

School Name: West Side Leadership Academy

School Number: 4163

Street Address: W 9th & Gerry St.

City: Gary, Indiana

Zip Code: 46406

**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 -----

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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.**

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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

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

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

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

Who is required to use the Indiana Department of Education’s CNA template? **Schools classified as CSI**

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

This is an initial three (3) year plan. <b>Yes No</b>	This is a review/update of a plan currently in use. <b>Yes No</b>
This school is identified as the following by the federal government: (Highlight all that apply) <b>TSI, ATSI, CSI</b>	
(TSI only) Underperforming student groups identified by the federal government: (highlight all that apply) <b>ELA, Math, Attend., Grad., Spec. Ed., ELL, Free/Red., Hisp., Black, White, Multi-Racial, Asian, Am. Indian/AK Nat., Native HI/Other Pac. Is.</b>	
This school receives Title IA funding. <b>Yes No</b>	Is the school's Title I program Schoolwide or Targeted Assistance? <b>SW TA</b>
<i>*If you are unsure about Title IA funding and/or the type of program, contact your federal programs specialist.</i>	

### --- 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)
<i>Sample: Alma Smith</i>	<i>Teacher</i>	<i>CNA, SIP, BOTH</i>	<i>ELA, Black, Spec. Ed.</i>
Othiniel Mahone	Principal	<b>CNA, SIP, Both</b>	Spec. Ed, Graduation
Tonia Brewer	Assistant Principal	<b>CNA, SIP, Both</b>	Spec. Ed, Graduation
William Roberts	Assistant Principal	<b>CNA, SIP, Both</b>	Spec. Ed, Graduation
Shelly Martin	Assistant Principal	<b>CNA, SIP, Both</b>	Spec. Ed, Graduation
Kerschell Hobson	Central Office	<b>CNA, SIP, Both</b>	Spec. Ed, Graduation
John Williamson	Instructor	<b>CNA, SIP, Both</b>	Spec. Ed, Graduation
Stanley Keller	Instructor	<b>CNA, SIP, Both</b>	Spec. Ed, Graduation
Denise Bacon	Instructor	<b>CNA, SIP, Both</b>	Spec. Ed, Graduation
Jose Reed	Instructor	<b>CNA, SIP, Both</b>	Spec. Ed, Graduation
Terry Reed	Instructor	<b>CNA, SIP, Both</b>	Spec. Ed, Graduation
George Sakelarlis	Instructor	<b>CNA, SIP, Both</b>	Spec. Ed, Graduation

## --- 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.

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District Vision: The vision of the GCSC is to remain the premiere educational system, providing an enriched academic and multi-cultural learning environment that prepares our students to pursue the accomplishment of life goals.

School Vision: West Side Leadership Academy's vision is to be the premier secondary school of choice in Northwest Indiana.

District Mission:

School Mission:

West Side Leadership Academy produces the next generation of world class leaders by encouraging high expectations for student success through differentiated instruction, service, and leadership.

District Goals: - Provide an enriched academic and multicultural learning environment  
- Prepare our students to pursue the accomplishment of life goals.  
\* As part of the districts 5-year strategic, a new mission and vision will be created\*

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: <i>Reading</i>	1-6	<i>ABC Reading is Fun</i>	Yes	Tier 1, 2, 3	Textbook and readers are core component of the reading program.	Yes No	
Math	9-12	Carnegie Math	Yes No	Tier 1, 2, 3	Lesson plans and content specific instructional strategies to teach math.	Yes No	
Math	9-12	Pearson	Yes No	Tier 1, 2, 3	Provides content specific instructional lessons.	Yes No	
ELA	9-12	Pearson	Yes No	Tier 1, 2, 3	Provides content specific instructional lessons.	Yes No	
ELA	9-12	Curriculum Maps	Yes No	Tier 1, 2, 3	Maps facilitate pacing and standards based instruction.	Yes No	
Math	9-12	Curriculum Maps	Yes No	Tier 1, 2, 3	Maps facilitate pacing and standards based instruction.	Yes No	

**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.	Not Yet Approaching Embedded	
Pacing guides and/or curriculum maps are used to plan and teach a standards-based curriculum.	Not Yet Approaching Embedded	
Teachers and staff are engaged in cross grade-level articulation of standards.	Not Yet Approaching Embedded	
A culturally responsive curriculum is used to ensure all students' cultural differences are recognized and appreciated.	Not Yet Approaching Embedded	

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

## 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.	Not Yet Approaching Embedded	
A process for coordinating instructional services (e.g. Head Start, adult education, etc.) is in place.	Not Yet Approaching Embedded	
A variety of instructional strategies are employed to meet the diverse learning needs of students.	Not Yet Approaching Embedded	
Teachers use strategies that monitor and adjust instruction during lessons (e.g. adjusted based on checks for understanding).	Not Yet Approaching Embedded	
Teachers ensure students are engaged in cognitively complex tasks (including varying depth of knowledge) during instruction.	Not Yet Approaching Embedded	
Teachers use instructional strategies that ensure students have multiple means of accessing instructional content.	Not Yet Approaching Embedded	
Instructional strategies provide students with multiple options for illustrating their knowledge.	Not Yet Approaching Embedded	
Instructional strategies foster active participation by students during the instructional process.	Not Yet Approaching Embedded	
Teachers and staff promote authentic learning and student engagement across all content areas.	Not Yet Approaching Embedded	
Strategies and instructional methods ensure equity of opportunity for all students during the learning process.	Not Yet Approaching	

	Embedded	
Instructional strategies assist with bridging the cultural differences in the learning environment.	Not Yet Approaching Embedded	
Teachers and staff integrate evidence-based strategies during Tier II and Tier III instruction.	Not Yet Approaching Embedded	
Teachers work collaboratively to support and refine instructional effectiveness (e.g. with feedback, coaching, etc).	Not Yet Approaching Embedded	
High expectations for academic achievement are made clear to students and supported with adequate scaffolding and resources.	Not Yet Approaching Embedded	

**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.

- Teachers are expected to include formative assessments as part of their instructional routines. Formative assessments commonly utilized include check for understandings, exit tickets, bellringers, and teacher created quizzes and tests. Additionally, programs such as MindPlay provide formative data that is utilized to inform student's proficiency and mastery of the curriculum not measured.
- Time is allotted during grade level team meetings for data collaboration and discussions concerning varied instructional strategies.
- Teachers regularly participate in professional development designed to increase individual and collaborative capacity to leverage data to improve student academic outcomes.

## 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
Exact Path	9-12	Benchmark, Com. Form., Summative, Other	Exact Path combines adaptive diagnostic assessments with individualized learning pathways to promote growth for K-12 grade students in math, reading, and language arts.	Yes No	
Study Island	9-12	Benchmark, Com. Form., Summative, Other	Study Island is an academic software provider of standards-based assessment, instruction, and test preparation e-learning programs.	Yes No	
PSAT	11-12	Benchmark, Com. Form., Summative, Other	The PSAT/NMSQT is the Preliminary SAT/National Merit Scholarship Qualifying Test.	Yes No	
Asvab	11-12	Benchmark, Com. Form., Summative, Other	The Armed Services Vocational Aptitude Battery (ASVAB) is a multiple choice test, administered by the United States Military Entrance Processing Command, used to determine qualification for enlistment in the United States Armed Forces.	Yes No	
ISTEP	9-12	Benchmark, Com. Form., Summative, Other	Indiana Statewide Testing for Educational Progress-Plus was an annual No Child Left Behind test designed by the Indiana Department of Education to measure students' mastery of basic skills, particularly reading, writing, and mathematics.	Yes No	
Standards Based Assessments	9-12	Benchmark, Com. Form., Summative, Other	Teacher created standards-based assessments that align with the curriculum maps	Yes No	
SAT	10-12	Benchmark, Com. Form., Summative, Other	The SAT is an entrance exam used by most colleges and universities to make admissions decisions	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.	Not Yet Approaching Embedded	
The school uses assessment data to identify students for Tier II and Tier III instruction.	Not Yet Approaching Embedded	
Locally created assessments are reviewed and revised regularly to ensure priority standards are being measured at the appropriate levels of depth and rigor.	Not Yet Approaching Embedded	

**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.

**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.	Not Yet Approaching Embedded	
A plan is in place to provide in-service training in the use of technology.	Not Yet Approaching Embedded	
Protocols and criteria are used to review and select technology hardware, software, and instructional programs.	Not Yet Approaching Embedded	
There are established procedures for maintaining technology equipment.	Not Yet Approaching Embedded	
Sufficient infrastructure exists to support instructional, assessment, and operational needs.	Not Yet Approaching Embedded	

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

Answer the questions for the grade levels in your school.

### Grades K-5 only

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

If “Not currently implementing career exploration activities” was 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.	Not Yet Approachin g Embedded	
A multi-tiered system of supports (MTSS) provides students with academic, behavioral, and social-emotional care and early intervention.	Not Yet Approachin g Embedded	
Discipline rules are established, and copies of the rules are made available to students and their parents/guardians.	Not Yet Approachin g Embedded	
Discipline rules to prevent bullying are in place and include education, parental involvement, and intervention.	Not Yet Approachin g Embedded	
A suicide awareness and prevention policy is in place and staff have been appropriately trained.	Not Yet Approachin g Embedded	
High expectations for behavior and attendance are communicated to families and consistently reinforced by all staff.	Not Yet Approachin g Embedded	
All staff express belief that all children can learn and consistently encourage students to succeed.	Not Yet Approachin g Embedded	
The school develops staff capacity to create positive classroom and school climates that are culturally responsive.	Not Yet Approachin g Embedded	

## 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	<b>Multiracial</b>
Asian	<b>Free/Reduced Lunch</b>	Native Hawaiian or Other Pacific Islander
<b>Black</b>	<b>Hispanic Ethnicity</b>	White

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

- Through the use of state data reports.

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

- The school is currently utilizing new data analysis tools to dynamically examine the academic data of student groups. The resulting data conversations provide a basis for recognizing and taking deliberate steps toward closing the growth and proficiency gaps that exist among student subgroups.
- The school has not been identified as TSI with SPED identifying as the school's low performing student group. In order to leverage the CNA/SIP planning process to increase the future performance of these student groups.

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

- Due to the impact of poverty and trauma on our students teachers and staff will potentially need to be provided cultural competency training as it relates to the CNA/SIP process. These are viewed as levers for increasing empathy building wide, as well as, it is to increase our capacity to connect and build relationships with our students.

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

- In the upcoming year there will be a specific focus centered around providing teachers with experiences to learn to learn about students' cultures. The district also plans to provide teachers with culturally relevant resources needed to ensure aspects of student's cultures are incorporated into instruction. This will act to increase the connection students are able to make to the content and recognize the relevance it has to their lives. Further, as the school moves to utilizing more SEL and PBL practices, teachers will be able to utilize community resources to further increase the relevant educational experiences and increased academic performance for all student groups.

## 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: 399 Two Years Ago: 446 Three Years Ago: 355

### What may be contributing to the attendance trend?

- The school closely follows the attendance guidelines established by the district understanding that attendance is crucial for a students' social, emotional and academic development. Due to recent events, such as Covid-19, attendance policies have had to be revised to fit the needs of the families and school.

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

- The school's leadership team ( Principal, AP and Dean) conduct truancy meetings and coordinate attendance contracts when absenteeism becomes chronic. The Attendance Policy for West Side Leadership Academy is as follows...
  - Teachers log daily if a student is absent
  - 3 absences Teachers make a parent call
  - 5 absences Teachers submit paperwork to counselor to send Parent Letter Home
  - 7+ absences Teachers inform leadership team to conduct a Parent Meeting

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

- A student's attendance is monitored through infinite campus and teacher logs.

Best Practice/Requirements Self-Check	Yes/No	X
The school has and follows a chronic absence reduction plan.	Not Yet Approaching Embedded	
A multi-tiered system of supports (MTSS) is in place to identify and help the academic, behavioral, and/or social emotional needs of chronically absent students.	Not Yet Approaching Embedded	

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

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

- At West Side Leadership Academy parents' and families are an essential part of students learning. To help maximize engagement WSLA has employed a Family and Community Engagement Coordinator that solely works to help families stay informed on what's going on with their students' education.

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

- The family and community engagement coordinator is the primary liaison between the family and the school. Through them parents are able to speak freely in ideas or concerns.

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

- West Side Leadership Academy hosts various school-wide events to promote parent and student engagement. In hopes that parents and students buy-in to the culture of the school and increase school attendance.

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

- Monthly newsletters are distributed to parents both electronically and physically. Newsletters share pertinent information with parents regarding things happening in the school, upcoming events and community resources that individual families may need. Additionally, the FACE coordinator is responsible for keeping a parent in touch log weekly to identify parent's hopes, concerns and suggestions.

## **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.**

- WSLA hosts various events to boost parent involvement. These include back-to-school night, student led parent conferences, report card pick up and iSTEP assessment Data dive. They also make sure to have some family fun, such as, Thanksgiving food give-away, Holiday Parties and Parent Volunteer Days. Additionally, juniors and seniors are required to have parent pathway meetings to discuss a students graduation pathway. A survey was also utilized during the 2019-2020 school year to better align the parent's vision with the schools.

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

- Parents are encouraged to come to report card pick-up days as well as parent teacher conferences. It is on these days all teachers, staff and leadership are accessible to further explain assessment results and progress. Parents are always permitted to email or call staff to gain further insight on their students academic achievement.

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

- Parents are included on several school committees, including writing this school improvement plan. The family and community engagement coordinator aids in helping parent involvement in applicable committees.

## 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?

The school will offer AP courses in core subjects English and Science, and 1 AP course in Art. We will also offer dual credit courses in Government along with working with Indiana University- Northwest to provide dual enrollment opportunities to Junior and Senior students with at least a 2.75 GPA. Foreign language courses- in 2 languages-are offered at every level to ensure students can acquire the necessary number for an academic honors diploma. The course of study includes Pre Calc and Calculus to ensure students will meet the additional full year of math needed as well.

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

At this time, the course of study for all students leads to a Core 40 diploma. Each course has been chosen specifically to adhere to Core 40 diploma requirements. Students are encouraged, during guidance meetings, to consider participating in courses which lead to acquiring an academic or technical honors diploma. This includes but is not limited to participation in AP courses, dual credit courses, CTE courses, etc. It is important to know there are no gatekeeper procedures for the above stated courses- all students based on student-specific data are eligible to take part in any course requested.

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

The school will utilize grade level meetings to inform students of the course of study for their grade as well as educating on the different types of diplomas and their requirements. This activity will be facilitated by guidance counselors and administrators. The school has also developed a course catalog to highlight and describe the different types of diplomas, varying course types and weights, and student participation expectations.

**Graduation rate last year:** 2018/2019 58.5%  
**cohort:** N/A

**Percent of students on track to graduate in each**

## **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.**

- Funds for instructional programming and services will be coordinated with other funds to the extent possible. Local, state, and federal funds (such as Title I, Title IIA, Title III, Title IVA, and IDEA) will be considered.

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

- Our district and school leaders understand the opportunity to consolidate funds and decline to do so at this time. We will ensure coordination of resources, programming, and services among local, state, and federal resources.

**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.**

- N/A

**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.**

- The district supports West Side Leadership by providing specific strategies to address the needs of the school and providing technical support as vacancies occur. In addition, the Teacher Initiative Program Teacher allows individuals interested in teaching an opportunity to earn their degree in education while teaching at one of the Gary Schools.

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

LAST NAME	FIRST NAME	SCHOOL	TITLE	POSITION	LICENSE
Mahone	Othiniel	West Side	Principal		Building Level Administrator
Brewer	Tonia	West Side	Assistant Principal		Building Level Administrator
Nichols	Vanessa	West Side	Assistant Principal		Secondary Administration
Roberts	William	West Side	Assistant Principal		Secondary Admin & Supervision
Colaie	Lroselia	West Side	Teacher	Geometry	Mathematics Junior/Senior High
Garlin	David	West Side	Teacher	Geometry DC	Mathematics Junior/Senior
Keller	Stanley	West Side	Teacher	Geometry	Mathematics Junior/Senior
Peterson	Judith	West Side	Teacher	Algebra Lab Algebra I	Mathematics Junior/Senior
Reese	Erick	West Side	Teacher	Algebra II	Mathematics
Sakelaris	George	West Side	Teacher	Pre-Cal & Calculus DC	Mathematics
Williams III	Lubbe	West Side	Teacher	Geometry	Mathematics
Crawford	Anthony	West Side	Teacher	Biology	Biology, Physics & General Science
Paige	Reginald	West Side	Teacher	Chemistry	Chemistry & Physical Science
Patton	Shawna	West Side	Teacher	Chemistry	Biology & Chemistry
Scott	Belinda	West Side	Teacher	Biology	General Science High/Junior/Mid
Smith	Sheridan	West Side	Teacher	Physics & Chemistry	Chemistry/ Physics
Akins	Marchelle	West Side	Teacher	English 9th	English
Anderson	Kecia	West Side	Teacher	English 10th	English
Fetea	Otilla	West Side	Teacher	English 9th	English
Ransom	Terri	West Side	Teacher	English 11th	English
Reed	Jose	West Side	Teacher	AP/Dual/Lit/Eng 12	English/Speech

					Communications
Thompson	Pamela	West Side	Teacher	Language English 11th grade	English
Williams	Earline	West Side	Teacher	English Lit English 12 DC	English
Williamson	John	West Side	Teacher	English 10th	English
Buggs	Christopher	West Side	Teacher	Economics Government	Historical Perspectives
Day	Paul	West Side	Teacher	World History 10th	Social Studies
Evans	Marcel	West Side	Teacher	Economics	Economics
Dennis-Powers	Kathy	West Side	Teacher	US History 9th	US History
Goodson	Beverly	West Side	Teacher	World History 10	Historical Perspectives
James	Ronald	West Side	Teacher	US History 9th	Geographical Perspectives
Vacant		West Side	Teacher	11th Grade History Elective	
Schreiber	Erick	West Side	Teacher	Health & Safety	Health
Vazquez	Omar	West Side	Teacher	Physical Ed 9 - 12	Physical Education
Williams	Veronica	West Side	Teacher	Physical Ed 9 - 12	Physical Ed & Health
Paige	Des'tina	West Side	Teacher	2-D & 3-D Art	Visual Arts
Peterson	Joseph	West Side	Teacher	Art/Art History	Visual Arts
					Computers
Sami	Taoufik	West Side	Teacher	French 9 - 12	French
Vazquez	Laura	West Side	Teacher	Spanish	English as a new Language
					Spanish
Briggs	Robert	West Side	Teacher	Librarian	
Jeter	Aurelia	West Side	ROTC	ROTC	
Sheriff	Tyrone	West Side	ROTC	ROTC	
Yarbrough	Anita	West Side	Paraprofessional	Adapted Curriculum	
Alston	Washington	West Side	Spec Ed Teacher	Mild Interventions	Mild Intervention
Bradley	Nicole	West Side	Spec Ed Teacher	Mild Interventions	Mild Intervention
Bratton	Jennifer	West Side	Spec Ed Teacher	Mild Interventions	Learning Disabled
Crayton	Sharon	West Side	Spec Ed Teacher	Mild Interventions	Mild Intervention Emergency Permit

Culver	Janis	West Side	Spec Ed Teacher	Adapted Curriculum	Learning Disabled
Dunlap	Alexis	West Side	Spec Ed Teacher	Mild Interventions	Mild Intervention
Freeman	David	West Side	Spec Ed Teacher	Adapted Curriculum	Severe Disabilities
Gray-Mays	Yana	Glen Park	Spec Ed Teacher	PODDS	Learning Disabled, Mentally Retarded
Hall	Daphne	West Side	Spec Ed Teacher	PODDS	Seriously Emotionally Handicapped
Holley	Deborah	West Side	Spec Ed Teacher	Mild Interventions	English Senior High Junior/Middle
Hric	Caroline	West Side	Spec Ed Teacher	Adapted Curriculum	Mildly Mentally Handicapped
Irvin	Torentha	West Side	Spec Ed Teacher	Basic Skills	Mild Interventions
Mihajlovich	Diane	West Side	Spec Ed Teacher	Adapted Curriculum	Elementary Intermediate
Pritchett	Vaughn	West Side	Spec Ed Teacher	Mild Interventions	Mild Disabilities
Scott	Rolisha	West Side	Spec Ed Teacher	Co-Taught	Mild Interventions
Snyder-Biggs	Sara	West Side	Spec Ed Teacher	Co-Taught	Mild Intervention
Coleman	Markeysha	West Side	Teacher - Artist	Drama	Visual Arts
Teamer	DeAndre	West Side	Teacher-Band	Band	Instrumental and General Music
Buckley	Fred	West Side	Nurse		
Hamer	Gail	West Side	Social Worker		School Social Worker
Baker-Brown	Angela	West Side	Behavior Specialist		School Social Worker
Bacon	Denise	West Side	Counselor		School Counselor
Cooper	Sharon	West Side	Counselor		School Counselor
Fleming-Collier	Dana	West Side	Counselor		School Counselor
Hamblin	Sharon	West Side	Counselor		School Counselor

## 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.

General Academic and Schoolwide		WIDA		Special Education		High Ability	
<input checked="" type="checkbox"/>	Statewide Assessments	<input checked="" type="checkbox"/>	Individual Learning Plans (ILPs)	<input checked="" type="checkbox"/>	IAM Assessment		Aptitude Assessment (e.g. CogAT)
<input checked="" type="checkbox"/>	Districtwide Assessments	<input checked="" type="checkbox"/>	Performance Gap Data	<input checked="" type="checkbox"/>	Individual Education Plans (IEPs)		Current High Ability Grant
	Assessment by Student Group		ESL Staff Training		Performance Gap Data		Performance Gap Data
<input checked="" type="checkbox"/>	Common Formative Assessments		Service Delivery Model		Special Education Training for Staff		High Ability Training for Staff
<input checked="" type="checkbox"/>	PSAT/SAT/ACT Assessments	<input checked="" type="checkbox"/>	Federal (ESSA) Grade for Group	<input checked="" type="checkbox"/>	Approved Testing Accommodations		Service Delivery Model
	Dyslexia Screening Data		Current Title III Grant		Federal (ESSA) Grade for Group		
<input checked="" type="checkbox"/>	Common Formative Assessments	<input checked="" type="checkbox"/>	Parental Involvement	<input checked="" type="checkbox"/>	IEP Compliance Report		
	Attendance Reports – general and by student groups	<input checked="" type="checkbox"/>	WIDA	<input checked="" type="checkbox"/>	Special Education Staff Assignments		
<input checked="" type="checkbox"/>	Survey of Students, Staff, Parents, and/or Community	<b>Be sure there is no personally identifiable information for students in any/all linked/uploaded data.</b>					
<input checked="" type="checkbox"/>	Staff Attendance						

### Step 1: Review Potential Issues from the Core Elements

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

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

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

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

## **Step 2: Evaluate Progress on Current School Goals**

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

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

### **Goal 1**

**Measurable outcome met? Yes  No**

The school will establish adequate leadership and culture building.

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

N/A

**If the goal was not met, explain why.**

The recent merger of High Schools has prompted a drastic shift in leadership and student presence. Administration is steadily working to improve the culture of the building by defining a strategic plan that will take deliberate steps towards creating a sustainable school culture.

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

**Goal 2**

**Measurable outcome met? Yes  No**

The administration team will provide PD that will aid teachers in core instruction and academic interventions.

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

N/A

**If the goal was not met, explain why.**

Administration has adopted a new curriculum that vertically aligns across grade levels and incorporates the 2020 Indiana Academic State Standards. District will be providing ongoing professional development to ensure the implementation of these curriculum maps are done with fidelity.

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

**Goal 3**

**Measurable outcome met? Yes  No**

Establish a school-wide plan to help with student accountability.

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

N/A

**If the goal was not met, explain why.**

District has instituted a school-wide cycle test to improve more data focus instruction. Continuous professional development for the use of Exact Path and Study Island to be properly embedded in instruction is being monitored to assess progress.

**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 3<sup>rd</sup> column. We’ll compare what we’re committed to regarding student safety with what the data shows. We’ll state our findings in the 4<sup>th</sup> 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 5<sup>th</sup> 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		
<i>A safe and disciplined school learning environment that ensures environment provides an education-Data indicates that students al atmosphere conducive to misbehavior resulting in</i>	<i>No</i> <b>X</b>	<i>In-school suspensions increased 15% over the last 2 years. Suspensions &amp; expulsions increased 8% &amp; 4% re-</i>	<i>We are committed to a safety and well-being for all. do not feel safe and that</i>	<b>X</b>	<b>1</b>		

learning and personal well-being. has increased.

respectively. Survey: 45% of students suspensions and expulsions 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.**

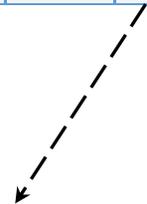
## GAP ANALYSIS TEMPLATE

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
<p>WSLA is committed to curating highly effective, relevant curriculum and instruction reflective of students’ interests and needs. Opportunities for students to exercise choice, develop individual, aspirational learning targets, and receive constructive feedback are woven into the collaborative approach to learning. Data is analyzed routinely and systematically to provide individualized instruction and identify the need for remediation.</p>	<p><b>Yes</b> No</p>	<p>On average, 22.3% of students have passed the Math test for the last 3 years. In the last 2 years, Math has had a -16.6 percentage points change. On average, 34.9% of students have passed the ELA test for the last 3 years. In the last 2 years, ELA has had a -4.0 percentage points change. Students have achieved higher pass rates in ELA than Math by 12.6% on average over the past three years.</p> <p>On average, 20.1% of students have demonstrated low growth on the MATH test over the last 3 years. On average, 64.9% of students have demonstrated high growth on the MATH test over the last 3 years. Over the last 2 years, the percentage of students in low growth for MATH has increased by 12.3. Over the last 2 years, the percentage of students in high growth for MATH has decreased by 23.9. On average, 25.1% of students have demonstrated low growth on the ELA test over the last 3 years. On</p>	<p>State assessment data indicates an increase in students receiving low growth in both ELA and Math. Ensuring adequate levels of academic growth is necessary so that all our students reach their greatest individual potential and have the opportunity to achieve success both inside and outside the walls of our building. Ensuring that we have a guaranteed and viable curriculum into place and progressively moving towards high quality instruction is our current priority.</p>	<p>X</p>	<p>1</p>

		average, 53.1% of students have demonstrated high growth on the ELA test over the last 3 years. Over the last 2 years, the percentage of students in low growth for ELA has increased by 9.3. Over the last 2 years,			
Alongside a standards-driven curriculum and rigorous instruction, vital career readiness experiences through mentoring, apprenticeships, and internships are necessary to meet the requirements for the graduation pathways. These interactive platforms facilitate the development of career readiness skills and prosocial competencies necessary for prosperity and longevity in the workplace.	<b>Yes</b> No	In the 2018-2019 school year we have noticed a decline in graduation rates, going from 85.7% in '18 to 58.5% in '19, as well as an increase in graduation waivers, going from 13.3% in '18 to 27.3% in '19. Integrating a standards-driven curriculum and rigorous instruction alongside the development and tracking of graduation pathways student graduation will increase.	Improving graduation percentages requires an overarching strategic vision. The school's implementation of a combination of a rigorous instruction and a standards-driven curriculum aligns with an increase to student graduation. Additionally, adding a systematic approach to school-wide initiatives, personalizing learning experiences, and strong relationships with school staff combined add to students' academic success and promote high graduation rates.	X	3
We approach students with compassion and recognize relationships are the foundation of what we do. It is essential for students to feel accepted, understood, and heard as collaborators in their education. A holistic approach that fosters all facets of development is incorporated with the recognition that practice and patience create a culture conducive to change.	<b>Yes</b> No	Teacher focus groups, building leadership focus groups, and the SEL audit lead to the conclusion that student trauma and social emotional needs are negatively impacting the school environment. Specifically, the percentage of students identified as "model attendees" during the 2018-2019 school year was 49.9%. Additionally, the school saw an increase in the number of students suspended and expelled from the 17-18 to the 18-19 school year.	Multiple sources of data reveal the need for a systemic approach toward students' holistic development. It is recognized that the circumstances surrounding the Covid-19 pandemic are likely to exacerbate the need for increased SEL supports. We as a school are committed to providing the means and supports for all students to overcome obstacles as they develop the skills and dispositions needed for future success.	X	2

<p>All students receive the individualized support they need in an equitable educational environment.</p>	<p><b>Yes</b> No</p>	<p>On average, 0.0% of students have passed the Math test for the last 2 years. In the last 1 years, Math has had a 0.0 percentage point change. On average, 12.4% of students have passed the ELA test for the last 2 years. In the last 1 years, ELA has had a -0.3 percentage point change. Students have achieved higher pass rates in ELA than Math by 12.4% on average over the past three years.</p> <p>On average, 39.4% of students have demonstrated low growth on the MATH test over the last 2 years. On average, 43.9% of students have demonstrated high growth on the MATH test over the last 2 years. Over the last 1 years, the percentage of students in low growth for MATH has increased by 23.3. Over the last 1 years, the percentage of students in high growth for MATH has decreased by 23.3.</p> <p>On average, 37.5% of students have demonstrated low growth on the ELA test over the last 2 years. On average, 29.7% of students have demonstrated high growth on the ELA test over the last 2 years. Over the last 1 years, the percentage of students in low growth for ELA has increased by 18.1. Over the last 1 years, the percentage of students in high growth for ELA has decreased by 2.5.</p>	<p>West Side Leadership Academy is currently identified as TSI for any low performing student groups. Therefore we have targeted SPED for our intervention and support.</p>	<p>X</p>	<p>4</p>
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List the top 3 or 4 on the next page in the column, *Identified Priorities from Previous Chart*.



## **Step 2: Conduct Root Cause Analyses**

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

Determine the root cause(s), or underlying cause(s), for the gaps in the prioritized areas.

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

<b>Identified Priorities from Previous Chart</b>	<b>List Root Cause(s)</b>
1. Academic Proficiency & Growth	<i>Please see Appendix H for a detailed cause map that identifies the components of this focus area's root cause.</i>
2. Social and Emotional Learning	<i>Please see Appendix H for a detailed cause map that identifies the components of this focus area's root cause.</i>
3. Student Graduation	<i>Please see Appendix H for a detailed cause map that identifies the components of this focus area's root cause.</i>
4. Low Performing Student Groups (SPED)	<i>Please see Appendix H for a detailed cause map that identifies the components of this focus area's root cause.</i>



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

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

## School Improvement Plan

### Using the Goal Template

#### Goals

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

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

#### Evidence-Based Strategy

A strategy is a specific plan of action to accomplish a goal. Strategies must be supported by evidence considered to be strong or moderate. Find out about evidence-based interventions [HERE](#). In the school improvement plan, check if professional development is needed to successfully implement the strategy. These activities may be replicated and expanded on in the professional development plan.

#### Strategy Action Steps

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

<b>GOAL 1</b>	During the 2020-2021 school year, West Side Leadership Academy will demonstrate an increase in both ELA and Math through school-wide student proficiency and measured data driven instruction as well as a guaranteed and viable curriculum.			
	<b>Subject</b>	<b>Student Growth Percentile</b>		
	Math	18.2%		
	ELA	33.8%		
	SPED	11.4%		
<b>Data Checkpoints (dates)</b>	<b>September</b>	<b>January</b>	<b>April</b>	
<b>Evidence at Checkpoints</b>	<b>Interim Assessment Scores</b>	<b>Interim Assessment Scores</b>	<b>Interim Assessment Scores</b>	
<b>Evidence- Based Strategy 1 (Curriculum Mapping)</b>	<p>-Carlson, D., Borman, G. and Robinson, M. (2011). A Multistate District-Level Cluster Randomized Trial of the Impact of Data-Driven Reform on Reading and Mathematics Achievement. Educational Evaluation and Policy Analysis, 33(3), pp.378-398.</p> <p>-Furtak, E., Primo., M. (2007). Exploring Teachers' Informal Formative Assessment Practices and Students' Understanding in the Context of Scientific Inquiry. Journal of Research in science Teaching. VOL. 44, NO. 1, PP. 57-84.</p>		<b>PD Needed: Yes No</b>	
<b>Strategy Action Steps</b>	<b>Required Activity</b>	<b>Start/End Dates</b>	<b>Person(s) Responsible</b>	<b>Evidence of Success</b>
Action Step 1	Teachers will engage in a professional development session regarding the core curriculum elements and how to integrate them into instruction.	July 2020- August 2020	Building leadership, Instructional Staff, Academic Coaches, EES	Teachers understand each key curriculum element and can begin initial implementation
Action Step 2	Create proficiency scales and common formative assessments for each priority standard.	September 2020- June 2020	Building leadership, Instructional Staff, Academic Coaches,	ELA & Math will have proficiency scales and common formative assessments.

Action Step 3	Model, engage, and monitor PLCs to ensure reflection and continuous improvement	September 2020- June 2020	Building leadership, Instructional Staff, Academic Coaches,	PLC forms are being utilized and reviewed
Action Step 4	Meet with ELA and Math teachers at the end of the first 9 wks to refine the maps as necessary.	October 2020	Building leadership, Instructional Staff, Academic Coaches, EES	Necessary refinements are identified and made in collaboration with teachers, building leadership, and EES
Action Step 5	Conduct regular walkthroughs to determine professional development opportunities for teachers need to deliver high- quality instruction	August 2020-June 2020	Building leadership, Instructional Staff, Academic Coaches,	non-evaluative walkthrough data to inform decisions regarding professional development opportunities are regularly taking place.
<b>Evidence- Based Strategy 2 (PBL Literacy Based Assessments)</b>	-Carlson, J., Kowalski, S., Taylor, J., Wilson, C., (2010) The Relative Effects and Equity of Inquiry-Based and Commonplace Science Teaching on Students' Knowledge, Reasoning, and Argumentation. Journal of Research in Science Teaching. Vol. 47, NO.3, PP. 276-301			<b>PD Needed: Yes No</b>
Strategy Action Steps	<b>Required Activity</b>	<b>Start/End Dates</b>	<b>Person(s) Responsible</b>	<b>Evidence of Success</b>
Action Step 1	Instructional leadership is trained to support the implementation of literacy based assessments.	August 2020- June 2020	Building Leadership, Content Teachers, Academic Coaches	Literacy based assessments are developed and an implementation plan finalized
Action Step 2	Teachers in core content classes (Science & Social Studies) are trained to utilize literacy based assessments.	August 2020- June 2020	Building Leadership, Content Teachers, Academic Coaches	A review of exit tickets indicate teachers are confident in having the support needed for initial implementation.
Action Step 3	Instructional leadership monitors the use of the assessments to ensure fidelity of implementation and to provide non evaluative formative feedback	August 2020- June 2020	Building Leadership, Content Teachers, Academic Coaches	Classroom observation data indicates implementation of the assessments have begun. Teachers are receiving individualized support to aid further implementation.

Action Step 4	The data from the assessments is analyzed and used to inform continuous improvement.	August 2020- June 2020	Building Leadership, Content Teachers, Academic Coaches	Notes from PLC meetings indicate data is being analyzed and teachers are sharing successes and challenges.
<b>Evidence- Based Strategy 3 (Instructional Priorities Model)</b>	-Goddard, R., Hoy, W. and Hoy, A. (2000). Collective Teacher Efficacy: Its Meaning, Measure, and Impact on Student Achievement. American Educational Research Journal, 37(2), pp.479-507. -Rubie-Davies, C., Peterson, E., Sibley, C., & Rosenthal, R. (2015). A teacher expectation intervention: Modeling the practices of high expectation teachers. Contemporary Educational Psychology, 40, 72-85. doi: 10.1016/j.cedpsych.2014.03.003			<b>PD Needed: Yes No</b>
<b>Strategy Action Steps</b>	<b>Required Activity</b>	<b>Start/End Dates</b>	<b>Person(s) Responsible</b>	<b>Evidence of Success</b>
Action Step 1	Build leadership capacity to lead and ensure fidelity of implementation of instructional priorities by messaging next steps in building leader and teacher competencies.	October 2020- June 2020	Building leadership, Instructional Staff, Academic Coaches, EES	A vision deck is developed and employed at the start of each Domain to communicate the what, why, how and when of the work being used to provide teachers with non-evaluative formative feedback.
Action Step 2	Instructional Coaches (and building leadership, if necessary) build knowledge on how to support teachers as they build their professional competencies follow-up supports specific to authentic engagement.	October 2020- June 2020	Building leadership, Instructional Staff, Academic Coaches,	Observation data indicates teachers are implementing newly learned instructional strategies with fidelity.
Action Step 3	Cohort teachers familiarize themselves with the Professional Competency Map aligned with each Instructional Priority and begin their journey with a pre-assessment to help	October 2020- June 2020	Building leadership, Instructional Staff, Academic Coaches, EES	Cohort teachers are familiar with the Professional Competency Maps for each Instructional Priority and know their entry point into their professional learning. Pre-assessment results are

	guide their learning pathway.			summarized to assist in identifying learner pathways.								
Action Step 4	Based on their learning pathway teachers put new learning into practice by selecting and completing a culminating task blending the practices of the Instructional Priorities.	October 2020- June 2020	Building leadership, Instructional Staff, Academic Coaches, EES	Teachers complete the culminating task for the Domain and self-assess their work against the Instructional Priority Professional Competency Maps.								
Yr. 2 Measurable Objective	<p>During the 2020-2021 school year, West Side Leadership Academy will demonstrate an increase in both ELA and Math through school-wide student proficiency and measured data driven instruction as well as a guaranteed and viable curriculum.</p> <table border="1"> <thead> <tr> <th>Subject</th> <th>Student Growth Percentile</th> </tr> </thead> <tbody> <tr> <td>Math</td> <td>18.2%</td> </tr> <tr> <td>ELA</td> <td>33.8%</td> </tr> <tr> <td>SPED</td> <td>11.4%</td> </tr> </tbody> </table>				Subject	Student Growth Percentile	Math	18.2%	ELA	33.8%	SPED	11.4%
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Subject	Student Growth Percentile											
Math	18.2%											
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<p><b>GOAL 2</b></p>	<p>Starting the 2020-2021 school year West Side Leadership Academy will demonstrate an increase in graduation rate by 11.5% and student attendance by 7.7% through implementing a system of support and interventions necessary to track students at risk of graduating and chronic absenteeism. The impact of these efforts will be...</p> <ul style="list-style-type: none"> <li>• The student model attendee percentage at West Side Leadership Academy will increase by 7.7%</li> <li>• Reduce the number of students with 10 or more unexcused absent days</li> <li>• An increase of 11.5 % in the school's graduation rate</li> <li>• A 5% decrease in the percentage of students utilizing a graduation waiver</li> </ul>			
<p><b>Data Checkpoints (dates)</b></p>	<p><b>September</b></p>	<p><b>January</b></p>	<p><b>April</b></p>	<p><b>June</b></p>
<p><b>Evidence at Checkpoints</b></p>	<p><b>Students on Track to Graduate</b></p>	<p><b>Students on Track to Graduate</b></p>	<p><b>Students on Track to Graduate</b></p>	<p><b>Graduation Rate</b></p>
<p><b>Evidence- Based Strategy 1 (Graduation Support)</b></p>	<p>-Roby, Douglas, (2004). Research on School Attendance and Student achievement: A study of Ohio Schools. Educational Research Quarterly, v28 n1 p3-16 Sep. 2004          -Ross, Terris, (2016). The Differential Effects of Parental Involvement on High School Completion and Postsecondary Attendance. Education Policy Analysis Archives, v24 n30 Mar 2016</p>			<p><b>PD Needed: Yes No</b></p>
<p>Action Step 1</p>	<p>Establish a Grad Staff that includes administration, teachers and counselors to help monitor the progress of student graduation.</p>	<p>October 2020- June 2020</p>	<p>Building Leadership, Staff</p>	<p>Identified staff members understand their role as a grad staff member and check-in monthly to report progress.</p>
<p>Action Step 2</p>	<p>Ensure curriculum resources are aligned to state standardized test and graduation exams</p>	<p>October 2020- June 2020</p>	<p>Building Leadership, Staff</p>	<p>Curriculum maps are aligned to SAT and ASVAB assessments. Teachers understand how to structure their classroom assessments to prepare students for state assessments.</p>
<p>Action Step 3</p>	<p>Create graduation pathways for all students by conducting an inventory of current graduation progress, tracking attendance, identifying</p>	<p>October 2020- June 2020</p>	<p>Building Leadership, Staff</p>	<p>Pathways are developed for each student and students are identified as On Track or Off Track.</p>

	supports, and interventions.			
Action Step 4	Collaborate with school leadership concerning attendance practices to (1) identify existing supports and procedures, (2) define roles and responsibilities, and (3) identify any additional interventions needed to increase student attendance.	October 2020- June 2020	Building Leadership, Staff	A system for tracking attendance and providing support to students who are habitually not present is established.
Action Step 5	Engage key school and community stakeholders to ensure implementation of current systems to improve the graduation rate with specific focus given to providing students with support concerning graduation pathways.	October 2020- June 2020	Building Leadership, Staff	Supports are in place to help support students who are at-risk of not graduating.  Continued planning is occurring to fully implement grad pathway supports.
Action Step 6	Embed PBL experiences within targeted classes.	October 2020- June 2020	Building Leadership, Staff	PBL experiences are embedded within specific classes that fulfill the Employability Skill Requirements of Grad Pathways
<b>Yr. 2 Measurable Objective</b>	<p>Starting the 2020-2021 school year West Side Leadership Academy will demonstrate an increase in graduation rate by 11.5% and student attendance by 7.7% through implementing a system of support and interventions necessary to track students at risk of graduating and chronic absenteeism. The impact of these efforts will be...</p> <ul style="list-style-type: none"> <li>• <b>The student model attendee percentage at West Side Leadership Academy will increase by 7.7%</b></li> <li>• <b>Reduce the number of students with 10 or more unexcused absent days</b></li> <li>• <b>An increase of 11.5 % in the school's graduation rate</b></li> <li>• <b>A 5% decrease in the percentage of students utilizing a graduation waiver</b></li> </ul>			

<b>Yr. 3 Measurable Objective</b>	<p>Starting the 2021-2022 school year West Side Leadership Academy will demonstrate an increase in graduation rate by 11.5% and student attendance by 7.7% through implementing a system of support and interventions necessary to track students at risk of graduating and chronic absenteeism. The impact of these efforts will be...</p> <ul style="list-style-type: none"> <li>· The student model attendee percentage at West Side Leadership Academy will increase by 7.7%</li> <li>· Reduce the number of students with 10 or more unexcused absent days</li> <li>· An increase of 11.5 % in the school's graduation rate</li> <li>· A 5% decrease in the percentage of students utilizing a graduation waiver</li> </ul>
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<b>GOAL 3</b>	<p><b>West Side Leadership Academy, throughout the 2020-2021 school year will progressively implement SEL supports as part of the school's MTSS framework that systematically facilitates data-based decision making around providing the tiered academic, behavioral, and social supports as indicated by...</b></p> <ul style="list-style-type: none"> <li>• a decrease number of suspensions</li> <li>• An increase in students identified as model attendees</li> <li>• an improvement in student and staff climate and culture data</li> </ul>			
<b>Data Checkpoints (dates)</b>	<b>September</b>	<b>January</b>	<b>April</b>	<b>June</b>
<b>Evidence at Checkpoints</b>	<b>Improving Attendees* Behavioral Data</b>	<b>Improving Attendees* Behavioral Data</b>	<b>Improving Attendees* Behavioral Data</b>	<b>Model Attendees* Behavioral Data</b>
<b>Evidence- Based Strategy 1 (Social-Emotional Learning)</b>	<p>-Payton, J., Weissberg, R., Durlak, J., Dymnicki, A., Taylor, R., Schellinger, K., &amp; Pachan, M. (2008). The Positive Impact of Social and Emotional Learning for Kindergarten to Eighth-Grade Students. Collaborative for Academic, Social, and Emotional Learning.</p> <p>-Goddard, R., Hoy, W. and Hoy, A. (2000). Collective Teacher Efficacy: Its Meaning, Measure, and Impact on Student Achievement. American Educational Research Journal, 37(2), pp.479-507.</p>			<b>PD Needed: Yes No</b>
<b>Strategy Action Steps</b>	<b>Required Activity</b>	<b>Start/End Dates</b>	<b>Person(s) Responsible</b>	<b>Evidence of Success</b>
Action Step 1	All staff training on Equity in Education and establish SEL Leadership Team	Aug. 2020—September 2020	School Leadership and school staff	Pre/Post Self-Efficacy survey
Action Step 2	Personalize SEL support through data dive including classroom observations, behavior data, surveys, etc.	September 2020-November 2020	SEL Leadership Team	Implemented schoolwide screener and assessment schedule

Action Step 3	Provide teachers SEL training based on data and provide classroom modeling in SEL best practices aligned to IDOE's SEL Competencies	December 2020-March 2021	School staff	Teacher exit tickets and Pre/post observations
Action Step 4	Create SEL strategic plan including vision, mission, goals, and communication plan	April 2021-July 2021	SEL Leadership Team	SEL strategic plan that includes 3-year goals for SEL implementation
Action Step 5	Progress monitoring SEL strategic plan using PDSA model	August 2021-ongoing	SEL Leadership Team	Progress monitoring report
<b>Yr. 2 Measurable Objective</b>	<p><b>West Side Leadership Academy, throughout the 2020-2021 school year will progressively implement SEL supports as part of the school's MTSS framework that systematically facilitates data-based decision making around providing the tiered academic, behavioral, and social supports as indicated by...</b></p> <ul style="list-style-type: none"> <li>● a decrease number of suspensions</li> <li>● An increase in students identified as model attendees</li> <li>● an improvement in student and staff climate and culture data</li> </ul>			
<b>Yr. 3 Measurable Objective</b>	<p><b>West Side Leadership Academy, throughout the 2021-2022 school year will progressively implement SEL supports as part of the school's MTSS framework that systematically facilitates data-based decision making around providing the tiered academic, behavioral, and social supports as indicated by...</b></p> <ul style="list-style-type: none"> <li>● a decrease number of suspensions</li> <li>● An increase in students identified as model attendees</li> <li>● an improvement in student and staff climate and culture data</li> </ul>			

## 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.

<b>Professional Development Goal 1</b>	West Side Leadership Academy will undergo aligned professional development training to ensure students are receiving high quality and engaging instruction both virtually and onsite. Emphasis will be placed on building common language and understanding of the evidence-based practices proven to impact student's growth and proficiency.	<b>Linked SIP Goals</b> <b>Yes</b> <b>No</b>
<b>Possible Funding Source(s)</b>	Local, state, or federal funds such, as but not exclusive to, Title I, Title II, Title III, Title IVa, SIG funds	
<b>Evidence of Impact</b>	<p>-Classroom observation data indicates teachers are utilizing newly learned curriculum maps.</p> <p>-Student growth and achievement improves and the year 1, 2, and 3 measurable objectives detailed in GOAL 1 are met.</p> <p>-Classroom observations indicate increased levels of student engagement and collaborative inquiry.</p>	
<p>Plan for coaching and support during the learning process: Teachers will receive non-evaluative formative feedback specific to the training received and the instructional practices and curriculum maps being implemented.</p>		
<p>How will effectiveness be sustained over time?</p> <ul style="list-style-type: none"> <li>● Academic coaches will work with teachers to refine practices and ensure job embedded support is continually provided.</li> <li>● Teachers will be afforded opportunities to collaborate over instructional strategies being implemented during PLCs.</li> </ul>		

<b>Professional Development Goal 2</b>	Staff will engage in coaching throughout the 2020-2021 school year to assist in the implementation of graduation pathways and the development of tracking student attendance.	<b>Linked SIP Goals</b> <b>Yes</b> <b>No</b>
<b>Possible Funding Source(s)</b>	Local, state, or federal funds such as but not exclusive to Title I, Title II, Title III, Title IVa, SIG funds	
<b>Evidence of Impact</b>	-Student graduation rates improve and the year 1, 2, and 3 measurable objectives detailed in GOAL 2 are met. - Monthly Grad Staff meetings will report students on track, off track and at risk - Classroom observations and attendance reports indicate teachers are accurately keeping track of student attendance.	
Plan for coaching and support during the learning process: -Data pertaining to graduation requirements will be systematically gathered and used to drive data discussions as part of a PDSA cycle to ensure the existence of continuous improvement within identifying those students most at risk of not graduating and providing them with targeted supports and interventions.		
How will effectiveness be sustained over time?  -Building leadership will work with staff to continuously support graduation pathways to ensure students stay on track -Policies and procedures around attendance will be implemented into teacher requirements		

<b>Professional Development Goal 3</b>	West Side Leadership Academy SEL Leadership team will develop a 3-year SEL strategic plan. School staff will engage in highly relevant and applicable professional development based on school SEL data with the intent of providing the social and emotional support students need to be college-and-career ready.	<b>Linked SIP Goals</b> <b>Yes</b> <b>No</b>
<b>Possible Funding Source(s)</b>	Local, state, or federal funds such as but not exclusive to Title I, Title II, Title III, Title IVa, SIG funds	
<b>Evidence of Impact</b>	<ul style="list-style-type: none"> <li>-Classroom observation data reflects student and teacher use of SEL best practices.</li> <li>-Student focus groups reveal increased student awareness of key SEL competencies.</li> <li>-Behavioral and attendance data improves and the year 1, 2, and 3 measurable objectives detailed in GOAL 3 are met.</li> </ul>	
<p>Plan for coaching and support during the learning process:</p> <p>Data gathered from Action Step #2 in Goal 3 will be utilized to provide targeted additional supports.</p>		
<p>How will effectiveness be sustained over time?</p> <p>SEL training and support will be included in the overall MTSS framework. Further, aspects of the training received and practices adopted will be included in the system for teacher onboarding.</p>		