School Name: Ignite Achievement Academy

School Number: 1806

Street Address: 1002 West 25th Street

City: Indianapolis

Zip Code: 46208

COMPREHENSIVE NEEDS ASSESSMENT/SCHOOL IMPROVEMENT PLAN

For implementation during the following years: 2019-2022, 2020-2023, ==2021-2024==, 2022-2025 (==Highlight== implementation years)

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

Principal: Jessica English
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Contact for Grants: Nadia Miller
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Read all the way through this document before beginning your work.

--- BASIC REQUIREMENTS ---

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

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

Common abbreviations used in the plan are:

ESSA   Every Student Succeeds Act – replaced No Child Left Behind in the reauthorization of federal education law

TSI   Targeted Support and Improvement – federal government school designation under ESSA

ATSI   Additional Targeted Support and Improvement – federal government school designation under ESSA

CSI   Comprehensive Support and Improvement – federal government designation under ESSA

Who is <u>required to submit</u> a school improvement plan (<u>SIP</u>)? **All public and private schools**

Who is <u>required to submit</u> a comprehensive needs assessment (<u>CNA</u>)? **Schools that receive Title I funds** <u>AND</u> **schools classified as TSI, ATSI, and/or CSI**

Who is <u>required to use</u> the Indiana Department of Education's <u>SIP template</u>? **Schools classified as TSI, ATSI and/or CSI**

Who is <u>required to use</u> the Indiana Department of Education's <u>CNA template</u>? **Schools classified as CSI**

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

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

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

(TSI only) Underperforming student groups identified by the federal government: (**highlight** all that apply) **ELA**, **Math**, **Attend.**, **Grad.**, **Spec. Ed.**, **ELL**, **Free/Red.**, **Hisp.**, **Black**, **White**, **Multi-Racial**, **Asian**, **Am. Indian/AK Nat.**, **Native HI/Other Pac. Is.**

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

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

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

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

Member Name	Title	Committee(s)	CNA/SIP Sub-committee(s)
Sample: *Alma Smith*	*Teacher*	*CNA,SIP,* *BOTH*	*ELA, Black, Spec. Ed.*
Calasia Carrion	Director of Curriculum and Instruction	**CNA, SIP, Both**	
Eldridge Chism	Lead Special Education Teacher	**CNA, SIP, Both**	Spec. Ed
Laura Foshee	Director of Special Education	**CNA, SIP, Both**	Spec. Ed
Rodney Rivers	Director of Culture	**CNA, SIP, Both**	
Dr. Clyde Posely	Community Partner	**CNA, SIP, Both**	Social-Emotional
Dr. Addie Angelov	Technical Assistance Partner	**CNA, SIP, Both**	
CIES	Technical Assistance Partner	**CNA, SIP, Both**	
Dr. Cathi Cornelius	Community Partner	**CNA, SIP, Both**	
NaTanza Bratcher	McKenny Vento Liaison	**CNA, SIP, Both**	
Shawanday Tyson	Parent and STAND Volunteer	**CNA, SIP, Both**	
Britney Tewell	ESL Lead Teacher	**CNA, SIP, Both**	

Kasha Hayden	Teacher	**CNA, SIP, Both**	
Orleta Holmes	Teacher	**CNA, SIP, Both**	
Kabrina Merriweather	School Testing Coordinator	**CNA, SIP, Both**	
Rebekah Bennett	Early Literacy Specialist	**CNA, SIP, Both**	
Alaina Adams	Teacher	**CNA, SIP, Both**	
DeLisa Jones	Teacher	**CNA, SIP, Both**	
Jennifer Bratton	Teacher	**CNA, SIP, Both**	

--- ALIGNMENT [optional] ---

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

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

District Vision:

School Vision:

The Ignite Achievement Academy (IAA) vision is to enhance the community through unleashing each child's inner genius by igniting a passion for lifelong learning, independent critical thinking, and increasing levels of cognitive and intellectual development.

District Mission:

School Mission:

The mission of IAA is to provide the community with an accelerated learning institution that propels scholars academically by utilizing a holistic curriculum built upon community engagement, project-based learning and the leading literacy, socio-emotional, and neuroscientific research; thus providing scholars rich opportunities for enrichment, achievement, and increasing degrees of impact in every field of endeavor.

District Goals: Ignite has spent considerable time working with partners, stakeholders, and analyzing data to develop. Ignite has set the following academic goals for the next 3 years:

1. Raise ELA scores on ILEARN by 5% points per academic year for the 2021-24.
2. Raise Math scores on ILEARN by 5% points per academic year for the 2021-24.
3. 80% of scholars pass IREAD 3 scores for the 20-21 academic year.
4. Meet state average for chronic absenteeism by 2024.

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

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

SECTION A: Review Essential Information

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

Core Element 1: Curriculum [Required for all]

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

Subject/Course	Grades	Resource Name	Aligned to IAS	Tier (highlight all that apply)	Rationale for Resource Use	Continue Use?	X
Sample: *Reading*	*1-6*	*ABC Reading is Fun*	*Yes*	*Tier 1, 2, 3*	*Textbook and readers are core component of reading program.*	*Yes No*	
ELA/Reading	K-6	Ready Gen	Yes No	Tier 1, 2, 3	The curriculum is aligned to the common core, received high ratings on ED Reports, and our internal Academic Team has completed a crosswalk to align to the IAS scope. The reading from the curriculum is largely based in social studies and science.	Yes No	X
Math	K-6	Eureka Math	Yes No	Tier 1, 2, 3	The curriculum is aligned to the common core, received high ratings on ED Reports, and our internal	Yes No	X

					Academic Team has completed a crosswalk to align to the IAS scope.		
Science	K-3	PBL based on Buck Institute	**Yes** No	**Tier 1**, 2, 3	The PBLs provide a hands on approach for learning Science.	*Yes* No	
Science	4-6	ISI Science Kits	**Yes** No	**Tier 1**, 2, 3	The Kits are aligned to standards and provides a hands on approach to learning Science	*Yes* No	
Social Studies	K-6	IAA developed curriculum	**Yes** No	**Tier 1**, 2, 3	Teachers develop lessons based on the IAA scope provided to them. This allows teachers creativity and autonomy when developing lessons that must be aligned to the IAS and IAA scope.	*Yes* No	
Physical Education/Martial Arts	K-6	IAA teacher- developed curriculum	**Yes** No	Tier 1, 2, 3	Teachers develop lessons based on IAS. This allows teachers creativity and autonomy when developing lessons that must be aligned to the IAS.	*Yes* No	
Music	K-6	IAA teacher- developed curriculum	**Yes** No	Tier 1, 2, 3	Teachers develop lessons based on IAS. This allows teachers creativity and autonomy when developing lessons that must be aligned to the IAS.	*Yes* No	
Financial Literacy	K-6	IAA teacher- developed curriculum	**Yes** No	Tier 1, 2, 3	Teachers develop lessons based on IAS. This allows teachers creativity and autonomy when developing lessons that must be aligned to the IAS.	*Yes* No	
Visual Arts	K-6	IAA teacher- developed curriculum	**Yes** No	Tier 1, 2, 3	Teachers develop lessons based on IAS. This allows teachers creativity and autonomy when developing lessons that must be aligned to the IAS.	*Yes* No	
Supplemental	K-6	MobyMax	**Yes** No	**Tier 1, 2**, 3	MobyMax is a newly adopted digital resource for our school. It provides supplemental materials in ELA, Math, Social Studies, and Science. Teachers can align student activities based on IAS	*Yes* No	
ELA/Reading	K-6	Scholastic Literacy Pro	**Yes** No	**Tier 1, 2**, 3	Scholastic Literacy is a newly adopted resource for our school. It provides a digital reading platform for independent reading.	*Yes* No	
Supplemental	K-6	Historic Journey	**Yes** N	**Tier 1**, 2, 3	The curriculum is used to infuse culturally relevant lessons into our core curriculum	*Yes* No	X

Core Element 1: Curriculum [Required for all]

continued

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

The public may view the school's curriculum in the following location(s): Ignite's full curriculum was authorized by the Indianapolis Mayor's Office. A full version of Ignite's curriculum can be found on our school website (www.igniteindy.org) and the Indianapolis Mayor's Office of Educational Innovation website (https://www.indy.gov/agency/the-office-of-education-innovation).

Core Element 2: Instructional Program [Required for all]

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

Best Practice/Requirements Self-Check	Yes/No		X
The school has a process for identifying the exceptional learning needs of students who are highly proficient and at risk of failure.	Yes	No	
A process for coordinating instructional services (e.g. Head Start, adult education, etc.) is in place.	Yes	No	
A variety of instructional strategies are employed to meet the diverse learning needs of students.	Yes	No	X
Teachers use strategies that monitor and adjust instruction during lessons (e.g. adjusted based on checks for understanding).	Yes	No	X
Teachers ensure students are engaged in cognitively complex tasks (including varying depth of knowledge) during instruction.	Yes	No	
Teachers use instructional strategies that ensure students have multiple means of accessing instructional content.	Yes	No	X
Instructional strategies provide students with multiple options for illustrating their knowledge.	Yes	No	

Instructional strategies foster active participation by students during the instructional process.	Yes	No	X
Teachers and staff promote authentic learning and student engagement across all content areas.	Yes	No	
Strategies and instructional methods ensure equity of opportunity for all students during the learning process.	Yes	No	X
Instructional strategies assist with bridging the cultural differences in the learning environment.	Yes	No	X
Teachers and staff integrate evidence-based strategies during Tier II and Tier III instruction.	Yes	No	
Teachers work collaboratively to support and refine instructional effectiveness (e.g. with feedback, coaching, etc).	Yes	No	
High expectations for academic achievement are made clear to students and supported with adequate scaffolding and resources.	Yes	No	X

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

Students receive Tier 2 and Tier 3 instruction during small group instruction from teachers. As well as push-in and pull-out support from our Academic Intervention Assistants (Instructional Assistants), our Academic Team (Director of Curriculum and Instruction and Instructional Coaches) and our Special Education and ESL Team. Students are selected for additional support based on informal data (checks for understanding, exit slips) and more formative data (baseline assessments, NWEA, Airways, etc.

We also partner with community partners to help support. We participate in Operation More Hope for after school tutoring services. OMH partners with our school to identify students based on data and enrolls students into its program.

We also partner with Crossroads and have a Learning Commons (Brain Lab) located in our building. We have learning common directors that offer additional learning support based on a peer-to-peer tutoring model.

Core Element 3: Assessment [Required for all]

List the assessments used **in addition to** the following statewide assessments: ILEARN, IREAD, I AM, ISPROUT, and PSAT. Include type of assessment (benchmark, common formative, or summative), the frequency with which these are administered, and a brief rationale for their use. To find out more about formative, interim, and summative assessments, click **HERE**. Consider the need to keep, replace, or discontinue use of each assessment based on the value and use of the data it provides.

Assessment Name	Grade(s)	Frequency	Type and Rationale for Use	Continue Use	X

Assessment	Grade	Type	Description	Yes/No	
Mid-Module and End of Module Assessments (Ready Gen and Eureka)	K-6	Benchmark, <mark>Com. Form.</mark>, Summative, Other	Assessments are derived from the curriculum and helps us to ensure the assessment is aligned to the rigor of the instruction and standards. Assessment is given at the middle and ed of each unit.	<mark>Yes</mark> No	
NWEA	K-6	<mark>Benchmark</mark>, Com. Form., Summative, Other	The assessment allows us to measure growth and provide targeted instruction to address gaps. Taken 3 times per year.	<mark>Yes</mark> No	
Airways	K-2	<mark>Benchmark</mark>, Com. Form., Summative, Other	The Airways assessment was utilized as an interim assessment for K-2 based on Common Core. It was a new feature this year and due to the alignment student not being completed, teacher and instructional leaders did not find the assessment useful	Yes <mark>No</mark>	
Airways 3-6	3-6	<mark>Benchmark</mark>, Com. Form., Summative, Other	Utilized as interim assessments for grades 3-6 and helps us monitor proficiency and make instructional decisions towards state standardized testing. Assessment is given 3 times per year.	<mark>Yes</mark> No	
m-Class DIBELS and TRC	K-3	<mark>Benchmark</mark>, Com. Form., Summative, Other	Assesses student reading skills and provides targeted intervention plans for students. It is also used as our Dyslexia Screener. Assessment is given 3 times per year.	<mark>Yes</mark> No	
IREAD Baseline Assessment	2-3	<mark>Benchmark</mark>, Com. Form., Summative, Other	An internal assessment crafted by the IAA academic team to monitor students' proficiency towards grade 3 reading standards. Assessment is given 3 times per year.	<mark>Yes</mark> No	
Checks for Understanding, Do Nows, Exit Slips	K-6	Benchmark, <mark>Com. Form.</mark>, Summative, Other	They provide immediate feedback to teachers on student understanding and allows the opportunity for teachers to provide immediate feedback to students. Must be provided with every lesson.	<mark>Yes</mark> No	
DRA (Development Reading Assessment)	K-3	Benchmark, Com. Form., Summative, Other	Used to assess student reading level utilizing paper/pencil format. We will no longer be using this assessment and have opted for DIBELS for the 20-21 school year which provides a digital platform.	Yes <mark>No</mark>	
		Benchmark, Com. Form., Summative, Other		Yes No	
		Benchmark, Com. Form., Summative, Other		Yes No	

Best Practice/Requirements Self-Check	Yes/No	X
A system is in place to use assessment data to make decisions about programs, practices, and instruction.	<mark>Yes</mark> No	
The school uses assessment data to identify students for Tier II and Tier III instruction.	<mark>Yes</mark> No	

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

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

Teachers participate in data dives after formative assessments. This allows them the opportunity to review student data and make instructional decisions. Teachers also participate in weekly curriculum meetings where data and assessment results are used to help in curriculum and lesson planning. This year teachers will also be required to participate in Weekly data meetings that will allow for a more targeted and focused approach to reviewing and planning student achievement outcomes.

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

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

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

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

Answer the questions for the grade levels in your school.
Grades K-5 only

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

Career-focused classroom lessons	Guest speakers
Other	

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

Grades 6-8 only

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

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

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

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

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

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

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

Best Practice/Requirements Self-Check	Yes/No		X
Practices are in place to develop and maintain a positive school climate between staff, students, and families.	Yes	No	

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

Core Element 7: Cultural Competency [Required for all]

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

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

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

Describe how racial, ethnic, language-minority, and socio-economic groups are identified.
Groups are identified based on enrollment records.

Describe strategies for increasing educational opportunities <u>and</u> performance for students in groups identified for the school.

Over 90% of our scholars identify as black. Our school is also mostly free-reduced lunch.

Our teachers and staff are trained in cultural awareness and cultural competencies, to first, help identify our own biases, second, to ensure our own biases do not impede on the education of our students, and third, so we are trained on how to provide these opportunities in our classrooms and school building. Students in these groups that are identified as needing additional academic or social emotional support are provided that opportunity during targeted intervention time (small group instruction and Wednesdays). Our ELL Learners are supported by our ELL coordinator and 2 ELL instructional assistants who push into the whole group to support students and provide small group instruction for our ELL learners.

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

We are currently reviewing our previous culturally competency training provided by Dr. Terrence Harewood from the University of Indianapolis and Garry Holland with Historic Journeys. While these curriculum have been effective in the previous years, we have not found them to be academically supportive in the ILEARN landscape as they were during ISTEP. This has led us to begin to engage with Dr. Clyde Posely. Dr. Posely's curriculum aligns to ILEARN and IREAD3. Our

previous training has been deeply rooted in understanding our own biases and strategies for breaking through cultural barriers. We recognize the need to make these trainings more deeply rooted in academic achievement. Professional development with Dr. Posely will be a key component to moving forward.

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

Our reading curriculum provides culturally relevant texts that recognize and appreciate cultural difference. We also utilize the Historic Journey curriculum for cultural infusion into our lessons. The Historic Journey curriculum is a series of lessons and readings that highlight the African-American experience and contributions to America and our world. Currently, these curriculum are not being implemented with fidelity. Staff interviews depict each staff implementing the curriculum with varying arrays of fidelity. We have begun to look at this process and will work to streamline it in literacy first, and the other subjects in upcoming years.

Core Element 8: Review Attendance [Required for all]

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

Number of students absent 10% or more of the school year.

Last year: 60.7   Two Years Ago: 58.6   Three Years Ago: N/A

What may be contributing to the attendance trend?
Ignite is an IPS Innovation charter school that is authorized by the Indianapolis Mayor's Office of Education Innovation. Turning around a chronically underperforming school. The Ignite team has learned a lot in the last few years. The school has worked diligently to navigate student attendance as IPS has changed the boundaries each year of the partnership. In year three we believe our enrollment has settled. Additionally, Ignite has many students moving throughout the year.

What procedures and practices are being implemented to address chronic absenteeism?
Ignite is actively engaged in reviewing policy and procedure implementation specific to student data collection and family engagement. This review has provided data collection professional development to ensure that we have accurate information for decision-making. Additionally, we have increased our activities and touch points for community and family engagement across our annual calendar. We have also deliberately started to collect data from our family and community events to better understand those needs.

If procedures or practices to reduce chronic absenteeism are in place, how are the results monitored?
We are engaged in data collection professional development to ensure that we have accurate information for decision-making. Additionally, we have differentiated our activities due to COVID. We are engaged in activities with contactless options, food services, and multiple other points of support. We are working with external evaluators to collect data specific to existing and new attendance activities to help us better understand this aspect of our practice.

ctice/Requirements Self-Check	Yes/No		X
ool has and follows a chronic absence reduction plan.	Yes	No	

| tiered system of supports (MTSS) is in place to identify and help the academic, behavioral, and/or social emotional needs nically absent students. | <mark>Yes</mark>   No | |

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

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

We hold parent teacher conferences 3 times per year that allow for our parents and teachers to have a dedicated time to discuss student progress. Teachers are also expected to provide progress reports bi-weekly and reach out to parents of scholars who are showing academic challenges with the mindset to address the academic issue before it becomes a larger concern. Parents also have access to the parent portal in Powerschool where they can access student quarterly grades.

We also host several events per year to encourage family engagement in academic achievement, these events include our annual back to school night, project based learning showcases, Parent University, Literacy Night, and our annual Title 1 Night.

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

Parents are given the opportunity to complete surveys where they can assess certain events, programs, or address concerns or express ideas about the school. Surveys are generally provided at our school events. Parents are also encouraged to contact our school at any time to express ideas, concerns, or suggestions. Our Director of Community Engagement is designated as our family liaison and can set appointments to meet with parents. Parents are also encouraged to volunteer with our Ubuntu Council (PTA)and are encouraged to get involved in our chapter of STAND

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

Parents receive attendance calls daily if their scholars are absent. After a scholar has 3 consecutive absences a home visit is conducted by our Director of Peace and Safety to check in on the family and identify any potential concerns. Once we identify that scholars have hit our threshold for tardies and/or absences parents are required to attend a mandatory meeting (this meeting is prior to submitting to DCS) with our Executive Assistant who oversees our front office and attendance and the school principal or designated liaison. During this meetings, a needs assessment is completed to determine any conditions that could prohibit the scholar from attending school and/or getting to school on time (transportation issues, illness, parents work schedule, etc.) and we work with parents to develop a plan moving forward in effort to reduce chronic absenteeism

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

We encourage our teachers to communicate early and often. We understand our families have a wide range of responsibility and early/often communication helps to close that gap. Grade levels are also required to send out weekly grade level newsletters/communication, so parents understand what to expect for the week. The school also sends out a weekly family newsletter from the principal that highlights academics for the week as well as resources that parents may need (i.e. access to food).

We also work to translate our documents in Spanish to address our ELL learnings by which the primary language of our ELL learners is Spanish.

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

The following is specific to Title I Schoolwide Programs.

Describe strategies used to increase parental involvement.

We hold parent teacher conferences 3 times per year that allow for our parents and teachers to have a dedicated time to discuss student progress. Teachers are also expected to provide progress reports bi-weekly and reach out to parents of scholars who are showing academic challenges with the mindset to address the academic issue before it becomes a larger concern. Parents also have access to the parent portal in Powerschool where they can access student quarterly grades.

We also host several events per year to encourage family engagement in academic achievement, these events include our annual back to school night, project based learning showcases, Parent University, Literacy Night, and our annual Title 1 Night and ELL night.

We also send out a weekly family newsletter that keeps parents stay abreast of what is happening in our school community. We also utilize our website and social media platforms to highlight opportunities for parents to get involved in school and community events. Lastly, we have a parent engagement policy that requires our parents to complete 3 volunteer hours in our school each school year. Parents can fulfill these hours by volunteering for field trips, school events, or helping with service projects within the school.

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

Parents are provided with bi-weekly progress reports. At that time, teachers are required to send home assessment results that would not appear in the gradebook (i.e. NWEA). State assessments results are mailed home annually.

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

Parents are invited to attend our annual Title 1 Nights. During our Title 1 nights parents are given the opportunity to hear our strategic plans and priorities for the year. During this time, our Head of School elaborates on these plans during his State of the School address and provides the opportunity for parents to give their thoughts on the plans as well as provide additional suggestions or ideas to improve the plans.

Parents are also involved in our Site Evaluations as required by our authorizer, the Mayor's office. It is during this time parents are allowed to provide feedback about our school, our plan, etc. This information is provided to us and allows us to make decisions based on the input of our parents.

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

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

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

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

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

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

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

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

Ignite Achievement Academy recently completed the IDOE Consolidated Application process during the 2020 grant cycle. As part of this process Ignite reviewed all budgetary spending with their external bookkeeper, external auditor, internal bookkeeper, Board Treasurer, Board Finance committee, Chief of Staff, Head of School, and Principal. This review process included strategic conversations about spending and coordinated use of private philanthropic funds, state, federal, and local resources. A review of curricular programs and committee structures was helpful in ensuring that staff and time resources were being utilized in the most efficient ways. This initial review was an important step in beginning the school improvement process.

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

All Ignite programming will be included in the school wide improvement plan. This includes all Title efforts, McKinney Vento, Special Education, ELL, High Ability, and TAG efforts. Additionally, Ignite has identified early childhood as an opportunity to grow our efforts and make a necessary impact on academic achievement. In addition to early childhood efforts, a focus on chronic absenteeism has become a specific focus.

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

We attend an annual collaboration meeting with our local Head Start and sign an annual MOU to support our Head Start agency. We provide them with information for Kindergarten enrollment, so they are abreast of our policies and procedures, so we can support each other in enrolling their students into our kindergarten program when applicable.

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

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

Staff Name	Licensure/Certification	Assigned Class/Subject

SECTION B: Needs Assessment

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

Academic and Schoolwide		WIDA		Special Education		High Ability
de Assessments		Individual Learning Plans (ILPs)		IAM Assessment	X	Aptitude Assessment (e.g. CogAT)
vide Assessments	X	Performance Gap Data	X	Individual Education Plans (IEPs)	X	Current High Ability Grant
ent by Student Group	X	ESL Staff Training	X	Performance Gap Data	X	Performance Gap Data
n Formative Assessments		Service Delivery Model	X	Special Education Training for Staff	X	High Ability Training for Staff
AT/ACT Assessments	X	Federal (ESSA) Grade for Group	X	Approved Testing Accommodations		Service Delivery Model
Screening Data	X	Current Title III Grant	X	Federal (ESSA) Grade for Group		
n Formative Assessments		Parental Involvement	X	IEP Compliance Report		
nce Reports – general and ent groups	X	WIDA		Special Education Staff Assignments		
of Students, Staff, Parents, Community		**Be sure there is no personally identifiable information for students in any/all linked/uploaded data.**				
endance						

State Assessments: https://inview.doe.in.gov/schools/1090101806/proficiency?lang=en

Attendance: https://inview.doe.in.gov/schools/1090101806/attendance?lang=en

WIDA: https://inview.doe.in.gov/schools/1090101806/english-learner-performance

Special Education: https://inview.doe.in.gov/schools/1090101806/federal-accountability?lang=en

High Ability Grant: <mark>Included 2019 grant as an attachment</mark>

Step 1: Review Potential Issues from the Core Elements

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

Do these issues significantly impact our current school goals as strengths or problems?

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

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

Step 2: Evaluate Progress on Current School Goals

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

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

Goal 1   Measurable
outcome met?   <mark>Yes</mark>   No

Increase overall proficiency in ELA for the ILEARN assessment by 5% year over year.

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

If the goal was not met, explain why. This goal was not met because it is based on the ILEARN assessment which we did not take for the 19-20 school year.

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

Goal 2

Increase overall attendance rate to 95%   Measurable
outcome met?   **Yes**   <mark>No</mark>

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

If the goal was not met, explain why. At the top of the year we identified half-day Wednesdays as a major impact on us not obtaining our overall attendance goals. We made a plan to switch to full-day Wednesdays two week prior to our school being shut down for COVID. We were not able to accurately measure the impact of this change as it relates to our overall attendance goal.

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

Goal 3

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

Increase IREAD Proficiency to 80%

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

If the goal was not met, explain why.

We were unable to complete the IREAD assessment during the 19-20 school year due to school closure because of COVID

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

SECTION C: Analysis

Step 1: Conduct a Gap Analysis

A Gap Analysis is a procedure for determining needs by highlighting differences between a school's desired performance and its actual performance.

Data about the school's current performance should drive discussions about these differences.

In Sections A and B, the committee analyzed the school's performance in a number of areas. This included core elements of the school and

current school goals. For the first column the committee should consider two questions:

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

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

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

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

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

```
        1           2           3
  4                 5   6
```

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

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learning and personal well-being.   *respectively. Survey: 45% of students*   *suspensions and expulsions*
*has increased.*

do not feel safe at school.

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

GAP ANALYSIS TEMPLATE

Desired Performance Indicators Based on Prioritized Goals/Characteristics	Part of Current Goal?	Actual Performance Based on School Data	Brief Description Comparing Current Performance to Desired Performance	Gap	Priority
Currently, Ignite serves a population that is very transient. Additionally, the COVID quarantine has made this even worse. Enrollment is only part of the process, we must have kids in school consistently to teach them.	==Yes== No	60.4% of student absent more than 10% of the school year during 2019-20 school year.	We would like to have 100% of our students at 90% attendance or above. We believe it will take 2 years to achieve this goal given our current performance.	X	2
Ignite has navigated turning around a chronically underperforming school, while the state of Indiana has changed its statewide assessments from ISTEP to ILEARN. We must reexamine our current curriculum for alignment with new state assessments.	==Yes== No	Ignite currently has a score of Does Not Meet Expectations in the federal grading system. Additionally, Ignite has earned a C from IDOE based on academic performance.	We would like to exceed statewide averages on ILEARN and IREAD 3. Currently Ignite scores significantly lower on all statewide assessments.	X	1
	Yes No				

	Yes No			
	Yes No			
	Yes No			

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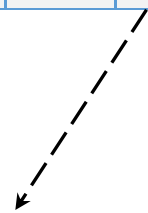
Step 2: Conduct Root Cause Analyses (Addie and Commitee)

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

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

Identified Priorities from Previous Chart	**List Root Cause(s)**
Academic Achievement on ILEARN and IREAD3	*Ignite needs to transition our of previously used IPS curriculums and pedagogy focused on ISTEP issues and transition into curriculum and pedagogy that match the mission and vision of the school, as well as the realities of ILEARN and IREAD3.*

Chronic Absenteeism	Ignite has navigated a very mobile population, as well as IPS changing boundaries and re-districting, as well as the COVID 19 quarantine. Getting attendance on track will be a critical next step in our development.

Write your Goal(s) from these.
Develop strategies from these.

SECTION D: School Improvement Plan and Professional Development Plan

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

1. Develop school improvement plan goals from the identified priorities. Based on your review of data, goals may be:
    a. A continuation of existing goals and/or
    b. New goals, based on areas where improvement is needed immediately.
2. Develop a professional development plan, basing professional development goals on:
    a. Strategies in the school improvement plan;

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

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

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

School Improvement Plan

Using the Goal Template

Goals

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

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

Evidence-Based Strategy

A strategy is a specific plan of action to accomplish a goal. Strategies must be supported by evidence

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

Strategy Action Steps

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

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

GOAL 1	By Spring 2022, 20% of 3rd graders will demonstrate reading proficiency as measured by IREAD. Ignite will raise ELA scores on ILEARN by 5% points per academic year from 2021 thru 24.		
Data Checkpoints (dates)	November 1st	February 15th	May 30th

Evidence at Checkpoints	Dibels Data, NWEA Data, Orton Gillingham Data, Clear Site Data, PHDP Data	Dibels Data, NWEA Data, Orton Gillingham Data, Clear Site Data, PHDP Data	Dibels Data, NWEA Data, Orton Gillingham Data, Clear Site Data, PHDP Data	

Evidence- Based Strategy 1	Implementation of effective intervention: An empirical study to evaluate the efficacy of Fountas & Pinnell's Leveled Literacy Intervention system (LLI).Ransford-Kaldon, C., Flynt, E. S., Ross, C. L., Franceschini, L., Zoblotsky, T., Huang, Y., & Gallagher, B. (2010). Memphis, TN: Center for Research in Educational Policy, University of Memphis. Retrieved from: https://eric.ed.gov/?id=ED544374 Herbert M. Turner, III (Commentary author) (2008) This systematic review empirically documents that the effectiveness of Orton-Gillingham and Orton-Gillingham-based reading instruction remains to be determined, Evidence-Based Communication Assessment and Intervention, 2:2, 67-69, DOI: 10.1080/17489530802037564 Impacts of the Retired Mentors for New Teachers program (REL 2017-225) DeCesare, D., McClelland, A., & Randel, B. (2017). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Central. Retrieved from http://ies.ed.gov/ncee/ edlabs Angelov, A.D., Rattermann, M., Reddicks, T., Monk, J. & New, S. (Under Review). Utilization of Health Data as part of a Multiple Tiered Systemic Approach: The Journey to Leverage ESSA and Data to Inform Early Invention Decision-Making. *Journal of Disability Law and Policy*. Sage Publishing. Thousand Oaks, CA.			PD Needed: <mark>Yes</mark> No

Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
Action Step 1	Conduct on-going, job-embedded training for teachers and instructional support staff.	Jan 2021- May 2024	Academic Leadership Team, Principal, and Teacher Team Leaders	100% of teachers implement literacy assessments & pedagogy with fidelity.
Yr. 2 Measurable Objective	By Spring 2023, 30% of 3rd graders will demonstrate reading proficiency as measured by IREAD. Ignite will raise ELA scores on ILEARN by 5% points per academic year from 2021 thru 24.			
Yr. 3 Measurable Objective	By Spring 2024, 50% of 3rd graders will demonstrate reading proficiency as measured by IREAD. Ignite will raise ELA scores on ILEARN by 5% points per academic year from 2021 thru 24.			

GOAL 2	By Spring 2022, 20% of 3rd graders will demonstrate math proficiency as measured by ILEARN. Ignite will raise math scores on ILEARN by 5% points per academic year from 2021 thru 24.			
Data Checkpoints (dates)	November 1st	February 15th	May 30th	
Evidence at Checkpoints	NWEA Data, Clear Site Data, PHDP Data	NWEA Data, Clear Site Data, PHDP Data	NWEA Data, Clear Site Data, PHDP Data	
Evidence- Based Strategy 1	The Building Assets-Reducing Risks Program: Replication and expansion of an effective strategy to turn around low-achieving schools. Final report. Corsello, M., & Sharma, A. (2015). Napa, CA: Corsello Consulting. Retrieved from: https://eric.ed.gov/?id=ED560804 Rattermann, M.J., Angelov, A.D., Reddicks, T., Monk, J., & Tanner, A. (Under Review). Advancing health equity by addressing social determinants of health: Using health data to improve educational outcomes. *PLOS-One.*			PD Needed: <mark>Yes</mark> No
Strategy Action Steps	**Required Activity**	**Start/End Dates**	**Person(s) Responsible**	**Evidence of Success**
Action Step 1	Conduct on-going, job-embedded training for teachers and instructional support staff.	Jan 2021- May 2024	Academic Leadership Team, Principal, and Teacher Team Leaders	100% of teachers implement numeracy pedagogy & assessments with fidelity.
Yr. 2 Measurable Objective	By Spring 2023, 30% of 3rd graders will demonstrate math proficiency as measured by IREAD. Ignite will raise Math scores on ILEARN by 5% points per academic year from 2021 thru 24.			
Yr. 3 Measurable Objective	By Spring 2023, 50% of 3rd graders will demonstrate math proficiency as measured by IREAD. Ignite will raise Math scores on ILEARN by 5% points per academic year from 2021 thru 24.			

GOAL 3	By Spring 2024, Ignite will meet state attendance average for chronic absenteeism. 80% of Ignite scholars will consistently attend school.		
Data Checkpoints (dates)	November 1st	February 15th	May 30th
Evidence at Checkpoints	Daily School Attendance, Home Visits, Second Steps Data, PHDP Data	Daily School Attendance, Home Visits, Second Steps Data, PHDP Data	Daily School Attendance, Home Visits, Second Steps Data, PHDP Data
Evidence- Based Strategy 1	Howland, A., Anderson, J.A., Smiley, A.D., Abbott, D.J., (2006). School Liaisons: Bridging the Gap between Home and School. *The School Community Journal.* Lincoln, IL: Academic Development Institute. 16, 2, 45-66. Smiley, A.D, Howland, A. A, & Anderson, J.A. (2008). Cultural brokering as a core practice of a special education parent liaison program in a large urban school district. *Journal of Urban Learning, Teaching and Research.* Los Angeles, CA: American Educational Research Association. 4, 86-95. Effects of a school-based social–emotional competence program: Linking children's goals, attributions, and behavior. Frey, K., Nolen, S., Van Schoiack Edstrom, L., & Hirschstein, M. (2005). Journal of Applied Developmental Psychology, 26(2), 171–200. Retrieved from: https://eric.ed.gov/?id=EJ697919 Angelov, A.D., Pettinga, D., & Bateman, D.F., (2020). The Paramount Health Data Project. In *Hashtags & Headlines Marketing for School Leaders.* (pp.82-85). New York, NY: Roman & Littlefield.	PD Needed: ==Yes== No	

Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
Action Step 1	Conduct on-going, job-embedded training for leadership & support staff.	Jan 2021- May 2024	Leadership Team, Principal, and Counselor	100% of staff implement home visit protocols with fidelity.
Yr. 2 Measurable Objective	By Spring 2022, 60% of Ignite scholars will consistently attend school.			

Yr. 3 Measurable Objective	By Spring 2022, 80% of Ignite scholars will consistently attend school.

Professional Development Plan

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

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

onal Development Goal 1	Ensure all literacy instructional staff to be trained in Guided Reading Strategies By Dr. Jan Richardson (https://www.janrichardsonreading.com/).	**Linked SIP Goals** <mark>Yes</mark> No
Funding Source(s)	School Improvement Funds	
e of Impact	Foorman, B., Beyler, N., Borradaile, K., Coyne, M., Denton, C. A., Dimino, J., … & Keating, B. (2016). *Foundational skills to support reading for understanding in kindergarten through 3rd grade. Educator's Practice Guide. NCEE 2016-4008.* U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, What Works Clearinghouse. Gaffner, J., Johnson, K., Torres-Elias, A., & Dryden, L. (2014). Guided reading in first- fourth grade: Theory to practice. *Texas Journal of Literacy Education, 2*(2), 117-126. Retrieved from: https://eric.ed.gov/?id=EJ1110820	

coaching and support during the learning process:

ill be working with Dr. Jan Richardson to implement evidence based guided reading pedagogy. Ignite will work directly with Dr. Richardson's
tion for training and support. Additionally, instructional leadership will be implementing ongoing training in subsequent years. Teachers will be
d training, guided support, and feedback on their implementation of the pedagogy as part of their evaluation process.

effectiveness be sustained over time?

ill be using SIP dollars to pay the initial start-up and training fees to implement this evidence based pedagogy. Ignite will use a train the trainer
moving forward to ensure sustainability.

Professional Development Goal 2	Ensure all instructional staff can collect & utilize multiple forms of assessment data with fidelity.	**Linked SIP Goals** <mark>Yes</mark> No
Possible Funding Source(s)	Title Funds	
Evidence of Impact	The Building Assets-Reducing Risks Program: Replication and expansion of an effective strategy to turn around low-achieving schools. Final report. Corsello, M., & Sharma, A. (2015). Napa, CA: Corsello Consulting. Retrieved from: https://eric.ed.gov/?id=ED560804 Rattermann, M.J., Angelov, A.D., Reddicks, T., Monk, J., & Tanner, A. (Under Review). Advancing health equity by addressing social determinants of health: Using health data to improve educational outcomes. *PLOS-One.*	

Plan for coaching and support during the learning process:
Ignite will be working with the Paramount Health Data Project to implement valid and reliable data collection. Ignite will work directly with PHDP for training and support. Additionally, instructional leadership will be implementing ongoing training in subsequent years. Teachers will be provided training, guided support, and feedback on their ability to collect and utilize data in their instructional decision-making as part of their evaluation process.

How will effectiveness be sustained over time?
Ignite will be using Title dollars to pay the initial start-up and training fees to implement this evidence based pedagogy. Ignite will use a train the trainer model moving forward to ensure sustainability.

onal Development Goal 3	Ensure that Ignite's Leadership and support staff implement evidence based home visit protocols with fidelity.	**Linked SIP Goals** **Yes No**
Funding Source(s)	School Improvement Funds	
e of Impact	Howland, A., Anderson, J.A., Smiley, A.D., Abbott, D.J., (2006). School Liaisons: Bridging the Gap between Home and School. *The School Community Journal.* Lincoln, IL: Academic Development Institute. 16, 2, 45-66. Smiley, A.D, Howland, A. A, & Anderson, J.A. (2008). Cultural brokering as a core practice of a special education parent liaison program in a large urban school district. *Journal of Urban Learning, Teaching and Research.* Los Angeles, CA: American Educational Research Association. 4, 86-95. Effects of a school-based social–emotional competence program: Linking children's goals, attributions, and behavior. Frey, K., Nolen, S., Van Schoiack Edstrom, L., & Hirschstein, M. (2005). Journal of Applied Developmental Psychology, 26(2), 171–200. Retrieved from: https://eric.ed.gov/?id=EJ697919	

coaching and support during the learning process:
ill be working with the Parent Teacher Home Visit protocols to ensure effective home visits. Ignite will work directly with PTHV for training and
Additionally, instructional leadership will be implementing ongoing training in subsequent years. Staff will be provided training, guided support,
dback on their ability to conduct effective home visits as part of their evaluation process.

effectiveness be sustained over time?
sing SIP dollars to pay the initial start-up and training fees to implement this evidence based pedagogy. Ignite will use a train the trainer model
forward to ensure sustainability.