using a flipped model to push students forward without overwhelming them Quicker/efficient response on the LMS and e-mail to students and parents Exceed goals – test scores go up referrals go down Close achievement gap Attendance increase Evidence of the 6 C's and deep learning happening in the classroom Students are using the same language as the adults. Behavior and learning reflect the 6 C's When students leave Snider, they are sent to the community with the necessary soft skills to be successful
3. What do we need to do to achieve that?	Assist teachers so they become more technologically savvy Continue to help parents and students get engaged and trained on the new platforms online Make videos on Panthers Pause teaching family members how to access the new gradebook, LMS, and any other technology platform that will help move us all forward together. Establish clear expectations 100% all stakeholder buy-in and accountability Practice what we preach Celebrate ALL successes – positive e-mails and calls Continue to celebrate successes loudly Stronger collaboration and sense of community Student voice and choice

4. What behaviors need to change for that outcome to be achieved?	Resorting to old methods of instruction (powerpoint for 45 minutes via zoom)- engage with them when you have them online or in person Lack of engagement from parents and students when we are unable to see them. Teachers not going the extra mile and continuing to reach out to them Administrators need to be constantly calling families to get students logged on and assist them with whatever they need. Administrators should drop into zooms to make sure a student is there and engaged, as opposed to playing middle man between the student and the teacher. The way we think – keep the faith and beliefs Everyone does the work Accountability – follow up and monitor Take professional responsibility – OWN PANTHER PRIDE Act like this will last longer than this year Positive perspective No Walnuts Embrace the struggle Growth mindset Support outside of the classroom - get involved! Shared partnership - not talking down to people but working with them Ownership of the building by everyone (our teachers, students, feelings, actions)
5. What knowledge or skills do people need before the behavior will change?	What is working effectively in the blended model for not only our teachers, but for other schools and other districts? How to use technology more effectively so it is not increasing the workload or taking twice as long to grade The WHY Be fearless - no consequence for risk-taking Data – modeling Rules, procedures, curriculum, goals, resiliency, growth mindset, grow your own Trust Teacher exemplars - how to make relationships with the toughest kids. Testimonial from a kid that has a change in behavior. Positivity with students speaking out that have made changes (interview) Take the next step to how can we do this in our rooms Support for teachers that need help with this frustration (they feel unsupported by department, student services, etc.) Self-reflection
6. How will we measure our effectiveness?	Attendance, referrals, F report, Power BI data Listening – pulse of the school LMS data

	Panthers Pause subscribers
7. How would we differentiate our work to meet their different needs?	With so many students virtual, we really need to determine how to reach out to them with so many different situations. Teachers have been using one on one meetings to build relationships with their students that they have not been able to in person. Teachers are learning to check in on students one on one since students are struggling asking for help in zoom Administrators, guidance counselors, and the front office staff are zooming with parents and students to help understand what technology issues they are having and showing them support. S's: Recognize their differences and KNOW them. Give them someone. Know their needs Parents: Know their needs, listen, positive calls, communicate, feedback, early and often T's: Stay together. United front. Mentors, peer to peer Voice and choice—shifting from teacher-centered to student-centered instruction; promoting greater student engagement, ownership, and accountability Deep learning - Collab Listening to what T's and S's need - ask what they are. Continue exemplar videos to model for teachers Mentors: New teachers do not know how to do anything so walk them through everything Instructional coach: differentiate help to other T's and make sure they can accept the help

* The answers to your Theory of Change questions may be used to write the required school narrative on the last page of Part III of the SIP.

Step 4A: District Professional Learning Cycle of Continuous Improvement



Instructions

Purpose:

To ensure educators are developing the skills, attitudes, and behaviors essential for achieving the District goals of the innovation and to move through first and second order change effectively.

Materials:

The graphic of the cycle

Preparation:

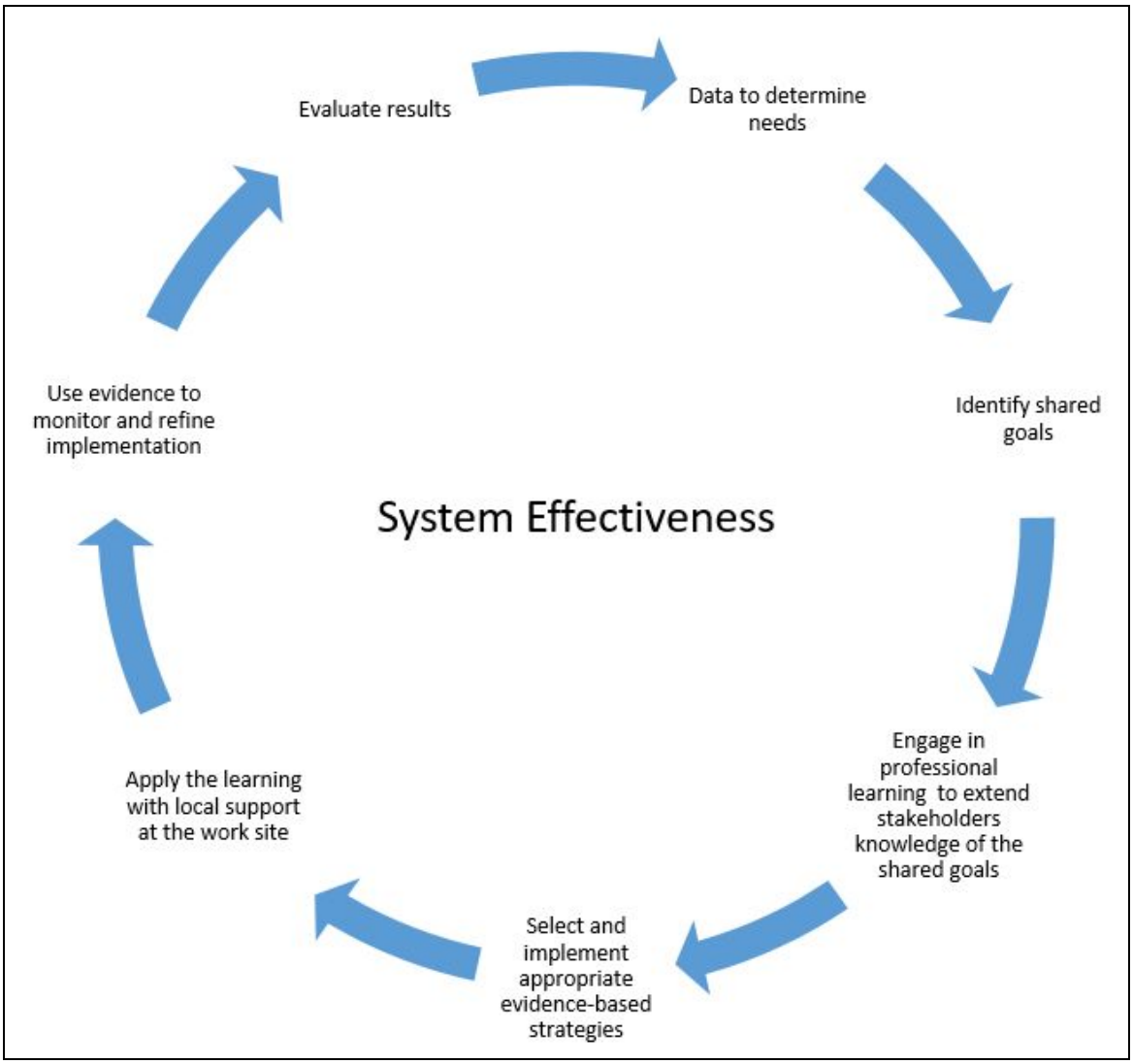
Review the Cycle of Continuous Improvement and bring evidence of where they believe their team is along the cycle.

Process:

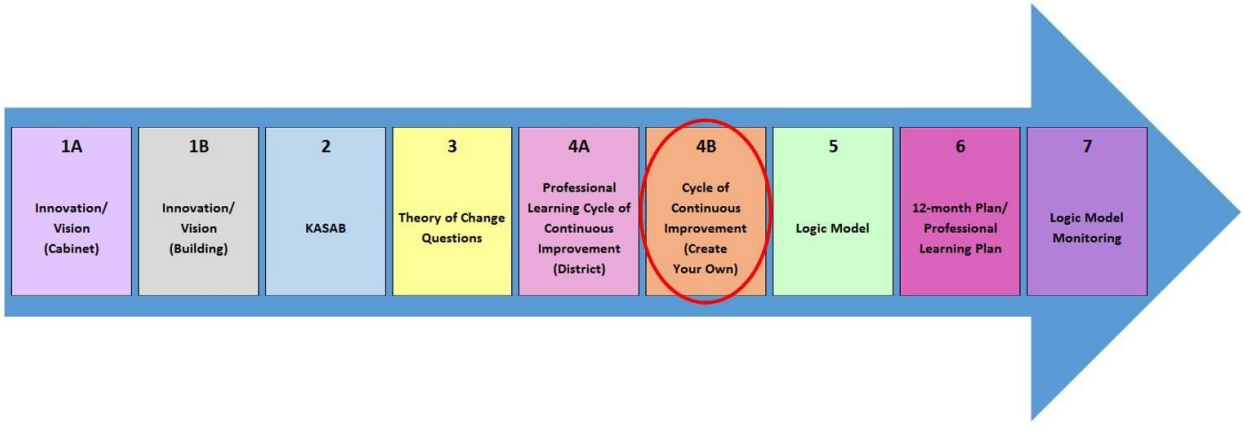
1. Review the cycle with all team members.
2. Each team member shares perspectives of the value of the cycle in their learning communities and the progress they are making to achieve the goals of the innovation.
3. Each individual shares where they think they are in the cycle and the evidence they brought to support their thinking.
4. Each member of the team gives warm and cool feedback about their progress and the use of the cycle to achieve the goals.
5. Summarize the comments, establish next steps, and commit to them.

Step 4A Instructions, continued

Example:



Step 4B: School Cycle of Continuous Improvement - Instructions



You just completed an important section of the Change Theory as you considered the importance of professional learning and areas for growth. In Step 4B, the same process will be used to create a Cycle of Continuous Improvement using the articulate vision (Step 1B) and the elements of your KASAB (Step 2). It is important in this phase to consider whole school change toward improvement.

What will it take to move from where we are to achieve our goals for the year? As you completed your theory of change questions (Step 3), remember that the Cycle of Continuous Improvement ensures successful achievement of the goals outlined in your SIP. How will your school move from vision to high levels of goal attainment?

Purpose:

Develop a cycle that is unique to the innovation and will ensure successful achievement of the goals. This work clarifies each outcome that is essential for a team to establish a clear logic model. A theory of change is grounded in an effective cycle of continuous improvement. It is designed based on: *If this . . Then this . .* thinking.

Materials:

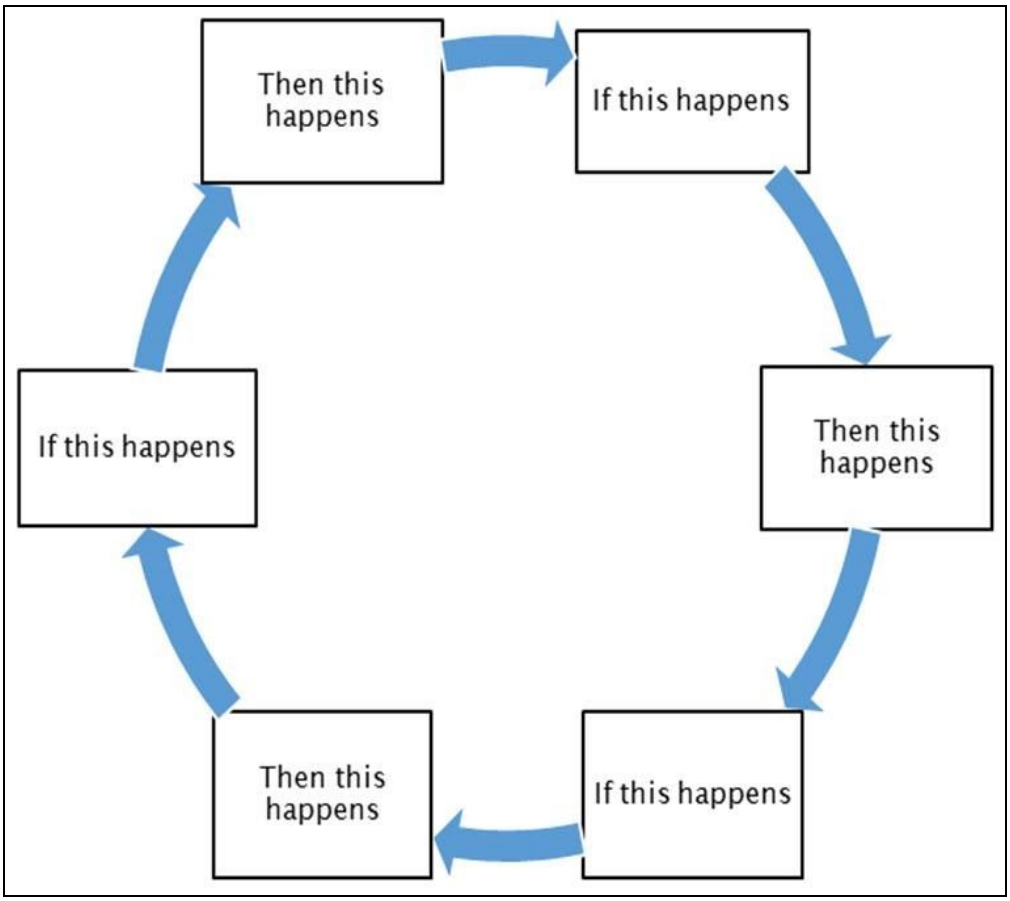
- Copy of the *Learning Forward Cycle of Continuous Improvement*
- Copies of the Vision statement
- The KASAB
- Sticky notes

Preparation: (none)

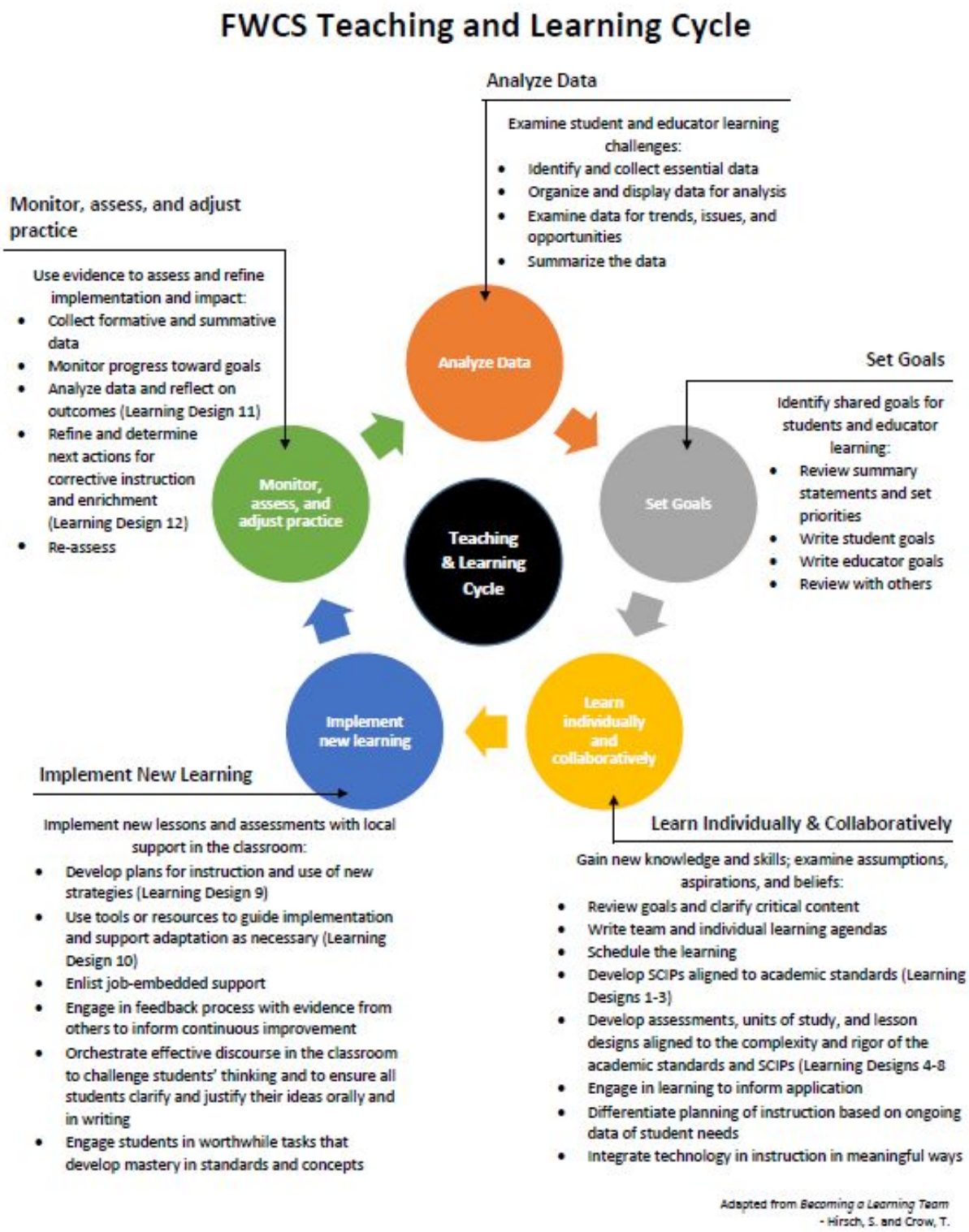
Step 4B Instructions, continued

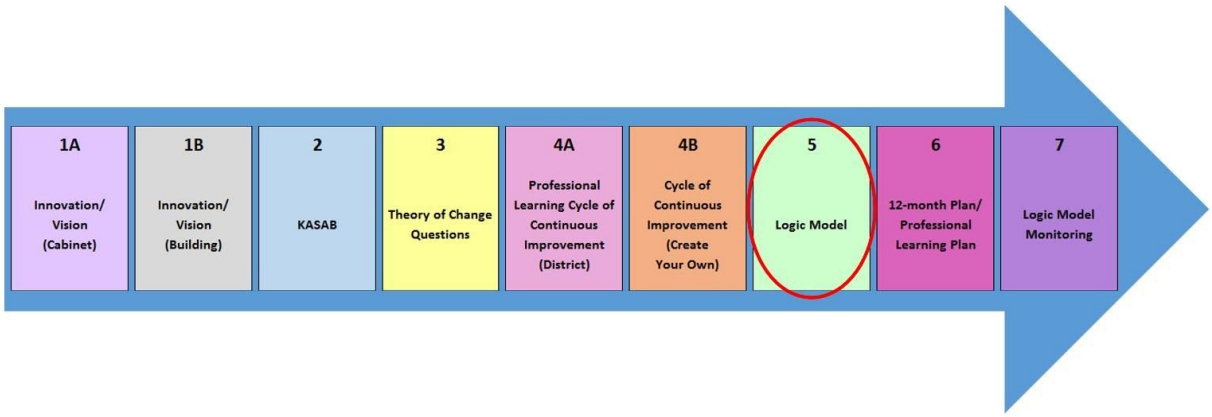
Process:

1. Share the purpose of the cycle of continuous improvement.
2. Teams review the work that is in place (clearly articulated vision and KASAB). Post these around the room.
3. Each person uses sticky notes to write one precise outcome that must be in place to consider the team ready to move on.
4. When everyone has written sticky notes, have them post them all on the wall.
5. Facilitate the team to find common sticky notes.
6. Small groups work on each step and come to a consensus.
7. Organize synthesized statements into a logical circle based on the *Learning Forward Cycle of Continuous Improvement.*
8. Seek feedback and commit to using the cycle when finalized.



Step 4B Template to complete





Step 5: Logic Model - Instructions

Purpose:

To clearly articulate first and second order change/outcomes and essential resources to accomplish the moral purpose, the goals of an organization, and the innovation essential to achieve the goals. Develop a logic model identifying short-term, mid-term and long-term outcomes. You and your QIT will complete the logic model to align with your data and goals.

Materials:

The completed vision of the SIP, the goals, KASAB, Theory of Change Questions, District professional learning cycle of continuous improvement and cycles of continuous improvement.

Preparation:

Review the work of the team around change to ensure alignment with long-term, intermediate and short-term outcomes established in the logic model.

Process:

1. What are the long-term outcomes that we would see when we are achieving our goals? Establish long-term outcomes first.
2. What are the short-term outcomes that will move the team through second order change? Establish short-term outcomes.
3. What are the intermediate outcomes that will move the team through second order change? Establish intermediate outcomes.
4. What resources and attitudes do we have going for us that will assist us in achieving our outcomes?

5. What resources will we need that we do not have right now? Determine books, time, organizational structures that must be in place for us to be successful.
6. Determine person(s) responsible

Learning Communities	Long-term Outcomes	Intermediate Outcomes	Short-term Outcomes	Resources	Person Responsible
English	(K-12) All teachers utilize all stages of the cycle of continuous improvement in order to be responsive to student needs	(K-12) All teaching teams use their designed cycle of continuous improvement to guide conversations during planning and to design their instructional lesson plans.	(K-12) All learning communities establish a clearly articulated plan for the cycle of continuous improvement	● ELA Curriculum ● Deep Learning ● (6-12) Discovery Ed (STEM/STEAM) ● (K-12) Approved Supplemental Resources (List on LMS) ● NWEA	Principal, Assistant Principal, English Teacher, Instructional Coach
	(K-12) All teachers monitor, assess, and adjust practice based on data.	(K-12) All teachers utilize data to inform instruction in units, lessons, and phonics (K-2)	(K-12) All teachers engage in goal setting with students and for themselves as a learning team		
	(K-12) Teachers engage students in meaningful authentic Deep Learning experiences that lead to the mastery of standards.	Teacher teams design and implement authentic Deep Learning experiences that lead to the mastery of standards.	Teachers and administrators engage in collaboration and professional learning around authentic Deep Learning experiences that lead to the mastery of standards.		
	Teachers engage students in learning environments that maximize the use of technology to engage students in Deep Learning and share evidence of academic success and social/emotional well-being.	Teachers purposefully design learning environments that maximize the use of technology to engage students in Deep Learning and share evidence of academic success and social/emotional well-being.	Teachers and administrators engage in collaboration and professional learning around creating learning environments to maximize the use of technology to engage students in Deep Learning.		
Learning Communities	**Long-term Outcomes**	**Intermediate Outcomes**	**Short-term Outcomes**	**Resources**	**Person Responsible**

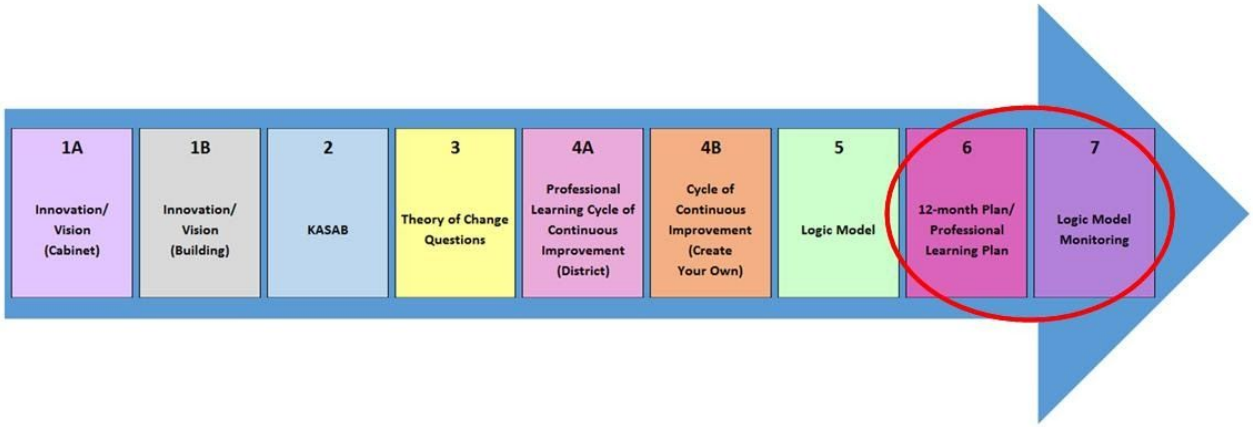
Math	(K-12) All teachers utilize all stages of the cycle of continuous improvement in order to be responsive to student needs	(K-12) All teaching teams use their designed cycle of continuous improvement to guide conversations during planning and to design their instructional lesson plans.	(K-12) All learning communities establish a clearly articulated plan for the cycle of continuous improvement	● FWCS Math Curriculum ● (6-12) Agile Mind ● (6-12) Big Ideas ● (6-12) Discovery Ed (STEM/STEAM) ● (K-12) Approved Supplemental Resources (List on LMS) ● (K-12) Mathematical Mindsets (Curriculum Collaborators) ● Deep Learning ● NWEA	Principal, Assistant Principal, Teachers, Math Teacher, Instructional Coach
	(K-12) All teachers monitor, assess, and adjust practice based on data.	(K-12) All teachers utilize data to inform instruction in units, lessons, and phonics (K-2)	(K-12) All teachers engage in goal setting with students and for themselves as a learning team		
	(K-12) Teachers engage students in meaningful authentic Deep Learning experiences that lead to the mastery of standards.	Teacher teams design and implement authentic Deep Learning experiences that lead to the mastery of standards.	Teachers and administrators engage in collaboration and professional learning around authentic Deep Learning experiences that lead to the mastery of standards.		
	Teachers engage students in learning environments that maximize the use of technology to engage students in Deep Learning and share evidence of academic success and social/emotional well-being.	Teachers purposefully design learning environments that maximize the use of technology to engage students in Deep Learning and share evidence of academic success and social/emotional well-being.	Teachers and administrators engage in collaboration and professional learning around creating learning environments to maximize the use of technology to engage students in Deep Learning.		
Learning Communities	**Long-term Outcomes**	**Intermediate Outcomes**	**Short-term Outcomes**	**Resources**	**Person Responsible**
Science, Social Studies, Related Arts, Special Education, ELL	(K-12) All teachers utilize all stages of the cycle of continuous improvement in order to be	(K-12) All teaching teams use their designed cycle of continuous improvement to guide conversations during planning and to design	(K-12) All learning communities establish a clearly articulated plan for the cycle of continuous improvement	Deep Learning	Principal, Assistant Principal, Teachers Science, Social

	responsive to student needs	their instructional lesson plans.		● (6-12) Discovery Ed (STEM/STEAM) ● (K-12) Approved Supplemental Resources (List on LMS) ● FWCS Curriculum	Studies, Related Arts, Special Education, ELL teachers, Instructional Coach
	(K-12) All teachers monitor, assess, and adjust practice based on data.	(K-12) All teachers utilize data to inform instruction in units, lessons, and phonics (K-2)	(K-12) All teachers engage in goal setting with students and for themselves as a learning team		
	(K-12) Teachers engage students in meaningful authentic Deep Learning experiences that lead to the mastery of standards.	Teacher teams design and implement authentic Deep Learning experiences that lead to the mastery of standards.	Teachers and administrators engage in collaboration and professional learning around authentic Deep Learning experiences that lead to the mastery of standards.		
	Teachers engage students in learning environments that maximize the use of technology to engage students in Deep Learning and share evidence of academic success and social/emotional well-being.	Teachers purposefully design learning environments that maximize the use of technology to engage students in Deep Learning and share evidence of academic success and social/emotional well-being.	Teachers and administrators engage in collaboration and professional learning around creating learning environments to maximize the use of technology to engage students in Deep Learning.		
Learning Communities	**Long-term Outcomes**	**Intermediate Outcomes**	**Short-term Outcomes**	**Resources**	**Person Responsible**
Positive Behavior Supports	(9-12) Use of circles to discuss difficult social topics and integrate into curriculum (9-12) All teachers will understand the importance of character development and the strength of a strong learning culture	(9-12) Use of circles to discuss difficult social topics and integrate into curriculum (9-12) Staff members will engage in de-escalating practices to manage student behavior and not escalate (9-12) All staff will establish a self-care plan (9-12) Analysis of Great 8 data and a booster for PBIS lesson plans as needed student development	(9-12) All schools will create advisory/homeroom time in master schedule with staff buy-in and commitment (9-12) All classroom teachers will integrate PBIS: post matrix and facilitate lesson plans (9-12) School counselors will facilitate bullying lesson plans and make learning meaningful for students	(9-12) Secondary Bullying curriculum and lesson plans ● (9-12) PBIS matrix/lesson plans ● (9-12) Social Emotional lesson plans ● (9-12) Power BI—data analysis ● (9-12) Restorative	Principal, Assistant Principal, Teachers, Guidance Counselors, Case Managers

		(9-12) Schools will hold at least 1 PBIS celebration to promote student success	(9-12) Counselors will facilitate Erin's Law and Heather's law mandates	Practices *Circle* book ● (9-12) PBSS Coordinators	

Your completed Logic Model may be used to write the required school narrative on the last page of Part III of the SIP.

Introduction to Step 6: 12-Month Plan/Professional Learning Plan and



Step 7: Logic Model Monitoring

The purpose of Steps 6 and 7 is to create a 12-Month Plan for short-term, intermediate and long-term outcomes along with a clear system for monitoring the progress of those plans. Use the completed Step 5 (Logic Model) to complete Steps 6 and 7.

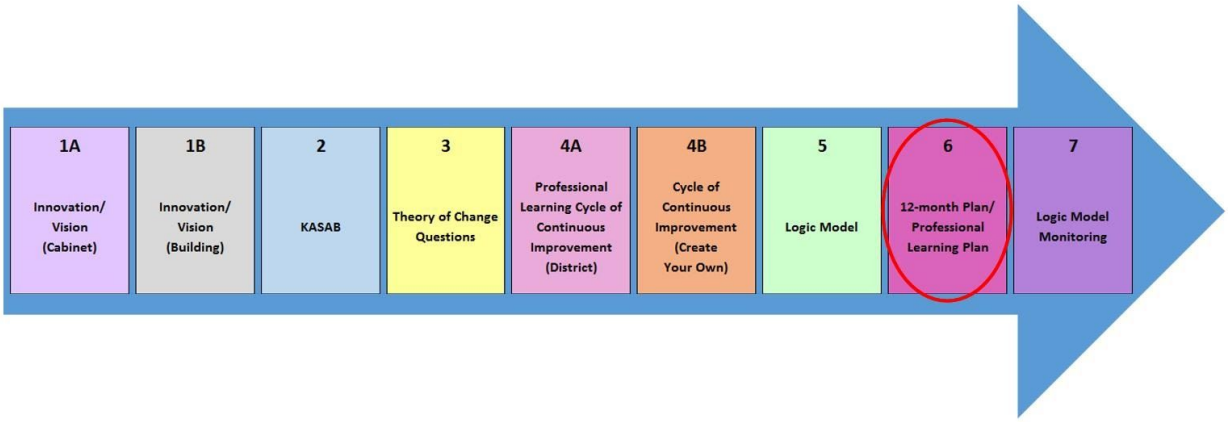
The Step 6 protocol involves three sections as you determine separate action plans for short-term, intermediate and long-term outcomes. After completing the first action plan in Step 6, assess the impact of the plan in Step 7 **before moving on to the next action plan in Step 6.**

The following chart reflects the planning (Step 6) and assessment (Step 7) processes for your action plans:

Step 6	Step 7	Step 6	Step 7	Step 6	Step 7
Action Plan 1 Short-term outcomes		Action Plan 2 Intermediate outcomes		Action Plan 3 Long-term outcomes	

While you will create three separate action plans in Step 6, you will complete only *one* Step 7 template, in stages, after each action plan.

Step 6 Action Plan 1: 12-Month Plan/Professional Learning Plan



Instructions for Action Plan 1 for Short-Term Outcomes

Description/Purpose:

Action Plan 1 is written for short-term outcomes. As these actions are being implemented, the QIT can write an action plan for intermediate outcomes. To ensure that all stakeholders engage in a cycle of continuous improvement that develops collective responsibility for the success of all staff and students.

Materials:

A copy of the vision of the SIP, the goals, KASAB, Theory of Change questions, District professional learning cycle of continuous improvement, the cycle of continuous improvement and standards for professional learning.

Preparation:

Review the work of the team around change to ensure alignment with long term, intermediate and short term goals established in the Action Plan.

Process:

1. Develop a clearly articulated action plan to achieve each of the short-term outcomes.
2. Determine measures of effectiveness.
3. Establish first steps and commitments.
4. You may wish to refer to the Logic Model you completed in Step 5 as you create your Action Plan.

FORT WAYNE COMMUNITY SCHOOLS
Snider High School
2020-2021 School Improvement Plan

Step 6 Template to complete for Action Plan 1 for Short-Term Outcomes

Short-term ELA and Math Outcome: Use of NWEA, agile minds, powerschool and IEP data to set goals and help students understand what their various data means
Short-term Readiness to Learn Outcome: Learn how to better engage our virtual students and develop resources to help with self-care at home.

Action Plan 1- Short-Term Outcomes Lead to Intermediate Outcomes

Focus Area	Action Steps	Professional Learning	Person Responsible	Resources	Timeline Aug–Oct	Evidence of Completion
ELA	We will collect data through NWEA testing and use this data to better help our students. We as a department will continue to align the curriculum and focus on deeper learning.We will take the data that we collect and utilize that data to help us with not only teaching our students but also re-teaching concepts that were not understood. We will also use that data to better support what we will need in PL. We will continually work on analyzing our data to better improve our teaching practices and find more effective ways to deliver instruction.	Wednesday PL's are crucial. This gives us time to meet within our department, within our content group, cross-curricular, and also touch base with all of our virtual students.	Haines	-FWCS Literacy Framework - FWCS Scope & Sequence FWCS Unit and Lesson Plans · Cycle of Continuous Improvement · Dive into Deep Learning: Tools for Engagement · NWEA resources · DiscoveryEd · Remote Learning Framework	October (end of testing)	Data walls
ELA	Teachers and students set goals together in not only raising their NWEA scores each time, but also staying focused and engaged and ready to learn all year.	Department PL and Wednesdays. Once again, Wednesdays are crucial for helping our students.	Haines	NWEA Results, gradebook, curriculum	October (start of second quarter)	NWEA goals
ELA	Have each department come up with a DL activity to implement by the end of the year. It would be even better if	School wide PL, Department PL,	Haines	Curriculum and state standards.	Begin forming groups in October	DL plans

	these departments went with cross-curricular.	Wednesdays				
ELA	School wide communication. Teachers are communicating with their students, within their department, and also with others in the school	School wide PL, Department PL, Wednesdays	Haines	LMS resources	End of the quarter	Consistent communication from teachers and admins via LMS

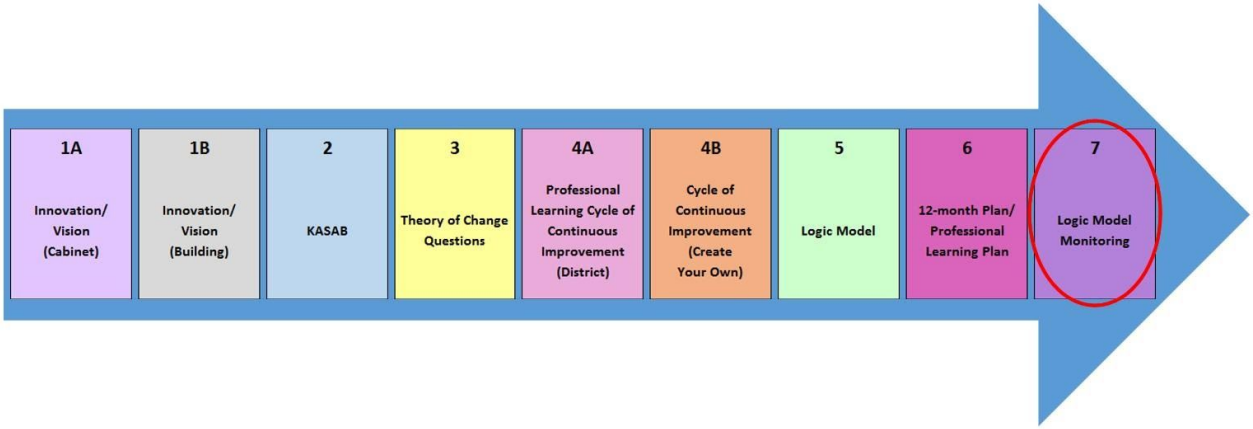
Math	Vertical Alignment across content areas for mathematical processes. Continually teaching and re-teaching concepts (spiral review). Coming back to important concepts throughout the year.	Department PL, Wednesday planning days	Evan Roberts Chelsea Dorton	• (K-12) Math Framework • Agile Mind • FWCS Scope & Sequence • FWCS Unit and Lesson Plans • Cycle of Continuous Improvement • Dive into Deep Learning: Tools for Engagement • NWEA resources • DiscoveryEd • Remote Learning Framework	Oct	At the end of the quarter, document deficiencies in the various math levels for vertical alignment analysis
Math	Students commit to raising their NWEA score at the end of the semester.	PL over how to read and interpret RIT score. How does the RIT score translate into classroom content.	Evan Roberts Chelsea Dorton	NWEA Results, Curriculum, Summative and formative grades	End of semester	
Math	Each content area comes with a DL Idea by the end of the Semester.	Campus PL and department PL, Wednesday planning days	Evan Roberts Chelsea Dorton	IDOE Mathematical standards	End of semester	A planned project to present
Math	Teachers are communicating with students and colleagues to determine best practices to teach grade specific content.	Campus PL and department PL, Wednesday planning days	Evan Roberts Chelsea Dorton	TinkerCad, Google Forms, PowerSchool	End of semester	

Science, Social Studies, Related Arts, Special Education, ELL	- Business/PE/JAG teachers will hold weekly/monthly Professional Learning to master district initiatives. - Special Education teachers will hold weekly/monthly PLs to continuously improve upon district initiatives. -Fine Arts teachers will meet monthly in Professional Learning sessions to establish and monitor our plan for continuous improvement. - Social Studies/Science department collaborates weekly via professional learning with a focus on curriculum, technology, and other district initiatives.	Curriculum Writing addressing cycle of improvement and best practices. PL on parent contact. reaching out to the community. PL for department best practices (pedagogy). Textbook adoption. Technology with gradebook, LMS, other electronic resources.	Stefan McVey Mark Matson Joe Wilhelm Christina Ehle-Fails, Barry Menor, Evan Grotemat, Matt Cochran	-(K-12) FWCS Sci. Framework - (K-12) FWCS Scope and Sequence -(K-12) Cycle of Continuous Improvement - (6-12) FWCS Unit and Lesson Plans - Social Studies textbook adoption materials -Learning Designs 1-8		pd agendas
Science, Social Studies, Related Arts, Special Education, ELL	Students/teacher set short term and long term goals in PE classes, and use their personal data to obtain these goals. -Special Education: TORs write meaningful goals to each student and monitor progress towards these goals quarterly. During ACRs, goals are discussed with all stakeholders (teachers, parents and students) and new goals are determined. Teachers and each individual develops goals for their learning community indicative of each classes unique challenges and strengths. - Fine Arts teachers will engage with their students to establish long-range and short-range learning goals. Teachers set clear expectations for their classes that is posted on their LMS pages	Special Education: Yearly transition activities with each student, where goals are discussed and set.	Stefan McVey Mark Matson Joe Wilhelm Christina Ehle-Fails, Barry Menor, Evan Grotemat, Matt Cochran	-IDOE standards, formative and summative assessments, course syllabus	End of the quarter	Quarter grades for goal setting, TORs getting feedback on goal progress for their individual students. Teachers will look for growth amongst their struggling students

Science, Social Studies, Related Arts, Special Education, ELL	- Business/PE/JAG teachers will hold weekly/monthly Professional Learning to master district initiatives. - Special Education teachers will hold weekly/monthly PLs to continuously improve upon district initiatives. -Fine Arts teachers will meet monthly in Professional Learning sessions to establish and monitor our plan for continuous improvement. - Social Studies/Science department collaborates weekly via professional learning with a focus on curriculum, technology, and other district initiatives.	Implementation of DEEP learning for departments PLs. Review of ACES. time for peer observation. Exemplar data base for best practices and examples of deep learning. Open sessions (maybe Wednesday's?) for small group "speed dating" about deep learning strategies. Fine Arts teachers would benefit from collaboration time with other Fine Arts teachers across the district (and outside the district) to implement Deep Learning strategies.	Stefan McVey Mark Matson Joe Wilhelm Christina Ehle-Fails, Barry Menor, Evan Grotemat, Matt Cochran	ACES material, restorative practices, Deep learning materials. Quarter grades to set up meetings with students that need more support	End of the quarter	Discussion amongst teachers, counselors, admins. Use of grades to determine who needs help amongst students and staff
Science, Social Studies, Related Arts, Special Education, ELL	Teachers will continue to implement Deep Learning Units/Projects in a cross curricular format similar to 2019. Teachers will continue to engage in learning in regards to relationship building and ACEs. Peer observations that are within departments and cross-curricular. Fine Arts teachers are currently actively engaged in extending the use of technology in our classrooms.	Fine Arts teachers need targeted PL in extending the use of technology in our subject areas. Social studies needs targeted PL on the delivery of instruction and student completion of activities.	Stefan McVey Mark Matson Joe Wilhelm Christina Ehle-Fails, Barry Menor, Evan Grotemat, Matt Cochran	Deep learning materials, projects from the previous year for reference, ACEs training, SEL lessons, peer to peer guidelines	End of the semester	Deep learning projects to share with the staff and their results. Peer to peer observation feedback cycle
Positive Behavior Supports	Using admins and counselors to reach out and attempt to constantly communicate with their assigned alpha groups	● (K-12) Understanding of SEL competencies	Administrators and counselors	● (K-12) SEL lesson plans ● (6-12) Employability Skills resources	September	Teams have developed a shared way of documenting and tracking students, grades, and parent contacts

Positive Behavior Supports	- Begin using positive methods to reach out to students within the building and virtually. - Teachers begin working 1:1 with students that need more support - Get creative at how we can begin reaching out to our students within the new constraints	● (K-12) Understanding of SEL competencies ● (K-12) Self-Care plan ● (6-12) Employability Skills integrated into ELA: Life long learning, self confidence, self discipline	Administrators, counselors, QIT members	● (K-12) SEL lesson plans ● (6-12) Employability Skills resources	October	-Use of school store -Reimplement activities and rewards as buildings are allowed

Step 7 Action Plan 1: Logic Model Monitoring



Instructions for Action Plan 1 for Short-Term Outcomes

Purpose:

To determine the effectiveness of the cycle of continuous improvement and shifting practice from 1st order change to second order change.

Materials:

Change Process Tools: Vision to Logic Model

Preparation:

Review all documents to be established by the team from Vision to Logic Model to establish a clear purpose for the work.

Process

1. Establish measures of effectiveness, evidence and artifacts for short-term, intermediate and long-term outcomes on the logic model.
2. Determine the analysis process for those indicators.
3. Determine who will be responsible for gathering data, evidence and artifacts and facilitating the evaluation along the way.

Step 7 Action Plan 1: Template to complete

For submission, action steps for short-term outcome only

Action Steps	Measures of Effectiveness – Data, Evidence, Artifacts	Analysis Process	Stakeholder Responsible for Collection and Evaluation of Data
Cross curricular deep learning project	Teachers will begin to plan a possible deep learning project with another subject	Students will share the results at the end of their deep learning projects	QIT
Analyze BOY NWEA scores, ISTEP data, Agile minds results, gradebooks and work on goal setting.	Use NWEA data to look at students specific gaps and deficiencies to help them understand their report. Use of common assessments and agile minds as we analyze vertical alignment and what gaps students have.	Data dive into NWEA, agile minds, grade books, IEPs. Use of reciprocal teaching throughout the curriculum	ELA and Math teachers
Technology training and extension	- Teachers will engage in learning from one another on effective methods with blended instruction and the digital platform -Use of Panthers Pause 2.0 to engage families and increase their knowledge of efficient technology use and access to their students information	Checking LMS pages, digital resources, zoom calls, and any other approaches that teachers are using to effectively engage all groups.	Snider has tech experts available for staff. QIT will also develop videos to share with staff to develop their proficiency and share with evaluators.

Vertical alignment focus	Math teachers are analyzing data (NWEA, ISTEP, Agile Minds, other assessments) to look for gaps from previous math courses	NWEA, ISTEP, Agile Minds deficiencies	Math department is working together and will share their data with the other PLC's.
Blended learning/virtual engagement	The failure rate at the start of September was significantly high.Using F and missing assignment reports, attendance, and teacher feedback, administrators and counselors will work on engaging more stakeholders to improve student success. Using the cycle of continuous improvement, moving all students in subjects forward once we have developed mastery. Feedback during the first quarter was teachers were over-assigning work in the blended instruction model and moving forward before students were ready. Using the continuous improvement cycle we will be able to determine where to allocate our time and resources to help move everyone forward and evaluate where the biggest needs are.	Failure rate Attendance rate Gradebooks	Administrators run weekly grade reports to see how much F's there are. Counselors will work to engage families and determine how they can support them virtually. Zoom meetings and videos used to support guardian knowledge of the LMS and new gradebook

You will complete only *one* Step 7 template, in stages; **refer back to this template after completing each Action Plan in Step 6.**

Step 6 Action Plan 2: 12-Month Plan/Professional Learning Plan

Instructions for Action Plan 2 for Intermediate Outcomes

Use short-term outcomes to develop intermediate outcomes.

Purpose:

Use the same data analysis protocol to determine actions for the School Action Plan 2, which are the intermediate outcomes. To ensure that all stakeholders engage in a cycle of continuous improvement that develops collective responsibility for the success of all staff and students.

Materials/Resources:

Your completed Steps 1 to 6.

Preparation:

Review the work of the team around change to ensure alignment with long-term, intermediate and short-term goals established in the 12-Month Plan.

Process:

1. Develop a clearly articulated action plan to achieve each of the intermediate outcomes.
2. Determine measures of effectiveness.
3. Establish first steps and commitments.
4. You may wish to refer to the Logic Model you completed in Step 5 as you create your Action Plan.

Step 6 Action Plan 2: Template to complete for intermediate outcomes

Intermediate ELA Outcome _____
Intermediate Math Outcome _____
Intermediate Readiness to Learn Outcome_____

Delete grade levels that do not apply

Action Steps required after short-term outcomes are met and aligned with your intermediate outcomes

Action Plan 2 - Intermediate outcomes lead to long-term outcomes

Focus Area	Action Steps	Professional Learning	Person Responsible	Resources	Timeline Nov-Feb	Evidence of Completion
ELA						
ELA						
ELA						
Math						
Math						

Math						
Science						
Science						
Science						
Positive Behavior Supports		● (K-12) Support with roll out of SEL lesson plans ● (K-12) *Sensory Motor Integration* ● (6-12) Employability Skills integrated into ELA: independence, perseverance, time management and organization		● (K-12) SEL lesson plans ● (6-12) Employability Skills resources	November	
Positive Behavior Supports		● (K-12) Support with roll out of SEL lesson plans ● (K-12) *Gratitude* ● (6-12) Employability Skills integrated into ELA: independence, perseverance, time management and organization		● (K-12) SEL lesson plans ● (6-12) Employability Skills resources	December	

Positive Behavior Supports		● (K-12) Support with roll out of SEL lesson plans ● (K-12) *Insight* ● (K-12) Analysis of data – what does it mean ● (K-12) PBIS booster (lesson plans) ● (6-12) Employability Skills integrated into ELA: independence, perseverance, time management and organization		● (K-12) SEL lesson plans ● (6-12) Employability Skills resources	January	
Positive Behavior Supports		● (K-12) Support with Fight the Spoke plan ● (K-12) Support with roll out of SEL lesson plans ● (K-12) *Critical Thinking* ● (6-12) Employability Skills integrated into ELA: independence, perseverance, time management and organization		● (K-12) SEL lesson plans ● (6-12) Employability Skills resources	February	

Step 7 Action Plan 2: Logic Model Monitoring

Instructions for Action Plan 2 for intermediate outcomes

Purpose:

To determine the effectiveness of the cycle of continuous improvement and shifting practice from 1st order change to second order change.

Materials:

Your completed Steps 1 to 6.

Preparation:

Review all documents to be established by the team from Vision to Logic Model to establish a clear purpose for the work.

Process

1. Establish indicators of effectiveness for short term, intermediate and long term outcomes on the logic model.
2. Determine the analysis process for those indicators.
3. Determine who will be responsible for the gathering of the artifacts and data and facilitating the evaluation along the way.

Step 7 Action Plan 2: Template to complete for Intermediate Outcomes

Required after short-term outcomes are met and aligned with your intermediate outcomes

Action Steps	Measures of Effectiveness – Data, Evidence, Artifacts	Analysis Process	Stakeholder Responsible for Collection and Evaluation of Data

Step 6 Action Plan 3 (if necessary): 12-Month Plan/Professional Learning Plan

Instructions for Action Plan 3 for Long-Term Outcomes

Purpose:

Use the same data analysis protocol to **reassess** your long-term outcomes established in Step 5. To ensure that all stakeholders engage in a cycle of continuous improvement that develops collective responsibility for the success of all staff and students.

Materials/Resources:

Your completed Steps 1 to 6.

Preparation:

Review the work of the team around change to ensure alignment with long term, intermediate and short term goals established in Step 6.

Process:

1. Develop a clearly articulated action plan to achieve each of the long-term outcomes.
2. Determine measures of effectiveness.
3. Establish first steps and commitments.
4. You may wish to refer to the Logic Model you completed in Step 5.

Step 6 Action Plan 3(if necessary): Template to complete for Long-Term Outcomes

Long-term ELA Outcome

_____

Long-term Math Outcome

_____

Long-term Readiness to Learn Outcome_____

Delete grade levels that do not apply

Required after intermediate outcomes are met and aligned with your long-term outcomes

Action Plan 3 - Long-term outcomes (if necessary)

Focus Area	Action Steps	Professional Learning	Person Responsible	Resources	Timeline Mar-May	Evidence of Completion
ELA						
ELA						
Math						
Math						
Science						

					May	
Positive Behavior Supports		● (K-12) Support with roll out of SEL lesson plans ● (K-12) *Mindset* ● (6-12) Employability Skills integrated into ELA: adaptability, integrity, professionalism		● (K-12) SEL lesson plans ● (6-12) Employability Skills Resources	March	
Positive Behavior Supports		● (K-12) Support with roll out of SEL lesson plans ● (K-12) *Regulation* ● (6-12) Employability Skills integrated into ELA: adaptability, integrity, professionalism		● (K-12) SEL lesson plans ● (6-12) Employability Skills Resources	April	
Positive Behavior Supports		● (K-12) Support with roll out of SEL lesson plans ● (K-12) *Collaboration* ● (6-12) Employability Skills integrated into ELA: adaptability, integrity, professionalism		● (K-12) SEL lesson plans ● (6-12) Employability Skills Resources	May	

Step 7: Logic Model Monitoring

Instructions for Action Plan 3 for Long-Term Outcomes

Purpose:

To determine the effectiveness of the cycle of continuous improvement and shifting practice from 1st order change to second order change.

Materials:

Your completed Steps 1 to 6.

Preparation:

Review all documents to be established by the team from Vision to Logic Model to establish a clear purpose for the work.

Process

1. Establish indicators of effectiveness for short term, intermediate and long term outcomes on the logic model.
2. Determine the analysis process for those indicators.
3. Determine who will be responsible for the gathering of the artifacts and data and facilitating the evaluation along the way.

FORT WAYNE COMMUNITY SCHOOLS
[Insert School Name]
2019-20 School Improvement Plan

Step 7 Action Plan 3: Template to complete for Action Plan 3 for Long-Term Outcomes

Required after intermediate outcomes are met and aligned with your long-term outcomes

Action Steps	Measures of Effectiveness – Data, Evidence, Artifacts	Analysis Process	Stakeholder Responsible for Collection and Evaluation of Data

Part III

SIP - Required Components

- State
- Title I

To be completed electronically
and submitted to the IDOE with Part II

Snider High School

Description and Location of Curriculum

The Fort Wayne Community Schools (FWCS) K-12 curriculum is based on the Indiana Academic Standards/College & Career Ready State Standards (CCRSS) and is provided to students in accordance with the Course and Program Descriptions for Indiana Schools. The course guide provides a broad understanding of the content and pre-requisite knowledge required in all offered courses. FWCS curriculum includes the scope of a course which includes grade level standards to be taught and learned by the end of the course's completion and the sequence of learning experiences that are to be taught and learned to lead to mastery. For each subject area, the district identifies a variety of modes of delivery that teachers use for learning and the ways in which students apply these modes to engage in learning. These strategies serve as an Instructional Framework which identifies the educational practices that are expected in FWCS classrooms. Principals, teachers and instructional support staff receive ongoing professional learning. FWCS curriculum allows teachers to provide instruction to address students' specific needs which include high ability students, special education students, students for whom English is a new language and other students with individualized needs.

A copy of the district's curriculum, Scope and Sequence, Units and Lessons, models and moral purpose are located on the FWCS Curriculum, Assessment and Instruction website and in our Learning Management System.

At the Elementary Level, parents receive information about their child's progress through quarterly standards-based report cards. Teachers mark each standard indicator as performing below, approaches, masters or exceeds grade level.

Titles and Descriptions of Assessments

The Fort Wayne Community Schools' Assessment System is a suite of formative and summative assessments aligned to the Indiana Academic Standards/College & Career Ready State Standards (CCRSS). Designed as a critical component of a strong instructional program, the assessments are used to monitor student learning and to identify student, class, school and district strengths and weaknesses. Results of the assessments are used to inform instructional decisions and modify instruction to ensure success for all students. Conscientious use of the Assessment System will lead to an alignment of the written, taught and tested curricula, which will result in improved student learning.

The FWCS Assessment System includes the following components:

Curriculum-based Assessments

Curriculum-based assessments are provided with adoption materials. The assessments align with Indiana Academic Standards and with ISTEP+ and ILEARN assessment formats. Teachers may use the materials weekly and/or at the end of units of instruction as they align to the Scope and Sequence

.

Northwest Evaluation Association (NWEA)
NWEA provides MAP (Measures of Academic Progress) Growth or MAP Fluency testing and is an online adaptive assessment to see where a student is academically. This tool is used to represent academic growth in Reading and Math and uses a "RIT Scale" to determine kindergarten through 10th grade levels.

- MAP Reading Fluency measures oral reading fluency, comprehension, and foundational skills for K-2. MAP Growth measures what students know, regardless of their grade level for K-10. It also measures growth over time, allowing you to track your student's progress throughout the school year and across multiple years.
- NWEA will be given a minimum of three times during the school year at the beginning, middle and end. Teachers can use the scores to inform instruction, personalize learning, and monitor the growth of individual students. Principals and district administrators can use the scores to see the performance and progress of a grade level, school, or the entire district.

Indiana Statewide Testing for Educational Progress Plus (ISTEP+) - Grade 10
ISTEP+ is a standardized test mandated by the State for all students in grade 10 ISTEP+ tests English/Language Arts and Math. The assessment is administered in the spring and will be considered the Graduation Qualifying Exam for grade 10 students in 2020.

Indiana Learning Evaluation Assessment Readiness Network (ILEARN) – Grades 3-8
ILEARN measures student achievement and growth according to Indiana Academic Standards. ILEARN is the summative accountability assessment for Indiana students and assesses:

- English/Language Arts (Grades 3-8)
- Mathematics (Grades 3-8)
- Science (Grades 4 and 6)
- Social Studies (Grade 5 and 7)
- Biology (High School)

(Taken from the IDOE Office of Student Assessment Website: https://www.doe.in.gov/assessment/ilearn)

Indiana Reading Evaluation and Determination (IREAD-3) – Grade 3
IREAD-3 is a standardized test mandated by the State for all students in grade 3. IREAD-3 is a summative assessment that measures foundational reading standards through grade 3.

Indiana's Alternate Measure (I AM) – Grades 3-8 and 10
I AM measures student achievement and growth according to Indiana's Content Connectors aligned to the Indiana Academic Standards. I AM is the summative accountability assessment for students with significant cognitive disabilities in grades 3-8 and 10. It assesses:

- English/Language Arts (Grades 3-8 and 10)
- Mathematics (Grades 3-8 and 10)
- Science (Grades 4 and 6 and Biology)
- Social Studies (Grade 5)

(Taken from the IDOE Office of Student Assessment Website: https://www.doe.in.gov/assessment/iam)

High-Ability Assessment

- **CogAT:** The Cognitive Abilities Test measures students' learned reasoning abilities in the three areas most linked to academic success in school: Verbal, Quantitative, and Nonverbal. All students in grades K, 2, 5 and select students in grade 8 will be assessed using the CogAT screener. Students scoring in the 88th percentile based on local norms (grade 8 uses national norms) will be given the CogAT full battery. This assessment is used to determine identification of students as High Ability in the areas of English/Language Arts and/or Mathematics.

WIDA ACCESS for ELLs English Language Proficiency Assessment
This assessment of English language proficiency is administered once annually to all Limited English Proficient students in grades K-12. It measures proficiency in speaking, listening, reading and writing and yields an overall English proficiency level. This assessment is used to measure student progress in English language development from year to year as well as determine when a student achieves fluency in English and exits ELL services.

Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT) – Grades 10-11
The PSAT and PSAT/NMSQT are administered in grades 10 and 11 and provide schools and students the chance to assess progress toward college and career readiness. They also serve as a chance for students to preview and practice for the SAT, as the tests are tightly aligned. The PSAT/NMSQT is the official route of entry to the National Merit® Scholarship Program.

Opportunities for Staff to be Included in Assessment Decisions

State mandated assessments (ISTEP+, ILEARN, and IREAD-3) are directed by the IDOE Division of Assessment. District level summative assessments are selected by the administration with valuable input from teachers through building level and district level discussions. Formative assessments are selected by the district's Academic Services, departments and the administration, along with teacher input. Formative assessments may be commonly used across the district, such as NWEA and or common assessments written in our FWCS curriculum. School based staff are also involved in district annual reviews of the implementation of the FWCS Assessment System.

At Snider High School, teachers collaborate in the analysis of student achievement data. Included in collaboration meetings are general education classroom teachers, student interventionists (if applicable), building coaches, special education teachers, special area teachers and other pertinent instructional and support staff. In addition, the Quality Improvement Team (QIT) which is led by the principal and comprised of representatives from all grade levels, special areas, support staff, parents, and the community analyze student achievement data and assessments. Assessments and use

of the assessments are discussed during QIT meetings and then information is provided to staff for their input.

Plan for Submission/Updating of School Wide Plan

The Snider High School principal, along with the Quality Improvement Team led by the principal and consisting of teachers, paraprofessionals, parents, and community members is responsible for creating and adopting the school wide/PL 221 Plan with regular input from the school staff. The members of Snider's Quality Improvement Team are:

Name	**Position** (e.g., Principal, Biology Teacher, Parent, Student)
Chad Hissong	Principal
Crystel Miller	Instructional Coach
Derek Leininger	Assistant Principal
Angela Lockhart	Assistant Principal
Chelsea Dorton	Math Teacher
Kurt Tippmann	Math Teacher
Evan Roberts	Math Teacher
Christina Ehle-Fails	Science Teacher
Stefan McVey	Science Teacher
Mark Matson	Science Teacher
Nicole Block	Special Education Teacher
Matthew Cochran	Social Studies Teacher
Evan Grotemat	Social Studies Teacher
Amy Fish	Media Center Specialist
Perry Herzog	Science Teacher
Kevin Klee	Band Director
Barry Menor	Social Studies
Joe Wilhelm	Science Teacher
Adrienne Shroyer	Guidance Coordinator
John Todor	Business/Technology Teacher
PTSA	
PAB	
Athletics Boosters	

Timeline for Submission/Updating/SIP Plan

July - September	Review plan and gather data; research best practices; revise plan
September	Invite parents to review the draft of the plan and offer feedback/suggestions for modifications
September 30	Share draft with your director for feedback
October 2	After you receive approval from your director, upload final plan to Indiana Department of Education and to your school's SIP folder on the FWCS Document Site

Teacher Mentoring Program

Fort Wayne Community Schools has an Academy for Effective Instruction for teachers new to the district. Within the building, all teachers receive personalized, intensive professional learning from district and building instructional coaches. To support job embedded professional learning, district coaches collaborate with classroom teachers through modeling and coaching. In addition, all teachers attend district-wide professional learning, when appropriate. Snider has one or more building instructional coaches (if applicable) who build mentoring relationships in order to provide personalized, job-embedded professional learning. In addition, the administrator facilitates the improvement of instruction through a four-step support process. This process includes observations, initial feedback observations, focused feedback observations, and a formal evaluation. Professional learning needs for individual teachers are determined through this support process.

Responsibilities of School, LEA and SEA

The responsibilities of the school include, but are not limited to, completion of the following activities for staff development and methods to ensure compliance with participation and student achievement requirements:

- Maintaining an assessment checklist of responsibilities and compliance for all staff administering ILEARN;
- Annually reviewing, prior to ILEARN testing window, all participation and accommodation requirements;
- Providing ongoing opportunities for professional learning focused on the implementation of the school wide/school improvement plan;
- Providing ongoing professional learning in meeting the instructional needs of diverse learners (special education and economically disadvantaged) in both Reading and Mathematics as identified through AYP analysis;
- Completing ILEARN data analysis after results are returned;
- Requesting technical assistance from the LEA, as needed;

- Using SEA online resources and requesting technical assistance from the SEA; and
- Providing technical assistance and guidance in all phases of planning and implementing the school wide Title I plan.

The responsibilities of the LEA include acting as a liaison between IDOE and Snider to support compliance with all requirements, monitor the implementation of the school wide/school improvement plan, and provide technical assistance as requested by the principal or other designated staff member. The LEA provides support for the plan through district-wide professional learning through school level and district level content-area instructional coaches and curriculum coordinators. A pyramid of interventions is utilized for providing additional support for students, teachers, and administrators.

The responsibilities of the SEA are to provide oversight of all Title I requirements and provide technical assistance to develop a school wide plan and its subsequent implementation. The SEA also has the responsibility to provide up-to-date Title I information through workshops offered once each semester, various online resources such as the ASAP website, Title I monitoring documents, access to the Indiana Academic Standards and related instructional resources, online professional learning modules, and provide a liaison to assist with the Title I grant implementation.

Coordination and Integration of Federal, State and Local Funds

Fort Wayne Community Schools has chosen not to combine federal, state, and local funds. FWCS is aware that option is available. Although FWCS chooses not to combine funds, FWCS considers all available monies before making decisions as to how funds will be spent. FWCS does this in order to make the best use of all funds. In addition, great care is taken to ensure that Title I funding is used to supplement, not supplant programs.

The general fund is used to provide materials, supplies, technology, equipment, salaries, benefits, etc. The capital projects fund provides money for transportation, building projects and equipment, etc. Title IIA funds are used to offer professional learning opportunities for all instructional staff in core academic subjects. Title III funds are used to provide schools with English language learner (ELL) students with supplemental materials and supplies and professional learning to meet the unique needs of this student population.

The district also has other federal, state, and local grants that support district initiatives including professional learning, incentive pay and technology support. These funds are distributed at the district level and when possible, distributed directly to the building for classroom support.

Parental Participation and Community Involvement in Schools

- **PTSA**
- **PAB**
- **Athletic Boosters**
- **PTC's**
- **Making Strides Walk**
- **Biomed Bash**
- **Performances**
- **Hosting ISSMA events**
- **Community service**
- **Hosting foreign exchange student**
- **Veterans day program**
- **Education plan night**
- **FAFSA night**
- **Junior Plan night**
- **Food truck Wednesdays**
- **Christmas families**
- **St. Mary's soup kitchen**
- **Clothing bank donation**
- **Riley**
- **Erin's house**
- **Golf tournaments**
- **Turnstone**
- **JAG**
- **Military lunches**
- **Younglife**
- **Junior Achievement**
- **Vincent village**
- **Treasure house**
- **College Rep visits**
- **College and Career Fair**
- **Back to school night**
- **Homecoming events**
- **Tailgating**
- **Dual credit/AP**
- **Common ground outreach**
- **Parent conferences. For Sharon.Only Sharon.**
- **Showcase**
- **Panthers Pause**
- **Academic/Athletic Awards**
- **Croninger crossing guards**
- **Coaches and athletes outreach at middle schools**
- **Senior breakfast**
- **ACPL**
- **Breakfast with Santa**

Providing Individual Academic Assessment Results to Parents

Snider parents receive assessment results and student achievement information regularly through:

- Report cards which are distributed during parent-teacher conferences and/or mailed and include academic achievement and effort grades as well as standard indicators of achievement;
- NWEA Assessment result reports with performance data provided at least three times per year;
- Relevant standardized Assessment Reports such as ILEARN, WIDA ACCESS for ELLs, and CogAT provided annually; and
- Other classroom assessment reports provided to parents as determined by individual teachers.

Increasing the Amount of Learning Time and Providing Timely Assistance to Struggling Students

- **English Language Learner (ELL) Teachers and Paraprofessionals** – Certified Teachers provide English Language Development (ELD) instruction to identified students. Paraprofessionals provide ELL support to small groups of ELL students or support ELL students during direct instruction in classrooms.
- **K-12 Tier 2 Targeted Instruction Teachers** – All teachers have an HQ Reading Endorsement and/or a general licensure to teach mathematics. All approved Tier 2 instruction options are established on scientifically based research. Students are identified through universal screening assessments and selected for instruction based on the FWCS Student Selection Protocol. Interventionists work collaboratively with regular classroom teachers to provide Tier 1 academic interventions and behavioral interventions to support core instruction in ELA and Mathematics. In addition, they would provide Tier 2 and 3 targeted supports for identified students needing additional supports to be successful academically and behaviorally. Course curriculum is supported with scientifically based research with strong-moderate positive effects.
- **K-12 Tier 3 Personalized Instruction Teachers** – All elementary teachers have general licensure or Special Education licensure. All secondary teachers have ELA, Math or Special Education licensure. All K-12 students receive personalized instruction based on diagnostic assessments and research-based instructional strategies.
- **Highly-qualified Paraprofessionals** – Highly-qualified Paraprofessionals provide additional small group and individual instruction to students in Reading and Math who are under the direct supervision of appropriate, state-licensed classroom teachers.
- **Study Connection** – An after-school tutoring program that utilizes community and business volunteers as tutors to provide support for elementary students who are in need academically.
- **Extended Learning/After-school Tutoring** – An after-school tutoring program may be offered to students to reinforce grade-level standards and to prepare students for success on ISTEP+ and ILEARN
- **Classroom Teachers** – Based on data analysis in both Language Arts and Mathematics, classroom teachers with the assistance of various support staff,

provide additional instruction to individual students based on identified needs. Standard indicators are retaught until students reach proficient levels of performance. Extra instructional support and time during small group or one-on-one instruction is given to students who are still performing below expected proficiency levels until students become proficient.

- **RtI Process** – The FWCS Pyramid for Success™ (See Appendix)

Technology as a Learning Tool

We are committed to using current technologies to support the Fort Wayne Community School Corporation's district-wide goal to educate all students to high standards. The goals of our Technology Plan (2015-2018) are:

1. All students will have ubiquitous access to technology for anytime, anywhere learning.
2. Technology in the classroom will be standards-based.
3. Technology will provide personalized instruction that is intuitively responsive, gives immediate feedback, and is engaging.
4. Communication will be timely, pertinent, and personalized.
5. Establish and maintain effective and efficient operations.

To accomplish these goals, FWCS has a 5-year technology plan that results with each student having a device. Lenovo Yoga laptops will be purchased for grades 3-12 students and iPads will be purchased for grades K-2 students.

There are three areas of software we will be concentrating on:

1. Organizational
2. Instructional
3. Computational

Organizational software includes software that teachers will use for classroom management and curriculum delivery. This includes PowerSchool Learning (LMS), Pinnacle Gradebook, MS 365, and MS Office. An assessment system that provides immediate feedback will be selected for the 2018-19 school year.

Instructional software includes various curriculum adoption software (e.g., Big Ideas, GoMath!). Agile Mind and Dreambox have also been selected for mathematics support.

Computational initiatives include the introduction of computer science based on Code.org in grades 3-6 as a part of the Science curriculum.

Safe and Disciplined Learning Environment

Fort Wayne Community Schools is committed to providing a safe and secure learning environment for all students and staff. FWCS issues a *Student and Family Support Guide* that includes student, parent and staff rights and responsibilities to all families before the start of each school year. This document outlines guidelines and procedures to help ensure an appropriate environment for students to have the opportunity to reach their potential. Specific discipline violations, examples of desired behavior and corrective responses are outlined in order to inform parents and students of expectations. In addition, transportation guidelines, extracurricular codes, expulsion procedures and legal violations regarding police assistance are outlined and included. Our safety committee is in place and meets regularly to review and adjust our plan as needed.

In addition to following specific disciplinary guidelines, FWCS also offers a variety of services such as student assistance programs and conflict mediation programs designed to help students be successful. The support and assistance of parents are essential in helping students understand and follow appropriate behavior. FWCS staff members are committed to working cooperatively with parents in a courteous and prompt manner to resolve concerns.

Bullying
Fort Wayne Community Schools defines bullying as overt, repeated acts or gestures, including verbal or written communications transmitted; physical acts committed; or any other behaviors committed by a student or group of students against another student with the intent to harass, ridicule, humiliate, intimidate, or harm the other student. The case manager or guidance counselor at Snider provides character education to all students as a deterrent to bullying and other inappropriate behavior. The character education classes also seek to build internal motivation for good citizenship. Students who break rules are subject to disciplinary consequences by teachers, administrators or other school personnel. There are six levels of consequences for offences. Minimum and maximum levels of disciplinary consequences are progressive in nature and move to a more serious consequence with each violation. In the case of more serious offenses, the consequences may not be progressive in nature but reflect the seriousness of the situation.

Attendance Rate

There is a strong relationship between student attendance and student academic achievement. Consequently, it is critical that student attendance rate is high. A primary goal regarding attendance is to ensure the reduction of chronic absenteeism. Currently, Snider has a model attendance rate of 60.7%. The school will closely monitor both individual and aggregate attendance. Collection of student attendance rates, analysis of that data, and adjustments to the school improvement plan to address that data is an integral part of the school's school improvement process. Additionally, the school will report attendance rate improvement progress on a quarterly basis to the superintendent via the school's Balanced Scorecard.

Core 40 and Honors Diplomas

All middle and high school students are encouraged to take courses leading to an Academic Honors, Technical Honors, or Core 40 Diploma. Counselors, teachers, and administrators provide course planning information during middle school and early high school years, and then monitor student completion of a designated course of study to encourage the more challenging diploma options. High School Courses offered at the middle school level allow students to earn high school credit toward earning their diploma of choice.

Graduation

Course and learning progressions in PreK-12, provide diverse academic expectations/requirements that lead to graduation and allow for all students to graduate from FWCS ready for college and careers. To that end, all courses that do not lead to additional study or direct use in the workplace have been eliminated. The district has a District Master Course file of secondary courses in which most courses listed qualify as Academic Honors and Core 40 Diploma courses.

Cultural Competency

Fort Wayne Community Schools supports high achievement for all students through culturally responsive processes and cross-cultural practices. All stakeholders receive equitable services that meet individual and group needs, in school and classroom environments that recognize the uniqueness of each culture. Data is disaggregated in order to plan, adjust, and monitor instruction for each unique population. Professional learning is embedded within the learning community to equip FWCS staff with the resources necessary to be able to implement best practices with precision. Snider seeks to broaden the staff's cultural responsiveness through purposeful job embedded professional learning opportunities.

In addition, Snider provides interpreters of several languages to parents and other stakeholders who are non-English speaking. Documents published by the school and district are translated in languages specific to the needs of the audience. FWCS offers a strong home-based and school-based support system for all ELL families.

Additions to School Improvement Plans Demonstrating College and Career Preparation

- **Grades 1-5 (Junior Achievement) ("Career awareness models to introduce students to work values and basic employment concepts.")**
  - In order to prepare students for future career choices, FWCS partners with Junior Achievement to provide career-focused curriculum, basic employment concepts, and awareness of how careers help our families, community, and national economy.
- **Grades 6-8 (PCC/ICE) ("Initial career information models that focus on career choices as they relate to student interest and skills.")**
  - 6th grade students will identify their career interest and set graduation plan goals through Indiana Career Explorer. 7th grade students will identify their personal strengths and skills as they relate to their career interests through identification of their Holland Code and other methods. 8th grade students will continue to develop their understanding of their own strengths while relating them to educational requirements for their chosen career. In addition, middle school students have exposure to an online career navigation program, career-related courses, career-focused classroom lessons, job-site tours, guest speakers, and career days/week.
  - In addition, middle school students will take part in Junior Achievement curriculum centered around economics, career choices, and soft skills.
- **Grades 9-10 (ELA) ("career exploration models that offer students insight into future employment options.")**
  - 9th grade students are required to take the "Preparing for College and Careers" course which will continue to explore future employment options, personal interests, college and other postsecondary options, and employability skills. In addition, students will receive instruction from Junior Achievement in skills that are in demand by employers and analyzing factors in which to consider when choosing future careers.
- **Grades 11-12 (Economics) (Career preparation models that provide job or further education counseling, including the following: Initial job counseling, including the use of job service officers to provide school-based assessment, information, and guidance on employment options and the rights of students as employees, workplace orientation visits, and on-the-job experience exercises.)**
  - 12th grade students will take part in a Junior Achievement unit which incorporates career skills. In addition, FWCS students throughout their educational career will be exposed to guest speakers, opportunities for job shadowing and job-site tours, post-secondary education and training tours, internships/apprenticeships, capstone courses, career and technical education courses through the Career Academy at Anthis, career-specific advanced coursework, and career-specific counseling.

Benchmarks for Improvement

Snider High School and the FWCS district support staff have established clear goals and targets for the coming year. The plan is based on a comprehensive needs assessment that includes data analysis and identifying areas of concern based on that analysis. The evidence of this can be seen in the action plan. A quarterly review of the action plan based on the data analysis will occur four times during the school year. Benchmarks/targets have been established for each school goal. The Balanced Scorecard clearly defines trend data and targets for future improvement.

Measure	Baseline	Benchmarks
ISTEP+/ILEARN	ELA: 29.9% Math: 15.8%	48.6% 23.1%
Attendance	60.2%	60.4%
Non-waiver Graduation Rate	90%	95%

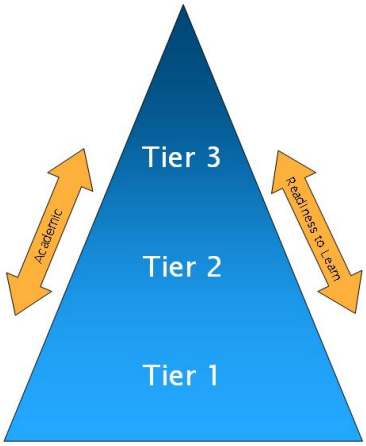
Statutes and Rules to be Waived

Snider is not seeking any waivers for the 2020-21 school year.

Pyramid for Success™ Three Tier Model

Introduction

The FWCS Pyramid for Success™ model details a systematic way of organizing and delivering appropriate responses to all students for their Academic and Readiness to Learn social, emotional, and behavioral needs. The Pyramid for Success™ encompasses the FWCS version of the RtI process. RtI reflects both Response to Intervention and Response to Instruction. Together they address a variety of needs from pre-referral for special education evaluation activities to personalized plans that stretch high ability students to achieve above grade level.



The Pyramid for Success™ is a district-wide system of progressive responses that provides value added support for all students for their Academic and Readiness to Learn needs. The Pyramid provides a framework for delivery of services that ensures all students can achieve at high levels and maximize their potential. Services include evidence based core practices, targeted instruction and targeted interventions, and intensive personalized plans for students with the greatest needs. Movement through the Pyramid is fluid, flexible, and data driven.

Tier I: Foundation for All Students

Tier I is the foundation for addressing the Academic and Readiness to Learn needs of all students. This foundation includes core academic standards, and grade level appropriate social, emotional, and behavioral expectations for all. Scientifically based practices support students' successes. Screening, progress monitoring, and pre-post assessments guide data-based decision making. Differentiated challenges and supports allow at least 80-90% of all students to be successful and to maximize their potential.

Tier 2: Targeted Responses

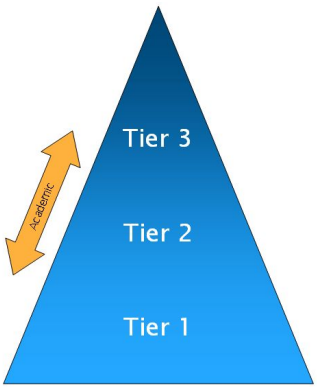
Tier 2 provides targeted, data-based responses <u>in addition to</u> the Tier I foundation for all students. Five to ten percent of students may need focused supports in order to be successful and maximize their potential. Progress monitoring assessments and processes document student progress and guide decision-making.

Tier 3: Intensive Personalized Responses

Tier 3 is designed to address specific individual needs. For students who struggle the most, this requires precise, intensive and personalized plans. For students with high abilities, this might include individualized challenges. About 1-5% of students will require Tier 3 responses that go beyond the differentiated practices and targeted responses of Tiers 1 and 2 in order to be successful. Tier 3 may include an alternative to the Tier 1 foundation for parts or all of the school day.

High Ability Academic Emphasis

The High Ability pathway through the Pyramid includes scientifically based instruction with differentiated enhancements. Students who have the ability to perform above grade level are given opportunities to maximize growth. Students' responses to instruction are monitored and a problem solving process is used when students need more challenge. Screening assessments are used at grades K, 2, 5, and 8 to identify students who have the potential ability to perform above grade level; however, students may be identified as high ability at any grade. Instructional decisions are data driven and movement through the Pyramid is designed to be fluid and flexible.



	Tier 1	Tier 2	Tier 3
Population Served	All students 80-90% should be successful in Tier 1 with differentiation	5-10% of students who need more challenge along with Tier 1	1-5% of students who need more than Tier 1 & Tier 2 Instruction
Content	Research based core instruction differentiated with enhancements	Targeted instructional opportunities occur along with the core to support student growth above grade level	Intensive, personalized instruction that may include an alternate replacement core for parts or all of the school day
Assessments	Formative, Interim and Summative assessments	Formative, Interim and Summative assessments	Formative, Interim and Summative assessments
Group Size	Per general education class size or small group or individual	Group size varies according to the targeted instructional opportunity	Small group or individual services
Time Parameters	Daily per general education schedule	Daily per general education schedule per the opportunity	Per personalized plan

FWCS High Ability Service Model

Fort Wayne Community Schools is committed to meeting the need for a comprehensive and continuous Levels of Service (LoS) program for High Ability students. The program is included within the FWCS Pyramid for Success™ three tier model. High ability students are served in all three tiers. Students identified as high ability must receive services through one of the following: differentiated instruction, honors classes, Advanced Placement classes, dual credit classes, or International Baccalaureate classes.

LEVEL I Services for ALL STUDENTS occurring in Tier 1 (80-90%)
Differentiated Core Instruction with Enhancements

- The classroom teacher has primary responsibility for providing differentiated instruction.
- All students are provided with appropriate and challenging content and processes both in the classroom and/or through learning opportunities outside the classroom.
- Content is delivered to more than one student at a time in small group or whole group settings.
- Instructional enhancements or activities are offered by invitation or on a voluntary basis, are of short-term duration, and may vary over time based on changing content and student needs.
- Content or activities are designed to deepen understanding and emphasize discovery and capacity building.
- Differentiated classroom instruction may include: an emphasis on creative and critical thinking skills and tools, adjustments for individual learning styles, extended group projects, flexible grouping, small groups for reading, or mini-courses.
- Services provided outside the core school schedule may include: creative programs or contests, science/interest fairs, special interest or hobby groups/clubs, field trips, guest speakers, or specialty related arts classes.

LEVEL II Services for SOME STUDENTS occurring in Tier 2 (10-15%)
Differentiated Targeted Instruction

- Services are based on supports and strategies developed by the Student Support Team.
- Targeted Instruction is based on data and is offered in addition to Core Instruction.
- Targeted Instruction is based on student strengths and interests, formative, interim, and/or summative assessments.
- Content may be delivered to more than one student at a time.
- In addition to Level I services, students may participate, curriculum compacting, advanced school or community programs, or competition groups.

LEVEL III Services for a FEW STUDENTS occurring in Tier 3 (less than 5%)
Intensive Personalized Instruction

- Services are based on plan developed by the Student Support Team.
- The plan details responses to the student's need for personalized instruction.

- In-depth studies may be used to provide high levels of challenge.
- Acceleration may include early admission to kindergarten, movement to higher grade levels for specific instruction, grade advancement, or early graduation.

Multifaceted Student Assessment Plan (Identification Process)
K, 2, 5, 8 grades (8th grade is for students who are new to FWCS since their 6th grade year);
High School (referred on a case by case basis).

English/Language Arts

Pathway 1: CogAT Standard Age Score Verbal Percentile of 89th or higher
Pathway 2: CogAT Standard Age Score Verbal Percentile of 80th-88th **and** score on the SIGS (Scales for Identifying Gifted Students) Teacher Form on ELA scale of 96th percentile or higher (general norms).
Pathway 3: All information from Pathway 2 and a norm-referenced achievement test score of 92nd percentile or higher.

Math

Pathway 1: CogAT Standard Age Score Quantitative Percentile of 89th or higher
Pathway 2: CogAT Standard Age Score Quantitative/Nonverbal partial composite Percentile of 89th or higher.
- Pathway 3: CogAT Standard Age Score Quantitative or Quantitative/Nonverbal Percentile of 80th-88th **and** score on the SIGS Teacher Form on Math scale of 96th percentile or higher (general norms).

Pathway 4: All information from Pathway 3 and a norm-referenced achievement test score of 92nd percentile or higher.

Special Populations:
Students with IEPs:
Accommodations will be made for students in accordance with the language written in their IEPs. Please note that accommodations noted in a student's IEP should be used only if doing so will not alter the nature of the ability the test is intended to measure. Examples of common accommodations for CogAT include, but are not limited to:

- Repeated directions
- Separate location
- Large-print edition
- Assistance with the answer document

Students with ILPs:
Accommodations will be made for students in accordance with the language written in their ILPs. Please note that accommodations noted in a student's ILP should be used only if doing so will not alter the nature of the ability the test is intended to measure. Examples of common accommodations for CogAT include, but are not limited to:

- Small group/Individual administration
- Repeated directions
- Test administered by ELL Teacher or individual providing language services
- Directions administered in a language other than English

Resources for Instruction for High Ability Students

Available on the FWCS Intranet are documents that can be used to support teacher instructional decision-making when working with students who are identified as high ability and/or who are achieving above grade level. The information in these documents can be used in both Tier 1 and Tier 2 instruction, depending on student need. Options provided on the documents may require more intensity or focus at different times and in different content areas. The use of the options should be deliberate and precise based on student's data and will, most often, need to be differentiated based on the student's readiness level or processing strategies. Responses to student need should meet a "could/would/should test." Teachers should ask: Could all students do this? Would all students do this? Should all students do this? If the response to any of those questions is "yes," then the option is not differentiated for high ability students.

- *Tier 1 Core Instruction: Differentiated* contains general information about differentiation strategies and will support the establishment of classroom practices that will lead to ease with differentiation.
- *Tier 1 High Ability Support Options* contains a chart that teachers can use for planning purposes and to document what is working or needs to be changed.

The documents are found on the FWCS Intranet page – Departments (Under Curriculum) Advanced Courses/High Ability:
https://home.fwcs.k12.in.us/academic_services/high_ability.php

Comprehensive Needs Assessment

The Comprehensive Needs Analysis a yearlong process. Principals and QIT members are regularly looking at timely data and having dialogue to better align strategies with the FWCS SIP template that now reflects our efforts to improve literacy and disproportionality. The data being collected will focus on strategies to support specific subgroups that are measurable. Along with looking at student data, all schools will have a professional learning plan that joins the needs of the improvement on student data as well as the needs of individual teachers. Schools will also evaluate the adult learning and work to support teachers in professional growth. As schools work through the 8 Turnaround principles, they will concentrate on parent engagement, data analysis, instruction, and school climate as areas of improvement.

Key Areas of Focus for Improvement (Narrative)

A rigorous school improvement plan includes information surrounding improvement that is needed immediately.

Leadership: How will the leadership be cultivated in order to achieve the goals in the school improvement plan?	Staff members are encouraged to participate in QIT and the feedback process. Several staff members have started a PBIS focus group with teacher leaders. Creating leaders in departments Curriculum writers and mentors Acknowledge model behaviors Crucial conversations
Effective Instruction: How will instruction be fostered in order to achieve the goals in the school improvement plan?	Administrators and teachers will be involved in focus feedback conversations centered on growth and goals. All teachers are to work towards closing our gaps in literacy and ISTEP passing percentages. All staff members are to make two goals on how they will help all students be successful on the math and English ISTEP assessments. Using exemplar videos to model behaviors 6 C's and student centered instructions 4 elements Peer to peer observations Teachers are learning what strategies work effectively for remote/blended learners. Teachers share effective strategies with one another (including those that are doing a flipped classroom model)
Student Supports: How is the whole student supported in order to achieve the goals in the school improvement plan?	PBIS and Trauma informed care initiatives Neuroscience and brain based research Student support plans Need a mentor program Club time Protect student support time

Part IV

Appendices

- Beliefs, Assumptions, Systems
- District Resources

Appendices

FWCS Beliefs, Assumptions, Systems

1. Mission, Vision, Core Values
2. District Goals
3. FWCS Systems for Action
4. Moral Purpose / Triple P
5. FWCS Pyramid for Success
6. Vision for Learning / 21st Century Student Skills
7. Curriculum, Instruction, Assessment Matrix
8. FWCS Leadership Framework
9. FWCS Professional Learning Framework
10. FWCS Professional Learning System
11. Standards for Professional Learning
12. Cycle of Continuous Improvement for Educator Practices
13. Change Theory (Arrow)
14. Ron Edmond's quote

1. Mission, Vision, Core Values

Mission

Fort Wayne Community Schools ***educates all students to high standards*** enabling them to become productive, responsible citizens.

Vision

Fort Wayne Community Schools will be the ***school system of choice*** and a source of community pride.

Core Values

We value:

- student achievement as the heart of our work.
- equity in educational opportunities.
- the diversity and uniqueness of our District and community.
- the accountability of the school board, the administration, employees and teaching professionals.
- open and honest communication with our community, parents, and students.
- partnerships with business, governmental, and community agencies.
- our community's support, sacrifice, and contributions.
- the ability to change and meet all challenges.
- facilities that are clean, safe, and well-maintained.

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2. District Goals

District Goals

- **Achieve and Maintain Academic Excellence**

  Eliminate the achievement gap among all groups of students by maximizing the achievement of all.

- **Engage Parents and the Community**

  Engage all segments of the community to support the education of young people.

- **Operate Effectively with Integrity and Fiscal Responsibility**

  Demonstrate effective and efficient use of taxpayer dollars by using best management practices and systematic long range planning.

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3. FWCS Systems for Action

SYSTEMS FOR ACTION

BOARD

GUIDING PRINCIPLES

Mission - Fort Wayne Community Schools *educates all students to high standards* enabling them to become productive, responsible citizens.

Vision – Fort Wayne Community Schools will be the *school system of choice* and a source of community pride.

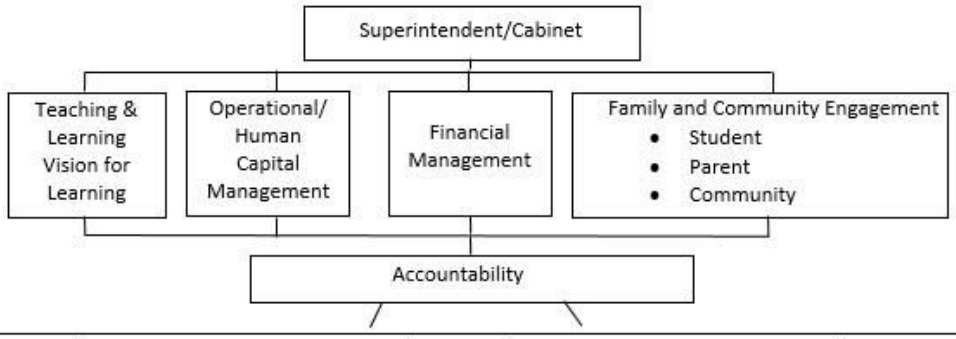
Core Values – We value:

- student achievement as the heart of our work.
- equity in educational opportunities.
- the diversity and uniqueness of our District and community.
- the accountability of the school board, the administration, employees and teaching professionals.
- open and honest communication with our community, parents, and students.
- partnerships with business, governmental, and community agencies.
- our community's support, sacrifice, and contributions.
- the ability to change and meet all challenges.
- facilities that are clean, safe, and well-maintained.

Approved by Board 2007-2008	**Goal I** **Achieve and Maintain Academic Excellence**	**Goal II** **Engage Parents and the Community**	**Goal III** **Operate Effectively with Integrity and Fiscal Responsibility**
Definition of Goal	*Eliminate the achievement gap among all groups of students by maximizing the achievement of all.*	*Engage all segments of the community to support the education of young people.*	*Demonstrate effective and efficient use of taxpayer dollars by using best management practices and systematic long range planning.*
Key Strategic Components	**A.** Rigorous and Relevant Educational Program **B.** Measurable and Continuous Improvement **C.** Effective Instruction **D.** Equity of Access and Opportunity	**A.** Parent and Community Engagement **B.** Public Confidence **C.** Effective Communication **D.** Safe and Supportive Schools	**A.** Financial **B.** Management and Administrative Systems **C.** Facilities
Strategic Focus	**Teaching / Learning**	**Engagement, Involvement and Support**	**Human Capital and Financial Management**
Board Policies	**Board Policies**		

DISTRICT

Support Systems



Schools and Departments

School Improvement Plan / Department Strategic Plan

Balanced Scorecard / Dashboard

District Professional Learning Plan

FWCS Professional Learning System

4. Moral Purpose / Triple P

Triple P
Core Components

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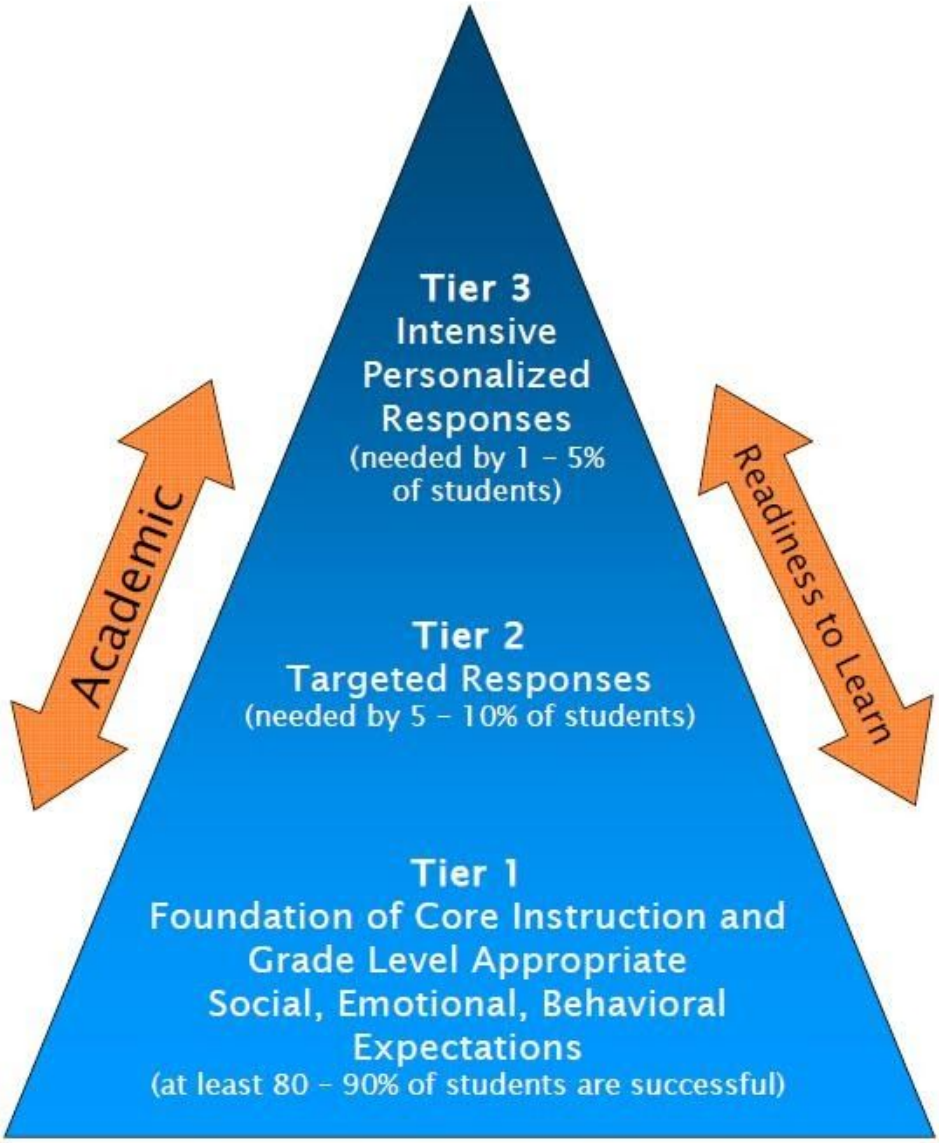
5. Pyramid for Success

FWCS Pyramid for Success™



The FWCS Pyramid for Success™ is a district-wide system of proactive actions and progressive responses that provide value added support and challenge for all students for their Academic and Readiness to Learn needs.

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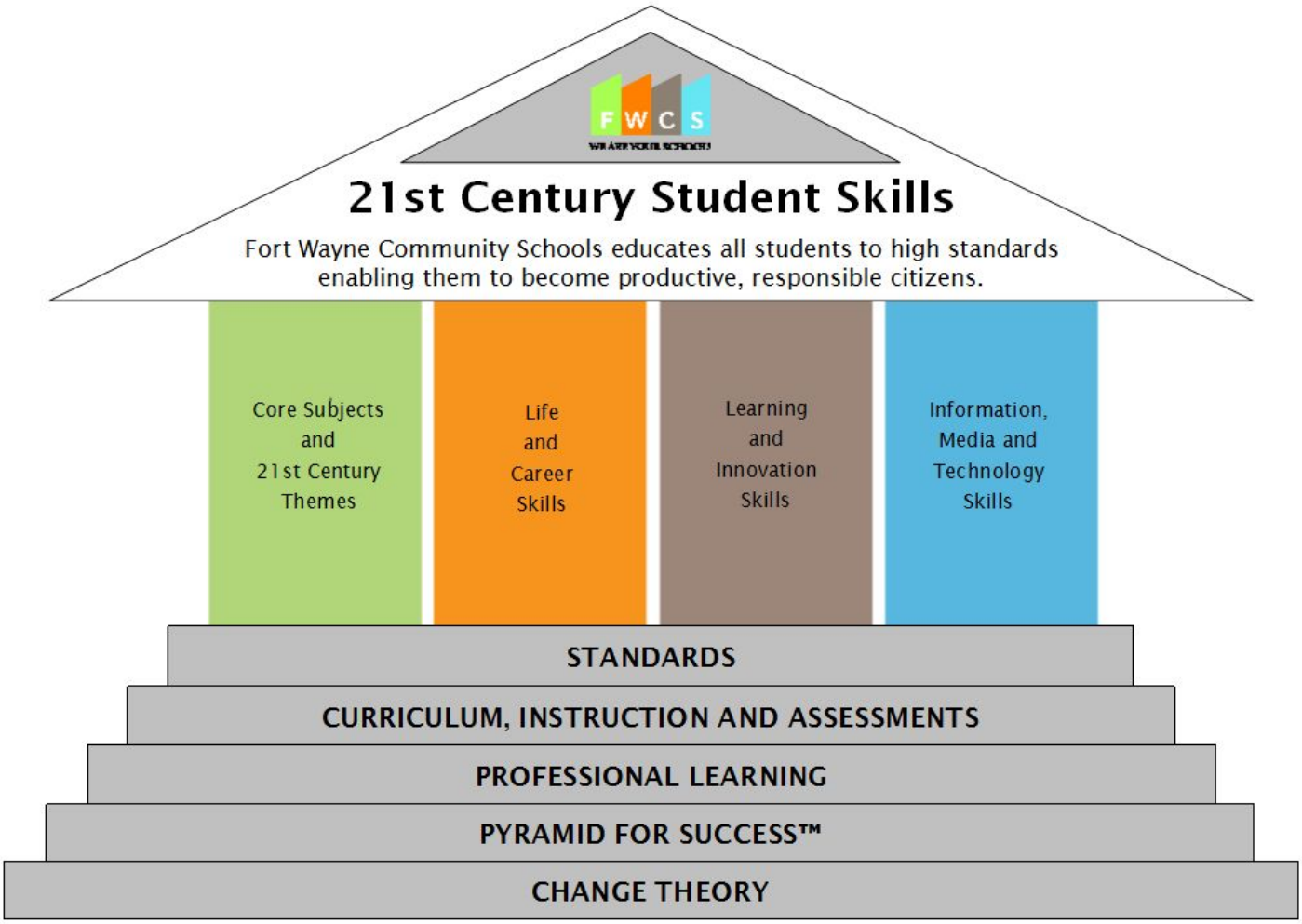
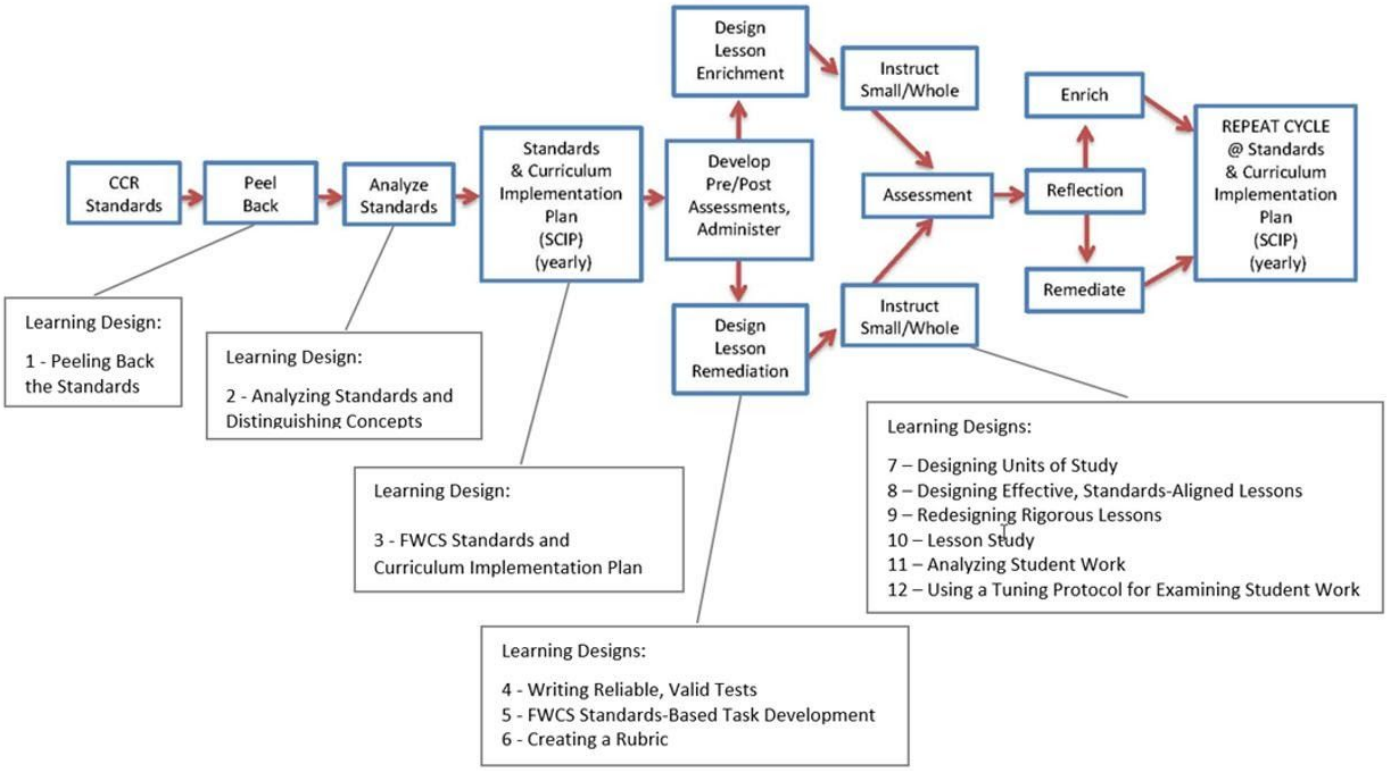
6. Vision for Learning / 21st Century Student Skills



7. Curriculum, Instruction, Assessment Matrix

Curriculum, Instruction and Assessment Matrix



8. FWCS Leadership Framework

FWCS Leadership Framework

Leaders through disciplined thoughts and actions create and sustain the conditions that ensure achievement of our moral purpose by:

- Shaping a shared vision and commitment to action for academic and social success for all students;
- Developing systems that support students and adults;
- Modeling and cultivating courageous leadership;
- Distributing responsibility for people, data and processes that nurtures a culture of continuous improvement and empowerment.

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9. Professional Learning Framework

FWCS Professional Learning Framework

A comprehensive, sustained and strategic approach to increase educator effectiveness and results for all students.

Professional Learning fosters collective responsibility for improved student performance and:

- is aligned with rigorous academic standards and district improvement goals;
- is conducted among professional learning communities at all levels throughout the district;
- is ongoing and facilitated by skilled staff utilizing a variety of researched-based learning designs;
- engages established learning communities in a cycle of continuous improvement;
- is monitored and evaluated as to its effectiveness to inform ongoing improvement and results.

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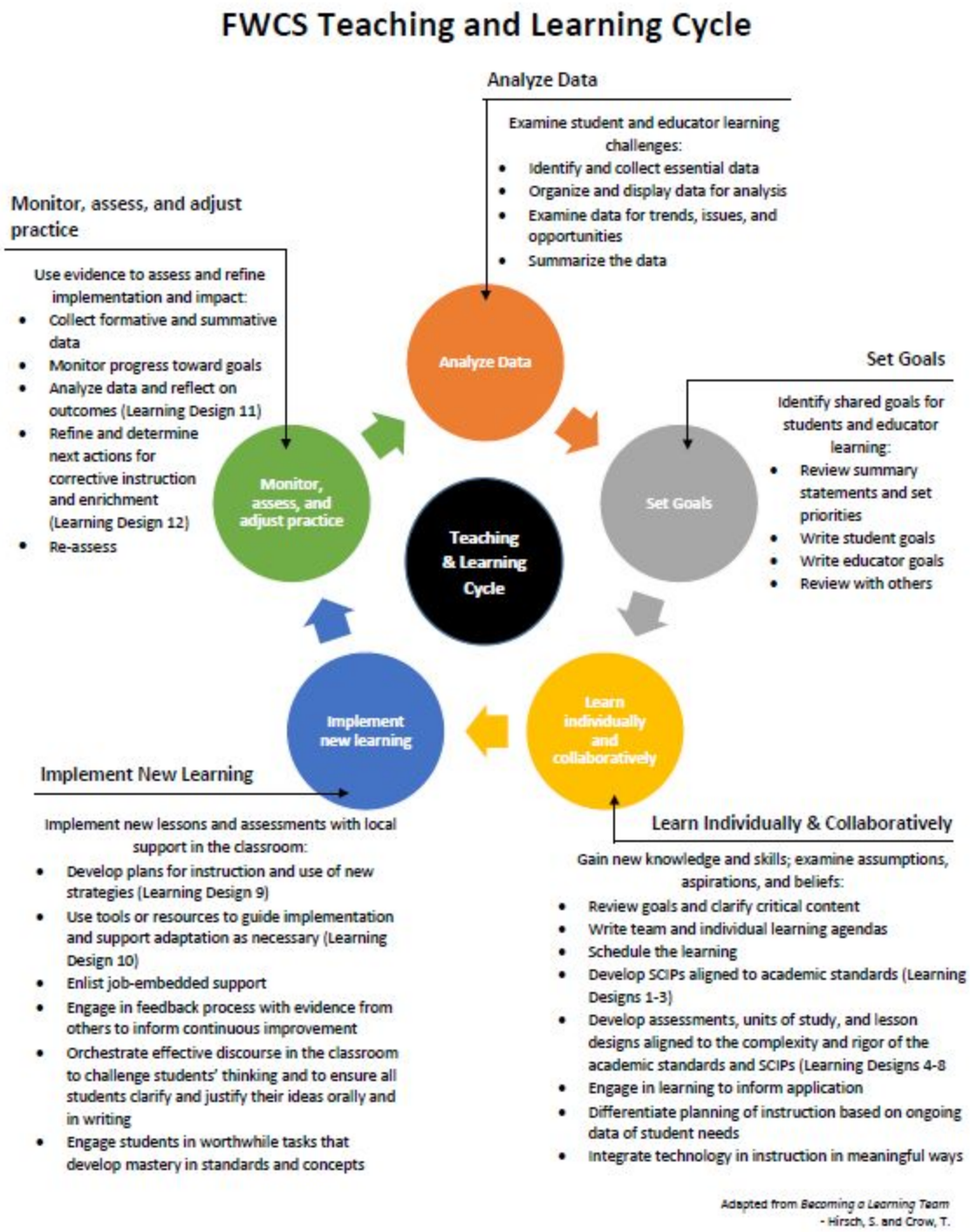
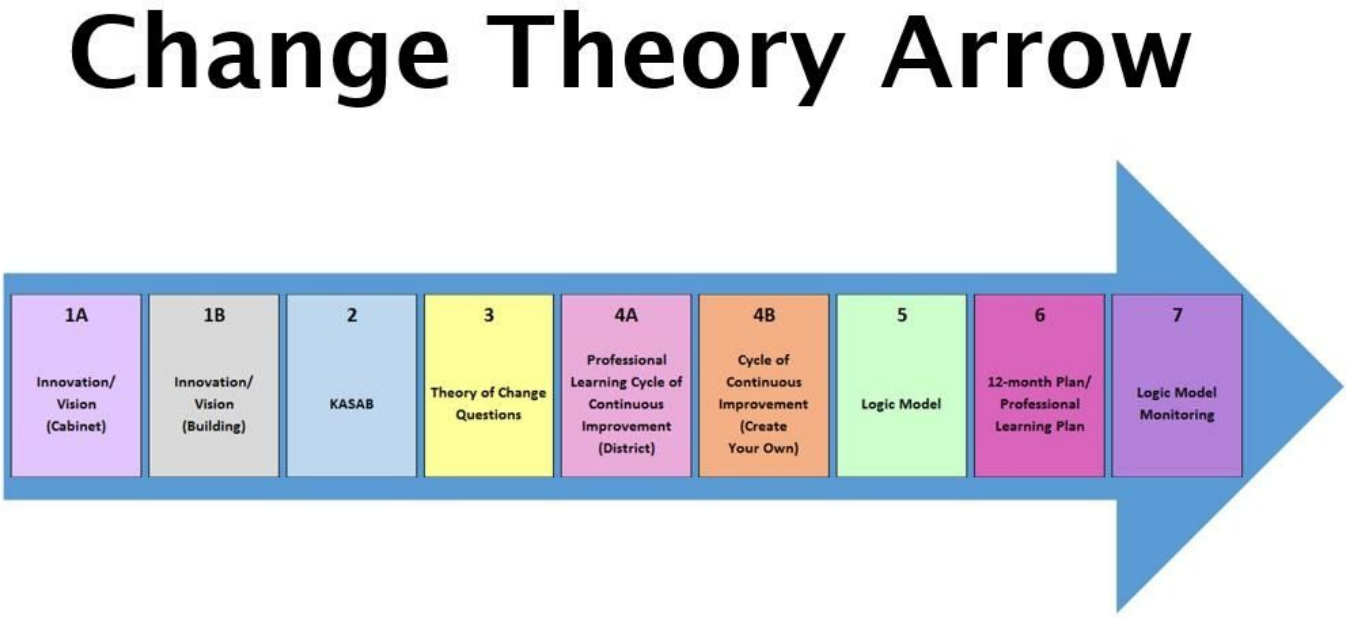
10. Standards for Professional Learning

11. Cycle of Continuous Improvement for Educator Practices



12. Change Theory Arrow



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13. Ron Edmonds Quote

"We can, wherever and
whenever we choose,
successfully teach all children
whose schooling
is of interest to us.

We already know more
than we need to do that.

Whether or not we do it
must finally depend on
how we feel about the fact
that we haven't so far."

-Ron Edmonds (1969)

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District Resources

Standards for Professional Learning, Theory of Change Questions, Turnaround Principles

FWCS Learning Designs 4-5-6

All FWCS Learning Designs – Curriculum Department page on FWCS Intranet

Attendance data can be found in Hyperion Workspace under Online Reporting:

-
-

- Click Begin
- Select the appropriate school year and School
- Click Process

SIP dashboard data is available under Power BI Reporting:

- SIP Data folder
  - Discipline Disproportionality
  - Literacy Rate
  - ISTEP
  - etc.

K-Geometry Math Scope and Sequences

K-12 ELA Scope & Sequence

K-12 Social Studies Scope & Sequence

Vision for Learning – add Link??

Guidelines for Presenting Climate Survey Results with Staff

FWCS Code of Conduct

Focus and Priority Requirements

ELA High Priority Standards for Grades 3-8

District Resources, continued

Books:

Hirsh, S., Psencik, K., Brown, F. (2014). ***Becoming a Learning System***.

Fullan, M., Hill, P., Crevola, C. (2006). ***Breakthrough***.

Fullan, M., Quinn, J., McEachen, J. (2018). ***Deep Learning: Engage the World Change the World.***

Fullan, M., Quinn, J., McEachen, J., Gardner, M., Drummy, M. (2019). ***Dive into Deep Learning: Tools for Engagement.***

Hirsh, S., Crow, T. (2017). ***Becoming a Learning Team***.

Patterson, K., Grenny, J., McMillan, R., Switzler, A. (2011). ***Crucial Conversations: Tools for Talking When Stakes are High***.

Psencik, K. (2011). ***The Coach's Craft: Powerful Practices to Support School Leaders***.

Psencik, K. (2009). ***Accelerating Student and Staff Learning: Purposeful Curriculum Collaboration.***

Sporleder, J., Forbes, H. (2016). The ***Trauma-Informed School: A Step-by-Step Implementation Guide for Administrators and School Personnel***